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A PROFILE OF BLACK ADMINISTRATORS IN THE LOCAL EDUCATION
ADMINISTRATIVE UNITS OF THE NORTH CAROLINA PUBLIC SCHOOL
SYSTEM, 1979

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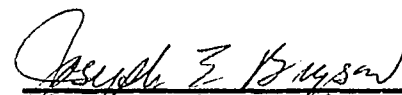
by

James Edward Sibert

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the Faculty of the Graduate School at
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Approved by

Joseph E. Bryson
Dissertation Adviser

This dissertation has been approved by the following committee of the Faculty of the Graduate School at the University of North Carolina at Greensboro.

Dissertation
Adviser

Committee
Members

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SIBERT, JAMES EDWARD. A Profile of the Black Administrator in the Local Education Administrative Units of North Carolina, 1979. (1980) Directed by: Dr. Joseph E. Bryson. Pp. 129.

The purpose of this study was to develop a profile of the black administrators in North Carolina local education administrative units, 1979. The study population was confined to all black administrators who held the position of superintendent, associate superintendent, assistant superintendent, or director. A sampling frame representing the 145 school districts in North Carolina was obtained through the State Department of Public Instruction on which were listed the name, address, sex, and position of all black administrators who met the specifications of the study.

A six-part, 37-item survey instrument was designed for collecting the data to achieve the objectives of the study. Categories of characteristics sought were: personal data, professional experience, appointment status, role perception, role aspiration, and job environment. Of the 102 potential respondents, 74 returned usable survey instruments for a 75 percent response rate. The data were computer tabulated into simple frequency distributions to be used for descriptive purposes.

Based upon the findings, a profile of the black administrators in North Carolina local education administrative units, 1979, was developed. The "typical" black administrator is a male, 50 to 59 years of age. His highest educational attainment is at the Master's level with a degree in educational administration or supervision. His annual salary

is in the $20,000 to $29,000 range. He is a native North Carolinian, married, with two children. His father's educational level is less than high school; his mother is better educated than his father. This black administrator began his career as a public school teacher, from which position he was promoted to principal; tenure in the two positions may have been as much as 19 years. From the principal position he was promoted to his current position as a director, in which he has served for nearly four and one-half years.

In terms of level of authority, this black administrator is almost equally likely to be in a staff or a line position; to be employed in a school district designated as city, county or city-county combined; was promoted from within the school district in which he is currently employed; and attained this position through either actively seeking it, being recommended by his supervisor, or by "other" means. His is a regular annual appointment as a replacement of a former employee, and he holds a valid contract which is renewable every four years; the position required administrative certification. He perceives his major responsibilities to be participating in decision-making that influences school policy, curriculum development evaluation, planning and implementing in-service training, and budgetary management, and that his responsibilities exceed his authority. He has encountered no restrictions in performing his duties.

He perceives himself as qualified for the position he holds, is satisfied with that position, aspires to be promoted to assistant superintendent within his school district, and

perceives no particular barrier to his promotion. He perceives his authority and responsibility to be commensurate with his title, that his professional abilities are respected by his colleagues, that he is included as a member of the administrative team in his unit, that his supervisors demonstrate support for his professional judgment, and that the promotional and employment practices within his local unit are adequate, with reservations.

Conclusions drawn from the findings of the study were:

1. The black administrators in this study were well qualified educationally to hold their current positions.

2. There has been significant progress in the promotional and employment practices during the past 10 years, as indicated by the increase in numbers of black administrators in North Carolina local education administrative units.

3. The black administrators have authority and responsibility commensurate with their titles.

4. The black administrators aspire for promotion in their local unit.

5. The black administrators were satisfied with their positions and perceived their job environment as food.

6. There was a sufficient number of black administrators employed in the local education administrative units to make the findings and conclusions of this study valid.

ACKNOWLEDGEMENTS

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Chapter I

INTRODUCTION

Although history shows that black educators have played a significant role in the process of educating the masses of black people and that their performance has been outstanding, little information could be found to document the progression that blacks have made through the years in the fields of elementary and secondary education, particularly at the administrative level. For example, in North Carolina it was a little more than a decade following the passage of the 1964 Civil Rights Act before blacks were either promoted into or employed in local education administrative units as superintendents, associate superintendents, assistant superintendents or directors. Thus, black administrators may be considered as relative newcomers in these areas of the North Carolina Public School System, that is, at the decision-making, policy-influencing level.

The Problem and Its Background

During the past 25 years, this nation has undergone a transition from a racially segregated society to an integrated society that guarantees equal opportunity for all persons. Because of numerous civil rights court cases during

those 25 years, combined with pressure from the black community, a continued upward mobility of black educators into administrative positions in public education has been noted.

At this writing, there are black administrators employed in the local education administrative units of the North Carolina Public School System, but there is only one black superintendent in the System. Among questions that arise at this point are: What is the proportional representation of blacks among school administrators at the district level? Do certain factors typify these black administrators--e.g., their personal characteristics, professional experience, employment status, role perception, role aspirations, and job environment?

In 1896--the case of Plessy v. Ferguson--the Supreme Court of the United States ruled in favor of a Louisiana law requiring "separate but equal facilities" for whites and blacks on railroad trains.[1] State legislatures across the South proceeded to apply this ruling to all public facilities, including all educational facilities.[2] Under the resulting dual system of public education, black principals were employed in large numbers in traditionally black

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[1]Everett E. Abney, Jr., "The Status and Perception of Black Administrators in Florida" (unpublished EdD dissertation, University of Florida, 1971), p. 1.

[2]Equal Protection of the Laws in Public Higher Education (Washington, D.C.: U.S. Commission on Civil Rights, 1960), p. 12.

schools.[3] These school officials began to administer the black schools in the Southern and border states, but in all instances they served under white superintendents.

Almost 60 years later, in the 1954 case of Brown v. Board of Education, the United States Supreme Court ruled that the doctrine of separate but equal has no place in American society; that the separate but equal doctrine clearly violates the due process clause of the Fourteenth Amendment, which assures all citizens equal opportunity regardless of race, creed, or color.[4] Black educators in newly desegregated public schools in the Southern States were early victims of desegregation. Black principals and teachers were the first to be dismissed as black schools closed and black children were absorbed into white schools.[5] Evidence to support the dismissal claim was pointed out by Egerton in 1967, who called attention to the fact that in the early years of school desegregation black educators appeared to be losers in the process.[6] For example, all of the Southern and

[3]Winston Turner, "Black Educational Leadership at the Bicentennial," National Elementary School Principal, 56 (November, 1976), 58.

[4]Benjamin M. Ziegler, Desegregation and the Supreme Court (Boston, Mass.: D. C. Heath and Company, 1958), p. 76.

[5]Robert D. Frelow, The Racial Integration Model and Minority Administrators (Washington, D.C.: Department of Health, Education and Welfare, January, 1973), p. 1.

[6]Gregory C. Coffin, "The Black Administrator and How He Is Being Pushed to Extinction," The American School Board, 159 (May, 1972), 33.

border states witnessed a large reduction in numbers of black

principals between 1964 and 1970:

> . . . the number of black high school principals in 13
> Southern States dropped more than 90 percent during the
> 1960s. If casualties among black elementary school
> principals were included, the result would be even worse.
> In fact, a line graph of the situation between 1954 and
> 1971 would show a steeply declining curve approaching
> the base line of zero.[7]

The impact of the 1954 <u>Brown</u> decision had far-reaching

social implications for change through the elimination of

separate schools for black and white students and altering

of the employment and promotional practices for black educa-

tors. However, change was slow to come, and significant so-

cial change was not realized until the passage of the 1964

Civil Rights Act:

> The civil rights laws were aimed at ending discrimina-
> tory practices against blacks and other minorities. The
> legislation provided measures designed to ensure the
> rights of all Americans. Specifically, areas of voting,
> employment, public accommodations, and public education
> were the most critical.[8]

The Northern states did not have the problem of re-

ducing the number of black principals or demoting them, for

two basic reasons. First, separate schools by law was not

the issue and, second, overt exclusion of hiring black admin-

istrators was generally the practice. However, after 1964

and the passage of the Civil Rights Act, the same conscious-

ness raised in the South concerning equal employment oppor-

tunities was raised in the North. Therefore, by 1972 the

larger Northern metropolitan centers had increased the number

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[7]Ibid., p. 34.   [8]Abney, p. 1.

of black principalships, but they were still far behind the South, even after the South's large reduction of black principalships.[9]

Scott wrote in 1977 that less than 10 years before there were practically no black superintendents and prior to 1965 there were even fewer, and they were located primarily in very small, predominantly rural school systems in the South and the Southwest. Until recently, through discriminatory personnel practices, the professional aspirations of nearly all qualified black educators who sought advancement to upper-echelon positions in school administration met a ceiling at the levels of principal, human relations officer, or special assistant.[10] However, around 1969 and during the early 1970s, a noticeable change began to occur in employment and promotional practices nationally. The School Management editors described the situation in this way:

> The reason behind this sudden turnabout is relatively easy to grasp. More and more school superintendents and board members are becoming firmly convinced of the need to give their youngsters meaningful experiences in race relations. In all-white and nearly all-white districts, integration of students is often impossible or impractical. But, the reasoning goes, integration of staff is eminently possible virtually anywhere.[11]

[9]Jessie L. Colquit, "The Increase of Black Administrators in Metropolitan School Systems," NASSP Bulletin, 59 (October, 1975), 69.

[10]Jerome H. Scott, "The Black School Superintendent," Integrated Education, 25 (January-February, 1977), 22.

[11]Editorial, "The Elusive Black Educator: How to Find Him and How to Keep Him," School Management, March, 1969, p. 56.

During the early years of integration, the emergence
of blacks into administrative positions at the local educa-
tion administration office was in positions which included
human relations officer and special assistant to the super-
intendent. Frelow called these administrative positions
"Crisis Stoppers."[12] Black administrators employed in these
positions were often called upon by the superintendents to
offer some advice, leadership, and direction in resolving
problems or disruption at the local school level perceived to
be the result of the presence of black students in a new situ-
ation. The overriding sentiment during the early years of
school integration was that only in a few instances did school
districts choose to employ black educators in decision-making,
policy-influencing positions.[13]

In North Carolina, black educators now occupy educa-
tional administrative positions of superintendent, associate
superintendent, assistant superintendent, and director. It
is this group of administrators about whom more information
is needed.

Purpose and Objectives of the Study

Stemming from the previously stated problem, the over-
all purpose of this study was to develop a profile of black
administrators who hold the positions of superintendent, as-
sociate superintendent, assistant superintendent, or director
in the local education administrative units of the North

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[12]Frelow, p. 4.   [13]Ibid., p. 9.

Carolina Public School System for 1979. Specifically, the information gathered and presented focused on the factors of (1) socioeconomic characteristics, (2) professional experience, (3) appointment status, (4) role perception, (5) role aspirations, and (6) job environment.

The specific objectives of the study are stated here in the form of research questions structured to guide the study.

RESEARCH QUESTION 1: What are the socioeconomic characteristics of the black administrator?

RESEARCH QUESTION 2: What has been the professional career pattern of black administrators in the field of education?

RESEARCH QUESTION 3: What is the appointment status of black administrators in the local education administrative unit?

RESEARCH QUESTION 4: How do black administrators perceive the level of responsibility and authority of their position?

RESEARCH QUESTION 5: How do black administrators perceive their role in decision-making and policy-influencing processes?

RESEARCH QUESTION 6: How do black administrators perceive their qualifications for their positions?

RESEARCH QUESTION 7: What is the job satisfaction level of black administrators in the local education administrative unit?

RESEARCH QUESTION 8: What are black administrators' role aspirations within their local education administrative unit?

RESEARCH QUESTION 9: What are black administrators' perceived barriers to future promotions within their local education administrative unit?

RESEARCH QUESTION 10: How do black administrators perceive their job environment?

Basic Assumptions

The design of this study was predicated on certain

basic assumptions:

1. Black educators have the qualifications and expertise to hold an administrative position within the local educational administrative unit.

2. Black educators should have an equal opportunity at providing educational leadership in the public school systems.

3. Black educators' upward mobility into decision-making and policy-influencing positions has increased significantly over the past 10 years.

4. The black educator's perception of his role in the educational administrative position is positive.

5. There are a sufficient number of black administrators employed in North Carolina's local education administrative units to make the findings of the study valid.

6. A profile of these black administrators will yield meaningful and useful information concerning this segment of the administrative body of the North Carolina Public School System.

Significance of the Study

To this writer's knowledge, this study was the first

attempt to profile the black administrators employed in the

local education administrative units in North Carolina's

Public School System. The findings of the study may contrib-

ute to the knowledge base about black administrators in the

field of education in North Carolina and their current roles.

The findings also should provide some insight regarding cur-

rent and future upward mobility of black administrators and

thus should be of interest to the governing boards of North

Carolina's Public School System, to educational administrators
in general, and to the public.

The writer hopes that the findings of the study will
serve as a stimulus toward the recognition of the need for
increasing numbers of blacks to be trained and employed in
the field of educational administration in order to balance
current employment and promotional practices.

Limitations of the Study

Although each of the 145 local education administra-
tive units in North Carolina's Public School System were
screened, only those in which black administrators were em-
ployed were surveyed. The number of respondents from whom
data could be collected was limited; therefore, the study
had some limitations due to the small sample size. Also,
the data collected were confined to the previously listed
factors pertaining to the respondents. Finally, in a study
of this nature, there are certain inherent weaknesses because
of procedural biases combined with limitations imposed by the
kinds and number of questions and respondents' responses to
those questions.

Definition of Terms

Certain terms used throughout the study are defined
here for clarity of presentation and meaning.

Administration: in this study, a system for allo-
cating and integrating roles, personnel, and facilities to
achieve the goals of a system.

Assistant superintendent: a person designated by a local board of education who may be next in line to the superintendent in a unit not having an associate superintendent, and who meets the requirements of the State Board of Education for such position.

Associate superintendent: a person designated by a local board of education as being next in line to the superintendent, and who meets the requirements of the State Board of Education for such a position.

Director: a person who has been designated the responsibility of administering an educational program with budgeting and supervisory functions. This classification derives at the local school level and is deduced by the State Department of Public Instruction

Job environment: properties of the work environment perceived by those working in the environment and that may influence behavior on the job.

Line positions: positions that are part of the administrative hierarchy of the organization; position occupants are managers with budgets and programs related to major goal activities.

Local education administrative unit (LEA): the legal agency of the school district, with a local board of education that exercises legislative and judicial functions and a superintendent who exercises the executive functions for the purpose of administering to both secondary and elementary schools in the district.

Role: the structural elements that define the behavior of a person in a certain position.

Role aspirations: a person's desire to achieve a particular role or position.

Role perception: a person's awareness of the objects or conditions about him.

Role status: the expectations that various persons interacting with a particular position hold for the occupant of that position.

Staff positions: positions outside the lineal chain of command; occupants advise the line on various issues and take responsibility for limited authority.

Superintendent: the administrative leader of a local education administrative unit, appointed by the local board of education and approved by the State Board of Education.

Organization of the Study

Chapter I, the introduction to the study, presents the problem and its background, the purpose and objectives of the study, basic assumptions, significance of the study, limitations, definitions of terms used, and the organization of the study.

Chapter II presents the basic concepts that undergirded the study and a review of the related literature.

Chapter III outlines the procedures followed in selecting the population sample, designing and validating

the survey instrument, collecting the data, and the analytical procedures used as a base for interpreting the data collected.

Chapter IV presents the descriptive and numerical analyses and interpretations of the data collected. The concluding Chapter V presents a summary of the study, a profile of the black administrator in North Carolina's local education administrative units, 1979, and the conclusions and recommendations that emerged from the study findings. An inclusive bibliography and an appendix complete the presentation.

Chapter II

CONCEPTUAL FRAME OF REFERENCE AND REVIEW

OF RELATED LITERATURE

This chapter presents the conceptual frame of reference which undergirded this study of black educational administrators and a review of the literature related to the progress of black administrators in elementary and secondary public school education.

Conceptual Frame of Reference

The major purpose of a conceptual frame of reference is to bring into some meaningful relationship the diverse concepts relevant to a research study. The concepts that appeared to be most relevant to this study were: administration, role, role aspirations, role status, role perception, and job environment.

Administration

The development of school administration historically began with one-teacher schools where the teacher carried out the administrative duties. But as the population grew, so too did the school system, resulting in a need for and concomitant increase in administrative services. The evolution of the first formal public school administrator, known as the

Superintendent, took place by the mid-nineteenth century.[1] Over the years, the managerial function in school affairs took on many names. At first the function was known as supervising principal, who largely handled clerical matters; later the function became known as school manager or school administrator. These, of course, describe the most primitive level of management that prevailed during the latter half of the nineteenth century.[2] However, by the beginning of the twentieth century the first signs of the professionalization of school administration began to emerge. Graduate schools introduced courses in school administration. Later, the various states established certification requirements for educational administrative positions.[3]

As school districts grew in number and student enrollments, the administrative structure became more complex. In the larger school districts, as levels of positions increased, administrative units expanded into hierarchical organizations with such positions as assistant superintendent, supervisor of instruction, business manager, curriculum director, and associate superintendent, among others. In this manner the

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[1]D. Richard Wynn, Organization of Public Schools (Washington, D.C.: Center for Applied Research in Education, Inc., 1964), pp. 28-29.

[2]Ibid., p. 29.   [3]Ibid.

bureaucratization of school systems began. Bureaucracy is one means of organizing human activity into detailed subunits of labor.[4]

Getzels and Guba described the administration process as dealing essentially with the conduct of social behavior in a hierarchical setting.[5] Structurally, one may conceive of administration as a series of superordinate-subordinate relationships within a social system. Functionally, this hierarchy of relationships is the locus for allocating and integrating roles, personnel, and facilities to achieve the goals of the system. The term social system as used in this context is to be interpreted as conceptual rather than descriptive, and should not be confused with society or state or as somewhat applicable only to large aggregates of human interaction.[6]

Role

According to Getzels and Guba, the social system used in the conceptual context involves two major classes. They are, first, the institutions with certain expectations that will fulfill the goals of the system and, second, there are individuals with certain personal need dispositions whose interaction comprises what is generally called social

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[4]Dale L. Brubaker and Roland H. Nelson, Jr., Creative Survival in Educational Bureaucracies (Berkeley, Calif.: McCutchen Publishing Corp., 1974), p. 64.

[5]J. W. Getzels and E. G. Guba, "The Administrative Process," The School Review, 65 (Winter, 1957), 424.

[6]Ibid.

behavior. The major elements involved in social behavior are: institution, role, and expectations.[7] Getzels and Guba considered role as the most important of these elements; that is, roles are the structural elements that define the behavior of the person in a certain position. Some generalizations made about the nature of roles included:

(a) Roles represent positions, offices or statuses within the institution.
(b) Roles are defined in terms of role expectation. A role has certain normative rights and duties which may be termed role expectations.
(c) Roles are institutional givens. Since the role expectations may be formulated without reference to the particular individuals who will serve as the role incumbents, it is clear that the prescriptions do not depend on individual perception or even typical behavior.
(d) The behavior associated with a role may be thought of as lying along a continuum from required to prohibited. Certain expectations are held to be crucial to the role, and the appropriate behaviors are absolutely required of the incumbent.[8]

Johnson and her co-workers, in their 1979 study of role of the black superintendent, emphasized the necessity of continuing to study the response demand to role, because:

Today's public school systems exist in a society where pressure, turbulence, unyielding demands, and uncertainty are forcing a redefinition of purpose, a reordering of priorities, and an alteration in basic educational priorities. School systems are beginning to reassess and adjust to the competencies as well as the characteristics of their personnel. As a result, the demand for qualified blacks to assume high-ranking school administrative positions has emerged. A small but significant number of blacks are now being employed as public school administrators. Little is known about how they perform their roles in responding to the problems facing their respective school districts and to education as a whole. . . .
How people respond to role demand within organizations has attracted a great deal of attention in recent

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[7]Ibid.   [8]Ibid., pp. 424-425.

years. Researchers have attempted to describe those interactive factors which affect the way that an individual interprets his role. Such an interpretation appears to be dependent upon personality type and attributes. Of crucial importance to the school administrator is the relationship between the pattern of expectations attached to a given role and the pattern of need dispositions characteristic of a particular incumbent in that role. The integration of role and personality in the fulfillment of organizational goals is a major task of the school administrator.[9]

Smith discussed the role of an administrator as being categorized on the basis of position in the administrative structure of the organization:

. . . administrators may be either line or staff officers. Generally speaking, line officers are the managers with budgets and programs related to major goal activities. They are a part of the administrative hierarchy of the organization. Being a part of the hierarchy is extremely significant because it means that power and authority in the organization are clearly defined. Persons of lower rank are subject to the decisions of line officers and are keenly aware of the dimensions of their relationship.[10]

Etzioni indicated that "staff" occupy positions outside of the lineal chain of command, which implies a certain amount of autonomy.[11] He further stated that there are two interpretations of the relationship between staff and line. According to one approach, the staff has no administrative authority whatsoever. It advises the administrators (line

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[9]Gladys S. Johnson et al., "Analysis of the External Variables Affecting the Role of the Black School Superintendent," Educational Research Quarterly, 4 (Spring, 1979), 13.

[10]Calvert Smith, "The Peculiar Status of Black Administrators in Educational Institutions," Journal of Negro Education, 47, No. 4 (1978), 324.

[11]Amitai Etzioni, Modern Organization (Englewood Cliffs, N. J.: Prentice-Hall, Inc., 1964), p. 80.

authority) on what action to take. The staff does not issue orders to those lower in rank; if it desires any action or correction, this must be achieved through those in the line rank. According to the second approach, the staff, while advising to the line on various issues, also take responsibility for limited activity.[12] Black administrators were usually hired as staff rather than as line officers.

The effectiveness of black administrators in staff positions, then, is contingent upon the degree to which they are capable of using their knowledge to influence line officers in the institution to use their ideas and recommendations in the resolution of given problems. Success is related to the influence gained because one is knowledgeable about issues, rather than to power possessed through a particular position in the institution.[13]

Smith gave some insight on the role of the black educational administrator:

> The life of the black administrator in an institutional setting is a peculiar one. Not only is he usually hired for the wrong reasons but he is also given power-less positions in the institution, making it extremely difficult for him to influence decision-making activities. Most of the courses of action which he may take to remedy his situation are rather limited, and have the potential for creating circumstances which give the impression that he is incapable of performing his task effectively. The course of action which holds the greatest promise is that which would result in his being appointed to a given line position within the institution giving him a legitimate authority and sufficient power to implement decisions once made.[14]

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[12]Ibid.   [13]Smith, p. 325.   [14]Ibid., p. 325.

Role Aspirations

A general definition of the term aspiration is the desire to achieve. The achievement category could be in the areas of occupations or education, or both. The research findings reported in the literature seemed to agree that there is a strong relationship between a person's social class background and his occupational achievement.

Caro and Pihlblad discussed the difference between aspirations and expectations.

> The distinction between an occupational aspiration and expectation may be used to attempt to locate the source of limitations in a person's occupational goal orientation. An occupational preference or aspiration (the occupation a person would like to have) may be taken to represent an occupational value--uncontaminated by perceived limitations in accessibility. An occupational expectation (the occupation a person thinks he actually will have) may be interpreted as a reality-based compromise with an aspiration. Using a general societal ranking of occupations as a referent, the size of the disparity between level of aspiration and level of expectation may be interpreted as a reflection of a person's perception of access limitations. If there is no difference between level of aspiration and level of expectation, it may be concluded that there is no perception of access restrictions. In other words, the person believes that what he wants is within reach. But to the extent that the level of expectation is lower than the level of aspiration, it may be concluded that the person perceives access limitations.[15]

Rodman and his co-workers approached aspiration from the point of view of range of aspiration rather than a single level of aspiration. However, they agreed with Caro and

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[15]Frances G. Caro and C. Terence Pihlblad, "Aspiration and Expectations: A Reexamination of the Bases for Social Class Differences in the Occupational Orientations of Male High School Students," Sociology and Social Research, 49 (July, 1965), 466-467.

Pihlblad that social class plays an important role in the level of perceived occupational objective.[16] They concluded that a distinction has been made between the level of educational or occupational aspirations and the level of expectation, and both levels have been studied in relation to social class and other independent variables such as race and sex. It has been shown that although both the level of aspiration and the level of expectations are related to social class, the latter is the stronger relationship. In addition, group measures of the level of aspiration were shown to be consistently higher than those of the level of expectation.[17]

These researchers further stated that the literature regarding race is not very consistent. Most of the studies they reviewed concluded that blacks have equal or higher levels of aspiration and expectation than whites, whereas, few studies reported the reverse. They offered two explanations for this phenomenon. First, blacks are said to have lower aspirations or expectations because of cultural differences, discrimination, and a lack of resources needed to reach higher achievement levels. Their second and contrasting interpretation was that in the area of educational aspirations, in particular, blacks have consistently high

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[16]Hyman Rodman et al., "The Range of Aspirations: A New Approach," Social Problems, 22 (December, 1974), 185.

[17]Ibid.

aspirations because education provides the major opportunity for upward social mobility.[18]

Andrisani expressed a little different concept of aspiration. He perceived internal and external attitudes and personal initiative as the important ingredients toward goal achievement and success on the job. Andrisani discussed a concept originated by Rottor regarding social learning theory. He perceived internal-external attitudes as referring to the degree to which an individual perceives success as dependent upon personal initiative:

> At one end of the continuum are the highly internal, those who perceive effort to be largely instrumental in attaining success. At the opposite end of the spectrum are the highly external, those who ascribe little or no value to initiative since in the extreme case, success is viewed as completely unrelated to ability and effort. Expressed in simplest terms, the stronger the perceived relationship between initiative and success the more worthwhile initiative becomes and the more likely it is to be demonstrated.[19]

Most of the information in the literature about black administrators was focused toward their level of position, role, and to some degree role satisfaction, but little was revealed with reference to the extent black educators aspire to administrative positions above the principalship. Rouse conducted one such study in 1972 to determine the extent to which black administrators aspired to be promoted. Even though he surveyed principals who were well qualified to move

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[18]Ibid., p. 188.

[19]Paul J. Andrisani, "Internal-External Attitudes, Personal Initiative, and the Labor Market Experience of Black and White," Journal of Human Resources, 12 (Summer, 1977), 309.

to higher administrative positions, he found complacency at
the principalship level. Rouse referred to this situation as
the "black plateau," which he defined as a level in the ad-
ministrative hierarchy, usually at the principalship, beyond
which few black educators advance.[20] Rouse conducted this
study about the time when black educators were just begin-
ning to emerge into educational administration. Therefore,
he concluded that

> . . . there has not been enough time for black adminis-
> trators to develop and gravitate to the top administra-
> tive positions through normal channels. The civil
> rights movement is approximately 20 years old. Added
> to that, the fact that in the beginning very little
> progress was made, there seems a possibility that the
> apparent numerical existence of a black plateau may or
> could be a transitional phenomenon. If so, future
> statistics will bear witness to the fact.[21]

However, Lawton wrote in 1972 that the enhancement of
the employment and promotional priorities of the black admin-
istrator was already evident: "Throughout the nation blacks
hold many more positions of power today than they did 10
years ago."[22]

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[20]Donald Rouse, "The Black Plateau," paper presented
at the American Educational Research Association Annual Meet-
ing, New Orleans, Louisiana, February, 1973, p. 1.

[21]Ibid., p. 8.

[22]Stephen B. Lawton, "Minority Administrators in Berke-
ley: A Progress Report," Urban Education, 6 (January, 1972),
329.

Role Status

The terms role and status often are viewed as insep-
arable in social phenomena and are referred to as a single
concept--status-role. By this is meant that the complex of
expectations which apply to a particular position in a social
system apply also to the individual occupying that position.[23]
More specifically, the two concepts may be distinguished from
the concept "position" in the following manner. Position may
be defined simply as location in a social group or social sys-
tem. This is the common usage of the term as it applies to
the teacher, the principal, and the administrator.[24] Status
may be defined as the expectations which various persons or
groups interacting with a particular position hold for any
occupant of that position.[25] For example, the status of an
administrator is the expectations that all relevant persons
and groups hold for any person occupying an administrative
position. Role is further distinguished from status by iden-
tifying it as the expectations which persons or groups hold
for a particular occupant of or actor in a status.[26]

Neiman and Hughes agreed with Gleason and his co-
workers on their concept of role-status but further distin-
guished between the two concepts in their article, "The

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[23]William E. Gleason et al., Status-Role Theory (East
Lansing: Offices of Research and Publications, Michigan State
University, 1963), p. 2.

[24]Ibid.   [25]Ibid.   [26]Ibid.

Problem of the Concept of Role--A Resurvey of the Litera-

ture." Using Linton's concept of status-role as a base,

Neiman and Hughes wrote:

> A role represents the dynamic aspect of a status. The
> individual is socially assigned to a status and occu-
> pies it with relation to other statuses. When he puts
> the rights and duties which constitute the status into
> effect, he is performing a role. Role and status are
> quite inseparable, and the distinction between them is
> only academic interest. There are no roles without
> statuses or statuses without roles. Every individual
> has a series of roles deriving from the various patterns
> in which he participates, and at the same time, a role,
> generally which represents the sum total of these roles
> and determines what he does for his society and what he
> can expect from it.[27]

Neiman and Hughes agreed with Linton's definition of

role status but extended the concept by stating that

> Role is dynamic, but it is also something more than
> status. Status refers only to that part of one's role
> which has a standard definition in the mores or in law.
> A status is never peculiar to the individual--it is his-
> toric. The person, in status and in institutional of-
> fice, is identified with a historic role. Every office
> has a history, in which the informal and unique have
> become formal and somewhat impersonal.[28]

They also cited Merton's study of the bureaucratic structure,

which provides further insight to the concept of status as it

related to a bureaucracy. While Merton did not use the term

role, he did imply a status concept of the term. Neiman and

Hughes quoted Merton in this manner:

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[27]Lionel J. Neiman and James W. Hughes, "The Problem
of the Concept of Role--A Resurvey of the Literature,"
Social Forces, 30 (December, 1951), 145.

[28]Ibid., p. 146.

The bureaucratic structure exerts a constant pressure upon the officer to be methodical, prudent, and disciplined. The efficiency of the structure depends on infusing the participants with appropriate attitudes and sentiments. In such an organization there is integrated a series of offices, or hierarchized statuses, in which a number of obligations and privileges are closely defined by the limited and specific role.[29]

A search of the literature revealed little in reference to the black educational administrator. Three studies, conducted by Lee, Raines, and Hunt, appeared to be closely aligned to the present study in many respects and offered comparative bases with reference to the role status of the black educational administrator. These studies are summarized in the paragraphs that follow.

Lee's profile of the black administrator at the local level and the Central Office in the public school corporation of Indiana presented some hard data which focused on employment or role status. Lee profiled the black administrator in his study as predominantly male, over 35 years of age, married, with two children.[30] Most of the black administrators held positions at the elementary and secondary school principal level; none were in the superintendent position. Employment of black administrators was limited primarily to school corporations with predominantly Negro students and where racial tension existed in a slight to moderate degree. A majority of the black administrators were former teachers.

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[30]Guy M. Lee, Jr., "A Profile of Negro Administrators in Public School Corporations in Indiana" (unpublished EdD dissertation, Ball State University, 1969), p. 120.

equal distribution in business/economics, social work/soci-
ology, and government/political science, while the white ad-
ministrators, for the most part, had majors in the business/
economics areas. They also found that the prior employment
records of the blacks were scattered through a wider variety
of work experiences than those of the whites. Nearly three
times as many whites as blacks had previous experience in
business and commerce, whereas, blacks had considerably more
experience in the manpower employment fields.[32]

   Even though the educational levels of the two groups
of respondents were comparable, the researchers indicated
that the government at every level had failed to move blacks
into top jobs in proportion to their percentages in the work
force. They pointed out the unfavorable position of blacks
and the meager gains that have been made toward a goal of
roughly 12 percent blacks in the three upper grade levels of
federal government.[33]

Role Perception

   In Theories of Perception and the Concept of Struc-
ture, Allport defined perception as

      . . . something to do with our awareness of the objects
      or conditions about us. It is dependent to a large ex-
      tent upon the impressions these objects make upon our
      senses. It is the way things look to us, or the way

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[32]Deryl G. Hunt et al., Culture and Administration
(Pittsburgh, Pa.: Public Policy Press, 1979), pp. 15-23.

   [33]Ibid., p. 23.

they sound, feel, taste, or smell. But perception also
involves to some degree an understanding awareness, a
"meaning" or a recognition of these objects.[34]

Bruner described perception as an act of categori-
zation.[35] There is a close relationship between Allport's
definition of perception as awareness and Bruner's definition
as the art of categorizing. For example, Allport said per-
ception has something to do with the impressions objects make
upon the senses. It is the way things look, or the way they
sound, feel, taste, or smell. Bruner agreed that a sound, a
touch, a pain also are examples of categorized input. He as-
serted that the theory of perception needs a mechanism capable
of influencing and categorizing as much as one is needed in a
theory of cognition. Bruner maintained that

. . . the first hallmark of any perception is some form
of identity, which means that categorizing is not neces-
sarily a silent or unconscious process, that we do not
experience a going from one identity to an arrival at
another identity. Thus the origin of categories must be
determined.[36]

Tagiuri and Luigi indicated that the functions of
perception are determined largely through the meaning of the
situation of being perceived, being watched, or being recog-
nized, and thereby they also determined the reaction to these
situations:

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[34]Floyd H. Allport, Theories of Perception and the
Concept of Structure (New York: John Wiley and Sons, Inc.,
1955), p. 14.

[35]Jerome S. Bruner, "On Perceptual Readiness,"
Psychological Review, 64, No. 2 (1957), 123.

[36]Ibid., p. 125.

. . . our perceptions of, and our reactions to other
people and what they do or how they feel can be under-
stood better if we consider the functional possibilities,
the conditions and effects of their behavior which are
based on representation and openness to the environ-
ment.[37]

Hunt and his co-workers also endeavored to determine
the views of black administrators in public education. They
wished to determine (1) their views of appropriate adminis-
trative practices, (2) their views of the frailties of the
black culture, and (3) their assessment of whether administra-
tion and black culture were in conflict on the job. As men-
tioned previously, the respondents in this study represented
both white and black public school administrators.

To arrive at the perceptions of the respondent admin-
istrators, a series of questions were designed around the
concept of Theory X and Theory Y, which were originated by
Douglas McGregor in the early 1960s and are related to man-
agerial behavior.

The conventional concept of management's task in har-
nessing human energy to organizational requirements McGregor
stated in propositions called Theory X.[38] These earlier
propositions for managerial control were:

1. Management is responsible for organizing the ele-
ments of productive enterprise—money, materials, equip-
ment, people in the interest of economic ends.

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[37]Renata Tagiuri and Luigi Petrullo, _Personal Percep-
tion and Interpersonal Behavior_ (Stanford, Calif.: Stanford
University Press, 1958), p. 31.

[38]Douglas McGregor, _Leadership and Motivation_, ed. by
Warren G. Bennis and Edgar H. Schein (Cambridge: Massachusetts
Institute of Technology, 1966), pp. 5, 15.

2. With respect to people, this is a process of directing their efforts, motivating them, controlling their actions, modifying their behavior to fit the needs of the organization.
3. Without this active intervention by management, people would be passive--even resistant--to organizational needs. They must be persuaded, rewarded, punished, controlled--their activities must be directed. The early belief was that management must take a hard approach for directing people to accomplish the organizational goals.[39]

Sometime later, through additional knowledge of human nature, a more humanistic approach was devised--an approach called Theory Y. The propositions for Theory Y are:

1. Management is responsible for organizing the elements of productive enterprise--money, materials, equipment, people--in the interest of economic ends.
2. People are not by nature passive or resistant to organizational needs. They have become so as a result of experience in the organization.
3. The motivation, the potential for development, the capacity for assuming responsibility, the readiness to direct behavior toward organizational goals are all present in people. Management does not put them there. It is a responsibility of management to make it possible for people to recognize and develop these human characteristics for themselves.
4. The essential task of management is to arrange organizational conditions and methods of operation so the people can achieve their own goals best by directing their own efforts toward organizational objectives.[40]

This process of primarily creating opportunities, releasing potentials, removing obstacles, encouraging growth, providing guidance generally is referred to as a "soft approach" to management.[41]

Hunt et al. borrowed the trend of the concept to apply in a different context to measure perception. The Theory X concepts that Hunt et al. presented focused more toward

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[39]Ibid.   [40]Ibid.   [41]Ibid.

organizational goals and the Theory Y presented a more peripheral concept to the organizational goals. For example, the statements generally presented both Theory X views (endorsing professionalism, the values of commitment to the organization, the values of efficiency and economy, the right of administrators to make policy, neutrality, and support for the principle of hierarchy) and Theory Y views (outgoing characteristics, activity in political and civic affairs, avoidance of impersonal neutrality, encouragement of citizen participation, and resistance to following policy in conflict with personal convictions).[42]

The writers concluded from their findings that white administrators tend more toward Theory Y and black administrators tend more toward Theory X. They attributed this difference to the fact that black culture makes this pattern expected. They also concluded that the black administrators may have been reflecting that they knew the rules of the game in terms of what it takes to keep the job and that they may have been acting out those convictions. Furthermore, if this were the case, it would appear that black administrators must feel the pressure to overconform. However, it should be noted that all of the respondents in the study favored Theory X. There was overwhelming agreement on keeping current with literature, the values of efficiency and economy, and responding as organization men. The only areas of disagreement among

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[42]Hunt et al., pp. 57-60.

the respondents were concerned with being outgoing, remaining neutral, and restructuring participation.

Job Environment

For the past 20 years behavioral scientists have attempted to demonstrate-that an organizational climate which permits the individual to experience a relatively great degree of freedom or latitude will have a beneficial effect on job satisfaction. Emphasis has been placed upon enabling the individual to affect the nature of his work, work place, and work environment in such a way as to maximize opportunity for self control.[43]

Schwartz and his colleagues defined climate as referring to an internal organizational phenomenon surrounding and influencing the decisions of individuals or small groups.[44] Litwin and Stringer defined organizational climate as a concept that describes the subjective nature or quality of the organizational environment. According to them, the properties of organizational climate can be perceived or experienced by members of the organization and reported by them in an appropriate questionnaire.[45]

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[43]Theodore M. Schwartz et al., "Characteristics of Organizational Climate and Managerial Job Satisfaction: An Empirical Study," Psychological Report, 37 (August, 1975), 299.

[44]Ibid.

[45]George H. Litwin and Robert A. Stringer, Jr., Motivation and Organizational Climate (Boston: Division of Research, Graduate School of Business, Harvard University, 1968), p. 123.

Litwin and Stringer indicated that organizational climate influences members in different ways. Empirically, different climates stimulate or arouse different kinds of motivation, generate distinctive attitudes about a person's relationships with others, and strongly influence both feelings of satisfaction and performance level. More particularly, achievement motivation, affiliation motivation, and power motivation are aroused by very different kinds of organizational climates.[47]

An achievement-oriented climate seems to be stimulated or aroused by climates that (1) emphasize personal responsibility, (2) allow calculated risks and innovation, (3) give recognition and reward for excellent performance, and (4) create the impression that the individual is part of an outstanding and successful team.[48] In education, achievement-oriented climates could help to develop a sense of excitement about personal goal accomplishment and to encourage individual exploration and discovery.[49]

An affiliation-oriented climate seems to be stimulated or aroused by climates that (1) allow the development of close, warm relationships; (2) provide considerable support and encouragement for the individual; (3) provide considerable freedom and very little structure or constraint; and (4) give the individual the feeling he is an accepted

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[47]Ibid., pp. 188-189. [48]Ibid., p. 189. [49]Ibid.

member of a family group. In education and in therapeutic
settings affiliation-oriented climates might be used to en-
courage the establishment of closer, more feeling-oriented
relationships and to facilitate the development of inter-
personal sensitivity and skill.[50]

A power-oriented climate seems to be stimulated or
aroused by climates that (1) provide considerable structure
(in the form of rules, procedures, etc.); (2) allow individ-
uals to attain positions of responsibility, authority, and
high status; and (3) encourage the use of formal authority as
a basis for resolving conflict and disagreement. It appears
that a power-oriented climate is reasonably appropriate for
very hierarchical organizations such as the military and man-
ufacturing operations. Further, certain kinds of "fulfilling"
power-oriented climates could be used in educational or thera-
peutic settings to facilitate the development of a sense of
potency, importance, and self-worth, particularly among per-
sons who have failed repeatedly in mastering certain
accomplishments.[51]

Hitt and Morgan defined organizational climate as a
set of properties of the work environment perceived either
directly or indirectly by those working in the environment,
and which are assumed to be a major force of influence of

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[50]Ibid.

[51]Michael A. Hitt and Cyril P. Morgan, "Organiza-
tional Climate as a Predictor of Organizational Practices,"
Psychological Report, 40 (June, 1977), 1191.

behavior on the job.[52] The concept is used to denote a configuration of organizational conditions which can be determined from the perception of individuals. The value of the concept is derived from its use to characterize the situational influence of environment.[53]

The foregoing definitions of organizational climate have a definite commonality; that is, the perceived climate has a direct influence on the organizational members.

In his 1972 article on minority administrators, Lawton spoke to the need for black administrators in the public school systems:

> There are many reasons why a school system must have minority administrators. Minority students need individuals of their ethnic group with whom they can identify and in whom they can confide. White youth, too, must have opportunities to work with and to observe members of other races in positions of leadership if they are to develop nonprejudicial attitudes. But minority administrators are not needed for the young alone. Administrative positions carry prestige, power, and high salaries. These practical benefits must be shared among all ethnic groups if their members are to participate fully in the life of the nation.[54]

A Florida survey covering the period from 1973 to 1978 revealed that black principals and other administrators were equally frustrated with concerns from their superiors dealing with a lack of respect, trust, and support. They were likewise concerned about questions dealing with their

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[52]Ibid.   [53]Ibid.

[54]Stephen B. Lawton, "Minority Administrators in Berkeley: A Progress Report," Urban Education, 6 (January, 1972), 321-322.

ability to perform and the need for additional young blacks in administrative positions.[55]

Wilson surveyed 94 of the 138 black administrators in the Los Angeles Unified School District in 1975. This group included school administrators (principals and vice-principals), area administrative personnel, and district office personnel. He reported as follows on the attitudes of his respondents:

> The respondents believed that Los Angeles District had not acted in good faith with respect to expanded career and administrative opportunities for blacks. The district was perceived as merely reacting to unrelieved tension that existed in the community as a result of insensitive attitudes on the part of the district authorities. An insignificant number of respondents indicated that the increased opportunities for black administrators was a normal evolution of circumstances, but a highly significant number indicated that the increased opportunities were a logical extension of their civil rights and the only possible adjustment in view of confrontations. The respondents indicated a significantly low level of confidence in the administrative examination and the administrative assignment procedures.[56]

A 1977 study of black public school administrators' perceptions of their job status revealed that a majority believed that a quota system still exists. The respondents indicated that their acceptance into the educational system was not equal to that of whites in similar positions. Finally, there was consensus among the responding black

[55]Simon O. Johnson, "Study of the Perceptions of Black Administrators Concerning the Role of the Black Principal in Florida During the Period of 1973-78," The Journal of Negro Education, 46 (Winter, 1977), 39.

[56]Don Wilson, "Attitudes of Black Administrators in Los Angeles," Integrated Education, 13 (July-August, 1975), 43.

administrators that after 20 years of public school integra-
tion, blacks had not yet been included as equals in the ad-
ministrative process.[57]

Related Literature

The dearth of information found in the literature re-
garding the black administrator in the public school systems
was noted previously in this presentation. The information
presented here with regard to the black administrator is in
three categories--national trends, the situation in the
Southern and border states, and trends in North Carolina.

National Trends in the Advancement
of Black Administrators in Public
School Systems

Over the years, black educators have been very instru-
mental in the public education process. The following excerpt
from a 1969 editorial in School Manager substantiates the ex-
tent of black educators' past involvement in the educational
process:

> Over the years more Negro men and women have turned to
> education as a professional career than to any other
> field. The teaching profession has offered a rela-
> tively broad avenue to self-fulfillment, economic ad-
> vancement, and middle-class respectability. The
> National Education Association reported that there are
> more than 170,000 Negro teachers in the United States
> or about 8.5 percent of the total instructional force.
> While education has afforded many Negroes a way out,
> they have not enjoyed equal opportunity within the
> profession. Although the National Education Association
> says it has no data on the number of Negro school

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[57]Johnson, p. 39.

administrations, officials estimate the population of blacks in administration to be under the 8.5 percent figure for Negro teachers.[58]

From her study of black teachers in Washington, D.C., Silver also concluded that the teaching profession has been a much more important entrance into the middle class for blacks than for whites.[59]

In Berkeley, California, from 1938 through 1949 there were no black teachers and no black administrators at the principalship or the central office level, although Berkeley city schools had a significant minority student population. It was not until the 1959-60 school year that Berkeley public schools began to employ black administrators. However, by 1969 Berkeley had increased the number of minority administrators significantly. Assuming a continuation of this trend, Lawton predicted that the system could easily attain proportional representation to minority student population by 1982.[60]

According to Clark, nonwhite school administrators were rare in large urban areas before 1950. Not until minority parents expressed concern for the academic welfare of their children did black administrators appear in any significant numbers. The fact that minority parents began to

[58]Editorial, "The Elusive Black Educator: How to Find Him and Keep Him," School Manager, 13 (March, 1969), 56.

[59]Catherine B. Silver, Black Teachers in Urban Schools: The Case of Washington, D.C. (New York: Praeger Press, 1973), p. 14.

[60]Lawton, p. 325.

notice that their children were not learning to read, coupled
with the current activism of Martin Luther King and others,
led to pressure being applied. At the beginning the pressure
was ineffective, but became more insistent as time went on,
until urban schools had no choice but to hire minority admin-
istrators.[61] Clark maintained that it was this kind of
parental concern and participation in school affairs that
contributed largely to the emergence of black administrators
in large urban areas.

Smith's interpretation of the situation differed some-
what from that of Clark. He wrote that from April, 1968, to
the end of 1972, public educational institutions were faced
with the necessity of hiring blacks to serve in various capa-
cities. This increased external pressure came as a result of
the black rebellion and the death of the civil rights leader,
Martin Luther King, in 1968. There were two types of pres-
sure for more jobs for blacks--the threat of violence and the
threat of cutoff of federal funds. Thus, the energies gene-
rated around this question resulted in more blacks being ap-
pointed to administrative positions at various levels in a
variety of educational institutions. It appeared to Smith
that most of the appointments made during that period were
simply to appease the black community and maintain the flow
of federal dollars into the institutions concerned.[62]

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[61]Joyce H. Clark, "Role and Function of the Minority
Administrator," Journal of Non-White Concerns, 5 (January,
1977), 60.

[62]Smith, p. 323.

In depicting the status of black administrators who were hired during the 1968-1972 period, Smith wrote that:

> . . . a disproportionate number . . . experienced numerous problems and were highly frustrated in their efforts to perform their duties in a creditable fashion. These problems are directly attributable to the reason for which they were hired and are manifested by the lack of control these administrators have over significant operational aspects of the institutions. In most instances, black administrators have been given responsibility but have not been given power and authority in the formal administrative structure of the institution commensurate with that responsibility.[63]

The following summary of Colquit's study of the increase of black administrators in metropolitan school systems gives some insight to the changes that occurred in the early 1970s.[64] The four metropolitan areas studied were Detroit, Chicago, New York City, and Newark, New Jersey.

From 1967 through 1972, the advancement of black educators at the Central Office level of Detroit's Public School System occurred at a more rapid pace than at any other time in the history of the school system. By 1975 blacks constituted two (12.5 percent) of the assistant superintendents and field executives. Four (7.8 percent) of the directors were black. Thirteen (23.2 percent) of the administrative assistant and junior administrative positions were held by blacks out of approximately 56 positions at the junior administrative level.

[63]Ibid.

[64]Jesse L. Colquit, "The Increase of Black Administrators in Metropolitan School Systems," NASSP Bulletin, 59 (Ocotber, 1975), 72.

The Chicago Public School System also witnessed a visible change in the number of black administrators at the Central Office level. By 1975 four blacks were serving as superintendents of administrative districts. Three of the four districts were predominately black and one was integrated. At the assistant superintendency level there were two whites and two blacks. And whereas there were no blacks in a directorship capacity in 1972, by 1975 there were 10 whites and 5 blacks.

In the New York City School System as of 1963 there were only 6 black administrators out of more than 1,200 top-level administrators and only 3 blacks out of 800 principals were full time. Practically all of the blacks were quite far down in the organizational hierarchy.

Newark, New Jersey, witnessed a rapid change in numbers of black educational administrators. For example, there were no black principals in the Newark Public School System in 1967. In 1969, while the Newark school enrollment was 78 percent nonwhite, only one black administrator was found at the principalship level the previous year. But by June, 1971, 20 black principals and 13 black vice-principals had been appointed to the administrative staff.

Colquit noted that

. . . the decision-making level positions where the increase . . . occurred were primarily confined to the principalship level. While the four school systems have become increasingly black, black administrators did not reach the top positions. None held the position of

superintendent. As an intermediary between the prin-
cipalship and top position, five black administrators
held the position of district superintendent, a cur-
rent trend in metropolitan school systems.[65]

The problem the South encountered, beginning in 1968,
was elimination of black administrators and the problem the
North encountered was finding and hiring black administra-
tors.

Colquit also indicated that, while the employment of
black administrators in the metropolitan areas has continued
to increase since 1972,

> . . . the prevailing practice is still to minimize line
> positions of authority and prestige and maximize posi-
> tions with newly created titles not yet found in profes-
> sional literature. In many school systems these posi-
> tions serve a multiplicity of purposes. Some are created
> in an effort to satisfy the demands of blacks, to satisfy
> the demands of the courts, or to serve as an alternative
> to placing blacks in line positions. At best, these are
> tailormade positions that can readily be discontinued
> without affecting a school's efficient operation when
> there is no longer pressure from blacks or the Depart-
> ment of Health, Education and Welfare.[66]

Colquit conceded that there has been an increase in
the number of black administrators employed in the metro-
politan areas he studied, but added:

> . . . the number of black administrators in the North is
> increasing so slowly that it has little meaning. A few
> hundred added to zero is still just a few hundred; not
> the thousands of black administrators needed.[67]

Two years later, Scott struck a more optimistic note
in reporting that the trend toward employing black adminis-
trators above the principalship level had been significant.

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[65]Ibid., p. 73. [66]Ibid., p. 74. [67]Ibid., p. 73.

For example, in 1977 there were about 16,000 superin-
tendents in the nation. Of the 16,000, 50 were black,
which constitutes just over one-fourth of 1 percent of
the total. While still small, the number has increased
significantly over the past six years.[68]

Trends in the Advancement of Black
Administrators in the Public
School Systems in the South

In giving some historical background on the black

principal in the South prior to school integration, Moore

wrote:

> The position of principalship in the black public high
> school was the ultimate goal of many black educators
> who were working below the college teaching level. In
> Southern public schools, principals of black schools
> became political and well as educational models. In
> addition to fulfilling the role of chief administrator
> in the school where he worked, he was also, by common
> consent, a community leader. The black principal in
> most Southern communities was the highest public of-
> ficial in the county. His status for the black com-
> munity was relatively much more than his counterpart
> in the white community.[69]

Frederick Rogers enlarged upon this background in

his discussion of the duties and responsibilities of the

black principal. According to Rogers, the black principal

was always viewed as a professional with a position of author-

ity and responsibility that his status in the segregated

system of Negro education gave him in the South. He played

many roles and was quite involved as a professional educator:

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[68]Jerome H. Scott, "The Black School Superintendent,"
Integrated Education, 25 (January-February, 1977), 22.

[69]Archie B. Moore, "The Disturbing Revelation of the
Predicament of Black Principals in Southern School Districts,"
Urban Education, 12 (July, 1977), 21.

In addition to his specific duties as unit administrator, the black principal served as the black superintendent. His role as black superintendent made him responsible for recruiting, hiring, and firing teachers. While the black principal's role in staffing his school was officially, with respect to the superintendent, an advisory one, there were few instances where the Superintendent for the School System exercised more than a rubber-stamp function in these matters. The black principal was expected to obtain funds for purchasing essential equipment to maintain and operate the school building, for purchasing all uniforms and equipment required to conduct extracurricular activities, for covering all expenses (travel, insurance, conference fees, etc.) associated with extracurricular activities, and expenses (office and lounge furniture, clerical salaries and equipment, etc.) associated with operating the school. He was also expected to obtain funds to purchase books for the library and instructional materials for the classroom.

In his role as Superintendent, the black high school principal set the policy for operating his unit, carried out all phases of staffing it, and solicited funds for the support of basic and extracurricular programs. The white superintendent carried out these same functions for the white schools.[70]

All of the Southern and border states witnessed a large reduction of black principals between 1963 and 1970. Coffin gave the following data to support the dismissal claim:

--Alabama, 1966-1970: The number of black high school principals reduced--from 210 to 57; black junior high school principals from 141 to 54.
--Arkansas, 1962-1971: The number of black high school principals reduced--from 134 to 14.
--Florida, 1965-1970: The number of black high school principals reduced from 102 to 13.
--Georgia, 1968-1970: 123 reporting school districts "eliminated" 66 (or 19 percent) of their black principalships, while adding 75 white principalships.

[70]Frederick A. Rogers, The Black High School and Its Community (Lexington, Mass.: Lexington Books, 1975), pp. 14-15.

--Kentucky, 1965-1969: The number of black principals reduced--from 350 to 36 (22 of the remaining 36 in the city of Louisville).

--Louisiana, 1968-1970: 68 (or 19 percent) of the black principalships eliminated; 68 white principalships added.

--Mississippi: Over 250 black administrators displaced over a two-year period.

--Maryland: In Maryland, there were 44 black high school principals in 1954. In 1968, 31. Contrast this with an increase in the number of white high school principals from 167 in 1954 to 280 in 1968. In other words, while 13 black high schools and principals were being phased out, 113 white high schools and principals were being phased in.

--North Carolina, 1963-1970: The number of black high school principals reduced--from 228 to 8.

--South Carolina, 1965-1970: The number of black high school principals reduced--from 114 to 33.[71]

Moore further summed up the plight of black educators when he wrote:

There is no way to gauge the tremendous loss to the black community and to the nation brought about by the vanishing black principal. Since the best Negro minds have traditionally gone into education, it remains the greatest single reservoir of talent and skills so necessary to the changing South.[72]

Commenting on the black administrator in the Florida Public School System, Lutterbie wrote:

. . . very little desegregation occurred in Florida until 1965, and those few educators who were moved from principalships before that time tended to be placed in teaching positions or assistant principalships. When federal funds became available in greater amounts in 1965-66, the tendency was still to move elementary principals into teaching positions while seondary principals tended to move into county-level positions. . . . These

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[71]Gregory C. Coffin, "The Black Administrator and How He Is Being Pushed to Extinction," The American School Board, 159 (May, 1972), 33-34.

[72]Moore, p. 25.

county-level positions, however, were in federally funded
or soft money positions rather than being standard hard-
line positions. Further these positions did not always
carry the decision-making responsibility compatible with
the title given the position. In short, they were posi-
tions with newly conceived titles, ill-defined job de-
scriptions, and little job function. For example, 33
of the 51 educators who held county-level positions in
1971-72 had job titles which did not exist in Florida
prior to 1965. Such job titles were: Director of Stu-
dent Relations, Director of Human Relations, Administra-
tive Assistant for Special Projects.[73]

However, Colquit gave an example quite different from
that of Lutterbie:

> . . . a few of the larger school systems in the South
> since 1972, in moving from a dual system to a unitary
> system under orders of the federal courts, have attempted
> to eliminate institutionalized inequities by assigning
> blacks to administrative positions of prestige and author-
> ity. Among the systems with the most promising practices
> of retaining black administrators and facilitating their
> upward mobility is the Caddo Parish School System in
> Shreveport, Louisiana.

The student population in this parish in 1974 was approxi-

mately 50 percent black. Operating under a federal court

order, with a three-year time limit from 1972 to 1975 to

achieve a 50:50 ratio of black and white administrators, by

1975, at the central office level--where there were no blacks

in a directorship capacity in 1972--there were 10 whites and

5 blacks. At the assistant superintendency level there were

two whites and two blacks in 1975.[74]

[73]Patricia H. Lutterbie, "Black Administrators:
Winners and Losers," Integrated Education, 12 (May-June,
1974), 44.

[74]Colquit, p. 74.

Employment and Promotion Trends Among
Black Educational Administrators in
North Carolina

In her 1977 study of associate superintendents in
North Carolina, Raines found that a person of a minority race
rarely was selected to be an associate superintendent in any
school district in the state. Less than 10 percent of the
associate superintendent positions in North Carolina at that
time were filled by members of a minority race.[75]

Historically, North Carolina public schools were
legally separate until 1954. Prior to that time the local
educational administrative unit personnel who were in
decision-making, policy-influencing positions were all of the
majority race. Black educators were employed as supervisors
under the dual system, and in those positions represented a
considerable portion of the local education administrative
unit staffs. However, their primary responsibility was to
administer to black schools.[76]

The pace of moving from a dual to a unitary school
system in North Carolina accelerated after 1964. As the de-
segregation process continued and the black and white schools
were merged, the number of black elementary and secondary
principals declined. From his 1969 study of the effects of

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[75]Raines, p. 41.

[76]Biennial Report of the Superintendent of Public
Instruction of North Carolina (Raleigh: Superintendent of
Public Instruction, 1955), p. 43.

school desegregation on the employment status of Negro principals in North Carolina, Allen arrived at the following conclusions. From 1953 through 1963-64, there was a decrease of 282 black principals. During this same period there occurred a sudden increase in promotions and employment of black educators in the local education administrative units.[77] Data taken from the Statistical Profile of North Carolina Public Schools for academic years 1975 to 1979 indicated a statewide average of 90 black administrators in decision-making, policy-influencing administrative positions (associate and assistant superintendents and directors) in the local administrative units during that same five-year period.[78]

[77]J. L. Allen, "The Effect of School Desegregation on the Employment Status of Negro Principals in North Carolina, 1978," Dissertation Abstracts 30/84.A, 1979, P. 1352.

[78]Statistical Profile of North Carolina Public Schools (Raleigh: State Department of Public Instruction, 1975-79), p. 43.

Chapter III

METHODS AND PROCEDURES

In this chapter are presented a description of the
study population and sample, the instrumentation, the data
collection process, and the analytical procedures used to
interpret the data.

The purpose of this study was to develop a profile of
the black administrators employed in the local education
administrative units of the North Carolina Public School
System in 1979. Specific categories included in the profile
were: (1) socioeconomic characteristics, (2) professional
experience, (3) appointment status, (4) role perception, (5)
role aspirations, and (6) job environment. However, before
proceeding, it was first necessary to seek permission to con-
duct the study from the State Department of Public Instruc-
tion. After reviewing the study proposal and the question-
naire proposed to be used to gather the data, permission to
conduct the survey was granted by departmental officials.
Realizing that the response to the research instrument would
be greatly enhanced if the study were endorsed by a highly
respected state leader in the field of public education,
such endorsement was sought and obtained from the State
Superintendent of Public Instruction.

The Population and Study Sample

The population from which the study sample was drawn consisted of the approximately 900 persons employed in the 145 local education administrative units of the 100 counties in North Carolina in the year 1979. From this population the researcher drew the study sample, which consisted of the 102 black administrators holding the position of superintendent, associate superintendent, assistant superintendent, or director in these units.

Identification of the study sample was made possible through the Research and Development Division of the State Department of Public Instruction. The Division provided the researcher with a sampling frame on which were listed the names, sex, race, positions, and addresses of all employees who met the study specifications.

Instrumentation

A six-part, 37-item survey instrument was designed to elicit information from the study sample. Section A of the questionnaire, entitled Personal Data, dealt with personal characteristics. This section contained nine items designed to elicit information about the respondents' (1) sex, (2) age, (3) type and level of highest degree held, (4) major field of study, (5) salary, (6) marital status, (7) number of children, (8) North Carolina native, and (9) parents' educational levels.

Section B, Professional Experience, contained six items which sought information on (1) current position, (2) type of school district served, (3) type of administrative position held, (4) number of years employed in present position, (5) career pattern, and (6) total number of years employed in the field of education.

Section C, Appointment Status, contained nine items. These items were designed to elicit information on (1) promotion from within or outside of the school district, (2) how the position was obtained, (3) appointment status, (4) nature of appointment, (5) contract information, (6) number of years of contract, (7) source of salary, (8) position certification, and (9) types of certificates held.

Section D, Role Perception, contained four items designed to elicit the respondents' perception of their (1) responsibilities and authorities, (2) level of restriction in administrative duties, (3) experiences or preparations which had contributed most to their administrative ability, and (4) their qualifications for the position they hold.

Section E, Role Aspirations, contained four items dealing with (1) level of satisfaction with position, (2) interest in being promoted, (3) position aspirations, and (4) any perceived barriers to promotion.

Section F, Job Environment, contained five items to be answered on a Likert type scale in which 1 = strongly

agree, 2 = agree, 3 = disagree, and 4 = strongly disagree. The response scores were used to assess the respondents' perceptions of their job environment.

For the most part, the items in the survey instrument were designed for a simple check of the appropriate response. In only three instances were the respondents required to write in requested information, the first of which pertained to their major field(s) of study, the second to their career patterns, and the third, the number of years employed in present position. The survey instrument was designed for ease and quickness of response. All of the items were closed-end questions, which provided meaningful data, and allowed ease of tabulating and analyzing.

To develop an instrument as free as possible of inherent errors, a preliminary copy was field-tested by a 10-member panel of experts in the field of education. The panel members were educational administrators who held positions as Public School Superintendent, university professor, Assistant Superintendent, Regional Education Director, and personnel in the State Department of Public Instruction. These persons provided valuable inputs which helped to strengthen the instrument and provided feedback as to the ease of responding to the items in the instrument.

Data Collection

Because of the wide geographic area represented by the potential respondents to this study, it was decided to

collect the data through a mail survey. The mail survey packet consisted of a copy of the letter of endorsement from the State Superintendent of Public Instruction, a cover letter from the researcher, the survey instrument, and a postage-paid return envelope. The purpose of the cover letter was to introduce the researcher, outline the purposes and objectives of the study, solicit participation in the study, and assure the respondents of complete anonymity and confidentiality of their responses. After a reasonable length of time to respond, nonrespondents were sent a reminder card. Of the 102 potential respondents, 74 returned usable research instruments for a 75 percent response rate.

Data Analysis

As the completed survey instruments were received, they were carefully edited for omissions or inconsistences of response to each item. Only one item on the instrument had to be screened by hand. Responses to this item, which asked the respondents to list the previous positions they had held in the field of education, necessitated categorizing of the data for computer tabulation.

All data were key-punched on computer cards. Computer analysis consisted of tabulations of frequency and percentage distributions to be used for descriptive purposes.

Chapter IV

FINDINGS OF THE STUDY

This chapter presents a numerical and descriptive analysis of the black administrators in North Carolina local education administrative units, 1979. The findings are presented by six major categories: (1) personal data, (2) professional experience, (3) appointment status, (4) role perception, (5) role aspirations, and (6) job environment.

The data indicate the frequency distribution of respondents within each category and the respective percentages correlating with each item. In some instances there are slight variations in the frequency of responses and in other instances multiple responses were requested of the respondents. The emphasis is toward the overall pattern of responses rather than toward individual responses. The data are presented in the order of the items in the research instrument and the research questions that were designed to guide the study toward the formulation of a profile of the black administrator in North Carolina local education administrative units in 1979.

Personal Characteristics

Personal characteristics selected for study were: sex, age, highest degree held, major field of study, salary, marital status, number of children, North Carolina native, and parents' level of education.

Sex and Age

Eighty-one percent of the 74 black administrators who were respondents to the survey questionnaire were males. The remaining 19 percent were females (Table 1). The largest percentage of the respondents were in the 50-59 age range (46 percent) followed by those in the 40-49 age range (34 percent). Only 11 percent of the respondents were between 30 and 39 years of age, 7 percent were 60 or older, and none were less than 25 years of of age

TABLE 1.--Frequency distribution of black adminstrators in North Carolina local education administrative units, 1979, by sex and age

Characteristic	Respondents	
	N	%
Sex:		
Male	60	81.08
Female	14	18.92
Total	74	100.00
Age, yr:		
Under 25	0	0.00
25-29	2	2.70
30-39	8	10.81
40-49	25	33.78
50-59	34	45.95
60 or over	5	6.76
Total	74	100.00

Highest Degree and Major Area of Speciality

The majority (78 percent) of the black administrators held a Master's degree, 11 percent had the sixth-year degree, and 8 held the doctorate. Only two of the respondents reported their highest degree as the baccalaureate and none held an associate degree (Table 2). The sixth-year degree is a specialist degree beyond the Master's level that generally requires an additional designated number of hours of training. However, the Master's is a basic requirement for pursuit of the sixth-year or specialist degree.

With regard to major area of speciality, of the two respondents at the baccalaureate level, one had majored in Industrial Arts, the other in English. Of the 58 respondents who held the Master's degree, the largest group (38 percent) had majored in Education Administration, followed by Administration and Supervision (16 percent), Education (14 percent), and Counseling (7 percent). Other specialities were equally distributed at the 2 to 4 percent levels among an array of major areas which included Business Education, Mathematics Education, Reading Education, Agriculture Education, Physical Education, Science Education, Library Science, Elementary Education, and Industrial Arts.

The eight black administrators who held the sixth-year degree were not requested to indicate their areas of specialization. Among the six respondents who held the doctorate, two-thirds indicated their speciality was Educational

Administration; the remaining two were in Religion and Curriculum Development.

TABLE 2.--Frequency distribution of black administrators in North Carolina local education administration units, 1979, by highest degree held and area of speciality

Degree and Area of Speciality	Respondents		Total	
	N	%	N	%
Associate degree	0	0.00	0	0.00
Baccalaureate degree				
English	1	50.00		
Industrial Arts	1	50.00	2	2.70
Master's degree				
Education	8	12.80		
Guidance and Counseling	4	6.90		
Special Education	2	3.45		
Administration and Supervision	9	15.52		
Business Education	1	1.72		
Mathematics Education	1	1.72		
Reading Education	2	3.45		
Agriculture Education	1	1.72		
Physical Education	2	3.45		
Science Education	1	1.72		
Library Science	1	1.72		
Elementary Education	2	3.45		
Educational Administration	22	37.93		
Industrial Arts	2	3.45	58	78.38
Sixth-year degree	8	100.00	8	10.81
Doctorate				
Education Administration	4	66.66		
Religion	1	16.67		
Curriculum Development	1	16.67	6	8.11
Total			74	100.00

Major Field at the Graduate Level

The data in Table 3 confirm the findings in Table 2 with regard to distribution of respondents by their major

field of study at the graduate level. The larger percentages of the respondents had majored in administration and supervision (62 percent) and educational administration (39 percent). Only 4 percent had majored in guidance and counseling at the graduate level.

TABLE 3.--Frequency distribution of black administrators in North Carolina local education administration units, 1979, by major field at the graduate level

Major Area of Speciality	Respondents[a]	
	N	%
Educational administration	29	39.19
Administration and supervision	46	62.16
Supervision	13	17.57
Curriculum specialist	13	17.57
Guidance and counseling	3	4.05
Other	6	8.11

[a]Multiple responses preclude totals.

Salary Range

Table 4 presents the salary range of the black administrators. The annual salary of almost 50 percent of the respondents was in the $20,000 to $24,000 range, followed by 27 percent whose annual salaries ranged from $25,000 to $29,999. Nine percent each reported an annual salary in the $15,000 to $19,999 and $30,000 to $34,999 ranges. Only three respondents reported annual salaries above $34,999 and only one reported earning less than $15,000 per year.

TABLE 4.--Frequency distribution of black adminis-
trators in North Carolina local education
administrative units, 1979, by annual
salary range

| Salary Range | Respondents | |
$	N	%
Less than 15,000	1	1.35
15,000-19,999	7	9.45
20,000-24,999	36	48.65
25,000-29,999	20	27.03
30,000-34,999	7	9.46
35,000-39,999	2	2.70
40,000 and over	1	1.35
Total		

Marital Status and Number of Children

Table 5 presents the marital status and the number of
children of the respondents. A majority (86 percent) were
married. The remainder were fairly equally distributed
among the other categories of single, widowed, divorced, and
separated.

Almost 50 percent of the respondents reported having
two or three children (Table 5). Those who had either none
or one child made up the second largest group of respondents
(53 percent). The remaining six respondents had four or more
children.

North Carolina Native

A large majority (82 percent) of the 73 administrators
who responded to this question indicated that they were na-
tives of North Carolina. The remainder were natives of other
states (Table 6).

TABLE 5.--Frequency distribution of black adminis-
trators in North Carolina local education
administrative units, 1979, by marital
status and number of children

Characteristic	Respondents	
	N	%
Marital status:		
Single	4	5.41
Married	64	86.49
Widowed	2	2.70
Separated	1	1.35
Divorced	3	4.05
Total	74	100.00
Number of children:		
None	12	16.22
One	20	27.03
Two	24	32.43
Three	12	16.22
Four	4	5.40
Five or more	2	2.70
Total	74	100.00

TABLE 6.--Frequency distribution of black adminis-
trators in North Carolina local education
administrative units, 1979, by native
state

Native State	Respondents	
	N	%
North Carolina	60	82.19
Other	13	17.81
Total	73	100.00

Educational Level of Parents

Educational levels of the fathers and mothers of the
black administrators are compared in Table 7. The data show
that their mothers were better educated than their fathers,
with 45 percent of the former having educational levels

ranging from the high school diploma through the Master's de-
gree. In contrast, almost three-fourths of the fathers had
less than a high school education, only five were college
graduates, and none held the Master's degree.

TABLE 7.--Frequency distribution of black administrators in
North Carolina local education administrative
units, 1979, by educational level of parents

Educational Level	Father		Mother	
	N	%	N	%
Less than high school	45	60.81	27	36.49
Some high school	10	13.41	14	18.92
High school diploma	7	9.46	14	18.92
Some college & vocational training	6	8.11	8	10.81
Associate degree	1	1.35	3	4.05
Baccalaureate	5	6.76	7	9.46
Master's degree	0	0.00	1	1.35
Total	74	100.00	74	100.00

Professional Experience

Information sought on the professional experience of
the respondents dealt with their current positions, titles,
type of position (line or staff), type of school district
represented, years in current position, professional positions
in the field of education prior to present position, and total
years in the field of education.

Current Position and Position Title

The data in Table 8 indicate that a large majority
(82 percent) of the positions held by black administrators in
the local units were in the lower echelons of assistant super-
intendent (38 percent) and director (45 percent). Only one

TABLE 8.--Frequency distribution of black administrators in North Caro-
lina local education administrative units, 1979, by current
position and position title

Current Position and Position Title	Respondents N	Respondents %	Total N	Total %
Superintendent			1	1.35
Associate Superintendent for:			6	8.11
Instructional Personnel	1	20.00		
Federal Programs	2	40.00		
General Administration	1	20.00		
Program Services	1	20.00		
Total[a]	5	100.00		
Assistant Superintendent for:			28	37.84
Elementary Education	1	4.00		
Federal Programs	5	25.00		
Personnel	4	13.00		
Special Services	2	8.00		
Fiscal Affairs	1	4.00		
Secondary Education	1	4.00		
Administration	4	13.00		
Support Services	1	4.00		
Instruction	1	4.00		
Vocational Education	1	4.00		
Curriculum Instruction	4	13.00		
Total[a]	25	100.00		

TABLE 8--Continued

Current Position and Position Title	Respondents		Total	
	N	%	N	%
Director for:			33	44.59
Compensatory Education	1	3.12		
Personnel Services	1	3.12		
Federal Program Title I ESEA	11	34.38		
Vocational Education	8	25.00		
Personnel	3	9.38		
Special Programs	3	9.38		
Home and Early Education	1	3.12		
Library Services	1	3.12		
Curriculum	3	9.38		
Total[a]	32	100.00		
Other:			6	8.11
Middle and Secondary Education	1	16.67		
Personnel Administration	1	16.67		
Special Assistant to Superintendent	2	33.33		
Assistant Director Vocational Education	1	16.67		
Area Superintendent	1	16.67		
Total[a]	6	100.00		
			74	100.00

[a]The disparity between totals by position title and position is due to the fact that some respondents failed to indicate their titles.

of the respondents currently holds the superintendent posi-
tion. Eight percent reported holding administrative posi-
tions not listed in the questionnaire--e.g., area superin-
tendent, assistant director, and special assistant to the
superintendent.

The areas of responsibility to which the black
administrators were assigned also appear in Table 8. The
superintendent is responsible for the administration of the
district school system. Associate superintendents are as-
signed to various functions as they relate to the particular
school system. Of the five who responded to the question,
two associate superintendents were assigned to federal pro-
grams, and one each was responsible for instructional person-
nel, general administration, and program services. One of
the associate superintendents failed to designate his par-
ticular area of responsibility.

The black administrators who held positions as as-
sistant superintendents also were responsible for a number of
functions which varied from school system to school system.
Of the 25 who responded to the question, five were respons-
ible for federal programs and four each for personnel, admin-
istration, or curriculum instruction. Other functions
designated by individual assistant superintendents were:
assistant superintendent for elementary education, for spe-
cial services, for fiscal affairs, for secondary education,
for support services, for vocational education, and for

instructional services. Three of the assistant superin-
tendents failed to designate their area of speciality.

Over one-third of the 33 directors who responded to
the question held the title of Director for Program Title I
ESEA and one-fourth held the title Director for Vocational
Education. Three each of the directors were responsible for
personnel, special programs, and curriculum. The remaining
four directors were responsible for either compensatory edu-
cation, personnel services, home and early education, or
library services. Six other directors held the title of
Director for Middle and Secondary Schools, Director for Per-
sonnel Administration, Special Assistant to the Superinten-
dent, Assistant Director for Vocational Education, or Area
Superintendent.

Type of Position

The data in Table 9 indicate a fairly equal distri-
bution between type of position held by the 67 black admin-
istrators who responded to the question. Fifty-one percent
indicated that they held staff positions and 46 percent that
they held line positions. Two respondents indicated their
positions could be classified as other than staff or line.

TABLE 9.--Frequency distribution of black
         administrators in North Carolina
         local education administrative
         units, 1979, by type of position

Type of Position	Respondents	
	N	%
Line	31	46.27
Staff	34	50.75
Other	2	2.98
Total	67	100.00

Type of School District Represented

The 73 black administrators who responded to the
question of type of school district represented were fairly
evenly distributed among the city, county, and city/county
combined school districts (Table 10). The largest represen-
tation (36 percent) was in city school districts, followed
by county school districts (34 percent). Thirty percent of
the respondents were in city/county combined districts.

TABLE 10.--Frequency distribution of black
          administrators in North Carolina
          local education administrative
          units, 1979, by type of school
          district

Type of School District	Respondents	
	N	%
City	26	35.62
County	25	34.25
City/county combined	22	30.12
Total	73	100.00

Years in Present Position

All 74 of the respondents replied to the question, "How long have you been employed in your present position?" Responses ranged from less than one year to 13 years for a mean of 4.3 years.

Other Positions Held in the Field of Education

The respondents were asked to list other professional positions they had held in the field of education, starting with the last position. From the compilation of the responses an overview of career patterns emerged as shown in Table 11, in which the information was confined to the current position and the three positions held immediately prior to current position. It would appear from the listings that those administrators who now hold positions as superintendent or associate superintendent were promoted from administrative positions as assistant superintendents and directors. Those respondents who currently hold the position of assistant superintendent also were promoted from administrative positions, for the most part as directors and principals. Others were promoted from positions as assistant principal, administrative assistant, and supervisor.

Among the respondents who currently are directors, the majority were promoted from teacher positions, followed by principal positions. Other positions held prior to the current one were assistant principal, supervisor, and coordinator.

TABLE 11.--Career patterns of black administrators in North Carolina
local education administrative units, 1979, by current
and prior positions (N=74)

Current and Prior Positions	Prior Positions in Descending Order		
	1st	2nd	3rd
Superintendent and associate superintendent (N=7):			
Superintendent	1		
Assistant superintendent	3		
Director	1	3	1
Administrative assistant			1
Principal			1
Assistant principal			1
Supervisor	1	1	1
Assistant superintendent (N=28):			
Assistant superintendent	2		
Area superintendent	1		
Director	7	2	2
Administrative assistant	1	2	
Principal	11	15	7
Assistant principal	2	3	6
Supervisor	1		1
Teacher		3	7
Teacher/coach		1	

TABLE 11--Continued

Current and Prior Positions	Prior Position in Descending Order		
	1st	2nd	3rd
Director (N=34):			
Director	1		
Principal	7	3	2
Assistant principal	3	3	1
Supervisor	3		
Teacher	9	16	9
Teacher/athletic director	1		
Teacher/coach	1	2	
Counselor		1	1
Librarian	1	1	1
Consultant	2	1	
College teacher		1	
Coordinator	2		
Teacher/athletic director/coach			1
Plant operation and transportation		1	
Teacher/assistant principal	2		1
Other (N=5):			
Special assistant to superintendent	1		
Director	2	1	1
Supervisor	1		
Principal			1
Assistant principal	1	1	
Counselor		2	
Teacher		1	2

Those respondents who reported holding positions other than superintendent, associate superintendent, assistant superintendent, or director were promoted from positions ranging from teacher to special assistant to the superintendent.

As a group, one could reasonably infer from the information in Table 11 that the larger number of the black administrators had formerly been either classroom teachers or principals.

Total Years Employed in Education

Longevity in the field of education reported by the black administrators who were respondents in this study indicated that a large majority (88 percent) had been in the field of education for a minimum of 16 years, with the larger proportion of this group (77 percent) reporting 19 or more years. The remaining respondents reported professional experience ranging from 4 to 15 years (Table 12).

TABLE 12.--Frequency distribution of black administrators in North Carolina local education administrative units, 1979, by total years employed in education

Years Employed in Education	Respondents	
	N	%
4-6	2	2.70
7-9	2	2.70
10-12	1	1.35
13-15	4	5.40
16-18	8	10.81
19 or more	57	77.03
Total	74	100.00

Appointment Status

Factors related to the appointment status of black administrators in the local eduction administrative units of North Carolina were: (1) nature of initial employment, (2) how current position was obtained, (3) appointment status, (4) nature of appointment, (5) contractual status, (6) renewability of contract, (7) source of salary, (8) certification requirements, and (9) types of certification held.

Nature of Initial Employment

Over three-fourths of the black administrators in this study reported that they had been promoted into their local education administrative unit from within their school district. The remainder had been selected from outside the local school district (Table 13).

TABLE 13.--Frequency distribution of black administrators in North Carolina local education administrative units, 1979, by nature of initial employment

Nature of Initial Employment	Respondents N	%
Promoted from within the school district	58	78.35
Promoted from outside the school district	16	21.65
Total	74	100.00

How Current Position Was Obtained

The respondents were provided a list of various means of obtaining positions and were asked to indicate the one that best described how they obtained their current position. The data in Table 14 indicate that they obtained their position through three basic means--they were recommended for the position by their supervisor (28 percent), they obtained their position through means other than those listed (26 percent), or they actively sought the position (25 percent). Less than 10 percent of the 73 respondents to this question indicated that they received the position either as the result of the equal employment policy or influencing forces of the community.

TABLE 14.--Frequency distribution of black administrators in North Carolina local education administrative units, 1979, by method used in obtaining their current position

Method Used in Obtaining Position	Respondents	
	N	%
Actively sought the position	18	24.66
Next in line for promotion	3	4.11
Recommended by supervisor	21	28.77
Knew someone within the central office	6	8.22
Result of equal employment policy	2	2.73
Influencing forces of the community	4	5.48
Other	19	26.03
Total	73	100.00

Appointment Status

A majority of the respondents (65 percent) held regular annual appointments (Table 15). Slightly less than

one-fourth held full-time appointments that were contingent
upon continued funding, and only 11 percent indicated that
they were on temporary appointments.

TABLE 15.--Frequency distribution of black adminis-
        trators in North Carolina local educa-
        tion administrative units, 1979, by
        appointment status

Appointment Status	Respondents N	%
Regular annual appointment	48	64.87
Full-time appointment contingent upon continued funding	18	24.32
Temporary appointment	8	10.81
Total	74	100.00

Nature of Appointment

New positions, expansion of existing positions, and
appointment statuses other than those listed accounted for
41 percent of the respondents' appointments (Table 16). The
larger proportion of the black administrators (59 percent)
were appointed as replacements for former employees.

TABLE 16.--Frequency distribution of black adminis-
        trators in North Carolina local educa-
        tion administrative units, 1979, by
        nature of appointment

Nature of Appointment	Respondents N	%
New position	16	21.62
Replacement of former employee	44	59.46
Expansion of existing positions	11	14.86
Other	3	4.05
Total	74	100.00

Contract Validity and Renewability

The respondents were asked two questions related to contracts: (1) Do you hold a valid contract for your current position? and (2) If yes, is your contract renewable? Of the 74 responses to question 1, 91 percent were in the affirmative and less than 10 percent were negative (Table 17).

Only 66 of the 74 respondents replied to the second question related to renewability of contract. The data indicated that the larger proportion of these respondents (35 percent) held contracts that were renewable every four years, and slightly more than one-fourth of the group held contracts that were renewable each year. Twenty-one percent were tenured, slightly over 10 percent held contracts that were renewable every two years, and less than 10 percent of the respondents had "other" contractual arrangements (Table 17).

TABLE 17.--Frequency distribution of black administrators in North Carolina local education administrative units, 1979, by validity and renewability of contracts

Validity and Renewability of Contract	Respondents N	%
Contract validity:		
Yes	67	90.54
No	7	9.46
Total	74	100.00
Contract renewability:		
Every year	18	27.27
Every 2 years	7	10.61
Every 4 years	23	34.85
Tenured	14	21.21
Other	4	6.06
Total	66	100.00

Sources of Salary

Principal sources of the respondents' salaries were divided among local (59 percent), state (43 percent), and federal sources (38 percent). Only two of the respondents reported that they received a local supplement (Table 18).

TABLE 18.--Frequency distribution of black administrators in North Carolina local education administrative units, 1979, by source of salary

Source of Salary	Respondents[a]	
	N	%
Local	44	59.46
State	32	43.24
Federal	28	37.84
Local supplement	2	2.70

[a]Multiple responses precluded totals.

Certification Requirements and Distribution of Certification Held by Black Administrators

The respondents were asked if their current position required administrative certification. Of the 73 respondents who answered the question, 92 percent replied in the affirmative; less than 10 percent in the negative (Table 19).

The next question pertained to the types of certificates held by the black administrators. The data indicated that of the 72 who replied, 70 percent held the principal certificate; 57 percent, the supervisor certificate; and 30 percent, the superintendent certificate (Table 19). Lesser proportions held the specialist certificate and the teacher

certificate. Only two of the black administrators held no
certificate.

TABLE 19.--Frequency distribution of black adminis-
trators in North Carolina local educa-
tion administrative units, 1979, by
certification requirements for position
and other types of certification held

Certification	Respondents	
	N	%
Administrative certification required:		
Yes	67	91.78
No	6	8.22
Total	73	100.00
Other types of certifi- cation held[a]:		
Superintendent certificate	22	29.73
Specialist certificate	15	20.27
Supervisor certificate	42	56.76
Principal certificate	52	70.27
Teacher certificate	12	16.22
Other	3	4.05
None	2	2.70

[a]Multiple responses precluded totals.

Role Perception

Role perception in this study pertained to the re-
spondents' assigned responsibilities and the degree of
authority they were afforded with relation to those responsi-
bilities. The information presented in this section refers
to overall comparisons of responsibility and authority, re-
sponsibility and authority by position, perceived restric-
tions on performing duties, and the respondents' perception
of their degree of qualification for the position they held.

Overall Responsibility and Authority

A comparison of respondents' perceived responsibility and authority by various role assignments appears in Table 20.

TABLE 20.--Frequency distribution of black administrators in North Carolina local education administrative units, 1979, by perceived responsibility and authority in various role assignments

| Role Assignment | Respondents[a] | | | |
| | Responsi- bility | | Authority | |
	N	%	N	%
Recruiting & hiring personnel	37	50.00	33	44.60
Supervising subordinates	52	70.27	42	56.76
Plan & implement in-service training	46	62.16	35	20.30
Develop proposals for federal funds	35	47.30	30	40.54
Responsibility for all student personnel services	13	17.57	7	9.46
Selecting textbooks	12	16.22	8	10.81
Budgetary management	46	62.16	40	54.05
Participating in decision-making that influences school policy	55	74.32	36	48.65
Curriculum development evaluation	40	54.05	28	39.19
Other	5	6.76	5	6.76

[a]Multiple responses precluded totals.

Differences that exceeded 10 percentage points between those activities in which black administrators perceived they had responsibility and those in which they had authority, in descending proportion of difference were related to: (1) participating in decision-making that influences school policy (25 percentage points); (2) curriculum development evaluation (15 percentage points); and (3) planning and implementing in-service training (12 percentage points). The least disparity between responsibility and authority pertained to

recruiting and hiring personnel (5 percentage points) and
selecting textbooks (3 percentage points).

Restrictions in Performing Duties

The respondents were asked the question: Are you
restricted in performing the duties prescribed for the posi-
tion you hold? Their responses appear in Table 21.

TABLE 21.--Frequency distribution of black
administrators in North Carolina
local education administrative
units, 1979, by restriction on
performing duties

Restrictions on Performing Duties	Respondents	
	N	%
Yes	8	10.96
No	43	58.91
Sometimes	22	30.13
Total	73	100.00

For the most part, the 73 black administrators who
responded to the question perceived no restrictions on per-
forming their duties (59 percent). Less than one-third re-
sponded "sometimes" to the question, and 11 percent indi-
cated that they perceived some restrictions.

Responsibility and Authority by Position

Data pertaining to black administrators' perception of
the responsibilities and authority assigned their positions
appear in Table 22. The data indicate that the superintendent
and associate superintendents perceived that they had both

TABLE 22.--Frequency distribution of black administrators in North Carolina local education administrative units, 1979, by degree of authority and responsibility in role activities and position

Role Activity	Authority and Responsibility		Authority No Responsibility		Responsibility No Authority		No Authority No Responsibility	
	N	%	N	%	N	%	N	%
Superintendent and Associate Superintendents (N=7)								
Recruiting & hiring personnel	1	14.28	1	14.29	2	28.57	3	42.86
Supervising subordinates	4	57.14	0	0.00	3	42.86	0	0.00
Planning & implementing in-service training	3	42.86	1	14.29	1	14.29	2	28.57
Developing proposals for federal funds	2	28.57	2	28.57	1	14.29	2	28.57
Student personnel services	2	28.57	0	0.00	5	71.43	0	0.00
Selecting textbooks	0	0.00	1	14.29	1	14.29	5	71.42
Budgetary management	3	42.86	2	28.57	0	0.00	2	28.57
Decision-making influencing school policy	4	57.14	0	0.00	3	42.86	0	0.00
Curriculum development evaluation	3	42.86	3	42.86	1	14.29	0	0.00
Other	3	42.86	0	0.00	0	0.00	4	57.14
Assistant Superintendents (N=28)								
Recruiting & hiring personnel	10	35.71	3	10.71	8	28.57	7	25.00
Supervising subordinates	10	35.71	8	28.57	8	28.57	2	7.14
Planning & implementing in-service training	7	25.00	4	14.29	5	17.86	12	42.86
Developing proposals for federal funds	4	14.29	6	21.43	3	10.71	15	53.57
Student personnel services	2	7.14	1	3.57	5	17.86	20	71.43
Selecting textbooks	2	7.14	1	3.57	2	7.14	23	82.14
Budgetary management	9	32.14	4	14.29	2	7.14	13	46.43
Decision-making influencing school policy	14	50.00	3	10.71	10	35.71	1	3.57
Curriculum development evaluation	9	32.14	2	7.14	7	25.00	10	35.71
Other	1	3.57	0	0.00	0	0.00	27	96.43

TABLE 22--Continued

Role Activity	Authority and Responsibility		Authority No Responsibility		Responsibility No Authority		No Authority No Responsibility	
	N	%	N	%	N	%	N	
Directors (N=33)								
Recruiting & hiring personnel	7	21.21	4	12.12	7	21.21	15	45.45
Supervising subordinates	12	36.36	5	15.15	11	33.33	5	15.15
Planning & implementing in-service training	14	42.42	4	12.12	11	33.33	4	12.12
Developing proposals for federal funds	12	36.36	4	12.12	10	30.30	7	21.21
Student personnel services	0	0.00	2	6.06	1	3.03	30	90.91
Selecting textbooks	2	6.06	3	9.09	4	12.12	24	72.73
Budgetary management	17	51.51	2	6.06	9	27.27	5	15.15
Decision-making influencing school policy	9	27.27	3	9.09	10	30.30	11	33.33
Curriculum development evaluation	9	27.27	4	12.12	7	21.21	13	39.39
Other	0	0.00	1	3.03	1	3.03	31	93.94

responsibility and authority in supervising subordinates
(57 percent), in decision-making that influences school pol-
icy (57 percent), in planning and implementing in-service
training (43 percent), in budgetary management (43 percent),
and in the curriculum development and evaluation process
(43 percent).

The assistant superintendents' greatest degree of
responsibility and authority appeared to be in decision-
making that influences school policy (50 percent). Their
responsibility and authority were not dominant factors in any
of the remaining functions. Rather, they were fairly evenly
distributed among them.

The directors' major areas of responsibility and
authority were in budgetary management (51 percent) and in
planning and implementing in-service training (42 percent).
There were no other areas which dominated their perception
of their particular functions.

The literature suggested that in the past many black
educators have been assigned to positions in which they were
given responsibility but no authority. To check the situa-
tion among black administrators in North Carolina local edu-
cation administrative units, the data in Table 22 were re-
grouped according to areas in which the respondents perceived
they had more authority (AUTH) than responsibility (RESP),
equal authority and responsibility, and more responsibility
than authority. The data in Table 23 are grouped by position
and are self-explanatory.

TABLE 23.--Percentage distribution of black administrators in North Carolina local admin-
istrative units, 1979, by position and role activities in which they have more
authority than responsibility, equal amount of authority and responsibility,
and more responsibility than authority

Role Activity	More AUTH than RESP		Equal AUTH and RESP		More RESP than AUTH	
	AUTH	RESP	AUTH	RESP	AUTH	RESP
Superintendent and Associate Superintendents (N=7)						
Recruiting & hiring personnel					28	43
Supervising subordinates	57	42				
Planning & implementing in-service training			67	67		
Developing proposals for federal funds	57	49				
Student personnel services					28	99
Selecting textbooks			14	14		
Budgetary management	71	43				
Decision-making influencing school policy					57	99
Curriculum development evaluation	85	57				
Assistant Superintendents (N=28)						
Recruiting & hiring personnel					46	64
Supervising subordinates			65	65		
Planning & implementing in-service training					39	43
Developing proposals for federal funds	35	25				
Student personnel services					11	25
Selecting textbooks					11	14
Budgetary management	46	39				
Decision-making influencing school policy					61	86
Curriculum development evaluation					39	47
Directors (N=33)						
Recruiting & hiring personnel					33	42
Supervising subordinates					51	69
Planning & implementing in-service training					54	75
Developing proposals for federal funds					48	66

TABLE 23--Continued

Role Activity	More AUTH than RESP		Equal AUTH and RESP		More RESP than AUTH	
	AUTH	RESP	AUTH	RESP	AUTH	RESP
Student personnel services	6	3				
Selecting textbooks					15	18
Budgetary management					58	77
Decision-making influencing school policy					36	57
Curriculum development evaluation					39	48

Factors That Contributed to the
Ability of the Black
Administrator

Ninety-two percent of the respondents perceived on-the-job experience as an administrator as having contributed most to their ability in their current position (Table 24). Graduate training (78 percent) and classroom teacher experience (66 percent) were the next most important contributors. Self-directed study (39 percent) and in-service study and training within their school system (36 percent) were accorded a degree of importance, and of least importance appeared to be administrative internships prior to current employment (28 percent).

TABLE 24.--Frequency distribution of black administrators in North Carolina local education administrative units, 1979, by major contributors to ability as an administrator

Contributors to Ability as an Administrator	Respondents[a]	
	N	%
Undergraduate training	29	39.19
Graduate training	58	78.38
Classroom teacher experience	49	66.22
Administrative internship prior to employment	21	28.38
In-service programs of school system	27	36.49
Self-directed study	28	38.89
On-the-job experience as administrator	68	91.89
Other		

[a]Multiple responses precluded totals.

Qualification for Current Position

Slightly over 93 percent of the respondents perceived themselves as qualified to hold their current position (Table

25). None felt that they were underqualified and only 7 per-cent considered themselves to be overqualified for the posi-tion they were holding.

TABLE 25.--Frequency distribution of black adminis-trators in North Carolina local educa-tion administrative units, 1979, by perceived qualification for position

Perceived Qualification for Position	Respondents	
	N	%
Underqualified	0	0.00
Qualified	69	93.24
Cverqualified	5	6.76
Total	74	100.00

Role Aspirations

Factors concerned with role aspirations in this study were degree of satisfaction with current position, interest in promotion within the local education administrative unit, position aspiration, and perceived barriers to promotion.

Satisfaction with Current Position

Almost 81 percent of the 72 black administrators who responded to the question were satisfied with the position they now hold (Table 26). Slightly less than one-fifth gave a negative response.

Interest in Promotion

The respondents were asked to indicate their inter-est in being promoted within their local education

administrative unit. Among the 72 who responded to the ques-
tion, the data in Table 27 indicate that more responded
positively than negatively, but only 16 percentage points
separated those who were interested in being promoted within
their local education administrative unit and those who were
not interested.

TABLE 26.--Frequency distribution of black
administrators in North Carolina
local education administrative
units, 1979, by satisfaction with
current position

Satisfaction With Current Position	Respondents N	%
Yes	58	80.55
No	14	19.45
Total	72	100.00

TABLE 27.--Frequency distribution of black
administrators in North Carolina
local education administrative
units, 1979, by interest in being
promoted within the local unit

Interest in Being Promoted	Respondents N	%
Yes	42	58.33
No	30	41.77
Total	72	100.00

Position Aspiration

The respondents were asked, if they aspired to be
promoted within their local education administrative unit,
which position would they aspire to attain. Forty-three of

the 74 respondents answered the question. Of these 43,

37 percent aspired to be an assistant superintendent; 28 per-

cent, a district superintendent; and slightly less than 20

percent, an associate superintendent (Table 28).

TABLE 28.--Frequency distribution of black adminis-
trators in North Carolina local educa-
tion administrative units, 1979, by
position aspiration

Position Aspiration	Respondents	
	N	%
District superintendent	12	27.91
Associate superintendent	8	18.60
Assistant superintendent	16	37.21
Other	7	16.28
Total	43	100.00

Perceived Barriers to Promotion

The respondents were asked if they perceived any

barriers to the promotions which they sought. Sixty of the

74 respondents answered the question as summarized in Table

29. One half of the black administrators who responded in-

dicated that none of the listed potential barriers applied.

Whether they meant that none of these barriers existed or

that barriers other than the ones listed existed is uncertain.

However, almost one-fifth of those who responded indicated

that promotional practices in their unit might be a barrier

to their promotion.

TABLE 29.--Frequency distribution of black adminis-
trators in North Caro ina local educa-
tion administrative units, 1979, by
perceived barriers to promotion

Barriers to Promotion	Respondents	
	N	%
Promotional practices	11	18.33
Educational qualifications	3	5.00
Lack of experience or seniority	6	10.00
None of these statements	30	50.00
Other	10	16.67
Total	60	100.00

Job Environment

To ascertain their perception of their job environ-
ment, the black administrators were asked to indicate
whether they strongly agreed, agreed, disagreed, or strongly
disagreed with each of the five statements related to job
environment (Table 30).

To the first generalization, 93 percent of the 69
who reacted to the statement agreed that they had the author-
ity and responsibility commensurate with their title. The
remaining 7 percent disagreed. To the second generaliza-
tion, 98 percent of the 68 who responded agreed that their
professional abilities were respected by their colleagues.
The third generalization, that they were included as a mem-
ber in the administrative team in their local unit, elicited
responses from 68 of the respondents. In this case 95 per-
cent agreed with the statement. To the fourth generaliza-
tion--that their superiors demonstrate genuine support for

their professional judgment--97 percent of the 68 adminis-

trators who responded agreed with the statement. The fifth

generalization--employment and promotional practices for

administrators are adequate in their local unit--elicited

the least response (64 administrators) and the lowest degree

of agreement (72 percent). The remaining 28 percent dis-

agreed with the statement.

TABLE 30.--Frequency distribution of black administrators in
North Carolina local education administrative
units, 1979, by perception of job environment

Statement	N	Agree		Disagree	
		N	%	N	%
As an administrator in the local education administrative unit where I am employed, I have the authority and responsibility commensurate with my title.	69	64	92.75	5	7.25
My professional abilities are respected by my colleagues.	68	66	98.38	2	1.62
I am included as a member of the administrative team in my unit.	68	64	95.43	4	4.57
My superiors demonstrate genuine support for my professional judgment.	68	65	96.92	3	3.08
The employment and promotional practices for administrators in my local education administrative unit are adequate.	64	46	71.82	18	28.18

Chapter V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

This chapter presents a summary of the study; a composite profile of the black administrator who was employed in North Carolina local education administrative units, 1979; and the conclusions and recommendations that evolved from the findings of the study.

Summary

The major purpose of this descriptive study was to develop a profile of the black administrator in North Carolina local education administrative units, 1979. The study population consisted of all black administrators holding the position of superintendent, associate superintendent, assistant superintendent, or director in the 145 school districts of North Carolina.

The research design included (1) identifying the population, (2) developing a survey instrument to elicit the necessary information, and (3) collecting and analyzing the data.

The North Carolina Department of Public Instruction not only provided the researcher with a list of all black administrators in North Carolina, which included their

addresses, positions, and sex, but expressed in writing an interest in the findings of the study.

A 37-item survey instrument was developed that followed the information elicited from reviewing the related literature, the basic concepts undergirding the study, and using research questions (objectives) as a guideline. The 37 items were subsumed under six major categories: (1) personal data, (2) professional experience, (3) appointment status, (4) role perception, (5) role aspirations, and (6) job environment. The survey instrument was field-tested with seven university professors and public school administrators to ascertain its validity. Suggestions from this panel of experts were incorporated into the instrument used in collecting the data. Instruments were mailed to a total of 102 black administrators who met the specifications of the study; 74 usable instruments were returned for a 75 percent return rate. The data were key-punched and computerized into simple frequency distributions to be used in describing the study population.

This study was undergirded by six basic assumptions: (1) there were a sufficient number of black administrators employed in North Carolina local education administrative units in 1979 to make the findings of the study valid; (2) the black administrator has the educational qualifications and expertise to hold an administrative position in North Carolina local education administrative units; (3) the black administrator should have an equal opportunity at providing

educational leadership in the North Carolina Public School System; (4) the black administrator's upward mobility into decision-making and policy-influencing positions has increased significantly over the past 10 years; (5) the black administrator's perception of his role in the local education administrative unit is positive; (6) a profile of the black administrators will yield meaningful and useful information concerning this segment of the administrative body of the North Carolina Public School System.

The objectives of the study were stated in the form of 10 research questions formulated to serve as a guide in presenting the study findings and in developing a profile of the black administrator in North Carolina local education administrative units, 1979. The stated research questions were the following: (1) What are the personal characteristics of the black administrator? (2) What has been the professional career pattern of the black administrators in the field of education? (3) What is the black administrator's appointment status? (4) How do black administrators perceive the level of responsibility and authority they have in their position? (5) How do black administrators perceive their role in decision-making and policy-making? (6) How do the black administrators perceive their qualifications for the positions they hold? (7) What is the job satisfaction level of the black administrator in the local education administrative unit? (8) What are the black administrators' perceived barriers to future promotions within their local units?

(9) What are the black administrators' role aspirations within their local units? and (10) How do black administrators perceive their job environment?

Profile of the Black Administrators in North Carolina Local Education Administrative Units, 1979

The "typical" black administrator is a male whose age range is between 50 and 59. His highest educational attainment is at the Master's level with a graduate degree in Educational Administration or Supervision. He earns an annual salary in the $20,000 to $29,999 range. He is a native North Carolinian, married, and has two children. His father's educational level is less than high school; his mother is better educated than his father.

This black administrator is currently a director in a North Carolina local education administrative unit. He began his career as a public school teacher, from which position he was promoted to principal. His tenure in the two positions may have been for as much as 19 years. From the principal position he was promoted to his current position, in which he has served for nearly four and one-half years.

In terms of level of authority within the hierarchy of the local education administrative unit, this black administrator is in a staff position. He is equally likely to be employed in a school district designated as city, county,

or city-county combined and was promoted from within the
school district in which he is currently employed. It is
equally likely that he attained this position through either
actively seeking it, being recommended by his supervisor, or
by "other" means.

The black administrator's appointment status is a
regular annual appointment. The nature of the position he
currently holds is as replacement of a former employee, and
he has a valid contract which is renewable every four years.
His salary is derived principally from local and state funds.
His current position requires administrative certification.

He perceives his major responsibilities to be par-
ticipating in decision-making that influences school policy,
curriculum development evaluation, planning and implementing
in-service training, and budgetary management. He perceives
his responsibilities as exceeding his authority.

The black administrator does not perceive restrictions
in performing his administrative duties. On-the-job experi-
ence has been the major contributor to his administrative
success, followed by graduate school and classroom teaching
experience.

He perceives himself as being qualified for the posi-
tion he holds and is satisfied with this position. He as-
pires to be promoted within his school district and the
position he aspires to is assistant superintendent. He per-
ceives no particular barrier to his promotion, but does

feel that a combination of local practices might retard that promotion.

He perceives his authority and responsibility to be commensurate with his title, that his professional abilities are respected by his colleagues, that he is included as a member of the administrative team in his unit, that his supervisors demonstrate support for his professional judgment, and that the promotional and employment practices within his local unit are adequate, with reservations.

Conclusions

Based on the findings of this study and supported by the research, certain conclusions were drawn as related to the purpose of the study. Accompanying the conclusions are comparisons with those of earlier studies found in the literature. These comparisons may serve to a limited degree to update the knowledge base regarding black administrators in local education administrative units, particularly in North Carolina. These conclusions were limited to the findings from the data analysis and subject to the inherent weaknesses in the questionnaire design and responses to the limited questions.

> Conclusion I: The black administrators in this study were well qualified educationally to hold their current positions within North Carolina's local education administrative units.

A 1979 profile of public administrators, which focused on their qualifications for their positions, indicated that

the black and white respondents were comparable--all were
highly educated. This was equally true of the black adminis-
trators in North Carolina's local education administra-
tive units. The typical respondent held a Master's degree in
the area of administration and supervision, and almost one-
fifth of the study population held the sixth-year and doc-
toral degrees in educational administration. In addition,
the black administrators felt they were qualified for the
positions they held.

> Conclusion II: There has been significant progress
> in the promotional and employment practices during
> the past 10 years, as indicated by the increase in
> numbers of black administrators in North Carolina's
> local education administrative units, 1979.

Coffin's survey of equal opportunity for blacks in
educational leadership during the years 1963-1970 showed a
noticeable degree of displacement among black principals in
North Carolina--from 228 to 8 in a time span of about seven
years. Allen also noted this decrease in principalships in
North Carolina in the 1953-64 period, but added that during
that same period there occurred a sudden increase in promo-
tions and employment of black educators in the local admin-
istrative units. The findings of the present study tended to
support a similar increase starting in the early 1970s. The
number of black administrators in North Carolina local edu-
cation administrative units grew from zero to 102 as of 1979,
which implied that the trend toward equal employment oppor-
tunities in educational administration is active in North

Carolina. The typical black administrator in this study held the position of director. Almost three-fourths of the study respondents reported that the employment and promotional practices in their units were adequate, albeit with some reservations. The findings further implied that although the overall percentage of black administrators was much smaller than for the majority group, there were positive signs of improvement in the area of equal employment and promotional practices in North Carolina.

The findings of this study were consistent with Lutterbie's 1972 study in which she indicated that a few of the larger school systems in the South that were moving from a dual to a unitary system under federal court order had attempted to eliminate institutionalized inequities by assigning blacks to administrative positions of prestige and authority, and cited Louisiana as an outstanding example. The findings of this study showed consistent signs of positive change in the employment and promotion of black educators into positions of prestige and authority in the North Carolinal local education administrative units. This would imply that the black educators in this study were employed as administrators in the true sense of the word, and not as the "Crisis Stoppers" described by Frelow (1977).

Conclusion III: The black administrators in the local education administrative units in North Carolina have authority and responsibility commensurate with their titles.

Colquit noted in 1973 that while some progress had been made in the upward mobility of black administrators in Northern metropolitan cities, the increase was primarily confined to the principalship level. He further noted that while the metropolitan school systems had become increasingly black, there were no black administrators in the top positions and none held the position of superintendent. As an intermediary between the principalship and top positions, a few black administrators held the position of district superintendent, a current trend in metropolitan school systems. However, Scott was a little more optimistic than Colquit when he wrote about a seeming reversal in the promotion and employment trends for blacks above the principalship level. It was Scott's contention that black administrators were moving into superintendent positions, although at a slow pace. The findings of the present study agreed with Scott's findings of an upward mobility of black administrators in the educational hierarchy. A vast majority of the black administrators in North Carolina local education administrative units perceived their levels of authority and responsibility to be commensurate with their title. More specifically, over half of the black administrators who held positions of superintendent, associate superintendent, and assistant superintendent had responsibility and authority at the decision-making policy-influencing level in their local unit.

Lutterbie concluded from her survey of black administrators in Florida that the positions at the county level attained by the displaced secondary school principals did not always carry decision-making responsibility compatible with their titles or their positions. Smith's findings in that same year were consistent with Lutterbie's. Smith also concluded that a disproportionate number of black administrators experienced numerous problems and were highly frustrated in their efforts to perform their duties in a creditable fashion--in most instances they had been given responsibility but no power or authority commensurate with that responsibility. In contrast to the findings of Lutterbie nad Smith, the black administrators in North Carolina local education administrative units perceived their levels of authority and responsibility to be commensurate with the positions they held.

Conclusion IV: The black administrators aspired for promotion in the North Carolina local education administrative unit.

The typical black administrator in this study was a director who aspired to be promoted to the position of assistant superintendent in his local unit.

In his 1972 study Rouse sought to determine the extent to which black educators aspired to be promoted. His survey included principals who were well qualified to move to a higher administrative position, yet these principals appeared to be complacent toward promotion to a higher level.

Rouse referred to this complacency as the "Black Plateau,"
but qualified the situation as possibly being a transitional
phenomenon that future statistics would either confirm or
deny. Rouse apparently was correct in this analogy, but only
because there was no place for upward mobility for black
principals, at least at the time of his study. Since that
time, there has been significant upward mobility among black
educators to the top-level positions in North Carolina local
education administrative units.

The black administrators in this study aspired to
be promoted in their local unit. The fact that a relatively
large proportion (41 percent) of the study respondents indi-
cated no interest in promotion may be attributed to the fact
that they were an older group (average age range of 50 to
59) who had considerable longevity in the field of education
and were nearing retirement; consequently, they did not par-
ticularly aspire to be promoted.

> Conclusion V: The black administrators who were re-
> spondents in this study were satisfied in their
> current positions and perceived their job environ-
> ment as good.

Johnson's 1977 survey of black educational adminis-
trators in Florida led him to conclude that principals and
other black administrators were equally frustrated with
concerns from their superiors dealing with lack of respect,
trust, and support. Scruggs conducted a similar study in
1977 which involved black administrators in public schools
and in higher education. Scruggs found that a majority

of his respondents believed that a quota system still existed, that their acceptance into the education system was not equal to that of whites in similar positions, and that after 20 years of public school integration, blacks had not yet been included as equals in the administrative process.

The black administrators in North Carolina local education administrative units who were respondents in this study perceived their positions as quite different from Scruggs' subjects; they expressed satisfaction with their current positions. A contributing factor to their degree of satisfaction probably was the fact that 90 percent of them perceived the job environment in their local unit to be good; that is, their authority and responsibility were commensurate with their titles, their professional abilities were respected by their colleagues, they were included as members of the administrative team in their unit, their supervisors demonstrated support for their professional judgement, and the promotional and employment practices within their local unit were adequate, with reservations.

> Conclusion VI: There were sufficient numbers of
> black administrators employed in North Carolina
> local education administrative units to make the
> findings and conclusions of this study valid.

One hundred and two black administrators in North Carolina local education administrative units met the specifications of this study. Of this group, 75 percent returned usable questionnaires--a sufficient number to develop a

valid and reliable profile of these black administrators and to support the study findings, conclusions, and recommendations.

Recommendations

1. The State of North Carolina should continue to monitor employment and promotional practices at all administrative levels to ensure a balance between minority and majority employment.

2. Based on the fact that black administrators are relatively new to the local education administrative units in the North Carolina Public School System and that limited information on this group of administrators was available, it is recommended that this study be replicated in three years to measure again the progress and perceptions of these black administrators.

3. A comparative study of both white and black administrators in similar administrative positions should be of interest.

4. A comparable study should be conducted in a neighboring Southern state and a comparison made with the findings of the present study.

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APPENDIX

State of North Carolina

Superintendent of Public Instruction   October 1, 1979

Raleigh 27611

Mr. James Edward Sibert
1416 Alamance Church Road
Greensboro, North Carolina   27406

Dear Mr. Sibert,

The proposed study of black administrators in North
Carolina that you discussed in the letter of Septem-
ber 7, 1979, should make a significant contribution
to improving education in the State. I believe that
the State Board of Education, local school boards, and
school administrators will benefit from having a reliable
profile of black administrators. I am personally looking
forward to receiving a copy of your summary of findings,
conclusions, and recommendations.

I trust the local school administrators will cooperate
with you in this study. I am asking H. T. Conner,
Assistant Superintendent for Research and Development,
to give you support in my behalf should you need assis-
tance through the State Department of Public Instruction.

Best wishes in this important endeavor.

Sincerely,

A. Craig Phillips
State Superintendent of Public Instruction

ACP:mls

1416 Alamance Church Road
Greensboro, North Carolina 27406
November 5, 1979

Dear Administrator:

As a doctoral student in education administration at the University of North Carolina--Greensboro, to complete the requirements for the degree I have chosen to study the black administrator in the local education administrative units of North Carolina's public school system.

Following a dramatic decrease in black representation among public school administrators in the early stages of school desegregation, there is evidence that since 1971 a turnaround has been in process; i.e., black administrators are again being employed and promoted within the public school systems of the nation. To test the extent of this turnaround in North Carolina, the overall purpose of this study is to bring together information from all black administrators in North Carolina's local education administrative units and, from the information gathered, to develop a profile of that professional group. Areas in which information is sought are: Socioeconomic characteristics, professional experience, appointment status, role perception, role aspirations, and job environment.

The enclosed research instrument was designed to require a minimum of time for responding and to preserve the anonymity of the respondent. Although the questionnaires have been coded so that nonrespondents can be contacted with a reminder, the data collected will be presented in summary form, and no allusion will be made to individuals or individual education units in reporting the results of the study. Since the number of potential respondents to the questionnaire is limited, the importance of your participation in this study cannot be overemphasized.

When you have completed the questionnaire, please return it in the postage-paid envelope enclosed for your convenience. As time is of the essence, an early response would be greatly appreciated.

Thank you for being a part of this study, the success of which depends entirely upon you.

Sincerely,

s/s   James E. Sibert
         Educational Counselor
         North Carolina A&T
          State University

A PROFILE OF BLACK ADMINISTRATORS IN THE LOCAL EDUCATION
ADMINISTRATIVE UNITS OF THE NORTH CAROLINA
PUBLIC SCHOOL SYSTEM, 1979

INFORMATION REQUEST

INSTRUCTIONS: With two exceptions, all of the questions in
this instrument can be answered with a check mark. When you
have completed the instrument, please check carefully to be
sure that you have answered every question.

SECTION A: PERSONAL DATA

1. Sex (check one)

    1___Male   2___Female

2. Age range (check one)

    1___Under 25   4___40-49
    2___25-29   5___50-59
    3___30-39   6___60 or over

3. What is the highest degree that you currently hold?
    (check one)

    1___Associate
    2___Baccalaureate (Major_____)
    3___Master's (Major_____)
    4___Doctorate (Major_____)
    5___Other (specify) _____

4. Which of the following program areas best identifies your
    major field of study at the graduate level? (check all
    that apply)

    1___Educational administration
    2___Administration and supervision
    3___Supervision
    4___Curriculum specialist
    5___Other (specify) _____

5. What is your current salary range?   (check one)

    1___Less than $15,000   5___$30,000-34,999
    2___$15,000-19,999   6___$35,000-39,999
    3___$20,000-24,999   7___$40,000 or more
    4___$25,000-29,999

6. Marital status (check one)

1___Single   4___Separated
2___Married   5___Divorced
3___Widowed

7. Number of children (check one)

1___None   4___Three
2___One   5___Four
3___Two   6___Five or more

8. Are you a native of North Carolina?

1___Yes   2___No

9. Please check the appropriate answer with regard to the
   level of education of each of your parents or guardian(s).

Father   Mother

1_____   1_____   Less than high school
2_____   2_____   Some high school, no diploma
3_____   3_____   High school diploma or equivalent
4_____   4_____   Some community colle e or vocational
                  training
5_____   5_____   Some college training
6_____   6_____   Associate degree
7_____   7_____   Baccalaureate
8_____   8_____   Master's degree
9_____   9_____   Doctorate (EdD, PhD, MD, or JD)
10____   10____   Other (specify)_____

SECTION B: PROFESSIONAL EXPERIENCE

10. What is your current position in the local education ad-
    ministrative unit? (check one)

1___Superintendent
2___Associate Superintendent of/for_____
3___Assistant Superintendent of/for_____
4___Director of/for_____
5___Other (specify)_____

11. How would you describe the administrative position you
    now hold? (check one)

1___Line
2___Staff
3___Other (specify)_____

12. In what type of school district is your administrative unit? (check one)

    1___City
    2___County
    3___City and county combined

13. How long have you been employed in your present position?

    1___years

14. What professional positions have you held in the field of education? Please list, starting with your last position and working backward. (Please print.)

Title of position	Agency or institution	Years in position

15. What is the total number of years you have been employed in the field of education? (Include all levels.)

    1___1-3   5___13-15
    2___4-6   6___16-18
    3___7-9   7___19 or more
    4___10-12

SECTION C: APPOINTMENT STATUS

16. Which of the following statements best describes your initial employment as an administrator in your school district? (check one)

    1___Promoted from within the same school district.
    2___Selected from outside this school district.

17. How did you obtain your current position? (check one)

    1___Actively sought the position.
    2___Was next in line for promotion and received it.
    3___Recommended by supervisor.
    4___Knew someone within the central office who assisted me.
    5___Result of equal employment policy.
    6___Influencing forces of the community.
    7___Other (specify) _____

18. What is your appointment status?   (check one)

1___Regular annual appointment.
2___Full-time appointment but contingent upon
       continued funding.
3___Temporary appointment.

19. Which of the following best describes the nature of your
    appointment?   (check one)

1___New position
2___Replacement of former employee
3___Expansion of existing positions
4___Other (specify)_____

20. Do you hold a valid contract for your current administrative position?   (check one)

1___Yes   2___No

21. If YES to question 20, is your contract renewable

1___Each year   3___Every 4 years
2___Every 2 years   4___Other (specify)_____

22. From which of the following sources is your salary received?   (check all that apply)

1___Local   3___Federal
2___State   4___Other (specify)_____

23. Does your current position require administrative
    certification?   (check one)

1___Yes   2___No

24. Which of the following certificates do you hold?   (check
    all that apply)

1___Superintendent certificate
2___Specialist certificate
3___Supervisor certificate
4___Principal certificate
5___None
6___Other (specify) _____

SECTION D: ROLE PERCEPTION

25. Which of the following respondibilities (RESP) and
     authorities (AUTH) do you perceive as part of your role?
     (check all that apply)

     RESP AUTH

     1____ 1____ Recruiting and hiring personnsl
     2____ 2____ Supervising subordinates
     3____ 3____ Planning and implementing in-service train-
                    ing
     4____ 4____ Developing proposals for use of federal
                    funds
     5____ 5____ Responsibility for all student personnel
                    services
     6____ 6____ Selecting textbooks
     7____ 7____ Budgetary management
     8____ 8____ Participating in decision-making that
                    influences school policy
     9____ 9____ Curriculum development evaluation
    10____ 10____ Other (specify)_____

26. Are you restricted in performing the administrative
     duties prescribed for the position you hold?   (check one)

     1___Yes   2___No   3___Sometimes

27. Which of the following experiences or preparations have
     contributed most to your ability as an administrator?
     (check all that apply)

     1___Undergraduate training
     2___Graduate training
     3___Classroom teacher experience
     4___Administrative internship prior to current employment
     5___In-service study and training programs of the school
          system where employed
     6___Self-directed study
     7___On-the-job experience as an administrator
     8___Other (specify)_____

28. Which of the following statements best describes your
     qualifications for your current position?   (check one)

     1___Underqualified
     2___Qualified
     3___Overqualified
     4___Other (specify)_____

SECTION E: ROLE ASPIRATIONS

29. Are you satisfied in your current position?

   1___Yes   2___No

30. Are you interested in being promoted within the local
     education administrative unit?

   1___Yes   2___No

31. If YES to question 30, which of the following positions
     do you aspire to attain?   (check one)

   1___District Superintendent
   2___Associate Superintendent
   3___Assistant Superintendent
   4___Other (specify)_____

32. Which of the following statements best describes a per-
     ceived barrier to your promotion?   (check one)

   1___Promotional practices
   2___Educational qualifications
   3___Lack of experience or seniority
   4___Other (specify)_____
   5___None of these statements

SECTION F: JOB ENVIRONMENT

     Please indicate your opinion of your job environment by
circling the number corresponding to the most appropriate re-
sponse to each of the following statements.

        RESPONSE SCALE: 1 = Strongly agree
                          2 = Agree
                          3 = Disagree
                          4 = Strongly disagree

                  Statement   Response

33. As an administrator in the local educa-   1 2 3 4
     tion administrative unit where I am em-
     ployed, I have the authority and respons-
     ibility commensurate with my title.

34. My professional abilities are respected by   1 2 3 4
     my colleagues.

35. I am included as a member of the adminis-   1 2 3 4
     trative team in my unit.

	Statement	Response

36. My superiors demonstrate genuine support   1 2 3 4
    for my professional judgment.

37. The employment and promotional practices   1 2 3 4
    for administrators in my local education
    administrative unit are adequate.

THANK YOU FOR PARTICIPATING IN THIS STUDY

J. E. Sibert
1416 Alamance Road
Greensboro, North Carolina 27406