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School board perceptions of effective superintendents in North Carolina

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SCHOOL BOARD PERCEPTIONS OF EFFECTIVE SUPERINTENDENTS IN NORTH CAROLINA

by

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APPROVAL PAGE

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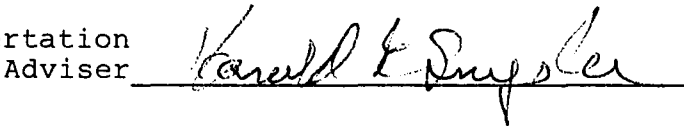
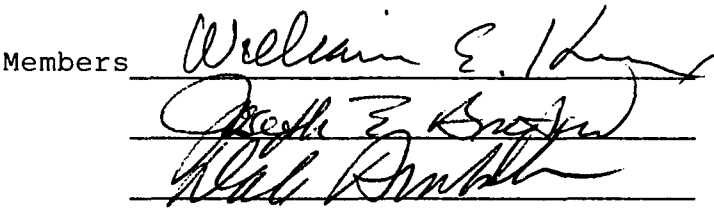
Dissertation Adviser 

Committee Members 

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The purpose of this study was to identify and describe the personal and professional characteristics of effective school superintendents in North Carolina as perceived by school board members. School boards across the state are faced with the challenge of seeing how closely their perceptions of their superintendents fit the model of what is currently defined as effectiveness in school leaders. Furthermore, school board members are required by law to hire and fire, as well as evaluate their superintendent. Presumably such decisions are made in part on the basis of effectiveness. This study investigates these issues. School boards are charged by the state to oversee the effectiveness of schools and are selected to represent the corporate interest of the public at large. The chief school officer, the superintendent, is involved in the formation of policies which should guide school systems towards goals of national, state, as well as local concern.

Results of this study were: (1) School board members choose superintendents who are mirror images of themselves. (2) Few if any school board members perceived their superintendent as ineffective. (3) School board members are middle-aged, most are members of county boards of education, semi-professional/managers, college graduates, and have served between 2 to 4 years on the board with their current

superintendent having served a similar amount of time.

(5) Wide satisfaction and approval of superintendent effectiveness on all of the 22 indicators/items answered by the respondents exists.

ACKNOWLEDGMENTS

No one ever does anything without the support and the encouragement of others around them. This dissertation may have my name on the title page, but ownership belongs to several significant others in my life. With the completion of this endeavor, many thanks go to my adviser, Dr. Harold Snyder, and the other members of my committee, Dr. Bryson, Dr. Brubaker, and Dr. Knox, who labored just as hard as I did for the final product. Each of these men left a mark on the finished product.

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Special thanks go to my family: to Mrs. Helen L. Mitchell, my mother, who never gave up; to my wife, Mrs. Karen C. Mitchell, who put up with my moods, etc., during the entire experience; and to my daughter, Heather, who encouraged me daily to stay the course. And finally, to my late father, Mr. Wade A. Mitchell, who made me promise to finish this task. I can finally say, one promise kept, Dad!

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CHAPTER I

INTRODUCTION

"Public education is the foundation of this nation's governmental, social, and economic well-being" (American School Boards: The Positive Power, 1987). The assumption that our nation's economic well-being depends upon the effectiveness of our schools is now popular. Organizational effectiveness refers to outcomes for all levels of school systems, and these outcomes depend partly on school boards.

Local school board members are responsible for the effectiveness of schools. As an elected corporate body they represent the various, diverse interests of the public at large. As lay persons acting as agents for their constituents, they are responsible to hire, fire, and evaluate administrators and staff (Gross, Mason, & McEachern, 1958). Sueprintendents, as their chief executive officers, constantly make judgments about effectiveness within school systems. They putatively lead their systems toward local, state, and national goals in a competent and productive manner. However, the research on school effectiveness and school boards is not extensive. A leading organizational theorist, W. Richard Scott, stated:

> After reviewing a good deal of the literature on organizational effectiveness, I have reached the conclusion that this [is a] topic about which we know less and less.

> There is disagreement about what properties or dimensions are encompassed by the concept of effectiveness. There is disagreement about who . . . should set the criteria to be employed in assessing effectiveness. And there is disagreement about what features of organizations should be examined in accounting for differences in effectiveness. (Rowan, 1985, p. 99)

The study of organizational effectiveness has spawned a parallel movement regarding school effectiveness. This movement stems from the idea that what goes on in schools does make a difference in the lives of students and in society. What social scientists have learned about other organizations is being applied to the institutions of education as well (Gross et al., 1958, p. 325). They have studied such areas as organizational planning, budget and finance. Bennis (1989), in On Becoming a Leader, states, "social laws are more complex and less certain than the natural ones" (p.102). Accordingly, this challenges school systems to reach out and learn from other organizations.

> The current education reform movement has highlighted the importance of school board leadership to the educational improvement of our country's youth. Board members are being challenged as never before to fulfill their board responsibilities vigorously and effectively. They will succeed only if they recognize and appreciate the significance of their roles and gain the full understanding and support of the communities they serve. (American School Boards: The Positive Power, 1987, p. v)

As agencies of the state at the local level, school boards are charged with governance of school programs based on educational priorities and objectives. Part of this governance is the recruitment, hiring, firing, and evaluation of the chief school officer in their systems.

Purpose of the Study

This study was to identify and describe the personal and professional characteristics of effective school superintendents in North Carolina as perceived by school board members. School Boards must explore how closely their perceptions of their superintendents fit the model of what is currently defined as effectiveness in school leaders. Furthermore, school board members are required by law (GS 115c 271; Gross et al., 1958) to hire and fire, as well as evaluate (GS 115c-376) their superintendent. Presumably such decisions are made in part on the basis of effectiveness. The purpose of this study was to investigate this issue.

Several key issues suggest the following questions:

1. What traits did North Carolina school board members perceive to be desirable in an effective school superintendent?
2. What traits of effective superintendents, as defined by the literature, contrasted to the perceptions of school board members in North Carolina?
3. Were there traits considered important or necessary for effectiveness according to the normative-prescriptive literature that were most valued by board members across the state?
4. Were there traits considered important or necessary for effectiveness according to the normative-prescriptive literature that are least valued by board members across the state?

5. What were the basic characteristics of both North Carolina school board members and their superintendents?
6. How did the characteristics of North Carolina school board members compare to such characteristics elsewhere?

Significance of the Study

The social sciences have presented many empirical studies which present characteristics of an effective organization. The literature contains different ideas of how organizations function and yields many characteristics of effective organization. This review was to critically analyze the current literature pertaining to organizational effectiveness and how this literature applies to the concept of school effectiveness.

Goal-centered and natural systems approaches dominate the literature. Goal attainment holds that organizations constantly seek goals. A given organization is effective to the degree to which it meets its goals. Organizational size and complexity create problems for studying its goals. Natural systems approaches make assessments as to the health and survival of the organization itself. Internal processes, such as staff morale, leadership styles, communication skills, and problem-solving strategies are pertinent to the functioning (health) of the organization. Because no

organization can be assessed with only one measure of effectiveness, the organizational effectiveness literature contains both goal attainment and natural systems approaches.

Goal-centered approaches to education are found in the work of people such as Ron Edmonds, the father of the effective schools movement. Educational psychology rests on the assumption that the attainment of certain achievement goals underlies the creation of schools. Because standardized tests give results as outcomes, early studies helped define school effectiveness. Other factors that result in effective instructional outcomes are time on task, teaching practices, instructional leadership, climate, and alignment of the program itself (Rowan, 1985, p. 101).

Accreditation grew out of the educational movements of the 1920's and exemplifies the natural systems approach to education. The analyst examines for accreditation the internal structure and process, rather than single goal attainment. Educational surveys should reflect the complex organizational structure that exists in schools.

Depending on the focus, the resulting approach to school effectiveness emerges. No single criteria exists outside the approach that one undertakes. A systems approach addresses many measures of internal organizational structures and processes. In assessing effectiveness, goal centered research in education examines instructional outcomes and basic skills attainment.

Brian Rowan (1985), writing in The Assessment of School Effectiveness, states:

> Definitions and measures of school effectiveness vary depending on the underlying theories and values of the evaluators. In practice, different evaluators have different theories and therefore define and measure school effectiveness in different ways. School effectiveness can be defined in many ways, and the definitions can change over time and vary among groups. Thus "effectiveness" should be measured by gathering multiple measures from numerous groups, and the interrelationships among these different measures should be examined. (pp. 102-103)

Method

Subjects

The population for this experimental study was all of the state's school board members as of October, 1989 (N=908). The North Carolina School Board Association provided the names and addresses of all school board members in the state. To provide more accurate information, it was decided to survey the population instead of taking a random sample. However, only 35% of the population returned the survey instrument.

Instrument

The investigator searched current literature on effective schools and interviewed the North Carolina School Boards Association officers. He constructed a 32-question survey instrument for field use. The instrument contained 21 characteristics from Purkey and Smith's survey of the literature based on their assessment of the "state of the

art" as presented to the United States Department of Education's Report on Effective Schools (1985; Houlihan, 1988; Purkey & Smith, 1985; Rutter, 1979). The investigator asked school board member representatives in the state of North Carolina to rate their superintendent on a 5-point Likert scale on the indicators of effectiveness. (Likert scales will allow the school board members to rate the degree to which each indicator applies to the superintendent.) Reliability and internal consistency was estimated by Cronbach's Alpha.

Eleven questions were used to gather a profile of the typical North Carolina school board member, including the use of Hollingshead's Index Two-Factor Index of Social Position, hereafter referred to as Hollingshead's Index (Hollingshead & Redlich, 1957).

Descriptive and Exploratory Design

The design was to include the population; however, only 35% returned questionnaires. This may be a threat to validity, yet this sample (n=319) may well represent the population. A sample containing 35% of the population can provide reliable statistical information concerning the population. However, the results cannot be generalized.

The information solicited by the instrument provided a profile of the perception of School Board members of their superintendents. It is assumed that the school board

members' perception of their superintendent can accurately predict the superintendent's effectiveness.

Procedures

Results of this survey were compared with the National School Boards Association's profile of the typical school board member, both national and regional, to determine what correspondence there was.

Data from the questionnaire were organized for analysis by the SAS Statistical Package. All descriptive data were entered as reported, but later grouped for simplicity. Ordinal data, derived from Questions 12-32, were transferred into interval scales from 1 to 5. For the purpose of statistical analysis, numbers were assigned to the scale of responses as follows: "Strongly Agree" = 1; "Agree"= 2; "Undecided" = 3; "Disagree" = 4; "Strongly Disagree" = 5.

The study focused on variables for predictive purposes. Descriptive statistical analysis was undertaken to determine if variables differ significantly from their means. Correlation coefficients were calculated to measure relationships between two or more variables and to determine if the variables were significant. Based on the results of the statistical analysis of the personal data with effectiveness rating(s) variables, significant variables were combined to predict superintendent effectiveness.

Given a rating on a characteristic or independent variable (X), the information or inference one can predict comparing this rating to another characteristic is the dependent variable (Y). The variable that one wishes to predict is called the dependent variable (Y), whereas the variable that is used as the base for the prediction is called the independent variable (X).

The measurement of the relationship between two or more variables is called correlation. The word variables refers to the fact that these conditions do in fact vary. One may have either a positive, negative, or zero correlation between variables. (High responses paired to high responses = positive; high responses paired to low responses = negative; and varying responses paired to varied responses = zero correlation.) A correlational study does not necessarily tell the researcher causality. It may indicate the direction of the relationship (Glass, 1979).

The study of association used on the data in this study has been the Pearson Correlation Coefficient/Product-Moment Correlation Coefficient. The term Ratemean listed in the tables in the appendix is a composite created by the computer of the entire series of Questions 12 to 32, omitting questionnaires with a response rate of less than 70% of the items listed on the survey. The statistical analysis consisted of those people who responded to 70% or more of Questions 12 to 32 (omitting four individual responses).

The significance of this measurement is determined by the number of respondents in the population. Coefficients, for example the t test, are affected by the number of the respondents paired with the probability (dF's/degrees of freedom) of obtaining any given (r) coefficient (Spence, 1968). The larger the coefficient, the greater the accuracy of the prediction.

Contingency tables were organized, analyzed, and summarized which show the rates (occurrences of the responses) on the independent variable (X/left side of the table) with the dependent variable (Y/top of the table of rates).

Inferential statistics method used in this study was ANOVA (analysis of variance). Variance exists in any group of samples. Components of variance are thus identified and noted by the researcher. Independent components variation was noted by this technique, and then the components were analyzed to test certain hypotheses.

Assumptions

The investigator made certain assumptions when selecting the methodology of this study. Listed below are the statement(s) which directed the investigator.

1. Leadership is essential at all levels of schools.
2. The organization needs to select those measures of effectiveness which are most relevant and give their organization the most desired results.

3. The best method of determined effectiveness of superintendents is unknown, and constant assessment needs to be undertaken by school boards. Organizations do (ought to) choose assessment measures that make them look good, hence survive.

Limitations

1. Although the population surveyed included all North Carolina School Board members, the return rate (35%) calls the results into question.

2. Not all units of an organization perform similar tasks at the same degree of proficiency. Many units perform different tasks. The net effect was that evaluators of effectiveness studies should review measures on each unit rather than overall measures.

3. This was not an experimental study, but rather a descriptive and exploratory one. Therefore, results cannot be generalized.

4. Data containing the socioeconomic level of the board members was not included in the survey instrument because North Carolina law prohibits and limits requesting such information from certain elected positions in our state.

5. Research on the role of school board "academic leadership" across this nation has been missing. In the series of national reports issued between 1983 and 1986,

"the unstated implication of many of these reports is that school boards are part of the problem and have not exercised their authority to improve education" (School Boards, 1987, p. 54).

Definition of Terms, Concepts, Etc.

Abstract--"Intellectual or theoretical; something that does not exist in reality but only in the mind; principles or representations that reflect reality" (Facts on File: Dictionary of Education, 1988, p. 3).

Board of Education--"A board of education, also known as a SCHOOL BOARD, is a group of individuals, usually popularly elected, who serve as an agency that is responsible for conducting the public education system of a locality" (School Administrator's Encyclopedia, p. 67).

Coleman Report--"A study published by James S. Coleman of Johns Hopkins University in 1966 under a federal legislatige mandate to obtain information about equality in education. Though the study has received much scholarly criticism with regard to its methodology, the results have been widely circulated. Significant findings included evidence that factors external to school itself were highly correlated with student achievement and that students from disadvantaged families learned more when they attended school with children from more advantaged backgrounds" (Facts on File: Dictionary of Education, 1988, p. 3).

Criterion--"Most dictionaries define a criterion as a standard or rule by which a judgement can be made" (Rowan, 1985, p. 103).

Effective instruction--"Effective instruction is based on teaching a common set of grade level skill objectives to a whole class, with the expectation that all students will reach or exceed a stated mastery performance standard" (Brookover, 1982, p. 128).

Effective School--"A school in which at least eighty percent of the students, regardless of socioeconomic level, are achieving at or above the national average on standardized test" (Edmonds, 1979, p. 32).

Effective Schools--An effective school is one where the organization and its membership seek "through common effort, to achieve established goals" (Facts on File: Dictionary of Education, 1988, p. 173).

Effective Schools Research--"A phenomenon beginning in the late 1970's in an effort to improve student academic performance through an analysis of those components in schools that seem to be related to high test score. The initial impetus is traced back to the 1966 Coleman Report. For a review of research articles, see Purkey and Smith, 1983" (Facts on File: Dictionary of Education, 1988, p. 172).

Hawthorne Effect--The Hawthorne studies introduced behavioral sciences to management. As a result of these studies, a linkage between the task undertaken and the social

system (culture) exists. Human factors came into play in the decision-making process by showing that morale and productivity are directly related (Haimann, Scott, & Conner, 1978, pp. 30-31).

Leader--"The new leader . . . is one who commits people to action, who converts followers into leaders, and who may convert leaders into agents of change. We refer to this as transformative leadership . . ." (Bennis & Nanus, 1985, p. 3).

Leadership--"Leadership is the reciprocal process of mobilizing, by persons with certain motives and values, various economic, political, and other resources, in a context of competition and conflict, in order to realize goals independently or mutually held by both leaders and followers" (Burns, 1978, p. 425).

Leadership Style--"An imprecise term that refers to the blending of a person's knowledge of leadership theory and skills, with his or her own personality and values, and under different organizational circumstances, to yield a 'style' of leadership behavior. Some people are relatively rigid and can use only one or two styles; others are more flexible and may have many style options available to them": (Facts on File: Dictionary of Education, 1988, p. 268).

A Nation At Risk--"A report issued by the Federal Commission on Excellence in Education in 1983 that compared American education with foreign educational systems and strongly

criticized the American system in terms of the level and quality of student achievement. Because of educational inadequacies, the report warned that the United States was 'at risk' in terms of economic survival, trade dominance, and national security" (Facts on File: Dictionary of Education, 1988, p. 307).

Perception--"The way in which a person views his or her environment based on the senses, past experience, attitudes, current information, and personal variables" (Facts on File: Dictionary of Education, 1988, p. 347).

Superintendent of Schools--"The superintendent of schools is the educational administrative officer and chief member of the central staff within a system or district" (Mamchak & Mamchak, 1982, p. 350).

Organization of Study

This study is divided into five chapters as follows: Chapter I is an overview consisting of the introduction to the study, statement of the problem, significance of the investigation, the methodology, key assumptions, the limitations, definition of essential terms, and the plan of organization.

Chapter II examines the literature on effectiveness in both education and related social science areas. The researcher attempted to find studies which document the existence of a relationship between school board members' perceptions and superintendents' effectiveness.

Chapter III examines the methodology to be used to analyze the data obtained from the survey instrument. Thirty-two questions made up the survey to be sent to all of the school board members in North Carolina.

Chapter IV presents an analysis of the data collected from the survey instrument. Tables representing descriptive statistics of the data are presented in this chapter.

Chapter V includes the summary and conclusions based on the results of the analyses. Questions presented in chapters are answered, conclusions drawn, and recommendations made for future study.

CHAPTER II

LITERATURE SEARCH

Introduction

This chapter presents the relevant literature concerning school boards, superintendents, and their relationships to the concept of effectiveness. Perception, as defined in Chapter I, is "the way in which a person views his or her environment based on the senses, past experience, attitudes, current information, and personal variables" (Facts on File: Dictionary of Education, 1988, p. 347). School boards and superintendents bring with them perceptions which affect the decisions they make.

A clear understanding of the undertaking is important. Peter Drucker, writing in The New Realities (1989), makes the point:

> Some of the greatest impediments to effectiveness are the slogans, the commitments, the issues of yesterday, which still dominate public discourse, still confine our vision. . . . [We need not] . . . focus on what to do tomorrow. . . . [We] focus on what to do today in contemplation of tomorrow. Within self-imposed limitations, it attempts to set the agenda. (p. xi)

During the past two decades the concepts of "school leadership" and "vision" have become central for both organizational and educational research (Blumberg & Greenfield, 1979; Peters & Waterman, 1982). Robert Cole "defines leadership

as articulating a vision" (The Kappan, 1984). Vision on an organizational level extends excellence through the leadership of all levels of its participants (Sheive, 1987, p.96). Leadership is closely related to effectiveness of schools (Sheive, 1987). School boards and superintendents provide district level leadership. School boards measure perceptions of effectiveness setting the standard for education as a profession. Perceptions of what school boards think about effectiveness and their hired superintendents do affect school leadership. Choices are made based on the amount of knowledge and use of that knowledge by school boards across the nation as well as in North Carolina.

During the postwar era, schools have been the focus of change, reform, and improvement. Key words spotlight each of the past three decades: "innovation" in the '60's, "accountability and improvement" in the '70's, and "excellence" in the '80's. The recent decade has presented education with various national reports such as A Nation at Risk (1983). Success in a democracy, as well as in school, has been measured by the numbers of educated persons who comprise the society (DuFour, 1987). DuFour has stated:

> But as worthy as educational improvement goals seem, a reform movement is a complicated event. It has many audiences. One is composed of policy-makers, policy-watchers, and citizens at large. This group has watched intently as recommendations of commissions have been shaped, as legislation top officials have articulated their commitment and concern. Another audience includes

> the citizens and parents of local communities. While interested in the larger reform scene, these spectators focus their attention on the local school board and superintendent and the principal and teachers of the various schools. They want to be reassured that their schools are either excellent or in the process of becoming so. A third audience relatively uninterested in the drama, is a hard-minded crowd of analysis and academics-critics who want some tangible evidence that schools are better now than before all the activity began. They are waiting in the wings until reviews, box office returns, and other evidence are accumulated and broadcast. (DuFour & Eaker, 1987, pp. x, xi)

Public schools are stages composed of many actors and performing for a multitude of diversified audiences. The performers and the audiences intersect and connect with other social entities (Goffman, 1959; Gross, Mason, & McEachern, 1958).

School Board Responsibilities

Gross et al. (1958) state:

> A point that deserves emphasis is that these positions (school boards and superintendent) are established by state law. By legal definition the school board is the formal policy-making of a public school system and the superintendent is its executive officer. The board is superordinate to the superintendent. It hires and fires the superintendent, not vice versa. These two positions are located at the top of the formal social hierarchy of a school system. Through the deliberations and actions of their incumbents, decisions are reached that clearly affect the organizational purpose and the manipulation of its human and majority resources. The authority and responsibility to make major policy, allocative, and coordinative decisions for the school systems are vested in these positions. (p. 100)

An understanding of current school boards in North Carolina begins with knowing the basis for the legal as well

as practical rationale for their existence. Ben Brodinsky, writing in How School Board Operates (1977), states:

> Here . . . is a body of volunteers giving their time, practical experience, and lay wisdom to education, a matter too important to be left to educators. Through the board of education, it is said, the parent and the taxpayer have some control over school policy. The board also balances the zeal of the specialist or advocate of special causes with the needs of the student and the family, and provides a link with the community often denied to the educator. (p. 8)

Citizens see themselves in different roles as members of boards of education. Clyde McKee, of Trinity College in Hartford, has arranged board members into the following classification:

> First, there are the ratifiers. They see their function as legitimatizing the recommendations of the educational administrators, whom they see as policy initiators.
>
> Next are the negotiators, who see their role as mediating conflict between individuals and groups who are battling for different points of view within the educational area.
>
> Third are the educational advocates. They have strong ties to particular groups or interests or they select pet projects upon which to concentrate--the school band, vocational education, reading, or football.
>
> Then there are the judges. They have particular interests in judging this teacher or that teacher--or all teachers.
>
> We come now to the administrators, so-called. Their eyes light up whenever the superintendent submits a contract that has gone out to bid or when he recommends buying new equipment.
>
> Related to the administrators are the budget analysts, who are really frustrated financial wizards. They like at least five sharpened pencils to accompany the first draft of the school budget.

> Nearly every board has its gossipers, who want names of pregnant teachers and students and to know who is divorcing whom.
>
> Finally, there are the status seekers who preen before the press at board meetings, making "newsworthy" statements or who call the state commissioner of education by his first name and report this at the next board meeting. (Brodinsky, 1977, p. 10)

A legal life has been given school boards by conferring corporate status within North Carolina by the General Statutes 115-40, hereafter referred to as GS. "As a body corporate, the board of education has legal existence separate and apart from its members" (School Law: Cases and Materials, 19 , pp. 3-1). The members each have their opinions but these separate agendas remain independent until such time as the board acts and adopts them. No single member acts alone for the board. "It is the board, not the individual member, that has the right to carry on the school governing process" (School Law: Cases and Materials, 19 , pp. 3-1).

Powers not granted to other agencies are reserved to the local board by GS 115-40. Powers granted by the General Assembly to the State Board of Education or the State Superintendent's Office preclude these powers.

The source of all school board power and responsibilities lies with the General Assembly of North Carolina. Powers granted to school boards are either specifically granted by the General Assembly or implied from specific

grants of authority. The General Statutes list all these in Chapter 115C. Unless limits are set by either the federal or state constitution, the legislature may enlarge or limit board powers. By being granted authority by the legislature, other agencies such as the State Board of Education may through its rule-making power enlarge and limit local school board power.

> All powers and duties conferred and imposed by law respecting public schools, which are not expressly conferred and imposed upon some other official, are conferred and imposed upon local boards of education. Said boards of education shall have general control and supervision of all matters pertaining to the public schools in their respective administrative units and they shall enforce the school law in their respective units. (G.S. 115c-36)

> Local boards of education, subject to any paramount powers vested by law in the State Board of Education or any other authorized agency shall have general control and supervision of all matters pertaining to the public schools in their respective local school administrative units; they shall execute the school laws in their units. (G.S. 115c-40)

Four general areas of authority are granted to the school boards of North Carolina. They fall into these categories:

1. The board must set educational policy within the limits of its authority and oversee the implementation of its policies and the state's educational program.

2. The board must staff the school. It has ultimate legal responsibility for the employment of every school employee.

3. The board must manage the financial affairs of the unit and guard its assets. This responsibility includes budgeting for current expense and capital

> outlay and protecting school property through insurance and careful management. In a continuous process, the board assesses the unit's needs in general areas, presents these needs to the general public and the local tax-levying authority, reduces them to a proposed budget, adopts and amends its budget resolution, spends money, and accounts for the expenditures. Much of this process is governed by state law, and strict adherence to the law is essential. But at some points--notably where school board authority and tax-levying authority interact--the board's good judgment and powers of persuasion determine its success.
>
> 4. The board must provide school facilities. It must acquire sites, and construct, furnish, and repair buildings. Property that is no longer needed may be sold, exchanged, or leased through arrangements between the board and private individuals or other governmental units. It must also regulate the use of school property by others. (School Law: Cases and Materials, 1988, pp. 3-2)

As far as this literature search is concerned, the power granted to boards of education to elect a chief school officer (G.S. 115c-271) is paramount.

> Almost certainly the board's most important responsibility is selecting a superintendent. The superintendent is the board's chief administrative officer, and it is his or her duty to implement the policies, rules, and regulations of the local board of education, the State Superintendent of Public Instruction, and the State Board of Education. (School Law: Cases and Materials, 1988, pp. 3-16.

Hiring a new superintendent is the single most important task that a school board may undertake. Several handbooks on boardsmanship stress only the policies and regulative duties for basic criteria needed for the superintendent position. Many school board associations state that the relationship between a board of education and the superintendent needs to be harmonious. Washington State Association

of School Boards "handbook stresses that it is the board's duty to help the superintendent work effectively and to create for him the proper working atmosphere" (Brodinsky, 1977, p. 17).

The process of selection is one that the local board is given a great degree of variance. Requirements set by the state are few in number:

1) Having served as a principal or other related experiences as set forth by the State Board of Education.
2) Must meet current State Board requirements as to certification, experience, and level of education (G.S. 115C-271).
3) Candidate must reside in the county (or city) where he or she is being employed (G.S. 115C-272).
4) Candidate cannot be employed in any other business which might interfere with his/her carrying out the duties as set forth by the board (G.S. 115C-272).

If for some reason, a local school board selects someone who does not meet the state requirements, then the election of that person is null and void. In this event, the local school board must select another candidate who meets the current requirements (G.S. 115C-271).

During the month of April either every 2 or 4 years, the board of education must meet and elect a person to be superintendent to take office on the following 1st of July for a term of either 2 or 4 years. If the contract for the current superintendent is not renewed, then the current officeholder will remain in that position until another person is selected after the 1st of July has passed. The

exact date of the starting date for any contract is unclear (G.S. 115C-271).

The current contract must be on file for public inspection at the site of the office of the board of education as a copy with the State Superintendent of Public Instruction. Salary is set both by the current State Board of Education Pay Plan plus any locally paid benefits, etc.

During the last year of a superintendent's current contract, the local board may with the consent of the superintendent vote to extend the current contract for either 2 or 4 years. However, when the last year of a superintendent's contract coincides with an election when one or more of the current board members' positions are to be considered, the board of education may not take either action to extend or hire a superintendent until after the new board takes office.

When a superintendent contract is not completed for some reason such as death, resignaton, or board removal from office, a temporary or acting superintendent may be hired by the board of education. Duties can be assigned to any of the board's employees during the interim. Board action on these matters must be in an open meeting and be properly recorded in the minutes. Also, the State Superintendent and the State Controller of the State Board of Education must assent to the interim appointment [48 Op. N.C. Att'y Gen. 3 (1978)].

The power of selection of the superintendent is enhanced by G.S. 115C-276(a), which allows boards of education to list the duties of the office as well as to permit the board to remove the superintendent (G.S. 115C-274). Boards give justifiable reason for this position (School Law: Cases and Materials, 19 , p. 3-3).

> Dismissing a superintendent during the contract term is a serious step. A board of education may remove a school superintendent if it finds that (1) the superintendent is guilty of immoral or disreputable conduct or (2) he refuses or fails to perform the duties of his office [G.S. 115C-274(a)]. If the Superintendent of Public Instruction concludes that he has sufficient evidence that the superintendent is not capable of discharging his duties or is not doing so or is guilty of immoral or disreputable conduct, the Superintendent must report the matter to the local board. If the board determines, after a hearing and "careful investigation," that the charges are true, it declares the office vacant and elects a new superintendent. A superintendent who thinks he has been unlawfully removed from office may "try his title to office" in the state courts. (School Law: Cases and Materials, 1988, pp. 3-17).

If, for some reason, the local board of education believe that no grounds for removal exist, but that a change of superintendent is needed, they have the option of buying out the rest of the time remaining on the current contract.

> A board that is willing to pay the full salary for the contract term may relieve the superintendent of all his duties. In 1985 the Fourth Circuit Court of Appeals, which has jurisdiction over North Carolina, held that such action did not deprive the superintendent of a property interest (that is, legitimate expectation of continued employment based on his contract) because though that interest included the right to receive compensation, it does not include a right to engage and actively execute the duties of his office. [Royster v. Board of Trustees of Anderson County School District No. 5, 774 F.2ed 618 (4th Cir. 1985) cet. denied, 106 S.Ct. (1986). Digested in 17 School Law Cases and Materials 23 (Winter 1986)].

Since the board is seeking to purchase the remainder of the time of the current contract and no property rights have been violated, due process procedures which would be the norm are not engaged. Otherwise, due process procedures must be followed during normal dismissal procedures for just cause (School Law: Cases and Materials, 1988, p. 3-18).

According to G.S. 115C-41(a) and G.S. 115C-276(b), the superintendent acts as the secretary to the board of education. The superintendent is charged with taking all of the minutes of the board meetings, issuing all the orders and the notices for the board, and acting as the chief executive officer. The minute book of the board's actions must be kept at the location of the board's regular meeting site and must be open for public viewing. When the office of superintendent is open, the board may elect one of its own members to act as the secretary to the board. The superintendent may attend executive meetings of the board, but he or she may not be permitted to attend when the subject of the superintendency itself or the current superintendent is the order of business.

School boards looking for renewal in their system seek more than just the before-mentioned legal requirements for their administrative heads. Writing in School Boards: Strengthening Grass Roots Leadership, Danzberger (1987) states:

> Because school boards are charged by states and localities with making policy and governing public education at the local level, their capacity to lead will to a large extent determine the long-range success or failure of school improvement efforts. (p. 54)

School board members provide leadership at the district level. They are interested, therefore, in the types of leaders as well as the means to determine effectiveness of their policies and their own leadership as well as those they employ. The type of the leader determines the behavioral style as well as the effectiveness of both the board of education and the superintendent.

Superintendent-School Board Relationships

Brodinsky (1977) writes:

> We now come to the question, Who has the actual authority to run the schools, the board or the superintendent? Out of the interminable debates these hard facts emerge. Weak boards frequently relinquish their authority to strong superintendents or, being weak, are largely stripped of their powers by superintendents. In many instances, the state gives the superintendent wide statutory authority to act on behalf of the district's program of education as the executive secretary of the board, and the energetic and ambitious superintendent grasps such opportunities to become policy makers, policy executor, and policy evaluator. The weak board is left dangling. Only a strong board can take advantage of its potential for contributions to the cause of a better community. (p. 14)

The American School Superintendency (1982), published by the American Association of School Administrators, attempted to survey the perceptions between boards of education and their superintendents' roles. These studies indicate that superintendents believe they are in charge in the

area of school governance (73%). In such areas as the setting of agendas, development of policies, and socializing new board members, they function in the role of gatekeeper by controlling the flow of information to their boards of education (Cunningham, 1983, p. 81). The research points to a growing tension between these two groups. As the study summary states:

> The interaction between superintendents and school boards is a changing, complex relationship. The 1982 study is the first time such data have been gathered. It is incumbent upon the profession to ensure that ongoing attention is paid to issues of leadership, governance, and management of the school enterprise. Without such nurturance, an effective and successful relationship will remain elusive. (Cunningham, 1983, p. 82)

Six themes emerge from the studies discussed above from the perceptions of the superintendents about themselves. They are as follows:

1. The superintendency is a demanding post in transition.
2. Enhanced management and leadership is increasingly expected criterion of superintendents.
3. Increased tension is developing between boards and superintendents. The relationship between school boards and superintendents is increasingly one of conflicts and stress.
4. Equity concerns are not now an issue in the United States.
5. Finance and financial management are major concerns.
6. Accountability is an enduring expectation. (Cunningham, 1983, p. 19)

A clear understanding of the respective roles of both school boards and superintendents is essential for effectiveness. According to the publication entitled Roles and Relationships: School Boards and Superintendents, (AASA, 1980):

> A superintendent is expected to display excellence as an educational leader, to be politically sophisticated, to be aware of and active in legislative developments, and to have an extensive knowledge of federal and state laws. A school board is asked to be responsive to its constituencies in governance; sensitive to the special needs of all learners in the district; a more active advocate for learners to the people, other local governmental entities, and state and federal levels of government; and a vigorous ambassador explaining the instructional programs to the people. (p. 1)

A clear distinction lies between the board's legislative role and the superintendent's administrative (leadership) role. Rarely are the roles clearly defined. Three things come to bear on the working relationship between boards of education and superintendents:

1) Professional advising role of superintendent to the board of education.
2) Policy needs to be set by precedent for unanticipated mandated changes under the direction of the team work of the superintendent (professionals) and the board of education (lay-leaders).
3) The board must give the professional school administrator enough authority to carry out designated responsibilities, and an administrator must give

> the board adequate assurance that the job the board designated is being accomplished (Roles and Relationships: School Board and Superintendents, 1980).

Former Secretary of Education Bell has been quoted

> as having cast doubt on the effectiveness of school boards, even suggesting that many of today's education problems can be traced to them. Suffice it to say, there are perennial questions regarding executive and policy functions, but current conditions regarding those relationships appear to be deteriorating. (The American School Superintendency 1982: A Full Report, 1983, p. 15)

According to the literature, many boards of education have been referred to as rubber stamps of the will of the superintendent. Since the superintendent has historically controlled the flow of information, its creation, and spread of school district information, this might have been true at some point. However, with the advent of computers, the flow of information trend may finally revert to the board's favor (The American School Superintendency 1982: A Full Report, 1983, p. 17).

Writing in Schools in Conflict (1989), Frederick M. Wirt and Michael W. Kirst have updated an earlier edition with the developments in education since A Nation at Risk (1983) was published and the resulting first wave of reform has hit the nation. These authors state that as a result of the first wave of reform, school boards have more top down regulation. The site level forces have gained strength with a second wave of reform for greater freedom at the local

school level (Krist & Wirt, 1989; Moloney, 1989). Moloney, writing in a review of this book, states: "Assuming that school boards and central office are part of the problem rather than part of the solution is a sure fire recipe for political stalemate" (p. 12).

Timar and Kirp (1989), writing in Managing Educational Excellence, state that policy making to improve schools is very difficult to achieve. People who want to change the status quo have a narrow range of potential changes which affect school success. The authors state that the methods that implement changes are just as important as the changes themselves. Since the procedures for implementing change must tackle the maze of educational bureaucrats, the result is almost totally changed from the original intent. As R. Scott Pfeifer points out:

> . . . paths many reforms take, moving from propositions about excellence, to specific policies to implement them, to practices that bear scant relationships to the original proposition. Managing educational excellence, in short, has been a hit-or-miss matter across the U.S. (Pfeifer, 1989, pp. 11, 39)

This work emphasizes the point that substance of the reform (intent) is as important to the success as the implementation (process) (Pfeifer, 1989). "The central question is: How does a school forge an organizational identity for excellence?" (Pfeifer, 1989, p. 11). Timar and Kirp (1989) write:

> [School identity] cannot be done through directives and regulations from state legislatures and centralized bureaucracies. It can only be done in the schools, by school personnel creating the kinds of organizations that can engender, as organizations, a vision of what education is and ought to be. (p. 117)

The National School Boards Association (NSBA) and the American Association of School Administrators (AASA) state that

> Today, effective public education requires strong school boards and strong superintendents who willingly assume leadership roles. To an important degree, educational success is dependent upon a good working relationship between the school board and the chief administrative officer it employs. Basic to this relationship is a clear understanding that the board and superintendent constitute a team. Neither can operate effectively without a thorough knowledge of and support for the other role. (Roles and Relationships: School Boards and Superintendents, 1980, p. 1)

Brodinsky (1977) pinpoints the theme when he writes:

> We now come to hard reality of board/superintendent relationships. What is the actual job of the superintendent and what is the actual job of the board? The textbook says it is the board's function to make policies. It is commonly put this way: "The function of the board is not to run the schools but to see that they are run effectively. (p. 17).

> Effective boards, however, succeed in bringing about interaction between the specialist's ideas and the ideas of the community, tempering the ambitions of educators without squelching their enthusiasm or under utilizing their expertise. (p. 27)

Cuban's (1985) research has been the basis for the propositions on the effective school literature and the perception of school board and superintendent interaction.

The four propositions are:

> First, no superintendent can secretly improve a school district. The source of formal authority for a superintendent's initiative is the school board, which needs to approve the general direction and to work in tandem with the superintendent. . . .
>
> Second, the superintendent sets the agenda and develops the mission, using his or her managerial skills to decide when to open the gate to ideas and when to close it, when to veto and when to support--in short, how to develop policy. . . .
>
> Third, the superintendent establishes a climate which nurtures instructional improvement in the district. . . .
>
> Fourth, the school chief uses a number of managerial tools to implement the mission: targeting limited resources on activities that promise a payoff; placing like-minded, skilled staff in key positions that will advance the district's mission; and actively participating in monitoring and assessing the instructional program. (p. 147)

An individual's personality influences the selection of a given style. Members of school boards and superintendents need the proper mix between the organizational style of the former and the leadership style of the latter.

> The superintendent will be predominantly task or relationship oriented; the board will be predominantly corporate or familial in the way it operates. These styles are matter of degree, of course, and the working relationship between any superintendent and the board is a complex mixture of styles. But depending on the mixture, that relationship can be successful--or downright disastrous. (Katz, 1985, p. 34)

Schools are different from other social organizations having a specialized client population with needs. Leadership is defined differently by school board members. School board members need to be aware of the existence of the

literature on effectiveness and leadership and its implications in order to carry out their functions as lay governance for schools. The Association for Supervision and Curriculum Development states five instructional behavior patterns common to effective instructional leaders: (1) vision, (2) resourcefulness, (3) instructional support, (4) fosters participative management, and (5) monitoring. These behaviors must be addressed in both site based leadership, as well as district-wide leadership.

Warren Bennis (1989), in On Becoming a Leader, stated that leaders "are responsible for the effectiveness of an organization. The success or failure of all organizations . . . rests on the perceived quality at the top" (p. 15).

Efficiency, Effectiveness and Effective School Research

Efficiency

In Education and the Cult of Efficiency, Raymond Callahan (1962) showed that early in this century there were attempts to master industrial methods and to adapt them to the nation's schools. Educational administrators aimed to make use of these methods to make the schools more efficient. Early in the 1960's, a similar movement came into being due to the ever-rising cost of education and the ever-increasing competition in the public domain for decreasing tax revenues. This new thrust became known as the accountability movement marked by a search for new means by which governments could

make schools more responsible; therefore, schools would be more effective for their clients (Murphy & Cohen, 1983).

Modern physics defines the concept efficiency as the amount of work measured in terms of output compared to the amount of work measured in terms of inputs. The goal is to find the means to increase outputs while either cutting or holding constant the amount of inputs needed to complete a given task or job assignment. Total efficiency can never be gained. The ratio of outputs to inputs will always be less than one. Perfect relationships never occur since one can only attempt the total use in a perfect environment of all inputs making a similar use of its outputs on a one-to-one relationship: i.e., total utility.

Efficiency in the physical world was the metaphor for many of the human relations models undertaken in the late 30's and 40's. These applications were fostered by industrial communities in the formulation of the human relations models for management and large scale organization in the private and lately in the public sectors (Cross, 1981).

School leaders need to describe in realistic terms the goal or goals of the school.

> Effectiveness, according to Webster, is a noun related to the ability to produce a desired or decisive effect. As such, the outcome is very specific and factual. Success, on the other hand, is a noun related to the degree or measure of an outcome. Effectiveness is specific, success is relative. Given this difference in word meaning, how does this relate to an understanding of what is involved in a successful or effective school? (Houlihan, 1988, p. 7)

Quality is an abstraction and its measurement is built on certain assumptions usually taken from a client population.

Outputs and inputs are measured for business in terms of cost and how it relates to profits. Private enterprise publics have problems with the inexactness of school's measurement of outputs as a result of a single entry of inputs. Social and cognitive gains from corresponding input of revenue can not be measured on a one-to-one relationship as mere inputs and outputs. A dollar's worth of learning is almost an impossible figure to calculate. The very value based, subjective nature of schooling makes the task impossible. Two questions must be asked when one considers efficiency in education. How accurate are the scales of measurement? Secondly, does the measurement scale in reality compare what goes into the environment with what comes out (inputs vs. outputs) (Brandon, 1983, pp. 26-32)?

> The role of qualitative variables in understanding school performance is critical to overall analysis. By qualitative variables we are talking about attitudes, values and other aspects of school life that aren't statistically measurable. These are the intangible aspects of student-teacher-principal interactions. They are of critical importance to the functioning of any school. (Houlihan, 1988, p. 15)

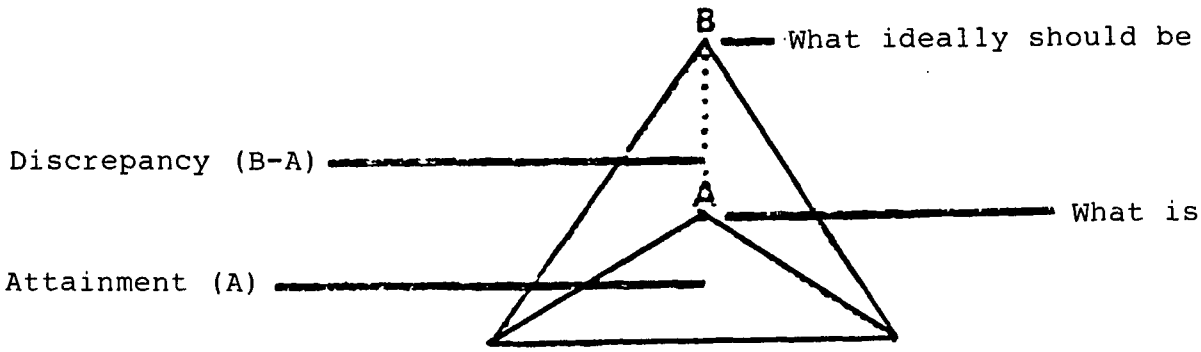
Goals and objectives must be accomplished in some manner and measured as either being effective or not. Attainment of these goals and objectives is based upon the existence of conscious objective criteria or measurement methods. Brannon (1983) writes that one method used to measure goal attainment and therefore efficiency is called

"Discrepancy Analysis." A given administrator will describe what is in fact currently in his or her school and have it compared with what should be. Refer to Figure 1 for a diagram of the Discrepancy Analysis Model (Brannon, 1983).

The span between what should be happening at Point A and what would be happening at Point B is called the discrepancy. Narrowing this gap becomes the goal of the institution and of its administrator.

One problem with this type of self-appraisal is that what one perceives is reality may in fact vary from what is reality. Multiple values and belief systems which are at work in the public schools point to the problem of what is and should be taking place. Another area of concern lies in describing an ideal in terms of the real (Brannon, 1983). Approximate analogies are the best measurement that a researcher can arrive at with such methods predicated on the descriptive abilities of evaluators to separate the real from the ideal (Brannon, 1983).

The current position of the institution is at Point A; the goals that are realistic for the institution to attain are at Point B; and goals that are the ideal are located at Point C of the diagram. An administrator using such a model might be tempted to make use of the distance between the three points for emotional or motivational value. However, an administrator can make use of this diagram to help keep in perspective the oughts from the realities of the situation.



Stage A: What is (described and measured)

Stage B: What ideally should be (described)

Figure 1. Discrepancy Analysis Model (Brannon, 1983).

Measurement of those goals that do not fit or that cannot be operationalized for such techniques may need some other measurement scale. Indirect measurement, however, can alter or even change the goal that one is attempting to measure. Current scales such as standardized test scores may be used to define these goals since they are objective. Problems of validity arise whenever a test is used to show relationships in areas that have subjective-based results.

Effectiveness then can be considered in many terms and modes of operation. Administrators, like other professionals, are concerned with issues that relate to their effectiveness but deal with areas that are not as tangible as some other professions. The self-worth of the person holding the position is just as important to school leaders as it is to another business executive such as an attorney or doctor. The client relationship is somewhat different. A technical-industrial accountability model may be used for business in such areas as Management by Objectives (MBO), Planning Programming Budgeting Systems (PPBS), and Program Evaluation and Review Techniques (PERT). All of these business-oriented effectiveness strategies assume one or more of the following when applied to schools:

1. One or more products or learnings outcomes;
2. Measurement instrument to measure the progress toward these products or outcomes;
3. Some methods to factor out other variables that affect the results of the measurement (Murphy & Cohen, 1983).

Another attempt to transfer business methods into the realm of education is cost effectiveness analysis. The productivity of a school is measured in terms of pre-agreed outputs and the means to measure those outputs when the review period is complete. At least two methods for the accomplishment of the goals or objectives must be allotted for this method to be undertaken (Timar, 1988). One problem with this method lies in the so-called "Hawthorne effect" (Haimann, Scott, & Conner, 1978). Psychologists and educational researchers have done similar studies in comparative analysis of instructional techniques, but they have done little in the area of computing the expenses in delivering alternative instruction "treatments."

Effectiveness can be defined not in operational but in situational terms. What is effective in one instance when transposed to another might be ineffective (Weber, 1981).

> To determine what makes a school successful, we must look at a school as a social organization and understand its dynamics. When we can define and understand the social variables at work--the quantitative statistical data, we can begin to understand the true nature of school effectiveness and what contributes to school success. (Houlihan, 1988, p. 11)

Effective School Research

The vast amount of effective school literature is focused on the individual school and the leadership given that local entity. Effective schools research was first developed during the late 1970's to point out that what

happened at the classroom level was in fact important in the educational process of our schools. Ron Edmonds focused the question of how effective schools were in relation to the improvement of the conditions of the disadvantaged when he wrote:

> Whether or not we will ever effectively teach the children of the poor is probably far more a matter of politics than that of social science and that is as it should be. (Edmonds, 1981, p. 56)

James S. Coleman wrote Equality of Educational Opportunity (1966), simply known as the Coleman Report.

> Significant findings included evidence that factors external to school itself were highly correlated with student achievement and that students from disadvantaged families learned more when they attended school with children from more advantaged backgrounds. (Facts on File Dictionary of Education, 1988, p. 104)

Research on effective schools was in part a reaction to this report.

Purkey and Smith (1985) state that the effective schools movement differs from other previous movements in education in several ways:

1. Instruction is the primary purpose of schooling. Schools undertake other agenda as well but instruction is the paramount function.
2. Learning and instruction take place in an environment called schools.
3. Ideas or strategies that tend to divide schools into separate parts ignore the organic structure of schools as organizations and doom whatever positive change effort to failure.

4. Size of media, etc., does not make an effective school. Staff attitudes and their resulting behaviors do make effective schools.
5. Student learning must be focused in schools which take the lead in assuming the responsibility for success or failure of their clients.

The effective schools movement came into its own in the 1980's. Purkey and Smith (1985) contend that a "window of opportunity" was created by the juncture of a series of education reports which came out of the decade of the '80's and creation of a body of literature on school effectiveness (Purkey & Smith, 1985, p. 353).

> Effective schools was conceptualized as an avenue to increase students' achievement scores, increase motivation for learning, instill self-discipline and responsibility, and teach skills relevant to in-depth and critical thinking skills about complex issues. (Facts on File Dictionary of Education, 1988, p. 172)

Boards of education, charged by the state with the overall governance of schools, are administered by a superintendent selected by the board. The Institute for Educational Leadership (IEL) undertook a national study of school boards which focused on the effectiveness and leadership of boards of education (1987). The IEL stated:

> The suspicion about the academic leadership ability of school boards has been exacerbated by the prominence of the research on effective schools (as opposed to effective school districts). . . . Where did school board stimulus and assistance fit into the conception? Compared to the checklist and criteria for effective schools, the role of the school board was unclear and vague. . . . This relative lack of emphasis in the

> reports on school district policies is surprising. A major objective of the IEL study was to focus more attention on the role of school board leadership in achieving greater school district and school-site effectiveness. (Danzberger, 1987, p. 54)

Effectiveness is determined by the understanding of both board members and central office staff of what is really important in the schools. The two main assumptions of the IEL study listed above were the following:

1. Reforms enacted at the state level will not be readily implemented or sustained if local school boards, building administrators, and teachers are not involved and informed about the rationales and strategies for change being promulgated at the state and national levels.
2. The governance role of school boards must be strengthened if they are to be full partners in both the debate and the implementation of local empowerment efforts (Danzberger, 1987).

School board members are considered the forgotten players of the educational team (Danzberger, 1987). A review of the literature on effectiveness and school improvement is needed to better educate both the public at large as well as the school board members throughout our state.

Edmonds (1981) states:

> An effective school is one in which the children of the poor are at least as well prepared in basic skills as the children of the middle class. (p. 28)

Edmonds lists "Five Effective Factors": strong administrative leadership, orderly school climate, high expectations for school achievement, strong emphasis on basic skills, and frequent monitoring of student progress.

Three basic criteria have filtered out of the administrative literature concerning effective school administration. They are adult expectations, school climate, and leadership as the leading determinants of student outcomes. Success in schools is narrowed to outcomes either academically or athletically. These student outcomes are defined as being successful in either academics or athletics. In our success-oriented society, these models relate to the mores of the entire society more easily than they do in most cases to an educational environment.

Cuban (1984) lists six problems with current research on effective schools:

1. No one knows how to grow effective schools.
2. There is no agreement on definitions.
3. The concept of effectiveness is too narrow.
4. Research methodologies leave much to be desired.
5. Most research has been limited to elementary schools.
6. Little attention is directed to the role of district leadership.

The author contends that problems with effective studies as to the methods used for effectiveness have not halted

policymakers from using the studies as the basis for program development and implementation. Cuban writing a year later states:

> On the contrary, I suggest that policies are forged in a crucible that mixes political realities, practitioner wisdom, technical expertise, and whatever can be extracted from research. Task is difficult because the empirical research seldom reveals clear causal links to policy, and yet practitioners, who must make decisions every day, are anxious to locate those decisions in a technical rationality. (Cuban, 1985, p. 130)

Cuban (1985) lists seven district policies based on the effective schools research that foster effective schools:

1. School board and superintendent establish district wide instructional goals, often stated in terms of student outcomes--that is, improvement in test scores.
2. School board revises student promotion policies in line with the stated outcomes for certain grade levels; board strengthens graduation requirements by making course content more substantive, increasing amount of seat-time during classes and adding extra subjects.
3. Superintendent mandates planning process for each school. Each staff produces schoolwide individual classroom goals targeted upon student outcomes and aligned with the district goals.
4. The district curriculum for kindergarten through twelfth grade is reviewed to determine if the objectives for subject matter and skills, the textbooks and other instructional materials, and both district and national tests are consistent with what is taught in classrooms.
5. Superintendent revises district supervisory practices and evaluation instruments used with teachers and principals to align them with district goals and literature on effective teachers and principals.
6. Board and superintendent create a districtwide assessment program to collect information on what progress, if any, occurs in reaching system, school, and classroom goals. Information is used to make program changes.
7. Superintendent introduces a staff development program for teachers, principals, central office supervisors, and the school board. The program concentrates on effective schools and teaching, goal

making, assessment procedures, evaluation of staff, and the steps necessary to implement each of these. (Cuban, 1985, pp. 133-134).

Rutter (1979), in writing a literature survey for Fifteen Thousand Hours, supported the effective school literature in the United States when he studied the inner city schools in London and compiled a list of 13 characteristics of an effective school. Houlihan (1988) continued the research of Rutter in North Carolina schools. He presents the following key ingredients to success schools:

1. School site management.
2. Leadership by principal/administrative staff.
3. Curriculum articulation and organization.
4. Staff stability.
5. School-wide staff development.
6. Parental and community involvement and support.
7. School wide recognition of academic success.
8. Maximized learning time.
9. District support.
10. Collaborative planning and collegial relationship.
11. Clear goals and high expectations.
12. Order and discipline. (p. 25)

Purkey and Smith (1983; 1985) summarized the dimensions of the effective school literature in their own literature search when they gleaned the following 13 characteristics of an effective school.

1. School-site management. ". . . the leadership and staff of the school need considerable autonomy in determining the exact need means by which they address the problem of increasing academic performance" (Brookover, 1979; Rutter, 1981; Rutter et al., 1979).
2. Instructional leadership. ". . . leadership is necessary to initiate and maintain the improvement process" (e.g., Armor et al., 1976; Berman and McLaughlin, 1977; Brookover and Lezotte, 1979; Hargrove et al., 1981; New York State Department

of Education, 1974a; Trisman et al., 1976; Venezky and Winfield, 1979).

3. Staff stability (New York State Department of Education, 1974b; U.S. Departament of Health, Education and Welfare, 1979).
4. Curriculum articulation and organization. ". . . a planned, purposeful program of courses seems to be academically more beneficial than an approach that offers many electives and few requirements" (Coleman et al., 1981; Walker and Schaffarzick, 1974; Armor et al., 1976; Glenn, 1981; Tisman et al., 1976; Venezky and Winfield, 1979; Weber, 1971; Fisher et al., 1980; Levine and Stark, 1981; California State Department of Education, 1980; New York State Department of Education, 1974b).
5. School wide staff development. ". . . staff development should be schoolwide rather than specific to individual teachers and should be closely related to the instructional program" (Armor et al., 1976; California State Department of Education, 1980; Glenn, 1981; Levine and Stark, 1981; Venezky and Winfield, 1979; Armor et al., 1976).
6. Parental involvement and support. ". . . parents need to be informed of school goals and student responsibilities, especially with regard to homework" (Armor et al., 1976; Coleman, 1981; Levine and Stark, 1981; new York State Department of Education, 1974b).
7. Schoolwide recognition of academic success. "When schools publicly honor academic achievement, students are encouraged to adapt similar norms and values" (Brookover et al., 1979; Brookover and Lezotte, 1979; Coleman et al., 1981; Wynne, 1980).
8. Maximized learning time. "Schools emphasizing academics devote a greater portion of the day on academics, with more active learning and fewer interruptions" (Coleman et al., 1981; Brookover et al., 1979; Fisher et al., 1980; Stalligns, 1981).
9. District support. "Few significant changes can be realized without district support. Guiding and helping is probably the best role for the district office" (California State Department of Education, 1980; Hersh et al., 1981; U.S. Department of Health, Education, and Welfare, 1979; Hargrove et al., 1981).
10. Collective planning and collegial relationships. ". . . change attempts are more successful when teachers and administrators work together. Collegiality breaks down barriers, encourages sharing, promotes unity and community among the staff" (Armor et al., 1976; Berman and McLaughlin, 1977; Deal et al., 1977; Glenn, 1981; Hargrove et al., 1981;

Little, 1981; New York State Department of Education, 1974b; Trisman et al., 1976).

11. Sense of community. "The feeling of being a part of a supportive community contributes to reduced alienation and increased achievement. Schools can create a sense of community through use of ceremony, symbols, and rules" (Newmann, 1981; Wynne, 1980).
12. Clear goals and high expectations. "Schools need to focus on goals they deem most important and continually monitor pupil and classroom progress toward those goals. High expectations for work and achievement also characterize successful schools (Armor et al., 1976; Brookover et al., 1979; Glenn, 1981; New York State Departament of Education, 1974b, 1976; Rutter et al., 1979; Trisman et al., 1976; Venezky and Winfield, 1979; Weber, 1971; Levine and Stark, 1981; Edmonds 1981b).
13. Order and discipline. "An environment which is quiet, safe, and non-distracting promotes learning . . . clear, reasonable rules, fairly consistently enforced . . . reduce behavior problems . . . and promotes pride and responsibility in school community" (Armor et al., 1976; Brookover et al., 1979; Coleman et al., 1981; Edmonds, 1979a, 1981; Glenn, 1981; New York State Department of Education, 1974a, 1976; Rutter et al., 1979; Stallings and Hentzell, 1978; United States Department of Health, Education and Welfare, 1979; Weber, 1971). (Purkey & Smith, 1983, pp. 443-445; 1985).

Bottom up accommodations in school systems are based on proper policies and management strategies of boards of education and superintendents. Superintendents, having been site-oriented at one time in their career, have the responsibility to translate educational knowledge to board members in terms which network the educational system together. This research concerns the perceived effectiveness of local superintendents by their school boards which should take into consideration the literature at the school site .

Weber (1981), writing in Inner-City Children Can Be Taught to Read: Four Successful Schools, states that all the literature on effective schools tends to state that three outcomes distinguish effective from non-effective schools. These criteria are the following: (a) adult expectations, (b) school climate, and (c) the nature of school leadership. Effectiveness is defined not in operational terms but in rather situational terms. What is effective in one instance when transposed to another would be ineffective (Weber, 1981, p.28).

> To determine what makes a school successful, we must look at a school as a social organization and understand its dynamics. When we can define and understand the social variables at work--the qualitative, human interaction factors--combine them with quantitative statistical data, we can begin to understand the true nature of school effectiveness and what contributes to school success. (Houlihan, 1988, p. 11)

Process accountability stresses the process and not the product of schooling. Differences in student's abilities, home life, and other social-environmental aspects have overriding effects on the outcomes of schools. Schultze (1980), in School Efficiency, states that "The rationale behind process accountability is that teachers and administrators can only be accountable for 'teaching well,' for using good 'educational practices,' or in short, for the 'process' that goes in the classroom" (p. 251).

Behaviors or Attitudes of Effective Administrators

Miller (1989), Executive Director of the American Association of School Administrators, states:

> Effective schools research has long indicated that excellent leadership is essential to sound education. For school administrators, that is a heavy but welcome responsibility. They know that the future rests on their leadership, their vision, their openness to ideas, their knowledge of how students learn and organizations work, their commitment to involving staff and community in the improvement process, and their ability to develop and sustain structures that truly work for the benefit of each and every person who wants and need to learn. (p. V)

Educational research is at best inconclusive and contradictory at times. At no point in the literature on effective administration does any researcher suggest or describe what any given administrator should do on any given day or under any given set of events. Unless stated otherwise, the use of the term, administrator, refers to superintendent.

Cross (1981) listed four questions which need to be addressed in order to understand the existing literature:

1. What are the criteria of effectiveness that are appropriate for superintendents?
2. Are there certain behaviors of superintendents that can be associated with effectiveness criteria?
3. Are there certain personal characteristics that are associated with behavior patterns or effectiveness criteria?
4. What difference do particular situations make? (Cross, 1981, p. 20)

On the whole, the existing literature assumes certain relationships among the characteristics and the behavior of school leaders. The three types of criteria considered by Cross as being effective are school attributes, student outcomes, and personal reputation. His research into the literature has suggested that certain leaders' characteristics may have a high predictive value when associated with certain behaviors, for they are related to a given set of school attributes.

Using a Trait Theory of Leadership, characteristics investigated thus far in the literature are sex, age, experience, training, and personality. Behaviors that have been intensely researched are leadership style and decision-making. School attributes showing some research are teacher morale (satisfaction) and organizational climate (Cross, 1981).

Except for the relationship or tendency for women in education to show "more controlling behavior than men" (Cross, 1981; Ortiz & Covel, 1981), these studies which will be examined later in this paper in the discussion of resocialization are the only indications of positive nature between a given leader's characteristic attributes or behavior and school attributes. Cross states that "the characteristics of practicing school leaders who have been studied were generally unrelated to their behavior and the school attributes that were studied" (1981, p. 20).

A positive relationship is correlated between patterns of a given school leader's behavior and the type of school attributes one finds. For example, task orientation and human relations have shown a high level of relationship between organizational climate of a school, the resulting teacher morale (satisfaction), and school innovativeness (Cross, 1981). The oft-stated maxim indicating the school leader does make the difference does have some factual base

Ortiz and Covel (1979), writing in "Women in School Administration: A Case Analysis," states that five factors that affect women in administration both as potential administrators and on the job operation are:

> First, women are more likely to be admitted into an administrative position through an internal process. . . .
> Second, women are more likely to retain their positions if they develop an image which projects a traditional conservative administrator role.
> Third, due to the male composition of administrative positions women are systematically excluded from the important formal positions and informal network systems.
> Fourth, women, due to their exclusion from important formal positions and informal network systems, fail to obtain district wide information and fail to display their skills, attitudes and knowledge under the most favorable and varied conditions.
> Fifth, women who wish to advance must develop connections with the central office in order to secure a position which insures further mobility.
> Sixth, the dichotomized structure containing the female occupied position of teaching and the male occupied position of administration inhibits females from moving into school administration.
> Seventh, furthermore, the status differential between the elementary and secondary principalship positions occurs the one or either remaining within one or the other but not movement between them. (Urban Education, July 1979, p. 235)

Thomas (1974) lists seven qualities of the effective school leader:

1. The effective leader must have a purpose for being and the intellect to understand it.
2. The effective leader must be just and ethical.
3. The effective leader must appreciate and enjoy making decisions.
4. The leader must believe in, support, and motivate the other members of the organization.
5. The effective leader must cultivate the art of active listening.
6. The effective leader must be low-key, have a soft voice, and must control his boiling point.
7. The effective leader must, as so many have learned, be able to defend the system.

Wayne (1981) states that due to deliberate administrative planning, the school's staff have cohesiveness and coherence in the conquest of the goals of the institution. Direct instructional time is spent in activities which relate to the overall objectives of the school and the school system, as a result of a clearly defined conceptualized goal of the administrator's faculty. Superintendents are both managers and instructional leaders, and they are committed to the active pursuit of both management of instruction as well as management of the building, materials, and financial resources at their particular school (Wayne, 1981).

Guditus and Zirle (1979) state that administrators maintain a high level of visibility by initiating and participating in decisions about the program at their schools (Decision-making Theory, etc.). Power is related to the positive use of cooperation, as being "experts" in their fields, rather than positional authority or raw coercive power.

Rutter (1979) wrote in his study on inner city schools in London that

> School effectiveness was not related to such physical aspects as a size of school or condition of facilities. Rather, school effectiveness was related to what went on inside those buildings--the qualitative functioning of the various schools. Student performance was not tied to demographic patterns and socioeconomic background, but rather to level of expectation and school climate. (pp. 177-179)

The Beginning Teacher Evaluation Study (BTES) shows that in order for teachers to provide a proper use of time on task for instruction, administrators should ensure same by proper decision-making and organizational planning. This relationship is based in part on the fact that a series of 35 subtests of this battery for prospective teachers in their first year of study showed a mildly significant statistical relationship between student time on task and student achievement (Rossmiller, 1983).

Sweeney (1981) stated the importance of providing proper leadership (Sapone, 1983). Strong leadership is correlated with staff morale. This is a result of the individual

providing the proper linkage between his or her management skills and his or her leadership qualities (Brooker, 1982). Factors are listed below:

Strong Administrative/Principal

High Standards for Staff and Students

High Positive School Community Relationships

Goal Setting by Staff and Students

Open Communication System

Effective Supervision and Appraisal

Democratic Decision-Making

Administrative and Teacher Support System

Open and Healthy School Climate

(National Association of Secondary School Principals, THE EFFECTIVE PRINCIPAL: A RESEARCH SUMMARY, Reston, VA, 1982).

Curran (1983) states that an effective school is one where the organization and its membership seek "through common effort, to achieve established goals" (p. 73). The superintendent must be an active leader in those areas that build and maintain the group, assists in getting the group to feel comfortable, helps define goals and objectives, and assists in the process of attaining those cooperatively arrived at goals and objectives (Curran, 1983).

Climate maintenance and improvement for the entire school community is also the responsibility of an active

leader. He is also responsible for such factors as the "teacher's attitude, training, motivation, contract, development, evaluation, involvement, morale, stability, methods, style, role, and for rapport with students and other members of the school family" (Curran, 1983, p. 72). Houlihan (1988) contends that

> The variable of relationships is the most basic variable, primarily because the development of a school as a social organization is based largely on the positive or negative relationships among organizational participants. Such concepts as Theory Z and positive school climate have as their cornerstones the notion that positive, trusting exchanges between human beings are an absolute must. without this kind of trusting faith in fellow human beings success is not likely to occur. (p. 25)

McClelland (1961) states the typical successful leader (superintendent) is

1. A Moderate risk taker
2. A Hard Working Innovator
3. An Acceptor of Responsibility
4. A Seeker of Feedback
5. A Perceptive Planner
6. An Organizer of Human Resources. (p. 75)

The New England Program for Teacher Education Interviews (1974) stated that the individuals that they interviewed performed the following functions: "gaining control and cooperation of their staffs, program development, staff selection and staff communication" (p. 25). Areas that they felt were weakest as far as functions were "teacher supervision, curriculum study, and program innovation" (p. 25). Areas that acted as impediments to the performance of their

jobs were "lack of time, central office interference, administrative detail and the budget" (Rossmiller, 1983, p. 25).

Pellegrin (1983), of the Center for the Advancement of Study of Educational Administration, stated that the leader becomes a middle man in handling the demands of the staff and the central office. He states that the role of the leader is "burdened with such a multitude of managerial activities that it is extremely difficult for him to devote the time and effort required for innovation on a substantial scale" (p. 25).

Wolcott (1973) states that the school leaders should "focus on their role in the internal affairs of their own school as a subsystem of the total educational system of the whole school system" (p. 93).

Saranson (1981) states, in The Mismanagement Model" published in Social Policy, that the school leader needs to undertake an approach to constituency building in the communities that one serves. This public relations approach is directed at the leadership qualities of the person holding the position of leader in a given geographical area. He contends that such an approach is the only one that will allow public support for our schools to be once again directed toward the community schools. Mismanagement of our educational system locally by the institution of business management methods is not the answer. An outreach effort

undertaken by an active leader with concerned community leaders will result in a new linkage being formed to support the school system by the community.

Wellisch (1978) questions the relationship that may or may not exist between school management and administrative leadership, instructional leadership, in instructional program coordination, and academic standards as evidenced through school policy regarding student promotion. All factors listed in this study were either due to direct intervention of the leader or as a direct result of some action or inaction on his or her part. The findings of this study revealed the following:

> In successful schools, that is, in schools which succeed in raising student achievement, the administrators:
> 1. were concerned with instruction;
> 2. communicated their views about instruction;
> 3. took responsibility for decisions relating to instruction;
> 4. coordinated instructional programs; and
> 5. emphasized academic standards. (Wellish, 1978, p. 219)

Hoy (1982) states that principals, being the first line in the supervisory hierarchical structure, are "loyal to their superordinate while at the same time commanding respect and loyalty from their subordinates, particularly if the principals have influence within the hierarchical structure" (p. 282). The importance of hierarchy in influencing the teacher-principal relationships has been supported in this study. It was found that authoritarianism is

negatively related to loyalty. Hoy has transferred this relationship to teacher-principals. It was found that while teachers wanted full autonomy in terms of their student control, the principal is expected to act for the teacher's well being and the overall improvement of the school climate. In other words, the principal is to facilitate the day-to-day tasks of the techer, while at the same time not interfering with the process of teaching. Hemphill (1962) stated that the difference between successful and effective leadership seems

> a cogent theoretical distinction. A leadership act is successful if it results in the initiation of structure to solve a mutual problem; however, it is not an effective leadership act unless the action contributes to the solution of a mutual problem. (pp. 105-106)

When a leader lacks the support and the resulting loyalty of those whom they should lead, then they are lacking the major function of effective leadership. They maintain their positional authority of leadership without the quality of effective leadership. Therefore, the degree of effective leadership should be measured to find out an index of leadership in a successful school.

Wiggins (1970) studied the relationship between school climate and the school leader's behavior and found no clear-cut relationship to exist. He contended that administrators are most likely to be socialized by the school system itself rather than the schools they are charged with administrating.

Moser (1957) held that superintendents tended to perform their duties in a bureaucratic role and held impersonal attitudes toward those they worked with on a day-to-day basis. The more experienced the leader, the greater chance the individual would show the organizational line was the idea presented by Bridges in 1965 in "Bureaucratic Role and Socialization: The Influence of Experience on Elementary Principal." McCabe wrote in 1972 that the role expectations of leaders may be learned from teachers. The results should be more favorable in the understanding of the position of the leader and the actions undertaken in that capacity by one's subordinates.

Gross, Mason, and McEachern (1958) present a theory of conflict resolution. This classic study points to the role of arbitrator for superintendents by allowing this position to remove themselves from role strain between conflicting third parties. According to the authors, this study allows

> for the prediction of behavior, according to four possible alternative courses of action, when an individual is confronted with two incompatible expectations. The theory describes relationships among the perceived legitimacy of the expectations, the perceived sanctions resulting from nonconformity to them, the orientation of the individual to the legitimacy and the sanctions dimensions, and his behavior. The accuracy of the predictions to which this theory led for school superintendents in 4 "incompatible expectation situations" was tested, and the evidence was interpreted as supporting this theory. (p. 316)

Blood (1966) developed the idea of anticipatory socialization. Attitudes, behavior, and value systems are all changed toward the position to be achieved, i.e., the position of the potential administrator. The role of the instructional leader is altered during the first year due to the demands of other duties, etc. This fact was found by Mascaro in 1973 in the publication entitled The Early On The Job Socialization of First Year Elementary School Principal.

The studies listed above show that a relationship exists between time on the job and the assumption of the bureaucratic role. Roles are influenced by time and work demands of the local school system both on site and at the central office. Wolcott found in 1973 that the school leader is insulated between the two extremes: the central office on the one hand and the classroom of society on the other.

Flora Ida Ortiz (1978), in "MidcareerSocialization of Educational Administrators" in the Review of Educational Research, states:

> Administrators' perspectives and behaviors are systematically altered and fixed by the nature of the school's organization, by the nature of the service functions that the schools perform, and by the nature of the career options available for individuals within the school administration. (p. 131)

Conclusion

Effectiveness and efficiency are artificial constraints as far as superintendents and school boards are concerned.

The definition is situational based on what happens given an initial state of affairs. Research has continued difficulty pinpointing constraints which always appear because of the great variety of situational patterns. Gleaning from the existing literature is difficult but not entirely impossible. The literature described above gives a profile of effectiveness in the local school site. These findings are divided between two extremes of leadership styles: task orientation and human relations orientation. Between these two concepts lies a "never never land" of so-called effective administration.

Task orientation enhances the perception of an individual as being an effective administrator. The greater the chance of a given leader being a male, the greater the appearance of one gaining the needed loyalty of one's subordinates in the execution of one's program and goals. The greater the goal orientation of an administrator, the better the chance of his or her being considered as being effective. Job satisfaction tends to be more important to one's subordinates than motivation. This fact tends to arise from the uniqueness of education as an individual oriented profession with little hierarchy.

Leadership is defined differently by school board members; therefore, certain traits spring from their perception of leadershiip. Schools are different from other social

organizations and have a specialized client population with specialized needs. School board members need to be aware of existence of the literature on effectiveness and leadership and its implications in order to carry out their functions. The Association for Supervision and Curriculum Development states five instructional behavior patterns common to effective instructional leaders: (1) vision, (2) resourcefulness, (3) instructional support, (4) fosters participative management, and (5) monitoring. These behaviors are needed in both site-based leadership, as well as district-wide leadership.

Debates in the late '60's and early '70's called into question the effect that schools made on the individual child. The effective schools movement grew out of the concern that what happened in the classrooms of our nation did make a difference. If the effectiveness of our classified positions are ineffective, the effectiveness of those who speak for the concerns of the public at large are called into question as well. If perceived behaviors of teachers made a difference in schools, then the perception of what superintendents and school board members do should make a difference also.

School boards have the power to make a difference through their leadership. Organizational effectiveness then becomes highly meaningful to the local school constituents when they hear their children compared with others throughout the nation and the outside world.

Wurman (1989) writes:

> According to a report on 60 Minutes on February 7, 1988, the Japanese company Matsushita uses high school graduates to do statistical quality control for its semiconductor lines in its facility in Japan. In the United States, the company had to hire people with a graduate school education to do the same job when the company opened a branch in North Carolina because it couldn't find any high school or college graduates who could be taught the technology. (p. 151)

North Carolina strives to project an image of a progressive Southern state. The facts tend to contradict and distort this image. Many of the best of these comparisons are in terms of obsolete numbers. Perception is therefore more useful. Some of the factors that affect the perception of the state are: It is the 10th largest state in population according to the 1980 Census and projections of the 1990 Census tend to show that it will remain in that position (Office of State Budget and Management, State Rankings 1990). North Carolina ranks 44th in the nation in total birth rate, with only six states having a smaller rate than ours; however, only 10 states have higher birth rates for mothers 20 years or younger. Only 15 states have more births by unmarried women than North Carolina. Since January 1990, North Carolina ranks first in the nation in infant mortality rate (Statistical Abstract of the United States 1990).

Rankings of the states list North Carolina as having the highest number of nonagricultural (industrial) jobs in the nation, but ranking 44th in median household money income.

Only 12 states have more families (under the current definition of four persons) under the poverty line. North Carolina ranks ninth among the states for farm workers and 50th in the nation in the number of non-union workers (Office of State Budget and Management, State Rankings 1990).

Only three states have fewer commercial bank deposits per capita, yet three of the Southeast's largest commercial banks have their headquarters in North Carolina (U.S. Census B., State and Metropolitan Area Data Book 1986).

Only 12 states have more functional illiterates than does North Carolina. During the last decade, the number of high school graduates as a percentage of the total population dropped by 7.3% in the state (Office of State Budget and Management, State Rankings 1990 and the Statistical Abstract of the United States 1990).

North Carolina is ranked 10th in population of age 25 and older who have less than 5 years of an elementary education. Only eight states have more students on the national school lunch program than does North Carolina. Seventeen states have more reported abused or neglected children, and only 10 states have more students who receive services under the current definition of handicapped students. While North Carolina is ranked 10th in number of students who attend one of the state's schools of higher education, North Carolina is ranked 30th in the number of native North Carolinians who attend some form of higher education. North Carolina ranks 44th in

number of people age 25 or older who have completed 4 years of college. Only 10 states have more persons in some form of correctional supervision than North Carolina, with 39 states having less prison population (Office of State Budget and Management, State Rankings 1990).

Schools are complex organizations with social, political, as well economic dimensions which are addressed by the perceptions of the lay leaders of education. Comparisons of the degree to which local governance of education has met the demands of the outside world are being questioned by outside constituents as well as local constituent groups.

CHAPTER III

METHODOLOGY

Introduction

This study was designed to gain the perceptions of school board members from across the state of North Carolina concerning their current superintendents using the criteria as set forth in the effective schools movement as the guidepost.

Literature was obtained from the National Center for Education, The Institute for Educational Leadership (IEL) in Washington, National School Board Association (NSBA), North Carolina School Boards Association (NCSBA), American Association of School Administrators (AASA), North Carolina Department of Public Instruction (SDPI), and the Center for Creative Leadership in Greensboro. Except in the most extreme cases, citations of more than 10 years were omitted in the review of literature due to rapid changes in our information base (Wurman, 1989).

Indexes used in the preparation of the literature review were the following: Education Index, Reader's Guide to Periodical Literature, Social Science Index, and Business Periodical Index. Abstracts reviewed were Psychological Abstracts, Sociological Abstracts, Education Abstracts,

Dissertation Abstracts, and Dissertation Abstracts International.

Computer searches undertaken in the review of the literature were the following: ERIC (education, sociology, psychology), JACLIN, DIALOG (Dialnet Information Service, PSYSINFO (American Psychological Association), Social Scisearch (Social Sciences Citation Index Current Contents, and ABI/INFORM (business related journal articles).

The past decade has also seen an increase in the area of effective schools literature. The 13 criteria listed in the previous chapter (Purkey, 1983, 1985) form a common foundation for the study of school effectiveness, both national and state-wide. The investigtor searched current literature on effective schools and interviewed the North Carolina School Boards Association officers.

This chapter includes a description of the population surveyed, the instrument used, procedures, and the design used in the data gathering and analysis.

Population

The North Carolina State School Boards Association, under Executive Director Dr. Gene Causby, Associate Director Dr. Edwin Dunlay, Jr., as well as Ms. Thomasine Hardy of the same office, were essential in the early preparation and modification of the study. Beginning with the spring and summer of 1988, a series of letters and telephone conversations were undertaken with various members of the state

school board association. During August of the same year, the researcher met with both the Director and the Assistant Director of the State School Boards Association. During the course of 1989, Ms. Hardy was consulted on the make-up of the questonnaire. Several suggestions were incorporated into the instrument during the months preceding the survey being mailed to all members of the state's school boards.

The State School Boards Association provided assistance in the preparation of the survey and the mailing labels for the survey. This survey was mailed to all (N=908) of the state's school board members in October, 1989. The survey, a cover letter (Appendix A), and a stamped return addressed envelope were mailed to all 908 of the state's school board members from all the LEA's, both city, county, and merged systems, across the state of North Carolina. A specific deadline (October 4, 1989) for the return of the survey was given to discourage procrastination. From this number 319 surveys were returned, representing a 35% response of the total number surveyed. The low rate of return may be a limitation of this study. Copies of the survey, the cover letter, and the individual results of each of the 319 returned questionnaires are included in the appendices.

Instrument

The survey undertaken for this research measured the perception of school board members as to their superintendent's

effectiveness and this data was used to predict "effectiveness." A survey instrument containing 32 questions was constructed and used in the survey process (see Appendix B). The instrument was constructed to contain 21 characteristics/traits gathered from existing literature as synthesized by Purkey and Smith, based on their assessment of the "state of the art" as presented to the Department of Education, Report on Effective Schools (1985; Houlihan, 1988; Purkey & Smith, 1985; Rutter, 1979). School board members (N=908) throughout the state of North Carolina were requested to rate their superintendent on a 5-point Likert scale on 21 of the indicators of effectiveness. Likert scales allow the school board member/rater to select the degree to which each indicator applies to his or her superintendent.

The survey instrument was constructed with an additional 11 questions used to gather a profile of the typical North Carolina school board member, including the use of Hollingshead's Index (Hollingshead & Redlich, 1957; Hopkins & Stanley, 1981). Several scales of socioeconomic status (SES), used in the social sciences and education, were using some criteria such as the following: level of education, occupation, residence type, income, and location of residence (Hopkins & Stanley, 1981). Problems with gaining information on the location of residence have prompted other scales. Hollingshead's (Hollingshead & Redlich, 1957) Two Factor Index of

Social Position is a reliable and valid scale that is easy to apply and widely used (Hopkins & Stanley, 1981).

The validity of the instrument is based on the content, construct, and criterion-referenced (Long, Convey, & Chwalek 1986). Validity is the degree of success in measuring exactly what the item is constructed to measure (Abercrombie, Hill, & Turner, 1984). The construct and content validity of this instrument have been addressed previously in this section.

Face validity or logical validation is defined as "if on first impression it appears to measure the intended content of trait" (Hopkins & Stanley, 1981, p. 79). Hopkins and Stanley state that face validity is important for the audience whom the measure addresses. Helmstadter (1970) states that "face validity has some importance . . . in gaining rapport and maintaining good public relations" (p. 298). Goode and Hatt (1952) state that jury opinion validity exists when "a confirmation of the logic is secured from a group of persons who would be considered expert in the field within which the scale applies" (p. 236).

Factor validity or analysis is defined "to determine to what extent a given test measures various content areas" (Helmstadter, 1970, p. 299). The Pearson correlation coefficient is the most popular of the measures of factor/ empirical validity (Helmstadter, 1970), and the "criterion-referenced validity is represented by the correlation

coefficient between the instrument and the criterion of interest. Criterion-referenced validity coefficients rarely exceed .60 and commonly are in the .30 to .50 range" (Long, 1986, p. 91).

The survey instrument was validated by experts: professionals in the areas of research, Dr. Rita O'Sullivan, members of my committee, Dr. J. M. Penny of Creative Computing Consultants, and representatives of the North Carolina State School Boards Associaton, Dr. Gene Causby and Ms. Thomasine Hardy.

Results of the survey of school board members were compared with the National School Boards Association's profile of the typical school board member, both national and regional, to determine what if any relationship(s) did or did not exist. The school board members' perceptions mirror their estimation of their superintendent's effectiveness.

Reliability "is the extent to which repeated measurements using it under the same conditions produce the same result" (Abercrombie et al., 1984, p. 178). Goode and Hatt (1952) state that "a scale is reliable when it will consistently produce the same results using the same sample" (p. 172). Hopkins (1981) states that "reliability does not guarantee validity, although validity does guarantee some degree of reliability" (p. 115). Internal consistency was established by Cronbach's Alpha (Alpha 0.9268, Appendix C), hereafter known as the Alpha. Reliability coefficient of

0.9268 means that over 92% of the variance of the instrument is nonerror variance or true variance and less than 8% is error variance (Long, 1986, p. 92). Cronbach's Alpha, a lower bound form of test retest reliability, is referred to as "test reliability" (Encyclopedia of Statistical Sciences, 1986, p. 344).

Materials, Tasks, and Treatments

This survey did not require exceptional materials, apparatus, or equipment, nor did the survey require unique or complex tasks. The experimental setting did not warrant special treatments.

Study

The instrument was submitted for review to the Dissertation Committee, the North Carolina State School Board Association, and consultants at The University of North Carolina at Greensboro. All suggestions and modifications were incorporated into the instrument to improve measurement. Modifications in the hypothesis were not, however, indicated by the experts.

Data Analysis

The University of North Carolina's Computer Center, VAX 8700 computer, was used along with the SAS Statistical Package to compile and analyze all the data collected. The services of the Statistical Consulting Center of the

University and Creative Computing Consultants were solicited for statistical advice. All descriptive data were entered as reported, but later grouped for simplicity. Ordinal data, derived from Questions 12-32, were transferred into interval scales from 1 to 5. For purposes of statistical analysis, numbers were assigned to the scale of responses as follows: "Strongly Agree" = 1; "Agree" = 2; "Undecided" = 3; "Disagree" = 4; "Strongly Disagree" = 5. The raw data are listed in Appendix E.

The study focused on variables for predictive purposes. Given a rating on a characteristic or independent variable (X), the information or inference one can predict comparing this rating to another characteristic is the dependent variable (Y). The variable that one wishes to predict is called the dependent variable (Y), whereas the variable that is used as the base for the prediction is called the independent variable (X).

The measurement of the interrelation between two or more variables is called correlation. The word variables refers to the fact that these conditions do in fact vary. One may have either a positive, negative, or zero correlation between variables. (High responses paired to high responses = positive; high responses paired to low responses = negative; and varying responses paired to varied responses = zero correlation.) A correlational study does not necessarily tell the researcher causality. It may indicate the direction of the relationship (Glass, 1979).

The study of association used on the data in this study has been the Pearson Correlation Coefficient/Product-Moment Correlation Coefficient. The term Ratemean listed in the tables in the appendix is a composite created by the computer of the entire series of Questions 12 to 32, omitting questionnaires with a response rate of less than 70% of the items listed on the survey. The statistical analysis consisted of those people who responded to 70% or more of the Questions 12 to32 (omitting 4 individual responses).

The significance of this measurement is determined by the number of respondents in the population. Coefficients, for example the T test, are affected by the number of the respondents paired with the probability (dF's/degrees of freedom) of obtaining any given (r) coefficient (Spence, 1968). The larger the coefficient, the greater the accuracy of the prediction.

Contingency tables were organized, analyzed, and summarized which show the rates (occurrences of the responses) on the independent variable (X/left side of the table) with the dependent variable (Y/top of the table of rates).

Inferential statistics method used in this study was ANOVA (analysis of variance). Variance exists in any group of samples. Components of variance are thus identified and noted by the researcher. Independent components variation was noted by this technique, and then the components were analyzed to test certain hypotheses.

Summary

A profile representing the typical school board member in North Carolina was gained and will be compared with the most current profile gained from the National School Boards Associaton's (NSBA) annual survey (1990) of board members from across this nation and by region. The perceptions of school board members on the effectiveness of their superintendent were gathered and will be discussed in Chapter IV. Results of the findings of comments of individual school board members will be presented on each question. Cumulative percentages will be given to allow the reader to more clearly understand the degree(s) of strengths of the perceptions. The lower the number, the greater the strength or more effective the superintendent is perceived. The higher the rating on the Likert scale, the less effective is the superintendent perceived to be.

CHAPTER IV

ANALYSIS OF DATA

Introduction

Investigation of the perceptions of North Carolina school board members focused on the traits of the effective school movement in relation to their own Local Education Agency superintendent. Since the population of all school board members was given the opportunity to respond to the questionnaire, sampling was not an issue. Warning(s) about the responses given by the board members who chose either "agree" or "strongly agree" needs to be stated. "Agree" responses may indicate some motivational ambivalence on the part of board members, whereas, the "strongly agree" may be true believers among the board members surveyed on these items. The strength of the motivation of board members was never an issue in this study and therefore not dealt with by the research.

The data collected from each of the 319 (35%) responses are listed in the appendices in the back of this study. These raw data collected from the survey instrument were compiled and analyzed according to statistical procedures outlined in Chapter III.

Presented in the text of this chapter is the descriptive data from each survey question summarized in frequency distributions tables. Questions 12 through 32 provide qualitative data and Questions 1 through 11 profile the respondents' characteristics. Data gained from Question 1 of the survey are presented in Table 1, and this pattern is continued throughout the tables. The descriptive data presented in this chapter address certain aspects of the six questions posed in Chapter I. Table 9 and Tables 11 through 32 provide background for Questions 1 through 4. Tables 1 through 8 and Table 10 provide data for response to Questions 5 and 6 in Chapter I.

Presentation of Data

Number of Years on Board of Education (including this year)

Approximately 43% (138) of the respondents had less than 5 years experience serving on a board of education. An additional 31% (100) respondents had between 6-10 years of experience, and 15% (50) respondents had between 11-15 years of experience. Only 9% (31) of the respondents had more than 16 years of experience, including 7 respondents (2%) with more than 20 years of experience (see Table 1).

Age of Respondents

Table 2 indicates that approximately 36% (114) of the respondents are between 40-49 years of age. Board members

Table 1

Number of Years on Board of Education (Question 1, Including This Year, 1989)

Years on Board	Frequency	Percent	Cum. Freq.	Cum. %
5 years or less	138	43.3	138	43.3
6-10 years	100	31.3	238	74.6
11-15 years	50	15.7	288	90.3
16-20 years	24	7.5	312	97.8
More than 20 yrs.	7	2.2	319	100.0
Total	319	100.0		

Table 2

Your Age (Question 2)

Age Group	Frequency	Percent	Cum. Freq.	Cum. %
Less than 30 years	1	0.3	1	0.3
30-39 years	47	14.8	48	15.1
40-49 years	114	35.8	162	50.9
50-59 years	78	24.5	240	75.5
60-69 years	54	17.0	294	92.5
70 or more years	24	7.5	318	100.0
Total	318	100.0		

between 50-59 years of age account for 24% (78) of the respondents. Only 7% (24) are older than 70 years of age, and only 0.3% (1) is less than 30.

Occupation

Most of the school board members (25%) responding to the questionnaire indicate manager/minor professional as their occupation, and approximately 23% (68) are retired. Both categories, Administrators/Less Professional and Executive/Major Professions were indicated by 17.4% (53) of the respondents (Table 3). The categories unskilled, semi-skilled, and skilled were the occupations of 0.3%, 1%, and 2.3% respectively of respondents.

Type of District Served

Table 4 shows that the majority of the respondents, 59.9% (191), serve on county school boards. Approximately 32% (104) serve on city school boards and only 7.5% (24) serve on city/county boards.

Pupil Population of School District

This question was open ended. Many of the board members come from districts of between 5,000 to 9,999 (30%). Twenty-four percent of the board members responding indicated that they came from districts of 3,000 to 4,999. Next largest group of board members came from districts of betweeen 3,000-4,000 (24%) students. The smallest group of board members (20%) came from districts of 3,000 or less. (See Table 5.)

Table 3

Your Occupation (Question 3)

Occupation	Frequency	Percent	Cum. Freq.	Cum. %
Retired/House	68	22.4	68	22.4
Unskilled	1	0.3	69	22.7
Semiskilled	3	1.0	72	23.7
Skilled	7	2.3	79	26.0
Clerical/Sales	28	9.2	107	35.2
Tech/Semiprof.	15	4.9	122	40.1
Mgrs/Minor prof.	76	25.0	198	65.1
Adm/Less prof.	53	17.4	251	82.6
Exec/Major prof.	53	17.4	304	100.0
Total	304	100.0		

Table 4

Type of District You Serve (Question 4)

Type	Frequency	Percent	Cum. Freq.	Cum. %
City	104	32.6	104	32.6
County	191	59.9	295	92.5
City/County	24	7.5	319	100.0
Total	319	100.0		

Table 5

Pupil Population (Question 5)

Pupil Population	Frequency	Percent	Cum. Freq.	Cum. %
Less than 3,000	60	20	60	20
3,000-4,999	74	24	134	44
5,000-9,999	88	30	222	74
10,000 or more	76	26	298	100
Total	398	100.0		

Offices Held on Board

Many of the respondents, 39.5% (124), hold no offices on their school boards. An equal number of respondents, 20.7% (65), were chairmen and vice-chairmen of their school boards (see Table 6). Over 10% of the respondents (34) have held more than one office, including the chairmanship.

Committee Assignments on Board

Approximately 10% (23) of the respondents are assigned to no committees on their school boards. Over 51% (112) of the respondents are assigned to two or three committees (Table 7). Almost 27% (59) of the school board members are assigned to only one committee, while 8.9% (19) are assigned to four or five committees.

Education Level

Only 10.1% (32) of the respondents indicated high school as their education level. The rest indicated that they had attended at least some college or technical school. Over 38% (122) indicated that they were college graduates and 35.8% (114) have graduate degrees (Table 8).

How Long Has Superintendent Been in Place?

Over 40% (116) of the respondents indicated that their superintendents have been in place between 2-5 years. Another 27.4% (79) of the respondents indicated that their superintendents have been in place between 6-10 years.

Table 6

Offices Held on Board (Question 6)

Offices held	Frequency	Percent	Cum. Freq.	Cum. %
Chairman	65	20.7	65	20.7
Vice Chairman	65	20.7	130	41.4
Other	23	7.3	153	48.7
None	124	39.5	277	88.2
Chair/Vice Chair	31	9.9	308	98.1
Chair/Other	3	1.0	311	99.7
Chair/Vice/Other	1	0.3	314	100.0
Total	314	100.0		

Table 7

Committee Assignments on Board (Question 7)

# of Committee Assignments	Frequency	Percent	Cum. Freq.	Cum. %
0	23	10.7	23	10.7
1	59	27.6	82	38.3
2	66	30.8	148	69.2
3	46	21.5	194	90.7
4	15	7.0	209	97.7
5	4	1.9	213	99.5
15	1	0.5	214	100.0
Total	214	100.0		

Table 8

Education Level (Question 8)

Education level	Frequency	Percent	Cum. Freq.	Cum. %
High School	32	10.1	32	10.1
Com/Tech College	30	9.4	62	19.5
College Graduate	122	38.4	184	57.9
Graduate Degree	114	35.8	298	93.7
RN Degree	2	0.6	300	94.3
Some College	18	5.7	318	100.0
Total	318	100.0		

Seventeen percent (51) of the board members indicated that their superintendents have been in place for one year or less. Surprisingly, 7.3% (21) of the respondents indicated that their superintendents had been in place 11 years or more (Table 9).

Why Did You Become a School Board Member?

Members of school boards responding indicated support for public education, 29.3% (86), and the community, 25.9% (76), as reasons for seeking school board membership. Twelve percent (37) of the respondents cited student interest. Only 2% (6) indicated curriculum and 0.3% (1) indicated merger as their reasons. Only 17.7% (52) indicated improvement or change as their reason for becoming school board members (Table 10).

Rating of Your Superintendent's Effectiveness

Approximately 45% (143) of those surveyed indicated that their superintendent was "very effective", and 38.7% (121) indicated "effective." Only 4.2% indicated that their superintendents were "ineffective," while 1% were rated "very ineffective." Ten and one-half percent (33) of the school board members responding were undecided (Table 11).

School Site Management: Allows Principal Autonomy

Board members surveyed listed support for "agree strongly," 20.3% (63), and "agreed," 65% (202), for the

Table 9

How Long Has Superintendent Been in Place? (Question 9)

Length of Service	Frequency	Percent	Cum. Freq.	Cum. %
1 year or less	51	17.7	51	17.7
2 to 5 years	116	40.3	167	58.0
6 to 10 years	79	27.4	246	85.4
11 to 15 years	21	7.3	267	92.7
Over 15 years	21	7.3	288	100.0
Total	288	100.0		

Table 10

Why Did You Become a School Board Member? (Question 10)

Why on Board	Frequency	Percent	Cum. Freq.	Cum. %
Curriculum	6	2.0	6	2.0
Student/Interest	37	12.6	43	14.6
Public Ed Support	86	29.3	129	43.9
Community Support	76	25.9	205	69.7
Concern Teaching	3	1.0	208	70.7
Involvement	19	6.5	227	77.2
At-Risk Students	14	4.8	241	82.0
Improve/change	52	17.7	293	99.7
Merger	1	0.3	294	100.0
Total	294	100.0		

Table 11

Rating of Your Superintendent's Effectiveness (Question 11)

Superintendent Effectiveness	Frequency	Percent	Cum. Freq.	Cum. %
Very Effective	143	45.7	143	45.7
Effective	121	38.7	264	84.3
Undecided	33	10.5	297	94.9
Ineffective	13	4.2	310	99.0
Very Ineffective	3	1.0	313	100.0
Total	313	100.0		

practice of school site management from their superintendent. However, board members gave only 6.1% (19) as a response of "disagreed" and 0.3% (1) for "strongly disagreed" on this item. The "undecided" was selected 8.4% (26) of the time (see Table 12).

Instructional Leadership: Maintains and Initiates the Necessary Improvement

The board members responding to this question of the role of instructional leadership as fostered by their superintendent's administration listed "strongly agree" 30.3% (6) and "agree" 54.9% (174) of the time. This contrasts with those respondents who listed "disagreed" 6.9% (22) or "strongly disagreed" 0.6% (2) of the time on this item. The "undecided" was selected 7.3% (23) of the time (Table 13).

Staff Stability

Table 14 indicates those board members surveyed either "agreed strongly" 29.3% (2) or "agreed" 49.4% (155) of the time to this item of fostering staff stability as seen in their superintendent. This contrasts with those respondents who listed "disagreed" 10.5% (22) or "strongly disagreed," 0.6% (2) of the time on this item. The "undecided" was selected 10.2% (32) of the time.

Curriculum Organization

The board members responding to this question of curriculum organization as fostered by their superintendent's

Table 12

School Site Management: Allows Principal Autonomy (Question 12)

	Frequency	Percent	Cum. Freq.	Cum. %
Strongly Agree	63	20.3	63	20.3
Agree	202	65.0	265	85.3
Undecided	26	8.4	291	93.6
Disagree	19	6.1	310	99.7
Strongly Disagree	1	0.3	311	100.0
Total	311	100.0		

Table 13

Instructional Leadership: Maintains and Initiates the Necessary Improvement (Question 13)

	Frequency	Percent	Cum. Freq.	Cum. %
Strongly Agree	96	30.3	96	30.3
Agree	174	54.9	270	85.2
Undecided	23	7.3	293	92.4
Disagree	22	6.9	315	99.4
Strongly Disagree	2	0.6	317	100.0
Total	317	100.0		

Table 14

Staff Stability (Question 14)

	Frequency	Percent	Cum. Freq.	Cum. %
Strongly Agree	92	29.3	92	29.3
Agree	155	49.4	247	78.7
Undecided	32	10.2	279	88.9
Disagree	33	10.5	312	99.4
Strongly Disagree	2	0.6	314	100.0
Total	314	100.0		

administration listed "strongly agreed" 29.3% (93) and "agreed" 59% (187) of the time. This contrasts with those respondents who listed "disagreed" 3.2% (10) or "strongly disagreed" 1.6% (5) of the time on this item. The "undecided" was selected 6.9% (22) of the time (Table 15).

Staff Development

The board members responding to this question of staff development as fostered by their superintendent's administration listed "strongly agreed" 20.2% (64) and "agreed" 62.8% (199) of the time. This contrasts with those respondents who listed "disagreed" 6.6% (21) or "strongly disagreed" 0.0% (0) of the time on this item. The "undecided" was selected 10.4% (33) of the time (Table 16).

Parental Involvement

The board members responding to this question of parental involvement as fostered by their superintendent's administration listed "strongly agreed" 23.5% (74) and "agreed" 55.6% (175) of the time. This contrasts with those respondents who listed "disagreed" 7.6% (24) or "strongly disagreed" 1.3% (4) of the time on this item. The "undecided" was selected 12.1% (38) of the time (Table 17).

Maximized Learning Time

The board members responding to this question of maximized learning time as fostered by their superintendent's

Table 15

Curriculum Organization (Question 15)

	Frequency	Percent	Cum. Freq.	Cum. %
Strongly Agree	93	29.3	93	29.3
Agree	187	59.0	280	88.3
Undecided	22	6.9	302	95.3
Disagree	10	3.2	312	98.4
Strongly Disagree	5	1.6	317	100.0
Total	317	100.0		

Table 16

Staff Development (Question 16)

	Frequency	Percent	Cum. Freq.	Cum. %
Strongly Agree	64	20.2	64	20.2
Agree	199	62.8	263	83.0
Undecided	33	10.4	296	93.4
Disagree	21	6.6	317	100.0
Strongly Disagree	0	0.0	317	100.0
Total	317	100.0		

Table 17

Parental Involvement (Question 17)

	Frequency	Percent	Cum. Freq.	Cum. %
Strongly Agree	74	23.5	74	23.5
Agree	175	55.6	249	79.0
Undecided	38	12.1	287	91.1
Disagree	24	7.6	311	98.7
Strongly Disagree	4	1.3	315	100.0
Total	315	100.0		

administration listed "strongly agreed" 29.2% (92) and "agreed" 53.7% (169) of the time. This contrasts with those respondents who listed "disagreed" 5.4% (17) or "strongly disagreed" 1.3% (4) of the time on this item. The "undecided" was selected 10.5% (330 of the Time (Table 18).

District Support

The board members responding to this question of district support as fostered by their superintendent's administration listed "strongly agreed" 24.1% (76) and "agreed" 48.1% (152) of the time. This contrasts with those respondents who listed "disagreed" 9.8% (31) or "strongly disagreed" 0.3% (1) of the time on this item. The "undecided" was selected 17.7% (56) of the time (Table 19).

Collaborative Planning

The board members responding to this question of collaborative planning as fostered by their superintendent's administration listed "strongly agreed" 32.4% (101) and "agreed" 48.4% (151) of the time. This contrasts with those respondents who listed "disagreed" 9.6% (30) or "strongly disagreed" 0.3% (1) of the time on this item. The "undecided" was selected 9.3% (29) of the time (Table 20).

Sense of Community

The board members responding to this question of sense of community as fostered by their superintendent's

Table 18

Maximized Learning Time (Question 18)

	Frequency	Percent	Cum. Freq.	Cum. %
Strongly Agree	92	29.2	92	29.2
Agree	169	53.7	261	82.9
Undecided	33	10.5	294	93.3
Disagree	17	5.4	311	98.7
Strongly Disagree	4	1.3	315	100.0
Total	315	100.0		

Table 19

District Support (Question 19)

	Frequency	Percent	Cum. Freq.	Cum. %
Strongly Agree	76	24.1	76	24.1
Agree	152	48.1	228	72.2
Undecided	56	17.7	284	89.9
Disagree	31	9.8	315	99.7
Strongly Disagree	.	0.3	316	100.0
Total	316	100.0		

Table 20

Collaborative Planning

	Frequency	Percent	Cum. Freq.	Cum. %
Strongly Agree	101	32.4	101	32.4
Agree	151	48.4	252	80.8
Undecided	29	9.3	281	90.1
Disagree	30	9.6	311	99.7
Strongly Disagree	1	0.3	312	100.0
Total	312	100.0		

administration listed "strongly agreed" 29.1% (91) and "agreed" 53.4% (167) of the time. This contrasts with those respondents who listed "disagreed" 7.7% (24) or "strongly disagreed" 0.6% (2) of the time on this item. The "undecided" was selected 9.3% (29) of the time (Table 21).

Clear Goals and High Expectations

The board members responding to this question of clear goals and high expectations fostered by their superintendent's administration listed "strongly agreed" 31.1% (98) and "agreed" 46.7% (147) of the time. This contrasts with those respondents who listed "disagreed" 8.6% (27) or "strongly disareed" 1.0% (3) of the time on this item. The "undecided" was selected 12.7% (40) of the time (Table 22).

Order and Discipline

The board members responding to this question of order and discipline as fostered by their superintendent's administration listed "strongly agreed" 28.9% (98) and "agreed" 55.2% (174) of the time. This contrasts with those respondents who listed "disagreed" 4.4% (14) or "strongly disagreed" 0.6% (2) of the time on this item. The "undecided" was selected 10.8% (34) of the time (Table 23).

Goal and Production Emphasis

The board members responding to this question of goal and production emphasis as fostered by their superintendent's

Table 21

Sense of the Community (Question 21)

	Frequency	Percent	Cum. Freq.	Cum. %
Strongly Agree	91	29.1	91	29.1
Agree	167	53.4	258	82.4
Undecided	29	9.3	287	91.7
Disagree	24	7.7	311	99.4
Strongly Disagree	2	0.6	313	100.0
Total	313	100.0		

Table 22

Clear Goals and High Expectations (Question 22)

	Frequency	Percent	Cum. Freq.	Cum. %
Strongly Agree	98	31.1	98	31.1
Agree	147	46.7	245	77.8
Undecided	40	12.7	285	90.5
Disagree	27	8.6	312	99.0
Strongly Disagree	3	1.0	315	100.0
Total	315	100.0		

Table 23

Order and Discipline (Question 23)

	Frequency	Percent	Cum. Freq.	Cum. %
Strongly Agree	91	28.9	91	28.9
Agree	174	55.2	265	84.1
Undecided	34	10.8	299	94.9
Disagree	14	4.4	313	99.4
Strongly Disagree	2	0.6	315	100.0
Total	315	100.0		

administration listed "strongly agreed" 28.2% (89) and "agreed" 50.0% (158) of the time. This contrasts with those respondents who listed "disagreed" 6.6% (21) or "strongly disagreed" 1.3% (4) of the time on this item. The "undecided" was selected 13.9% (44) of the time (Table 24).

Power and Decision-Making

The board members responding to this question of power and decision-making as fostered by their superintendent's administration listed "strongly agreed" 29.4% (93) and "agreed" 43.4% (137) of the time. This contrasts with those respondents who listed "disagreed" 10.1% (32) or "strongly disagreed" 1.3% (4) of the time on this item. The "undecided" was selected 15.8% (50) of the time (Table 25).

Time on Task

The board members responding to this question of time on task as fostered by their superintendent's administration listed "strongly agreed" 20.4% (64) and "agreed" 59.6% (187) of the time. This contrasts with those respondents who listed "disagreed" 5.1% (16) or "strongly disagreed" 1.0% (3) of the time on this item. The "undecided" was selected 14.0% (44) of the time (Table 26).

Class Size and Composition

The board members responding to this question of class size and composition as fostered by their superintendent's

Table 24

Goal and Production Emphasis (Question 24)

	Frequency	Percent	Cum. Freq.	Cum. %
Strongly Agree	89	28.2	89	28.2
Agree	158	50.0	247	78.2
Undecided	44	13.9	291	92.1
Disagree	21	6.6	312	98.7
Strongly Disagree	4	1.3	316	100.0
Total	316	100.0		

Table 25

Power and Decision-Making (Question 25)

	Frequency	Percent	Cum. Freq.	Cum. %
Strongly Agree	93	29.4	93	29.4
Agree	137	43.4	230	72.8
Undecided	50	15.8	280	88.6
Disagree	32	10.1	312	98.7
Strongly Disagree	4	1.3	316	00.0
Total	316	100.0		

Table 26

Time on Task (Queston 26)

	Frequency	Percent	Cum. Freq.	Cum. %
Strongly Agree	64	20.4	64	20.4
Agree	187	59.6	251	79.9
Undecided	44	14.0	295	93.9
Disagree	16	5.1	311	99.0
Strongly Disagree	3	1.0	314	100.0
Total	314	100.0		

administration listed "strongly agreed" 23.5% (73) and "agreed" 59.0% (183) of the time. This contrasts with those respondents who listed "disagreed" 5.8% (18) or "strongly disagreed" 0.3% (1) of the time on this item. The "undecided" was selected 5.8% (18) of the time (Table 27).

Ability Grouping

The board members responding to this question of ability grouping as fostered by their superintendent's administration listed "strongly agreed" 11.3% (34) and "agreed" 60.6% (183) of the time. This contrasts with those respondents who listed "disagreed" 9.3% (28) or "strongly disagreed" 1.7% (5) of the time on this item. The "undecided" was selected 17.2% (52) of the time (Table 28).

Academic Curriculum

The board members responding to this question of academic curriculum as fostered by their superintendent's administration listed "strongly agreed" 22.5% (69) and "agreed" 60.3% (185) of the time. This contrasts with those respondents who listed "disagreed" 5.9% (18) or "strongly disagreed" 0.7% (2) of the time on this item. The "undecided" was selected 10.7% (33) of the time (see Table 29).

Evaluations On-going

The board members responding to this question of evaluations on-going as fostered by their superintendent's administration listed "strongly agreed" 37.1% (117) and "agreed"

Table 27

Class Size and Composition (Question 27)

	Frequency	Percent	Cum. Freq.	Cum. %
Strongly Agree	73	23.5	73	23.5
Agree	183	59.0	256	82.6
Undecided	35	11.3	291	93.9
Disagree	18	5.8	309	99.7
Strongly Disagree	1	0.3	310	100.0
Total	310	100.0		

Table 28

Abilities Grouping (Question 28)

	Frequency	Percent	Cum. Freq.	Cum. %
Strongly Agree	34	11.3	34	11.3
Agree	183	60.6	217	71.9
Undecided	52	17.2	269	89.1
Disagree	28	9.3	297	98.3
Strongly Disagree	5	1.7	302	100.0
Total	302	100.0		

Table 29

Academic Curriculum

	Frequency	Percent	Cum. Freq.	Cum. %
Strongly Agree	69	22.5	69	22.5
Agree	185	60.3	254	82.7
Undecided	33	10.7	287	93.5
Disagree	18	5.9	305	99.3
Strongly Disagree	2	0.7	307	100.0
Total	307	100.0		

49.2% (155) of the time. This contrasts with those respondents who listed "disagreed" 5.7% (18) or "strongly disagreed" 0.6% (2) of the time on this item. The "undecided" was selected 7.3% (230 of the time (Table 30).

Task Based on Criteria

The board members responding to this question of task based on criteria as fostered by their superintendent's administration listed "strongly agreed" 13.0% (39) and "agreed" 62.0% (186) of the time. This contrasts with those respondents who listed "disagreed" 4.3% (13) or "strongly disagreed" 0.3% (1) of the time on this item. The "undecided" was selected 20.3% (61) of the time (Table 31).

Human Relations

The board members responding to this question of human relations as fostered by their superintendent's administration listed "strongly agreed" 29.7% (92) and "agreed" 49.7% (154) of the time. This contrasts with those respondents who listed "disagreed" 5.8% (18) or "strongly disagreed" 1.0% (3) of the time on this item. The "undecided" was selected 13.9% (43) of the time (Table 32).

Comparison of Percentages on Items 12-32 of Questionnaire

The largest number of school board member respondents (10.5%) perceive their superintendent as being ineffective

Table 30

Evaluation On-going (Question 30)

	Frequency	Percent	Cum. Freq.	Cum. %
Strongly Agree	117	37.1	117	37.1
Agree	155	49.2	272	86.3
Undecided	23	7.3	295	93.7
Disagree	18	5.7	313	99.4
Strongly Disagree	2	0.6	315	100.0
Total	315	100.0		

Table 31

Task Based on Criteria (Question 31)

	Frequency	Percent	Cum. Freq.	Cum. %
Strongly Agree	39	13.0	39	13.0
Agree	186	62.0	225	75.0
Undecided	61	20.3	286	95.3
Disagree	13	4.3	299	99.7
Strongly Disagree	1	0.3	300	100.0
Total	300	100.0		

Table 32

Human Relations (Question 32)

	Frequency	Percent	Cum. Freq.	Cum. %
Strongly Agree	92	29.7	92	29.7
Agree	154	49.7	246	79.4
Undecided	43	13.9	289	93.2
Disagree	18	5.8	307	99.0
Strongly Disagree	3	1.0	310	100.0
Total	310	100.0		

at promoting unity and togetherness for staff stability. The second largest percentage of respondents (10.1%) rated the superintendents as ineffective at making known clear lines of power and decision-making. It is interesting that no school board members rated their superintendents as strongly ineffective on staff development (see Table 33).

Summary

Making a difference through mutual understanding of the roles of leadership on the parts of both board of education and superintendents rises to the top of the traits based on various issues gleaned from the data collected. "Agree" responses may indicate some motivational ambivalence on the part of board members, whereas the "strongly agree" may be true believers among the board members surveyed on these items. The strength of the motivation of board members was never an issue in this study and therefore not dealt with by the research. Table 33 is a composite of the percentages of the responses to the 21 indicators/items of effectiveness.

Most board members responding have been board of education members for 5 years or less (43%, Table 1) which parallels the terms of employment of a majority of superintendents (58%, Table 9). Majority of board members are 49 years and under in age (Table 2). Most school board members are managers (25.0%), administrators (17.4%), or executives (17.4%) (Table 3). A majority of the board members responding served

Table 33

Comparison of Percentages of Items 12-32 of Questionnaire

ITEM	SA	A	U	D	SD
School-Site Management	20.3%	65%	8.4%	6.1%	0.3%
Instructional Leadership	30.3%	54.9%	7.3%	6.9%	0.6%
Staff Stability	29.3%	49.4%	10.2%	10.5%	0.6%
Curriculum Organization	29.3%	59.0%	6.0%	3.2%	1.6%
Staff Development	20.2%	62.8%	10.4%	6.6%	0.0%
Parental Involvement	23.5%	55.6%	12.1%	7.6%	1.3%
Maximized Learning Time	29.2%	53.7%	10.5%	5.4%	1.3%
District Support	24.1%	48.1%	17.7%	9.8%	0.3%
Collaborative Planning	32.4%	48.4%	9.3%	9.6%	0.3%
Sense of Community	29.1%	53.4%	9.3%	7.7%	0.6%
Clear Goals/High Expectations	31.1%	46.7%	12.7%	0.6%	1.0%
Order and Discipline	28.0%	55.2%	10.8%	4.4%	0.6%
Goal/Production Emphasis	28.2%	50.0%	13.9%	6.6%	1.3%
Power/Decision Making	29.4%	43.4%	15.8%	10.1%	1.3%
Time on Task	20.4%	59.6%	14.0%	5.1%	1.0%
Class Size/Composition	23.5%	59.0%	11.3%	5.8%	0.3%
Abilities Grouping	11.3%	60.6%	17.2%	9.3%	0.7%
Academic Curriculum	22.5%	60.5%	10.1%	5.9%	0.7%
Evaluation On-Going	37.1%	49.2%	7.3%	5.7%	0.6%
Task Based on Criteria	13.0%	62.0%	20.3%	4.3%	0.3%
Human Relations	29.7%	49.7%	13.9%	5.8%	1.0%

county districts (Table 4). Board members responding varied widely on the pupil population of the districts from less than 3,000 (20%) to more than 10,000 (26%) as shown in Table 5. Although nearly all (80%) have held committee assignments of at least three (21.5%), two (30.8%), and one (27.6%) committees, one board member responding held 15 committee assignments (Table 7). The largest group of responding board members (38.4%) were college graduates (Table 8), with an almost equal sized group of board respondents holding graduate level degrees (35.8%). Only 17.7% of the responding board members joined the board to improve or change the schools. Reasons for board service involved the support of public education (29.3%) and community support (25.9%) (Tbale 10). Forty-five percent (45.7%) of the board members responding considered their superintendent as "very effective," and 38.7% considered their superintendent as "effective." Only 4.2% considered their superintendent as "ineffective," and only 1% considered their superintendent as "very ineffective" (Table 11).

The issues facing North Carolina's school systems call into question the degree(s) of differences between the perceptions which the educational establishment calls effective vs. those questions which the social, political, and economic sectors perceive as effective (see Chapter II).

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATONS

Summary

School boards are charged by the state to oversee the effectiveness of schools and are selected to represent the corporate interest of the public at large. The chief school officer, the superintendent, is involved in the formation of policies which should guide school systems towards goals of national, state, as well as local concern.

School boards tend to hire and evaluate persons who are their mirror images, as pointed out in Chapter II. "Studies have shown that top level executives tend to promote people into leadership positions who are much like me [sic] as possible" (Hellwig, 1985, p. 99).

The purpose of this study was to identify and describe the personal and professional characteristics of effective school superintendents in North Carolina as perceived by school board members. School Boards across the state are faced with the challenge of seeing how closely their perceptions of their superintendents fit the model of what is currently defined as effectiveness in school leaders. Furthermore, school board members are required by law (GS 115c 271) to hire and fire, as well as evaluate (GS 115c-376) their superintendent (Gross, Mason, & McEachern, 1958).

Presumably such decisions are made in part on the basis of effectiveness. This study investigates these issues.

The investigator searched current literature on effective schools and interviewed the North Carolina School Boards Associaton officers. A survey instrument containing 32 questions was constructed and used in the survey process. The instrument contained 21 characteristics/traits gathered from existing literature as synthesized by Purkey and Smith based on their assessment of the "state of the art" as presented to the National Institute of Education in the Report on Effective Schools, dated 1985 (Houlihan, 1988; Purkey & Smith, 1985; Rutter, 1979). School board members throughout the state of North Carolina, a population of 908, were asked to rate their superintendent on a 5-point Likert scale on 21 of the indicators of effectiveness. (Likert scales allowed the school board member to rate the degree to which each item applies to the superintendent.) Reliability for internal consistency of the instrument was tested by both test-retest and Cronbach's Alpha as shown in Appendix C. (Refer to Chapters I and III.)

Eleven questions were used to gather a profile of the typical North Carolina school board member, including the use of Hollingshead's Index (Hollingshead & Redlich, 1957). Results of the survey of school board members were compared with the National School Boards Association's profile of

the typical school board member, both national and regional, to determine what if any relationship(s) did or did not exist. The survey instrument was validated by triangulation. Professionals in the areas of research, Dr. Rita O'Sullivan, members of my committee, and representatives of the North Carolina State School Boards Association, Dr. Gene Causby and Ms. Thomasine Hardy, were solicited for suggestions and corrections to the instrument.

Tables 1-33 are located in Chapter IV. Several key questions which the research addressed provided the following descriptive data.

1. What traits did North Carolina school board members perceive to be desirable in an effective school superintendent?
2. What traits of effective superintendents, as defined by the literature, contrasted to the perceptions of school board members in North Carolina?
3. Were there traits considered important or necessary for effectiveness according to the normative-prescriptive literature that are most valued by board members across the state?
4. Were there traits considered important or necessary for effectiveness according to the normative-prescriptive literature least valued by board members across the state?

5. What were the basic characteristics of both North Carolina school board members and their superintendents?
6. How did the characteristics of North Carolina school board members compare to such characteristics elsewhere?

1. The largest number of school board respondents (10.5%) perceive their superintendent as being ineffective at promoting unity and togetherness for staff stability. The second largest percentage of respondents (10.1%) rated the superintendents as ineffective at making known clear lines of power and decision-making. It is interesting that no school baord member rated their superintendents as strongly ineffective on staff development (Table 33).

2. Nearly half of the respondents (45%) rated their superintendent as "very effective." Nearly as large a group (38.7%) rated their superintendent as "effective." Only 4.2% of the board members responding rated their superintendent as "ineffective," and only 1% rated their superintendent as "very ineffective."

3. Thirty-seven percent of the respondents "strongly agreed" that the superintendent made certain that evaluation was an ongoing process. Thirty-two percent (32.4%) of the respondents "strongly agreed" that their superintendent encouraged working together through collaborative planning

and collegial relations. Thirty-one percent of the respondents "strongly agreed" that their superintendent constantly monitors class goals and maintains high expectations for successful achievement. Thirty percent (30.3%) of the respondents "strongly agreed" that their superintendent maintained and initiates necessary improvement of instructional leadership.

4. Although not "strongly agreeing," school board member respondents did agree on the following items of school superintendent's effectiveness: Allows school principal autonomy (65%), staff developing (62.8%), task based criteria (62%), abilities grouping (60.6%), and academic curriculum (60.5%).

5. No profile of either school board members or superintendents from this state has previously been made. The model for the grouping of school board members falls in the 40 to 49 age bracket (36%). Board members do have some college experience (38.4%). Most of the board members are representatives on county boards of education (59.9%). The largest grouping of board members surveyed have been on the board for a term of 1 to 5 years (43.3%). Board members have not served as an officer on the board 39.5% of the time. Board members gave as a rationale for service on the school board an active support of education (29.3%). No profile was gained from the data collected on superintendents.

6. Data for the nation as well as the region, when available, was gained from The American School Board Journal (ASBJ/1990) annual survey. Board members from across the nation (44.3% for 41 to 50) fall in the same age categories as do the members from North Carolina. A majority of school board members list college as their highest level of education, both nationally as well as in North Carolina. Nationally, professional or managerial groupings for employment correspond favorably to North Carolina's board members. Nationally, board members tend to have served terms ranging from 1 to 5 years, as do our state's board members. Most of our superintendents have served 5 years or less (58%); the range nationally is longer, 6 to 10 years.

Conclusions

Using selected demographic variables gained in the survey, a breakdown was undertaken of those board members who thought the superintendent was effective, 84.4%, (very effective, 45.7%, or effective, 38.7%), which compares positively to the ASBJ's 82.6% (52.9% very satisfied plus 29.7% satisfied). The results were presented in narrative and tabular form. Tables are located in Appendix D. Frequency distributions and percentages were calculated for each of the demographic variables. Cross table distributions were calculated for each of the following variables: Groups whether or not hired superintendent. Located in Appendix D are the tables for the following conclusions:

1. Table D-1 contrasts those board members (130 board members) who probably hired the superintendent and thought that he or she was effective with a favorable rating of 1.93 with those board members who did not hire the superintendent. A rating of this amount is the high range since numbers closer to 1 show a stronger relationship, scale 1 to 5. Those board members who probably did not hire the superintendent (76 respondents) showed a mean rating of 2.16, which is also strong. These results were not significantly different from each other at the .05 level. Hereafter, all significantly different results will be in terms of the .05 level and the data showing the test of significance is located in Appendix F.

2. Table D-2 contrasts the means and standard deviations of average ratings for groupings based on the number of years board members served on the board. Board members who fall into the grouping of 5 years or less (134 board members) show a mean of 2.13, which differed significantly at the .05 level.

3. Table D-3 contrasts the means and standard deviations of average ratings for groupings based on the age of the board members. Most of the board members' ages fall in the group 40 to 49 years of age (111). The age group with the strongest mean rating was 60 or more years with a 1.80. None of the groups were significant statistically at the .05 level.

4. Table D-4 contrasts the means and standard deviations for groupings based on the occupations of the school board members. Two groupings based on the occupations were statistically significant at the .05 level, and they were retired/housewife (1.86 mean) and managers and minor professional (2.15 mean). These two groupings of occupations may have some effect on the perception of school board members concerning the effectiveness of their superintendent. Because both of these occupational groups allow the individuals time and reflection on the issues that arise locally, they may alter the perceptions as well as the amount of participation of these groups.

5. Table D-5 contrasts the means and standard deviations for groupings of board members based on the type (city or county) of school district. Board members from county administrative units were the largest grouping, with a mean of 2.09. City board members rated a mean of 1.92, which was the stronger of the two groups. Both are within the range of either effective or most effective. This relationship was not significantly different from each other.

6. Table D-6 contrasts the ratings of school board members based on the pupil population of their respective districts. The strongest relationship was shown by board members from school districts which ranged in student population from 3,000 to 4,999 (2.00 mean). The weakest rating according to size was displayed by districts containing

student populations ranging 3,000 or less students, with a 2.11 mean. The strongest as well as the weakest means were found in the two smallest districts. None of these ratings were significantly different from each other.

7. Table D-7 contrasts the ratings for groupings of school board members based on the offices held by board members. The only two categories given by the respondents were either chairman/vice chairman and other/none. The vast majority of those members holding office were either chairman/vice chairman (167 board members), with a mean of 2.00. Other/none respondents (144) showed the same mean relationship. These results were not significantly different from each other.

8. Table D-8 contrasts ratings for groupings of board members based on the educational level of the board members. The group with the strongest mean relationship was the group of board members who had graduate degrees (2.01). The weakest grouping were board members who had either high school and some college (2.08). College graduates fell in the middle range of these groupings, with a rating mean of 2.02. None of these results were significantly different.

9. Table D-9 contrasts the time that the present superintendent has been in his or her current position with the perception of effectiveness by the school board members. The strongest relationship is shown by the group of board

members whose superintendent has been on the job between 2 and 5 years (1.98 mean). The weakest grouping was with those board members whose superintendent has been on the job 1 year or less (2.10). None of these results were shown to be significantly different.

10. Table D-10 contrasts the ratings of the superintendent with the indicators listed as Items/Questions 12 to 32 (RATMAN) on the survey instrument. These three groupings (very effective, effective, and undecided and ineffective) all differ significantly from each other. Board members who rated the superintendent as very effective (141 respondents) have a mean of 1.73. Those board members who rated their superintendent as effective (120 respondents) have a mean of 2.17. The undecided and ineffective (49 respondents) rated their superintendents with a mean of 2.53. The rationale of the difference is indeterminate.

The next set of tables, located in Appendix D, compare those board members who considered their superintendent as effective vs. those who considered him or her as ineffective on certain demographic data.

11. Table D-11 contrasts those board members who thought their superintendent was effective vs. those who thought he or she was ineffective with the number of years each board member was on the board of education. The highest group ratings were in the categories of board members who had held

their position for 5 years or less (effective, 42.53%, as compared to ineffective, 42.86%). The lowest percentages were for those board members who had held their positions for more than 10 years. Those board members who thought that their superintendent was effective showed a percentage of 26.44 as compared to those who felt he or she was ineffective at 20.41%. The shorter the span of time one has spent on the board of education, the stronger the feeling of either effectiveness or ineffectiveness.

12. Table D-12 contrasts the two categories of effective vs. non-effective perceptions of board members with the ages of the board members. The largest group with both categories of effective/non-effective lies in the age group 40 to 49 years of age (effective, 35.77%; non-effective, 32.65%).

13. Table D-13 compares effective/non-effective perceptions with the factor of occupations of the board members themselves. The largest group considering their superintendent as effective lies in the managers and minor professions (25.55%). The same group is the largest for those who consider the superintendent as ineffective at 32.51%.

14. Table D-14 contrasts type of school district with those board members who consider their superintendent as effective vs. non-effective. Sixty-five percent (171 out of 261) of the board members who classify themselves as

county listed their superintendent as effective. Seventy-seven percent (38 out of 49) of those who classified their superintendent as ineffective were found to be in the city systems across the state. If you were a board member in the county systems, you would be more likely to consider your superintendent as effective, whereas if you served in a city system, your chances of considering your superintendent as being ineffective are greater.

15. Table D-15 contrasts the size of the school system with the board's perception of effective vs. non-effective. The largest percentage of those board members who perceive their superintendent as effective are found in school systems with student populations ranging from 5,000 to 9,999 (30.77%). The largest percentage of those who perceive their superintendents as being ineffective lies in school systems with student populations of 10,000 or more (39.13%). The larger the size of the district, the more likely that you as a board member will consider your superintendent as ineffective.

16. Table D-16 contrasts the offices held by board members with their perceptions of effectiveness and ineffectiveness. If you are chairman/vice-chairman of the local school board, your perception that the superintendent is effective is greater (54.09%), whereas if you do not hold an office your chances of considering the superintendent as being ineffective is greater (53.06%).

17. Table D-17 contrasts the education level of the school board members with their perceptions of effectiveness vs. ineffectiveness. In both cases, the groups that thought their superintendents were effective (38.85%) and ineffective (38.78%) were made up of college graduates. No significant difference was found to exist.

18. Table D-18 contrasts the amount of time that school board members have been on the board of education with their perceptions of effectiveness and ineffectiveness. In either case, if their term of office has been between 2 to 5 years, they have a greater percentage of considering their superintendent as effective (41.67%) as compared with ineffective (33.33%).

19. Table D-19 contrasts the perception of effectiveness vs. ineffectiveness with the chance that respondents hired the current superintendent. Over 60% of those who consider their superintendent as effective probably helped hire the superintendent. Seventy-two percent of those who claimed the superintendent was ineffective probably were on the board when the current superintendent was hired.

20. Because of the present climate of critical examination of school effectiveness, it was expected that there would be variations in school board perceptions of superintendent effectiveness. Such was not the case. The data gathered seem to indicate wide satisfaction and approval of

superintendent effectiveness on all of the 22 questions answered by the respondents. However, information reported in Chapter II from the review of the literature would seem to indicate that there should not be such a high level of satisfaction with the effectiveness of superintendents.

Recommendations for Future Research

Jonas Salk is quoted as having said he "spent 98 percent of his time documenting the things that did not work until he found the thing that did (Wurman, 1989, p. 194)." The stated purposes of this study did not materialize in the manner that the researcher envisioned. Empirical data (information) was collected and became the justification of conventional wisdom: One sees what one wants to see. Roszak (1987) writes that

> Information is not knowledge. You can mass produce raw data and incredible quantities of facts and figures. You cannot mass-produce knowledge, which is created by individual minds, drawing on individual experience, separating the significant from the irrelevant, making value judgments. (The Cult of Information, May 24, 1987).

The knowledge gained from the information on the conditions which exist(s) in North Carolina paints an image that leaves more questions about the perceptions of effectiveness of both school board members as well as superintendents across the state. North Carolina exists as two states within one, a state of progressivism and a state of want and need. The prosperity of the Sun Belt of the '70's and '80's, as

well as the needs of untouched rural communities, exists in North Carolina side by side (New York Times, July 2, 1990, p. A-1). Applebome starts off his article in the New York Times on the front page as follows:

> Forty-five minutes down Interstate 85, researchers are pushing at the boundaries of medical science at Duke University Medical Center, but there has recently been an epochal breakthrough here: nearly all the residents who had been using old pine outhouses have been able to replace them with indoor bathrooms.

Contradictions exist within the southeastern region of the United States which are magnified in North Carolina. The state is a leader in higher education, while its high school graduates this past year had the lowest SAT scores in the nation (1989). Couple the existence of the research areas of the Research Triangle with the highest mortality rate for infants in the nation lastyear. Currently, a black man is running for United States Senate, the first black to enter Clemson University. Balance this fact out with the state's ranking Number 1 in the "highest reported levels of hate crimes and Ku Klux Klan activity (New York Times, July 2, 1990, p. A-1).

Wurman (1989) contends:

> Contrary to Voltaire's Dr. Pangloss, we are not living the best of all possible worlds. Not only are we overwhelmed by the sheer amount of information, most of us are also hampered by an education that inadequately trains us to process it. (Information Anxiety, 1989)

Referring to the Discrepancy Analysis discussed in Chapter II, the distance between what is perceived (judgment)

and the reality (information) has broadened. Respondents to the survey perceived superintendents to be effective, yet the state's rankings call their judgment into question.

Wurman (1989) writes:

> What you perceive, you should filter, so you can focus on those things which are useful and applicable to your own dictionary of the world. (p. 227)

Further research on this topic should include the following questions. These questions were not satisfactorily answered due to the mirror image that exists between boards of education and the superintendents in North Carolina.

1. Race, socioeconomic background, sex, and geographical location should be studied as they pertain to the perception of school boards and their superintendents.
2. Research should be conducted on the perceptions of effectiveness by superintendents of the members of boards of education.
3. Interview techniques need to be undertaken to determine a more accurate interpretation of the responses. Interpretation of the data can call into question the conclusions drawn from the data gathered.
4. Studies of the effects of state legislation, judicial decision-making, etc., on the perceptions of school board members need to be undertaken.

5. Longitudinal studies of boards of education and the formation of their perceptions of leadership qualities needed by the office of superintendent need to be undertaken.
6. Research should be conducted on the source of North Carolina's social, political, as well as economic problems and their effect on the perception of education leadership of both school board members and superintendents.
7. Studies on the effect(s) which different occupations may have on the amount of participation and preparation of board members and the resulting effect on the perceptions need to be undertaken.
8. Considering the low ranking of achievement of North Carolina's children on the SATs and other measures, why did none of the respondent board members perceive their superintendents were ineffective in staff development?

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APPENDIX A

LETTER TO SCHOOL BOARD MEMBERS

THE UNIVERSITY OF NORTH CAROLINA
AT GREENSBORO

School of Education

17 September 1989

Dear School Board Member:

Currently, I am undertaking a survey of your fellow school board members in North Carolina concerning their perceptions of their school superintendent's effectiveness and comparing these perceptions to the effectiveness literature. The results of this survey will be published in the form of a dissertation at The University of North Carolina at Greensboro under the direction of Dr. Harold Snyder of the Department of Educational Administration.

Dr. Gene Causby of the North Carolina School Boards Association has been informed of my work and has expressed an interest in the topic for possible publication of the results in the North Carolina School Boards Association Journal in the near future. Please take note that questions one to eleven are for background data to form a profile of school board members in our state. Questions twelve to thirty-two are taken from the research undertaken by Purkey and Smith in their overview of the literature on effective schools in our nation. Beside these questions you will find a short descriptor which should assist you in your selection of your response. If for some reason you feel that the space allocated for the response is not enough, then feel free to add any additional comments on a separate sheet of paper. Your completion of this survey would be most helpful in the project.

Enclosed you will find both a copy of the survey as well as a self-addressed return envelope. Please take a few minutes and fill this out and return it by the fourth of October.

Sincerely,

Terry G. Mitchell

APPENDIX B

SURVEY INSTRUMENT

STATUS OF BOARD MEMBER

INTRODUCTION: The purpose of this study is to find out how an individual school board member perceives the qualities of the effective school movement/literature in one's current superintendent in North Carolina. All school board members throughout the state are being surveyed and this instrument is being used int he survey process. These results will be compared with the existing literature to see if there is a correspondence between the theoretical literature and your observations.

PERSONAL DATA

Please check the category that applies:

1. Number of years on Board of Education (including this year):

   A. _____5 years or less
   B. _____6-10 years
   C. _____11-15 years
   D. _____16-20 years
   E. _____more than 25 years

2. Your age: _____

3. Your occupation: _____

4. Type of school district you serve:

   A. _____City
   B. _____County

5. Pupil population of school district: _____

6. Offices held on Board:

   A. _____Chairman
   B. _____Vice chairman
   C. _____Other
   D. _____None

7. Committee assignments on the Board: _____

   _____

8. Education level:

   A. _____High School
   B. _____Community College
   C. _____College graduate
   D. _____Graduate degree(s)

9. How long superintendent in place: _____

10. Why did you become a school board member? _____

_____

11. How would you rate your superintendent effectiveness?

_____Very effective _____Effective
_____Undecided _____Ineffective
_____Very ineffective

INSTRUCTIONS: PLEASE RATE YOUR SCHOOL DISTRICT ON THE FOLLOWING AREAS: CIRCLE YOUR RESPONSE.

STRONGLY AGREES	(SA)
AGREES	(A)
UNDECIDED	(U)
DISAGREES	(D)
STRONGLY DIDSAGREES	(SD)

12.	School-site management: Allows school principal autonomy	SA	A	U	D	SD
13.	Instructional leadership: Maintains and initiates the necessary improvement	SA	A	U	D	SD
14.	Staff stability: Promotes unity and togetherness	SA	A	U	D	SD
15.	Curriculum articulation and organization: Features a planned purposeful program of courses	SA	A	U	D	SD
16.	Schoolwide staff development: Reflects individual school's instructional program	SA	A	U	D	SD
17.	Parental involvement and support: Provides information and communication	SA	A	U	D	SD
18.	Maximized learning time: Emphasize academics	SA	A	U	D	SD
19.	District support: Guides the district office in decision-making	SA	A	U	D	SD

20.	Collaborative planning and collegial relationships: Encourages working together	SA	A	U	D	SD
21.	Sense of community: Contributes to reduced alienation and increased achievement	SA	A	U	D	SD
22.	Clear goals and high expectations: Are constantly monitored for successful achievement	SA	A	U	D	SD
23.	Order and discipline: Reduces behavior problems and promotes learning	SA	A	U	D	SD
24.	Goals and production emphasis: Clear direction and purpose	SA	A	U	D	SD
25.	Power and decision-making: Clear lines of both are known	SA	A	U	D	SD
26.	Time on task: Provides relevant learning experiences	SA	A	U	D	SD
27.	Class size and composition are based on limitations	SA	A	U	D	SD
28.	Grouping for instruction is correlated to abilities	SA	A	U	D	SD
29.	Curriculum is based on academics	SA	A	U	D	SD
30.	Evaluation is an on-going process	SA	A	U	D	SD
31.	Task is based on the necessary criteria for subject matter	SA	A	U	D	SD
32.	Human relations is based on effective human interaction	SA	A	U	D	SD

Thanks for your help in this survey.

APPENDIX C

RELIABILITY ANALYSIS

Reliability Analysis

Total Statistics

Item	Scale Mean If Item Deleted	Scale Variance If Item Deleted	Corrected Item--Total Correlation	Alpha If Item Deleted
Q12	40.9557	122.6128	.4031	.9266
Q13	40.9963	115.2778	.7441	.9203
Q14	40.8819	116.0082	.6326	.9226
Q15	41.0738	119.5203	.5867	.9235
Q16	40.9041	119.7908	.5732	.9238
Q17	40.8708	120.1721	.4632	.9259
Q18	40.9779	117.8514	.6178	.9229
Q19	40.7934	117.3497	.5953	.9233
Q20	40.9373	114.7553	.7165	.9208
Q21	40.9520	117.2755	.6205	.9228
Q22	40.9151	115.2483	.6811	.9215
Q23	41.0074	119.2518	.5627	.9239
Q24	40.8967	115.7745	.6895	.9214
Q25	40.8303	115.2377	.6361	.9225
Q26	40.9004	117.5345	.6677	.9220
Q27	40.9373	122.7923	.3683	.9274
Q28	40.6568	122.3596	.3605	.9278
Q29	40.9594	119.5576	.5922	.9235
Q30	41.0923	117.6766	.62322	.9228
Q31	40.7749	120.5528	.5718	.9239
Q32	40.9483	116.2195	.6666	.9219

Reliability Coefficients

N of Cases = 271.0 N of Items = 21

Alpha = 0.9268

Pearson Correlation Coefficients:

	Age	School Pop	Length Long Sup
Rate Mean	-0.26825	0.01418	0.06891
Average Rating of Items 12-32	0.0001*	0.80740	0.22710
Number of cases	314	298	309

*This is significant from the others.

APPENDIX D

TABLES

Table D-1

Means and Standard Deviations of Average Ratings for Groups Based on Whether or Not Hired Superintendent (Average Rating of Items 12 to 32)

	N	Average	Standard Deviation
Hired superintendent	130.00	1.93	0.50
Did not hire superintendent	76.00	2.16	0.56

Tble D-2

Means and Standard Deviations of Average Ratings for Groupings Based on Number of Years on Board (Average Rating of Items 12 to 32)

	N	Average	Standard Deviation
Groupings based on years on Board:			
5 years or less	134.00	2.13*	0.54
6 to 10 years	100.00	2.03	0.59
More than 10 years	81.00	1.90*	0.50

*These differ significantly from each other.

Tabel D-3

Means and Standard Deviations of Average Ratings for Groupings Based on Subject's Age (Average Rating of Items 12-32)

	N	Average	Standard Deviation
Groupings based on subject's age			
Less than 40 years	48.00	2.28	0.57
40-49 years	111.00	2.10	0.56
50-59 years	78.00	2.03	0.55
60 or more years	77.00	1.80	0.44

Table D-4

Means and Standard Deviations of Average Ratings for Groupings Based on Occupational Status (Average Rating of Items 12-32)

	N	Average	Standard Deviation
Grouping based on occupational status			
Retired/Housewife	66.00	1.86*	0.48
Cler/Sales/Tech	43.00	2.05	0.56
Mgrs/Minor prof	76.00	2.15*	0.60
Admin/Lesser prf	53.00	2.06	0.52
Exec/Major prof	51.00	2.08	0.62

*These differ significantly from each other.

Table D-5

Means and Standard Deviations of Average Ratings for Type of School District (Average Rating of Items 12-32)

	N	Average	Standard Deviation
Type of School District			
City	102.00	1.93	0.51
County	213.00	2.09	0.56

Table D-6

Means and Standard Deviations of Average Ratings for Groupings Based on Pupil Population (Average Rating of Items 12-32)

	N	Average	Standard Deviation
Grouping based on pupil population			
Less than 3,000	60.000	2.11	0.54
3,000-4,999	74.00	2.00	0.51
5,000-9,999	88.00	2.01	0.63
10,000 or more	76.00	2.05	0.56

Table D-7

Means and Standard Deviations of Average Ratings for Groupings Based on Offices Held on Board (Average Rating of Items 12-32)

	N	Average	Standard Deviation
Groupings based on Offices held on board			
Chairman/Vice	167.00	2.00	0.55
Other/None	144.00	2.00	0.55

Table D-8

Means and Standard Deviations of Average Ratings for Groupings Based on Educational Level (Average Rating of Items 12-32)

	N	Average	Standard Deviation
Groupings based on ed cational level			
HS/some college	82.00	2.08	0.58
College graduate	121.00	2.02	0.49
Graduate degree	111.00	2.01	0.60

Table D-9

Means and Standard Deviations of Average Ratings for Groupings Based on How Long Superintendent Has Been on the Job (Average Rating of Items 12-32)

	N	Average	Standard Deviation
Groupings based on how long superintendent			
1 year or less	50.00	2.10	0.55
2-5 years	114.00	1.98	0.55
6-10 years	79.00	2.09	0.53
Over 10 years	41.00	2.09	0.66

Table D-10

Means and Standard Deviations of Average Ratings for Groupings Based on Ratings of Superintendent (Average Rating of Items 12-32)

	N	Average	Standard Deviation
Groupings based on superintendent rating			
Very effective	141.00	1.73*	0.42
Effective	120.00	2.17*	0.48
Undecided/Ineff	49.00	2.53*	0.61

*These differ significantly from each other.
(Note: All 3 groups significantly differ from each other.)

Table D-11

Years of Service of Board Members Compared to Superintendent's Effectiveness Rating

	5 years or less	6-10 years	More than 10 years	Total
Very effective	111 42.53	81 31.03	69 26.44	261
Undecided/Ineffective	21 42.86	18 36.73	10 20.41	49
Total	132	99	79	310

Frequency Missing = 3

Table D-12

Age of Board Members Compared to Superintendent's Effectiveness Rating

	Less	40-49 years	50-59 years	60 or more	Total
Very effective	35 13.46	93 35.77	63 24.23	69 26.54	260
Undecided/Ineffective	11 22.45	16 32.65	15 30.61	7 14.29	49
Total	46	109	78	76	309

Frequency Missing = 6

Table D-13

Occupation of Board Members Compared to Superintendent's Effectiveness Rating

Frequency Row Pct	Retired Housewife	Cler/Sales Tech	Mgrs/Minor or Prof	Admin/ Lesser Prof	Exec/ Maj or Prof	Total
Very Effective	57 23.95	37 15.55	60 25.21	44 18.49	40 16.81	238
Undecided/ Ineffec-tive	9 19.57	6 13.04	15 32.61	8 17.39	8 17.39	46
Total	66	43	75	52	48	284

Frequency Missing = 31

Table D-14

Type of School District Compared to Superintendent's Effectiveness Rating

Frequency Row Pct	City	County	Total
Very effective	90 34.48	171 65.52	261
Undecided/ineffective	11 22.45	38 77.55	49
Total	101	209	310

Frequency Missing = 5

Table D-15

School District Population Compared to Superintendent's Effectiveness Rating

Frequency Row Pct	Less than 3,000	3,000-4,999	5,000-9,000	10,000-or more	Total
Very effective	50 20.24	64 25.91	76 30.77	57 23.08	247
Undecided/ ineffective	7 15.22	10 21.74	11 23.91	18 39.13	46
Total	57	74	87	75	293

Frequency Missing = 22

Table D-16

Offices of School Board Compared to Superintendent's Effectiveness Rating

Frequency Row Pct	Chairman/ Vice Chairman	Other/None	Total
Very effective	139 54.09	118 45.91	257
Undecided/ ineffective	23 46.94	26 53.06	49
Total	162	144	308

Frequency Missing = 9

Table D-17

Educational Level of Board Members Compared to Superintendent's Effectiveness Rating

Frequency Row Pct	HS/Some College	College Graduate	Graduate Degree	Total
Very/ Effective	68 26.15	101 38.85	91 35.00	260
Undecided Ineffective	14 28.57	19 38.78	16 32.65	49
Total	82	120	107	309

Frequency Missing = 6

Table D-18

Tenure of Superintendents Compared to Superintendent's Effectiveness Rating

Frequency Row Pct	1 year or less	2-5 years	6-10 years	Total
Very Effective	38 15.83	100 41.67	67 27.92	240
Undecided/ ineffective	11 28.21	13 33.33	10 25.64	39
Total	49	113	77	279

Frequency Missing = 36

Table D-19

School Board Employment Compared to Superintendent's Effectiveness Rating

Frequency Row Pct	Hired Superintendent	Did Not Hire Superintendent	Total
Very Effective	107 62.21	65 37.79	172
Undecided/ ineffective	21 72.41	8 27.59	29
Total	128	73	201

Frequency Missing = 114

APPENDIX E

PRINTOUT OF RAW DATA

ID	IRSBOARD	AGE	OCC	TYPE	POP	OFFICES	NUMCOMM	EDUC	LONGSUP	WHYBOARD	SUPEFFEC	Q12	Q13	Q14	Q15	Q16	Q17	Q18	Q19	Q20	Q21	Q22	Q23	Q24	Q25	Q26	Q27	Q28	Q29	Q30	Q31	Q32
1	A	44	0	B	24000	B	3	C	3.0	1	2	D	A	D	A	D	A	SA	D	D	D	A	A	A	D	A	A	A	A	D	A	D
2	C	83	2	A	3500	A + C	2	D	2.0	2	1	U	A	SA	SA	A	SA	SA	SA	SA	SA	SA	SA	SA	A	A	A	U	SA	SA	SA	SA
3	B	33	8	A	4000	A	.	C	4.0	3	1	A	A	SA	A	A	A	A	U	A	SA	SA	A	SA	A	A	A	A	A	A	A	SA
4	A	64	0	B	6000	D	0	D	21.0	6	1	SA	SA	SA	SA	SA	SA	SA	SA	.	.	.	SA	SA	SA	.	.	.	.	SA	.	.
5	A	39	9	B	15000	A	.	D	9.0	1	3	A	D	D	A	U	A	A	D	A	A	D	A	D	D	A	SA	U	A	D	U	SA
6	A	57	9	C	38000	C	2	D	0.5	4	1	A	SA	SA	A	SA	A	A	SA	SA	SA	A	SA	SA	SA	SA	A	A	A	A	A	SA
7	B	46	9	A	2800	B	.	D	2.0	.	2	A	A	A	A	U	A	A	A	U	A	A	A	U	U	A	D	D	U	A	U	U
8	A	48	8	A	4800	C	3	C	8.0	3	1	U	SA	SA	SA	A	A	SA	A	SA	A	SA	A	A	SA	SA	SA	SA	SA	SA	SA	SA
9	A	48	8	A	3000	D	2	D	3.0	3	1	SA	SA	A	SA	SA	A	A	SA	SA	SA	SA	SA	SA	SA	A	A	D	A	SA	A	SA
10	A	41	8	B	9000	D	3	C	2.0	4	1	U	A	SA	A	U	U	A	A	A	SA	SA	U	A	U	A	U	U	A	SA	U	A
11	C	71	0	B	7500	A + B	.	D	0.0	4	1	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A
12	A	44	0	B	14000	D	.	C	6.0	4	1	A	A	A	A	A	U	A	A	A	A	A	A	A	SA	SA	A	A	SA	SA	A	A
13	C	51	7	B	12000	A	3	A	7.0	.	3	SA	D	A	A	A	D	SD	D	A	A	U	A	A	A	D	U	U	A	U	A	A
14	B	40	9	A	4700	D	1	D	8.0	3	1	SA	SA	SA	SA	SA	A	SA	SA	A	SA	SA	SA	SA	SA	A	SA	A	SA	SA	SA	SA
15	B	62	8	B	850	B	.	A	8.0	2	1	U	A	SA	A	A	A	D	A	U	D	A	A	U	D	U	D	A	D	A	D	U
16	A	38	9	A	2100	A	0	D	5.0	3	2	A	A	U	A	A	U	A	D	A	U	U	D	U	A	A	A	U	A	A	A	SA
17	A	38	7	B	4200	A	.	D	3.0	4	2	A	A	A	A	U	U	A	A	A	A	D	U	U	A	A	A	A	A	U	U	A
18	D	56	7	B	6000	A + B	.	C	21.0	3	3	A	U	U	A	A	U	A	A	U	D	A	A	U	A	A	A	SA	U	A	A	A
19	A	63	0	B	21000	B	2	D	2.0	3	1	A	SA	A	SA	A	SA	SA	SA	SA	SA	A	SA	SA	A	SA	A	A	A	SA	A	SA
20	A	47	7	A	2700	C	2	C	9.0	4	2	A	SA	U	A	A	A	A	SA	SA	SA	A	A	SA	A	A	SA	SA	SA	SA	A	A
21	B	39	5	B	6000	A + C	.	A	20.0	5	5	SD	SD	A	SD	D	SD	SD	D	D	SD	SD	D	SD	SD	D	U	U	D	D	D	D
22	A	29	7	A	3200	B	2	B	4.0	6	2	A	A	A	SA	A	U	A	U	A	A	A	U	A	U	A	A	A	A	A	SA	SA

ID	YRSBOARD	AGE	OCC	TYPE	POP	OFFICES	NUMCOMM	EDUC	LONGSUP	WHYBOARD	SUPEFFEC	Q12	Q13	Q14	Q15	Q16	Q17	Q18	Q19	Q20	Q21	Q22	Q23	Q24	Q25	Q26	Q27	Q28	Q29	Q30	Q31	Q32
23	B	52	7	B	17000	D	1	C	7.0	6	1	A	SA	SA	SA	SA	SA	SA	SA	SA	SA	SA	SA	SA	SA	SA	A	.	SA	SA	SA	SA
24	B	45	5	B	11000	B	0	A	12.0	.	1	A	A	A	U	A	A	A	A	A	A	A	A	A	A	SA	A	A	SA	A	SA	A	A
25	B	49	8	B	1600	B	.	5	4.0	2	2	A	A	SA	A	A	A	SA	A	SA	A	A	A	A	A	A	U	U	A	A	A	A
26	A	50	4	B	9000	C	4	A	2.0	2	1	A	SA	SA	A	A	SA	SA	A	SA	SA	A	A	SA	SA	A	U	A	U	A	A	A
27	B	46	7	B	2400	B + C	.	B	0.0	4	2	SA	SA	SA	A	A	A	.	A	SA	SA	SA	A	A	U	A	A	A	A	U	A	SA
28	A	44	.	B	7000	C	1	D	8.0	.	2	SA	SA	SA	SA	A	A	A	A	A	A	U	SD	A	U	SD	A	A	U	A	A	A
29	B	38	5	B	.	B	.	C	9.0	3	1	SA	SA	SA	SA	A	A	SA	SA	SA	SA	A	SA	SA	SA	A	U	A	SA	A	U	SA
30	A	45	7	B	1200	D	0	B	3.0	3	2	A	A	A	A	A	A	A	U	A	A	A	A	A	A	A	U	A	A	A	A	A
31	B	44	8	A	3100	A	.	D	11.0	3	2	A	SA	A	SA	SA	A	SA	SA	A	A	SA	SA	A	A	SA	A	A	A	SA	U	A
32	B	52	4	B	6700	C	2	C	12.0	.	2	A	A	A	A	A	A	A	D	A	A	A	A	A	A	A	D	D	A	A	A	A
33	A	46	8	B	4800	D	.	D	5.0	4	2	A	A	A	A	A	U	U	U	U	D	SA	SA	SA	D	A	.	.	A	A	.	U
34	B	51	7	B	5600	B	.	A	10.0	8	1	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A
35	A	41	5	A	1300	A	1	D	0.5	3	2	A	A	U	A	A	A	A	A	U	U	A	U	A	A	A	A	A	A	A	A	A
36	A	63	0	A	5750	D	2	C	5.0	7	1	SA	SA	SA	A	SA	SA	SA	SA	SA	SA	SA	A	SA	SA	A	A	D	SA	SA	SA	SA
37	B	63	6	B	5000	B	2	C	3.0	4	2	A	A	A	SA	SA	SA	A	SA	A	SA	SA	SA	SA	A	SA	SA	SA	SA	A	A	SA
38	B	39	7	C	17000	D	3	C	0.0	2	3	SA	A	A	A	A	A	A	U	A	U	A	A	A	U	A	U	A	A	A	A	A
39	B	54	7	A	5500	C	2	C	2.0	2	2	A	SA	A	SA	A	A	A	A	A	A	U	A	A	A	A	U	D	SA	U	A	U
40	D	64	8	B	9000	D	2	D	18.0	2	1	A	SA	SA	SA	SA	A	SA	A	SA	SA	SA	SA	SA	SA	A	SA	A	A	A	A	SA
41	C	59	7	B	8500	A	.	C	15.0	3	2	A	SA	SA	A	A	A	SA	SA	SA	SA	SA	A	SA	SA	A	A	A	A	A	A	A
42	B	73	7	A	1100	A	.	C	5.0	.	1	SA	SA	A	A	A	A	A	A	SA	A	A	A	SA	SA	A	A	U	SA	SA	A	U
43	D	61	8	B	8000	B	.	C	3.0	3	2	U	A	U	A	A	U	A	A	A	A	U	A	U	A	A	A	A	A	A	A	U
44	A	39	8	B	8100	B	2	C	10.0	3	2	A	A	A	SA	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A

ID	YRSBOARD	AGE	OCC	TYPE	POP	OFFICES	NUMCOMP	EDUC	LONGUP	WHYBOARD	SUPEFFC	Q11	Q12	Q13	Q14	Q15	Q16	Q17	Q18	Q19	Q20	Q21	Q22	Q23	Q24	Q25	Q26	Q27	Q28	Q29	Q30	Q31	Q32
45	A	35	8	B	5000	C	3	C	0.0	2	2	A	U	SA	U	U	U	U	U	U	SA	SA	U	U	U	U	U	U	U	A	U	U
46	A	52	.	B	18000	D	4	B	22.0	2	2	SA	A	U	SA	A	U	A	D	D	A	A	SA	A	SA	SA	A	SA	SA	A	SA	A
47	C	43	8	B	7500	B	3	C	8.0	3	1	A	A	A	A	A	SA	A	A	A	A	U	A	U	U	A	A	A	A	A	A	U
48	C	65	7	A	9000	B	2	B	3.0	2	1	SA	SA	A	A	A	A	A	SA	A	A	SA	A	SA	SA	A	SA	A	A	A	A	SA
49	B	40	7	B	16500	B	3	D	0.0	3	2	A	SA	U	A	A	U	A	SA	U	A	SA	SA	SA	SA	A	A	A	A	A	U	A
50	D	55	7	A	1600	D	3	C	10.0	4	1	SA	SA	A	SA	A	A	SA	U	A	A	A	A	A	A	A	A	SA	A	A	A	A
51	B	41	8	A	1984	D	2	C	20.0	4	2	U	D	SD	A	D	A	SA	A	D	A	D	A	SD	D	U	A	D	A	U	A	D
52	E	77	0	B	5000	D	.	C	9.0	4	2	A	U	A	U	SA	D	A	D	A	D	A	A	A	A	A	SA	U	D	SA	A	A
53	A	61	0	A	3500	D	1	D	2.0	4	2	A	A	A	SA	SA	A	A	SA	SA	SA	A	SA	A	A	A	A	A	A	SA	A	SA
54	B	48	.	A	2800	A	1	C	9.0	4	2	SA	A	D	A	A	SA	A	U	U	A	A	SA	A	A	A	A	D	U	D	U	U
55	A	38	8	A	4400	C	3	C	8.0	2	2	D	A	SA	A	D	D	A	SA	SD	A	A	A	A	A	SA	SA	U	A	A	A	A
56	A	38	8	A	2700	D	1	B	8.0	4	2	U	A	A	U	A	A	U	A	A	A	A	U	A	D	A	A	A	U	U	A	U
57	C	51	9	A	2900	A	.	D	17.0	4	2	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A
58	D	65	9	A	2700	B	4	D	0.5	4	.	A	SA	A	A	A	A	SA	U	SA	SA	U	SA	U	SA	U	SA	.	A	SA	A	A
59	C	54	.	B	10000	B	.	C	2.0	4	2	A	U	A	U	U	A	A	A	U	SA	U	A	A	U	A	A	A	A	U	U	SA
60	B	73	0	B	1600	A	.	D	5.0	2	1	A	A	A	SA	A	A	SA	U	SA	SA	A	SA	SA	A	SA	D	D	A	SA	A	SA
61	A	60	8	B	23000	D	1	D	0.5	4	2	A	A	U	A	A	U	A	U	A	U	U	U	U	D	A	A	A	U	U	A	A
62	B	42	7	B	9200	B	1	C	2.0	.	1	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	U	A	A	A	A
63	A	42	9	B	5500	D	1	D	7.0	1	3	D	D	D	D	D	D	U	U	U	U	U	U	U	U	U	A	D	D	D	D	D
64	C	46	9	B	12000	A + B	.	D	3.0	.	.	.	A	A	SA	A	SA	A	A	A	A	A	A	A	A	A	A	A	A	U	A	A	A
65	A	73	0	C	38000	D	2	D	0.5	8	2	D	A	D	A	A	U	U	A	.	A	A	U	A	U	A	A	A	D	A	A	U
66	A	38	7	B	4000	D	0	C	9.0	3	3	U	SA	A	A	A	A	A	D	A	A	SA	SA	SA	SA	A	U	U	A	SA	A	SA

ID	YRSBOAR	AGE	OCC	TYP	POP	OFFICE	NUMCOM	EDUC	LONGU	WHYBOAR	SUPEFC	Q12	Q13	Q14	Q15	Q16	Q17	Q18	Q19	Q20	Q21	Q22	Q23	Q24	Q25	Q26	Q27	Q28	Q29	Q30	Q31	Q32
67	A	47	9	B	6600	A + C	.	D	14.0	4	1	A	A	A	A	SA	A	A	SA	SA	SA	SA	A	SA	A	A	A	.	.	SA	.	.
68	A	37	7	B	2600	B	.	C	8.0	8	.	A	D	D	A	U	A	A	U	U	D	D	U	A	D	A	A	A	A	A	A	D
69	B	57	0	A	4900	A + B + C	2	C	17.0	.	2	A	A	A	SA	A	A	SA	A	A	A	A	A	A	A	A	A	SA	A	A	A
70	B	47	8	A	4300	D	.	C	8.0	6	3	A	A	D	A	A	A	SA	U	A	A	A	U	A	U	A	SA	U	A	A	U	A
71	B	52	9	A	3200	D	.	D	7.0	2	1	SA	SA	A	SA	A	U	A	A	A	A	A	SA	SA	SA	A	A	A	A	A	A	A
72	C	52	5	B	2800	D	1	C	4.0	.	3	D	D	D	D	A	D	A	U	D	D	A	A	A	A	A	A	D	A	A	U	A
73	B	42	7	B	16500	D	3	C	0.0	2	2	A	A	A	U	A	A	A	U	A	U	U	A	U	U	U	A	A	A	A	U	U
74	A	46	0	C	75201	D	.	6	3.0	7	1	A	A	A	SA	A	D	A	SA	SA	A	D	D	D	A	SA	SA	A	A	SA	SA	A
75	D	62	8	A	6400	A	.	C	4.0	2	1	SA	SA	SA	SA	SA	SA	A	A	SA	SA	SA	SA	SA	SA	SA	SA	SA	A	SA	A	SA
76	A	53	7	B	1000	D	.	A	17.0	.	2	A	A	A	A	A	A	A	A	A	A	A	A	A	A	U	U	A	A	A	U	U	A
77	A	43	8	B	1065	D	.	C	2.0	3	1	SA	D	D	D	A	D	A	SA	U	A	SA	SA	SA	SA	A	SA	D	A	SA	U	U
78	B	59	0	A	18000	D	1	D	0.0	3	1	A	A	A	SA	A	SA	SA	SA	A	A	A	A	A	SA	A	A	A	SA	A	A	A
79	B	42	7	B	17000	A	.	C	.	8	2	SA	A	SA	A	SA	SA	SA	A	SA	A	A	A	A	A	A	A	U	A	A	SA	U	A
80	A	58	7	A	2900	C	1	D	0.5	3	4	D	D	SD	A	D	A	U	D	D	U	D	A	A	D	SD	A	U	U	D	U	SD
81	A	62	0	A	.	D	1	D	3.0	2	1	A	A	A	A	A	A	SA	A	U	A	SA	A	A	A	SA	U	A	A	SA	A	SA
82	A	39	0	A	3000	B	.	C	10.0	3	3	U	A	D	A	A	A	A	D	D	U	U	A	D	D	A	A	A	A	A	A	D
83	C	53	8	B	10600	A + B	2	D	8.0	2	2	A	SA	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A
84	A	43	9	B	17900	D	1	D	20.0	8	2	A	A	D	A	U	SA	A	D	D	U	D	A	U	D	U	A	A	A	D	U	A
85	B	40	4	B	3500	A + B	2	C	11.0	8	1	A	A	A	SA	SA	A	A	A	A	A	SA	SA	SA	A	A	U	A	A	SA	A	A
86	A	39	5	A	3007	D	2	C	2.0	3	1	D	A	A	A	SA	SA	SA	A	A	A	A	A	A	A	A	.	A	A	A	A	A
87	A	38	8	A	4000	C	2	C	6.0	3	1	A	SA	A	SA	A	A	SA	A	A	U	SA	D	A	U	SA	SA	SD	A	SA	D	SA
88	A	51	9	A	2900	D	1	D	0.5	8	3	A	A	U	U	A	U	U	U	.	A	U	A	A	A	A	A	A	SA	A	A	A

ID	YRSBOARD	AGE	OCC	TYPE	POP	OFFICES	NUMCOMM	EDUC	LONGSUP	WHYBOARD	SUPEFEC	Q12	Q13	Q14	Q15	Q16	Q17	Q18	Q19	Q20	Q21	Q22	Q23	Q24	Q25	Q26	Q27	Q28	Q29	Q30	Q31	Q32
89	A	60	7	A	3000	D	0	D	13	8	2	A	A	D	A	A	D	A	A	D	D	A	U	U	A	A	U	U	A	A	D	U
90	B	44	7	A	20000	D	2	D	3	2	1	A	A	A	A	A	A	A	A	SA	D	A	A	SA	SA	A	SA	A	A	A	.	SA
91	C	47	7	B	7700	A + B	.	D	4	4	1	A	SA	A	A	A	A	SA	A	A	A	A	A	SA	A	SA	SA	U	A	A	A	A
92	B	64	0	A	8000	D	.	D	7	4	1	A	A	A	A	U	SA	A	A	SA	SA	SA	A	A	A	U	SA	U	A	A	.	.
93	A	41	9	A	4500	A	.	D	2	.	1	A	A	SA	A	U	A	A	SA	SA	A	SA	A	SA	SA	SA	SA	A	A	SA	U	SA
94	B	75	0	B	.	C	.	.	6	2	2	D	A	A	A	A	A	SA	D	A	A	U	SA	A	D	A	D	D	A	SA	A	A
95	B	41	8	B	62000	A + B	3	D	0	4	3	A	A	A	SA	A	SA	SA	A	A	A	A	SA	A	SA	SA	A	A	SA	A	A	SA
96	B	48	8	C	2500	B	3	D	12	8	.	SA	SA	SA	SA	SA	A	SA	A	SA	A	SA	SA	A	SA	SA	SA	SA	SA	SA	.	SA
97	B	75	0	B	4600	B	2	D	4	4	3	D	D	D	U	D	A	A	U	A	A	A	A	D	D	A	A	A	U	A	U	A
98	B	53	6	C	3800	D	.	A	3	4	1	SA	SA	SA	A	SA	SA	SA	SA	SA	SA	SA	A	SA	SA	SA	A	A	A	SA	SA	SA
99	C	60	4	A	3900	A	.	B	3	4	1	SA	SA	SA	SA	SA	SA	SA	SA	SA	SA	SA	SA	SA	SA	SA	A	A	A	SA	SA	SA
100	A	36	5	C	75000	D	.	C	2	8	2	A	U	A	A	A	U	A	D	A	D	D	U	U	A	U	SA	A	A	A	A	A
101	B	45	0	B	18000	A + B	1	C	0	3	1	A	SA	SA	SA	A	SA	SA	A	SA	SA	SA	SA	SA	A	A	D	A	A	SA	A	SA
102	C	51	7	A	4900	A	3	D	8	3	1	A	A	A	A	A	A	SA	SA	A	A	D	A	A	SA	A	A	A	A	D	A	A
103	A	47	7	B	7500	D	4	D	3	8	1	A	SA	SA	SA	A	A	SA	A	SA	SA	SA	SA	SA	SA	SA	SA	SA	SA	SA	SA	SA
104	A	41	5	B	25000	D	1	C	1	9	2	A	A	A	SA	U	U	A	A	U	A	A	U	U	A	A	U	A	A	A	U	A
105	B	64	0	A	4900	A	1	D	8	4	2	SA	SA	SA	SA	SA	A	A	A	SA	SA	SA	A	SA	SA	SA	SA	SA	A	SA	A	SA
106	C	58	7	B	8600	A + B	15	C	3	1	1	SA	A	SA	A	A	SA	A	A	SA	SA	SA	SA	SA	SA	SA	SA	A	A	SA	A	SA
107	A	37	9	B	2500	B	1	D	2	.	1	SA	SA	SA	SA	SA	SA	SA	SA	SA	SA	SA	SA	SA	SA	SA	SA	SA	SA	SA	SA	SA
108	D	69	7	B	8500	B	5	6	20	4	1	SA	SA	SA	SA	SA	A	SA	SA	SA	SA	SA	SA	A	SA	SA	SA	A	SA	SA	SA	SA
109	A	56	0	B	2200	D	1	B	26	8	2	A	U	D	A	A	A	U	A	U	A	A	D	U	A	U	A	A	U	A	U	A
110	A	42	9	A	5000	C	1	D	14	3	2	A	SA	U	SA	A	SD	A	A	U	U	U	A	A	SD	A	A	A	A	A	A	D

ID	YRSBOARD	AGE	OCC	TYPE	POP	OFFICES	NUMCOMM	EDUC	LONGSUP	WHYBOARD	SUPEFFEC	Q12	Q13	Q14	Q15	Q16	Q17	Q18	Q19	Q20	Q21	Q22	Q23	Q24	Q25	Q26	Q27	Q28	Q29	Q30	Q31	Q32
111	A	43	7	C	17000	D	1	C	7.0	3	2	A	A	A	A	A	U	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A
112	A	44	9	B	8800	D	2	D	4.0	6	1	A	D	.	A	A	D	D	D	U	U	A	A	A	SA	A	A	A	U	A	U	SA
113	C	57	5	B	12700	B	.	6	4.0	4	1	U	SA	SA	SA	SA	SA	SA	SA	SA	A	A	SA	SA	U	SA	SA	SA	SA	SA	SA	A
114	D	56	8	A	6100	B	3	6	6.0	4	1	A	SA	SA	SA	A	SA	SA	A	SA	SA	SA	SA	SA	SA	A	A	A	A	SA	A	A
115	A	43	8	A	5500	D	3	C	1.0	4	2	A	A	A	A	A	A	SA	A	A	A	A	A	A	A	SA	SA	SA	SA	SA	A	A
116	B	41	8	B	8000	D	.	C	10.0	6	2	A	A	A	A	A	SA	A	A	A	A	U	A	U	U	A	SA	A	A	A	A	A
117	A	37	.	B	1080	A	.	C	2.0	.	3	A	U	U	U	U	U	A	A	A	A	U	A	U	A	U	A	A	A	A	U	A
118	B	57	9	A	3500	A + B	1	D	12.0	4	2	U	A	U	A	A	.	A	A	SA	SA	A	A	A	A	A	A	SA	.	A	A	A
119	C	46	4	A	5000	D	2	C	15.0	4	1	SA	SA	A	SA	SA	A	A	A	SA	A	SA	A	A	SA	SA	SA	A	SA	SA	SA	SA
120	B	50	7	B	4900	D	1	C	4.0	8	2	A	A	D	SA	A	SA	SA	A	D	U	A	A	A	SA	A	A	A	SA	SA	A	A
121	C	60	6	B	1900	A + B	3	D	0.0	3	2	A	A	A	A	A	A	A	A	SA	SA	SA	A	SA	A	SA	A	A	A	SA	A	A
122	A	63	0	A	1000	D	0	C	3.0	4	4	A	A	U	U	A	A	U	A	U	A	U	A	A	U	U	A	U	A	A	A	A
123	A	37	8	B	6000	D	1	D	2.0	3	2	A	A	A	A	A	A	U	A	A	A	A	U	A	A	A	A	U	A	A	A	A
124	A	44	9	B	3500	A	3	D	1.0	3	1	A	U	SA	SA	D	SA	D	A	SA	A	SA	A	D	D	D	U	A	SD	SA	A	SA
125	D	50	9	B	10500	D	3	D	2.0	3	4	A	U	D	SD	U	A	SA	U	D	SA	U	A	A	U	A	U	A	U	A	U	A
126	C	60	3	B	6500	A	3	A	2.0	.	2	A	A	U	A	A	A	A	A	A	A	A	SA	SA	A	A	A	A	A	SA	A	A
127	B	42	9	B	12500	B	.	D	1.0	3	1	A	A	A	U	D	A	D	U	A	A	A	A	A	SA	U	A	D	D	U	U	A
128	C	75	8	A	2600	D	.	D	5.0	3	1	SA	SA	SA	SA	SA	A	A	SA	SA	A	SA	A	SA	SA	SA	SA	A	A	A	A	SA
129	B	46	8	A	5775	A	4	D	4.0	7	1	D	SA	SA	SA	SA	SA	SA	SA	SA	SA	SA	SA	SA	SA	SA	SA	SA	SD	A	SA	SA	SA
130	A	72	0	B	12500	A	3	C	4.0	1	1	SA	SA	SA	SA	SA	SA	SA	SA	SA	SA	SA	SA	SA	SA	SA	SA	SA	SA	SA	SA	SA
131	D	65	7	B	18000	A + B	.	C	0.0	3	1	A	A	A	A	A	SA	A	A	U	U	A	A	A	U	A	A	A	A	A	A	A
132	A	42	9	A	4500	C	2	D	9.0	7	1	SA	SA	A	A	A	A	A	A	SA	SA	SA	SA	SA	U	SA	SA	A	SA	SA	A	A

ID	YRSBOARD	AGE	OCC	TYPE	POP	OFFICES	NUMCOMM	EDUC	LONGSUP	WHYBOARD	SUPEFFEC	Q12	Q13	Q14	Q15	Q16	Q17	Q18	Q19	Q20	Q21	Q22	Q23	Q24	Q25	Q26	Q27	Q28	Q29	Q30	Q31	Q32
133	A	41	9	A	4250	D	2	D	18.0	.	4	A	A	D	A	D	D	U	D	D	D	D	D	D	D	U	A	A	A	A	U	D
134	A	51	0	A	20170	B	4	C	3.0	7	4	U	D	D	A	A	A	D	D	D	D	D	D	D	D	D	D	A	A	A	A	A
135	A	44	0	C	38800	D	2	C	0.5	2	1	A	A	A	SA	A	A	A	U	A	A	A	A	A	A	A	A	SA	A	A	A	SA
136	B	63	5	B	17000	D	.	B	4.0	2	2	A	A	A	A	A	A	A	U	A	A	A	A	A	A	A	A	A	A	A	A	A
137	A	52	9	A	2200	D	.	D	4.0	3	2	A	A	SA	A	A	A	A	U	SA	SA	A	A	A	A	A	A	U	A	SA	A	A
138	A	33	5	B	4000	B	2	B	1.0	7	1	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A
139	B	55	7	A	2800	A	0	C	3.0	4	1	A	A	A	A	A	A	A	U	D	A	A	SA	A	A	SA	A	SA	A	SA	SA	A
140	A	55	9	A	.	A	2	D	1.0	8	2	SA	A	A	A	A	U	A	A	A	SA	A	SA	SA	SA	A	A	A	A	SA	A	SA
141	B	46	7	A	3450	D	1	C	3.0	6	2	A	A	SA	A	A	A	A	U	SA	SA	A	SA	A	SA	U	A	A	D	SA	.	SA
142	C	58	8	B	10500	A + B	.	C	5.0	3	2	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	U	A	A	A	U
143	A	49	3	B	13600	D	2	A	8.0	.	2	U	A	D	SA	U	SA	A	SA	A	A	A	A	A	U	A	A	A	A	A	A	U
144	A	.	0	B	6400	D	1	6	4.0	7	1	A	A	SA	A	SA	SA	SA	A	SA	A	SA	U	SA	SA	A	SA	A	SA	A	SA	A
145	C	78	0	B	40000	B	.	C	2.0	4	1	A	A	SA	SA	A	SA	A	SA	SA	A	A	A	SA	A	A	SA	A	SA	SA	A	A
146	B	49	7	B	9000	B + C	1	B	4.0	7	1	SA	A	A	A	A	SA	A	A	A	SA	SA	SA	A	SA	A	A	A	A	A	A	A
147	D	67	0	C	31000	A + B	.	C	7.0	.	2	SA	A	SA	A	SA	A	A	A	SA	A	SA	SA	SA	A	SA	SA	A	SA	SA	A	SA
148	D	63	9	A	2450	A + B	.	D	7.0	.	2	A	A	A	A	A	A	A	A	A	SA	A	A	A	A	A	A	A	A	A	A	A
149	D	47	.	B	5000	A	.	A	5.0	8	2	A	D	A	A	A	D	D	A	A	U	U	A	U	A	D	A	D	A	A	A	A
150	A	41	5	B	2300	B	2	C	20.0	3	2	U	U	A	U	U	U	U	D	U	U	U	A	D	D	U	A	A	A	A	U	U
151	A	60	0	C	5400	D	1	C	1.0	8	2	A	A	A	A	D	A	U	D	D	D	A	D	A	A	A	A	A	D	A	A	A
152	C	48	.	B	4300	A	.	D	5.0	4	2	A	SA	SA	A	SA	A	A	A	A	A	A	A	A	SA	A	A	A	A	SA	A	SA
153	A	70	0	B	4500	A	3	D	4.0	3	1	SA	SA	SA	A	A	A	A	SA	SA	SA	SA	A	SA	SA	A	A	A	SA	A	A	SA
154	A	39	6	B	1000	D	.	6	7.0	8	2	A	A	U	A	A	U	A	A	A	A	D	D	U	A	A	A	A	A	A	A	A

ID	IRSBOARD	AGE	OCC	TYPE	POP	OFFICES	NUMCOMM	EDUC	LONGSUP	WHYBOARD	SUPEFFEC	Q12	Q13	Q14	Q15	Q16	Q17	Q18	Q19	Q20	Q21	Q22	Q23	Q24	Q25	Q26	Q27	Q28	Q29	Q30	Q31	Q32
155	B	46	7	B	3000	D	2	C	0.5	6	2	SA	A	A	A	D	D	D	D	D	A	A	D	A	A	U	SA	A	U	A	A	D
156	B	38	8	B	2400	B	2	C	11.0	6	2	A	U	A	A	A	A	A	A	A	U	D	A	U	D	U	A	D	A	A	U	U
157	A	48	0	C	38000	D	2	C	0.5	3	2	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
158	B	47	7	C	7600	A + B	1	6	2.0	4	3	A	D	D	A	A	D	A	A	D	D	U	A	A	D	U	A	A	A	A	A	A
159	A	46	9	B	9000	C	1	D	20.0	4	2	SA	U	A	A	A	U	A	A	A	A	U	A	A	A	A	D	D	A	A	A	A
160	B	72	8	B	7400	A	1	D	8.0	8	1	A	A	SA	SA	SA	A	A	SA	SA	SA	A	A	SA	SA	A	SA	A	A	SA	A	A
161	B	47	8	A	7000	B	1	C	4.0	4	2	A	SA	A	A	SA	SA	A	U	A	SA	A	A	A	A	U	A	A	A	A	A	SA
162	C	55	8	C	38000	B	.	D	0.5	4	1	A	A	SA	A	SA	SA	A	SA	SA	A	SA	A	SA	A	A	SA	A	A	A	A	U
163	B	63	0	B	4500	D	.	C	5.0	6	1	A	A	SA	A	A	A	SA	A	SA	SA	SA	SA	SA	A	SA	A	A	SA	SA	A	SA
164	A	42	0	A	2000	B	1	C	12.0	4	2	A	A	A	A	A	A	SA	SA	A	A	A	SA	A	U	A	A	A	SA	SA	A	A
165	B	36	8	B	4500	D	2	D	5.0	8	2	SA	A	A	A	A	SA	SA	SA	A	A	SA	SA	A	A	A	SA	A	A	A	SA	A
166	A	52	9	A	3000	A	1	C	3.0	8	1	A	A	U	A	SA	SA	A	U	U	A	SA	A	A	A	A	U	U	A	A	U	A
167	C	62	0	A	7500	B	.	C	6.0	3	1	SA	SA	SA	A	A	A	SA	A	SA	A	SA	A	SA	.	A	U	A	SA	SA	A	A
168	D	59	5	B	13500	A + B	2	A	8.0	3	2	A	A	A	A	U	A	A	A	A	A	A	SA	A	U	U	A	A	A	U	U	A
169	A	65	0	B	4900	D	3	D	2.0	8	1	SA	SA	A	SA	A	A	A	SA	SA	SA	A	A	A	A	SA	A	SA	A	A	A	SA
170	B	57	7	B	6200	A	1	B	3.0	4	4	A	SD	D	SD	D	D	SD	D	D	D	SD	SD	D	SD	SD	A	A	U	SD	D	SD
171	B	50	.	B	3500	D	.	A	5.0	4	2	A	A	A	A	A	A	A	A	A	A	A	A	U	U	A	A	A	U	A	.	U
172	D	52	.	B	4000	D	2	C	5.0	4	2	D	A	D	SD	D	D	A	.	D	.	D	SA	D	U	A	A	A	SA	A	.	.
173	B	42	0	A	3600	D	2	C	2.0	3	1	A	SA	SA	A	A	A	A	SA	SA	SA	SA	A	SA	A	A	SA	A	SA	SA	A	SA
174	A	39	8	B	24000	D	4	B	0.0	7	5	A	D	D	A	A	A	D	D	U	A	D	A	D	SD	D	A	A	A	A	A	D
175	B	58	8	A	30000	B	2	D	15.0	3	1	SA	SA	SA	SA	SA	A	SA	A	SA	A	SA	A	A	SA	SA	SA	SA	SA	SA	A	A
176	B	65	7	B	8250	A	.	C	8.0	3	1	SA	A	SA	A	A	SA	A	A	SA	A	A	A	A	SA	A	A	A	A	A	A	A

ID	YRSBOARD	AGE	OCC	TYPE	POP	OFFICES	HUMCOMM	EDUC	LONGSUP	WHYBOARD	SUPEFFEC	Q12	Q13	Q14	Q15	Q16	Q17	Q18	Q19	Q20	Q21	Q22	Q23	Q24	Q25	Q26	Q27	Q28	Q29	Q30	Q31	Q32
177	E	60	5	B	8000	A	.	6	3.0	3	1	SA	A	A	SA	SA	A	SA	A	A	A	A	A	A	A	A	A	A	A	A	A	A
178	B	56	8	C	12400	D	0	C	1.0	8	3	A	D	D	A	A	A	A	D	D	A	D	U	SD	U	A	A	A	A	D	U	D
179	A	41	7	B	7000	D	3	B	0.0	2	4	A	A	A	A	A	A	U	A	U	U	A	SA	A	U	U	U	U	A	A	A	U
180	D	67	5	B	7280	A	0	C	0.5	4	2	A	A	A	A	A	A	SA	A	SA	SA	A	SA	A	A	A	D	A	A	SA	A	A
181	B	38	7	A	4100	A + B	2	B	8.0	4	1	A	A	U	A	SA	SA	A	SD	A	SA	A	SA	U	U	A	A	A	A	D	A	D
182	C	54	4	B	10300	A + B	.	A	2.0	3	3	A	A	SA	SA	A	D	A	A	A	SA	D	SA	U	A	A	SA	U	A	A	A	U
183	A	46	9	B	5200	B	4	C	7.0	4	2	A	SA	A	A	U	A	U	A	A	A	A	A	A	SA	A	U	A	A	SA	A	A
184	C	61	5	B	3900	A	.	C	8.0	4	1	A	SA	A	A	U	A	SA	SA	A	A	U	A	A	SA	SA	D	SD	SD	A	.	U
185	A	46	7	A	.	D	1	C	7.0	8	1	A	A	SA	SA	A	D	A	A	A	SA	A	A	A	A	A	A	A	A	A	A	A
186	A	37	9	B	24000	D	2	D	1.0	8	3	U	U	U	U	U	U	U	SA	A	A	SA	U	A	SA	U	U	U	U	U	U	SA
187	B	46	7	B	8000	B	1	C	9.0	3	2	SA	A	A	A	A	A	A	A	SA	SA	A	A	A	SA	SA	A	A	A	A	A	SA
188	A	38	9	B	9200	D	4	D	2.0	4	1	A	A	SA	SA	A	A	SA	SA	A	SA	A	SA	A	A	A	A	A	A	SA	U	A
189	C	47	5	B	4810	B	3	B	1.0	3	1	A	A	A	A	A	SA	A	SA	SA	A	SA	A	A	A	SA	A	A	A	SA	A	SA
190	A	43	7	A	3092	B	1	C	11.0	3	2	U	SA	A	SA	SA	A	SA	A	A	U	SA	A	A	SA	SA	A	SA	SA	A	A	U
191	A	39	7	A	5200	D	2	C	1.0	8	1	A	A	A	D	A	D	D	D	D	D	A	D	U	D	D	D	D	D	A	D	U
192	A	63	.	B	62000	D	3	B	0.0	8	1	A	SA	SA	SA	SA	SA	SA	SA	SA	A	A	SA	A	A	D	.	.	.	.	A	A
193	C	72	0	B	1700	A + B	3	C	12.0	3	1	SA	A	A	SA	U	A	A	U	SA	A	A	A	A	A	A	A	A	U	A	A	A	U
194	B	65	7	B	4000	B	.	C	0.0	3	3	A	A	A	SA	A	A	A	U	A	A	A	U	A	A	U	A	A	A	A	A	A
195	A	35	7	B	4300	A	.	C	8.0	2	2	A	A	A	A	A	A	SA	U	A	U	A	A	A	U	A	D	A	U	A	A	A
196	A	37	5	B	2300	D	3	B	15.0	3	2	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	U	U	A	A	A	A
197	B	62	0	C	39000	D	2	C	0.5	.	1	A	U	U	A	A	A	A	U	D	A	A	A	A	U	A	SA	SA	SA	A	A	A
198	B	46	7	B	11800	D	.	A	10.0	2	1	A	A	A	A	A	SA	U	A	A	A	A	SA	A	U	A	A	SA	A	A	A	A

ID	YRSBOARD	AGE	OCC	TYPE	POP	OFFICES	NUMCOMM	EDUC	LONGSUP	WHYBOARD	SUPEFFEC	Q12	Q13	Q14	Q15	Q16	Q17	Q18	Q19	Q20	Q21	Q22	Q23	Q24	Q25	Q26	Q27	Q28	Q29	Q30	Q31	Q32
199	A	67	9	A	4000	D	2	D	0.0	2	2	A	SA	A	SA	A	SA	SA	SA	SA	SA	SA	SA	SA	SA	SA	A	A	SA	SA	A	A
200	C	64	5	B	1675	D	2	B	5.0	7	1	A	A	SA	A	A	SA	A	SA	A	A	A	SA	SA	A	A	.	A	.	SA	A	SA
201	A	42	7	B	12900	B	2	C	7.0	5	1	A	A	U	A	A	SA	U	SA	A	A	SA	U	SA	U	A	SA	A	SA	A	U	U
202	A	57	0	A	5000	A + B	3	D	2.0	3	1	A	A	U	SA	A	A	A	A	A	A	A	SA	A	A	A	A	A	A	SA	A	A
203	C	55	0	B	11300	A + B	.	D	8.0	3	2	A	A	SA	SA	A	A	A	A	SA	A	A	A	A	A	A	U	U	A	U	U	U
204	A	60	0	B	2700	D	.	6	8.0	3	1	A	A	A	A	A	A	.	A	A	A	.	.	A	A	A	A	.	.	A	A	A
205	B	64	0	B	5000	B	1	A	5.0	8	2	A	A	U	A	A	A	A	U	U	A	U	A	D	U	A	A	A	A	A	U	A
206	A	39	6	B	5300	A + B	.	A	17.0	4	2	A	SA	SA	SA	A	A	SA	U	SA	SA	SA	A	A	SA	SA	A	SA	SA	A	A	A
207	A	54	9	B	62500	B	2	D	0.0	4	3	SA	A	SA	A	A	A	SA	SA	SA	A	U	SA	A	D	SA	A	D	SA	SA	A	A
208	A	37	7	B	18000	D	.	6	0.5	5	3	A	A	U	A	U	D	A	A	D	D	D	A	D	D	U	A	D	U	D	U	U
209	A	34	.	B	62000	D	3	C	0.0	2	2	A	A	A	U	SA	SA	A	U	A	A	A	U	A	A	U	A	.	.	.	.	.
210	A	52	7	C	2550	D	0	A	10.0	8	2	A	A	A	A	A	A	A	U	A	A	A	A	A	A	A	A	U	A	A	A	A
211	A	43	9	B	3500	A	0	D	4.0	8	2	D	D	D	A	D	A	A	D	D	D	D	A	D	D	A	A	A	A	A	A	A
212	A	75	7	B	.	D	1	C	2.0	4	2	.	SA	SA	SA	A	A	SA	SA	A	A	A	SA	SA	A	A	A	A	A	SA	A	A
213	B	50	9	A	1500	B	2	C	3.0	4	1	SA	SA	SA	A	A	A	SA	SA	SA	A	SA	SA	SA	A	A	A	A	SA	SA	SA	SA
214	B	72	0	A	5779	B	2	D	4.0	8	1	A	SA	SA	A	SA	SA	SA	SA	SA	SA	SA	SA	SA	SA	A	A	A	SA	SA	A	SA
215	C	52	0	B	7518	D	.	5	4.0	8	1	A	SA	SA	SA	U	A	SA	A	SA	SA	SA	A	A	SA	A	A	A	SA	SA	U	SA
216	C	46	9	B	4800	A + B	3	D	4.0	8	2	A	A	A	SD	D	SD	SD	D	A	.	SD	.	SD	D	D	A	A	D	SD	SD	A
217	B	43	9	B	2400	A	.	D	8.0	4	2	D	A	A	A	A	A	A	A	A	U	U	A	A	A	A	A	D	A	U	U	SA
218	B	49	9	A	2300	D	.	C	6.0	8	1	A	A	SA	A	A	SA	SA	A	A	SA	SA	SA	SA	A	A	A	A	A	SA	SA	SA
219	B	42	8	B	3250	D	3	C	1.0	8	3	U	U	A	A	A	A	U	D	D	U	A	SA	A	U	D	U	U	A	A	U	A
220	B	51	6	B	1800	B	.	D	1.0	4	1	A	A	SA	SA	A	SA	SA	SA	SA	A	SA	A	SA	SA	A	SA	U	SA	SA	SA	SA

ID	YRSBOARD	AGE	OCC	TYPE	POP	OFFICES		NUMCOMM	EDUC	LONGSUP	WHYBOARD	SUPEFFEC	Q12	Q13	Q14	Q15	Q16	Q17	Q18	Q19	Q20	Q21	Q22	Q23	Q24	Q25	Q26	Q27	Q28	Q29	Q30	Q31	Q32
221	C	54	8	B	3895	C		2	C	0.0	7	3	A	A	A	A	A	A	A	A	A	A	SA	A	U	U	U	A	A	A	A	A	A
222	B	40	8	B	30000	A		3	D	7.0	3	4	A	D	D	A	A	U	D	D	D	D	D	U	U	U	U	A	D	D	A	U	D
223	D	53	9	B	13000	B		.	D	7.0	3	2	SA	SA	SA	A	SA	A	U	U	SA	SA	SA	SA	SA	A	SA	SA	SA	A	SA	SA	SA
224	A	41	7	B	5300	B		.	C	8.0	6	1	SA	A	A	SA	A	U	A	A	SA	A	A	U	SA	SA	A	D	A	A	A	.	A
225	A	67	0	B	750	D		0	C	0.0	3	1	SA	SA	A	SA	A	SA	SA	SA	SA	SA	SA	SA	SA	A	A	SA	SA	SA	SA	U	SA
226	A	44	0	B	24000	A		5	6	0.5	.	1	SA	SA	SA	SA	SA	SA	A	A	A	SA	SA	SA	A	A	SA	SA	A	A	A	A	SA
227	C	55	6	B	5041	A + B		4	D	5.0	7	1	A	SA	A	A	SA	A	SA	SA	SA	A	SA	A	SA	SA	SA	SA	A	SA	SA	U	A
228	A	39	6	B	7400	C		4	C	10.0	8	2	A	A	A	SA	D	SA	A	A	A	SA	SA	SA	U	SA	D	SA	SA	D	SA	D	SA
229	E	60	5	B	.	A		.	A	1.0	7	1	SA	SA	SA	SA	SA	A	A	A	A	A	SA	A	A	A	A	A	A	A	A	A	A
230	D	53	5	B	11000	A		.	A	13.0	8	1	A	A	A	A	A	U	U	A	A	A	U	A	U	A	A	A	A	SA	SA	SA	A
231	C	80	0	C	31000	B		4	D	7.0	1	3	A	A	U	A	A	U	A	U	U	A	U	A	A	D	U	A	A	A	A	A	U
232	C	49	8	A	3000	B		5	D	18.0	6	2	A	A	SA	A	A	SA	A	U	A	A	U	A	U	A	A	U	SA	A	A	A	A
233	A	39	6	B	9900	D		.	C	2.0	8	3	A	D	A	U	D	A	D	A	A	A	U	U	D	D	D	D	A	U	D	U	A
234	A	42	.	B	12000	D		1	B	1.0	8	1	A	U	A	A	A	SA	SA	A	A	A	SA	SA	A	D	A	U	A	A	SA	U	SA
235	B	63	3	C	24000	D		2	B	1.0	4	2	U	A	SA	A	A	SA	SA	SA	A	SA	SA	SA	A	U	A	A	U	.	SA	SA	SA
236	A	61	0	B	9000	D		3	D	3.0	3	1	SA	SA	SA	SA	SA	SA	SA	SA	SA	SA	SA	SA	SA	SA	SA	SA	A	A	SA	SA	SA
237	B	50	6	A	2000	A		.	C	16.0	3	3	A	A	A	SA	SA	A	A	U	.	A	SA	A	SA	U	A	A	A	SA	SA	SA	A
238	C	45	0	A	3200	B		2	C	.	.	2	A	A	SA	A	A	A	A	A	SA	SA	SA	A	SA	A	A	A	.	SA	A	.	A
239	A	40	9	A	7800	D		3	D	5.0	3	1	A	A	A	A	A	SA	A	U	A	A	SA	A	A	A	A	A	A	A	SA	A	A
240	B	72	0	B	.	D		0	6	3.0	8	4	SA	A	A	A	A	SA	A	A	A	SA	A	A	A	A	A	A	A	A	A	A	A
241	B	54	6	A	.	A		3	B	6.0	4	2	A	A	A	U	A	A	A	A	SA	SA	A	A	D	D	A	A	A	D	A	D	A
242	C	60	6	B	3800	A		1	6	5.0	2	2	SA	SA	SA	A	A	SA	A	SA	SA	A	A	A	A	A	A	A	SA	A	A	A	SA

ID	YRSBOARD	AGE	OCC	TYPE	POP	OFFICES	NUMCOMM	EDUC	LONGSUP	WHYBOARD	SUPEFFEC	Q12	Q13	Q14	Q15	Q16	Q17	Q18	Q19	Q20	Q21	Q22	Q23	Q24	Q25	Q26	Q27	Q28	Q29	Q30	Q31	Q32
243	A	44	7	B	4100	A	3	C	3.0	2	1	A	SA	A	SA	A	A	SA	A	SA	SA	A	A	A	SA	A	SA	A	A	SA	A	A
244	B	72	0	B	.	D	.	C	0.5	8	2	U	A	.	SA	A	A	A	A	SA	A	A	SA	A	A	A	SA	A	SA	SA	A	A
245	C	51	5	B	8000	C	1	A	10.0	4	2	D	SA	SA	A	A	A	A	A	A	A	A	A	A	SA	SA	A	A	SA	SA	SA	A
246	A	35	8	A	3400	D	.	D	8.0	6	2	A	A	A	A	A	A	SA	A	A	A	A	A	D	SA	A	A	A	A	D	D	A
247	B	43	.	B	20000	B	.	C	0.5	4	3	A	.	.	D	A	A	A	U	A	.	U	U	U	U	A	A	U	U	SA	A	SA
248	A	37	8	A	1350	D	1	D	0.0	8	3	A	U	A	D	A	A	U	A	A	A	U	A	A	U	U	A	A	A	A	A	A
249	A	56	5	B	12000	D	4	6	5.0	3	2	A	A	A	SA	SA	A	U	U	A	SD	A	U	U	A	A	A	U	U	A	A	A
250	D	65	0	B	6300	A	2	A	14.0	4	1	SA	A	A	A	U	A	A	A	A	A	A	A	A	A	A	A	SA	A	U	SA	A	A
251	D	58	9	A	3000	A	.	D	3.0	8	1	SA	SA	A	A	A	A	A	SA	SA	SA	A	SA	SA	SA	A	SA	A	A	A	A	SA
252	A	35	7	B	8500	D	.	C	5.0	8	2	A	U	D	A	U	A	A	U	SA	A	A	U	A	A	A	A	U	A	U	U	U
253	D	60	7	A	4237	A	.	A	17.0	8	4	A	A	A	A	A	D	D	A	A	D	D	SA	SA	SA	A	SA	SA	SA	SA	SA	SA
254	D	43	8	B	.	B	.	C	.	2	1	.	SA	A	SA	SA	A	SA	U	A	SA	A	U	A	SA	A	A	U	A	A	A	A
255	A	58	9	A	.	B	1	D	2.0	4	1	A	SA	U	U	A	A	U	A	A	A	U	A	U	A	A	A	U	A	A	A	SA
256	A	38	7	C	2000	D	0	C	0.5	3	1	A	A	SA	A	U	U	A	U	A	SA	U	SA	A	SA	U	A	A	SA	U	U	SA
257	A	48	0	C	5500	D	2	C	2.0	3	3	A	D	A	D	U	D	U	U	A	U	A	U	A	U	U	A	D	U	A	U	U
258	B	43	7	B	5300	D	1	B	1.0	3	2	A	A	A	A	SA	SA	A	A	A	A	A	SA	A	SA	SA	A	U	A	A	A	A
259	C	50	9	C	43000	D	2	D	0.5	6	1	U	A	U	SA	A	A	A	A	A	A	SA	A	A	A	A	A	U	A	SA	A	A
260	C	48	7	B	3300	B	0	B	1.0	3	3	D	A	U	U	A	A	A	D	A	U	D	A	U	D	A	A	A	D	U	U	U
261	C	42	6	B	.	A	.	B	.	2	5	.	A	A	A	A	A	U	U	A	A	A	A	A	A	U	A	A	U	A	A	A
262	A	42	0	B	763	D	1	A	0.0	7	1	U	SA	SA	A	SA	SA	SA	SA	SA	SA	SA	SA	U	SA	SA	SA	SA	SA	SA	SA	SA
263	B	40	.	C	17000	C	.	C	1.0	4	1	.	SA	SA	SA	SA	SA	SA	SA	SA	SA	SA	SA	SA	SA	SA	SA	SA	SA	U	SA	U	A
264	A	50	7	B	8000	A + B	.	A	8.0	6	2	D	A	A	A	D	D	A	A	A	A	A	A	A	A	A	D	D	A	A	A	D

ID	YRSBOARD	AGE	OCC	TYPE	POP	OFFICES	NUMCOMM	EDUC	LONGSUP	WHYBOARD	SUPEFFEC	Q12	Q13	Q14	Q15	Q16	Q17	Q18	Q19	Q20	Q21	Q22	Q23	Q24	Q25	Q26	Q27	Q28	Q29	Q30	Q31	Q32
265	A	37	5	B	2200	A	.	B	1.0	8	1	A	SA	SA	A	U	A	A	A	A	SA	SA	SA	A	SA	U	D	U	A	SA	A	SA
266	B	40	9	A	7000	A	1	D	4.0	3	1	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A
267	C	64	8	A	5100	A	.	D	1.0	6	2	A	SA	A	SA	A	U	SA	SA	A	A	SA	SA	SA	SA	SA	SA	SA	SA	SA	SA	SA
268	A	42	7	B	2400	B	.	C	9.0	6	2	A	A	A	U	A	A	A	A	U	A	A	A	U	A	U	D	U	D	D	D	U
269	B	43	4	B	6700	B	.	A	4.0	3	1	A	A	SA	A	U	SA	A	A	SA	SA	A	A	A	A	A	U	A	A	SA	A	A
270	B	51	8	B	12500	B	2	C	8.0	.	2	A	A	A	A	A	A	A	A	SA	A	D	A	D	A	A	A	A	A	A	U	A
271	C	78	0	B	17950	C	3	D	17.0	3	1	A	SA	SA	A	SA	A	A	SA	SA	A	A	A	SA	SA	A	A	A	A	SA	A	A
272	A	68	0	B	4950	A + B	2	C	0.0	3	2	A	SA	A	A	SA	SA	SA	A	SA	A	SA	A	SA	SA	A	A	A	A	SA	A	A
273	A	59	5	B	12000	D	0	A	12.0	4	1	A	SA	SA	A	A	SA	SA	A	SA	SA	SA	SA	SA	SA	SA	SA	A	SA	A	SA	SA
274	B	48	5	B	5098	A	.	C	6.0	3	1	D	A	SA	A	A	SA	A	A	A	A	A	SA	A	SA	D	A	D	A	A	A	A
275	B	56	7	B	4800	A	.	B	4.0	4	1	U	D	A	SA	SA	D	U	A	A	A	A	U	A	U	SA	U	D	D	SA	U	D
276	B	65	0	B	13500	A + B	4	D	3.0	3	1	SA	SA	SA	SA	SA	A	SA	SA	SA	SA	A	SA	A	A	SA	SA	A	SA	SA	SA	A
277	E	60	5	B	.	.	1	A	.	3	1	.	A	A	A	U	A	A	A	SA	A	A	A	SA	A	U	A	U	A	SA	A	SA
278	D	62	7	A	6500	A	.	C	6.0	4	1	D	SA	SA	SA	A	A	SA	SA	SA	SA	SA	A	SA	SA	SA	SA	A	SA	SA	SA	SA
279	B	59	0	B	20000	A	1	6	0.0	4	3	A	SA	A	SA	A	SA	SA	A	A	A	SA	A	SA	SA	SA	SA	A	SA	SA	A	A
280	A	39	9	B	5200	A	4	D	7.0	4	.	SA	A	A	SA	A	A	SA	SA	A	A	A	A	SA	SA	A	SA	.	A	A	.	A
281	C	54	.	B	2400	A	0	A	0.5	2	2	A	A	A	A	A	U	U	U	A	U	A	SA	SA	A	A	U	U	A	SA	A	A
282	A	75	0	B	.	D	.	D	3.0	3	2	SA	A	A	A	A	SA	A	A	A	A	U	A	U	U	A	A	A	SA	U	A	SA
283	B	40	0	B	44000	D	5	6	0.5	3	1	SA	SA	SA	A	SA	SA	SA	SA	SA	SA	SA	SA	SA	A	SA	SA	.	SA	SA	SA	SA
284	A	42	9	B	6500	C	2	D	2.0	2	3	U	U	D	U	U	U	U	U	D	A	U	U	U	D	U	U	U	A	D	D	D
285	B	55	8	A	4200	B	.	D	8.0	2	1	A	SA	A	SA	SA	A	SA	A	SA	A	SA	A	A	A	A	A	A	A	A	A	SA
286	A	54	9	A	4500	D	.	D	3.0	8	1	A	A	A	U	A	A	U	A	A	A	A	A	A	A	A	A	U	U	A	U	A

ID	YRSBOARD	AGE	OCCTYPE	POP	OFFICES	NUMCOMM	EDUC	LOGSUP	WHYBOARD	SUPEFFEC	Q12	Q13	Q14	Q15	Q16	Q17	Q18	Q19	Q20	Q21	Q22	Q23	Q24	Q25	Q26	Q27	Q28	Q29	Q30	Q31	Q32
287	A	56	7 C	17000	D	2	D	7.0	2	3	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A
288	A	43	6 A	600	D	.	A	6.0	8	2	U	A	D	A	A	SA	SA	A	U	D	SA	A	A	D	D	SD	A	A	SA	U	SD
289	C	83	0 B	8500	D	1	C	.	8	1	A	SA	SA	SA	SA	A	SA	SA	SA	A	SA	SA	SA	SA	A	SA	.	SA	SA	SA	SA
290	A	43	8 A	3200	C	2	D	3.0	4	1	SA	SA	SA	A	A	U	A	A	A	U	A	A	A	A	A	A	A	A	A	A	SA
291	A	39	0 B	14000	C	2	D	1.0	3	1	A	SA	SA	A	A	A	SA	SA	SA	SA	SA	A	SA	SA	SA	.	.	A	SA	A	SA
292	A	43	6 B	7600	D	2	C	0.5	3	4	U	U	D	A	A	SD	D	U	D	U	U	SA	SA	U	U	A	A	A	A	A	SA
293	E	58	0 B	1600	B	3	6	0.5	3	1	A	A	D	A	D	A	A	A	A	A	A	D	A	U	A	U	U	U	U	U	U
294	B	47	0 A	3400	B	.	C	7.0	3	1	A	SA	A	SA	SA	A	A	A	SA	SA	SA	A	A	SA	A	SA	A	SA	SA	A	SA
295	B	41	8 A	2000	A	3	C	4.0	8	1	A	A	SA	A	A	A	A	SA	A	SA	A	A	A	A	A	A	A	A	A	A	A
296	A	39	8 A	3000	D	0	C	4.0	8	1	A	SA	A	A	A	A	U	U	A	SA	A	A	U	A	A	A	A	A	A	A	SA
297	B	35	7 A	4800	A + B	1	B	8.0	6	2	A	SA	A	A	SA	U	SA	A	A	A	U	U	A	D	U	A	SD	A	A	U	A
298	B	45	7 B	5500	D	0	B	1.0	4	4	SA	A	U	A	U	SA	A	SA	A	U	A	A	A	U	U	SA	A	SA	U	U	U
299	C	55	9 A	5700	A	3	D	5.0	3	1	A	SA	SA	SA	SA	.	SA	SA	SA	SA	SA	SA	SA	SA	SA	SA	A	A	SA	SA	A
300	A	42	9 A	20000	.	2	D	3.0	4	1	.	SA	.	SA	A	SA	SA	A	.	A	SA	A	.	A	.	.	.	.	SA	.	.
301	A	38	0 A	3000	D	1	C	3.0	8	2	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	U	A	A	A
302	A	38	8 A	3000	D	3	D	1.0	4	1	A	A	A	A	U	A	U	U	A	A	A	A	U	A	U	A	.	A	A	U	A
303	C	51	9 B	5000	B	2	C	7.0	8	1	A	A	A	A	A	A	SA	SA	A	SA	SA	A	A	SA	A	A	A	SA	SA	.	U
304	A	74	0 A	1700	D	2	D	8.0	4	1	SA	A	A	A	SA	A	A	A	A	A	A	SA	SA	A	A	A	A	SA	A	A	A
305	B	55	0 B	6500	D	0	6	0.5	3	1	A	U	U	A	A	U	D	D	U	A	A	A	U	A	A	U	U	U	U	A	U
306	A	42	9 A	1600	D	1	D	4.0	2	.	A	A	A	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
307	E	66	7 A	8000	A + B	.	A	5.0	3	1	A	SA	SA	A	A	SA	SA	A	SA	SA	SA	SA	SA	A	SA	A	U	A	SA	SA	SA
308	B	48	7 B	17000	D	2	D	7.0	2	4	D	D	D	D	D	A	D	D	D	D	D	D	D	SA	D	D	D	D	D	A	D

ID	YRSBOARD	AGE	OCC	TYPE	POP	OFFICES	NUMCOMC	EDUC	LONGSURP	WHYBORED	SUPEFFC	Q12	Q13	Q14	Q15	Q16	Q17	Q18	Q19	Q20	Q21	Q22	Q23	Q24	Q25	Q26	Q27	Q28	Q29	Q30	Q31	Q32
309	B	72	0	A	.	B	1	C	0.5	3	3	A	U	U	A	A	A	A	SA	A	A	A	A	A	U	.	A	D	U	A	A	A
310	C	55	7	B	6000	D	0	D	12.0	3	2	A	D	D	D	A	A	D	A	D	A	D	D	D	A	D	A	D	D	D	D	U
311	A	44	5	B	1700	.	0	A	5.0	.	2	U	A	A	A	A	U	A	SA	SA	D	A	A	A	SA	A	A	A	A	A	A	U
312	C	43	7	B	12500	A	.	B	1.0	4	1	A	A	U	A	A	A	A	A	A	SA	A	SA	SA	A	A	A	U	SA	A	A	A
313	E	61	7	A	3300	A	3	C	10.0	4	2	A	SA	SA	SA	A	A	A	U	A	SA	A	A	A	U	A	SA	SA	.	A	.	.
314	B	52	7	B	5600	D	1	C	8.0	2	1	A	A	A	SA	A	A	A	U	A	A	SA	A	A	A	A	A	A	A	SA	A	A
315	A	42	9	B	2700	A	3	D	5.0	.	2	A	A	U	U	A	U	U	A	A	U	D	U	U	U	U	A	SD	U	A	U	D
316	B	50	9	A	.	A	.	D	0.0	3	1	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	U	A	U	A	U
317	B	49	7	B	1695	A + B	1	D	1.0	6	1	A	A	A	A	A	A	A	SA	A	D	A	A	A	SA	SA	A	A	A	SA	A	SA
318	A	43	7	B	75000	.	3	C	2.0	3	2	A	U	A	D	U	U	D	U	U	A	U	U	U	A	U	A	U	U	U	U	U
319	A	42	7	A	3000	.	3	D	17.0	4	2	SA	SA	A	SA	SA	D	A	U	A	A	D	A	D	A	A	SA	A	A	D	A	U

APPENDIX F

STATISTICAL ANALYSES

Correlations of Certain Demographic Variables
with Average Ratings of Items 12 to 32

PEARSON CORRELATION COEFFICIENTS
/ PROB > |R| UNDER HO:RHO=0 / NUMBER OF OBSERVATIONS

	AGE	POP	LONGSUP
RATEMEAN	-0.26825	0.01418	0.06891
Average Rating of Items 12 to 32	0.0001*	0.8074	0.2271
	314	298	309

t-Test on Average Rating
For Groupings Based on Whether or Not Hired Superintendent

TTEST PROCEDURE

VARIABLE: RATEMEAN Average Rating of Items 12 to 32

HIRED	N	MEAN	STD DEV	STD ERROR
Hired Super	130	1.93133256	0.49557967	0.04346521
Not Hire Super	76	2.15697103	0.56106373	0.06435842

VARIANCES	T	DF	PROB > |T|
UNEQUAL	-2.9054	141.9	0.0043
EQUAL	-3.0015	204.0	0.0030*

FOR HO: VARIANCES ARE EQUAL, F'= 1.28 WITH 75 AND 129 DF
PROB > F'= 0.2165

Analysis of Variance on Average Ratings
For Groupings Based on Number of Years on Board

ANALYSIS OF VARIANCE PROCEDURE

DEPENDENT VARIABLE: RATEMEAN Average Rating of Items 12 to 32

SOURCE	DF	SUM OF SQUARES	MEAN SQUARE	F VALUE
MODEL	2	2.70072842	1.35036421	4.54
ERROR	312	92.87270907	0.29766894	PR > F
CORRECTED TOTAL	314	95.57343749		0.0114

R-SQUARE	C.V.	ROOT MSE	RATEMEAN MEAN
0.028258	26.8123	0.54559045	2.03484883

SOURCE	DF	ANOVA SS	F VALUE	PR > F
YRSGRP	2	2.70072842	4.54	0.0114*

Analysis of Variance on Average Ratings
For Groupings Based on Number of Years on Board

ANALYSIS OF VARIANCE PROCEDURE

TUKEY'S STUDENTIZED RANGE (HSD) TEST FOR VARIABLE: RATEMEAN
NOTE: THIS TEST CONTROLS THE TYPE I EXPERIMENTWISE ERROR RATE

ALPHA=0.05 CONFIDENCE=0.95 DF=312 MSE=0.297669
CRITICAL VALUE OF STUDENTIZED RANGE=3.330

COMPARISONS SIGNIFICANT AT THE 0.05 LEVEL ARE INDICATED BY '***'

YRSGRP COMPARISON		SIMULTANEOUS LOWER CONFIDENCE LIMIT	DIFFERENCE BETWEEN MEANS	SIMULTANEOUS UPPER CONFIDENCE LIMIT	
5 years or less	- 6-10 years	-0.06886	0.10093	0.27072	
5 years or less	- More than 10 yrs	0.04989	0.23072	0.41155	***
6-10 years	- 5 years or less	-0.27072	-0.10093	0.06886	
6-10 years	- More than 10 yrs	-0.06228	0.12979	0.32186	
More than 10 yrs	- 5 years or less	-0.41155	-0.23072	-0.04989	***
More than 10 yrs	- 6-10 years	-0.32186	-0.12979	0.06228	

Analysis of Variance on Average Ratings
For Groupings Based on Subject's Age

ANALYSIS OF VARIANCE PROCEDURE

DEPENDENT VARIABLE: RATEMEAN Average Rating of Items 12 to 32

SOURCE	DF	SUM OF SQUARES	MEAN SQUARE	F VALUE
MODEL	3	7.57040392	2.52346797	8.91
ERROR	310	87.79851807	0.28322103	PR > F
CORRECTED TOTAL	313	95.36892199		0.0001

R-SQUARE	C.V.	ROOT MSE	RATEMEAN MEAN
0.079380	26.1351	0.53218514	2.03628678

SOURCE	DF	ANOVA SS	F VALUE	PR > F
AGEGRP	3	7.57040392	8.91	0.0001*

Analysis of Variance on Average Ratings
For Groupings Based on Subject's Age

ANALYSIS OF VARIANCE PROCEDURE

TUKEY'S STUDENTIZED RANGE (HSD) TEST FOR VARIABLE: RATEMEAN
NOTE: THIS TEST CONTROLS THE TYPE I EXPERIMENTWISE ERROR RATE

ALPHA=0.05 CONFIDENCE=0.95 DF=310 MSE=0.283221
CRITICAL VALUE OF STUDENTIZED RANGE=3.653

COMPARISONS SIGNIFICANT AT THE 0.05 LEVEL ARE INDICATED BY '***'

AGEGRP COMPARISON	SIMULTANEOUS LOWER CONFIDENCE LIMIT	DIFFERENCE BETWEEN MEANS	SIMULTANEOUS UPPER CONFIDENCE LIMIT	
Less than 40 yrs - 40-49 years	-0.05993	0.17754	0.41501	
Less than 40 yrs - 50-59 years	-0.00687	0.24531	0.49748	
Less than 40 yrs - 60 or more years	0.22544	0.47825	0.73105	***
40-49 years - Less than 40 yrs	-0.41501	-0.17754	0.05993	
40-49 years - 50-59 years	-0.13533	0.06777	0.27087	
40-49 years - 60 or more years	0.09684	0.30071	0.50458	***
50-59 years - Less than 40 yrs	-0.49748	-0.24531	0.00687	
50-59 years - 40-49 years	-0.27087	-0.06777	0.13533	
50-59 years - 60 or more years	0.01211	0.23294	0.45377	***
60 or more years - Less than 40 yrs	-0.73105	-0.47825	-0.22544	***
60 or more years - 40-49 years	-0.50458	-0.30071	-0.09684	***
60 or more years - 50-59 years	-0.45377	-0.23294	-0.01211	***

Analysis of Variance on Average Ratings
For Groupings Based on Occupational Status

ANALYSIS OF VARIANCE PROCEDURE

DEPENDENT VARIABLE: RATEMEAN Average Rating of Items 12 to 32

SOURCE	DF	SUM OF SQUARES	MEAN SQUARE	F VALUE
MODEL	4	3.05143264	0.76285816	2.45
ERROR	284	88.29344390	0.31089241	PR > F
CORRECTED TOTAL	288	91.34487654		0.0461

R-SQUARE	C.V.	ROOT MSE	RATEMEAN MEAN
0.033406	27.3643	0.55757727	2.03761141

SOURCE	DF	ANOVA SS	F VALUE	PR > F
OCCGRP	4	3.05143264	2.45	0.0461*

Analysis of Variance on Average Ratings
For Groupings Based on Occupational Status

ANALYSIS OF VARIANCE PROCEDURE

TUKEY'S STUDENTIZED RANGE (HSD) TEST FOR VARIABLE: RATEMEAN
NOTE: THIS TEST CONTROLS THE TYPE I EXPERIMENTWISE ERROR RATE

ALPHA=0.05 CONFIDENCE=0.95 DF=284 MSE=0.310892
CRITICAL VALUE OF STUDENTIZED RANGE=3.883

COMPARISONS SIGNIFICANT AT THE 0.05 LEVEL ARE INDICATED BY '***'

OCCGRP COMPARISON			SIMULTANEOUS LOWER CONFIDENCE LIMIT	DIFFERENCE BETWEEN MEANS	SIMULTANEOUS UPPER CONFIDENCE LIMIT	
Mgrs/Minor prof	-	Exec/Major prof	-0.20834	0.06876	0.34585	
Mgrs/Minor prof	-	Admin/Lesser prf	-0.18317	0.09078	0.36472	
Mgrs/Minor prof	-	Cler/Sales/Tech	-0.19442	0.09769	0.38980	
Mgrs/Minor prof	-	Retired/Housewif	0.02737	0.28493	0.54250	***
Exec/Major prof	-	Mgrs/Minor prof	-0.34585	-0.06876	0.20834	
Exec/Major prof	-	Admin/Lesser prf	-0.27825	0.02202	0.32229	
Exec/Major prof	-	Cler/Sales/Tech	-0.28799	0.02893	0.34586	
Exec/Major prof	-	Retired/Housewif	-0.06922	0.21618	0.50158	
Admin/Lesser prf	-	Mgrs/Minor prof	-0.36472	-0.09078	0.18317	
Admin/Lesser prf	-	Exec/Major prof	-0.32229	-0.02202	0.27825	
Admin/Lesser prf	-	Cler/Sales/Tech	-0.30727	0.00691	0.32109	
Admin/Lesser prf	-	Retired/Housewif	-0.08819	0.19416	0.47650	
Cler/Sales/Tech	-	Mgrs/Minor prof	-0.38980	-0.09769	0.19442	
Cler/Sales/Tech	-	Exec/Major prof	-0.34586	-0.02893	0.28799	
Cler/Sales/Tech	-	Admin/Lesser prf	-0.32109	-0.00691	0.30727	
Cler/Sales/Tech	-	Retired/Housewif	-0.11276	0.18724	0.48724	
Retired/Housewif	-	Mgrs/Minor prof	-0.54250	-0.28493	-0.02737	***
Retired/Housewif	-	Exec/Major prof	-0.50158	-0.21618	0.06922	
Retired/Housewif	-	Admin/Lesser prf	-0.47650	-0.19416	0.08819	
Retired/Housewif	-	Cler/Sales/Tech	-0.48724	-0.18724	0.11276	

t-Test on Average Ratings
For Type of School District

TTEST PROCEDURE

VARIABLE: RATEMEAN Average Rating of Items 12 to 32

TYPE	N	MEAN	STD DEV	STD ERROR
City	102	1.92807982	0.51491248	0.05098393
County	213	2.08597765	0.56248790	0.03854104

VARIANCES	T	DF	PROB > |T|
UNEQUAL	-2.4705	215.8	0.0143
EQUAL	-2.3947	313.0	0.0172*

FOR HO: VARIANCES ARE EQUAL, F'= 1.19 WITH 212 AND 101 DF
PROB > F'= 0.3170

Analysis of Variance on Average Ratings
For Groupings Based on Pupil Population

ANALYSIS OF VARIANCE PROCEDURE

DEPENDENT VARIABLE: RATEMEAN Average Rating of Items 12 to 32

SOURCE	DF	SUM OF SQUARES	MEAN SQUARE	F VALUE
MODEL	3	0.49500991	0.16500330	0.52
ERROR	294	93.64797937	0.31853054	PR > F
CORRECTED TOTAL	297	94.14298928		0.6702

R-SQUARE	C.V.	ROOT MSE	RATEMEAN MEAN
0.005258	27.7141	0.56438510	2.03645552

SOURCE	DF	ANOVA SS	F VALUE	PR > F
POPGRP	3	0.49500991	0.52	0.6702

t-Test on Average Ratings
For Groupings Based on Offices Held on Board

TTEST PROCEDURE

VARIABLE: RATEMEAN Average Rating of Items 12 to 32

OFFGRP	N	MEAN	STD DEV	STD ERROR
Chairman/Vice	167	1.99613803	0.55350516	0.04283152
Other/None	144	2.07145137	0.55162841	0.04596903

VARIANCES	T	DF	PROB > |T|
UNEQUAL	-1.1987	302.6	0.2316
EQUAL	-1.1984	309.0	0.2317

FOR H0: VARIANCES ARE EQUAL, F'= 1.01 WITH 166 AND 143 DF
PROB > F'= 0.9697

Analysis of Variance on Average Ratings
For Groupings Based on Educational Level

ANALYSIS OF VARIANCE PROCEDURE

DEPENDENT VARIABLE: RATEMEAN Average Rating of Items 12 to 32

SOURCE	DF	SUM OF SQUARES	MEAN SQUARE	F VALUE
MODEL	2	0.24897550	0.12448775	0.41
ERROR	311	95.17821285	0.30603927	PR > F
CORRECTED TOTAL	313	95.42718834		0.6662

R-SQUARE	C.V.	ROOT MSE	RATEMEAN MEAN
0.002609	27.2030	0.55320816	2.03363285

SOURCE	DF	ANOVA SS	F VALUE	PR > F
EDGRP	2	0.24897550	0.41	0.6662

Analysis of Variance on Average Ratings
For Groupings Based on How Long Superintendent

ANALYSIS OF VARIANCE PROCEDURE

DEPENDENT VARIABLE: RATEMEAN Average Rating of Items 12 to 32

SOURCE	DF	SUM OF SQUARES	MEAN SQUARE	F VALUE
MODEL	3	0.90007142	0.30002381	0.94
ERROR	280	88.97182115	0.31775650	PR > F
CORRECTED TOTAL	283	89.87189257		0.4197

R-SQUARE	C.V.	ROOT MSE	RATEMEAN MEAN
0.010015	27.5764	0.56369895	2.04413679

SOURCE	DF	ANOVA SS	F VALUE	PR > F
LONGGP	3	0.90007142	0.94	0.4197

Analysis of Variance on Average Ratings
For Groupings Based on Ratings of Superintendent

ANALYSIS OF VARIANCE PROCEDURE

DEPENDENT VARIABLE: RATEMEAN Average Rating of Items 12 to 32

SOURCE	DF	SUM OF SQUARES	MEAN SQUARE	F VALUE
MODEL	2	25.13116497	12.56558249	55.88
ERROR	307	69.04042590	0.22488738	PR > F
CORRECTED TOTAL	309	94.17159087	—	0.0001

R-SQUARE	C.V.	ROOT MSE	RATEMEAN MEAN
0.266866	23.2814	0.47422292	2.03691628

SOURCE	DF	ANOVA SS	F VALUE	PR > F
SUPGRP	2	25.13116497	55.88	0.0001*

Analysis of Variance on Average Ratings
For Groupings Based on Ratings of Superintendent

ANALYSIS OF VARIANCE PROCEDURE

TUKEY'S STUDENTIZED RANGE (HSD) TEST FOR VARIABLE: RATEMEAN
NOTE: THIS TEST CONTROLS THE TYPE I EXPERIMENTWISE ERROR RATE

ALPHA=0.05 CONFIDENCE=0.95 DF=307 MSE=0.224887
CRITICAL VALUE OF STUDENTIZED RANGE=3.331

COMPARISONS SIGNIFICANT AT THE 0.05 LEVEL ARE INDICATED BY '***'

SUPGRP COMPARISON			SIMULTANEOUS LOWER CONFIDENCE LIMIT	DIFFERENCE BETWEEN MEANS	SIMULTANEOUS UPPER CONFIDENCE LIMIT	
Undecid/Ineffect	-	Effective	0.17423	0.36358	0.55292	***
Undecid/Ineffect	-	Very effective	0.58977	0.77499	0.96020	***
Effective	-	Undecid/Ineffect	-0.55292	-0.36358	-0.17423	***
Effective	-	Very effective	0.27269	0.41141	0.55013	***
Very effective	-	Undecid/Ineffect	-0.96020	-0.77499	-0.58977	***
Very effective	-	Effective	-0.55013	-0.41141	-0.27269	***