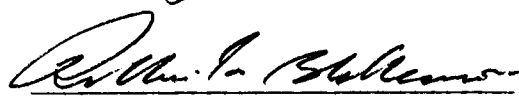
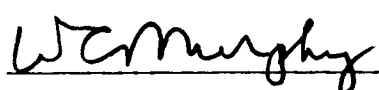


To the Graduate Council:

I am submitting herewith a dissertation written by Lowell Wayne Patterson entitled "A Study of Perceived Differences in Administration of School Districts in Tennessee Which Operate Under Elected or Appointed Superintendents." I recommend that it be accepted in partial fulfillment of the requirements for the degree of Doctor of Education, with a major in Educational Administration and Supervision.


Gerald C. Ubben, Major Professor

We have read this dissertation
and recommend its acceptance:

Accepted for the Council:


Vice Chancellor
Graduate Studies and Research

A STUDY OF PERCEIVED DIFFERENCES IN ADMINISTRATION OF SCHOOL
DISTRICTS IN TENNESSEE WHICH OPERATE UNDER
ELECTED OR APPOINTED SUPERINTENDENTS

A Dissertation
Presented for the
Doctor of Education
Degree
The University of Tennessee, Knoxville

Lowell Wayne Patterson

August 1980

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Finally, I would dedicate this dissertation to those who have labored so hard and endured so much to make this moment possible: my wife Barbara, my children Susan and Randall; and the Lord my Saviour for spiritual sustenance in the hour of need.

ABSTRACT

The purpose of this study was to investigate the perceived differences in administration of school districts in Tennessee which operate under appointed or elected superintendents. Questions to be answered were: (1) Are there perceived differences (according to members of the educational community) between public school administrations having an appointed superintendent and those have an elected superintendent; and (2) What are perceived differences in public school administration which have appointed rather than elected superintendents:

A questionnaire was sent to each superintendent in Tennessee. This questionnaire consisted of areas of common concern for the urgent needs of the superintendents based on a recent survey conducted by the National Center for Educational Statistics concerning current, urgent needs of the superintendent. A second questionnaire was sent to the chairman of each board, to all presidents of local education organizations, a random sampling of one board member from each system; presidents of parent-teacher organizations, to a principal from each level (elementary, middle-grades, high school) in each district.

The findings of this study revealed that the appointed superintendent is perceived as being superior to the elected superintendent in many ways. The superintendents who had been appointed by school boards in Tennessee were better educated, had more experience to help them on the job, and were generally older than their elected counterpart. They were also more frequently evaluated by the school board.

Board-appointed superintendents were perceived to be superior in the areas of training and experience; leadership; organization; handling of curriculum, personnel, budget; and building maintenance. The total educational community consistently rated the appointed superintendent superior in all areas of his/her operation. Laypersons serving under all types of superintendents rated their superintendent higher in all areas than did professionals. This study shows very clearly that the appointed superintendent has greater stability in office, superior training, and is more cognizant of education needs in his/her district. The findings of this study do not support the assertion of stronger public relations of those who favor electing their superintendent. The board-appointed superintendent tended to distribute his time more evenly among all concerns, rather than dwelling as much on specific concerns as did elected superintendents. All Tennessee superintendents tended to show less concern (than shown nationally) for professional negotiations, civil rights, and energy management.

Recommendations were that Tennessee adopt legislative action mandating the appointment of superintendents by school boards in all school systems in Tennessee; that the Tennessee School Boards Association continue its present position in support of appointing school superintendents in Tennessee; that the Tennessee Education Association reverse its present position supporting the election of Tennessee superintendents; that the Tennessee State Board of Education recommend the appointment of superintendents as standard practice in Tennessee.

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CHAPTER I

INTRODUCTION

In the state of Tennessee there are a total of 148 superintendents of schools. Sixteen of these are selected by the County Court; fifty-six are selected by the County or City Board of Education; and seventy-six are selected by the popular vote of the people. Much discussion has arisen in the last few years about the quality of education and whether or not the public is receiving just value for their education dollar. This has led to a re-evaluation of educational systems and the people who run them. In the wake of these events many school systems have turned to selecting their superintendents by appointment rather than by popular selection. According to Educational Research Service, Inc., as of January 21, 1980 "the only states that [still] elect school superintendents [by popular vote] are Alabama, Georgia, Florida, Mississippi, and Tennessee."¹

The problems of the superintendency usually center around how the superintendents perform within the role concept of the community they serve. The varying sets of problems they face daily are as many, and as diverse, as the separate communities (urban, suburban, rural) found in Tennessee and nationwide.

Notwithstanding legal limitations placed upon the powers of the school superintendent, public restrictions that temper their

¹Based on personal correspondence between Judith Ulinski, Information Specialist for Educational Research Service, Inc. and the writer.

decisions, and boards of education that want to run the show; the superintendent possesses enormous influence in the community. Today most boards won't take action without the recommendation of the superintendent. In the operational phases of the school system s/he has authority over (1) selection of professional personnel, (2) their salaries, (3) the curriculum, (4) instructional techniques, (5) instructional equipment and supplies used to implement teaching, (6) textbook selection, (7) what facilities will be built, (8) where they will be built, (9) how they will be maintained, (10) attendance zoning, (11) hours and days of attendance, (12) safety and sanitary conditions for school children, and (13) regulations governing the conduct of students from the time they leave home in the morning until they return. Add to these tasks a plethora of concerns such as bussing, desegregation, community acceptance, and you have an idea of the inherent responsibility and the importance of the proper selection and training of every superintendent of schools.

The method of selection becomes increasingly important when the tasks and the role expectations of the superintendent are examined. If the superintendent is elected by the popular vote of the people, s/he must cater to the electorate. S/he must be "home folk" to the voting populace in order to insure the greater number of votes for the forthcoming election year. This image must continue on into the term of office. The superintendent must continue to be the "good ol' boy" that was personified while pursuing the vote. In perpetuating this role, it becomes necessary to consider the wishes of those who put them in office. During their time in office, much of their time

is spent in "stumping" and "polishing the image" in anticipation of another election and another term.

If the superintendent is appointed by the board or the county court, s/he is usually selected on the basis of experience and academic merit. In the initial stages of hiring a superintendent the board traditionally conducts an organized search for the proper candidate. This person must measure up to a given criteria formulated by the hiring organization. This is usually a more critical measuring of the candidate than is the elective process. This would seem to insure the selection of a better qualified person, and not necessarily a politically influential person. Data in this study and others have supported the premise that candidates selected in this manner generally are better qualified academically and are in other ways "superior" to those elected by the popular vote of the people.

By the very nature of the criteria established by a search committee, the appointed superintendent may prove to have superior training for the task. Further in this study mention has been made concerning the increased incidence of the terminal degree with appointed superintendents; and conversely, the increased probability of the possession of a Master's degree coinciding with the elected superintendent. This polarity is due, perhaps, to the fact that the appointed superintendent requires more advanced training in order to appear favorable in the eyes of the appointing body. On the other hand, appointment of the superintendent is no guarantee of superior qualities.

Statement of the Problem

The problem addressed by this study was that there is a continuing debate concerning the appropriateness of an elected versus an appointed superintendent. Is one method of selection of the superintendent better than another? Is the performance of a superintendent related to the way in which s/he has been selected? Review of available literature has failed to yield any in-depth study resolving this problem.

Purpose of the Study

The primary purpose of this study was to investigate the perceived differences (as indicated by members of the educational community) in administration of school districts in Tennessee which operate under appointed or elected superintendents.

General questions to be answered by the study. Questions of a general nature to be answered by the study were:

1. Are there perceived differences between public school administrations that have appointed superintendents and those that have elected superintendents?
2. What are the differences, if any, and how does the educational community perceive these differences?

Specific questions to be answered by the study. Questions of a specific nature to be answered by the study were:

1. Is there a difference between how the superintendents are selected and their previous types or amount of administrative experience?

2. Is there a difference between how the superintendent is selected and the training or educational level achieved?

3. Is the appointed superintendent usually older or younger than his/her elected counterpart?

4. Is the appointed or elected superintendent more frequently evaluated by his/her system?

5. How do appointed or elected superintendent differ in their concern for the "urgent needs" of the superintendent?

6. Relative to the appointed versus the elected superintendent, what are the differences in perceptions of school board chairmen; school board members; education association presidents; PTA presidents; high school, middle grade, and elementary school principals concerning the superintendent's professional training and experience; leadership; organization; handling of curriculum, personnel, budget; and building maintenance?

7. Relative to the appointed versus the elected superintendent, what are the differences in perceptions of lay versus professional members of the educational community concerning the superintendent's professional training and experience; leadership; organization; handling of curriculum, personnel, budget; and building maintenance?

8. What is the differences among school district size, type of government and method of selecting the superintendent?

Importance of the Study

In January of 1980 the Tennessee School Boards Association supported a bill providing for the election of a director of public instruction by each county board of education in the state of Tennessee.

The hearing was to have taken place at the Legislative Plaza in the Senate Education Committee. The bill was withdrawn at the hearing by the senator who wrote the bill with the comment, "I've taken a nose count of the committee and have decided to withdraw this bill."² The TSBA's position follows:

With an appointed administrator, the ability of local school systems to provide quality education would be enhanced in the following ways:

1. Provides clear delineation of a previously indistinct line between the policy-making function of the board and the administrative function of the superintendent.

2. Increases the likelihood that the most qualified applicant (within or without the system), rather than the most politically powerful person, would assume the office of chief school administrator.

3. Allows the chief school administrator, as an employee of the board, to move the school system toward the board's long-range goals, to promote needed change and to operate in the best interests of education, rather than for political reasons.

4. Allows the chief school administrator to be selected and evaluated in terms of professional qualification and performance, following the same procedures utilized for teachers, principals, and supervisors.

5. Provides a superintendent who, as a member of the management team under the EPNA [Educational Professional Negotiations Act], is directly responsible to the board to negotiate the best possible contract.

6. Provides a person during negotiations in whom the board has confidence and in whom they can seek advice.

7. Increases chances of a competent administrator being retained over a longer period of time to provide consistent leadership toward obtainment of goals of local school system(s).

8. Provides for the release of a less competent administrator during a four-year term.³

Studies have been done in various states concerning the problem of whether to appoint or elect the superintendent of schools. This is

²Personal appearance at the hearing, Bill S-831 (H-697).

³Don McAllister, "Legislative Forecast for Second Session of 91st General Assembly," Tennessee School Boards Bulletin, Nov.-Dec., 1979, pp. 4-5.

also becoming an item of national concern. According to Husen:

In school districts where the superintendent is elected, the school board is elected by the members of the community and is given power by the state, to be reasonably independent of outside control. The elected board also selects its own superintendent. Such a board has the power necessary to make decisions regarding educational programs it will adopt, how it will implement them, and how it will financially support these decisions. The superintendent, acting as the appointee and executive secretary of the board, has the responsibility for developing policies and programs for the board and for seeing that they are carried out once the board has approved them. . . .

There is another system of school district formation where the local funding of the school district is determined by the county or quarterly court--an elected body; policies and educational programs determined by the school board--an elected body; and the policy formation and the carrying out of board decisions by the superintendent--an elected official. . . . In such a system the superintendent tends to show favoritism to that segment of the population that elected him to office. . . . All too often, unfortunately, cooperation (or lack of it) between the court, the board of education, and the superintendent is based upon personal or political factors rather than on a commitment to quality educational programs for the children who attend the schools in their districts.⁴

Another factor which should be considered as playing an important role in the acquisition of a superintendent is whether or not the superintendent is, as Carlson indicates, a "career-bound" or a "place-bound" administrator. These loci would have some effect on the superintendent's performance within his role. According to Carlson, the place-bound superintendent is an

Insider who [has] moved up through the school system's hierarchy [and] has waited for the superintendency to become vacant. If he does become superintendent, he usually retires

⁴Peter M. Husen, "A Case for the Appointed Superintendent," Tennessee Education, Vol. 2, No. 4 (1973), pp. 11-14.

on the job and probably does not become superintendent in another district. . . .

[The career-bound superintendent] does not wait, but seeks the job he wants and does not hesitate to move from one district to another to advance his career. He is an outsider and may make a career of the superintendency, probably holding a position in more than one district before he retires.

The essential difference between these two types of men is the importance they attach to career and place. The insider stays in his organization by choice and attains the superintendency only if he can do so in that organization, but the outsider places great stress on his career objectives and is mobile in the course of his career development.⁵

Methodology

The design for this study was descriptive research using two questionnaires mailed to members of each educational community. Data gathered from the questionnaires were analyzed to determine the perceptions of the population concerning the administrative performance of the superintendent. A cover letter was sent to the superintendent in each district along with a sample questionnaire asking for participation of his system.

The population and its selection. The population consisted of all 148 school districts in Tennessee. The population was defined by those districts with appointed or elected superintendents as listed with the Bureau of Research and Information, Tennessee State Department of Education.

From this population the following set of respondents was selected: all the superintendents in the state; chairman of each

⁵Richard O. Carlson, Executive Succession and Organizational Change: Place-Bound and Career-Bound Superintendents of Schools (Chicago: Midwest Administration Center, The University of Chicago, 1962).

board; president of each local education organization; president of each parent-teacher organization; a randomly selected board member; and a randomly selected principal from each level (elementary, middle-grades, high school) in each district.

Instrumentation. Data pertaining to perceived superintendent performance were collected by using a task analysis instrument. A descriptive questionnaire of twenty-one items was sent to each superintendent, and a second questionnaire of forty-four items was sent to a sample of members of the educational community.

Collection of the data. The questionnaires were mailed to the sample with a two-week expected return. A follow-up postcard was sent to insure a higher percentage of respondents.

Treatment of the data. After the return of the questionnaire, each item was examined to see if there were any significant perceived differences in school systems with elected superintendents and those with appointed superintendents. Special attention was given to those significant elements that make a superintendent more or less effective. Tables of frequency distribution were developed on the basis of the data. The first part of the superintendent's questionnaire which deals with demographic data was cross-tabulated with the specific questions to be answered by the study. The second part of the superintendent's questionnaire which deals with "urgent concerns" yielded a percentage of involvement concerning each item. These data were used to establish a mean for each independent variable.

The third part of the instrument consisted of a questionnaire directed to members of the educational community. These items dealt with the specific performance of the superintendent. Responses to this section were analyzed and indicated by percentage of respondents who selected each alternative for each item. Responses to select items were then compared to responses on other items, non-parametrically, with the use of a chi-square test to determine observed frequencies.

All data were reported in chart form (including the chi-square display) indicating response rate, total sample size responding, and total percentage of returns.

Definitions of Terms

1. Appointive method. The appointive method refers to a system providing for the appointment of the superintendent by school boards or county courts.

2. Career-bound superintendent. A "career-bound superintendent" is one who is considered an "outsider" and seeks the job he wants and is willing to move from place to place in order to better his position in life.

3. City unit. The term "city unit" is used interchangeably with "city basic unit," a basic school administrative unit that has boundaries and areas identical with those of the city.

4. County unit. The term "county unit" is used interchangeably with "county basic unit" which is a basic school administration unit whose boundaries and areas are identical with those of the county.

5. Educational community. The term "educational community" is used interchangeably with "members of the educational community" and

refers to those persons involved in education within the school community or district such as: school board chairmen; school board members; education association presidents; PTA presidents; high school, middle school, and elementary school principals.

6. Elective method. The term "elective method" refers to that system that provides for the election of the county superintendent by popular vote.

7. Place-bound superintendent. The term "place-bound superintendent" refers to a superintendent who is considered an "insider," who has moved up through the school's hierarchy and waited for the superintendency to become vacant.

8. Principal. The term "principal" refers to the person who is the chief executive officer and head of the teaching faculty of a particular school.

9. Search committee. A "search committee" is a temporarily formed group of persons with the sole responsibility of locating and interviewing promising candidates for supervisory and administrative positions in the school system.

10. School board. A "school board" is a group of persons who works with the superintendent of schools and whose function is to "carry out the will of the state toward education as expressed by the state legislature."⁶

11. Superintendent of schools. The "superintendent of schools" is the person in charge of education within a district. This term is

⁶Edward C. Bolmeier, The School in the Legal Structure (Cincinnati: The W. H. Anderson Company, 1968), p. 117.

used interchangeably with county superintendent of education, county superintendent of public instruction, the chief school officer of a local school system.⁷

12. Lay group. The term "lay group" refers to the group which consists of the school board chairman, a school board member, and the president of the parent-teacher organization.

13. Professional group. The term "professional group" refers to the group which consists of the president of the local education organization, a high school principal, a middle grade principal, and an elementary school principal.

14. Urgent needs. The term "urgent needs" is used interchangeably with "urgent concerns" and refers to the areas under the superintendent's control such as: community involvement and taxpayer support; energy management; budget management and school finance; program evaluation; education law; staff evaluation, implementing state and federal programs; curriculum development; public relations; school board relations; issues involving teacher and non-certified personnel organizations; civil rights compliance; and organizational structure and development (see Appendix C).

⁷Ibid., p. 153.

CHAPTER II

A REVIEW OF RELATED LITERATURE AND RESEARCH

This chapter was designed to offer a complete review of related literature and research concerning basic arguments for the elected and appointed methods of superintendent selection and the role of the superintendent as perceived by the superintendent himself and by members of the educational community.

Two studies were found to be parallel to the present study. The first study was conducted by the National Center for Education Statistics and was written by Jeanette Goor in the summer of 1978 on the return of a questionnaire mailed to members of the American Association of School Administrators (AASA) in 15,344 districts nationwide. Administrators were asked to respond to a 15 item list of training areas by assigning "urgent," "moderate," or "little or none" training needed for each training area. The NCES study was used as a basis for the questionnaire in this study that was mailed to the superintendents (see Appendix A).⁸

The second study was written by Charles Douglas Mould at the University of Florida in 1975 as partial requirement for a Doctor of Education degree. This study, under the chairmanship of Dr. Ralph B. Kimbrough, investigated the perceived differences in administration under elected and appointed school superintendents in Florida and was

⁸Jeanette Goor, et al., Training Needs of Public School Administrators: A Survey of Local School Districts, Summer 1978 (Washington, D.C.: National Center for Education Statistics, 1978), p. 3.

initiated when the state legislature was considering a requirement for the appointment of school superintendents. Tentative guidelines were developed from the literature relating to tasks, areas of responsibility, and administration and supervisory functions of school superintendents. An oral interview instrument and a questionnaire were used. Seven school districts which had changed from elected to appointed superintendents since 1968 were selected. These systems were visited and one person (who had served in both administrations) was selected to be interviewed. The persons were selected from board members, central administrators, senior high school principals, junior high school principals, and elementary school principals.⁹

The Florida study was used as a basis for the part of this study that was directed to the chairman of the board, the board member, the president of the local education organization, president of the parent-teacher association, and the principals of senior high, junior high, and elementary schools (see Appendix B).

Should the superintendent of schools be an appointed or elected official? What is the role of the superintendent as perceived by the superintendent himself, boards of education, members of the educational community and by members of the community in which the educational system is located? What are some evaluation procedures for determining the superintendent's performance? These questions have long been debated in those states in which superintendents are still elected by popular vote. Within the state of Tennessee the selection of the

⁹Charles D. Mould, "A Survey of Perceived Differences in Administration Under Elected and Appointed Superintendents in Florida," (unpublished doctoral dissertation, University of Florida, 1975), pp. ix-x.

superintendent has largely come about through the elective process. This review will attempt to focus on three distinct areas pertinent to this study: (1) basic arguments for each method of selection; (2) the perceived role of the superintendent; and finally (3) evaluation procedures for ascertaining his performance efficiency.

I. BASIC ARGUMENTS FOR THE ELECTED AND APPOINTED METHOD OF SUPERINTENDENT SELECTION

The most recent categorization and synthesis of arguments for each practice of superintendent selection was conducted by Leps. In his 1968 publication the following arguments are set forth in favor of the election of the superintendent of schools:

1. The most frequent argument for the elected school superintendent is that the public maintains control of the schools through exercise of their rights to the ballot.
 - a. The schools should remain close to the people they serve.
 - b. Government, especially education, should be kept in the hands of the people to preserve fundamental freedoms and individual liberty.
2. An elected superintendent is particularly close to the people and is likely to be more responsive to their needs and desires than an appointed superintendent.
3. Influentials in the county are more likely to affect the decision making of the elected superintendent in matters of county welfare.
4. A superintendent elected by the people is more independent of the school board and better able to protect the people from ill-conceived plans of a poor school board.
5. The responsibility for appointing the school superintendent added to the considerable authority for education that school boards now have would give school boards more power over the local schools.
 - a. Currently the teaching profession has been dissatisfied with autocratic, unilateral decision

making by school boards and has taken action to gain more participation in educational affairs.

- b. The authority to appoint the superintendent would reduce the power of the people and strengthen the autocratic rule of the school board.¹⁰

Leps also discussed, in the same publication, the arguments in favor of the appointed superintendent of schools. The arguments he presented are provided here:

1. The elected school board is able to select a better qualified person for the post of school superintendent than the electors of the school district because:

- a. The choice is not limited. The school board may look beyond the county or state boundaries to find the person best qualified for the position, while in the case of the elected superintendent, the choice of the electors is limited to the residents of the county who choose to be candidates for the office.
- b. The school board may develop high qualifications for the position to be filled, while the courts have ruled that educational requirements beyond those in the Constitution cannot be established for the elected superintendent.
- c. The school board may set the salary for the position at a level to compete successfully for the best talent.
- d. The school board may enlist the services of consultants and authorities in finding the best person available.
- e. Appointed superintendents . . . have higher qualifications and are paid higher salaries than elected superintendents.
- f. None of the counties choosing to appoint superintendents has returned to selecting them by popular vote.

2. The time and efforts of the superintendents can be spent in doing the educational job.

- a. Elected superintendents run for office while running the schools.
- b. Many decisions of the elected superintendents are colored by partisan politics.

¹⁰Joseph M. Leps, The Elected vs. the Appointed Superintendent (Gainesville: The Florida Educational Research and Development Council, 1968), pp. 17-18.

- c. It is expensive in time and money to campaign for office every four years. The taxpayer gets more for his money in the appointed superintendent.
- 3. Appointed superintendents are more likely to work cooperatively with the school board and the staff than the elected superintendents.
 - a. The elected superintendent and the elected school board may claim different mandates from the people, the result is confusion.
 - b. When both superintendent and school board members are elected by popular vote the responsibility is diffused. People do not know whom to hold accountable.
- 4. The schools are really closer to the people when they can hold the elected school board completely responsible for the schools.
 - a. There is no "buck passing," the elected school board must be responsive to the will of the people. Therefore, the superintendent appointed by this board must be sensitive to the needs and desires of the community. Experiences of many communities with appointed superintendents prove this to be true.
- 5. When the procedure for selecting the superintendent is the appointive one, it is important to have a nonsalaried (only actual expenses paid), nonpartisan school board elected at a time other than the general election.¹¹

In 1963 Kimbrough and Johns compiled the following evidence as basic arguments for the appointed superintendent:

- 1. Experience has proved that it is sound business practice to allow a board of directors to select the chief administrator. This is the best known method of fixing responsibility.
- 2. Under the system in which both the superintendent and board are elected by the people, neither the superintendent nor the board is responsible to the other and this results in divided authority.
- 3. Appointment of the superintendent by the board has helped to take schools out of partisan politics. . . .
- 4. The appointment method has resulted in securing higher qualified persons as school superintendents.
- 5. Observations of the two methods show that the appointive method produces greater stability necessary to the development of good schools.

¹¹ Ibid., pp. 12-16.

6. Under the appointive system the job seeks the man rather than the man seeks the job. . . .

7. Under the appointive system the superintendency becomes a professional rather than a political job.

8. The board of education elected by the people is a representative body in accordance with the principles of representative democracy. This body determines local educational policies, but it cannot carry out its policies unless the administrative officer is appointed by the board and responsible to it in carrying out its policies. This is the only practical democratic method we have found for administering our schools.

9. The only sections of the United States outside of Florida which still elect the superintendent for operating school districts are found in some of the rural counties in Georgia, South Carolina, Alabama, Tennessee, and Mississippi. Even in those states the schools of all cities of 2,500 or more population are on the appointive system. Throughout the United States, with the exception of Florida and a few rural counties in some of the southern states, the method of the selection of the superintendent is a closed issue.¹²

Many years ago authorities in educational administration spoke to the issue of appointive versus elective superintendents. Elwood P. Cubberley, in 1929, said:

It is not surprising that the office of county superintendent does not attract the best men in the teaching profession, and that but little progress in county educational organization and administration along sound lines has so far been made. Good men can sell their services in a better market. The low salaries paid, the expense of securing the office, the public notoriety, the humiliation of defeat, the short tenure of office, the high protective tariff levied against brains and competency from the outside by the local residence requirement, and the inability to accomplish much in states where the superintendent has the district system to deal with, all tend to keep the best men out of office. The position of county superintendent of schools is one of much potential importance, but not until our counties do as our cities long ago did, and stop electing their superintendents by popular vote, can the office be made much more than a political job offering but temporary employment to the few men and women who are willing to consider political candidacy.

¹²Ralph Kimbrough and R. L. Jones, *The Appointive Superintendency* (Gainesville: University of Florida, 1963), pp. 1-2 (mimeographed).

The clear and unmistakable lesson of our city school districts in the matter of employing school superintendents, and of all professional work and business enterprise in the matter of securing experts for any type of skilled work, is that thoroughly competent men are seldom secured by the political method. Before our communities can hope to have schools which for country and village children are as good as the cities provide for their children, they must provide some better plan for securing leaders for their educational service. Once take the office of county superintendent of schools out of politics, making it appointive instead of elective; once open it up to the competition of the whole country, as high school principalships and city superintendencies have been; and once base salary, tenure, and promotion on training, competency, and efficient service; and the office of county superintendent of schools will offer a career and an opportunity for constructive rural service for which a man or woman would be warranted in making long and careful preparation.¹³

Frank G. Graves corroborates this position in the following statement found in his 1932 publication:

The Superintendent of Schools should be chosen by the Board of Education. By this procedure he is related to the public through the board, which is either directly responsible to the community through popular election or indirectly through appointments by the mayor and counsel. This plan, which has been found most efficient and satisfactory, is now almost universally practiced. Formerly, several cities elected their superintendent by vote of the people, a plan which led to all manner of corrupt politics and petty intrigue. In contrast, boards of education are now likely to consider the selection of a superintendent their most important duty and give it undivided attention.¹⁴

One study done in Alabama is very significant in the literature on the office of the superintendency. This 1943-45 study, conducted by the Alabama Educational Survey Commission, dealt with a situation

¹³ Elwood P. Cubberley, Public School Administration (Boston: Houghton-Mifflin Co., 1929), pp. 666-667.

¹⁴ Frank P. Graves, The Administration of American Education (New York: The Macmillan Co., 1932), p. 429.

very similar to that of Tennessee and other states with elected superintendents. The commission recommended that the office of county superintendent should be an appointive office for many similar reasons:

1. The selection of any employee for whose work technical education and successful previous experiences are essential can best be made by a small group. A committee representing the people is in a better position to make investigations and to evaluate qualifications than is the voting public.

2. Business and civic organizations in general have boards of directors; each board selects an executive to be responsible for the successful operation of the concern. The board of directors is responsible for the policies and the executive is responsible to them for carrying out the policies. In school administration, if the county superintendent is elected by the people, he may take responsibility from them rather than from the county board, which is also elected by the people. Sooner or later conflicts of authority and responsibility are likely to develop.

3. An appointed superintendent need not consider the political implications of every recommendation. He is in much better position to base his recommendations as to policies on the ultimate needs of the children than a superintendent who has to depend upon a majority vote of the people for re-election.

4. When selecting a superintendent for appointment, the board is not restricted to a person from the area included in the school system. It may select the most capable person for the position, regardless of his place of residence. The small counties . . . are likely to be handicapped by the elective system because of the limited number of residents who are qualified to serve as county superintendents.¹⁵

II. THE ROLE OF THE SUPERINTENDENT AS PERCEIVED BY THE SUPERINTENDENT HIMSELF AND BY MEMBERS OF THE EDUCATIONAL COMMUNITY

The superintendent of schools is constantly being evaluated, informally, by members of the educational community and by persons concerned with the educational process because their children attend the

¹⁵Alabama Educational Survey Commission, Public Education in Alabama (Washington, D.C.: The American Council on Education, 1945), p. 235.

schools or their tax dollars go to support that school system. This informal type of evaluation may take the form of whispered comments to others in the community or may come out as a diatribe from a board member or a member of the county court. Whoever is doing the evaluating or making the comments is doing so on the basis of some set of expectations for the superintendent's performance. These expectations would necessarily be termed the superintendent's "role." According to Knezevich, a specific description of the chief administrator's role involves the following elements:

1. The superintendent is the chief executive officer of the board.
2. He is responsible for carrying out all policies, rules, and regulations established by the board. In matters not specifically covered by board policy, he is to take appropriate action and report the same to the board not later than the next regular meeting.
3. All individuals employed by the board are responsible directly or indirectly to the superintendent of schools.
4. The superintendent has the authority to prepare regulations and to give such instruction to school employees as may be necessary to make the policies of the board effective. He may delegate responsibilities and assign duties. Such delegation and assignment do not relieve the superintendent of responsibility for actions of subordinates.
5. Except when matters pertaining to his reemployment are being considered, the superintendent is to be present at all meetings of the board and its special committees.
6. He is responsible for preparing and submitting the budget to cover school operations.
7. The superintendent has the authority, within limits of major appropriations approved by the board, to authorize and direct all purchases and expenditures.
8. He recommends all candidates for employment. The board has the authority to reject specific candidates recommended, but personnel finally accepted should be employed only upon the recommendation of the superintendent.
9. The superintendent formulates and recommends personnel policies necessary to the functioning of the schools.
10. The superintendent provides professional leadership for the educational program of the schools and is responsible for developing a system of regular reporting to the board on all aspects of that program.

11. The superintendent is responsible for keeping the school board informed on all vital matters pertaining to the school system.

12. He is responsible for the development of a program of maintenance and improvement or expansion of the buildings and the site. This includes recommendation for employment and supervision of all building custodians.

13. He is responsible for formulating and administering a program for supervision for all schools.

14. The superintendent is responsible for submitting an annual report on the operation of the school system.¹⁶

The general public outside the administrative groups usually sees just a "tip of the iceberg." Few would refer to the necessary written works to determine how the superintendent should function. Much of the information accumulated concerning the superintendent's effectiveness would be emotionally biased. Yet their perceptions of how the superintendent performs within his role are reality to them, and worthy of consideration.

Ralph Kimbrough notes that the superintendent can be measured by the use of an instrument developed as a result of the Tennessee project, supported jointly by The University of Tennessee, Knoxville and the W. K. Kellogg Foundation. The Tennessee Rating Guide yielded certain characteristics of effective and ineffective administrators. The first column of the guide is descriptive of the most effective administrators rated in the Tennessee study. The second column represents behavior of the least effective administrators studied:

¹⁶J. J. Knezevich and H. C. DeKock, The Iowa School Board Member (Des Moines, Iowa: Iowa Association of School Boards, 1960), pp. 57-58.

Characteristics of Most Effective School Administrators

1. Steadily warm and appealing in relationship with others.
2. Consistently seeks and considers the opinions of others.
3. Moves surely and judiciously in effecting policies.
4. Urges the use of processes consistent with best democratic practices.
5. Recognizes and analyzes problems.
6. Is dependable and predictable in word and action.
7. Tends to try out new ideas after careful study and follows through on basis of experimental evidence.
8. Recognizes his mistakes and seeks to avoid repeating them.
9. Appears to meet crises with a contagious calmness; others feel at ease in his presence.
10. Places principle above his own personal advantages.
11. Chooses words which clearly convey thoughts; is able to express abstract ideas.
12. Is attentive in trying to grasp ideas expressed by others.
13. Facilitates a stimulating and well-ordered climate conducive to reaching group decisions.
14. Involves general public, staff members in major policy formulation.
15. Continually strives for careful group problem analysis; helps group recognize points of agreement.
16. Consistently seeks and employs new data.
17. Discusses intelligently major social, political and economic issues.

Characteristics of Least Effective School Administrators

1. Tends to be a lone wolf.
2. Generally ignores the viewpoints of others.
3. Tends to ignore or defer action on policies.
4. Uses any expedient method available to attain a pre-determined end.
5. Tends not to recognize the existence of problems.
6. Supports conflicting ideas; action characterized by inconsistency.
7. Tends to operate within traditional practices or on basis of hunches.
8. Frequently makes the same mistake but seldom admits it.
9. Tends to be upset by everyday occurrences and keeps staff in continuous uproar.
10. Tends to weasel out of situations.
11. Expresses himself in a fuzzy, incomprehensible manner and tends to puzzle listeners concerning what he means.
12. Tends to listen only to himself.
13. Is either at a loss or monopolizes discussion when appointed official leader of a group.
14. Formulates policies himself; rarely discusses them with others.
15. Contributes little to help group arrive at a working consensus.
16. Disregards new data that challenge the status quo.
17. Does not seem to be informed about or interested in contemporary events.

- | | |
|--|--|
| 18. Is aware of and actively concerned with desires and interests of community groups, agencies and organizations. | 18. Considers the school an island; is competitive with noneducational groups. ¹⁷ |
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Any school superintendent may, at any given time, deviate from the generalities mentioned above, but these traits are certainly important when considering the effectiveness of his performance. The performance of all superintendents will fall upon a continuum between the two extreme positions.

The foreword of a recent AASA publication states that "AASA believes that evaluation of administrators should be encouraged . . . boards of education [should] adopt systems of evaluation of administrators" ¹⁸ Whether or not to evaluate the superintendent seems to be a moot point; how often it is done and how carefully and consistently it is done is another question to be considered later in this document.

According to Morphet, Johns, and Reller, the selection of a school administrator involves evaluation of role, personal characteristics and educational background. "Many boards desire the assistance

¹⁷ Ralph B. Kimbrough, "The Behavioral Characteristics of Effective Educational Administrators," An Introduction to School Administration: Selected Readings, ed. M. Chester Nolte (New York: The Macmillan Co., 1966), pp. 388-389.

¹⁸ AASA, "How to Evaluate Administrative and Supervisory Personnel: A Guide to the Growth and Development of Members of the School Management Team Through Performance Planning, Results Analyses and Follow-Through," ed. H. Robert Olds, Monographs and Papers of the American Association of School Administrators, Vol. IX (1977).

of professional educators to do this job. . . . In the last analysis, the board itself will have to choose the man."¹⁹

Reeder concurs with this opinion by stating that:

Local superintendents are always selected by local school boards. County superintendents are frequently elected by a vote of the people. Students of school administration unanimously agree that superintendents should be selected by school boards, not by popular vote, and they believe that school board members and school employees should use their influence to obtain changes in state laws to permit school board selection. Selection by popular vote places the position of superintendent largely on a political basis rather than on the more defensible plane of selection for only professional qualifications.²⁰

Many superintendents are evaluated by how they conform to role expectations or how they perform in relation to a specific job description. This usually consists of a list of functions that the superintendent "does." As evidenced in this study, many extensive lists have been compiled for this purpose. The lists mentioned here are just a representative sampling. Graff's study is representative of this when he groups "critical" tasks in the areas of curriculum and instruction, student personnel, staff personnel, school plant, organizational structure, finance and business organization, and transportation.²¹

¹⁹Edgar L. Morphet, Roe L. Johns, and Theodore L. Reller, Educational Administration: Concepts, Practices, and Issues (Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1959), pp. 59-60.

²⁰Ward G. Reeder, School Boards and Their Superintendents (New York: The Macmillan Co., 1954), pp. 112-113.

²¹Orin W. Graff and Calvin M. Street, Improving Competence in Educational Administration (New York: Harper and Row, 1956), pp. 204-215.

Attempts have been made to measure the competence of the school administrator. The Nation's Schools came up with the idea of asking successful administrators the question, "What is competence in school administration?" The reply was, "The board might determine the competencies of its superintendent on the basis of how effective he helps the staff and citizens: (1) to clarify educational goals, (2) To evaluate the adequacy of the program in relation to these goals, and (3) To engage in a vigorous program of curriculum development and instructional improvement."²²

In 1975 a similar study was completed at the University of Florida utilizing an interview instrument. The purpose of the study was "to investigate the perceived differences in administration of selected school districts which had operated under both an appointed and elected superintendent." A field study was conducted in which seven school districts which had changed from elected to appointed superintendents since 1968 were investigated. The school districts were visited, and at least one person who had served with an elected and an appointed superintendent in that district was interviewed. The groups from which persons interviewed were chosen were: board members, central office administrators, senior high school principals, junior high school principals, and elementary school principals. The investigation revealed the following information:

²²M. Chester Nolte, ed., "How Should School Boards Measure the Competence of an Administrator," The Nation's Schools, in An Introduction to School Administration: Selected Readings (New York: The Macmillan Co., 1966), pp. 395-402.

1. The appointed superintendent was perceived to have better professional training and experience than the elected superintendent.

2. Administrators, whether operating under an elected or an appointed superintendent, perceived no difference in their relationship with the local school board.

3. The appointed superintendent was perceived as being as responsive to community needs as the elected superintendents.

4. Administrators and board members favored working with an appointed rather than an elected superintendent.

5. The elected superintendent was perceived to be more competent than the appointed superintendent in the area of politics and political strategies.

6. The appointed superintendent was perceived to be able to free his administration from political decisions to a greater extent than the elected superintendent.

7. The appointed superintendent was perceived as delegating more authority and responsibility to his staff than the elected superintendent.

8. The method of appointing the superintendent did not result in a loss in the principles of representative government.

9. The board member interview group and the central office administration interview group were the groups most supportive of the appointive superintendent method.

10. Those selected for interview felt that school superintendents should be appointed rather than elected, and they predicted that all school districts in Florida would change to the appointive method.²³

In a study prepared by the AASA Commission on the Preparation of the Professional School Administrators many parallels to this study were found. The comparisons will appear later in this study. It was found that:

The median age of the superintendent in 1969-70 was 48 years. According to the AASA study this indicates a reversal from prior studies (1921-22). The "typical" superintendent started his career in education at about age 23, as a science, math, or social studies teacher in a secondary school. He was more than twice as likely to have begun his career in secondary as in elementary teaching. The chances were almost eight in ten that he had coached some sport. Almost 96 percent of the superintendents had classroom teaching experience. The typical superintendent had spent more than six years in the classroom. The point of entry (into the superintendency) more often than not was the principalship or assistant principalship. Over

²³Mould, op. cit., pp. x-xi.

three-fourths have stayed in two or fewer districts. Superintendents are not likely to move from state to state; 92 percent remain in only one state. A typical superintendent in 1969-70 had a master's degree as the highest education level completed. Less than one-half of 1 percent had no degree or just a bachelor's degree. More than 29 percent had an earned doctorate. They agree that financing education continues to be their primary concern. Demand for innovations, greater visibility, changes in values and behavior, and the revolution in school staff relations are also chief concerns. Some issues, those related to socio-cultural issues are noted more in large districts than by those in smaller ones. Half of the chief executives appear to be reaching more to local concerns than to prevailing national issues.²⁴

III. SUMMARY

It was noted from the foregoing review that some studies have been made concerning appointed and elected superintendents and the values of either mode. Although there are plausible arguments for selecting the superintendent by popular election, the preponderance of literature seemed to support the position for appointed superintendents.

The main arguments for electing the superintendent seem to center around the following points: (1) the public maintains control of the educational program more easily, (2) schools are "closer" to the public, (3) education is in the hands of the people, (4) an elected superintendent is more responsive to the needs of the people, (5) the superintendent is independent of the school board, and (6) electing the superintendent increases the power of the people and weakens the autocratic rule of the school board.

²⁴AASA, American School Superintendent, ed. Stephen J. Knezevich (Madison, Wisconsin: University of Wisconsin, 1971), pp. 11-12.

The main arguments for appointing the superintendent seem to center around these points: (1) the school system is able to select a better qualified person, (2) the school board develops high qualifications that must be met, (3) an attractive salary may be set in order to secure the better candidate, (4) the superintendent's time and effort can be spent in doing the job rather than campaigning, (5) the appointed superintendent works cooperatively with, and is responsible to the board, (6) the public can hold the board responsible for the superintendent's success or non-success, (7) it produces greater stability in the school system, (8) appointment places a professional, rather than a political, emphasis on the job, (9) school board policies tend to be carried out because the superintendent is responsible to the board, and (10) the appointed superintendent is not preoccupied with politics and petty intrigue.

Many lists containing role expectations have been formulated to insure that the superintendent properly does his job. One such list, compiled as a rating guide in the Tennessee study, illustrates behavior that the good superintendent should exhibit. Other lists have been compiled to measure the competence of the chief school official in the system.

CHAPTER III

PROCEDURES FOR THE STUDY

The purpose of this chapter is to relate carefully and accurately the essential developmental phases of this study, together with an account of the procedures employed in (1) identifying and selecting participants involved in the study, (2) collecting the necessary data and (3) tabulating and analyzing the data. The possibility of undertaking this study evolved from a discussion with Dr. G. C. Ubben concerning the condition of the superintendency in the state of Tennessee. The question was raised about which method of selection would guarantee the better school administration or if, indeed, a guarantee were possible. It was noted that both elective and appointive methods of selection had advantages and disadvantages. It was reasoned that by measuring the perceptions of those involved in the educative process, one might find indicators pointing to the better method of selecting superintendents for school systems in Tennessee.

I. PARTICIPANTS

Identification

Tennessee school superintendents were identified by referring to a 1978-79 Directory of Public Schools, published by the Tennessee State Department of Education. This listing identified superintendents of schools in Tennessee by name and address.²⁵ Also, a listing

²⁵Tennessee State Department of Education, 1978-79 Directory of Public Schools, Approved Private and Special Schools for 1977-78, and

entitled "Method of Selecting Boards of Education and Superintendents in Tennessee" was obtained from the same source. This listing identified superintendents by method of selection (election or appointment).

Other members of the education community were identified as listed: the chairman of the board of education; a board member; the president of the local education association; the president of the PTA; and high school, junior high school, and elementary school principals in each system. The chairman of the board of education and board member were identified with the aid of the Tennessee School Boards Association 1979 Directory.²⁶ The president of the local education organization was identified with the use of an October, 1978 TEA membership roster provided by Cavit Chesier, then director of Tennessee Education Association, Nashville, Tennessee. The president of the parent-teacher organization was identified with the use of a membership roster provided by Ms. Hope Finley, President of the Tennessee Congress of Parents and Teachers, Nashville, with some help from Dr. Ubben at The University of Tennessee, Knoxville. The high school, junior high school, and elementary school principals were identified with the use of the aforementioned 1978-79 Tennessee Directory of Public Schools.

the State Department of Education, State of Tennessee (Nashville, Tennessee).

²⁶Tennessee School Boards Association, 1979 Directory (Nashville, Tennessee).

II. SELECTION OF PARTICIPANTS

The perceptions concerning the superintendent's performance were found by surveying the above population. A questionnaire (see Appendix C) was sent to all 148 superintendents in the state of Tennessee. A second questionnaire (see Appendix E) was sent to the other members of the educational community. This group consisted of all 148 board chairmen; a random sampling of one board member from each school system (148); all presidents of local education associations listed (137); a random selection of the president of local parent-teacher organizations in each school system (126); and a random sampling of a senior high school principal (130), a junior high school principal (88), and an elementary school principal (148) from each school system. It should be noted that some school systems had just one school; a senior high school, a junior high school, an elementary school, or any combination of the three.

III. COLLECTION OF DATA

Data concerning perceptions of differences in administration of school districts in Tennessee were obtained through correspondence with each participant identified in the sample. The letter sent to each superintendent of schools requesting a reply to the questionnaire also requested consent to use a second questionnaire to be sent to other members of the school system (see Appendix E). A week was allowed for rejection or acceptance of the survey in each system. An identifier sheet was enclosed to avoid confusion among respondents and to determine whether the superintendent was elected or appointed and,

if appointed, by what political body (see Appendix B). The superintendent's questionnaire consisted of 20 items, 6 of a demographic nature and 14 relating to urgent issues of the superintendency (see Appendix C). The superintendent was asked to respond to each item, prioritizing each and showing percentage of involvement concerning each of the areas.

The letter sent to participants other than the superintendent stated the purpose of the study, requested cooperation of the participant and promised confidentiality (see Appendix D). An identifier sheet was included with the cover letter, as was the questionnaire (see Appendix B). The questionnaire of 38 items was sent to the sample as indicated in "Selection of Participants." The participants were asked to respond with "yes," "I don't know," or "no" to each of the various areas of responsibility of the superintendent.

IV. TABULATION AND ANALYSIS OF DATA

Responses to the survey were grouped by participants, then regrouped by elected, appointed by school board, and appointed by county court (as identified). Responses by groups of participants are presented in Table I, but the following is a brief outline of the return data.

Of the 148 superintendents in the state of Tennessee, 140 were surveyed (8 declined). Of the 140 superintendents, the first return yielded 64 (46 percent), the second 7 (5 percent) for a total of 71 (51 percent). Of the 140 board chairmen surveyed, the first return yielded 50 (36 percent), the second 15 (11 percent) for a total of

TABLE I
PARTICIPANTS IN THE 1978-79 TENNESSEE SCHOOL SURVEY BY GROUPS OF RESPONDENTS

	Superin- tendent	Board Chairman	Board Member	Education Association President	PTA President	High School Principal	Middle Grade Principal	Elementary School Principal	Totals
Possible Respondents	148	148	148	137	126	130	88	148	1073
Deletions/Rejections	8	8	8	6	-	4	2	8	44
Net Surveyed	140	140	140	131	126	126	86	140	1029
First Returns	64	50	49	48	26	72	46	58	413
Second Returns	7	15	14	16	8	4	4	10	78
Total Response	71	65	63	64	34	76	50	68	491
% of Returns	51%	46%	45%	49%	27%	60%	58%	49%	48%

65 (42 percent). Of the 140 board members surveyed, the first return yielded 49 (35 percent), the second 14 (10 percent) for a total of 63 (45 percent). Of the 131 education association presidents surveyed, the first return yielded 48 (37 percent) and the second yielded 16 (12 percent) for a total of 64 (49 percent). Of the 126 parent-teacher association presidents surveyed, the first return yielded 26 (21 percent) and the second 8 (6 percent) for a total of 34 (27 percent). Of the 126 high school principals surveyed, the first return yielded 72 (57 percent) and the second yielded 4 (3 percent) for a total of 76 (60 percent). Of the 86 middle grade principals surveyed, the first return yielded 46 (53 percent) and the second 4 (5 percent) for a total of 50 (58 percent). Of the 140 elementary school principals surveyed, the first return yielded 58 (41 percent) and the second 10 (7 percent) for a total of 68 (49 percent). Eight superintendents rejected the survey for their system and one principal rejected the survey for his school. In the remaining 140 school systems, a total of 1029 persons were surveyed. Of these, 413 (40 percent) responded to the first mailing and a total of 78 (8 percent) responded to the second mailing for a total of 491 respondents (48 percent).

Returned questionnaires were divided by groups of respondents (i.e., superintendents, board chairmen, board members); then divided into groups within the groups by method of selection of superintendent. The perceptions of respondents of each group were then compared with those perceptions of other groups. Responses were categorized and analyzed focusing on differences among perceptions of respondents concerning their superintendent's past performance. Frequency

distribution tables were compiled on each item's responses. All items were then cross-tabulated with the three methods of superintendent selection.

In order to facilitate statistical analysis, the study was divided into two subparts. The first part dealt with the analysis of responses to the superintendent's questionnaire. The second part dealt with responses to the questionnaire sent to those in and concerned with the education community (excluding superintendents). The data obtained in this manner were subjected to computer analysis using the SPSS package at The University of Tennessee Computer Center. The computer provided a frequency distribution of the responses for each variable by method of superintendent selection (elected, appointed by school board, appointed by county court) which was cross-tabulated by position of respondent (chairman of the board, board member, etc.). The computer performed two tasks in regard to the encoded data from the respondents and the listed variables. It provided a frequency distribution and totals for responses to each question by category. It also provided a chi-square analysis of elected versus appointed superintendents and responses by position of respondent to determine if there were any significant statistical differences.

The variables used were based on the questions to be answered by the study found in Chapter I. The primary purpose of this study was to investigate the perceived differences in administration of school districts in Tennessee which operate under appointed or elected superintendents. Questions of a general nature to be answered by the study were: (1) Are there perceived differences (according to

members of the educational community) between public school administrations having an appointed superintendent and those having an elected superintendent? and (2) What are perceived differences in public school administrations which have appointed rather than elected superintendents? Questions of a specific nature to be answered by this study were:

1. Is there a relationship between how the superintendent is selected and his/her previous types or amounts of administrative experience?

2. Is there a relationship between how the superintendent is selected and the training or educational level achieved?

3. Is the appointed superintendent usually older or younger than his/her elected counterpart?

4. Is the appointed or elected superintendent more frequently evaluated by his/her system?

5. How do appointed or elected superintendents differ in their concern for the "urgent needs" of the superintendent?

6. Relative to the appointed versus the elected superintendent, what are the differences in perceptions of members of the educational community concerning the superintendent's professional training and experience; leadership; organization; handling of curriculum, personnel, budget; and building maintenance?

7. Relative to the appointed versus the elected superintendent, what are the differences in perceptions of lay versus professional members of the educational community concerning the superintendent's professional training and experience; leadership; organization; handling of curriculum, personnel, budget; and building maintenance?

8. What is the relationship among school district size, type of government and method of selecting the superintendent?

V. SUPERINTENDENT'S QUESTIONNAIRE

The first question in regard to the relationship between how the superintendent is selected and his/her previous types or amount of administrative experience was answered when the second item on the identifier sheet (Appendix B) was cross-tabulated with items (1) respondent's former position, (2) superintendent's years in office, and (3) superintendent's total years service.

The second question regarding method of selection of the superintendent and his educational level was answered by cross-tabulating the indicated method of selection found on the identifier sheet and Item 4 on the superintendent's questionnaire. This item dealt with superintendent's education level completed.

The third question regarding the comparative age of the elected versus the appointed superintendent was answered by cross-tabulating method of selection with Items 3 and 5 on the superintendent's questionnaire which dealt with superintendent's total years service and age of superintendent, respectively.

The fourth question referring to frequency of evaluation of the elected versus the appointed superintendent was answered by analysis of the responses to method of selection cross-tabulated with items 6a and 6b in the superintendent's questionnaire which dealt with evaluation and the frequency thereof.

The fifth question referring to how the appointed or elected superintendents differ in their concern for the "urgent needs of the superintendent" was answered by analyzing responses to the superintendent's questionnaire, Items 8-21. Method of selection was cross-tabulated with responses to questionnaire containing high, middle, and low priorities. The responses to these items were then rank-ordered according to a weighted distribution arrived at by multiplying cell percentage by 3, 2, or 1 (3 being the highest, 2 middle, and 1 low priority). Also, percentage of time involved was measured where indicated in the responses on the superintendent's questionnaire. This revealed not only how important each area was regarded by the superintendent, but also how much time was spent in considering these areas. These percentages were also rank-ordered indicating the most important areas as indicated by the superintendents' responses.

VI. TOTAL GROUP EVALUATIVE QUESTIONNAIRE

The sixth question referring to the appointed versus the elected superintendent and the differences in perceptions of various members of the educational community (board chairman, board member, education association president, parent-teacher association president, high school principal, middle grade principal, and elementary school principal) concerning various tasks performed by the superintendent was answered by cross-tabulating method of selection indicated by each respondent with Items 1-38 (see Appendix E).

The seventh question referring to the appointed versus the elected superintendent and the differences in perceptions of lay

(board chairman, board member, PTA president) versus professional (education association president, high school principal, middle grades principal, elementary school principal) members of the education community concerning the superintendent's professional training and experience; leadership; organization; handling of curriculum, personnel, budget; and building maintenance was cross-tabulated with responses of laypersons and professionals to items 1-38 (see Appendix E).

The eighth question concerning the relationship among school district size, type of government and method of selection of the superintendent was answered by analyzing the responses to method of selection and information provided by the State Department of Education (see Appendix F).

Responses to each item were cross-tabulated, frequency of distribution was noted, and a chi-square analysis (where applicable) was run by the computer. The results were reported graphically with the use of tables that recorded the number of respondents and responses in each category (see Chapter IV).

VII. SUMMARY

The first step involved the identification and/or selection of participants in the study. These essentially consisted of Tennessee superintendents; chairmen of the boards; board members; presidents of PTA's; and secondary, middle, and elementary school principals.

The second step involved collecting the necessary data. To do this, two questionnaires were designed. The first questionnaire dealt with the superintendent's tasks; denoting priorities for the

tasks and percentage of time involved in accomplishing each task. This was sent to and received from Tennessee's superintendents. The second questionnaire dealt with perceptions of identified persons in the community concerning their superintendent's performance.

The third step involved tabulation and analysis of the data received through the questionnaires. Approximately half the participants responded to the mailings. The questions postulated in Chapter I were answered by comparing the participants' responses to items contained in the questionnaires. These responses were computer analyzed and reported graphically in the study and accompanied with a narrative.

There were a number of possible elements affecting the percentage of returns in this survey. All returns would probably be affected by the late (in the school year) initial mailing of May 11, 1979 with a requested return of May 25. A follow-up letter was sent to encourage further returns May 26. Returns continued to come in through August 1979. Many superintendents involved in the closing of the schools were possibly too busy to respond or irritated at the interruption. Some superintendents receive a large number of such questionnaires throughout the year, making it easy to ignore another. Other professionals involved in the survey may have feared reprisal (especially those who were non-tenured). Members of the lay group may not have had the interest that the professional would have in the school system and the superintendent's performance. Some lay persons may not have responded because they felt uninformed concerning the superintendent.

CHAPTER IV

PERCEIVED DIFFERENCES OBTAINED BY UTILIZING THE QUESTIONNAIRES

The purpose of this study, as stated in Chapter I, was to investigate the perceived differences in administration of school districts in Tennessee which operate under appointed or elected superintendents. The study was conducted in 140 of the 148 school districts in Tennessee. The criteria for selection of the population was outlined in Chapter I. The primary purpose of this chapter was to present, group, and illustrate the data obtained from the questionnaire sent to the superintendents in the state. A second purpose of this chapter was to present, group, and illustrate the data obtained from the questionnaire sent to board chairmen, board members, education association presidents, parent-teacher association presidents, high school principals, middle grade principals, and elementary school principals.

I. THE SUPERINTENDENT'S QUESTIONNAIRE

The questionnaire sent to the superintendents in the state of Tennessee (see Appendix C) consisted of 21 items, 7 developed by the writer and the remaining 14 modified from a study performed by the National Center for Education Statistics.

Demographic Data

The first 7 items of the questionnaire yielded demographic data concerning former position, years of service in present and previous positions, level of education completed, age, if the school system

utilizes a formal evaluation procedure and, if so, how frequently. The following data indicate the number and quality of the responses to these questions.

Respondent's former position. Of the 38 respondents who were elected superintendents, only 1 (2.6 percent) had been a superintendent before; 3 (7.9 percent) had served as an assistant superintendent; 5 (13.2 percent) as supervisors; 19 (50 percent) as principals; and 10 (26.3 percent) as teachers. The majority of respondents who had been selected by popular vote were formerly school principals. These data are shown in Table II.

Of the 28 respondents who had been appointed by the school board, 2 (7.1 percent) had been superintendents before; 3 (10.7 percent) had served as assistant superintendents; 2 (7.1 percent) had been supervisors; 13 (46.4 percent) had served as principals; and 6 (21.4 percent) were formerly teachers. The majority of respondents who had been appointed by the school board were formerly principals also.

Of the 5 respondents who had been appointed by the county court, none had been superintendent before; 1 (20 percent) had been assistant superintendent; 2 (40 percent) had been supervisors; 1 (20 percent) had been principal; and 1 (20 percent) indicated "other." A greater percentage of the court-appointed superintendents had been supervisors.

Of all superintendents responding to the survey, a total of 3 had served as a superintendent previous to their present position; a total of 7 had been assistant superintendents; a total of 9 had been supervisors; 33 had served as principals; and 6 had been teachers

TABLE II

FORMER POSITIONS OF ELECTED AND APPOINTED SUPERINTENDENTS
HOLDING OFFICE IN TENNESSEE DURING 1978-79

Superintendent's Former Position	Superintendents Who Were:							
	Elected by Popular Vote		Appointed by School Board		Appointed by County Court		Total	
	N	%	N	%	N	%	N	%
Superintendent	1	2.6	2	7.1	---	---	3	4.2
Assistant superintendent	3	7.9	3	10.7	1	20.0	7	9.9
Supervisor	5	13.2	2	7.1	2	40.0	9	12.7
Principal	19	50.0	13	46.4	1	20.0	33	46.5
Teacher	10	26.3	6	21.4	---	---	16	22.5
Other	---	---	2	7.1	1	20.0	3	4.2
Total	38		28		5		71	

before undertaking the duties of superintendent. Three respondents indicated the "other" response.

Superintendent's years in office. Of the 38 respondents who had been elected by popular vote, 22 (57.9 percent) had served 4 or fewer years; 9 (23.7 percent) had been superintendents in the present position 4 to 8 years; and 7 (18.4 percent) had served as superintendent more than 8 years. These data are shown in Table III.

Of the 28 respondents who had been appointed by the school board, 9, or 32.1 percent, had been superintendents for 4 or fewer years; 6, or 21.4 percent, had served for 4 to 8 years; and 13, or 46.4 percent, had served as superintendent more than 8 years. The majority of those superintendents appointed by the school board had been in office more than 8 years.

Of the 5 respondents who had been appointed by the county or circuit court, 2, or 40 percent, had served 4 or fewer years; 1, or 20 percent, had served 4 to 8 years; and 2, or 40 percent, had served more than 8 years.

Of all superintendents responding to the survey, 33, or 46.5 percent, had served 4 or fewer years; 16, or 22.5 percent, had served 4 to 8 years; and 22, or 31 percent, had served more than 8 years. The greater part of all superintendents responding had served 4 or fewer years in their present position.

Total years of educational service. Of the 37 respondents who had been elected by popular vote, 5 (13.5 percent) had served in educational pursuits 4 or fewer years; 4 (10.8 percent) had served from

TABLE III

YEARS IN PRESENT POSITION OF SUPERINTENDENTS
IN TENNESSEE DURING 1978-79

Superintendent's Years in Present Position	Superintendents Who Were:					
	Elected by Popular Vote		Appointed by School Board		Appointed by County Court	
	N	%	N	%	N	%
Four or fewer years	22	57.9	9	32.1	2	40.0
Four to eight years	9	23.7	6	21.4	1	20.0
More than eight years	7	18.4	13	46.4	2	40.0
Total	38		28		5	
					33	46.5
					16	22.5
					22	31.0
					71	

4 to 8 years; 4 (10.8 percent) had served from 8 to 12 years; and 28 (75.7 percent) had served a total greater than 12 years in education. The majority of elected superintendents had served more than 12 years in educational service. These data are shown in Table IV.

Of the 28 respondents who had been appointed by the school board, 3 (10.7 percent) had served in education 4 or fewer years; 3 (10.7 percent) had served 4 to 8 years; 2 (7.1 percent) had served from 8 to 12 years; and 20 (71.4 percent) had served education a total of more than 12 years.

Of the 5 respondents who had been appointed by the county or circuit court, 1 or 20 percent had served in education a total of 4 or fewer years; 1 or 20 percent had served in this capacity 4 to 8 years; none had served 8 to 12 years; and 3 or 60 percent had more than 12 total years of service in education.

In all 3 selective modes, the majority of the superintendents who responded had served a total of more than 12 years in office. Nine, or 12.9 percent, of all superintendents had served 4 or fewer years; 4, or 5.7 percent, had served 4 to 8 years; 6, or 8.6 percent, had served a total of 8 to 12 years; and a majority of 51, or 72.9 percent, had been serving education for a total service of more than 12 years.

Nine, or 12.9 percent of all superintendents, had served 4 or fewer years; 4, or 5.7 percent, had served 4 to 8 years; 6, or 8.6 percent, had worked in this capacity a total of 8 to 12 years; and a majority of 51, or 72.9 percent, had been in education for a total of more than 12 years.

TABLE IV

TOTAL YEARS OF EDUCATIONAL SERVICE OF SUPERINTENDENTS
IN TENNESSEE DURING 1973-79

Total Years of Educational Service	Superintendents Who Were:					
	Elected by Popular Vote		Appointed by School Board		Appointed by County Court	
	N	%	N	%	N	%
Four or fewer years	5	13.5	3	10.7	1	20.0
Four to eight years	---	---	3	10.7	1	20.0
Eight to twelve years	4	10.8	2	7.1	---	---
More than twelve years	28	75.7	20	71.4	3	60.0
Total	37		28		5	

*Missing response.

Superintendent's education level completed. Of the 38 respondents who had been selected by popular vote, 12 (31.6 percent) had attained a Master's degree, 19 (50 percent) had attained a Master's degree plus; 7 (18.4 percent) had achieved an education specialist's degree; and none had acquired a doctorate as the highest education level completed. These data are shown in Table V.

Of the 28 respondents who had been appointed by the school board, 3 (10.7 percent) had acquired a Master's degree; 16 (57.1 percent) had acquired a Master's degree plus; 2 (7.1 percent) had completed an education specialist's degree; and 7 (25 percent) had acquired a doctorate. The greatest percentage of respondents who had been appointed by the school board had completed a Master's degree plus.

Of the 5 respondents who had been appointed by the county court, all 5 had acquired a Master's degree plus. This corresponds to the number having Master's degrees plus among board-appointed superintendents.

Of all superintendents who responded to this item, 15 had acquired a Master's degree; a majority of 40 had acquired a Master's degree plus; 9 had acquired an education specialist's degree; and 7 had acquired a doctorate. It was noteworthy that all 7 respondents who indicated possession of a doctorate had been appointed by the school board.

Superintendent's age. Of the 37 respondents who had been elected by popular vote, 10 (27 percent) fell in the age bracket of 30 to 39 years; 19 (51.4 percent) were in the age range of 40 to 54 years; and 8 (21.6 percent) were 55 or over. Most of those superintendents who had been elected by popular vote were 40 to 54 years of age. These data are shown in Table VI.

TABLE V

EDUCATION LEVEL COMPLETED OF SUPERINTENDENTS
IN TENNESSEE DURING 1978-79

Highest Education Level Completed	Superintendents Who Were:					
	Elected by Popular Vote		Appointed by School Board		Appointed by County Court	
	N	%	N	%	N	%
Master's degree*	12	31.6	3	10.7	0	00.0
Master's degree plus	19	50.0	16	57.1	5	100.0
Education specialist	7	18.4	2	7.1	0	00.0
Doctor's degree	0	00.0	7	25.0	0	00.0
Total	38		28		5	
					71	

*No degree less than a Master's was indicated.

TABLE VI

AGE OF SUPERINTENDENTS IN TENNESSEE DURING 1978-79

Superintendent's Age Ranges	Superintendents Who Were:					
	Elected by Popular Vote		Appointed by School Board		Appointed by County Court	
	N	%	N	%	N	%
30 - 39 years of age	10	27.0	2	7.1	1	20.0
40 - 54 years of age	19	51.4	16	57.1	2	40.0
55 years of age and over	8	21.6	10	35.7	2	40.0
Total	37		28		5	
					70*	

*Missing response.

Of the 28 respondents who had been appointed by the school board, 2 (7.1 percent) were 30 to 39 years of age; 16 (57.1 percent) were 40 to 54 years of age; and 10 (35.7 percent) were 55 or over. The majority of those superintendents who had been appointed by the school board fell in the 40 to 54 age bracket.

Of the 5 respondents who had been appointed by the county court, 1 (20 percent) was 30 to 39 years of age; 2 (40 percent) were 40 to 54 years of age; and 2 (40 percent) were 55 years of age or older. The majority of superintendents who had been appointed by the county court fell in the 40 to 55 year age bracket.

Of the total superintendents responding to this item, 13 (18.6 percent) were 30 to 39 years of age; a majority of 37, or 52.9 percent, were 40 to 54 years of age; and 20 (28.6 percent) were 55 and over.

Periodic evaluation. Of the 38 superintendents who had been elected by popular vote, 30 (78.9 percent) indicated that there was no periodic evaluation of the superintendent of schools in their system; 4 (10.5 percent) were not aware of an evaluation; and 4 (10.5 percent) indicated that there was a periodic evaluation of the superintendent in their system. The majority of elected superintendents indicated that they were not evaluated periodically.

Of the 28 superintendents who had been appointed by the school board, 9 or 32.1 percent indicated that they were not periodically evaluated; 1 or 3.6 percent wasn't aware of such an evaluation; and 18 or 64.3 percent indicated that they were evaluated periodically. The majority of the superintendents who had been appointed by the school board indicated that they were periodically evaluated.

Of the 5 superintendents who had been appointed by the county or circuit court, 2 or 40 percent indicated that they were not evaluated; 2, or 40 percent, were unaware of an evaluation; while 1, or 20 percent, indicated that he was evaluated periodically.

Of all superintendents responding to this item, 41 or 57.7 percent were not periodically evaluated; 7 or 9.9 percent were not aware of an evaluation; and 23 or 32.4 percent indicated they were evaluated more or less periodically. These data are shown in Table VII.

Evaluation frequency. Of those elected by popular vote, 1 (25 percent) indicated an evaluation of once a year plus; 2 (50 percent) indicated an evaluation of just once a year; and 1 (25 percent) indicated an evaluation every three years. Of the 18 superintendents who had been appointed by the school board, 1 (5.6 percent) had been evaluated once a year plus; 11 (61.1 percent) had been evaluated once a year; 1 (5.6 percent) had been evaluated every other year; and 5 (27.8 percent) had been evaluated every 3 years. One superintendent who had been appointed by the county court indicated that he was evaluated once a year. These data are shown in Table VIII.

Summary. The greatest seniority (in office) occurred among superintendents appointed by school boards, with all three types having served a total of more than 12 years in their careers. The only group that indicated doctorates was that of the board-appointed superintendents, who also were alone in the area of periodic evaluation. These data are shown in Table IX.

TABLE VII

PERIODIC EVALUATION OF SUPERINTENDENTS IN TENNESSEE DURING 1978-79

Superintendent's Reponses	Superintendents Who Were:							
	Elected by Popular Vote		Appointed by School Board		Appointed by County Court			
	N	%	N	%	N	%		
Yes	4	10.5	18	64.3	1	20.0	23	32.4
Don't know	4	10.5	1	3.6	2	40.0	7	9.9
No	30	78.9	9	32.1	2	40.0	41	57.7
Total	38		28		5		71	

TABLE VIII

EVALUATION FREQUENCY OF SUPERINTENDENTS IN TENNESSEE DURING 1978-79

Superintendent's Frequency of Evaluation	Superintendents Who Were:					
	Elected by Popular Vote		Appointed by School Board		Appointed by County Court	
	N	%	N	%	N	%
Once a year plus	1	25.0	1	5.3	0	0.0
Once a year	2	50.0	11	57.9	1	100.0
Every other year	0	00.0	1	5.3	0	0.0
Every third year	1	25.0	6	31.6	0	0.0
Total	4*		19**		1***	
					24	

*34 missing values; **9 missing values; ***4 missing values.

TABLE IX

SUMMARY OF DEMOGRAPHIC INFORMATION CONCERNING
TENNESSEE SUPERINTENDENTS DURING 1978-79

Questionnaire items	Elected Superintendent	Board-appointed Superintendent	Court-appointed Superintendent
Respondent's former position	Principal	Principal	Supervisor
Superintendent's years in office	4 or fewer years	More than 8 years	4 to 8 years
Total years service in education	More than 12 years	More than 12 years	More than 12 years
Education level completed	Master's degree plus	Master's degree plus (7 doctorates)	Master's degree plus
Age	40 to 54	40 to 54	40 to 55 plus
Periodic evaluation	No	Yes	No-don't know
Frequency (if evaluated)	Once a year	Once a year	Once a year

The typical Tennessee superintendent had been a principal before entering the superintendency; had served in his present position up to 8 years plus, serving more than 12 years total in education; had a Master's degree plus additional graduate hours to his credit (with some doctorates among the group); was 40 to 54 years of age; seldom experienced periodic evaluations; and, if he was evaluated, it occurred annually.

II. URGENT CONCERNS OF THE SUPERINTENDENT BY PRIORITIES

The second portion of the superintendent's questionnaire dealt with urgent concerns of the superintendent by priorities. The following description covers items 8 through 21 of the questionnaire (see Appendix C). Priorities were indicated with a 1, 2, or 3 priority being applied to each item. A 1 indicated a high priority; a 2 a second priority; and a 3 indicated a tertiary priority. A weighted profile was developed by giving a weight (or value) of 3 to each first priority indication, a value of 2 to each second priority indicated, and a 1 to each third priority response. Thus, when the number of responses (by type of superintendent selection) were tallied, they yielded a rank order listing for the priorities placed by superintendents concerning urgent concerns.

All three types of superintendents agreed that budget management and school finance was a first priority in their school system. Superintendents appointed by the school board and county court agreed that the second priority item should be community involvement and taxpayer support. Elected superintendents considered program evaluation to be a second priority, placing community involvement and taxpayer support

in the sixth position. Board-appointed superintendents ranked public relations second, along with community involvement and taxpayer support. The third rank was occupied by curriculum development for elected superintendents; staff evaluation for board-appointed superintendents; and implementing state and federal programs for court-appointed superintendents. These data are shown in Table X.

Elected superintendents ranked public relations and school board relations fourth, while board-appointed superintendents gave this rank to staff evaluation, and court-appointed superintendents ranked program evaluation and school board relations in the fourth position. Both elected and court-appointed superintendents ranked school board relations fourth.

Board-appointed superintendents ranked four items in the fifth position on the scale. They were program evaluation, education law, curriculum development, and organizational structure and development.

Issues involving teacher and noncertified personnel organizations occupied the tenth rank among elected superintendents, ninth rank among board-appointed superintendents, and eleventh rank among court-appointed superintendents. Energy management shared the twelfth position among board-appointed superintendents and was also ranked twelfth by court-appointed superintendents. Civil rights compliance was ranked twelfth by elected and board-appointed superintendents, and thirteenth by court-appointed superintendents. Energy management was ranked near the bottom of all three scales; thirteenth by elected superintendents and twelfth by both board- and court-appointed superintendents.

TABLE X

RANK ORDER OF URGENT CONCERNS OF TENNESSEE SUPERINTENDENTS
DURING 1978-79 BY PRIORITIES

Rank Order of Urgent Concerns by Superintendents Who Were:			
Elected by Popular Vote	Appointed by School Board	Appointed by County Court	
1 Budget management and school finance	1 Budget management and school finance	1 Budget management and school finance	
2 Program evaluation	2 Community involvement and taxpayer support	2 Community involvement and taxpayer support	
3 Curriculum development	2 Public relations	3 Implementing state and federal programs	
4 Public relations	4 Staff evaluation	4 Program evaluation	
4 School board relations	5 Program evaluation	4 School board relations	
6 Community involvement and taxpayer support	5 Education law	6 Public relations	
7 Staff evaluation	5 Curriculum development	7 Curriculum development	
8 Implementing state and federal programs	5 Organizational structure and development	8 Staff evaluation	
9 Organizational structure and development	9 Implementing state and federal programs	8 Organizational structure and development	

TABLE X (Continued)

Rank Order of Urgent Concerns by Superintendents Who Were:			
Elected by Popular Vote		Appointed by School Board	Appointed by County Court
10	Issues involving teacher and noncertified personnel organ.	9 School board relations	10 Education law
11	Education law	9 Issues involving teacher and noncertified personnel organ.	11 Issues involving teacher and noncertified personnel organ.
12	Civil rights compliance	12 Energy management	12 Energy management
13	Energy management	12 Civil rights compliance	13 Civil rights compliance
14	Other	14 Other	14 Other

The "other" category was included as an open-ended response item. Priorities (and percentages) placed on this item would be low because of the individual response factor.

In summary, it might be said that all superintendents agreed that financing education was of the utmost importance, while only appointed superintendents seemed to consider the taxpayer as a supporting factor for financing education. Elected superintendents seemed to think of program and curriculum as being more important than the taxpayer in the school system. Program and curriculum considerations were placed about mid-scale for appointed superintendents. State and federal programs were ranked fairly high among court-appointed superintendents, whereas this item was fairly low among elected and board-appointed superintendents.

Personnel organizations, civil rights, and energy management generally occupied a low ranking for all three types of superintendents. This may be because these concerns have just recently (in the last 2-3 years) become important considerations in the effective administration of a school system in Tennessee.

III. URGENT CONCERNS OF THE SUPERINTENDENT BY PERCENTAGE OF INVOLVEMENT

The third part of the superintendent's questionnaire dealt with the consideration of urgent concerns of the superintendent by percentage of involvement (see Table XI). This division of Chapter IV will be devoted to a discussion of the responses to this part of the questionnaire.

The items ranked by percentage were identical to the items prioritized in the preceding discussion, "Urgent Concerns of the

TABLE XI
RANK ORDER OF URGENT CONCERNS OF TENNESSEE SUPERINTENDENTS
DURING 1978-79 BY PERCENTAGE OF INVOLVEMENT

Elected by Popular Vote		Rank Order of Urgent Concerns by Superintendents Who Were:	
		Appointed by School Board	Appointed by County Court
1 Budget management and school finance	24.9	1 Budget management and school finance	1 Budget management and school finance
2 Implementing state and federal programs	13.4	2 Implementing state and federal programs	2 Community involvement and taxpayer support
3 Public relations	9.9	3 Program evaluation	3 Staff evaluation
4 Community involvement and taxpayer support	9.8	4 Public relations	4 School board relations
5 School board relations	9.7	5 School board relations	5 Public relations
6 Curriculum development	8.3	6 Curriculum development	6 Issues involving teacher and noncertified personnel organ.
7 Program evaluation	7.2	7 Issues involving teacher and noncertified personnel organ.	6 Civil rights compliance
8 Issues involving teacher and noncertified personnel organ.	7.1	8 Staff evaluation	8 Curriculum development
9 Organizational structure and development	6.3	9 Community involvement and taxpayer support	9 Organizational structure and development
10 Staff evaluation	5.5	10 Organizational structure and development	10 Program evaluation
11 Education law	5.1	11 Education law	11 Implementing state and federal programs
12 Energy management	4.11	12 Energy management	12 Education law
13 Civil rights compliance	4.07	13 Civil rights compliance	13 Energy management
14 Other*	15.6	14 Other*	14 Other*

*Open-ended question, individual responses; superintendent's percentages did not always add up to 100 percent.

Superintendent by Priorities." These items were entitled, "Community Involvement and Taxpayer Support," "Energy Management," "Budget Management and School Finance," "Program Evaluation," "Education Law," "Staff Evaluation," "Implementing State and Federal Programs," "Curriculum Development," "Public Relations," "Issues Involving Teacher and Noncertified Personnel Organizations," "Civil Rights Compliance," "Organizational Structure and Development," and "Other." The superintendent was asked to indicate the percentage of time devoted to these concerns. The following discussion will reflect the regrouping of the items by rank order as determined by the responses to the questionnaire.

As shown by the rankings in Table XI, all three types of superintendents spent the greatest percentage of their time with budget management and school finance. Elected and board-appointed superintendents spent a similar percentage of their time with implementing state and federal programs. Superintendents appointed by the county court ranked this item eleventh.

Elected superintendents devoted about 10 percent of their time to public relations; board-appointed superintendents about 10 percent of their time; and court-appointed superintendents about 8 percent.

Community involvement and taxpayer support was ranked high by elected and court-appointed superintendents. It was ranked fairly low by board-appointed superintendents. School board relations was ranked in a similar position by all three superintendent types; elected 9.7 percent, board-appointed 9.5 percent and court-appointed 8.8 percent.

Curriculum development was ranked at the approximate mid-point of the rankings by elected (8.3 percent) and board-appointed

superintendents (8.8 percent); whereas court-appointed superintendents placed it slightly lower on the scale at 7.5 percent.

Issues involving teacher and noncertified personnel organizations consumed about 7 percent of the elected superintendent's time, about 8 percent of the board-appointed superintendent's time, and about 8 percent of the court-appointed superintendent's time. Organizational structure and development consumed about 6 percent of the elected superintendent's time, about 7 percent of the board-appointed superintendent's time, and about 7 percent of the court-appointed superintendent's time.

Education law held similar rankings among all three types of superintendents; elected about 5 percent, board-appointed about 6 percent, and court-appointed about 5 percent. Energy management held a similar ranking of twelfth place among elected and board-appointed superintendents. Elected superintendents were involved with energy management about 4 percent of the time, board-appointed superintendents were involved with this item about 6 percent of the time. Court-appointed superintendents ranked this item thirteenth with about 3 percent involvement.

No similarities were noticed in the rankings for program evaluation, staff evaluation and "other." The item "other" yielded many different concerns so it was an impossibility to rank "other" as an item.

In summary, school finance seemed once again to be the most important and time-consuming concern for all three types of superintendents. A fairly even distribution existed for all items ranked by

court-appointed superintendents. There appeared to be a dramatic drop in percentage of involvement as reported by the elected superintendents and board-appointed superintendents after the first two items (budget management and school finance and implementing state and federal programs). Court-appointed superintendents shared the preoccupation with school finance, but showed their concern also for ways and means to acquire finances; namely, community involvement and taxpayer support.

It was interesting to note, again, a lack of time spent in the areas of education law, energy management and civil rights compliance. Other interests such as public and school board relations, curriculum and organization concerns, and issues concerning teachers and personnel organizations seemed to cluster in the middle of the three ranks, taking up a normal but not excessive percentage of time for the superintendent.

IV. THE TOTAL GROUP EVALUATIVE QUESTIONNAIRE

An evaluative questionnaire was sent to board chairmen, a board member, the education association president, the parent teacher association president, high school principal, middle-grade principal, and elementary school principals. The respondents were asked to indicate "Yes," "Don't know," or "No" to statements asserting various areas of responsibility directly associated with the position of school superintendent. The following data will indicate the number and quality of the responses to these statements.

Professional Training and Experience

The first section of the questionnaire dealt with professional training and experience. Professional training and experience down into the subgroups: training, professional experience, certification, staff relations, and awareness of latest developments by the superintendent.

The superintendent has extensive training for the position. Item 1 of the total group evaluative questionnaire dealt with the statement, "The superintendent has extensive training for the position." As shown by the data in Table XII, of the 220 respondents who served under superintendents elected by popular vote, 144 or 65.5 percent answered "Yes" to this item; 20, or 9.1 percent, said "Don't know"; and 56, or 25.5 percent, answered "No." The majority of those respondents serving under an elected superintendent indicated that their superintendent had extensive training for the position.

Of the 143 respondents who were serving under superintendents appointed by the school board, 123, or 86.7 percent, answered "Yes" to this item; 7, or 4.9 percent, said "Don't know"; and 12, or 8.5 percent, answered "No." The majority of those respondents serving under a superintendent who had been appointed by the school board indicated that their superintendent had extensive training for the position.

Of the 57 respondents who were serving under superintendents appointed by the county court, 41, or 71.9 percent, answered "Yes" to this item; 4, or 7 percent, said "Don't know"; and 12, or 21.1 percent, answered "No." The majority of those respondents serving under a superintendent who had been appointed by the county court indicated that their superintendent had extensive training for the position.

TABLE XII
LAY AND PROFESSIONAL MEMBERS' PERCEPTIONS OF TENNESSEE SUPERINTENDENTS'
PROFESSIONAL TRAINING AND EXPERIENCE DURING 1978-79

Statement	Elected Superintendents				Board-appointed Superintendents				Court-appointed Superintendents				Total			
	Number of Responses	Yes	Don't Know	No	Number of Responses	Yes	Don't Know	No	Number of Responses	Yes	Don't Know	No	Number of Responses	Yes	Don't Know	χ^2
1. The superintendent has extensive training for the position																
All	220	65.5	9.1	25.5	143	86.7	4.9	8.4	57	71.9	7.9	21.1	420	73.6	7.4	19.0
Lay	77	63.6	14.3	22.1	58	87.9	1.7	10.3	27	74.1	3.7	22.2	162	74.1	8.0	17.9
Professional	143	66.4	6.3	27.3	85	85.9	7.1	7.1	30	70.0	10.0	20.0	258	73.3	7.0	14.31*
2. The superintendent has professional experience that aids him in his present work in the areas of personnel, curriculum and budget.																
All	218	74.3	3.7	22.0	142	88.0	5.6	6.3	57	84.2	3.5	12.3	417	80.3	4.3	15.3
Lay	76	73.7	3.9	22.4	58	89.1	3.4	7.4	27	85.2	0.0	14.8	161	82.6	3.1	14.3
Professional	142	74.6	3.5	21.8	84	84.5	7.1	8.3	30	83.3	6.7	10.0	256	78.9	5.1	16.0
3. The superintendent meets state certification.																
All	220	93.2	5.5	1.4	142	96.5	3.5	0.0	57	98.2	1.8	0.0	419	95.0	4.3	0.7
Lay	77	93.5	5.2	1.3	58	94.8	5.2	0.0	27	100.0	0.0	0.0	162	95.0	4.3	0.6
Professional	143	93.0	5.6	1.4	84	97.6	2.4	0.0	30	96.7	3.3	0.0	257	94.9	4.3	3.07
4. The superintendent shares his experience and knowledge with others on his staff in the form of articles, memos, books, etc.																
All	216	44.9	24.5	30.6	142	66.2	19.7	14.1	57	59.6	22.8	17.5	415	54.2	22.7	23.1
Lay	77	48.1	24.7	27.3	58	60.9	25.9	5.2	27	59.3	29.6	11.1	162	57.4	25.9	16.7
Professional	139	43.2	24.5	32.4	84	64.3	15.5	20.2	30	60.0	16.7	23.3	253	52.2	20.6	27.3
5. The superintendent keeps abreast of latest developments in education through attendance or participation in professional organizations and education conferences.																
All	219	70.8	16.4	12.8	142	86.0	8.5	3.5	57	78.9	12.3	8.9	418	77.8	13.2	9.1
Lay	77	79.2	11.7	9.1	53	89.6	10.3	0.0	27	85.2	11.1	3.7	162	83.9	11.1	4.9
Professional	142	66.2	19.0	14.8	84	86.9	7.1	6.0	30	73.3	13.3	13.3	256	73.6	14.5	11.7
Total	1093	70.0	12.0	18.0	711	85.0	7.0	7.0	285	79.0	12.0	9.0	2089	75.0	10.0	14.0
Lay	384	72.0	12.0	16.0	290	87.0	9.0	4.0	135	81.0	9.0	10.0	609	79.0	10.0	11.0
Professional	709	69.0	12.0	20.0	421	84.0	8.0	8.0	150	77.0	10.0	13.0	1280	75.0	10.0	15.0

*These items have statistically significant differences among the three selective modes at the .05 level.

Of all 420 respondents to this item, 309, or 73.6 percent, answered "Yes"; 31, or 7.4 percent, answered "Don't know"; and 80, or 19 percent, answered "No." The majority of all respondents serving under all three types of superintendents indicated that their superintendent had extensive training for the position of superintendent.

Laypersons and professionals were generally in agreement on their evaluation of this item. Some variations were noted in the "Don't know" columns.

The superintendent has professional experience that aids him in his present work in the areas of personnel, curriculum and budget. Item 2 of the total group evaluative questionnaire dealt with the statement, "The superintendent has professional experience that aids him in his present work in the areas of personnel, curriculum and budget." As shown by the data in Table XII, of the 218 respondents who served under superintendents elected by popular vote, 162 or 74.3 percent answered "Yes" to this item; 8 or 3.7 percent said "Don't know"; and 48 or 22 percent answered "No." A majority of the respondents serving under an elected superintendent indicated that their superintendent had professional experience in the areas of personnel, curriculum and budget. Two superintendents failed to indicate an answer to this item.

Of the 142 respondents who served under superintendents appointed by school boards, 125 or 88 percent answered "Yes" to this item; 8 or 5.6 percent answered "Don't know"; and 9 or 6.3 percent answered "No." A majority of those respondents serving under a board-appointed superintendent indicated that their superintendent had professional experience

in the areas of personnel, curriculum and budget. One respondent failed to indicate an answer to this item.

Of the 57 respondents who served under superintendents appointed by the county court, 48 or 84.2 percent answered "Yes" to this item; 2 or 3.5 percent answered "Don't know"; and 7 or 12.3 percent answered "No." The majority of the respondents serving under a court-appointed superintendent indicated that their superintendent had professional experience that aids him in his present work in the areas of personnel, curriculum and budget.

Of all 417 respondents to this item, 335, or 80.3 percent, answered "Yes"; 18, or 4.3 percent, answered "Don't know"; and 64, or 15.3 percent, answered "No." A majority of all respondents serving under all three types of superintendents indicated that their superintendent had professional experience in the areas of personnel, curriculum and budget. A total of 3 respondents failed to answer this item.

Laypersons and professionals were generally in agreement on this item. The negative responses among those who served under elected superintendents were much higher than the other two groups of respondents. Also, laypersons who served under court-appointed superintendents had no responses indicated in the "Don't know" column.

The superintendent meets state certification. Item 3 of the total group evaluative questionnaire dealt with the statement, "The superintendent meets state certification (requirements)." As shown by the data in Table XII, of the 220 respondents who served under superintendents who had been elected by popular vote, 205, or 93.2 percent, answered

"Yes" to this item; 12, or 5.5 percent, answered "Don't know"; and 3, or 1.4 percent, answered "No."

Of the 142 respondents who served under superintendents who had been appointed by school boards, 137, or 96.5 percent, answered "Yes" to this item; 5, or 3.5 percent, answered "Don't know"; and none answered "No."

Of the 57 respondents who had served under superintendents appointed by the county court, 56, or 98.2 percent, answered "Yes" to this item; 1, or 1.8 percent, answered "Don't know"; and no one answered "No."

Of all 419 respondents to this item, 398 answered "Yes" to this item; 18, or 4.3 percent, answered "Don't know"; and 3, or .7 percent, answered "No." The majority of all respondents serving under all three types of superintendents indicated that their superintendent meets state certification requirements. One respondent failed to answer this item.

Laypersons and professionals were generally in agreement on their evaluation of this item. The only "No's" registered were among those who served under elected superintendents.

The superintendent shares his experience and knowledge with others on his staff in the form of articles, memos, books, etc. Item 4 of the total group evaluative questionnaire dealt with the statement, "The superintendent shares his experience and knowledge with others on his staff in the form of articles, memos, books, etc." As shown by the data in Table XII, of the 216 respondents who had served under superintendents elected by popular vote, 97 or 44.9 percent answered "Yes" to

this statement; 53 or 24.5 percent answered "Don't know"; and 66 or 30.6 percent answered "No." The majority of the respondents who served under elected superintendents answered "Yes" to this statement. Four respondents failed to indicate an answer to this statement.

Of the 142 respondents who had served under superintendents appointed by school boards, 94 or 66.2 percent answered "Yes" to this item; 28 or 19.7 percent answered "Don't know"; and 20 or 14.1 percent answered "No." The majority of the respondents who served under board-appointed superintendents indicated "Yes" for this statement. One respondent failed to indicate an answer to this statement.

Of the 57 respondents who served under superintendents appointed by the county court, 34 or 59.6 percent indicated "Yes" to this statement; 13 or 22.8 percent indicated "Don't know"; and 10 or 17.5 percent indicated "No." The majority of respondents who served under court-appointed superintendents indicated that he did share his experience and knowledge.

Of all 415 respondents to this item, 225 or 54.2 percent indicated "Yes" to this statement; 94 or 22.7 percent indicated "Don't know"; and 96 or 23.1 percent indicated "No." The majority of all respondents serving under all three types of superintendents indicated that their superintendents shared experience and knowledge. A total of 5 respondents failed to indicate an answer to this item.

Lay and professional persons were generally in agreement on their evaluation of this item. Some variations were noticed among those lay and professional persons who served under board-appointed superintendents. A greater percentage of "No" responses were indicated among

the professionals as opposed to those responses indicated by laypersons. And, inversely, there was a greater percentage of "Don't know" responses among the laypersons than there was among the professionals. Some variations were also noticed among those lay and professional persons who served under court-appointed superintendents. A greater percentage of "No" responses was noticed among professionals than among laypersons. And, inversely, a greater percentage of "Don't know" responses were noticed among laypersons than there were among professionals.

The superintendent keeps abreast of latest developments in education through attendance or participation in professional organizations and education conferences. Item 5 of the total group evaluative questionnaire dealt with the statement, "The superintendent keeps abreast of latest developments in education through attendance or participation in professional organizations and education conferences." As shown by the data in Table XII, page 67, of the 219 respondents who had served under superintendents elected by popular vote, 155 or 70.8 percent indicated "Yes" to this statement; 36 or 16.4 percent indicated "Don't know"; and 28 or 12.8 percent indicated "No." The majority of respondents who had served under superintendents elected by popular vote indicated "Yes" to this statement. One respondent failed to indicate an answer to this statement.

Of the 142 respondents who had served under superintendents appointed by the school board, 125 or 88 percent indicated "Yes" to this statement; 12 or 8.5 percent indicated "Don't know"; and 5 or 3.5 percent indicated "No." The majority of respondents who had served under board-appointed superintendents indicated "Yes" to this statement. One respondent failed to indicate an answer to this item.

Of the 57 respondents who had served under superintendents appointed by the county court, 45 or 78.9 percent indicated "Yes" to this statement; 7 or 12.3 percent indicated "Don't know"; and 5 or 8.8 percent indicated "No." The majority of respondents who had served under court-appointed superintendents indicated "Yes" to this item.

Of the total 418 respondents to this item, 325 or 77.8 percent indicated "Yes"; 55 or 13.2 percent indicated "Don't know"; and 38 or 9.1 percent indicated "No." A majority of all respondents serving under all three types of superintendents indicated that their superintendent kept abreast of latest developments in education. A total of two respondents failed to respond to this item.

Lay and professional persons were generally in agreement on their evaluation of this item. Some variations were noticed among the responses made by those serving under elected superintendents. There was a greater percentage of responses in the "Don't know" and "No" responses for professional than there were for laypersons. Variations were also noticed among persons who served under board-appointed superintendents. A greater percentage of "Don't know" responses was noticed among laypersons as opposed to those responses indicated by professionals. And, inversely, there was a dramatic difference between the percentage of "No" responses of professionals as compared to the (0.0) responses of laypersons.

Of the 1093 total responses to items 1 through 5 (professional training and experience) made by those serving under elected superintendents, 70 percent indicated "Yes"; 12 percent indicated "Don't know";

and 18 percent indicated "No." Of the 711 total responses made by those serving under board-appointed superintendents, 85 percent indicated "Yes"; 7 percent indicated "Don't know"; and 7 percent indicated "No." Of the 285 total responses made by those serving under court-appointed superintendents, 79 percent indicated "Yes"; 12 percent indicated "Don't know"; and 9 percent indicated "No." There was a significant relationship between the type of superintendent and the attitude of the persons serving under each categorization as indicated by a chi-square of 64.47 which was significant at the .05 level.

Of the 384 total responses to items 1 through 5 made by laypersons serving under elected superintendents, 73 percent indicated "Yes"; 12 percent indicated "Don't know"; and 16 percent indicated "No." Of the 290 total responses made by laypersons serving under board-appointed superintendents, 87 percent indicated "Yes"; 9 percent indicated "Don't know"; and 4 percent indicated "No." Of the 135 total responses made by laypersons serving under court-appointed superintendents to these items, 81 percent indicated "Yes"; 9 percent indicated "Don't know"; and 10 percent indicated "No."

Of the 709 total responses to items 1 through 5 made by professionals serving under elected superintendents, 69 percent indicated "Yes"; 12 percent indicated "Don't know"; and 20 percent indicated "No." Of the 421 total responses made by professionals serving under board-appointed superintendents, 84 percent indicated "Yes"; 8 percent indicated "Don't know"; and 8 percent indicated "No." Of the 150 total responses made by professionals serving under court-appointed superintendents, 77 percent indicated "Yes"; 10 percent indicated "Don't know"; and 13 percent indicated "No."

In summary, the responses concerning professional training and experience of the superintendent were generally supportive of the appointed superintendent. Lay and professional persons who served under elected superintendents were generally in agreement with each other, but varied with board-appointed and court-appointed groups in that the percentage of "Yes" responses was consistently lower than the other two groups. Differences were noticed among lay and professional persons in personnel, curriculum, and budget, state certification; sharing of experience; and keeping abreast of latest developments in education, in both the board-appointed and the court-appointed superintendent groups. An inordinate number of "No" responses was noted among professionals in the areas of personnel, curriculum, and budget; sharing of experience; and keeping abreast of latest developments in education. Among laypersons, there was a difference of perceptions in the area of state certification in that fewer "Don't know" responses were among those who served under court-appointed superintendents than those who served under board-appointed superintendents. Respondents who served under board-appointed and court-appointed superintendents indicated more "Don't know" responses among laypersons than professionals; and more "No" responses among professional persons than among laypersons. All five items in the area of professional training and experience displayed a higher percentage of "Yes" responses among both lay and professional persons who served under superintendents appointed by the board of education.

Leadership

The second section of the questionnaire dealt with leadership of the superintendent as perceived by the education community. The superintendent who exhibited leadership ability was viewed as one who supports a system which allows for much interaction of its members; supports a system which encourages directly activity among its members; exhibits behavior in the organization that promotes his leadership position; supports an organizational pattern which allows for its members to determine a majority of their own activities; and gains the respect of his employees by his leadership ability rather than his position.

The superintendent supports a system which allows for much interaction of its members. Item 6 dealt with the statement, "The superintendent supports a system which allows for much interaction of its members." As shown by the data in Table XIII, of the 208 respondents who served under superintendents elected by popular vote, 124 or 59.6 percent indicated "Yes" to this statement; 14 or 6.7 percent indicated "Don't know"; and 70 or 33.7 percent indicated "No." Twelve respondents failed to indicate an answer to this statement. The majority indicated "Yes" to this statement.

Of the 142 respondents who served under superintendents appointed by the school board, 103 or 72.5 percent indicated "Yes" to this statement; 10 or 7 percent indicated "Don't know"; and 29 or 20.4 percent indicated "No." The majority of respondents who served under board-appointed superintendents indicated that their superintendent did support a system which allows for much interaction of its members. One respondent failed to indicate an answer.

TABLE XIII
LAY AND PROFESSIONAL MEMBERS' PERCEPTIONS OF TENNESSEE SUPERINTENDENTS' LEADERSHIP DURING 1978-79

Statement	Elected Superintendents				Board-appointed Superintendents				Court-appointed Superintendents				Total			
	Number of Responses	Yes	Don't Know	No	Number of Responses	Yes	Don't Know	No	Number of Responses	Yes	Don't Know	No	Number of Responses	Yes	Don't Know	No
6. The superintendent supports a system which allows for much interaction of its members.																
All	208	59.6	6.7	33.7	142	72.5	7.0	20.4	54	70.4	3.7	25.9	404	65.5	6.4	28.0
Lay	70	57.1	11.4	31.4	57	77.2	17.5	5.3	25	80.0	8.0	12.0	152	68.5	13.2	18.4
Professional	138	60.9	4.3	34.8	85	69.4	0.0	30.6	29	62.1	0.0	37.9	252	63.9	2.4	33.7
7. The superintendent supports a system which encourages directed activity among its members.																
All	209	64.6	9.1	26.3	140	73.6	10.7	15.7	55	70.9	12.7	16.4	404	68.6	10.1	21.3
Lay	71	60.6	14.1	25.4	57	77.2	15.8	7.0	26	76.9	11.5	11.5	154	69.4	14.3	16.2
Professional	138	66.7	6.5	26.8	83	71.1	7.2	21.7	29	65.5	13.8	20.7	250	68.0	7.6	24.4
8. The superintendent's behavior in the organization promotes his leadership position.																
All	208	58.2	6.7	35.1	141	74.5	7.1	18.4	54	74.1	7.4	18.5	403	66.0	6.9	27.0
Lay	71	62.0	5.6	32.4	57	87.8	5.3	7.0	25	68.0	12.0	20.0	153	72.6	6.5	20.9
Professional	137	56.2	7.3	36.5	84	65.5	8.3	26.2	29	79.3	3.4	17.2	250	62.0	7.2	30.8
9. The superintendent supports an organizational pattern which allows for its members to determine a majority of their own activities.																
All	209	53.6	16.3	30.1	139	57.6	17.3	25.2	55	61.8	7.3	30.9	403	56.1	15.4	28.5
Lay	71	50.7	18.3	31.0	55	52.7	32.7	14.5	26	69.2	15.4	15.4	152	54.6	23.0	22.4
Professional	138	55.1	15.2	29.7	84	60.7	7.1	32.1	29	55.2	0.0	44.8	251	57.0	10.8	32.3
10. The superintendent gains the respect of his employees by his leadership ability rather than his position.																
All	208	45.2	14.4	40.4	141	55.3	22.0	22.7	55	60.0	7.3	32.7	404	50.7	16.1	33.2
Lay	71	45.1	12.7	42.3	56	64.3	21.4	14.3	26	61.5	11.5	26.9	153	54.9	15.7	29.4
Professional	137	45.3	15.3	39.4	85	49.4	22.4	28.2	29	58.6	3.4	37.9	251	48.2	16.3	35.5
Totals	1042	56.0	11.0	33.0	703	66.0	13.0	21.0	273	67.0	8.0	25.0	2018	61.0	11.0	28.0
Lay	354	55.0	12.0	33.0	282	72.0	19.0	10.0	128	71.0	12.0	17.0	764	64.0	15.0	21.0
Professional	688	57.0	10.0	33.0	421	63.0	9.0	28.0	145	64.0	4.0	32.0	1254	60.0	9.0	31.0

*These items have statistically significant differences among the three selective modes at the .05 level.

Of the 54 respondents who served under superintendents appointed by the county court, 38 or 70.4 percent indicated "Yes" to this statement; 2 or 3.7 percent indicated "Don't know"; and 14 or 25.9 percent indicated "No." Three respondents failed to indicate an answer to this statement.

Of the total 404 respondents to this statement, 265 or 65.5 percent indicated "Yes" to this statement; 26 or 6.4 percent indicated "Don't know"; and 113 or 28 percent indicated "No." A total of 16 respondents failed to indicate an answer to this statement. A majority of all respondents serving under all three types of superintendents indicated that their superintendent supports a system which allows for much interaction of its members.

Laypersons and professionals were generally in agreement on their evaluation of this item. However, some variations were noticed among laypersons and professionals who served under board and court-appointed superintendents. A high percentage of laypersons who served under board-appointed superintendents indicated "Don't know" whereas professionals in this category registered no indications for "Don't know." The inverse was true concerning the "No" answers for professionals and laypersons. About one-third of the professionals who served under board-appointed superintendents indicated "No" for this statement. A similar situation occurred among respondents who served under court-appointed superintendents. Eight percent of the laypersons in this category indicated "Don't know," while there were no "Don't know" responses for professionals. The reverse was true of the "No" responses for lay and professional persons.

The superintendent supports a system which encourages directed activity among its members. Item 7 of the total group evaluative questionnaire dealt with the statement, "The superintendent supports a system which encourages directed activity among its members." As shown by the data in Table XIII, of the 209 respondents who served under superintendents elected by popular vote, 135 or 64.6 percent indicated "Yes" to this statement; 19 or 9.1 percent indicated "Don't know"; and 55 or 26.3 percent indicated "No." Eleven respondents who served under elected superintendents failed to indicate an answer to this statement. The majority of these respondents indicated that their superintendent did support a system which encourages directed activity among its members.

Of the 140 respondents who served under superintendents appointed by the school board, 103 or 73.6 percent indicated "Yes" to this statement; 15 or 10.7 percent indicated "Don't know"; and 22 or 15.7 percent indicated "No." Three of these respondents failed to indicate an answer to this statement. The majority of respondents who served under a board-appointed superintendent indicated that their superintendent did support a system which encourages directed activity among its members.

Of the 55 respondents who served under superintendents appointed by the county court, 102 or 73.4 percent indicated "Yes" to this item; 7 or 12.7 percent indicated "Don't know"; and 9 or 16.4 percent indicated "No." Three of these respondents failed to indicate an answer to this statement. The majority of respondents who served under court-appointed superintendents indicated that their superintendent

did support a system which encourages directed activity among its members.

Of the total 404 respondents to this statement, 277 or 68.6 percent indicated "Yes" for this statement; 41 or 10.1 percent indicated "Don't know"; and 65 or 21.3 percent indicated "No." A total of 16 respondents failed to indicate an answer to this statement. A majority of all respondents serving under all three types of superintendents indicated that their superintendent supports a system which encourages directed activity among its members.

Laypersons and professionals were generally in agreement on their evaluation of this item. Some variations were noticed among lay and professional persons who served under board-appointed superintendents. Lay persons indicated 15.8 percent in the "Don't know" column whereas professional persons indicated just 7.2 percent. Variations were noticed among lay and professional persons in the "No" column where laypersons indicated a smaller percentage of "No" responses than did professional persons. Differences were noticed among respondents who served under court-appointed superintendents also. Professional persons had higher percentages of "Don't know" and "No" responses than did laypersons.

The superintendent's behavior in the organization promotes his leadership position. Item 8 of the total group evaluative questionnaire dealt with the statement, "The superintendent's behavior in the organization promotes his leadership position." As shown by the data in Table XII, of the 208 respondents who served under superintendents elected by popular vote, 121 or 35.1 percent indicated "Yes" to this

statement; 14 or 6.7 percent indicated "Don't know"; and 73 or 35.1 percent indicated "No." Twelve of these respondents failed to indicate an answer to this statement. The majority of respondents who served under elected superintendents indicated that their superintendent's behavior in the organization did promote his leadership position.

Of the 141 respondents who served under superintendents appointed by the school board, 105 or 74.5 percent indicated "Yes" to this statement; 10 or 7.1 percent indicated "Don't know"; and 26 or 18.4 percent indicated "No." Two of these respondents failed to indicate an answer to this statement. The majority of respondents who served under board-appointed superintendents indicated that their superintendent's behavior in the organization promoted his leadership position.

Of the 54 respondents who served under superintendents appointed by the county court, 40 or 74.1 percent indicated "Yes" to this statement; 4 or 7.4 percent indicated "Don't know"; and 10 or 18.5 percent indicated "No." Three of these respondents failed to indicate an answer to this statement. The majority of the respondents who served under court-appointed superintendents indicated that their superintendent's behavior in the organization promoted his leadership position.

Of the total 403 respondents to this statement, 266 or 66 percent indicated "Yes" to this statement; 28 or 6.9 percent indicated "Don't know"; and 109 or 27 percent indicated "No." A total of 17 respondents failed to indicate an answer to this statement. A majority of all respondents indicated that their superintendent's behavior in the organization promoted his leadership position.

Laypersons and professionals were generally in agreement on their evaluation of this item. Under board-appointed superintendents professionals indicated a considerably higher percentage of "No" responses than did laypersons. Laypersons who served under court-appointed superintendents indicated higher percentages in the "Don't know" and "No" columns than did professionals.

The superintendent supports an organizational pattern which allows for its members to determine a majority of their own activities.

Item 9 of the total group evaluative questionnaire dealt with the statement "The superintendent supports an organizational pattern which allows for its members to determine a majority of their own activities." As shown by the data in Table XIII, page 77, of the 209 respondents who served under superintendents elected by popular vote, 112 or 53.6 percent indicated "Yes" to this statement; 34 or 16.3 percent indicated "Don't know"; and 63 or 30.1 percent indicated "No." Eleven of these respondents failed to answer to this statement. The majority of respondents who served under elected superintendents indicated that their superintendent supports an organizational pattern which allows for its members to determine a majority of their own activities.

Of the 139 respondents who served under superintendents appointed by the school board, 80 or 57.6 percent indicated "Yes" to this statement; 24 or 17.3 percent indicated "Don't know"; and 35 or 25.2 percent indicated "No." Four of these respondents failed to indicate an answer to this statement. The majority of respondents who served under board-appointed superintendents indicated that their

superintendent supports an organizational pattern which allows for its members to determine a majority of their own activities.

Of the 55 respondents who served under superintendents appointed by the county court, 34 or 61.8 percent indicated "Yes" to this statement; 4 or 7.3 percent indicated "Don't know"; and 17 or 30.9 percent indicated "No." Eleven of these respondents failed to indicate an answer to this statement. The majority of respondents who served under court-appointed superintendents indicated that their superintendent supports an organizational pattern which allows for its members to determine a majority of their own activities.

Of the total 403 responses to this statement, 226 or 56.1 percent indicated "Yes" to this statement; 62 or 15.4 percent indicated "Don't know"; and 115 or 28.5 percent indicated "No." A total of 17 respondents failed to indicate an answer to this statement. A majority of all respondents serving under all three types of superintendents indicated that their superintendents supported members' self-determination.

Laypersons and professionals were generally in agreement on their evaluation of this item. Among respondents who served under board-appointed superintendents, laypersons indicated a higher percentage of "Don't know" responses as compared to those of professional persons. And inversely, professional persons registered a higher percentage of "No" responses than did laypersons. This trend was noticed also among laypersons and professionals who served under court-appointed superintendents.

The superintendent gains the respect of his employees by his leadership ability rather than his position. Item 10 of the total group evaluative questionnaire dealt with the statement, "The superintendent gains the respect of his employees by his leadership ability rather than his position." As shown by Table XIII, page 77, of the 208 respondents who served under superintendents elected by popular vote, 94 or 45.2 percent indicated "Yes" to this statement; 30 or 14.4 percent indicated "Don't know"; and 84 or 40.4 percent indicated "No." Twelve of these respondents failed to indicate an answer to this statement. The majority of respondents who served under elected superintendents indicated that their superintendent gained the respect of his employees by his leadership ability rather than his position.

Of the 141 respondents who served under superintendents appointed by the school board, 78 or 55.3 percent indicated "Yes" to this statement; 31 or 22 percent indicated "Don't know"; and 32 or 22.7 percent indicated "No." Two of these respondents failed to indicate an answer to this statement. The majority of the respondents who served under board-appointed superintendents indicated that their superintendent gained the respect of his employees by his leadership ability rather than his position.

Of the 55 respondents who served under superintendents appointed by the county court, 33 or 60 percent indicated "Yes" to this statement; 4 or 7.3 percent indicated "Don't know"; and 18 or 32.7 percent indicated "No." Two respondents failed to indicate an answer to this statement. The majority of the respondents who served

under court-appointed superintendents indicated that their superintendent gained the respect of his employees by his leadership ability rather than his position.

Of the total 404 respondents to this statement, 205 or 50.7 percent indicated "Yes" to this statement; 65 or 16.1 percent indicated "Don't know"; and 134 or 33.2 percent indicated "No." A total of 16 respondents failed to indicate an answer to this statement. A majority of all respondents serving under all three types of superintendents indicated that their superintendent gained the respect of his employees by his leadership ability rather than his position.

Laypersons and professionals were generally in agreement on their evaluation of this item. Laypersons who served under superintendents appointed by the county court indicated a higher percentage of "Don't know" responses than did professionals in the same group. This item, more than any other leadership item, indicated comparatively lower percentages among all three types of superintendents in regard to affirmative responses. This was particularly noticeable under "Elected Superintendents."

Of the 1042 total responses to items 6 through 10 (leadership) made by those serving under elected superintendents, 56 percent indicated "Yes"; 11 percent indicated "Don't know"; and 33 percent indicated "No." Of the 703 total responses made by those serving under board-appointed superintendents, 66 percent indicated "Yes"; 13 percent indicated "Don't know"; and 21 percent indicated "No." Of the 273 total responses made by those serving under court-appointed superintendents, 67 percent indicated "Yes"; 8 percent indicated "Don't know"; and 25 percent indicated "No." There was a significant

relationship between the type of superintendent and the attitude of the persons serving under each categorization as indicated by a chi-square of 39.35 which was significant at the .05 level.

Of the 354 total responses to items 6 through 10 made by laypersons serving under elected superintendents, 55 percent indicated "Yes"; 12 percent indicated "Don't know"; and 33 percent indicated "No." Of the 282 total responses made by laypersons serving under board-appointed superintendents, 72 percent indicated "Yes"; 19 percent indicated "Don't know"; and 10 percent indicated "No." Of the 128 total responses made by laypersons serving under court-appointed superintendents, 71 percent indicated "Yes"; 12 percent indicated "Don't know"; and 17 percent indicated "No."

Of the 688 total responses to items 6 through 10 made by professionals serving under elected superintendents, 57 percent indicated "Yes"; 10 percent indicated "Don't know"; and 33 percent indicated "No." Of the 421 total responses made by professionals serving under board-appointed superintendents, 63 percent indicated "Yes"; 9 percent indicated "Don't know"; and 28 percent indicated "No." Of the 145 total responses made by professionals serving under court-appointed superintendents, 64 percent indicated "Yes"; 4 percent indicated "Don't know"; and 32 percent indicated "No."

In summary, the responses concerning leadership favored the appointed superintendents. Lay and professional respondents who served under elected superintendents answered about 50 percent of the leadership items in the affirmative and about 30 percent of the items in the negative. Lay and professional respondents who

served under either board- or court-appointed superintendents indicated higher percentages of affirmative responses and generally lower percentages of negative responses as compared to those of the elected superintendent group. Some variation was noted among respondents who served under board-appointed superintendents, however. Laypersons indicated a higher percentage of "Don't know" responses over professional persons. Also professionals in this group indicated a higher percentage of negative responses than did laypersons. A similar imbalance appeared among respondents who served under court-appointed superintendents, with laypersons indicating more "Don't know" responses and professional persons indicating a higher percentage of "No." Those respondents who served under elected superintendents consistently indicated a higher percentage of negative responses and a lower percentage of positive responses than did either board- or court-appointed superintendent groups.

Organization

The following data dealt with the superintendent's organization as perceived by the education community. The superintendent who exhibited ability to organize was viewed as one who has organized his staff so that appropriate decision-making may take place at various levels in the organization; has organized his staff with enough flexibility so that research and creativity are encouraged; periodically evaluates his organization plan and reorganizes staff responsibilities to take full advantage of special abilities; encourages that all significant activities be performed regularly and administered promptly; and makes recommendations and plans that support in letter and intent the statement of philosophy adopted by the school board.

The superintendent has organized his staff so that appropriate decision-making may take place at various levels in the organization.

Item 11 of the total group evaluative questionnaire dealt with the statement, "The superintendent has organized his staff so that appropriate decision-making may take place at various levels in the organization." As shown by the data in Table XIV, of the 206 respondents who served under superintendents who were elected by popular vote, 121 or 58.7 percent indicated "Yes" to this statement; 27 or 13.1 percent indicated "Don't know"; and 58 or 28.2 percent indicated "No." The majority indicated "Yes."

Of the 141 respondents who served under superintendents appointed by the school board, 107 or 75.9 percent indicated "Yes" for this statement; 10 or 7.1 percent indicated "Don't know"; and 24 or 17 percent indicated "No." Two of the respondents failed to indicate an answer to this statement. The majority of the respondents who served under a board-appointed superintendent indicated that their superintendent had organized the staff for decision-making.

Of the 55 respondents who served under superintendents appointed by the county court, 31 or 56.4 percent indicated "Yes" for this statement; 10 or 18.2 percent indicated "Don't know"; and 14 or 25.5 percent indicated "No." Two of these respondents failed to indicate an answer to this statement. The majority of the respondents who served under court-appointed superintendents indicated that their superintendent had organized the staff for decision-making.

Of the total 402 respondents to this statement, 259 or 64.4 percent indicated "Yes"; 47 or 11.7 percent indicated "Don't know";

TABLE XIV
LAY AND PROFESSIONAL MEMBERS' PERCEPTIONS OF TENNESSEE SUPERINTENDENTS'
ORGANIZATION DURING 1978-79

Statement	Number of Responses	Elected Superintendents			Board-appointed Superintendents			Court-appointed Superintendents			Total		χ ²
		Yes	Don't Know	No	Yes	Don't Know	No	Yes	Don't Know	No	Yes	No	
11. The superintendent has organized his staff so that appropriate decision making may take place at various levels in the organization.													
All	206	58.7	13.1	28.2	141	75.9	7.1	17.0	55	56.4	64.4	11.7	23.9
Lay	70	52.9	14.3	32.9	56	85.7	8.9	5.4	26	61.5	66.5	12.5	21.1
Professional	136	61.8	12.5	25.7	85	69.4	5.9	24.7	29	51.7	63.2	11.2	25.6
12. The superintendent has organized his staff with enough flexibility so that research and creativity are encouraged.													
All	206	46.6	22.3	31.1	141	61.7	21.3	17.0	55	49.1	52.2	21.6	26.1
Lay	70	45.7	22.9	31.4	56	67.9	26.8	5.4	26	57.7	56.0	23.0	21.1
Professional	136	47.1	22.1	30.9	85	57.6	17.6	24.7	29	41.4	50.0	20.8	29.2
13. The superintendent periodically evaluates his organization plan and reorganizes staff responsibilities to take full advantage of special abilities.													
All	208	27.4	39.9	32.7	140	52.9	28.6	18.6	55	45.5	38.7	34.5	26.8
Lay	70	25.7	35.7	38.6	56	60.7	32.1	7.1	26	50.0	42.8	32.2	25.0
Professional	138	28.3	42.0	29.7	84	47.6	26.2	26.2	29	41.4	36.3	35.9	27.9
14. The superintendent encourages that all significant activities be performed regularly and administered promptly.													
All	208	68.3	13.5	18.3	141	83.0	12.1	5.0	55	78.2	74.8	12.4	12.9
Lay	70	58.6	15.7	25.7	56	80.4	16.1	3.6	26	73.1	69.1	15.8	15.1
Professional	138	73.2	12.3	14.5	85	84.7	9.4	5.9	29	82.8	78.2	10.3	11.5
15. The superintendent makes recommendations and plans that support in letter and intent the statement of philosophy adopted by the school board.													
All	209	64.6	13.4	22.0	142	79.6	11.3	9.2	55	81.8	72.2	11.3	16.5
Lay	70	61.4	8.6	30.0	57	84.3	10.5	5.3	26	75.9	72.6	8.5	13.4
Professional	139	66.2	15.8	18.0	85	76.5	11.8	11.8	29	86.2	71.9	13.0	6.52
Totals	1037	53.0	20.0	26.0	705	70.0	16.0	13.0	275	62.0	60.0	21.0	18.0
Lay	350	49.0	19.0	32.0	281	76.0	19.0	5.0	130	63.0	61.0	18.0	20.0
Professional	687	55.0	21.0	24.0	424	67.0	14.0	19.0	145	61.0	60.0	18.0	22.0

*These items have statistically significant differences among the three selective modes at the .05 level.

and 96 or 23.9 percent indicated "No." A total of 18 respondents failed to indicate an answer to this statement. A majority of all respondents serving under all three types of superintendents indicated that their superintendent had organized his staff so that appropriate decision-making could take place at various levels in the organization.

Laypersons and professionals were generally in agreement on their evaluation of this item. Some variations existed among respondents who served under board-appointed superintendents. Here again, the professional respondents had a much higher percentage of "No" responses than did the lay respondents.

The superintendent has organized his staff with enough flexibility so that research and creativity are encouraged. Item 12 of the total group evaluative questionnaire dealt with the statement, "The superintendent has organized his staff with enough flexibility so that research and creativity are encouraged." As shown by the data in Table XIV, of the 206 respondents who served under superintendents elected by popular vote, 96 or 46.6 percent indicated "Yes" to this statement; 46 or 22.3 percent indicated "Don't know" and 64 or 31.1 percent indicated "No." Fourteen of these respondents failed to indicate an answer to this statement. The majority of the respondents who served under an elected superintendent indicated that their superintendent had organized the staff with enough flexibility so that research and creativity were encouraged.

Of the 141 respondents who served under superintendents appointed by the school board, 87 or 61.7 percent indicated "Yes" to this statement; 30 or 21.3 percent indicated "Don't know"; and 24 or

17 percent indicated "No." Two of the respondents failed to indicate an answer to this statement. The majority of the respondents who served under board-appointed superintendents indicated that their superintendent had organized his staff with enough flexibility so that research and creativity were encouraged.

Of the 55 respondents who served under superintendents appointed by the county court, 27 or 49.1 percent indicated "Yes" to this statement; 11 or 20 percent indicated "Don't know"; and 17 or 30.9 percent indicated "No." The majority of the respondents who served under a court-appointed superintendent indicated that their superintendent had organized the staff with enough flexibility so that research and creativity were encouraged.

Of the total 402 respondents to this statement, 259 or 64.4 percent indicated "Yes" to this statement; 47 or 11.7 percent indicated "Don't know"; and 96 or 23.9 percent indicated "No." A total of 18 respondents failed to indicate an answer to this statement. A majority of all respondents serving under all three types of superintendents indicated that their superintendent had organized his staff with enough flexibility so that research and creativity were encouraged.

Laypersons and professionals were generally in agreement on their evaluation of this item. Some variations were noticed among laypersons and professionals who served under board-appointed superintendents. Laypersons indicated a lower percentage of "No" responses than did professionals. Also, professionals indicated a disproportionately higher percentage of "No" responses. The greater percentage of "Yes" indications were found among those respondents who served under board-appointed superintendents.

The superintendent periodically evaluates his organization plan and reorganizes staff responsibilities to take full advantage of special abilities. Item 13 of the total group evaluative questionnaire dealt with the statement, "The superintendent periodically evaluates his organization plan and reorganizes staff responsibilities to take full advantage of special abilities." As shown by the data in Table XIV, of the 208 respondents who served under a superintendent elected by popular vote, 57 or 27.4 percent indicated "Yes" to this statement; 83 or 39.9 percent indicated "Don't know"; and 68 or 32.7 percent indicated "No." Twelve of the respondents failed to indicate an answer to this statement. The majority of the respondents who served under elected superintendents were not aware of such an evaluation and reorganization plan.

Of the 140 respondents who served under superintendents appointed by the school board, 74 or 52.9 percent indicated "Yes" to this statement; 40 or 28.6 percent indicated "Don't know"; and 26 or 18.6 percent indicated "No." Three of these respondents failed to indicate an answer to this statement. The majority of the respondents who served under these superintendents indicated that their superintendent periodically evaluated his organization plan and reorganized staff responsibilities to take full advantage of special abilities.

Of the 55 respondents who served under a superintendent appointed by the county court, 25 or 45.5 percent indicated "Yes" to this statement; 16 or 29.1 percent indicated "Don't know"; and 14 or 25.5 percent indicated "No." Two of these respondents failed to indicate an answer to this statement. The majority of those respondents

who served under a court-appointed superintendent indicated that their superintendent periodically evaluated his organization plan and reorganized staff responsibilities to take full advantage of special abilities.

Of the total 403 respondents to this statement, 156 or 38.7 percent indicated "Yes"; 139 or 34.5 percent indicated "Don't know"; and 108 or 26.8 percent indicated "No." A total of 17 respondents failed to indicate an answer to this statement. Aside from a fairly even distribution among the responses, the majority of all respondents indicated that their superintendent periodically evaluated his organization plan and reorganized staff responsibilities to take full advantage of special abilities.

Laypersons and professionals were generally in agreement on their evaluation of this statement except those who served under board-appointed superintendents where there was a higher percentage of "No" responses among professionals than among laypersons. Those respondents who served under elected superintendents had a greater percentage of "No" responses than "Yes" responses for both professionals and laypersons. Not quite as low, but noticeably lower, were the "Yes" responses among laypersons and professionals who served under both types of appointed superintendents.

The superintendent encourages that all significant activities be performed regularly and administered promptly. Item 14 of the total group evaluative questionnaire dealt with the statement, "The superintendent encourages that all significant activities be performed regularly and administered promptly." As shown by the data in

Table XIV, page 89, of the 208 respondents who served under superintendents who were elected by popular vote, 142 or 68.3 percent indicated "Yes" to this statement; 28 or 13.5 percent indicated "Don't know"; and 38 or 18.3 percent indicated "No." Twelve of these respondents failed to answer this statement. The majority of those respondents who served under an elected superintendent indicated that he encouraged that all significant activities be performed regularly and administered promptly.

Of the 141 respondents who served under a superintendent appointed by the school board, 117 or 83 percent indicated "Yes" to this statement; 17 or 12.1 percent indicated "Don't know"; and 7 or 5 percent indicated "No." Two of these respondents failed to indicate an answer to this statement. A definite majority of those respondents who served under a board-appointed superintendent indicated that he encouraged that all significant activities be performed regularly and administered promptly.

Of the 55 respondents who served under a superintendent appointed by the county court, 43 or 78.2 percent indicated "Yes" to this statement; 5 or 9.1 percent indicated "Don't know"; and 7 or 12.7 percent indicated "No." Two of these respondents failed to indicate and answer to this statement. A majority of those respondents who served under a court-appointed superintendent indicated that he encouraged that all significant activities be performed regularly and administered promptly.

Of the total 404 respondents to this statement, 302 or 74.8 percent indicated "Yes" to this statement; 50 or 12.4 percent indicated

"Don't know"; and 52 or 12.9 percent indicated "No." A total of 16 respondents failed to indicate an answer to this statement. A clear majority of all respondents indicated that their superintendent encouraged that all significant activities be performed regularly and administered promptly.

Laypersons and professionals were generally in agreement on their evaluation of this statement. Some variations were noticed among those respondents who served under elected superintendents. Laypersons in this category displayed higher percentages in the "Don't know" and "No" categories than did professionals. Variations noticed among respondents who served under board-appointed superintendents occurred in the "Don't know" area where laypersons indicated a higher percentage and where professionals indicated a higher percentage of "No" responses. Variations noticed among respondents who served under court-appointed superintendents occurred in the "Don't know" area where laypersons indicated a higher percentage than did professionals; and in the "No" area where professionals indicated a slightly higher percentage of responses than did laypersons.

The superintendent makes recommendations and plans that support in letter and intent the statement of philosophy adopted by the school board. Item 15 of the total group evaluative questionnaire dealt with the statement, "The superintendent makes recommendations and plans that support in letter and intent the statement of philosophy adopted by the school board." As shown by the data in Table XIV, page 89, of the 209 respondents who served under a superintendent who was elected by popular vote, 135 or 64.6 percent indicated "Yes" to this

statement; 28 or 13.4 percent indicated "Don't know"; and 46 or 22 percent indicated "No." Eleven of these respondents failed to indicate an answer to this statement. The majority of the respondents who served under elected superintendents indicated that their superintendent made recommendations and plans that supported in letter and intent the statement of philosophy adopted by the school board.

Of the 142 respondents who served under a superintendent who was appointed by the school board, 113 or 79.6 percent indicated "Yes"; 16 or 11.3 percent indicated "Don't know"; and 13 or 9.2 percent indicated "No." One respondent failed to indicate an answer to this statement. A Majority of respondents who served under a board-appointed superintendent indicated that their superintendent made recommendations and plans that supported in letter and intent the statement of philosophy adopted by the school board.

Of the 55 respondents who served under a superintendent who was appointed by the county court, 45 or 81.8 percent indicated "Yes" to this statement; 2 or 3.6 percent indicated "Don't know"; and 8 or 14.5 percent indicated "No." A clear majority of the respondents who served under court-appointed superintendents agreed that their superintendent made recommendations and plans that supported in letter and intent the statement of philosophy adopted by the school board.

Of the total 406 respondents to this statement, 293 or 72.2 percent indicated "Yes"; 46 or 11.3 percent indicated "Don't know"; and 67 or 16.5 percent indicated "No." A clear majority of all respondents serving under all three types of superintendents indicated that their superintendent made recommendations and plans that supported

in letter and intent the statement of philosophy adopted by the school board.

Laypersons and professionals were generally in agreement on their evaluations of this statement. Variations were noticed among respondents who served under elected superintendents where laypersons registered a 30 percent for "No" responses in contrast to the professionals' 18 percent.

Of the 1037 total responses to items 11 through 15 (organization) made by those serving under elected superintendents, 53 percent indicated "Yes"; 20 percent indicated "Don't know"; and 26 percent indicated "No." Of the 705 total responses made by those serving under board-appointed superintendents, 70 percent indicated "Yes"; 16 percent indicated "Don't know"; and 13 percent indicated "No." Of the 275 total responses made by those serving under court-appointed superintendents, 62 percent indicated "Yes"; 16 percent indicated "Don't know"; and 22 percent indicated "No." There was a significant relationship between the type of superintendent and the attitude of the persons serving under each categorization as indicated by a chi-square of 60.74 which was significant at the .05 level.

Of the 350 total responses to items 11 through 15 made by laypersons serving under elected superintendents, 49 percent indicated "Yes"; 19 percent indicated "Don't know"; and 32 percent indicated "No." Of the 281 total responses made by laypersons serving under board-appointed superintendents, 76 percent indicated "Yes"; 19 percent indicated "Don't know"; and 5 percent indicated "No." Of the 130 total responses made by laypersons serving under court-appointed

superintendents, 64 percent indicated "Yes"; 15 percent indicated "Don't know"; and 22 percent indicated "No."

Of the 687 total responses to items 11 through 15 made by professionals serving under elected superintendents, 55 percent indicated "Yes"; 21 percent indicated "Don't know"; and 24 percent indicated "No." Of the 424 total responses made by professionals serving under board-appointed superintendents, 67 percent indicated "Yes"; 14 percent indicated "Don't know"; and 19 percent indicated "No." Of the 145 total responses made by professionals serving under court-appointed superintendents, 61 percent indicated "Yes"; 17 percent indicated "Don't know"; and 22 percent indicated "No."

In summary, the responses concerning organization of the superintendent favored the board-appointed superintendent. The average percent of "Yes" responses was inordinately low among respondents who served under elected superintendents. Laypersons in this group indicated just 49 percent responses in the "Yes" category; professionals, 55 percent. The percentage of "No" responses by laypersons and professionals who served under elected superintendents was 32 and 24, respectively.

Board-appointed and court-appointed groups registered higher percentages of "Yes" responses than did those in the elected group. There was also a generally lower percentage of "No" responses especially among those respondents who served under board-appointed superintendents.

Curriculum

The following data dealt with the superintendent's handling of the curriculum as perceived by the education community. The superintendent who exhibited ability in this area was perceived as one who encourages staff members to investigate curriculum changes through reading, research, visitation, or experimentation; who has developed a system for curriculum review through professional committees at various levels; promotes extensive in-service educational programs for all levels of instructional personnel; who, with his staff, has taken the initiative in educational innovation rather than being pushed by board members or citizen groups; and makes sure each educational program is thoroughly evaluated for continuation of the better practices and elimination or alteration of the less effective practices.

The superintendent encourages staff members to investigate curriculum changes through reading, research, visitation or experimentation. Item 16 of the total group evaluative questionnaire dealt with the statement, "The superintendent encourages staff members to investigate curriculum changes through reading, research, visitation or experimentation." As shown by the data in Table XV, of the 215 respondents who served under a superintendent who was elected by popular vote, 121 or 56.3 percent indicated "Yes" to this statement; 41 or 19.1 percent indicated "Don't know"; and 53 or 24.7 percent indicated "No." Five of these respondents failed to give an indication to this statement. A majority of respondents who served under elected superintendents agreed that their superintendent encouraged staff members to investigate curriculum changes through reading, research, visitation, or experimentation.

Of the 143 respondents who served under a superintendent who was appointed by the school board, 110 or 76.9 percent indicated "Yes" to this statement; 18 or 12.6 percent indicated "Don't know"; and 15 or 10.5 percent indicated "No." A majority of these respondents indicated that their superintendent encouraged staff members to investigate curriculum changes through reading, research, visitation, or experimentation.

Of the 57 respondents who served under a superintendent who was appointed by the county court, 41 or 71.9 percent indicated "Yes"; 5 or 8.8 percent indicated "Don't know"; and 11 or 19.3 percent indicated "No." A majority of these respondents indicated that their superintendent encouraged staff members to investigate curriculum changes through reading, research, visitation, or experimentation.

Of the total 415 respondents to this statement, 272 or 65.6 percent indicated "Yes"; 64 or 15.4 percent indicated "Don't know"; and 79 or 19 percent indicated "No." A clear majority of all respondents serving under all three types of superintendents indicated that their superintendent encouraged investigation of the curriculum.

Laypersons and professionals were generally in agreement on their evaluation of this statement. Variations were noticed among respondents who served under board-appointed superintendents, however. Among respondents who served under board-appointed superintendents, a higher percentage of "Don't know" responses was indicated by laypersons than professionals and, inversely, a higher percentage of "No" responses were indicated by professionals than laypersons. Variations were also noticed among respondents who served under court-

appointed superintendents, with a higher percentage of "No" responses by professionals than by laypersons.

The superintendent has developed a system for curriculum review through professional committees at various levels. Item 17 of the total group evaluative questionnaire dealt with the statement, "The superintendent has developed a system for curriculum review through professional committees at various levels." As shown by the data in Table XV, of the 214 respondents who served under a superintendent who was elected by popular vote, 100 or 46.7 percent indicated "Yes"; 44 or 20.6 percent indicated "Don't know"; and 70 or 32.7 percent indicated "No." Six of these respondents failed to indicate an answer to this statement. A majority of respondents who served under elected superintendents agreed that their superintendent had developed a system for curriculum review through professional committees at various levels.

Of the 141 respondents who served under a superintendent who was appointed by the school board, 82 or 58.2 percent indicated "Yes" to this statement; 28 or 19.9 percent indicated "Don't know"; and 31 or 22 percent indicated "No." Two of these respondents failed to indicate an answer to this statement. A majority of respondents who served under board-appointed superintendents agreed that their superintendent had developed a system for curriculum review through professional committees at various levels.

Of the 57 respondents who served under a superintendent who was appointed by the county court, 27 or 47.4 percent indicated "Yes"

to this statement; 15 or 26.3 percent indicated "Don't know"; and 15 or 26.3 percent indicated "No." A majority of respondents who served under court-appointed superintendents agreed that their superintendent had developed a system for curriculum review through professional committees at various levels.

Of the total 412 respondents to this statement, 209 or 50.7 percent indicated "Yes"; 87 or 21.1 percent indicated "Don't know"; and 116 or 28.2 percent indicated "No." A total of 8 respondents failed to indicate an answer to this statement. A majority of all respondents who served under all three types of superintendents indicated that their superintendent had developed a system for curriculum review through professional committees at various levels.

Laypersons and professionals were generally in agreement on their evaluation of this statement. A higher percentage of "No" indications was found among professionals who served under all three types of superintendents. Laypersons who served under elected superintendents registered consistently higher percentages of "No" responses than did respondents who served under board- and court-appointed superintendents.

The superintendent promotes extensive in-service educational programs for all levels of instructional personnel. Item 18 of the total group evaluative questionnaire dealt with the statement, "The superintendent promotes extensive in-service educational programs for all levels of instructional personnel." As shown by the data in Table XV, of the 216 respondents who served under a superintendent who was elected by popular vote, 121 or 56 percent indicated "Yes" to

this statement; 22 or 10.2 percent indicated "Don't know"; and 73 or 33.8 percent indicated "No." Four of these respondents failed to answer this statement. A majority of the respondents who served under elected superintendents agreed that their superintendent promoted extensive in-service educational programs for all levels of instructional personnel.

Of the 141 respondents who served under a superintendent who was appointed by the school board, 99 or 70.2 percent indicated "Yes" to this statement; 14 or 9.9 percent indicated "Don't know"; and 28 or 19.9 percent indicated "No." Two of these respondents failed to indicate an answer to this statement. A majority of respondents who served under a board-appointed superintendent agreed that he promoted extensive in-service educational programs for all levels of instructional personnel.

Of the 57 respondents who served under a superintendent who was appointed by the county court, 40 or 70.2 percent indicated "Yes" to this statement; 2 or 3.5 percent indicated "Don't know"; and 15 or 26.3 percent indicated "No." A majority of respondents who served under a court-appointed superintendent agreed that their superintendent promoted extensive in-service educational programs for all levels of instructional personnel.

Of the total 414 respondents to this statement, 260 or 62.9 percent indicated "Yes"; 38 or 9.2 percent indicated "Don't know"; and 116 or 28 percent indicated "No." A total of 6 respondents failed to indicate an answer to this statement. A majority of all respondents who served under all three types of superintendents indicated that their

superintendent promoted extensive in-service educational programs for all levels of instructional personnel.

Laypersons and professionals were generally in agreement on their evaluation of this statement. The percentage of "No" responses was consistently higher among lay and professional persons who served under elected superintendents. Also, the percentage of "No" responses was consistently higher among all professionals in all three groups. The lowest percentage of "No" responses was noticed among lay persons in the group who served under board-appointed superintendents.

The superintendent and his staff have taken the initiative in educational innovation rather than being pushed by board members or citizen groups. Item 19 of the total group evaluative questionnaire dealt with the statement, "The superintendent and his staff have taken the initiative in educational innovation rather than being pushed by board members or citizen groups." As shown by the data in Table XV, page 100, of the 213 respondents who served under superintendents who were elected by popular vote, 108 or 50.7 percent indicated "Yes" to this statement; 27 or 12.7 percent indicated "Don't know"; and 78 or 36.6 percent indicated "No." Seven of these respondents failed to indicate an answer to this statement. A majority of the respondents who served under elected superintendents agreed that their superintendent initiated educational innovation rather than being pushed by board members or citizen groups.

Of the 143 respondents who served under superintendents who were appointed by the school board, 105 or 73.4 percent indicated "Yes" to this statement; 15 or 10.5 percent indicated "Don't know"; and 23 or

16.1 percent indicated "No." A majority of the respondents who served under board-appointed superintendents agreed that their superintendent initiated educational innovation without being pushed by board members or citizen groups.

Of the 57 respondents who served under superintendents who were appointed by the county court, 37 or 64.9 percent indicated "Yes" to this statement; 5 or 8.8 percent indicated "Don't know"; and 15 or 26.3 percent indicated "No." A majority of those respondents who served under court-appointed superintendents agrees that their superintendent initiated educational innovation without being pushed by board members or citizen groups.

Of the total 413 respondents to this statement, 250 or 60.5 percent indicated "Yes"; 47 or 11.4 percent indicated "Don't know"; and 116 or 28.1 percent indicated "No." A total of 7 respondents failed to indicate an answer to this statement. A majority of all respondents who served under all three types of superintendents indicated that their superintendent initiated educational innovation without being pushed by board members or citizen groups.

Laypersons and professionals were generally in agreement on their evaluation of this statement. Some variations were noted in "No" responses among professionals who served under elected and court-appointed superintendents, where a higher percentage was noticed than "No" percentages found in the board-appointed group.

The superintendent makes sure each educational program is thoroughly evaluated for continuation of the better practices and elimination or alteration of the less effective practices. Item 20

of the total group evaluative questionnaire dealt with the statement, "The superintendent makes sure each educational program is thoroughly evaluated for continuation of the better practices and elimination or alteration of the less effective practices." As shown by the data in Table XV, page 100, of the 214 respondents who served under superintendents who were elected by popular vote, 89 or 41.6 percent indicated "Yes" to this statement; 52 or 24.3 percent indicated "Don't know"; and 73 or 34.1 percent indicated "No." Six of these respondents failed to indicate an answer to this statement. Even though a fairly even distribution existed for this group, the majority of those respondents who served under elected superintendents agreed that their superintendent made sure each educational program was thoroughly evaluated.

Of the 141 respondents who served under superintendents who were appointed by the school board, 86 or 61 percent indicated "Yes" to this statement; 30 or 21.3 percent indicated "Don't know"; and 25 or 17.7 percent indicated "No." Two of these respondents failed to indicate an answer to this statement. The majority of those respondents who served under board-appointed superintendents agreed that their superintendent made sure each educational program was thoroughly evaluated.

Of the 57 respondents who served under superintendents who were appointed by the county court, 29 or 50.9 percent indicated "Yes" to this statement; 11 or 19.3 percent indicated "Don't know"; and 17 or 29.8 percent indicated "No." A majority of those respondents who served under court-appointed superintendents agreed that their superintendent made sure each educational program was thoroughly evaluated.

Of the total 412 respondents to this statement, 204 or 49.5 percent indicated "Yes"; 93 or 22.6 percent indicated "Don't know"; and 115 or 27.9 percent indicated "No." A total of 8 respondents failed to indicate an answer to this statement. The majority of all the respondents who served under all three types of superintendents agreed that their superintendent made sure that each educational program was thoroughly evaluated for continuation of the better practices and elimination or alteration of the less effective practices.

Laypersons and professionals were generally in agreement on their evaluation of this statement. Some variations were noticed in the "No" responses of respondents who served under elected superintendents as opposed to respondents who served under board- and court-appointed superintendents. Those who served under elected superintendents indicated a consistently higher percentage of "No" responses than did respondents who served under appointed superintendents.

Of the 1072 total responses to items 16 through 20 (curriculum activities) made by those serving under elected superintendents, 50 percent indicated "Yes"; 17 percent indicated "Don't know"; and 32 percent indicated "No." Of the 709 total responses made by those serving under board-appointed superintendents, 68 percent indicated "Yes"; 15 percent indicated "Don't know"; and 17 percent indicated "No." Of the 285 total responses made by those serving under court-appointed superintendents, 61 percent indicated "Yes"; 13 percent indicated "Don't know"; and 26 percent indicated "No." There was a significant relationship between the type of superintendent and the attitude of the persons serving under each categorization as indicated by a chi-square of 64.28 which was significant at the .05 level.

Of the 369 total responses to items 16 through 20 made by laypersons serving under elected superintendents, 51 percent indicated "Yes"; 21 percent indicated "Don't know"; and 29 percent indicated "No." Of the 288 total responses made by laypersons serving under board-appointed superintendents, 69 percent indicated "Yes"; 22 percent indicated "Don't know"; and 9 percent indicated "No." Of the 135 total responses made by laypersons serving under court-appointed superintendents, 66 percent indicated "Yes"; 16 percent indicated "Don't know"; and 18 percent indicated "No."

Of the 703 total responses to items 16 through 20 made by professionals serving under elected superintendents, 50 percent indicated "Yes"; 16 percent indicated "Don't know"; and 34 percent indicated "No." Of the 421 total responses made by professionals serving under board-appointed superintendents, 67 percent indicated "Yes"; 10 percent indicated "Don't know"; and 23 percent indicated "No." Of the 150 total responses made by professionals serving under court-appointed superintendents, 57 percent indicated "Yes"; 11 percent indicated "Don't know"; and 33 percent indicated "No."

In summary, the responses concerning curriculum activities of the superintendent were similar among those respondents who served under board- and court-appointed superintendents. Respondents who served under elected superintendents indicated a consistently lower percentage of "Yes" responses and a consistently higher percentage of "No" responses. It was noticed also that the highest average percentage of "Yes" responses was found among laypersons who served under board-appointed superintendents; and the lowest average percentage of "No" responses was found in the same group.

Personnel

The following data dealt with the superintendent's handling of personnel as perceived by the education community. The superintendent who exhibits ability in this area was perceived as one who has arranged and organized an active program for personnel recruitment; interviews all administrative and supervisory applicants before recommending them to the board for appointment; has made sure that there exists a continuous evaluation program for all teachers; has developed and makes use of appropriate lines of communication with the staff; accepts ultimate responsibility for decisions made by subordinates; accepts responsibility for providing leadership to his management personnel in professional negotiations; and has maintained open lines of communication with his staff related to professional negotiations.

The superintendent has arranged and organized an active program for personnel recruitment. Item 21 of the total group evaluative questionnaire dealt with the statement, "The superintendent has arranged and organized an active program for personnel recruitment," As shown by the data in Table XVI, of the 214 respondents who served under a superintendent who was elected by popular vote, 55 or 25.7 percent indicated "Yes" to this statement; 63 or 29.4 percent indicated "Don't know"; and 96 or 44.9 percent indicated "No." Six of these respondents failed to indicate an answer to this statement. The majority of those respondents who served under elected superintendents indicated that their superintendent had not arranged and organized an active program for personnel recruitment.

TABLE XVI
LAY AND PROFESSIONAL MEMBERS' PERCEPTIONS OF TENNESSEE SUPERINTENDENTS'
PERFORMANCE IN PERSONNEL ACTIVITIES DURING 1978-79

Statement	Elected Superintendents				Board-appointed Superintendents				Court-appointed Superintendents				Total				
	Number of Responses		Don't Know		Number of Responses		Don't Know		Number of Responses		Don't Know		Number of Responses		Don't Know		
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	
21. The superintendent has arranged and organized an active program for personnel recruitment.	214 74 140	25.7 23.7 23.7	29.4 31.1 28.6	44.9 43.2 45.7	143 58 85	43.4 43.1 43.5	28.0 36.2 22.4	28.7 20.7 34.1	55 25 30	47.3 36.0 23.3	23.6 16.0 30.0	29.1 48.0 46.7	412 157 235	32.3 33.7 31.4	28.2 30.6 26.7	39.6 35.7 42.0	1.67 11.22* 8.83
22. The superintendent interviews all administrative and supervisory applicants before recommending them to the board for appointment.	216 75 141	77.3 81.3 75.2	13.4 12.0 14.2	9.3 6.7 10.6	143 58 85	86.0 86.2 85.9	10.5 12.1 9.4	3.5 1.7 4.7	57 27 30	84.2 85.2 83.3	7.0 3.7 10.0	8.8 11.1 6.7	416 160 256	81.3 83.7 79.7	11.5 10.6 12.1	7.2 5.6 8.2	1.30 14.72* 4.31
23. The superintendent has made sure that there exists a continuous evaluation program for all teachers.	215 76 139	72.6 56.6 81.3	10.2 19.7 5.0	17.2 23.7 13.7	143 58 85	88.1 82.7 91.8	6.3 14.9 1.2	5.6 12.8 7.1	57 27 30	82.5 80.4 93.3	5.3 11.1 0.0	12.3 18.5 6.7	415 161 254	74.3 69.3 86.2	8.2 16.1 3.1	12.5 15.5 10.6	26.19* 13.41* 7.11
24. The superintendent has developed and makes use of appropriate lines of communication with the staff.	215 75 140	62.8 54.7 67.1	15.3 18.7 13.6	21.9 26.7 19.3	142 58 84	75.4 81.0 71.4	7.7 13.8 3.6	16.9 5.2 25.0	57 27 30	64.9 59.3 70.0	14.0 11.1 16.7	21.1 29.6 13.3	414 160 254	67.4 65.0 68.9	12.6 15.6 10.6	20.0 19.4 20.5	2.23 14.15* 7.94
25. The superintendent accepts ultimate responsibility for decisions made by subordinates.	214 75 139	58.9 61.3 57.6	22.9 21.3 23.7	18.2 17.3 18.7	142 58 84	72.5 81.0 66.7	14.8 10.3 17.9	12.7 8.6 15.5	57 27 30	73.7 74.1 73.3	10.5 11.1 10.0	15.8 14.8 16.7	413 160 253	65.6 70.6 62.5	18.4 15.6 20.2	16.0 13.8 17.4	2.91 6.64 4.31
26. The superintendent accepts responsibility for providing leadership to his management personnel in professional negotiations.	205 71 134	54.1 53.5 54.5	23.9 19.7 26.1	22.0 26.0 19.4	130 51 79	62.3 68.7 58.2	25.4 23.5 26.6	12.3 7.0 15.2	48 23 25	64.6 78.3 52.0	16.7 4.3 28.0	18.8 17.4 20.0	383 145 238	58.2 62.8 55.5	23.5 18.6 26.5	18.3 11.6 18.1	3.20 11.07* 0.76
27. The superintendent has maintained open lines of communication with his staff related to professional negotiations.	205 71 134	55.6 60.6 53.0	24.4 21.1 26.1	20.0 18.3 20.9	133 51 82	57.1 76.5 45.1	23.3 17.6 26.8	19.5 5.9 28.0	49 24 25	69.4 91.7 48.0	16.3 28.2 24.0	14.3 4.2 20.0	387 146 241	57.9 71.2 49.8	23.0 17.1 26.6	19.1 11.6 23.7	17.59* 11.08* 1.78
Average %	1484 517 967	58.0 56.0 59.0	20.0 21.0 20.0	22.0 23.0 21.0	976 392 584	69.0 74.0 66.0	17.0 18.0 15.0	14.0 8.0 19.0	380 180 200	67.0 71.0 63.0	13.0 9.0 18.0	20.0 21.0 19.0	2840 1089 1751	63.0 65.0 62.0	18.0 18.0 18.0	19.0 17.0 20.0	36.08*

*These items have statistically significant differences among the three selective modes at the .05 level.

Of the 143 respondents who served under a superintendent who was appointed by the school board, 62 or 43.4 percent indicated "Yes" to this statement; 40 or 28 percent indicated "Don't know"; and 41 or 28.7 percent indicated "No." The majority of these respondents indicated that their superintendent had arranged and organized an active program for personnel recruitment.

Of the 55 respondents who served under a superintendent who was appointed by the county court, 16 or 29.1 percent indicated "Yes" to this statement; 13 or 23.6 percent indicated "Don't know"; and 26 or 37.4 percent indicated "No." Two of these respondents failed to indicate an answer to this statement. Similar to the respondents who had served under an elected superintendent, the majority of these respondents agreed that their superintendent had not arranged and organized an active program for personnel recruitment.

Of the total 412 respondents to this statement, 133 or 32.3 percent indicated "Yes"; 116 or 28.2 percent indicated "Don't know"; and 163 or 39.6 percent indicated "No." A total of 8 respondents failed to indicate an answer to this statement. Although a fairly even distribution of responses existed among the groups, the majority of all the respondents who served under all three types of superintendents indicated that their superintendent had not organized and arranged an active program for personnel recruitment.

Laypersons and professionals who served under elected and court-appointed superintendents were generally in agreement on their evaluation of this statement and the "No" response percentage was consistently higher than those found by respondents who served under

board-appointed superintendents. The percentage of "Yes" responses by laypersons and professionals who served under board-appointed superintendents was higher than those found by elected or court-appointed superintendents.

The superintendent interviews all administrative and supervisory applicants before recommending them to the board for appointment.

Item 22 of the total group evaluative questionnaire dealt with the statement, "The superintendent interviews all administrative and supervisory applicants before recommending them to the board for appointments." As shown by the data in Table XVI, of the 216 respondents who served under a superintendent who was elected by popular vote, 167 or 77.3 percent indicated "Yes" to this statement; 29 or 13.4 percent indicated "Don't know"; and 20 or 9.3 percent indicated "No." Four of these respondents failed to indicate an answer to this statement. The majority of those respondents who served under elected superintendents agreed that their superintendent interviewed all administrative and supervisory applicants before recommending them to the board for appointment.

Of the 143 respondents who served under superintendents who had been appointed by the school board, 123 or 86 percent indicated "Yes" to this statement; 15 or 10.5 percent indicated "Don't know"; and 5 or 3.5 percent indicated "No." A majority of those respondents who served under board-appointed superintendents agreed that their superintendent interviewed all administrative and supervisory applicants before recommending them to the board for appointment.

Of the 57 respondents who served under superintendents who had been appointed by the county court, 48 or 84.2 percent indicated "Yes" to this statement; 4, or 7 percent, indicated "Don't know"; and 5 or 8.8 percent indicated "No." A majority of respondents who served under court-appointed superintendents agreed that their superintendent interviewed all administrative and supervisory applicants before recommending them to the board for appointment.

Of the total 416 respondents to this statement, 338 or 81.3 percent indicated "Yes"; 48 or 11.5 percent indicated "Don't know"; and 30 or 7.2 percent indicated "No." A total of 4 respondents failed to indicate an answer to this statement. A definite majority of all respondents who served under all three types of superintendents agreed that their superintendent interviewed all administrative and supervisory applicants before recommending them to the board for appointment.

Laypersons and professionals were generally in agreement in their evaluation of this statement. However, some variations were noted among those who served under elected and court-appointed superintendents in that their percentage of "No" responses was higher than were the percentage of "No" responses among board-appointed superintendents.

The superintendent has made sure that there exists a continuous evaluation program for all teachers. Item 23 of the total group evaluative questionnaire dealt with the statement, "The superintendent has made sure that there exists a continuous evaluation program for all teachers." As shown by the data in Table XVI, of the 215 respondents who served under a superintendent who was elected by popular vote,

156 or 72.6 percent indicated "Yes" to this statement; 22 or 10.2 percent indicated "Don't know"; and 37 or 17.2 percent indicated "No." Five of these respondents failed to indicate an answer to this statement. A majority of those respondents who served under elected superintendents agreed that there existed a continuous evaluation program for all teachers.

Of the 143 respondents who served under superintendents who had been appointed by the school board, 126 or 88.1 percent indicated "Yes" to this statement; 9 or 6.3 percent indicated "Don't know"; and 8 or 5.6 percent indicated "No." A majority of those respondents who served under board-appointed superintendents agreed that their superintendent had made sure that there existed a continuous evaluation program for all teachers.

Of the 57 respondents who served under superintendents who had been appointed by the county court, 47 or 82.5 percent indicated "Yes" to this statement; 3 or 5.3 percent indicated "Don't know"; and 7 or 12.3 percent indicated "No." A majority of those respondents who served under court-appointed superintendents agreed that their superintendent had made sure that there existed a continuous evaluation program for all teachers.

Of the total 415 respondents to this statement, 308 or 74.3 percent indicated "Yes"; 34 or 8.2 percent indicated "Don't know"; and 52 or 12.5 percent indicated "No." A total of 5 respondents failed to indicate an answer to this statement. A definite majority of all respondents who served under all three types of superintendents agreed that their superintendent had made sure that there existed a continuous evaluation program for all teachers.

Laypersons and professionals were generally in agreement in their evaluation of this statement. However, differences were noticed in the higher percentages of "Yes" responses among all three types of superintendent selective methods. Lay and professional persons who served under elected superintendents indicated a higher percentage of "No" responses than did either group that served under appointed superintendents.

The superintendent has developed and makes use of appropriate lines of communication with the staff. Item 24 of the total group evaluative questionnaire dealt with the statement, "The superintendent has developed and makes use of appropriate lines of communication with the staff." As shown in Table XVI, page 111, the data reveals that of the 215 respondents who served under superintendents who had been elected by popular vote, 135 or 62.8 percent indicated "Yes" to this statement; 33 or 15.3 percent indicated "Don't know"; and 47 or 21.9 percent indicated "No." Five respondents failed to indicate an answer to this statement. A majority of those respondents who served under elected superintendents agreed that their superintendent had developed and made use of appropriate lines of communication with his staff.

Of the 142 respondents who served under superintendents who had been appointed by the school board, 107 or 75.4 percent indicated "Yes" to this statement; 11 or 7.7 percent indicated "Don't know"; and 24 or 16.9 percent indicated "No." One respondent failed to indicate an answer to this statement. A clear majority of those respondents who served under board-appointed superintendents agreed that their superintendent had developed and made use of appropriate lines of communication with the staff.

Of the 57 respondents who served under superintendents who had been appointed by the county court, 37 or 64.9 percent indicated "Yes" to this statement; 8 or 14 percent indicated "Don't know"; and 12 or 21.1 percent indicated "No." A majority of those respondents who served under court-appointed superintendents agreed that their superintendent had developed and made use of appropriate lines of communication with the staff.

Of the total 414 respondents to this statement, 279 or 67.4 percent indicated "Yes"; 52 or 12.6 percent indicated "Don't know"; and 83 or 20 percent indicated "No." A total of 6 respondents failed to indicate an answer to this statement. A clear majority of all respondents who served under all three types of superintendents agreed that their superintendent had developed and made use of appropriate lines of communication with the staff.

Laypersons and professionals generally agreed in their evaluation of this statement in that a majority indicated a higher percentage of "Yes" responses in all groups. However, the percentage of "No" responses was higher among those who served under elected and court-appointed superintendents (the exception being the professionals who served under board-appointed superintendents). The lowest percentage of "No" responses and the highest percentage of "Yes" responses were noted among lay respondents who served under board-appointed superintendents.

The superintendent accepts ultimate responsibility for decisions made by subordinates. Item 25 of the total group evaluative questionnaire dealt with the statement, "The superintendent accepts ultimate

responsibility for decisions made by subordinates." As shown by the data in Table XVI, page 111, of the 214 respondents who served under superintendents who had been elected by popular vote, 126 or 58.9 percent indicated "Yes" to this statement; 49 or 22.9 percent indicated "Don't know"; and 39 or 18.2 percent indicated "No." Six respondents failed to indicate an answer to this statement. A majority of those respondents who served under elected superintendents indicated that their superintendent accepted ultimate responsibility for decisions made by subordinates.

Of the 142 respondents who served under superintendents who had been appointed by the school board, 103 or 72.5 percent indicated "Yes" to this statement; 21 or 14.8 percent indicated "Don't know"; and 18 or 12.7 percent indicated "No." One of these respondents failed to indicate an answer to this statement. A majority of those respondents who served under board-appointed superintendents indicated that their superintendent accepted ultimate responsibility for decisions made by subordinates.

Of the 57 respondents who served under superintendents who had been appointed by the county court, 42 or 73.7 percent indicated "Yes" to this statement; 6 or 10.5 percent indicated "Don't know"; and 9 or 15.8 percent indicated "No." A majority of those respondents who served under court-appointed superintendents agreed that their superintendent accepted ultimate responsibility for decisions made by subordinates.

Of the total 413 respondents to this statement, 271 or 65.6 percent indicated "Yes" to this statement; 76 or 18.4 percent indicated

"Don't know"; and 66 or 16 percent indicated "No." A total of 7 respondents failed to indicate an answer to this statement. A majority of all respondents who served under all three types of superintendents agreed that their superintendent accepted ultimate responsibility for decisions made by subordinates.

Laypersons and professionals generally agreed in their evaluation of this statement. The only variation in responses was noticed among laypersons who served under board-appointed superintendents. This group indicated a higher percentage of "Yes" responses and a lower percentage of "No" responses than any other group.

The superintendent accepts ultimate responsibility for providing leadership to his management personnel in professional negotiations.

Item 26 of the total group evaluative questionnaire dealt with the statement, "The superintendent accepts ultimate responsibility for providing leadership to his management personnel in professional negotiations." As shown by the data in Table XVI, page 111, of the 205 respondents who served under superintendents who had been elected by popular vote, 111 or 54.1 percent indicated "Yes" to this statement; 49 or 23.9 percent indicated "Don't know"; and 45 or 22 percent indicated "No." Fifteen respondents failed to indicate an answer to this statement. A majority of the respondents who served under an elected superintendent indicated that their superintendent accepted responsibility for providing leadership to his management personnel in professional negotiations.

Of the 130 respondents who served under superintendents who had been appointed by the school board, 81 or 62.3 percent indicated

"Yes" to this statement; 33 or 25.4 percent indicated "Don't know"; and 16 or 12.3 percent indicated "No." Thirteen respondents failed to indicate an answer to this statement. A majority of the respondents who served under a board-appointed superintendent indicated that their superintendent accepted responsibility for providing leadership to his management personnel in professional negotiations.

Of the 48 respondents who served under superintendents who had been appointed by the county court, 31 or 64.6 percent indicated "Yes" to this statement; 8 or 16.7 percent indicated "Don't know"; and 9 or 18.8 percent indicated "No." Nine of these respondents failed to indicate an answer to this statement. A majority of the respondents who served under a court-appointed superintendent indicated that their superintendent accepted responsibility for providing leadership to his management personnel in professional negotiations.

Of the total 383 respondents to this statement, 223 or 58.2 percent indicated "Yes" to this statement; 90 or 23.5 percent indicated "Don't know"; and 70 or 18.3 percent indicated "No." A total of 37 respondents failed to indicate an answer to this statement. This may be due partly to the fact that professional negotiations in education are fairly new to Tennessee educators. A majority of all respondents who served under all three types of superintendents agreed that their superintendent accepted responsibility for providing leadership to his management personnel in professional negotiations.

Laypersons and professionals generally agreed in their evaluation of this statement. Some variations were noted among lay and professional persons who served under board-appointed superintendents in that the

percentage of "No" responses was higher than those of the respondents who served under elected or court-appointed superintendents.

The superintendent has maintained open lines of communication with his staff related to professional negotiations. Item 27 of the total group evaluative questionnaire dealt with the statement, "The superintendent has maintained open lines of communication with his staff related to professional negotiations." As shown by the data in Table XVI, page 111, of the 205 respondents who served under superintendents who had been elected by popular vote, 114 or 55.6 percent indicated "Yes" to this statement; 50 or 24.4 percent indicated "Don't know"; and 41 or 20 percent indicated "No." Fifteen of these respondents failed to indicate an answer to this statement. As mentioned concerning Item 26, this may be because of the relative unfamiliarity with professional negotiations among educators in Tennessee. A majority of those respondents who served under elected superintendents agreed that their superintendent had maintained open lines of communications with his staff related to professional negotiations.

Of the 133 respondents who served under superintendents who had been appointed by the school board, 76 or 57.1 percent indicated "Yes" to this statement; 31 or 23.3 percent indicated "Don't know"; and 26 or 19.5 percent indicated "No." Ten of these respondents failed to indicate an answer to this statement. A majority of those respondents who served under board-appointed superintendents agreed that their superintendent had maintained open lines of communication with his staff related to professional negotiations.

Of the 49 respondents who served under superintendents who had been appointed by the county court, 34 or 69.4 percent indicated "Yes" to this statement; 8 or 16.3 percent indicated "Don't know"; and 7 or 14.3 percent indicated "No." Eight of these respondents failed to indicate an answer to this statement. A majority of the respondents who served under a court-appointed superintendent indicated that their superintendent had maintained open lines of communication with his staff related to professional negotiations.

Of the total 387 respondents to this statement, 224 or 57.9 percent indicated "Yes" to this statement; 89 or 23 percent indicated "Don't know"; and 74 or 19.1 percent indicated "No." A total of 33 respondents failed to indicate an answer to this statement. The lack of knowledge concerning professional negotiations in education in Tennessee may be a factor effecting the large number of respondents failing to indicate an answer to this statement. A majority of all respondents who served under all three types of superintendents agreed that their superintendent had maintained open lines of communication with his staff related to professional negotiations.

Laypersons and professionals generally agreed in their evaluation of this statement. Variations were noticed between laypersons and professionals in that there were a higher percentage of "No" responses and a lower percentage of "Yes" responses among professionals than among laypersons.

Of the 1484 total responses to items 21 through 27 (personnel activities) made by those serving under elected superintendents, 58 percent indicated "Yes"; 20 percent indicated "Don't know"; and

22 percent indicated "No." Of the 976 total responses made by those serving under board-appointed superintendents, 69 percent indicated "Yes"; 17 percent indicated "Don't know"; and 14 percent indicated "No." Of the 380 total responses made by those serving under court-appointed superintendents, 67 percent indicated "Yes."; 13 percent indicated "Don't know"; and 20 percent indicated "No." There was a significant relationship between the type of superintendent and the attitude of the persons serving under each categorization as indicated by a chi-square of 36.08 which was significant at the .05 level.

Of the 517 total responses to items 21 through 27 made by laypersons serving under elected superintendents, 56 percent indicated "Yes"; 21 percent indicated "Don't know"; and 23 percent indicated "No." Of the 392 total responses made by laypersons serving under board-appointed superintendents, 74 percent indicated "Yes"; 18 percent indicated "Don't know"; and 8 percent indicated "No." Of the 180 total responses made by laypersons serving under court-appointed superintendents, 71 percent indicated "Yes"; 9 percent indicated "Don't know"; and 21 percent indicated "No."

Of the 967 total responses to items 21 through 27 made by professionals serving under elected superintendents, 59 percent indicated "Yes"; 20 percent indicated "Don't know"; and 21 percent indicated "No." Of the 584 total responses made by professionals serving under board-appointed superintendents, 66 percent indicated "Yes"; 15 percent indicated "Don't know"; and 19 percent indicated "No." Of the 200 total responses made by professionals serving under court-appointed superintendents, 63 percent indicated "Yes"; 18 percent indicated "Don't know"; and 19 percent indicated "No."

In summary, the respondents who served under board-appointed superintendents reflected higher percentages of "Yes" responses and a lower percentage of "No" responses than did respondents who served under elected or court-appointed superintendents. Very low percentages of negative responses were noticed among laypersons and professionals in the areas of applicant interviews; staff communications; decisions made by subordinates; and leadership in professional negotiations.

Budget

The following data dealt with the superintendent's handling of the budget as perceived by the education community. The superintendent who exhibited ability in this area was perceived as one who encourages participation of staff members in developing pertinent budget items; always places the educational welfare of the school and students before any other consideration in making his recommendations; discusses the establishment of final budget priorities with other administrators before the tentative budget goes to the board; presents the budget to the board in a manner that allows the board to understand fully the budget; and provides the board with at least monthly reports on the operating budget.

The superintendent encourages participation of staff members in developing pertinent budget items. Item 28 of the total group evaluative questionnaire dealt with the statement, "The superintendent encourages participation of staff members in developing pertinent budget items." As shown by the data in Table XVII, of the 207

TABLE XVII
LAY AND PROFESSIONAL MEMBERS' PERCEPTIONS OF TENNESSEE SUPERINTENDENTS'
PERFORMANCE IN BUDGET ACTIVITIES DURING 1978-79

Statement	Elected Superintendents				Board-appointed Superintendents				Court-appointed Superintendents				Total		Number of Responses	Total		No	x ²
	Number of Responses	Yes	Don't Know	No	Number of Responses	Yes	Don't Know	No	Number of Responses	Yes	Don't Know	No	Yes	Don't Know					
28. The superintendent encourages participation of staff members in developing pertinent budget items.																			
All	207	48.3	20.8	30.9	140	62.1	17.9	20.0	54	55.6	22.2	22.2	54.1	20.0	401	54.1	25.9	29.79*	
Lay	71	63.4	21.1	15.5	56	75.0	17.9	7.1	26	73.1	15.4	11.5	69.3	19.0	153	69.3	11.8	2.92	
Professional	136	40.4	20.6	39.0	84	53.6	17.9	28.6	28	39.3	28.6	32.1	44.8	20.6	248	44.8	34.7	5.06	
29. The superintendent always places the educational welfare of the school and students before any other consideration in making his recommendations.																			
All	205	49.3	22.4	28.3	141	73.8	15.6	10.6	53	60.4	15.1	24.5	59.4	19.0	399	59.4	21.6	18.16*	
Lay	69	56.5	13.0	30.4	57	87.8	8.8	3.5	24	79.2	4.2	16.7	72.8	10.0	150	72.8	18.0	18.57*	
Professional	136	45.6	27.2	27.2	84	64.3	20.2	15.5	29	44.8	24.1	31.0	51.8	24.5	249	51.8	23.7	8.60	
30. The superintendent discusses the establishment of final budget priorities with other administrators before the tentative budget goes to the board.																			
All	205	43.9	31.7	24.4	140	56.4	30.7	12.9	55	60.0	21.8	18.2	50.5	30.0	400	50.5	19.5	14.64*	
Lay	70	54.3	30.0	15.7	57	63.2	28.1	8.8	26	80.8	7.7	11.5	62.1	25.5	153	62.1	12.4	7.34	
Professional	135	38.5	32.6	28.9	83	51.8	32.5	15.7	29	41.4	34.5	24.1	43.3	32.8	247	43.3	23.9	5.92	
31. The superintendent presents the budget to the board in a manner that allows the board to understand fully the budget.																			
All	206	61.2	19.4	19.4	140	65.6	21.4	10.0	55	74.5	16.4	9.1	65.6	19.7	401	65.6	14.7	19.64*	
Lay	70	70.0	8.6	21.4	57	79.0	8.8	12.3	26	76.9	7.7	15.4	62.1	8.5	153	74.6	17.0	1.98	
Professional	136	56.6	25.0	18.4	83	61.4	30.1	8.4	29	72.4	24.1	3.4	60.1	26.6	248	60.1	13.3	7.85	
32. The superintendent provides the board with at least monthly reports on the operating budget.																			
All	203	33.0	38.9	28.1	140	61.4	27.1	11.4	55	47.3	25.5	27.3	45.0	32.9	398	45.0	22.1	41.56*	
Lay	67	37.3	17.9	44.8	56	69.7	12.5	17.9	26	57.7	17.7	24.6	53.0	14.1	149	53.0	32.9	14.44*	
Professional	136	30.9	49.3	19.9	84	56.0	36.9	7.1	29	37.9	41.4	20.7	40.2	44.2	249	40.2	15.7	15.91*	
Average %	1026	47.0	27.0	26.0	701	64.0	23.0	13.0	272	60.0	20.0	20.0	54.8	24.0	1999	54.8	21.0	64.13*	
Lay	347	56.0	18.0	26.0	283	75.0	15.0	10.0	128	74.0	9.0	18.0	66.0	15.0	758	66.0	18.0	1.98	
Professional	679	42.0	31.0	27.0	418	57.0	28.0	15.0	144	47.0	31.0	22.0	48.0	30.0	1241	48.0	22.0	7.85	

*These items have statistically significant differences among the three selective modes at the .05 level.

respondents who served under superintendents who had been elected by popular vote, 100 or 48.3 percent indicated "Yes" to this statement; 43 or 20.8 percent indicated "Don't know"; and 64 or 30.9 percent indicated "No." Thirteen of these respondents failed to indicate an answer to this statement. A majority of those respondents who served under elected superintendents agreed that their superintendent encouraged participation of staff members in developing pertinent budget items.

Of the 140 respondents who served under superintendents who had been appointed by the school board, 87 or 62.1 percent indicated "Yes" to this statement; 25 or 17.9 percent indicated "Don't know"; and 28 or 20 percent indicated "No." Three of these respondents failed to indicate an answer to this statement. A majority of those respondents who served under board-appointed superintendents indicated that their superintendent encouraged participation of staff members in developing pertinent budget items.

Of the 54 respondents who served under superintendents who had been appointed by the county court, 30 or 55.6 percent indicated "Yes" to this statement; 12 or 22.2 percent indicated "Don't know"; and 12 or 22.2 percent indicated "No." Three of these respondents failed to indicate an answer to this statement. A majority of those respondents who served under court-appointed superintendents indicated that their superintendent encouraged participation of staff members in developing pertinent budget items.

Of the total 401 respondents to this statement, 217 or 54.1 percent indicated "Yes"; 80 or 20 percent indicated "Don't know"; and 104 or 25.9 percent indicated "No." A total of 19 respondents

failed to indicate an answer to this statement. A majority of all respondents who served under all three types of superintendents agreed that their superintendent encouraged participation of staff members in developing pertinent budget items.

Laypersons and professionals generally agreed in their evaluation of this statement. Variations were noticed in the "Yes" and "No" responses of the lay group that served under board-appointed superintendents.

The superintendent always places the educational welfare of the school and students before any other consideration in making his recommendations. Item 29 of the total group evaluative questionnaire dealt with the statement, "The superintendent always places the educational welfare of the school and students before any other consideration in making his recommendations." As shown by the data in Table XVII, of the 205 respondents who served under superintendents who had been elected by popular vote, 101 or 49.3 percent indicated "Yes" to this statement; 46 or 22.4 percent indicated "Don't know"; and 58 or 28.3 percent indicated "No." Fifteen of these respondents failed to indicate an answer to this statement. A majority of those respondents who served under elected superintendents indicated that their superintendent always placed the educational welfare of the school and students before any other consideration in making his recommendations.

Of the 141 respondents who served under superintendents who had been appointed by the school board, 104 or 73.8 percent indicated "Yes" to this statement; 22 or 15.6 percent indicated "Don't know";

and 15 or 10.6 percent indicated "No." Two of these respondents failed to indicate an answer to this statement. A majority of those respondents who served under board-appointed superintendents indicated that their superintendent always placed the educational welfare of the school and students before any other consideration in making his recommendations.

Of the 53 respondents who served under superintendents who had been appointed by the county court, 32 or 60.4 percent indicated "Yes" to this statement; 8 or 15.1 percent indicated "Don't know"; and 13 or 24.5 percent indicated "No." Four of these respondents failed to indicate an answer to this statement. A majority of those respondents who served under court-appointed superintendents indicated that their superintendent always placed the educational welfare of the school and students before any other consideration in making his recommendations.

Laypersons and professionals generally agreed in their evaluation of this statement. Variations were noticed in the lay and professional group that served under board-appointed superintendents in both the "Yes" and "No" columns.

The superintendent discusses the establishment of final budget priorities with other administrators before the tentative budget goes to the board. Item 30 of the total group evaluative questionnaire dealt with the statement, "The superintendent discusses the establishment of final budget priorities with other administrators before the tentative budget goes to the board." As shown by the data in

Table XVII, of the 205 respondents who served under superintendents who had been elected by popular vote, 90 or 43.9 percent indicated "Yes" to this statement; 65 or 31.7 percent indicated "Don't know"; and 50 or 24.4 percent indicated "No." Fifteen of these respondents failed to indicate an answer to this statement. A majority of those respondents who served under elected superintendents indicated that their superintendent discussed the establishment of final budget priorities with other administrators before the tentative budget went to the board.

Of the 140 respondents who served under superintendents who had been appointed by the school board, 79 or 56.4 percent indicated "Yes" to this statement; 43 or 30.7 percent indicated "Don't know"; and 18 or 12.9 percent indicated "No." Three of these respondents failed to indicate an answer to this statement. A majority of those respondents who served under board-appointed superintendents indicated that their superintendent discussed the establishment of final budget priorities with other administrators before the tentative budget went to the board.

Of the 55 respondents who served under superintendents who had been appointed by the county court, 78 or 56.1 percent indicated "Yes" to this statement; 12 or 21.8 percent indicated "Don't know"; and 10 or 18.2 percent indicated "No." Two of these respondents failed to indicate an answer to this statement. A majority of those respondents who served under court-appointed superintendents indicated that their superintendent discussed the establishment of final budget priorities with other administrators before the tentative budget went to the board.

Of the total 400 respondents to this statement, 202 or 50.5 percent indicated "Yes" to this statement; 120 or 30 percent indicated "Don't know"; and 78 or 19.5 percent indicated "No." A total of 20 respondents failed to indicate an answer to this statement. Although there were a great many of the respondents who didn't know whether the superintendent initiated this action or not, a majority indicated that their superintendent discussed the establishment of final budget priorities with other administrators before the tentative budget went to the board.

Laypersons and professionals generally agreed in their evaluation of this statement. Variations were noticed in the "No" responses of the lay group that served under board-appointed superintendents, and in the "Yes" responses of the lay group that served under court-appointed superintendents.

The superintendent presents the budget to the board in a manner that allows the board to fully understand the budget. Item 31 of the total group evaluative questionnaire dealt with the statement, "The superintendent presents the budget to the board in a manner that allows the board to fully understand the budget." As shown by the data in Table XVII, page 125, of the 206 respondents who served under superintendents who had been elected by popular vote, 126 or 61.2 percent indicated "Yes" to this statement; 40 or 19.4 percent indicated "Don't know"; and 40 or 19.4 percent indicated "No." Fourteen of these respondents failed to indicate an answer to this statement. A majority of these respondents who served under elected superintendents

indicated that their superintendent presented the budget to the board in a manner that allowed the board to fully understand the budget.

Of the 140 respondents who served under superintendents who had been appointed by the school board, 96 or 68.6 percent indicated "Yes" to this statement; 30 or 21.4 percent indicated "Don't know"; and 14 or 10 percent indicated "No." Three of these respondents failed to indicate an answer to this statement. A majority of those respondents who served under board-appointed superintendents indicated that their superintendent presented the budget to the board in a manner that allowed the board to fully understand the budget.

Of the 55 respondents who served under superintendents who had been appointed by the county court, 41 or 74.5 percent indicated "Yes" to this statement; 9 or 16.4 percent indicated "Don't know"; and 5 or 9.1 percent indicated "No." Two of these respondents failed to indicate an answer to this statement. A majority of those respondents who served under court-appointed superintendents indicated that their superintendent presented the budget to the board in a manner that allowed the board to fully understand the budget.

Of the total 401 respondents to this statement, 263 or 65.6 percent indicated "Yes" to this statement; 79 or 19.7 percent indicated "Don't know"; and 59 or 14.7 percent indicated "No." A total of 19 respondents failed to indicate an answer to this statement. A majority of all respondents who served under all three types of superintendents agreed that their superintendent presented the budget to the board in a manner that allowed the board to fully understand the budget.

Laypersons and professionals generally agreed in their evaluation of this statement. Some variations were noticed in the "No" responses of professionals who served under board- and court-appointed superintendents. A lower percentage of "Yes" responses was also noticed among both lay and professional persons who served under elected superintendents.

The superintendent provides the board with at least monthly reports on the operating budget. Item 32 of the total group evaluative questionnaire dealt with the statement, "The superintendent provides the board with at least monthly reports on the operating budget." As shown by the data in Table XVII, page 125, of the 203 respondents who served under superintendents who had been elected by popular vote, 67 or 33 percent indicated "Yes" to this statement, 79 or 38.9 percent indicated "Don't know"; and 57 or 28.1 percent indicated "No." Seventeen of these respondents failed to indicate an answer to this statement. A majority of those respondents who served under superintendents who had been elected by popular vote indicated that they did not know if their superintendent provided the board with at least monthly reports on the operating budget.

Of the 140 respondents who served under superintendents who had been appointed by the school board, 86 or 61.4 percent indicated "Yes" to this statement; 38 or 27.1 percent indicated "Don't know"; and 16 or 11.4 percent indicated "No." Three of these respondents failed to indicate an answer to this statement. A majority of those respondents who served under board-appointed superintendents indicated that their superintendent provided the board with at least monthly reports on the operating budget.

Of the 55 respondents who served under superintendents who had been appointed by the county court, 26 or 47.3 percent indicated "Yes" to this statement; 14 or 25.5 percent indicated "Don't know"; and 15 or 27.3 percent indicated "No." Two of these respondents failed to indicate an answer to this statement. A majority of those respondents who served under court-appointed superintendents indicated that their superintendent provided the board with at least monthly reports on the operating budget.

Of the total 398 respondents to this statement, 179 or 45 percent indicated "Yes"; 131 or 32.9 percent indicated "Don't know"; and 88 or 22.1 percent indicated "No." A total of 22 respondents failed to indicate an answer to this statement. Although a great number failed to indicate an answer to this statement and the distribution was fairly even, a majority indicated that their superintendent provided the board with at least monthly reports on the operating budget.

Laypersons and professionals were not generally in agreement in their evaluation of this statement. Discrepancies were noticed especially in the "Elected Superintendents" group. A similar variation was noticed in the "Board-appointed Superintendents" group. Laypersons indicated a higher percentage of "No" responses in both cases.

Of the 1026 total responses to items 28 through 32 (budget activities) made by those serving under elected superintendents, 47 percent indicated "Yes"; 27 percent indicated "Don't know"; and 26 percent indicated "No." Of the 701 total responses made by those serving under board-appointed superintendents, 64 percent indicated "Yes"; 23 percent indicated "Don't know"; and 13 percent indicated "No." Of

the 272 total responses made by those serving under court-appointed superintendents, 60 percent indicated "Yes"; 20 percent indicated "Don't know"; and 20 percent indicated "No." There was a significant relationship between the type of superintendent and the attitude of the persons serving under each categorization as indicated by a chi-square of 64.13 which was significant at the .05 level.

Of the 347 total responses to items 28 through 32 made by laypersons serving under elected superintendents, 56 percent indicated "Yes"; 18 percent indicated "Don't know"; and 26 percent indicated "No." Of the 283 total responses made by laypersons serving under board-appointed superintendents, 75 percent indicated "Yes"; 15 percent indicated "Don't know"; and 10 percent indicated "No." Of the 128 total responses made by laypersons serving under court-appointed superintendents, 74 percent indicated "Yes"; 9 percent indicated "Don't know"; and 18 percent indicated "No."

Of the 679 total responses to items 28 through 32 made by professionals serving under elected superintendents, 42 percent indicated "Yes"; 31 percent indicated "Don't know"; and 27 percent indicated "No." Of the 418 total responses made by professionals serving under board-appointed superintendents, 57 percent indicated "Yes"; 28 percent indicated "Don't know"; and 15 percent indicated "No." Of the 144 total responses made by professionals serving under court-appointed superintendents, 47 percent indicated "Yes"; 31 percent indicated "Don't know"; and 22 percent indicated "No."

In summary the "Yes" responses were generally lower in this section of the questionnaire than in other sections. And, inversely,

the "No" responses were generally higher. The average percentages indicated in this section of the study had a fairly even distribution, with generally higher "Yes" responses among laypersons and professionals who served under appointed superintendents.

Buildings

The following data dealt with the superintendent's handling of buildings in his school system as perceived by the education community. The superintendent who exhibited ability in this areas was perceived as one who had developed a plan for assuring that buildings are planned, operated, and maintained so the health, safety, and educational welfare of the student was insured; had worked with his staff to develop a School Facility Need Program for the succeeding five years; had involved all appropriate staff members in planning a facility; made every effort to contact knowledgeable consultants when formulating educational specifications for new and remodeled educational facilities; sought the cooperation of the State Department of Education to work with all building programs; and whose decisions concerning building programs were well received by the community.

The superintendent has developed a plan for assuring that buildings are planned, operated, and maintained so the health, safety, and educational welfare of the student is insured. Item 33 of the total group evaluative questionnaire dealt with the statement, "The superintendent has developed a plan for assuring that buildings are planned, operated, and maintained so the health, safety, and educational welfare of the student is insured." As shown by the data in Table XVIII, of

TABLE XVIII
LAY AND PROFESSIONAL MEMBERS' PERCEPTIONS OF TENNESSEE SUPERINTENDENTS'
PERFORMANCE IN BUILDING ACTIVITIES DURING 1978-79

Statement	Elected Superintendents				Board-appointed Superintendents				Court-appointed Superintendents				Total				χ^2
	Number of Responses	Yes	Don't Know	No	Number of Responses	Yes	Don't Know	No	Number of Responses	Yes	Don't Know	No	Number of Responses	Yes	Don't Know	No	
33. The superintendent has developed a plan for assuring that buildings are planned, operated and maintained so the health, safety, and educational welfare of the student is insured.	206 70 136	57.3 60.0 55.9	14.1 7.1 17.6	28.6 32.9 26.5	141 57 84	79.4 82.5 77.4	10.6 10.5 10.7	9.9 7.0 11.9	55 26 29	72.7 80.8 65.5	9.1 7.7 10.3	18.2 11.5 24.1	402 153 249	67.2 71.9 21.3	12.2 18.5 14.5	20.6 19.6 64.3	3.72 14.73* 11.15*
34. The superintendent has worked with his staff to develop a School Facility Need Program for the succeeding five years.	206 70 136	30.6 27.1 32.4	32.0 34.3 30.9	37.4 38.6 36.8	141 57 84	42.6 56.2 33.3	35.5 35.1 35.7	22.0 8.8 31.0	55 26 29	41.8 50.0 34.5	34.5 26.9 41.4	23.6 23.1 24.1	402 153 249	36.3 41.9 33.3	33.6 33.3 33.7	30.1 24.8 32.9	4.34 18.48* 2.33
35. The superintendent has involved all appropriate staff members in planning a facility.	210 74 136	42.9 47.9 40.1	26.2 20.5 29.2	31.0 31.5 30.7	140 58 82	58.6 72.4 48.8	26.4 22.4 29.3	15.0 5.2 22.0	56 27 29	50.0 63.0 37.9	23.6 11.1 44.8	21.4 25.9 17.2	406 157 249	49.3 54.5 26.2	26.6 19.6 31.0	24.1 20.9 42.7	11.37* 15.71* 5.57
36. The superintendent makes every effort to contact knowledgeable consultants when formulating educational specifications for new and remodeled educational facilities.	212 74 138	65.1 68.9 63.0	24.5 12.2 31.2	10.4 18.9 5.8	138 56 82	65.9 75.0 59.8	29.7 23.2 34.1	4.3 1.8 6.1	56 27 29	69.6 85.2 55.2	19.6 3.7 34.5	10.7 11.1 10.3	406 157 249	66.0 73.8 6.4	25.6 14.6 32.5	8.4 11.5 61.0	17.34* 14.21* 1.25
37. The superintendent seeks the cooperation of the State Department of Education to work with all building programs.	212 74 138	78.3 85.1 74.6	15.6 8.1 19.6	6.1 6.8 5.8	140 58 82	66.4 74.1 61.0	27.9 22.4 31.7	5.7 3.4 7.3	57 27 30	71.9 77.8 66.7	24.6 14.8 33.3	3.5 7.4 0.0	409 159 250	73.3 79.8 5.6	21.0 14.5 25.2	5.6 5.7 69.2	6.84* 5.92 7.44
38. The superintendent's decisions concerning building programs are well received by the community.	205 74 131	27.6 30.2 36.6	28.8 25.7 30.5	33.7 35.1 32.8	136 57 79	55.1 70.2 44.3	28.7 14.0 39.2	16.2 15.8 16.5	56 26 30	55.4 73.1 40.0	23.2 7.7 36.7	21.4 19.2 23.3	397 157 240	46.1 56.1 26.3	28.0 18.5 34.2	25.9 25.5 39.6	13.97* 16.86* 7.03
Average %	1251 435 816	50.0 55.0 50.0	24.0 27.0 23.0	25.0 18.0 23.0	836 343 493	61.0 72.0 54.0	27.0 21.0 30.0	12.0 7.0 16.0	335 159 176	60.0 72.0 50.0	23.0 12.0 34.0	16.0 19.0 17.0	2422 937 1485	56.0 64.0 52.0	25.0 20.0 29.0	19.0 18.0 20.0	51.01* 5.92 20.0

*These items have statistically significant differences among the three selective modes at the .05 level.

the 206 respondents who served under superintendents who had been elected by popular vote, 118 or 57.3 percent indicated "Yes" to this statement; 29 or 14.1 percent indicated "Don't know"; and 59 or 28.6 percent indicated "No." Fourteen of these respondents failed to indicate an answer to this statement. A majority of those respondents who served under elected superintendents indicated that their superintendent had developed a plan for assuring that buildings are planned, operated, and maintained so the health, safety, and educational welfare of the student were insured.

Of the 141 respondents who served under superintendents who had been appointed by school boards, 112 or 79.4 percent indicated "Yes" to this statement; 15 or 10.6 percent indicated "Don't know"; and 14 or 9.9 percent indicated "No." Two of these respondents failed to indicate an answer to this statement. A majority of those respondents who served under board-appointed superintendents indicated that their superintendent had developed a plan for assuring that buildings were planned, operated, and maintained so the health, safety, and educational welfare of the student were insured.

Of the 55 respondents who served under superintendents who had been appointed by county courts, 40 or 72.7 percent indicated "Yes" to this statement; 5 or 9.1 percent indicated "Don't know"; and 10 or 18.2 percent indicated "No." Two of these respondents failed to indicate an answer to this statement. A majority of those respondents who served under court-appointed superintendents indicated that their superintendent had developed a plan for assuring that buildings were planned, operated, and maintained so the health, safety, and educational welfare of the student were insured.

Of the total of 402 respondents to this statement, 270 or 67.2 percent indicated "Yes"; 49 or 12.2 percent indicated "Don't know"; and 83 or 20.6 percent indicated "No." A total of 18 respondents failed to indicate an answer to this statement. A majority of all respondents who served under all three types of superintendents agreed that their superintendent had developed a plan for assuring that buildings were planned, operated, and maintained so the health, safety, and educational welfare of the student were insured.

Laypersons and professionals were generally in agreement in their evaluation of this statement. Some variations were noted between the groups of respondents. The percentage of "Yes" responses was lower and "No" responses was higher among respondents who served under elected superintendents than those among respondents who served under appointed superintendents.

The superintendent has worked with his staff to develop a School Facility Need Program for the succeeding five years. Item 34 of the total group evaluative questionnaire dealt with the statement, "The superintendent has worked with his staff to develop a School Facility Need Program for the succeeding five years." As shown by the data in Table XVIII, of the 206 respondents who served under superintendents who had been elected by popular vote, 63 or 30.6 percent indicated "Yes" to this statement; 66 or 32 percent indicated "Don't know"; and 77 or 37.4 percent indicated "No." Fourteen of these respondents failed to indicate an answer to this statement. Although the distribution among the response choices was fairly even, a majority of those respondents who served under elected superintendents indicated that

their superintendent had not worked with his staff to develop a School Facility Need Program for the succeeding five years.

Of the 141 respondents who served under superintendents who had been appointed by the school board, 60 or 42.6 percent indicated "Yes" to this statement; 50 or 35.5 percent indicated "Don't know"; and 31 or 22 percent indicated "No." Two of these respondents failed to indicate an answer to this statement. The distribution of responses was fairly even among respondents who served under board-appointed superintendents, however, a majority indicated that their superintendent had worked with his staff to develop a School Facility Need Program for the succeeding five years.

Of the 55 respondents who served under superintendents who had been appointed by the county court, 23 or 41.8 percent indicated "Yes" to this statement; 19 or 34.5 percent indicated "Don't know"; and 13 or 23.6 percent indicated "No." Two respondents who had served under court-appointed superintendents failed to indicate an answer to this statement. Here again, the distribution of responses was fairly even among respondents but the majority indicated that their superintendent had worked with his staff to develop a School Facility Need Program for the succeeding five years.

Of the total 402 respondents to this statement, 146 or 36.3 percent indicated "Yes" to this statement; 135 or 33.6 percent indicated "Don't know"; and 121 or 30.1 percent indicated "No." A total of 18 respondents failed to indicate an answer to this statement. Although the distribution of responses to this statement was fairly even, a majority of all respondents who served under all three types of

superintendents agreed that their superintendent had worked with his staff to develop a School Facility Need Program for the succeeding five years.

Laypersons and professionals were generally in agreement in their evaluation of this statement. Some variations were noticed among the responses of those laypersons who served under board-appointed superintendents. This group indicated a higher percentage of "Yes" responses and a lower percentage of "No" responses than did all other groups.

The superintendent has involved all appropriate staff members in planning a facility. Item 35 of the total group evaluative questionnaire dealt with the statement, "The superintendent has involved all appropriate staff members in planning a facility." As shown by the data in Table XVIII, of the 210 respondents who served under superintendents who had been elected by popular vote, 90 or 42.9 percent indicated "Yes" to this statement; 55 or 26.2 percent indicated "Don't know"; and 65 or 31 percent indicated "No." Ten of these respondents failed to indicate an answer to this statement. A majority of those respondents who served under elected superintendents indicated that their superintendent had involved all appropriate staff members in planning a facility.

Of the 140 respondents who served under a superintendent who had been appointed by the school board, 82 or 58.6 percent indicated "Yes" to this statement; 37 or 26.4 percent indicated "Don't know"; and 21 or 15 percent indicated "No." Three of these respondents failed to indicate an answer to this statement. A majority of those respondents

who served under board-appointed superintendents indicated that their superintendent had involved all appropriate staff members in planning a facility.

Of the 56 respondents who served under a superintendent who had been appointed by the county court, 28 or 50 percent indicated "Yes" to this statement; 16 or 28.6 percent indicated "Don't know"; and 12 or 21.4 percent indicated "No." One of these respondents failed to indicate an answer to this statement. A majority of those respondents who served under court-appointed superintendents indicated that their superintendent had involved all appropriate staff members in planning a facility.

Of the total 406 respondents to this statement, 200 or 49.3 percent indicated "Yes" to this statement; 108 or 26.6 percent indicated "Don't know"; and 98 or 24.1 percent indicated "No." A total of 14 respondents failed to indicate an answer to this statement. A majority of all respondents who served under all three types of superintendents agreed that their superintendent had involved all appropriate staff members in planning a facility.

Laypersons and professionals were generally in agreement in their evaluation of this statement. Some variations were noticed among laypersons who served under board-appointed superintendents and professionals who served under court-appointed superintendents. Both groups of respondents indicated a lower percentage of "No" indications.

The superintendent makes every effort to contact knowledgeable consultants when formulating educational specifications for new and remodeled educational facilities. Item 36 of the total group evaluative

questionnaire dealt with the statement, "The superintendent makes every effort to contact knowledgeable consultants when formulating educational specifications for new and remodeled educational facilities." As shown by the data in Table XVIII, page 136, of the 212 respondents who served under superintendents who had been elected by popular vote, 138 or 65.1 percent indicated "Yes" to this statement; 52 or 24.5 percent indicated "Don't know"; and 22 or 10.4 percent indicated "No." Eight of these respondents failed to indicate an answer to this statement. A majority of those respondents who served under elected superintendents indicated that their superintendent made every effort to contact knowledgeable consultants when formulating educational specifications for new and remodeled educational facilities.

Of the 138 respondents who served under superintendents who had been appointed by the school board, 91 or 65.9 percent indicated "Yes" to this statement; 41 or 29.7 percent indicated "Don't know"; and 6 or 4.3 percent indicated "No." Five of these respondents failed to indicate an answer to this statement. A majority of those respondents who served under board-appointed superintendents indicated that their superintendent made every effort to contact knowledgeable consultants when formulating educational specifications for new and remodeled educational facilities.

Of the 56 respondents who served under superintendents who had been appointed by the county court, 39 or 69.6 percent indicated "Yes" to this statement; 11 or 19.6 percent indicated "Don't know"; and 6 or 10.7 percent indicated "No." One of these respondents failed to indicate an answer to this statement. A majority of those respondents

who served under court-appointed superintendents indicated that their superintendent made every effort to contact knowledgeable consultants when formulating educational specifications for new and remodeled educational facilities.

Of the total 406 respondents to this statement, 268 or 68 percent indicated "Yes" to this statement; 104 or 25.6 percent indicated "Don't know"; and 34 or 8.4 percent indicated "No." A total of 14 respondents failed to indicate an answer to this statement. A majority of all respondents who served under all three types of superintendents agreed that their superintendent had made very effort to contact knowledgeable consultants when formulating educational specifications for new and remodeled educational facilities.

Laypersons and professionals were generally in agreement in their evaluation of this statement. Variations were noticed in the low percentage of negative responses indicated by professionals who served under elected superintendents and both laypersons and professionals who served under board-appointed superintendents.

The superintendent seeks the cooperation of the State Department of Education to work with all building programs. Item 37 of the total group evaluative questionnaire dealt with the statement, "The superintendent seeks the cooperation of the State Department of Education to work with all building programs." As shown by the data in Table XVIII, page 136, of the 212 respondents who served under superintendents who had been elected by popular vote, 166 or 78.3 percent indicated "Yes" to this statement; 33 or 15.6 percent indicated "Don't know"; and 13 or 6.1 percent indicated "No." Eight of these respondents failed to

indicate an answer to this statement. A majority of those respondents who served under elected superintendents indicated that their superintendent sought the cooperation of the State Department of Education to work with all building programs.

Of the 140 respondents who served under superintendents who had been appointed by the school board, 93 or 66.4 percent indicated "Yes" to this statement; 39 or 27.9 percent indicated "Don't know"; and 8 or 5.7 percent indicated "No." Three of these respondents failed to indicate an answer to this statement. A majority of those respondents who served under board-appointed superintendents indicated that their superintendent sought the cooperation of the State Department of Education to work with all building programs.

Of the 57 respondents who served under superintendents who had been appointed by the county court, 41 or 71.9 percent indicated "Yes" to this statement; 14 or 24.6 percent indicated "Don't know"; and 2 or 3.5 percent indicated "No." A majority of those respondents who served under court-appointed superintendents indicated that their superintendent sought the cooperation of the State Department of Education to work with all building programs.

Of the total 409 respondents to this statement, 300 or 73.3 percent indicated "Yes" to this statement; 86 or 21 percent indicated "Don't know"; and 23 or 5.6 percent indicated "No." A total of 11 respondents failed to indicate an answer to this statement. A majority of all respondents who served under all three types of superintendents agreed that their superintendent sought the cooperation of the State Department of Education to work with all building programs.

Laypersons and professionals generally agreed in their evaluation of this statement. All respondents indicated low percentages in the negative response column.

The superintendent's decisions concerning building programs are well received by the community. Item 38 of the total group evaluative questionnaire dealt with the statement, "The superintendent's decisions concerning building programs are well received by the community." As shown by the data in Table XVIII, page 136, of the 205 respondents who served under superintendents who had been elected by popular vote, 77 or 37.6 percent indicated "Yes" to this statement; 59 or 28.8 percent indicated "Don't know"; and 69 or 33.7 percent indicated "No." Fifteen of these respondents failed to indicate an answer to this statement. A majority of those respondents who served under elected superintendents indicated that their superintendent's decisions concerning building programs were well received by the community.

Of the 136 respondents who served under superintendents who had been appointed by the school board, 75 or 55.1 percent indicated "Yes" to this statement; 39 or 28.7 percent indicated "Don't know"; and 22 or 16.2 percent indicated "No." Six of these respondents failed to indicate an answer to this statement. A majority of those respondents who served under board-appointed superintendents indicated that their superintendent's decisions concerning building programs were well received by the community.

Of the 56 respondents who served under superintendents who had been appointed by the county court, 31 or 55.4 percent indicated "Yes"

to this statement; 13 or 23.2 percent indicated "Don't know"; and 12 or 21.4 percent indicated "No." One of these respondents failed to indicate an answer to this statement. A majority of those respondents who served under a court-appointed superintendent indicated that their superintendent's decisions concerning building programs were well received by the community.

Of the total 397 respondents to this statement, 183 or 46.1 percent indicated "Yes"; 111 or 28 percent indicated "Don't know"; and 103 or 25.9 percent indicated "No." A total of 22 respondents failed to indicate an answer to this statement. A majority of all respondents who served under all three types of superintendents agreed that their superintendent's decisions concerning building programs were well received by the community.

Laypersons and professionals were generally in agreement in their evaluation of this statement. Some variations were noticed between the groups in the percentages of "Yes" and "No" responses. Laypersons and professionals indicated comparatively lower "Yes" responses and a higher percentage of negative responses than did those who served under appointed superintendents.

Of the 1251 total responses to items 33 through 38 (building activities) made by those serving under elected superintendents, 50 percent indicated "Yes"; 24 percent indicated "Don't know"; and 25 percent indicated "No." Of the 836 total responses made by those serving under board-appointed superintendents, 61 percent indicated "Yes"; 27 percent indicated "Don't know"; and 12 percent indicated "No." Of the 335 total responses made by those serving under court-

appointed superintendents, 60 percent indicated "Yes"; 23 percent indicated "Don't know"; and 16 percent indicated "No." There was a significant relationship between the type of superintendent and the attitude of the persons serving under each categorization as indicated by a chi-square of 51.01 which was significant at the .05 level.

Of the 435 total responses to items 33 through 38 made by laypersons serving under elected superintendents, 55 percent indicated "Yes"; 27 percent indicated "Don't know"; and 18 percent indicated "No." Of the 343 total responses made by laypersons serving under board-appointed superintendents, 72 percent indicated "Yes"; 21 percent indicated "Don't know"; and 7 percent indicated "No." Of the 159 total responses made by laypersons serving under court-appointed superintendents, 72 percent indicated "Yes"; 12 percent indicated "Don't know"; and 16 percent indicated "No."

Of the 816 total responses to items 33 through 38 made by professionals serving under elected superintendents, 50 percent indicated "Yes"; 27 percent indicated "Don't know"; and 23 percent indicated "No." Of the 493 total responses made by professionals serving under board-appointed superintendents, 54 percent indicated "Yes"; 30 percent indicated "Don't know"; and 16 percent indicated "No." Of the 176 total responses made by professionals serving under court-appointed superintendents, 50 percent indicated "Yes"; 34 percent indicated "Don't know"; and 17 percent indicated "No."

In summary, the "Yes" responses concerning building activities of the superintendent were higher for those respondents who served

under board- and court-appointed superintendents than those serving under elected superintendents. Respondents who served under elected superintendents indicated a general tendency to lower percentages of "Yes" responses and higher percentages of "No" responses than did the respondents who served under appointed superintendents.

V. RELATIONSHIP AMONG SCHOOL DISTRICT SIZE, TYPE OF GOVERNMENT, AND SELECTION METHOD OF SCHOOL SUPERINTENDENTS IN TENNESSEE DURING 1978-79

There are a total of 148 school systems in Tennessee. Of these, 95 are county systems and 53 are city systems. All school superintendents serving city systems had been appointed to their position. Most of the county school superintendents had been elected to their position by popular vote, at the writing of this study. This information is shown in Table XIX.

Large city systems such as Chattanooga (29,500) Knoxville (29,680), and Memphis (117,649) make up a good portion of the student population in the state of Tennessee. All of these systems have superintendents appointed by the school board. The only county systems comparable to these city systems are Davidson County (76,100), Hamilton County (21,807), Knox County (28,054), and Shelby County (23,116). The Davidson County superintendent is appointed by the county school board; the Hamilton County superintendent is appointed by the county court; and Knox County superintendent is appointed by the county court; and the Shelby County superintendent is appointed by the county court.

There are some county school systems of fair size that appoint superintendents such as Maury County (10,359) and Montgomery-Clarksville (15,050) but generally the large cities with large student populations

TABLE XIX

RELATIONSHIP AMONG SCHOOL DISTRICT SIZE, TYPE OF GOVERNMENT
AND SELECTION METHOD OF SCHOOL SUPERINTENDENTS
IN TENNESSEE DURING 1978-79

School System	Student Population of School System	Type of Government	Method of Selecting Superintendent
Anderson	8,940	County	County Board
Bedford	5,560	"	Elected
Benton	2,903	"	"
Bledsoe	1,880	"	"
Blount	11,000	"	"
Bradley	9,500	"	County Court
Campbell	7,400	"	Elected
Cannon	2,000	"	"
Carroll	425	"	"
Carter	7,000	"	"
Cheatham	4,701	"	"
Chester	2,400	"	"
Claiborne	5,705	"	"
Clay	1,500	"	"
Cocke	5,470	"	"
Coffee	3,500	"	"
Crockett	407	"	County Court
Cumberland	6,269	"	Elected
Davidson	76,100	"	County Board
Decatur	2,170	"	Elected
DeKalb	2,501	"	"
Dickson	6,860	"	County Court
Dyer	3,972	"	"
Fayette	6,500	"	"
Fentress	3,034	"	Elected
Franklin	6,450	"	"
Gibson	2,600	"	"
Giles	4,807	"	"
Grainger	3,400	"	"
Greene	7,880	"	"
Grundy	2,764	"	"
Hamblen	4,470	"	County Court
Hamilton	21,807	"	"
Hancock	1,440	"	Elected
Hardeman	5,300	"	"
Hardin	4,300	"	"
Hawkins	7,766	"	"

TABLE XIX (Continued)

School System	Student Population of School System	Type of Government	Method of Selecting Superintendent
Haywood	5,000	County	County Court
Henderson	3,506	"	Elected
Henry	3,888	"	"
Hickman	2,811	"	"
Houston	1,500	"	"
Humphreys	3,500	"	"
Jackson	1,850	"	"
Jefferson	6,160	"	"
Johnson	2,800	"	"
Knox	28,054	"	"
Lake	1,700	"	County Court
Lauderdale	5,700	"	Elected
Lawrence	7,221	"	"
Lewis	1,715	"	County Court
Lincoln	4,772	"	Elected
Loudon	3,700	"	"
McMinn	6,512	"	County Court
McNairy	4,332	"	Elected
Macon	2,680	"	"
Madison	7,389	"	"
Marion	5,500	"	"
Marshall	3,600	"	"
Maury	10,359	"	County Court
Meigs	1,639	"	"
Monroe	4,500	"	Elected
Montgomery- Clarksville	15,050	"	County Board
Moore	800	"	Elected
Morgan	3,688	"	"
Obion	5,145	"	County Court
Overton	3,562	"	Elected
Perry	1,200	"	"
Pickett	776	"	"
Polk	3,137	"	"
Putnam	8,427	"	"
Rhea	4,520	"	"
Roane	7,241	"	"
Robertson	7,700	"	County Court
Rutherford	13,341	"	Elected
Scott	2,800	"	"
Sequatchie	1,854	"	"
Sevier	8,427	"	"

TABLE XIX (Continued)

School System	Student Population of School System	Type of Government	Method of Selecting Superintendent
Shelby	23,116	County	County Court
Smith	2,908	"	Elected
Stewart	1,800	"	"
Sullivan	19,000	"	"
Sumner	18,368	"	"
Tipton	6,300	"	"
Trousdale	1,287	"	"
Unicoi	3,180	"	"
Union	2,500	"	"
Van Buren	925	"	"
Warren	6,500	"	"
Washington	9,761	"	"
Wayne	3,150	"	"
Weakley	5,838	"	"
White	3,857	"	"
Williamson	8,351	"	"
Wilson	8,000	"	"
Alamo	750	City	Board
Alcoa	1,350	"	"
Athens	1,825	"	"
Atwood	487	"	"
Bells	600	"	"
Bradford		"	"
Bristol	4,500	"	"
Chattanooga	29,500	"	"
Cleveland	4,000	"	"
Clinton	800	"	"
Covington	1,006	"	"
Crockett Mills	343	"	"
Dayton	343	"	"
Dyersburg	3,605	"	"
Elizabethton	2,800	"	"
Etowah	400	"	"
Fayetteville	1,045	"	"
Franklin	2,395	"	"
Friendship	310	"	"
Gadsden	596	"	"
Greeneville	3,120	"	"
Harriman	2,417	"	"
Hollow Rock			
Bruceton	950	"	"
Humboldt	2,881	"	"
Huntingdon	1,490	"	"

TABLE XIX (Continued)

School System	Student Population of School System	Type of Government	Method of Selecting Superintendent
Jackson	7,793	City	Board
Johnson City	7,000	"	"
Kingsport	6,034	"	"
Knoxville	29,680	"	"
Lebanon	2,824	"	"
Lenoir City	1,855	"	"
Lexington	860	"	"
McKenzie	1,550	"	"
Manchester	1,320	"	"
Maryville	2,954	"	"
Maury City	554	"	"
Memphis	117,649	"	"
Milan	2,422	"	"
Morristown	5,572	"	"
Murfreesboro	3,029	"	"
Newport	830	"	"
Oak Ridge	5,535	"	"
Oneida	1,608	"	"
Paris	1,500	"	"
Richard City	190	"	"
Rogersville	660	"	"
South Carroll County	454	"	"
Sweetwater	1,421	"	"
Trenton	1,750	"	"
Trezevant	561	"	"
Tullahoma	3,616	"	"
Union City	2,103	"	"
Watertown	410	"	"

Source: Tennessee State Department of Education.

appoint their superintendents. And, by the same token, most county school systems elect their superintendent by popular vote. Some examples noticed in Table XIX are Blount County (11,000), Rutherford (13,341), Sullivan County (19,000), and Sumner (18,368).

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

This chapter was divided into four parts; summary, findings, conclusions, and recommendations. Following is a summary of the data gathered from responses to both questionnaires.

I. SUMMARY

The purpose of this study was to investigate the perceived differences in administration of school districts in Tennessee which operate under appointed or elected superintendents.

It was desirable to conduct this investigation because of a growing concern about the operational efficiency of Tennessee schools and the possible misuse of the taxpayer's dollar. The position was taken that the method of selecting the superintendent might be at fault when considering best performance potential of the person. Therefore, special attention was given in the investigation to the following questions: (1) Are there perceived differences between public school administrations that have appointed superintendents and those that have elected superintendents? and (2) What are the perceived differences, if any, and how does the educational community perceive these differences? These questions, in turn, were broken down into eight more specific questions that will be addressed further in this chapter under "Findings."

The general procedures for the study included two data collection instruments: (1) a descriptive questionnaire of 21 items which

was sent to each superintendent (7 demographic and 14 closed form items) and a descriptive questionnaire was sent to a sample of members in the educational community. The first instrument was used with all the superintendents in the state of Tennessee with a total response of 71. The second instrument was used with members of the educational community with responses by 65 board chairmen, 63 board members, 64 education association presidents, 34 parent-teacher association presidents, 76 high school principals, 50 middle grade principals, and 68 elementary school principals. This resulted in 491, or 48 percent, of the sample responding. The data that were returned via the two questionnaires were subject to computer analysis. The resulting information was reported in a narrative descriptive form accompanied by tables indicating response rate, total sample size responding, and total percentage of returns. These data, along with their interpretations, were presented in Chapter IV.

A review of literature was presented in Chapter II. It was found that most of the available literature heavily favored selecting the superintendent of schools by appointment. Many authors attempted to outline a way to measure the performance of the superintendent. This study, rather than quantifying why superintendents do what they do, addressed the selection question and how the school system could more often select a superintendent with perceivably better qualities. The main arguments for electing the superintendent were that the public maintains control, schools are "closer" to the public, the superintendent is more responsible to the needs of the people, and the superintendent is independent of the school board. The main arguments

for appointing the superintendent were that the school system is able to select a better qualified person; a better salary can be used to secure the better candidate; the superintendent's time can be spent in doing his/her job rather than campaigning; the superintendent works with the board; the board is responsible for the selection, appointment places a professional, rather than a political emphasis on the job; and school board policies are generally carried out because the superintendent is responsible to the board.

II. FINDINGS

The findings are summarized by: (a) the perceived differences between elected and appointed superintendents obtained by utilizing the superintendent's questionnaire and (b) the perceived differences between elected and appointed superintendents obtained by utilizing the total group evaluative questionnaire.

Question 1: "Is there a difference between how the superintendent is selected and his/her previous types or amount of administrative experience?" A higher percentage of appointed superintendents had been either superintendents or assistant superintendents before obtaining their present position. And, inversely, a higher percentage of elected superintendents had served in an immediately previous position as a supervisor, principal or teacher than had appointed superintendents. Board-appointed superintendents had served longer in their present position than had elected superintendents. Elected and court-appointed superintendents indicated more total years of educational service than did board-appointed superintendents.

Question 2: "Is there a difference between how the superintendent is selected and the training or educational level achieved?"

It was found that appointed superintendents held the only Doctor's degrees while more elected superintendents held mainly the Master's degree. More elected superintendents held only Master's degrees. All court-appointed superintendents held Master's degrees plus. Approximately two-thirds of both appointed and elected superintendents had training above the Master's degree and less than the doctorate.

Question 3: "Is the appointed superintendent usually older or younger than his/her elected counterpart?" Appointed superintendents were generally older than were elected superintendents. It was found that a higher percentage of appointed superintendents reported an age of 40-55 years and older than did elected superintendents. A higher percentage of elected superintendents reported an age of 30-39 years than did appointed superintendents.

Question 4: "Is the appointed or elected superintendent more frequently evaluated by his/her system?" Board-appointed superintendents were more frequently evaluated than were elected superintendents. A much higher percentage of appointed superintendents (64.3 percent) reported periodic evaluation than did elected superintendents (10.5 percent). A fairly even distribution existed among all superintendents concerning evaluation frequency. Approximately two-thirds of appointed and elected superintendents who were evaluated were evaluated from more often than once a year to every other year. Court-appointed superintendents who were evaluated were evaluated an average of once

a year. A great number of missing responses to this item were noticed; the greatest being among elected superintendents.

Question 5: "How do appointed or elected superintendents differ in their concern for the 'urgent needs' of the superintendent?"

It was found that:

1. Percentage of involvement generally followed the degree of priority assigned to each item by all superintendent groups.
2. Budget management and school finance was the most important consideration by percentage of involvement and priority assignment, among all three types of superintendents.
3. Implementing state and federal programs was more important to elected and board-appointed superintendents than to court-appointed superintendents, and consumed more of their time.
4. Budget management and school finance consumed about one-fourth of the time for elected superintendents, about one-fifth of the time for board-appointed superintendents, and a little more than one-tenth of the time for court-appointed superintendents.
5. When considering time of involvement, the balance of time was more evenly distributed by the appointed superintendent than it was by the elected superintendent.
6. The items that consumed most of the elected superintendent's time were budget management and school finance (25 percent); implementing state and federal programs; community involvement and taxpayer support; public relations; and school board relations (all 10 percent). In comparison, items that consumed most of the board-appointed superintendent's time were budget management and school finance (18 percent);

implementing state and federal programs (14 percent); program evaluation (11 percent); public relations (10 percent); and school board relations (10 percent). The items that consumed most of the court-appointed superintendent's time were budget management and school finance (15 percent); community involvement and taxpayer support (11 percent); and staff evaluation (10 percent).

7. Board-appointed superintendents listed public relations as requiring more of their time and a higher priority than did either elected or court-appointed superintendents.

8. All three types of superintendents ranked education law, civil rights compliance, energy management, and issues involving teacher and noncertified personnel organizations relatively low on their list of priorities and involvement.

Question 6: "Relative to the appointed versus the elected superintendent, what are the differences in perceptions of members of the educational community concerning the superintendent's professional training and experience; leadership; organization; handling of curriculum, personnel, budget; and building maintenance?"

1. Professional training and experience. Persons serving under elected superintendents indicated 70.8 percent positive evaluation and 12.8 percent negative evaluation relative to the superintendent's training and experience. Persons serving under board-appointed superintendents indicated 87.9 percent affirmative evaluation and a 3.5 percent negative evaluation. Persons serving under court-appointed superintendents indicated a 78.9 percent positive evaluation and an 8.8 percent negative evaluation. These relationships were significant at the .05 level.

2. Leadership. Persons serving under elected superintendents indicated a 56 percent positive evaluation and a 33 percent negative evaluation relative to the superintendent's leadership. Persons serving under board-appointed superintendents indicated a 60 percent positive evaluation and a 21 percent negative evaluation. Persons serving under court-appointed superintendents indicated a 67 percent positive evaluation and a 25 percent negative evaluation. These relationships were significant at the .05 level.

3. Organization. Persons serving under elected superintendents indicated a 53 percent affirmative response and a 26 percent negative response. Persons serving under board-appointed superintendents indicated a 70 percent affirmative response and a 13 percent negative response. Persons serving under court-appointed superintendents indicated a 62 percent affirmative response and a 22 percent negative response. These relationships were significant at the .05 level.

4. Curriculum. Persons serving under elected superintendents indicated a 50 percent affirmative response and a 32 percent negative response. Persons serving under board-appointed superintendents indicated a 68 percent affirmative response and a 17 percent negative response. Persons serving under court-appointed superintendents indicated a 61 percent affirmative response and a 26 percent negative response. These relationships were significant at the .05 level.

5. Personnel. Persons serving under a superintendent who had been elected indicated a 58 percent affirmative response and a 22 percent negative response. Persons serving under board-appointed superintendents indicated a 69 percent affirmative response and a 14 percent negative response. Persons serving under court-appointed

superintendents indicated a 67 percent negative response and a 20 percent negative response. These relationships were significant at the .05 level.

6. Budget. Persons serving under an elected superintendent indicated a 47 percent affirmative response and a 26 percent negative response. Persons serving under a board-appointed superintendent indicated a 64 percent affirmative response and a 13 percent negative response. Persons serving under a court-appointed superintendent indicated a 67 percent affirmative response and a 20 percent negative response. These relationships were significant at the .05 level.

7. Building. Persons serving under elected superintendents indicated a 50 percent affirmative response and a 25 percent negative response. Persons serving under board-appointed superintendents indicated a 61 percent affirmative response and a 12 percent negative response. Persons serving under court-appointed superintendents indicated a 60 percent affirmative response and a 16 percent negative response. These relationships were significant at the .05 level.

Question 7: "Relative to the appointed versus the elected superintendent, what are the differences in perceptions of lay versus professional members of the educational community concerning the superintendent's professional training and experience; leadership; organization; handling of curriculum, personnel, budget; and building maintenance?" The patterns of responses between lay and professional groups were somewhat different. The total group evaluative questionnaire and the responses of the participants, either lay (board chairmen, board members, president of parent-teacher organization) or professional

(president of education organization, high school principal, middle grade principal, elementary school principal) produced the following findings:

1. Responses made by lay persons yielded a higher percentage of positive responses and a lower percentage of negative responses than did professionals in the area of professional training and experience of the superintendent.

2. There was a higher percentage of affirmative responses and a lower percentage of negative responses by laypersons than by professionals concerning the area of leadership of the superintendent. The one exception being lay and professional persons who served under elected superintendents. This group was fairly even in their percentage of affirmative and negative responses.

3. Laypersons who served under board- and court-appointed superintendents indicated a higher percentage of affirmative responses and a lower percentage of negative responses than did professionals when considering organization of the superintendent.

4. When considering the area of curriculum activities of the superintendent, laypersons who served under all three types of superintendents indicated a higher percentage of positive responses than did professionals.

5. When considering the area of personnel activities of the superintendent, laypersons who served under an elected superintendent indicated a higher percentage of negative responses than did professionals. In this same area, laypersons who served under appointed superintendents indicated a higher percentage of affirmative responses than did professionals.

6. When considering the area of budget activities of the superintendent, laypersons who served under all three types of superintendents indicated a higher percentage of affirmative responses than did professionals.

7. When considering building activities of the superintendent, laypersons who served under all three types of superintendents indicated a higher percentage of affirmative responses than did professionals.

Question 8: "What is the relationship among school district size, type of government and method of selecting the superintendent?"
School district size was not a factor in deciding the method of superintendent selection. Most of the appointed superintendents were concentrated in the city school systems. Exceptions to this were some of the larger county systems in Tennessee where the superintendent was appointed.

III. CONCLUSIONS

1. As revealed by the literature cited in Chapter II and the data presented in Chapter IV, the appointed superintendent is perceived as being superior to the elected superintendent in many ways. Usually, the superintendents who had been appointed by the school boards in Tennessee were better educated, had more experience to help them on the job, and were generally older than their elected counterpart. They were also more frequently evaluated by the school board.

The findings and conclusions of this study were in close agreement with Leps' list of arguments in favor of the appointed superintendent. According to Leps, the school board is able to select the

"best qualified" candidate for the job.²⁷ Kimbrough and Johns concur with this view in saying "the appointive method has resulted in securing higher qualified persons"²⁸ The Alabama study also made mention of this in the statement, "It [the school board] may select the most qualified person for the position"²⁹

2. The study indicated that the board-appointed superintendents were perceived to be superior in areas of: training and experience; leadership; organization; handing of curriculum, personnel, budget; and building maintenance. The total educational community consistently rated the appointed superintendent superior in all area of his/her operation.

Leps said that one of the arguments in favor of appointed superintendents was that "Appointed superintendents have higher qualifications . . . than elected superintendents."³⁰ The views of Kimbrough and Johns concerning the appointive method for selecting the superintendent are closely similar to the findings of this study, as shown by their argument stating that "the appointive method produces greater stability necessary to the development of good schools."³¹

The findings of this study complemented the Florida study in the areas of the superintendent's professional training and experience,

²⁷Leps, loc. cit.

²⁸Kimbrough and Johns, loc. cit.

²⁹Alabama Educational Survey Commission, loc. cit.

³⁰Leps, loc. cit.

³¹Kimbrough and Johns, loc. cit.

school board relationships, and staff delegation of authority and responsibility.³² These role expectations and others are alluded to by Knezevich and DeKock,³³ Graff and Street³⁴ and others. School boards in Tennessee have similar role expectations for both elected and appointed superintendents. However, the findings of this study would state that the appointed superintendent is perceived as meeting these role expectations more successfully than is the elected superintendent.

3. Laypersons serving under all three types of superintendents rated their superintendent higher in all the above areas than did professionals. No distinction was made in the literature concerning lay and professional persons and their perceptions of the superintendent's performance.

4. The demographic and evaluative data in this study support the majority literature position in favor of the appointed superintendent. This study shows very clearly that the appointed superintendent has greater stability in office, superior training, and is more cognizant of education needs in his/her district, as alluded to by Kimbrough and Johns.³⁵ The findings of this study do not support the assertion of stronger public relations of those who favor electing their superintendent, as listed by Leps in his arguments for electing

³²Mould, loc. cit.

³³Knezevich and DeKock, loc. cit.

³⁴Graff and Street, loc. cit.

³⁵Kimbrough and Johns, loc. cit.

the superintendent, "An elected superintendent is particularly close to the people and is likely to be more responsible to their needs and desires than [is] an appointed superintendent."³⁶

The AASA study cited 48 years as the median age for the superintendent, nationwide. This study found a range of 40-55 years which would complement these findings. Elected superintendents in this study reported a range of 30-39 years of age. The AASA study revealed also that superintendents had usually served as principal or assistant principal before taking office as superintendent of schools. This contrasted directly with this study in that superintendents in Tennessee had generally served in more advanced positions (than principal) previous to their installation as superintendent. These positions were usually assistant superintendent (for appointed superintendents) and supervisor, principal, or teacher (for elected superintendents). This study concurs with the AASA study in that most of the superintendents held Master's degrees (only appointed superintendents held Doctor's degrees).³⁷

✓ 5. The board-appointed superintendent tended to distribute his time more evenly among all concerns, rather than dwelling as much on specific concerns as did elected superintendents. All Tennessee superintendents tended to show less concern (than shown nationally) for professional negotiations, civil rights, and energy management. This may be because our school systems have not had to "come to grips"

³⁶Leps, loc. cit.

³⁷Goor, loc. cit.

with these problems to a large degree. The literature reviewed for this study failed to indicate a priority or distribution of time regarding tasks of the superintendent.

IV. RECOMMENDATIONS

That the state of Tennessee adopt legislative action mandating the appointment of superintendents by school boards in all school systems in Tennessee.

That the Tennessee School Boards Association continue its present position in support of appointing school superintendents in Tennessee.

That the Tennessee Education Association reverse its present position supporting the election of Tennessee superintendents.

That a study be undertaken concerning more recent problems of the superintendency such as professional negotiations, civil rights, and energy management in Tennessee.

That the Tennessee State Board of Education recommend the appointment of superintendents as standard practice in Tennessee.

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APPENDIXES

APPENDIX A

SUPERINTENDENT'S TRANSMITTAL LETTER

Dear

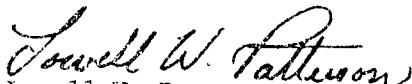
The University of Tennessee is conducting a survey to investigate the perceived differences in administration of school districts in Tennessee which operate under appointed or elected superintendents. Please reply to the enclosed questionnaire as frankly and as candidly as possible and return by May 25, 1979.

We would like to send a questionnaire to your board chairman, as well as to a board member; a sampling of elementary, middle grade, and high school principals; the president of your local education association; and the presidents of parent-teacher organizations.

Complete confidentiality will be observed with the data received; and in no way will you or your district be specifically identified. However, if you feel ill at ease about this study and wish your school district not be included in this survey, please send a written request to the above address by May 18, 1979.

Your participation in this study is completely voluntary. The return of this questionnaire will be taken as an indication of your informed consent. If you have any questions about the study please feel free to call me at 615-272-6442.

Yours very truly,


Lowell W. Patterson

LWP/bcp

Attachments

APPENDIX B

IDENTIFICATION SHEET

IDENTIFIERS

Directions: Indicate your answer by placing an X on the appropriate lines.

Respondent's present position.

___ Superintendent of Schools

___ Chairman of the Board of
Education

___ Board Member

___ President of Local Education
Organization

___ President of P.T.A.

___ High School Principal

___ Middle Grade Principal

___ Elementary Principal

___ Teacher

Is the superintendent in your
school system elected or appointed
to office:

___ Elected by popular vote

___ Appointed by:

___ School Board

___ County Court

___ City Council

___ Other (specify)

APPENDIX C

SUPERINTENDENTS' QUESTIONNAIRE

Directions: Place an X on the line by the appropriate response.

- | | |
|---|--|
| <p>Item 1. Respondent's former position</p> <p>☐ Superintendent
(in another system)</p> <p>☐ Assistant superintendent of schools</p> <p>☐ Supervisor</p> <p>☐ Principal</p> <p>☐ Teacher</p> <p>☐ Coach</p> <p>☐ Other (specify) _____</p> | <p>Item 4. Superintendent's education level completed</p> <p>☐ Bachelor's</p> <p>☐ Bachelor's plus</p> <p>☐ Master's</p> <p>☐ Master's plus</p> <p>☐ Education Specialist</p> <p>☐ Doctorate</p> <p>☐ Postdoctorate</p> |
| <p>Item 2. Superintendent's years in office (present system)</p> <p>☐ 4 or fewer years</p> <p>☐ 4 to 8 years</p> <p>☐ More than 8 years</p> | <p>Item 5. Superintendent's age</p> <p>☐ 29 years and under</p> <p>☐ 30-39 years</p> <p>☐ 40-54 years</p> <p>☐ 55 years and above</p> |
| <p>Item 3. Superintendent's TOTAL years service (in any system)</p> <p>☐ 4 or fewer years</p> <p>☐ 4 to 8 years</p> <p>☐ 8 to 12 years</p> <p>☐ More than 12 years</p> | <p>Item 6. Periodic evaluation of the superintendent?</p> <p>☐ Yes ☐ No ☐ Don't know</p> <p>How often?</p> <p>☐ More than once a year</p> <p>☐ Once a year</p> <p>☐ Every other year</p> <p>☐ Every three years</p> |

Directions: Prioritize the following urgent concerns of the superintendency. Use 1, 2, or 3 as priority indicators, with (1) representing the highest, (2) middle, and (3) lowest priority, in the left column.

In the right column, indicate the percentage of time devoted to these concerns. Remember all these should add up to 100% although it is common knowledge that many superintendents devote 150% and more of their time to their job.

<u>Priority</u>	<u>% of Time</u>	<u>Item</u>	<u>Issue</u>
---	---	7.	Community involvement and taxpayer support
---	---	8.	Energy management
---	---	9.	Budget management and school finance
---	---	10.	Program evaluation
---	---	11.	Education law
---	---	12.	Staff evaluation
---	---	13.	Implementing state and federal programs
---	---	14.	Curriculum development
---	---	15.	Public relations
---	---	16.	School board relations
---	---	17.	Issues involving teacher and noncertified personnel organizations
---	---	18.	Civil rights compliance
---	---	19.	Organizational structure and development
---	---	20.	Other (specify) _____
100%			

APPENDIX D

TOTAL GROUP TRANSMITTAL LETTER

Dear

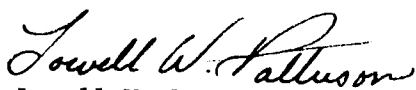
The University of Tennessee is conducting a survey of the superintendency in school districts in Tennessee. The purpose of the study is to look at the way superintendents are selected. Your superintendent has been apprised of the fact that people from your district are being asked to participate in this study. Your participation is completely voluntary and the return of this instrument constitutes your informed consent.

Complete confidentiality will be observed with the data received and in no way will your district be specifically identified. If you have any questions, feel free to call collect at 615-272-6442.

Please reply to the enclosed questionnaire as frankly and as candidly as possible and return by May 25, 1979.

Thank you for your kind consideration in this matter.

Yours very truly,


Lowell W. Patterson

LWP/bcp

Attachments

APPENDIX E

TOTAL GROUP QUESTIONNAIRE

Directions: The following statements assert various areas of responsibility directly associated with the position of school superintendent. Your responses to these statements, using careful observation of performance, would be greatly appreciated. Please score the questionnaire in the following manner:

If you believe the statement to be true of the superintendent, mark the "Yes" column.

If you have no information concerning the statement, mark the "Don't Know" column.

If you believe the statement to be false, mark the "No" column.

Yes
Don't Know
No

Professional Training and Experience

--	--	--

1. The superintendent has extensive training for the position.

--	--	--

2. The superintendent has professional experience that aids him in his present work in the areas of personnel, curriculum and budget.

--	--	--

3. The superintendent meets state certification.

--	--	--

4. The superintendent shares his experience and knowledge with others on his staff in the form of articles, memos, books, etc.

--	--	--

5. The superintendent keeps abreast of latest developments in education through attendance or participation in professional organizations and education conferences.

Yes
Don't Know
No

Leadership

--	--	--

6. The superintendent supports a system which allows for much interaction of its members.

--	--	--

7. The superintendent supports a system which encourages directed activity among its members.

--	--	--

8. The superintendent's behavior in the organization promotes his leadership position.

--	--	--

9. The superintendent supports an organizational pattern which allows for its members to determine a majority of their own activities.

--	--	--

10. The superintendent gains the respect of his employees by his leadership ability rather than his position.

Organization

--	--	--

11. The superintendent has organized his staff so that appropriate decision making may take place at various levels in the organization.

--	--	--

12. The superintendent has organized his staff with enough flexibility so that research and creativity are encouraged.

--	--	--

13. The superintendent periodically evaluates his organization plan and reorganizes staff responsibilities to take full advantage of special abilities.

--	--	--

14. The superintendent encourages that all significant activities be performed regularly and administered promptly.

--	--	--

15. The superintendent makes recommendations and plans that support in letter and intent the statement of philosophy adopted by the school board.

Yes
Don't Know
No

Curriculum

--	--	--

16. The superintendent encourages staff members to investigate curriculum changes through reading, research, visitation, or experimentation.

--	--	--

17. The superintendent has developed a system for curriculum review through professional committees at various levels.

--	--	--

18. The superintendent promotes extensive in-service educational programs for all levels of instructional personnel.

--	--	--

19. The superintendent and his staff have taken the initiative in educational innovation rather than being pushed by board members or citizen groups.

--	--	--

20. The superintendent makes sure each educational program is thoroughly evaluated for continuation of the better practices and elimination or alteration of the less effective practices.

Personnel

--	--	--

21. The superintendent has arranged and organized an active program for personnel recruitment.

--	--	--

22. The superintendent interviews all administrative and supervisory applicants before recommending them to the board for appointment.

--	--	--

23. The superintendent has made sure that there exists a continuous evaluation program for all teachers.

--	--	--

24. The superintendent has developed and makes use of appropriate lines of communication with the staff.

--	--	--

25. The superintendent accepts ultimate responsibility for decisions made by subordinates.

Yes
Don't Know
No

--	--	--

26. The superintendent accepts responsibility for providing leadership to his management personnel in professional negotiations.

--	--	--

27. The superintendent has maintained open lines of communication with his staff related to professional negotiations.

Budget

--	--	--

28. The superintendent encourages participation of staff members in developing pertinent budget items.

--	--	--

29. The superintendent always places the educational welfare of the school and students before any other consideration in making his recommendations.

--	--	--

30. The superintendent discusses the establishment of final budget priorities with other administrators before the tentative budget goes to the board.

--	--	--

31. The superintendent presents the budget to the board in a manner that allows the board to understand fully the budget.

--	--	--

32. The superintendent provides the board with at least monthly reports on the operating budget.

Buildings

--	--	--

33. The superintendent has developed a plan for assuring that buildings are planned, operated, and maintained so the health, safety, and educational welfare of the student is insured.

--	--	--

34. The superintendent has worked with his staff to develop a School Facility Need Program for the succeeding five years.

Yes	Don't Know	No
☐	☐	☐

35. The superintendent has involved all appropriate staff members in planning a facility.

☐	☐	☐
--------------------------	--------------------------	--------------------------

36. The superintendent makes every effort to contact knowledgeable consultants when formulating educational specifications for new and remodeled educational facilities.

☐	☐	☐
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37. The superintendent seeks the cooperation of the State Department of Education to work with all building programs.

☐	☐	☐
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38. The superintendent's decisions concerning building programs are well received by the community.

VITA

Lowell Wayne Patterson was born in Jennings, Missouri on October 18, 1933. He attended elementary schools in that city and was graduated from Normandy High School in 1951. He entered the United States Navy in 1953 and received an honorable discharge in 1954. The following spring he entered Eastern Nazarene College, and in August 1965 received a Bachelor of Science degree with concentrations in Elementary Education with minors in Psychology and Literature. He began teaching in the public school system of St. Charles, Missouri in the school year 1959-60. In the summer of 1970 he enrolled at East Tennessee State University and began work toward a Master's degree which he received in August 1973. He has been employed by the Hawkins County School System from 1968 to the present.

He entered the Graduate School of The University of Tennessee, Knoxville in September 1975 under a graduate assistanceship program, and received the Doctor of Education degree with a major in Educational Administration and Supervision in August 1980.

He is a member of the American Association of School Administrators, American Association of University Professors, Phi Delta Kappa (charter member of the ETSU chapter), and Council of Education Facility Planners.

He is married to the former Barbara Louise Corice of Appalachia, Virginia.