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A STUDY TO DETERMINE THE RIGHTS OF
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CLASS III PUBLIC SCHOOL DISTRICTS IN THE
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A STUDY TO DETERMINE THE RIGHTS OF SUPERINTENDENTS AND PRINCIPALS AS PER-
CEIVED BY BOARD OF EDUCATION MEMBERS, SCHOOL ADMINISTRATORS, AND TEACHERS
OF CLASS III PUBLIC SCHOOL DISTRICTS IN THE STATE OF NEBRASKA

by

Delbert Allen Prindle

A DISSERTATION

Presented to the Faculty of

The Graduate College in the University of Nebraska

In Partial Fulfillment of Requirements

For the Degree of Doctor of Education

Department of Educational Administration

Under the Supervision of Professor Alan T. Seagren

Lincoln, Nebraska

December, 1977

TITLE

**A STUDY TO DETERMINE THE RIGHTS OF SUPERINTENDENTS AND PRINCIPALS AS PER-
CEIVED BY BOARD OF EDUCATION MEMBERS, SCHOOL ADMINISTRATORS, AND TEACHERS
OF CLASS III PUBLIC SCHOOL DISTRICTS IN THE STATE OF NEBRASKA**

BY

Delbert Allen Prindle

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CHAPTER I

INTRODUCTION

The United States Constitution did not specifically provide for education; therefore public schools became the responsibility of the various states through application of Article X. States accepted this responsibility and developed provisions in their constitutions and statutes for education. Through the laws passed by the Legislature of each state, boards of education were established to provide and govern the educational opportunities for the youth within the geographic boundaries of the area the board governs. These boards were only "creatures of statute and possessed no other powers than those granted them by the legislature."¹ Boards could contractually grant rights, which were theirs to give, to their employees.

By the 1970 decade, public school employees had been given the rights to collectively negotiate with their employers in most states. These rights resulted from (1) the National Labor Relations Act of 1935 which granted collective bargaining privileges to private employees, (2) an executive order given by President John F. Kennedy which extended this privilege to federal employees, and (3) the enactment of state statutes which either permitted or required collective bargaining for state and local public employees.² During the early 1970's public

¹166 Neb. 785, 90 N.W. 2nd 421 (1958).

²Rutgers Law Review, p. 468.

school employee associations and unions became more and more forceful³ and through the bargaining process, attained unprecedented powers; powers that originally had been given to boards of education by statute, but had been negotiated away.

The struggle that now exists in the late 1970's between those who have the power (boards of education) and those who have a right to bargain (employees) involves another category of employee which appears to be in the middle of the conflict. The group in the middle is the administrators. Their duties and responsibilities are delegated by the board of education and usually involve administering the policies and regulations set forth by the board. This group is, at times, squeezed by the aforementioned conflict. Administrators are finding increasing difficulty in carrying out the wishes of boards of education when rights and accompanying authority given to others infringe upon their responsibilities.

THE PROBLEM

The purpose of this study was to determine the congruence or disparity of the views of board of education members, school administrators, and teachers concerning which selected rights and responsibilities should be delegated to superintendents and/or principals. These rights and responsibilities, identified as belonging to

³Eaton Allan, "Public Unions Surge, Private Ones Stall," LMRS Newsletter, September, 1972.

superintendents and/or principals, were assumed to be non-negotiable with teachers.

The Research Questions

Answers to the following questions were sought during the course of the study:

1. How did the views of board of education members, school administrators, teachers and a panel of experts compare on selected rights and responsibilities proposed for superintendents and/or principals?

2. What was the priority of the rights and responsibilities of superintendents, principals and administrators as perceived by board of education members, administrators and teachers?

Significance of the Study

Collective bargaining between public school employees and boards of education became a common process nationwide. Laws which directed this process became established across the country though variations between states were common. Just as laws pertaining to negotiations varied between states, decisions rendered in the state courts involving cases between boards of education and teachers also varied and showered the education field with divergent case law. This study, while focused on the possible terms and conditions of employment, could serve as a guide for boards of education to use in determining which items should not be negotiated with teachers so that accountability for results and responsibility for organizational

direction could be maintained at the appropriate hierarchical level.

Boards of education must determine which of their rights and responsibilities should be delegated to school administrators. There was no consistent procedure nationwide and school administrators found that their decision-making powers had not always been consistent with the tasks given them. This study identified administrators' professional rights, and these insights may provide for guidelines for board of education-administrator relationships.

This study also provided insight into possible conflicting views between the boards of education, administrator groups, and teacher groups. The opportunity to identify possible conflict is a first step in resolving, or at least becoming better prepared for, disputes if both parties involved study the issue carefully in advance.

Definition of Terms

For the purpose of this study, the following terms were defined:

Administrator. Any certified employee such as superintendent, assistant superintendent, principal, assistant principal, school nurse or other supervisory or administrative personnel who does not have as as a primary duty the instruction of pupils in the public schools.⁴

For the purpose of this study, only administrators with the title of superintendent, associate superintendent, assistant superintendent, or principal were included.

⁴Nebraska School Laws, Sec. 79-101 (Lincoln, Nebraska: Stephenson School Supply Company, 1975-76), p. 195.

Board of education. The governing body of any school district.⁵

Comprehensive contract. A lengthy document which delineates specific rights and responsibilities of the two parties to the contract.

Court of Industrial Relations. A tribunal created as a result of Article XV, Sec. 9, of the Nebraska Constitution which provides for an industrial commission which may administer laws dealing with "controversies between employers and employees in any business or vocation affected with a public interest," and with "the prevention of unfair business practices and unconscionable gains in a business or vocation affecting the public welfare." Its final orders and judgments may be appealed to the Nebraska Supreme Court. This court will be commonly cited as the CIR.

Delegate. "To entrust (authority, etc.) to another."⁶

Experts. For the purposes of this study, the panel of experts was comprised of interested members of educational administration departments from randomly selected universities which were members of the University Council of Educational Administration, a nationally known organization for the country's leading schools of educational administration.

Hierarchy. A group of persons or things arranged in order of their rank, grade, or some other measure.⁷

⁵Ibid.

⁶David B. Guralnik (ed.), Webster's New World Dictionary (2nd College Edition; New York: The World Publishing Company, 1972), p. 156.

⁷Ibid., p. 272.

Management. Those who are charged with the responsibility for providing control or direction.⁸ For the purposes of this study, both boards of education and school administrators were considered management.

National Labor Relations Act. The first of the negotiations laws established in 1935 and granted unions in the private sector the right to bargain collectively on issues pertaining to wages, hours, and terms and conditions of employment. This board is commonly cited as the NLRA.

Negotiate. For the purposes of this study, negotiations shall mean when a board of education and representatives of the employee's organization determine to meet and confer about matters set forth in the employee's request.⁹

Power. "Ability to do or act; authority; influence."¹⁰

Responsibility. "An obligation; a thing or person for whom one is responsible."¹¹

Teacher. Any certified employee who is regularly employed for the instruction of pupils in the public schools.

Terms and conditions of employment. One of three areas commonly cited in a law as being negotiable. The specific items included in this area vary from state to state.

⁸Ibid., p. 348.

⁹Nebraska School Laws, Sec. 79-1293, p. 334.

¹⁰Guralnik (ed.), p. 447.

¹¹Ibid., p. 486.

Limitations and Delimitations of the Study

The following factors were those that narrowed the field of investigation:

1. Although certain implications may be made to other states, the study pertained only to public schools in the state of Nebraska. This parameter was necessary due to the varying state laws and state court decisions across the nation.

2. The study attempted to identify only those powers or rights that should be delegated or granted by boards of education to superintendents or principals; not the rights and powers of every hierarchical level of school administrator.

3. The powers and responsibilities proposed in the study were intended to be comprehensive in nature, but were limited to selected terms and conditions of employment and professional rights for administrators. The study focused on only those rights and responsibilities which appeared to be necessary for management to efficiently operate the schools, therefore making the issues inappropriate for negotiation. The items were limited to suggestions made by the American Association of School Administrators, a special contract committee of the Nebraska Council of School Administrators and comments made by individuals on this committee, and the Colorado Association of School Administrators. Management rights cited by Nebraska's Seward Education Association v. School District of Seward court case were also used. The above stated limitation was necessary to make the study manageable. The views of these people/groups included most of those found in the literature.

Overview

Chapter I has provided a brief background to the study and identified the problem, the research questions, the significance of the study, definitions of terms, and the limitations and delimitations of the study.

Chapter II provides a more in-depth review of selected literature and the rationale for the development of the research instrument.

Chapter III explains the methods and procedures that were used in answering the research questions.

In Chapter IV the research questions are reviewed and the data collected for the study presented and analyzed.

In Chapter V, conclusions based on the data presented in Chapter IV are presented along with possible implications.

CHAPTER II

REVIEW OF LITERATURE

INTRODUCTION

Rights and responsibilities of boards of education and public school administrators had become a subject commonly discussed among educators during the 1967-77 decade. Professional magazines, newspapers, workshops, and conventions regularly referred to the subject. The topic had become widely discussed largely because of the struggle that existed between organizations of labor and management in the public schools. The labor-management conflict had been going on for years in the private sector and had only recently moved into the public sector.

In Chapter I, the nature and significance of, and purposes for the study were described. In Chapter II, organizations are defined and several basic organizational characteristics are discussed. This is followed by an examination of the federal and state negotiation laws and their influence on organizational functioning. The effect of these laws provides a basis for a discussion of the ascension of the management's rights issue.

THE DEFINITION, CHARACTERISTICS, AND MANAGEMENT OF ORGANIZATIONS

Organizations Defined

An organization can be defined in many ways, but the following authorities' definitions seem applicable. Daniel A. Tagliere defined an organization as "two or more persons interacting within a recognized

power relationship for some common purpose."¹ Theodore Caplow called it "a social system that has an unequivocal collective identity, an exact roster of members, a program of activity, and procedures for replacing members."² Talcott Parsons described organizations as social units (or human groupings) deliberately constructed and reconstructed to seek specific goals.³

Through application of these definitions, schools are clearly a type of organization. Therefore, an understanding of basic organizational characteristics seemed to be important to anyone analyzing rights and prerogatives of members of school organizations.

Organizational Characteristics

Goals. The most basic underlying characteristic of any organization appeared to be centered around goals or purposes. The definitions mentioned above alluded to or directly stated that people organize to accomplish something. What is produced, how it is produced, and why it is produced appear to be as varied as the organizations themselves. Etzioni cited typical examples of organizations as "corporations, armies, schools, hospitals, churches, and prisons."⁴ Organizations had a wide

¹Daniel A. Tagliere, People, Power and Organization (New York: AMACOM, 1973), p. 3.

²Theodore Caplow, Principles of Organization (New York: Harcourt, Brace and World, Inc., 1964), p. 1.

³Talcott Parsons, Structure and Process in Modern Societies (Glencoe, Illinois: The Free Press, 1960), p. 17.

⁴Amitai Etzioni, Modern Organizations (Englewood Cliffs, N.J.: Prentice Hall, 1964), p. 3.

array of purposes for existence, and the products of organizations can be tangible or intangible, immediate or long-range and can be produced for commercial, social, societal, political, ecclesiastical or a myriad of other reasons. In any case, as Sergiovanni and Carver pointed out, "all organizations exist to accomplish purposes."⁵

Boundaries. Another characteristic of all organizations was that each had boundaries which distinguished it from other organizations and sub-boundaries which defined functions and roles. The boundary characteristic was obvious when organizational membership, the division of labor within the organization, and the goals of the organization were identified. Triplett identified an organizational membership boundary by describing the organization's constituents. He stated membership includes "someone who participates in the operation of an organization, the selection of its objectives, or both."⁶ The membership boundary, then excluded from the organization anyone who did not participate in the operation of the organization, in the selection of its objectives (goals) or both. Etzioni tied internal boundaries to goals by stating organizations have:

. . . divisions of labor, power, and communication responsibilities which are not random or traditionally patterned, but deliberately planned to enhance the realization of specific goals.⁷

⁵Thomas J. Sergiovanni and Fred D. Carver, The New School Executive (New York: Harper and Row, 1973), p. 136.

⁶Richard Triplett et al., "The Educational Institution and Integrated Management" (unpublished work for the Bellevue, Nebraska Public School Administrators, 1973), p. 9.

⁷Etzioni, p. 3.

Etzioni's statements indicated an organization may be subdivided in its efforts to produce results.

Parsons said that goals or organizations provide distinguishing characteristics both within and outside of the organization. He stated:

A collective goal here means a relatively optimal relation between the collectivity and some aspect of its intrasocietal situations (e.g., other collectivities) or its extrasocietal environment. It may concern not only relations to other collectivities, but also to personalities of individual cultural objects (e.g., as a result of change through research), and organic or physical objects. Especially for a collectivity continuing in time and holding multiple interests, a particular goal is not isolated; it is part of a system of goals. Any particular goal must, therefore, be fitted into a larger system of goals according to its rank order and timing with reference to other goals. A goal exists only if the desired state differs from the actual or expected state at the inception of action. Goals admit of degrees of attainment, all-or-none instances being special cases.⁸

Parsons' discussion of goals exemplified a boundary, an organizational goal identified what was to be accomplished by the membership and therefore it was possible to distinguish one organization from another. When a close relationship existed between organizations or between groups within an organization, determining accountability would be virtually impossible if the actions were not tied to expected results. The boundary existed as a membership boundary if one analyzed the individual in the organization, or an organizational boundary if one

⁸Talcott Parsons, "The Mental Hospital as a Type of Organization," The Patient and the Mental Hospital, eds. Milton Greenblatt, et al. (New York: The Free Press, 1963), p. 72.

compared goals of organizations.

Authority. A third characteristic of organizations was the presence of some authority or power. Etzioni related power, goals, and evaluation by saying:

. . . organizations are characterized by the presence of one or more power centers which control the concerted efforts of the organization and direct them towards its goals; these power centers also must review continuously the organization's performance and re-pattern its structure, where necessary, to increase its efficiency.⁹

Caplow was even more specific in relationship to the characteristics of authority when he stated:

In modern society, almost all official organizations turn out, on close inspection, to be ultimately authorized by the state, which licenses marriages, charters corporations, and registers voluntary associations.¹⁰

School systems in Nebraska received their authority from the Nebraska Legislature. Thus, school boards received any/all of their statutory powers directly from the state, but gained political power from local sanction. Regardless of the source, authority provided the basis for operation and decision-making. As Parsons stated, "The essential point is to carry out its functions, the organization must be given some order of control over the human situation" ¹¹

⁹Etzioni

¹⁰Caplow, p. 23.

¹¹Parsons, "The Mental Hospital . . . ," p. 121.

Leadership. Another trait of all organizations was the existence of leadership or direction. Sergiovanni and Carver identified a leader (school executive) as "the individual charged with the tasks of 'directing and coordinating' the group activities necessary to achieve or change goals."¹² Etzioni noted leadership could be "formal" or "informal" meaning a person who did not possess power because of an organizational position could indeed be the group leader due to his personal power ("informal") or the leader could have both personal power and the organization position ("formal").¹³ In any case, a leadership role appeared to be necessary if the organization was to perform efficiently.

Deal with people. Organizations, as indicated earlier, were composed of people who were brought together to achieve goals. Therefore, to accomplish organizational goals, provisions had to be made to coordinate, facilitate and motivate people. These provisions were typically called personnel management. The personnel management function was a complex component of any organization and the philosophy and theory of handling personnel could vary between and even within organizations depending upon many of the previously cited organizational characteristics. Daniel Tagliere noted:

Ask any leader in any organization, "What kinds of problems are most common, most vexing, and most detrimental to the success of our organizations?" The

¹²Sergiovanni and Carver, p. 197.

¹³Etzioni, p. 61.

answer almost invariably will be, "People problems."¹⁴

The leadership of the organization could dictate, to a large extent, the methods which were used with personnel management, but there were many personal "operations" which were basic to most organizations. Tagliere listed the following responsibilities of formal leaders in managing people:

1. Know the individuals who report to you (your followers) and how to treat them as individuals.
2. Know how and when to modify the job situations of your followers.
3. Determine your needs for human resources.
4. Recruit and select the individuals you need.
5. Help your people in determining their work objectives and procedures.
6. Train your people.
7. Supervise your people's work activities.
8. Delegate assignments to your people.
9. Coach your people.
10. Counsel your people.
11. Conduct performance appraisals with your people.
12. Motivate your people.
13. Lead team activities.
14. Resolve conflicts involving your people.
15. Conduct meetings with your people.¹⁵

This list included most of the functions which were common to managing people. While these basic operations were well known, the exact method or degree to which each operation was used could vary among people and organizations.

Intervening factors. Triplett pointed out one other organizational characteristic, "intervening factors," which truly integrated the

¹⁴Tagliere, p. v.

¹⁵Ibid.

previously cited organizational characteristics and provided meaning for the issue of management's rights and responsibilities. He referred to "intervening factors" as:

. . . the way in which resources are organized and orchestrated to help the organization move toward its goals. The sets of intervening factors are the essence of the ways in which resources are placed in relationship to each other, the ways in which they interrelate to each other, and the ways in which authority and responsibility are distributed among the organization.¹⁶

Determining the above mentioned "relationship" between resources in actuality, organizational decision-making coupled with a philosophy of human characteristics or human nature. This resource management for organizational productivity involved dividing labor, applying management theory, and establishing institutional processes or procedures which facilitate and support the goals of the organization.¹⁷

The way in which leadership, authority, and responsibility were combined within an organization was of vital importance to the operation of the unit. Phelps, in his discussion of the relationships between school administrators and boards of education, stated:

The governance of the school system of this nation, with few exceptions, is entrusted to the elected (or appointed) board of education. They in turn appoint a superintendent of schools as the chief executive of the school system. The board delegates the appropriate responsibility and authority to operate the schools on a daily basis. In good school systems, the boards hire the best superintendents they can find and give them

¹⁶Triplett, pp. 9-10.

¹⁷Ibid., pp. 18-24.

considerable latitude to run the schools.¹⁸

Regardless of the size of school, these professional administrators are part of the administrative team or management team. The board of education is indeed not part of the administrative team, but they do establish the policies, including the financial plans, for the governance of the school system. Each one of us, board members and all administrators, must recognize that we act in concert in the operation of the schools, and we must act with a common direction and purpose.¹⁹

The decision-making authority in the public school, then, was typically given to a group of elected people who, in turn, hired responsible professional administrators and delegated enough of their decision-making power to those administrators to carry out day-to-day functions of the schools. Authority appeared to have come from the top down through the organizational structure.

Limitations and Guidelines on Decision-Making

Torrence mentioned the traditional type of decision-making in his discussion of management and noted that limitations on certain aspects of decision-making were imposed by federal and state laws.²⁰ These limitations have changed the management of organizations considerably.

¹⁸1975 Convention Reporter, A report of the joint Nebraska State School Boards Association-Nebraska Association of School Administrators Convention (Lincoln, Nebraska: Nebraska State Public Relations Association), p. CR4.

¹⁹Ibid.

²⁰William D. Torrence, "More Comments on Union Security and Management Authority," Labor Law Journal, XII, No. 4 (April, 1961), p. 1.

Edwin Perry, a Lincoln, Nebraska, attorney, noted:

. . . judicial bodies, who exercise control over the students; administrative bodies, who determine credentials; the Court of Industrial Relations, acting as a court determining the wages of the teaching staff; the State Health Department, the Labor Department; and the Fire Marshal all exert some control over our public schools.²¹

Many state and federal laws had only limited or guided management decision-making while others had required specific processes which had to be followed. For the latter, management had to follow and not deviate from the process. Typical examples were the many federal and state employee negotiations acts or laws which provided employees outside the management group a voice in determining issues concerning the wages, hours, and terms and conditions of their employment.

Summary

Organizations were not formed accidentally; they were formed with the purpose of accomplishing something. In order to recognize an organization and its constituents, identification of the peripheral boundaries and the organization's sub-structure was necessary. The organization was legitimized by some authority which was commonly found to originate in the state government and individuals in the sub-structure possessed varying amounts of authority. Leadership could always be found in organizations, but not always in those people who had been given the formal authority to lead.

In order for an organization to operate, there had to be a

²¹1975 Convention Reporter, p. CR16.

combining and orchestrating of the resources available to the organization. One of the most difficult resources to orchestrate was people. The personnel management area was very complex as the processes and techniques used had to be varied depending upon the management philosophy and the people involved.

Authority had to be given in varying degrees to members within the organization in an attempt to maximize the efficiency of the organization. While those with the higher levels of authority were charged with the responsibility of altering the combination of resources for higher productivity, they were sometimes faced with regulations and limitations on their decisions or their decision-making processes by state and federal legislatures.

NEGOTIATION LEGISLATION

The National Labor Relations Act

The first of the comprehensive negotiation laws was the National Labor Relations Act of 1935. Portions of this law stated:

Employees shall have the right to self-organization, to form, join or assist labor organizations, to bargain collectively through representatives of their own choosing, and to engage in other concerted activities for the purpose of collective bargaining or other mutual aid or protection²²

For the purposes of this section, to bargain collectively is the performance of the mutual obligation of the employer and the representative of the employees to meet at reasonable times and confer in good faith with respect

²²29 U.S.C. Ann. 157 (St. Paul, Minnesota: West Publishing Company, 1973).

to wages, hours, and other terms and conditions of employment, or the negotiation of an agreement, or any question arising thereunder, and the execution of a written contract incorporating any agreement reached if requested by either party, but such obligation does not compel either party to agree to a proposal or require the making of a concession²³

A law was of no consequence unless provisions were made for its enforcement. The National Labor Relations Act created the National Labor Relations Board to carry out the intentions of the law. A portion of the NLRA stated:

The Board is empowered, as hereinafter provided, to prevent any person from engaging in any unfair labor practice (listed in section 158 of this title) affecting commerce. This power shall not be affected by any other means of adjustment or prevention that has been or may be established by agreement, law, or otherwise: Provided, that the Board is empowered by agreement with any agency of and State or Territory to cede to such agency jurisdiction over any cases in any industry (other than mining, manufacturing, communications, and transportation except where predominantly local in character) even though such cases may involve the State or Territorial statute applicable to the determination of such cases by such agency is inconsistent with the corresponding provision of this subchapter or has received an construction inconsistent therewith.²⁴

The responsibility of preventing unfair labor practices in the public sector was left primarily to the state, an alternative made available through the law stated above. The development of state laws was, therefore, extremely important to public employees.

²³29 U.S.C. Ann. 158(d) (St. Paul, Minnesota: West Publishing Company, 1973).

²⁴29 U.S.C. Ann. 160(a) (St. Paul, Minnesota: West Publishing Company, 1973).

State Laws

Many state governments had enacted legislation to protect public employees by 1977. Wisconsin enacted the first comprehensive legislation in 1959,²⁵ and by 1975, two-thirds of the states had passed similar laws.²⁶ The state laws included two different approaches, meet and confer and collective bargaining. These two approaches were described in the Report on Labor-Management Policies for State and Local Government developed by the Advisory Commission on Intergovernmental Relations, 1969. Meet and confer was described as:

. . . a method of determining conditions of public employment through discussions between representatives of the employer and employee organizations. The parties are required by law to endeavor to reach an agreement on matters within the scope of representation. If agreement is reached, it is reduced to a memorandum of understanding and presented to a jurisdiction's governing body or its statutory representative for final determination.²⁷

Collective bargaining was defined as:

. . . a method of determining conditions of employment through bi-lateral negotiations between representatives of the employer and employee organizations. These parties are required by law to reach a settlement which is set forth in writing and which is mutually binding. (It is . . . the

²⁵Russell A. Smith, "Legal Principles of Public Sector Bargaining," Faculty Powers: Collective Bargaining on Campus (Ann Arbor, Michigan: The Institute of Continuing Legal Education, 1972), p. 10.

²⁶David A. Hoover, "And Other Terms and Conditions of Employment," Know How, XXVII, No. 4 (December, 1975), p. 1. A publication of the Associated Public School Systems.

²⁷Report on Labor-Management Policies for State and Local Government, Advisory Commission on Intergovernmental Relations (Washington, D.C.: Government Printing Office, September, 1969), p. 3.

performance of the mutual obligation of the employer and the representative of the employees to meet at reasonable times and confer in good faith with respect to wages, hours, and other terms and conditions of employment.)²⁸

The Nebraska Legislature enacted two state laws, one affecting public employees in general and another, entitled the Teachers' Professional Negotiations Act,²⁹ which pertained only to teachers. As amended in 1972, the Public Employees Collective Bargaining law provided for all public employees and utility workers to be brought under the jurisdiction of the Court of Industrial Relations. Teachers were to be included only after a dispute had gone unresolved and the Teachers' Professional Negotiations Act had been followed. The law also prohibited strikes, as the CIR was to settle conflicts.³⁰ Appeals of decisions of the CIR could be made directly to the Nebraska Supreme Court.

The Nebraska Teachers' Professional Negotiations Act was a "meet and confer" type of law. Section 79-1292 of the law stated:

... a representative organization shall give to the board of education or school board a written request to meet and confer with such board regarding employment and relations with certificated employees. The request to meet and confer shall specify the areas to be discussed by the parties. The board shall have thirty days in which to accept or reject the request in whole or in part, and shall give written notice of its decision. If the board accepts the request, the first meeting shall be held within twenty-one days after such acceptance.

²⁸Ibid.

²⁹Nebraska State Statutes, Rev. 6-25-74, Sections 79-1287-95, p. 18, 511-12.

³⁰Nebraska State Statutes, Rev. 12-24-74, Paragraph 10, 100, p. 18501.

The Nebraska Teachers' Professional Negotiations law appeared to be very permissive with regard to negotiation process. The board of education could choose not to negotiate with the teacher organization on any issues. The Sidney Education Association v. School District of Sidney case clarified the board's power by ruling that the Court of Industrial Relations could settle a teacher-school board dispute, but could not force the school board to bargain with the teacher union.³¹ The ruling allowed teachers an avenue for requiring equitable treatment on employment issues, but allowed boards the option of ignoring unreasonable demands.

MEMBERSHIP IN THE BARGAINING UNIT

The National Labor Relations Act

An extremely important issue in all negotiation legislation was the definition of the bargaining unit. In identifying the bargaining unit, the National Labor Relations Act followed the traditional American view of majority determination within a defined group and therefore denied bargaining rights to special interest groups. All state legislation followed the same thinking, thus necessitating a ruling for specifying who could be included in the group.³² To clarify who could be included, the National Labor Relations Act identified

³¹ 189 Neb. 540, 203 N.W. 2nd 762 (S. Ct. 1973).

³² Russell A. Smith, "Legal Principles of Public Sector Bargaining," Faculty Powers: Collective Bargaining on Campus (Ann Arbor, Michigan: The Institute for Continuing Legal Education, 1972), pp. 13-14.

"supervisors" as:

. . . any individual having authority, in the interest of the employer, to hire, transfer, suspend, lay off, recall, promote, discharge, assign, reward or discipline other employees, or responsibility to direct them, or to adjust their grievances, or effectively to recommend such action, if in connection with the foregoing the exercise of such authority is not of a merely routine or clerical nature, but requires the use of independent judgment.³³

Through the above definition, the National Labor Relations Act denied supervisors legislative protection with respect to the organization and to collective bargaining with the result that they could be included in a bargaining unit only with the employer's consent.³⁴

State Laws

States varied in their approach to determining appropriate units. Some enacted legislation which was patterned after the NLRA leaving the determination of eligible members up to the administering agency. Other states tried to provide definite guidelines through statutes which specified who could be included within a particular unit.³⁵

The Nebraska Teachers' Professional Negotiations Act stated:

Certificated public school employees shall have the right to form, join, and participate in the activities of organizations of their choosing for the purpose of representation on all matters of employment relations, but no certificated

³³29 U.S.C. Ann. 152(11) (St. Paul, Minnesota: West Publishing Company, 1973).

³⁴29 U.S.C. 8152(3) (St. Paul Minnesota: West Publishing Company, 1973).

³⁵Smith, p. 15.

public school employee shall be compelled to join such an organization and individual employees shall have the right to individually represent themselves in their employment relations.³⁶

If more than one organization of certificated school employees requests recognition as the representatives of the certificated employees, the board of education or school board may recognize as the representative the organization which has for the last two preceding years enrolled a majority of the certificated school employees as certified by a membership list submitted by the organization to the superintendent of schools before the first day of January each year.³⁷

The organization's membership, then, was determined by the organization itself. Although many teacher organizations would exclude supervisory personnel, it was not uncommon for them to allow and even encourage school administrators to join their ranks in the interest of furthering education. The latter position complicated negotiations and required school administrators to scrutinize the bargaining issues.

SCOPE OF BARGAINING ISSUES

One of the biggest problems related to collective bargaining was the issue related to what was negotiable or what was the scope of bargaining. David Hoover, a Research Assistant at the Institute of Administrative Research stated:

Teachers, insisting that "everything" is negotiable, have consistently sought to expand the scope of bargainable topics. Conversely, Boards of Education and their administrative agents argue that only those matters which have a

³⁶ Nebraska State Statutes, Rev. 12-24-74, Section 79-1288, Paragraph 17, 102, p. 18,511.

³⁷ Nebraska State Statutes, Rev. 12-24-74, Section 70-1291, Paragraph 17, 105, p. 18,511.

direct relationship to working conditions are negotiable. Faced with the responsibility of responding to the diverse demands of many different interest groups, managerial personnel and the Boards of Education they represent have generally resisted the efforts of teachers to expand their scope of influence--particularly with reference to issues which bear on educational policy. Because educational policy and the working conditions of teachers are often closely intertwined, the problem of where to draw the line between management's prerogative to determine educational policy and the rights of teachers to bargain on matters of interest to them is of continuing controversy.³⁸

The American Association of School Administrators had also become concerned over negotiations' scope and stated:

The issue of scope in negotiation must be faced squarely. Teachers want it broadened. Pressure will be put on administrators and board members to open all educational matters to negotiation. Teachers are convinced that they are entitled to a more effective voice in determining all those matters that affect their work. They want to be involved in the development of personnel policies and procedures and to re-examine existing policies and procedures. In an effort to expand the scope of negotiation, teachers may insist on being involved in the resolution of problems or issues normally regarded by many administrators and board members as being within the area of administrative prerogative.³⁹

The scope of negotiation will have to be determined in each situation in accordance with all the controlling conditions in a given school system. It is not possible to give exhaustive lists of what should or should not be open to negotiation. However, a decision on this point must be reached before negotiating sessions get under way so that there may be clear understanding of what can be put on the agenda for negotiation.⁴⁰

The scope of the bargaining issues appeared to be of vital

³⁸Hoover, p. 1.

³⁹The School Administrator and Negotiation (Washington, D.C.: American Association of School Administrators, 1968), p. 51.

⁴⁰Ibid.

importance to the relationship between administrative and supervisory personnel and the teacher organization. Since the agreement reached through bargaining was usually reduced to writing and often became a portion of the teaching contract, provisions needed to be acceptable to both those supervising and those fulfilling contractual obligations.

As described by David A. Hoover, many states had public employee negotiations statutes which were couched in general terms and provided little guidance for those involved in determining appropriate negotiations issues. As a result, many of the scope decisions were settled only by adjudication. Court decisions in the different states set precedents which led to the adoption of statutes;⁴¹ consequently some states had very specific laws pertaining to the scope of negotiations while others' were very general. Issues might be expressly prohibited, required, or permitted by the statutes in one state while in another state no reference would be made to the issue.

The Nebraska Teachers' Professional Negotiations Act spoke very generally of the scope of negotiations by using the terms "employment" and "relations." Negotiable or non-negotiable items were consequently left to the discretion of the parties involved. Fortunately, there was a court case in Nebraska to which negotiators could refer for guidance if they desired. The Seward case identified as management's rights, the right to hire, maintain order and efficiency, schedule work, control transfers and assignments, determine what extracurricular

⁴¹Hoover, p. 1.

assignments may be supported or sponsored, determine the curriculum, determine class size, and determine the type of specialist to be employed.⁴² While this case provided some guidance to negotiators in Nebraska, negotiators operating under different laws in other states would be affected very little.

MANAGEMENT FRUSTRATIONS

Labor Union Influence

Richard L. Higginbotham, Director of Personnel and Employee Relations, Waterford School District, Michigan, in a presentation made to the American Association of School Administrators' Convention in 1975, stated:

If you accept the principle that negotiations is an adversary process between two powers, you also should accept the fact that there has to be a "balance of powers" between the adversaries (School Board and Union). Today, our Union adversaries have more "power" and the potential of power than does the school management side. The NEA alone has a budget of approximately thirty million dollars and a membership of 1.2 million. The NEA, the American Federation of State, County and Municipal Employees and the International Association of Fire Fighters have formed a coalition to work for favorable legislation, voting power and cooperation on the local level in negotiations. The NEA also has plans to have some 1,500 to 3,000 full time labor negotiators in the U.S. within a few years.⁴³

The question we should consider in reference to negotiations is what do we have, as school management people, to

⁴²188 Neb. 772, 199 N.W. 2d 752 (1972).

⁴³Richard L. Higginbotham, "Preparation for Bargaining: Negotiation and Administration of the Contract" (Paper presented at the Annual Convention of the American Association of School Administrators, Dallas, Texas, February 21-24, 1975), p. 2.

combat the power of the school unions? What should we be doing on the local, state and Federal levels to prepare ourselves for negotiations with our powerful adversaries?⁴⁴

If there were truly two "sides" to the negotiations process, an imbalance of "power" could cause unfair results. Higginbotham believed that labor had an unfair advantage over management.

Loss of Management Rights

Richard Higginbotham stated:

Boards made many mistakes the first years of negotiations because they accepted a defensive role rather than an offensive one. Some school districts accepted a lot of the Association-prepared language, which limited or gave away the Board's right to operate the district. Today . . . there are still some boards trying to negotiate out of their contracts specific language which has seriously interfered with the management of their districts.⁴⁵

Higginbotham's opinion was apparently shared by other levels of management. A study conducted by the staff of the American School Journal, in the United States and Canada in 1975, indicated that principals were about to revolt against higher levels of management due to the gains made by labor through negotiations. The same study found that principals were becoming more interested in forming their own unions because "the store is being given away at the bargaining table--but principals are to keep the shop running."⁴⁶ The issue was that of

⁴⁴Ibid., pp. 2-3.

⁴⁵Ibid., p. 3.

⁴⁶"It's Late, But There's Still Time to Give Your Principals a Real Say in Management," The American School Board Journal (February, 1976), p. 32.

decision-making authority and, at least in the states involved in the study, lower levels of management believed that better protection of management rights was imperative and that protection had to come soon.

To better analyze the contention that management rights were being usurped by labor unions, a review of management's efforts to protect their rights was made. The following section describes these efforts.

APPROACHES TO DEFINING MANAGEMENT AUTHORITY AND SCOPE OF NEGOTIATIONS

One of the main contentions of management was that their decision-making authority was being eroded away by the negotiation process. Management used a variety of approaches to solving the aforementioned problem in hopes of guaranteeing the retention of powers or authority that they believed they needed to operate the schools. The following are five approaches used.

Management Theory Approaches

Management groups, at times, attempted to protect their rights from unions by adopting a particular theory about management authority and by approaching negotiations from this theoretical standpoint. One theory was:

. . . to avoid any management rights clause in a contract on the theory that certain rights are inherent in management. Proponents of this approach contend that management retains all powers, rights and privileges not specifically given away or restricted by the labor agreement.

The second approach emphasizes the multiple obligations of management, namely, to its shareholders, to its customers

and to its employees. In fulfilling its obligation to employees represented by a union, management should include a management rights clause in the labor agreement in order to establish in clear terms the scope of management's action which is to remain free despite its contractual obligations. Proponents of the second approach differ between those who suggest that a broader statement of managerial rights be included in the labor agreement and those who advocate a detailed statement of management rights.⁴⁷

Torrence believed that there were actually four theories pertaining to the protection of management's rights.

The first theory may be designated as the "complete" or "absolute" concept of management authority. That is, there are certain areas in management in which the union has absolutely no voice and because of the nature of the particular matters, management contends that they will not agree to any inroads.⁴⁸

The second theory is one which is categorized as being of "limited" management authority. Under this theory fall those items concerning which management desires to make only initial decisions. Beyond this point of initial decision-making, management agrees these items may be subject to discussion or to processing through the grievances machinery in the labor contract.⁴⁹

The third theory has been classified by one observer as the "residual" theory of management authority. The point of departure for this theory is that, in the days before unionism became a fact, management had full power covering all of the areas of employee-management relations. However, with the evolution of collective bargaining, management authority and discretion was circumscribed in particular ways. Although there are certain restrictions bargained away in the collective agreement, the theory next maintains that all other items are retained exclusively by management.

⁴⁷ When Management Negotiates. A Guidebook for Sound Collective Bargaining (New York: National Association of Manufacturers, 1967), p. 28.

⁴⁸ Torrence, p. 285.

⁴⁹ Ibid.

Further, this theory contends that the management relationship is one of containment to the degree required to keep the necessary managerial functions out of union hands. Finally, under this theory the bargaining agreement is considered to be a flag of truce rather than a device employed to mutually advance the best interests of both parties.⁵⁰

The third theory maintained, then, that management's authority and discretion had been circumscribed by the bargaining agreement, and management should not have to bend further.

The fourth theory has been designated as the "trusteeship" approach to management authority. Under the trusteeship theory, management does not feel that there are any sacred or un-touchable management functions. The ultimate result of this theory is that the union is looked at from a positive, friendly point of view and the collective bargaining process is considered to be a technique of management.⁵¹

The above theory was only applicable where state laws permitted a wide variety of issues to be negotiated.

A fifth theory approach expounded by Paul Prasow and Edward Peter was called "management reserved rights." The doctrine of management reserved rights held:

. . . restrictive statutory language inserted in labor relations legislation, either in the form of direct limitations on the defined scope of bargaining or in the form of strong management rights clauses, may in fact be useful to public employers in their efforts to confine the scope of negotiations. Such an outcome, however, should not be confused with the reality of management's authority to manage, for such clauses are not the source of management's rights. They exist independently of the labor-management

⁵⁰Ibid.

⁵¹Ibid.

relationship until modified by the relationship.⁵²

The management reserved rights belief was a framework for understanding the scope of negotiations. Management looked to the employee contract to see what had been conceded; not what it could do.⁵³ The "doctrine" pertained only to origin of management's rights and said that management always had the right to manage regardless of the statutory listing of management's rights. Therefore, one need not deal with what management could do, but only with what management could not do as cited in the negotiated agreement.

Although many theory approaches were used, the scope of negotiations in the public sector was identified as "one of the most critical issues in contemporary labor-management relations" by the Advisory Commission on Intergovernmental Relations in 1969.⁵⁴

Management's Statutory Authority

The fact that public organizations usually were legitimized by statutory authority is important to note. Public management would logically follow the philosophy that decisions affecting the "mission" of the public agency, or the organization and direction of its work force, should be retained for the agency or its management. Management

⁵²Don Vial, "The Scope of Bargaining Controversy: Substantive Issues v. Procedural Hangups," Trends in Public Sector Labor Relations (New York: International Personnel Management Association and the Public Employment Relations Research Institute, 1972), p. 81.

⁵³Paul Prasow and Edward Peter, Scope of Bargaining in the Public Sector--Concepts and Problems (Washington, D.C.: Labor-Management Services Administration, 1972), p. 13.

⁵⁴Report on Labor-Management Policies . . ., p. 76.

groups commonly pressed for restrictive statutory language in regard to the scope of bargaining or for strong management's rights clauses being inserted into the statute.⁵⁵

Torrence noted the "management reserved rights" theory was useful in studying the scope of negotiations, but whether statutory language restricting the scope of negotiations or protecting management's rights "need be" or "should be" depended upon one's perception of the difference between private and public sectors and the perceived need for public management protection.⁵⁶ Many authorities did not believe statutory management's rights clauses were the best alternative.

Torrence pointed out:

Statutory management and agency rights clauses tend to prejudice the ability of the parties to work out the scope of shared authority at the level of the agreement.⁵⁷

A nationwide survey conducted in 1970 showed enumeration of management's rights in state statute was more the exception than the rule.⁵⁸

An example of a statute which helped to limit the scope of public sector negotiations was found in a Hawaii statute where the law read:

The employer and the exclusive representative shall not agree to any proposal which would interfere with the rights

⁵⁵Vial, p. 81.

⁵⁶Ibid., p. 82.

⁵⁷Ibid., p. 92.

⁵⁸Irving H. Sabghir, The Scope of Bargaining in Public Sector Collective Bargaining (New York: New York Public Employment Relations Board, October, 1970), pp. 112-25.

of a public employer to (1) direct employees; (2) determine qualification, standards for work, the nature and contents of examinations, hire, promote, transfer, assign and retain employees in positions and suspend, demote, discharge, or take other disciplinary action against employees for proper cause; (3) relieve an employee from duties because of lack of work or other legitimate reasons; (4) maintain efficiency of government operations; (5) determine methods, means, and personnel by which the employer's operations are to be conducted; and take such action as may be necessary to carry out the missions of the employer in cases of emergencies.⁵⁹

The statute appeared to narrow public sector negotiations in Hawaii to wages, hours, and terms and conditions of employment with further limitations placed on terms and conditions of employment.

Iowa also had a law limiting negotiation scope. Their law not only identified employer and employee rights but also listed the specific items which could be negotiated. The above mentioned law stated:

Sec. 7. PUBLIC EMPLOYER RIGHTS. Public employers shall have, in addition to all powers, duties, and rights established by constitutional provision, statute, ordinance, charter, or special act, the exclusive power, duty, and the right to:

1. Direct the work of its public employees.
2. Hire, promote, demote, transfer, assign and retain public employees in positions within the public agency.
3. Suspend or discharge public employees for proper cause.
4. Maintain the efficiency of governmental operations.
5. Relieve public employees from duties because of lack of work or for other legitimate reasons.
6. Determine and implement methods, means and assignments and personnel by which the public employer's operations are to be conducted.

⁵⁹Session Laws of Hawaii, Act 171, S10, 1970.

7. Take such actions as may be necessary to carry out the mission of the public employer.
8. Initiate, prepare, certify, and administer its budget.
9. Exercise all powers and duties granted to the public employer by law.

Sec. 8. PUBLIC EMPLOYEE RIGHTS. Public employees shall have the right to:

1. Organize, or form, join, or assist any employee organization.
2. Negotiate collectively through representatives of their own choosing.
3. Engage in other concerted activities for the purpose of collective bargaining or other mutual aid or protection insofar as any such activity is not prohibited by this Act or any other law of the state.
4. Refuse to join or participate in the activities of employee organizations, including the payment of any dues, fees or assessments or service fees of any type.

Sec. 9. SCOPE OF NEGOTIATIONS. The public employer and the employee organization shall meet at reasonable times, including meetings reasonably in advance of the public employer's budget-making process, to negotiate in good faith with respect to wages, hours, vacations, insurance, holidays, leaves of absence, shift differentials, overtime compensation, supplemental pay, seniority, transfer procedures, job classifications, health and safety matters, evaluation procedures, procedures for staff reduction, in-service training and other matters mutually agreed upon.⁶⁰

Statutory restriction on the scope of the bargaining issues was not fully accepted nationwide as a viable method for identifying management's rights. Statutes were found in several states which listed management's rights or which identified bargainable issues, but most states had not enacted such restrictive laws.

⁶⁰Iowa State Statute, Rev. May, 1974, Senate File 531, Sections 7-9, pp. 6-7.

Administrative Board and/or Court Proceedings

Another method of settling scope disputes was the adoption of state statutes which provided for an administrative board which had some means of securing court review and enforcement of their decisions. New York, Michigan, Wisconsin, Pennsylvania, Hawaii, and Connecticut had used this method by 1972.⁶¹ Nebraska had a Court of Industrial Relations, provided for in its Constitution and cited in negotiation legislation, which served the purpose of settling disputes in both the public and private sectors and whose decisions were binding on both parties. The method used in each of the abovementioned states allowed for free reign on bi-lateral determination of the scope of negotiations within whatever guidelines, if any, that were provided in statute until precedent court cases established the acceptable scope for negotiations.⁶²

The use of court proceedings for determining management authority was not fully accepted. A study conducted by Roger Davies in 1970, which examined state appellate and federal court cases from 1950-1970, showed the legal rights and responsibilities of the superintendent, a person usually charged with certain management functions in the public schools, was not defined well at all. Courts during the 1950-1970 period were considering superintendents as teachers and were not consistent across the nation. Davies recommended that:

⁶¹Vial, pp. 72, 92.

⁶²Ibid., p. 98.

1. Additional statutes should be enacted to further classify the status of the superintendent.
2. A national commission should be appointed to prepare guidelines for legislation relative to status, rights and responsibilities of the superintendent.
3. Greater emphasis upon school law should be given in the training of school administrators.⁶³

Russell Vlaanderren, in a study conducted in 1964, also recommended certain superintendent rights be placed into state statute.⁶⁴

Third Party Groups

Another factor that could eventually become powerfully influencing was the involvement of third party groups. Torrence stated:

The tendency for labor-management disputes in the public sector to become enmeshed in broader community disputes involving the "mission" authority and other decision-making processes of governmental agencies is well known to the parties. Frequently, such entanglements revolve about what the scope of bilateral determination should be. Bilateral determination in labor relations, by its very nature, excludes third party groups from the decision-making process. Thus, it is logical that the involvement of such third party groups in community issues affected by collective bargaining decisions should have an important constraining influence on the actual scope of negotiations. In this sense, the extent to which employee organizations or public agencies and their management, or both, are able to make "common cause" with "third party" community groups may very well provide the margin of difference which determines whether or not an issue in controversy is to

⁶³Rober Halsted Davies, "The Public School Superintendent: Legal Rights and Responsibilities, 1950-1970" (unpublished Doctoral dissertation, University of South Dakota, 1970).

⁶⁴Russell Barrie Vlaanderren, "Statutory Rights and Responsibilities of Local Public School Superintendents" (unpublished Doctoral dissertation, University of Denver, 1964).

be included in the scope of negotiations.⁶⁵

Contract Provisions

A fifth method for insuring the retention of management rights was through inserting rights and responsibilities provisions in members of management's contracts. Higginbotham stated:

It is of prime importance that the Board have a well written contract, especially such clauses dealing with Board's Rights, the Grievance Procedure, and Recognition of the bargaining unit. The Board's Rights clause is the skeleton of the contract for management. All other specific articles in the contract take away from the rights of the Board. The Board's Rights clause, in effect, reserves all rights to the Board, except those specifically given away to the union in the contract and by practice. At the present point in time, because of changing attitude of courts, arbitrators and governmental labor agencies, the Board's Rights clause must be more than a statement that all rights not given away are retained by the Board. It is wise to list as many management rights as you can without being too general or too specific. Recent rulings indicate that management will be forced to negotiate what has been thought to be traditionally reserved to management, unless it has a strong management rights clause spelling out its rights.⁶⁶

The importance of good administrator contracts was emphasized repeatedly by groups and individuals who were studying the management right's issue. Many of the positions taken by these people are cited in the remainder of this chapter.

Summary

Management groups in both the public and private sectors contended their authority was being "negotiated away" to labor groups

⁶⁵Vial, p. 99.

⁶⁶Higginbotham, p. 6.

and, to protect themselves, management used a variety of methods. Management theory approaches that were used provided management with an attitudinal perspective toward the scope of the bargaining issues. By using one of the theories, management could remain consistent throughout the process and not be swayed by labor demands. Since several different theories were used by management, little consistency existed between management groups. The use of these theories provided some guidance for the negotiation process, but did not solve management's problems.

A second method used by management was insisting on a management's rights clause or a scope of the bargaining issues clause being placed in statute. The method was not acceptable to all management groups and only a few states had enacted such statutes.

Another method for insuring equitable scope decisions was relying on the decisions made by administrative boards or courts. Court decisions were, at times, not reliable in protecting management's rights as court decisions tended to mix administrative and supervisory personnel with labor personnel.

A fourth method was to rely on third party groups, particularly in the public sector where "mission" issues were common, to provide a constraining influence on the negotiation issues. The constraint would require bargaining issues to be reasonable or community pressures would render either of the negotiating parties helpless.

A fifth method used to retain management's rights was insisting on "rights" provisions being placed in management contracts. By placing

such provisions in contract, bargaining with labor groups on similar issues would be in violation of the management contract. Developing sound management contracts was noted repeatedly by the selected sources as being important.

MANAGEMENT'S RIGHTS AND RESPONSIBILITIES

Selected Views on Management's Rights and Responsibilities

What decision-making authority and responsibility and professional rights and responsibilities were really needed by school management for the maximum efficiency of the organization and what authority or responsibilities should be shared or given to the labor force?

The following table summarizes the rights, powers, and responsibilities proposed by individuals and groups whose views were selected from the literature, and were used as the basis for the questionnaire. At the left of the table is the "right" or "responsibility" to which the person or the organization cited under Source had spoken. The "X" under Supt., Prin., or Manage. indicates to whom the "source" believed the "right" should be given--the superintendent of schools, the building principal, or simply a member of the management team.

Table I. Selected Views on Identifying Management's Rights and Responsibilities

| Right | Supt. | Prin. | Manage. | Source |
|---------------------|-------|-------|---------|--|
| 1. Hiring personnel | X | | | Grant Venn ⁶⁷ |
| | X | | | Richard Triplett ⁶⁸ |
| | X | | | NCSA Workshop ⁶⁹ |
| | | | X | Lawrence Appley ⁷⁰ |
| | | | X | Commerce Clearing House ⁷¹ |
| | | | X | New York State School Boards Association ⁷² |
| | | | X | North Central Association ⁷³ |
| | | X | | North Central Association ⁷⁴ |

⁶⁷Grant Venn, "Elements in a Model Contract for Superintendents" (Paper presented at the American Association of School Administrators Annual Convention, Atlantic City, New Jersey, 1973), p. 4.

⁶⁸Richard Triplett, "The Law, Courts and Education Administration Collegium" (Speech given in Lincoln, Nebraska, June, 1975).

⁶⁹Dale K. Hayes, Administrative Contracts (Lincoln: The Nebraska Council of School Administrators, 1976), p. 3.

⁷⁰Lawrence A. Appley, Management in Action (New York: American Management Association, 1956), p. 358.

⁷¹"Management's Reserved Rights and the NCRB," Labor Law Journal (November, 1968), p. 714.

⁷²Negotiations Proposals to Avoid (Albany, New York: New York State School Boards Association, 1972), p. 26.

⁷³Policies and Standards for the Approval of Secondary Schools 1975-1976 (Chicago: North Central Association of Colleges and Schools), p. 8.

⁷⁴Ibid., p. 13.

Table I. (continued)

| Right | Supt. | Prin. | Manage. | Source |
|---|-------|-------|---------|---|
| | X | | | David Hartl ⁷⁵ |
| | X | | | AASA ⁷⁶ |
| 2. Placing personnel onto a salary schedule | X | | | Grant Venn ⁷⁷ |
| | X | | | Richard Triplett ⁷⁸ |
| | | | X | Lawrence Appley ⁷⁹ |
| 3. Transfers, re-assignments, promotions | X | | | Grant Venn ⁸⁰ |
| | X | | | Richard Triplett ⁸¹ |
| | | | X | Commerce Clearing House ⁸² |
| | | X | | Nicholas Mannos ⁸³ |
| | | X | | North Central Association ⁸⁴ |

⁷⁵David Charles Hartl, "An Analysis of the Opinions of Washington State School Board Chairmen and Superintendents Regarding Statutory Provisions for the Role of the Superintendent in States with Professional Negotiation Laws" (unpublished Doctoral dissertation, Washington State University, 1971).

⁷⁶Guidelines for Superintendent's Contracts (Washington, D.C.: American Association of School Administrators, n.d.), p. 4.

⁷⁷Venn, p. 4.

⁷⁸Triplett.

⁷⁹Appley, p. 360.

⁸⁰Venn, p. 4.

⁸¹Triplett.

⁸²"Management's Reserved Rights and the NCRB," p. 714.

⁸³Nicholas T. Mannos, "Items That Are a Source of Trouble" (Speech given at the Annual meeting of the National Association of Secondary School Principals, Washington, D.C., 1976), pp. 7-8.

⁸⁴Policies and Standards for the Approval . . ., p. 8.

Table I. (continued)

| Right | Supt. | Prin. | Manage. | Source |
|---|-------|-------|---------|---|
| | X | | | David Hartl ⁸⁵ |
| | X | | | AASA ⁸⁶ |
| 4. Job description development | X | | X | Richard Triplett ⁸⁷ Lawrence Appley ⁸⁸ |
| 5. Evaluating, constructive counseling, and recommending the dismissal of personnel | X | X | X | NCSA Workshop ⁸⁹ NCSA Workshop ⁹⁰ Lawrence Appley ⁹¹ North Central Association ⁹² David Hartl ⁹³ |
| 6. Assisting in policy development | X | | X | NCSA Workshop ⁹⁴ North Central Association ⁹⁵ The American School Board Journal ⁹⁶ |

⁸⁵Hartl, p. 1.

⁸⁶Guidelines for Superintendent's Contracts, p. 4.

⁸⁷Triplett.

⁸⁸Appley, p. 358.

⁸⁹Hayes, p. 3.

⁹⁰Ibid.

⁹¹Appley, p. 358.

⁹²Policies and Standards for the Approval, p. 14.

⁹³Hartl.

⁹⁴Hayes, p. 3.

⁹⁵Policies and Standards for the Approval, p. 12.

⁹⁶"It's Late, But There's Still Time to Give Your Principals a Real Say in Management," The American School Board Journal (February, 1976), p. 32.

Table I. (continued)

| Right | Supt. | Prin. | Manage. | Source |
|---|--------|-------|---------|---|
| | X | | | AASA ⁹⁷ |
| 7. Developing, planning, recommending, and approving the programs or courses of study | X | | X | Lawrence Appley ⁹⁸ Richard Triplett ⁹⁹ |
| 8. Determining teaching materials and methods | X X | | X | Commerce Clearing House ¹⁰⁰ David Hartl ¹⁰¹ Richard Triplett ¹⁰² |
| 9. Determining extra-curricular activities | | | X | North Central Association ¹⁰³ |
| 10. Determining class size | | X | X | Nicholas Mannos ¹⁰⁴ New York State School Boards Association ¹⁰⁵ |
| 11. Determining type of specialist to be employed | | | X | Lawrence Appley ¹⁰⁶ |

⁹⁷Guidelines for Superintendent's Contracts, p. 21.

⁹⁸Appley, p. 356.

⁹⁹Triplett.

¹⁰⁰"Management's Reserved Rights and the NCRB," pp. 713-14.

¹⁰¹Hartl.

¹⁰²Triplett.

¹⁰³Policies and Standards for the Approval . . ., p. 26.

¹⁰⁴Mannos, p. 9.

¹⁰⁵Negotiations Proposals to Avoid, p. 6.

¹⁰⁶Appley, p. 11.

Table I. (continued)

| Right | Supt. | Prin. | Manage. | Source |
|---|-------|-------|---------|--|
| 12. Directing and organizing personnel | X | | X | AASA ¹⁰⁷ |
| | | | X | Lawrence Appley ¹⁰⁸ |
| | | | X | Commerce Clearing House ¹⁰⁹ |
| | X | X | | Nicholas Mannos ¹¹⁰ Richard Triplett ¹¹¹ |
| 13. Maintaining order and efficiency | | X | | NCSA Workshop ¹¹² |
| 14. Designing arrangements under which the organization shall be operated | X | | X | Richard Triplett ¹¹³ |
| | | | X | Commerce Clearing House ¹¹⁴ North Central Association ¹¹⁵ |
| 15. The administration of the organization | X | | X | NCSA Workshop ¹¹⁶ Commerce Clearing House ¹¹⁷ |

¹⁰⁷Guidelines for Superintendent's Contracts, p. 4.

¹⁰⁸Appley, pp. 356, 362.

¹⁰⁹"Management's Reserved Rights and the NCRB," p. 713.

¹¹⁰Mannos, pp. 8-9.

¹¹¹Triplett.

¹¹²Hayes, p. 5.

¹¹³Triplett.

¹¹⁴"Management's Reserved Rights and the NCRB," p. 713.

¹¹⁵Policies and Standards for the Approval . . ., p. 7.

¹¹⁶Hayes, p. 3.

¹¹⁷"Management's Reserved Rights and the NCRB," p. 713.

Table I. (continued)

| Right | Supt. | Prin. | Manage. | Source |
|---|-------|-------|---------|---|
| | X | | | John Higgins ¹¹⁸ |
| | X | | | North Central Association ¹¹⁹ |
| | X | | | David Hart ¹²⁰ |
| 16. Providing continuity between policy, rules, and regulations | X | | | NCSA Workshop ¹²¹ |
| 17. The development and administration of the budget | X | | X | NCSA Workshop ¹²² New York State School Boards Association ¹²³ |
| | X | | | North Central Association ¹²⁴ |
| | X | X | | James Lytle ¹²⁵ David Hart ¹²⁶ |

¹¹⁸1975 Convention Reporter, A report of the joint Nebraska State School Boards Association-Nebraska Association of School Administrators Convention (Lincoln, Nebraska: Nebraska State Public Relations Association), p. CR13.

¹¹⁹Policies and Standards for the Approval . . ., p. 13.

¹²⁰Hart1.

¹²¹Hayes, p. 3.

¹²²Ibid.

¹²³Negotiations Proposals to Avoid, p. 12.

¹²⁴Policies and Standards for the Approval . . ., p. 13.

¹²⁵James Lytle, "The Schools Cannot be Managed the Way Industry Is," The American School Board Journal (February, 1976), p. 36.

¹²⁶Hart1.

Table I. (continued)

| Right | Supt. | Prin. | Manage. | Source |
|---|-------------|--------|---------|---|
| 18. Scheduling work of employees | | X X | X | Commerce Clearing House ¹²⁷ Mannos ¹²⁸ Lytle ¹²⁹ |
| 19. Determining organizational structure | X X X | | X | AASA ¹³⁰ Grant Venn ¹³¹ Richard Triplett ¹³² Lawrence Appley ¹³³ |
| 20. Being an ex-officio member of committees | X | | | NCSA Workshop ¹³⁴ |
| 21. The right to and responsibility for operating under board policies which are congruent to the terms of the contract unless a mutual agreement to alter the terms of the contract is reached between the board and those employed under the contract | X | X | | Richard Triplett ¹³⁵ NCSA Workshop ¹³⁶ |

¹²⁷"Management's Reserved Rights and the NCRB," p. 713.

¹²⁸Mannos p. 7.

¹²⁹Lytle, p. 37.

¹³⁰Guidelines for Superintendent's Contracts, p. 4.

¹³¹Venn, p. 4.

¹³²Triplett.

¹³³Appley, pp. 356, 362.

¹³⁴Hayes, p. 4.

¹³⁵Triplett.

¹³⁶Hayes, p. 3.

Table I. (continued)

| Right | Supt. | Prin. | Manage. | Source |
|--|-------|-------|---------|--|
| 22. The right to expect the board of education to perform its duties as prescribed by state law, the policies of the board, the code of ethics of the State School Boards Association, and by the specific conditions set forth by contract. | X | | | Richard Triplett ¹³⁷ |
| 23. The right to a periodic impartial evaluation which points out strengths and weaknesses of one's performance. | X | X | | CASA ¹³⁸ Grant Venn ¹³⁹ North Central Association ¹⁴⁰ AASA ¹⁴¹ |
| 24. The right to constructive counseling on a regular and continuing basis to upgrade performance. | X | | X | Grant Venn ¹⁴² Lawrence Appley ¹⁴³ AASA ¹⁴⁴ |

¹³⁷Triplett.

¹³⁸Guidelines for Superintendent's Contracts (Englewood, Colorado: Colorado Association of School Administrators, 1966), p. 4.

¹³⁹Venn, p. 5.

¹⁴⁰Policies and Standards for the Approval . . ., p. 14.

¹⁴¹Guidelines for Superintendent's Contracts, AASA, p. 18.

¹⁴²Venn, p. 5.

¹⁴³Appley, p. 362.

¹⁴⁴Guidelines for Superintendent's Contracts, AASA, p. 19.

Table I. (continued)

| Right | Supt. Prin. Manage. | Source |
|---|---------------------|--|
| 25. The right to and responsibility for fulfilling duties prescribed by state law, board policies, code of ethics and conditions in contract. | X X X | Grant Venn ¹⁴⁵ Richard Triplett ¹⁴⁶ NCSA Workshop ¹⁴⁷ |
| 26. The right to be released from contract without penalty and the responsibility to complete the contract period unless resignation is accepted by board of education. | X | Richard Triplett ¹⁴⁸ |
| 27. The responsibility for holding a valid certificate at the beginning of the contract term and for not being under contract to another district. | X X X X | Grant Venn ¹⁴⁹ NCSA Workshop ¹⁵⁰ David Hartl ¹⁵¹ CASA ¹⁵² |
| 28. The right and responsibility to treat and be | X X | CASA ¹⁵³ Richard Triplett ¹⁵⁴ |

¹⁴⁵Venn, p. 13.¹⁴⁶Triplett.¹⁴⁷Hayes, p. 3.¹⁴⁸Triplett.¹⁴⁹Venn, p. 3.¹⁵⁰Hayes, p. 2.¹⁵¹Hartl.¹⁵²Guidelines for Superintendent's Contracts, CASA, p. 5.¹⁵³Ibid., p. 4.¹⁵⁴Triplett.

Table I. (continued)

| Right | Supt. | Prin. | Manage. | Source |
|---|------------------|-------|---------|--|
| treated ethically by the board of education. | X | X | | North Central Association ¹⁵⁵ |
| 29. The right to be subjected to dismissal, demotion, or non-reemployment for good and just cause as provided in law and only after written charges, notice of hearing, and a fair hearing before the board have been provided. | X X X X | X | X | Grant Venn ¹⁵⁶ Richard Triplett ¹⁵⁷ North Central Association ¹⁵⁸ AASA ¹⁵⁹ CASA ¹⁶⁰ |
| 30. The right to a multi-year contract. | X X X | | | Richard Triplett ¹⁶¹ NSCA Workshop ¹⁶² Association of California School Administrators ¹⁶³ |

¹⁵⁵Policies and Standards for the Approval . . ., p. 15.

¹⁵⁶Venn, p. 3.

¹⁵⁷Triplett.

¹⁵⁸Policies and Standards for the Approval . . ., p. 14.

¹⁵⁹Guidelines for Superintendent's Contracts, AASA, p. 19.

¹⁶⁰Guidelines for Superintendent's Contracts, CASA, p. 6.

¹⁶¹Triplett.

¹⁶²Hayes, p. 5.

¹⁶³Edmund L. Lewis, Selecting a New Superintendent (Sacramento: California School Boards Association, 1976), p. 11.

Table I. (continued)

| Right | Supt. | Prin. | Manage. | Source |
|--|-------|-------|---------|--|
| 31. The right to any income protection plan that may be in force at the time the removal of the administrator is for mental or physical incapacity. | X | X | | Richard Triplett ¹⁶⁴ CASA ¹⁶⁵ AASA ¹⁶⁶ |
| 32. The right to undertake consultative work, speaking engagements, writing, lecturing, or other professional activities and the responsibility for devoting one's time, skill, labor and attention to school employment during the time of the contract exclusive of vacation and legal holidays. | X | X | | Grant Venn ¹⁶⁷ Richard Triplett ¹⁶⁸ AASA ¹⁶⁹ |
| 33. The right to attend appropriate professional meetings at the local, state, and national level, | X | | X | Grant Venn ¹⁷⁰ Lawrence Appley ¹⁷¹ AASA ¹⁷² NCSA Workshop ¹⁷³ |

¹⁶⁴Triplett.

¹⁶⁵Guidelines for Superintendent's Contracts, CASA, p. 6.

¹⁶⁶Guidelines for Superintendent's Contracts, AASA, p. 5.

¹⁶⁷Venn, p. 3.

¹⁶⁸Triplett.

¹⁶⁹Guidelines for Superintendent's Contracts, AASA, p. 5.

¹⁷⁰Venn, p. 3.

¹⁷¹Appley, p. 362.

¹⁷²Guidelines for Superintendent's Contracts, AASA, p. 6.

¹⁷³Hayes, p. 5.

Table I. (continued)

| Right | Supt. Prin. Manage. | Source |
|---|---------------------|--|
| the expenses of said attendance to be incurred by the district according to the approved budget, and the responsibility to continue one's professional development by participating in other relevant learning experiences. | | |
| 34. The right to an automatic extension for one year of the employment contract if not notified otherwise by the board before a predetermined date. | X X | Richard Triplett ¹⁷⁴ AASA ¹⁷⁵ |
| 35. The right to receive, through the office of the superintendent for study and recommendation, those criticisms, complaints, and suggestions that are called to the attention of the board. | X X X | Grant Venn ¹⁷⁶ NCSA Workshop ¹⁷⁷ AASA ¹⁷⁸ |

¹⁷⁴Triplett

¹⁷⁵Guidelines for Superintendent's Contracts, AASA, p. 6.

¹⁷⁶Venn, p. 4.

¹⁷⁷Hayes, p. 3.

¹⁷⁸Guidelines for Superintendent's Contracts, AASA, p. 5.

Table I. (continued)

| Right | Supt. | Prin. | Manage. | Source |
|--|-------|-------|---------|---------------------------------|
| 36. The right to the privilege of leave and other fringe benefits accorded other professional members in the district. | X | | | AASA ¹⁷⁹ |
| | X | | | Grant Venn ¹⁸⁰ |
| | X | | | NCSA Workshop ¹⁸¹ |
| 37. The right to and responsibility for using administrative discretion in absence of board policy providing that a report of the decision and its rationale is given to the board by the next board meeting date. | X | | | NCSA Workshop ¹⁸² |
| 38. The right to and responsibility for attending <u>all</u> meetings of the board excepting only those in which one's employment and/or salary are being considered. | X | | | Richard Triplett ¹⁸³ |
| | X | | | NCSA Workshop ¹⁸⁴ |

¹⁷⁹Guidelines for Superintendent's Contracts, AASA, p. 6.

¹⁸⁰Venn, p. 3.

¹⁸¹Hayes, p. 4.

¹⁸²Ibid., p. 3.

¹⁸³Triplett

¹⁸⁴Hayes, p. 3.

Table I. (continued)

| Right | Supt. | Prin. | Manage. | Source |
|--|------------------|-------------|---------|---|
| 39. The right to provide input to the negotiation process to help insure the appropriateness of negotiation issues. | X X X X | X X X | | Richard Higginbotham ¹⁸⁵ Vaughn Phelps ¹⁸⁶ The American School Board Journal ¹⁸⁷ David Hartl ¹⁸⁸ |
| 40. The responsibility to serve as an advisor to the board and to participate in but not vote, in the board's deliberations. | X X | | X | New York State School Boards Association ¹⁸⁹ North Central Association ¹⁹⁰ David Hartl ¹⁹¹ |
| 41. The right to and responsibility for a comprehensive medical examination once each year with a statement | X X X | | | Grant Venn ¹⁹² Richard Triplett ¹⁹³ Association of California School Administrators ¹⁹⁴ |

¹⁸⁵Higginbotham, p. 4.

¹⁸⁶1975 Convention Reporter, p. CR511.

¹⁸⁷"It's Late, But There's Still Time . . . ," p. 32.

¹⁸⁸Hartl.

¹⁸⁹Negotiations Proposals to Avoid, p. 12.

¹⁹⁰Policies and Standards for the Approval . . ., p. 13.

¹⁹¹Hartl.

¹⁹²Venn, p. 3.

¹⁹³Triplett.

¹⁹⁴Lewis, p. 11.

Table I. (continued)

| Right | Supt. | Prin. | Manage. | Source |
|--|-------|-------|---------|--|
| certifying the physical competency placed on file, the cost of such examination being borne by the district. | X | | | Colorado Association of School Administrators ¹⁹⁵ AASA ¹⁹⁶ |
| 42. The right to expect the board of education to transact official business with the professional staff members and all other school employees only through the office of the superintendent. | X | X | | The American School Board Journal ¹⁹⁷ North Central Association ¹⁹⁸ |
| 43. The right to participate in an administrative staff "in-service" training program to improve professional performance. | X | X | | Grant Venn ¹⁹⁹ AASA ²⁰⁰ |

¹⁹⁵Guidelines for Superintendent's Contracts, CASA, p. 4.

¹⁹⁶Guidelines for Superintendent's Contracts, AASA, p. 5.

¹⁹⁷"It's Late, But There's Still Time . . . ," p. 34.

¹⁹⁸Policies and Standards for the Approval . . ., p. 13.

¹⁹⁹Venn, p. 5.

²⁰⁰Thomas A. Shannon, Administrator's Bill of Rights (Arlington, Virginia: American Association of School Administrators, n.d.), p. 19.

Summary

The purpose of Table I was to identify decision-making authority and responsibility and professional rights and responsibilities which selected sources proposed did not belong at the negotiation table with labor and could be considered appropriate for school administrators. Sources related to the private sector used the term "labor" and "management" making it impossible to identify a particular level of management. Therefore, information from the private sector was placed under the Manage. column.

Sources reflecting rights and responsibilities of school personnel usually identified the superintendent or principal. These sources also reflected non-negotiable items because if the right did indeed belong to the school administrators, it should not be negotiated with teacher personnel. Most of the sources which identified superintendent's rights and responsibilities reflected a position about the working relationship between superintendents and boards of education or to a discussion of superintendents' contracts. The resulting information was shown under the Supt. column. The sources which identified principals' rights and responsibilities reflected a position about contracts or about principals' working relationship in their schools. The information pertaining to principals was shown under the Prin. column.

By carefully analyzing the selected rights and responsibilities shown in Table I, the following categories and subcategories of rights and responsibilities were identified.

1. Personnel
 - a. hiring (2 items)
 - b. improving, evaluating, terminating performance (7 items)
 - c. transferring, reassigning, or promoting (1 item)
 - d. determining terms of employment (9 items)
2. Laws, policies, rules, regulations and codes (6 items)
3. Curriculum, instructional materials, and extracurricular activities (3 items)
4. Class size (1 item)
5. Processes (6 items)
6. Operations (7 items)
7. Budget (1 item)

The following are brief explanations of several of the categories:

1. Personnel
 - a. hiring - self-explanatory
 - b. improving, evaluating, or terminating performance - self-explanatory
 - c. transferring, reassigning, or promoting - self-explanatory
 - d. determining terms of employment - any item relating to compensation, job descriptions, contracts, certifications, fringe benefits, or other requirements or benefits for employment
2. Laws, policies, rules, regulations, and codes - items related to a duty to adhere to, be subject to, receive protection from, or be involved in developing the aforementioned.
3. Curriculum, instructional materials, and extracurricular activities - self-explanatory
4. Class size - self-explanatory
5. Processes - items related to involvement in or relationships to actions or a series of actions.
6. Operations - determining or deciding a method or procedure for someone to follow.
7. Budget - self-explanatory

Several of the rights and responsibilities are stated in general terms which causes problems in identifying the specific right or responsibility for either principals or superintendents. The possibility also exists that a closely related right or responsibility may

be appropriate for superintendents or principals when a source generalized about a right or responsibility belonging to one level of management. To illustrate, what specifically are principals' or superintendents' rights or responsibilities in transferring, re-assigning, or promoting personnel? Therefore, several of the items were divided into the building or district level.

The forty-three rights and responsibilities provided the basis for all items on the questionnaire used in this study.

SUMMARY

Public schools were identified as organizations which typically exhibited the same characteristics as other organizations. Orchestrating the available resources, particularly personnel, was one of the most difficult tasks to be accomplished within the school organization. In response to an increasing demand by labor to be involved in decision-making in both private and public organizations, the federal government and most state governments enacted legislation which required management to discuss issues with labor. State legislators, in response to the National Labor Relations Act, dealt with a variety of very complex questions. These questions included:

1. What differences, if any, are there between private and public organizations?
2. Should management and labor be required to meet and agree or should the statutory language encourage the two groups to meet and agree?

The latter would require other provisions to be made for solving disputes.

3. Who belongs in the bargaining unit?
4. What topics are appropriate for negotiations discussions?
5. How many issues should be expressed in statutes?

Dealing with the above stated issues resulted in the enactment of statutes across the country that were not consistent and labor and management found themselves in a struggle to better their positions.

Management, being fewer in number, was expressing concern over the power and influence of labor. An imbalance of power for labor or management would not be in the best interest of either, and labor may have been gaining too much authority. Management was, therefore, studying methods for stabilizing the process.

In an effort to identify appropriate negotiable issues, management had need of defining its authority. This definition could be developed from a theoretical base, from state statutes, from administrative boards and/or court proceedings, from third party groups, and from management contracts.

Two additional questions that were important to answer were:

1. Is a management's rights clause appropriate for statutes and/or contracts or are management's rights inherent?
2. What decision-making should management share with labor?

CHAPTER III

METHODS AND PROCEDURES

INTRODUCTION

Chapter I and II have explained the problem and have reviewed the selected literature related to the study. Chapter III explains the methods and procedures used to answer the research questions.

REVIEW OF LITERATURE

A review of selected literature was made to gather information about the ascension of the management's rights issue and to determine which rights, powers, or responsibilities were generally proposed as decision-making or professional rights of school administrators.

DEVELOPMENT OF THE QUESTIONNAIRE

The data that were collected from the selected sources were carefully examined. Many of the rights cited by the selected sources could have implications for both superintendents and principals. Both superintendents and principals, for example, could be involved in the "hiring" process as noted as item "1" in Table I (page 42). To better analyze the 43 proposed rights and responsibilities, several of the more broadly stated rights were divided and reworded to clarify intent which resulted in the statement of 66 rights and responsibilities. These statements became the items for the questionnaire.

To better organize the information, two categories of rights and responsibilities were identified. The first category was entitled Part I: Proposed Decision-Making Rights and Responsibilities, and the second category which specifically pertained to school personnel was entitled Part II: Proposed Professional Rights and Responsibilities.

The "Decision-Making" category contained 43 items which were grouped into the following categories:

1. Personnel
 - a. hiring (6 items)
 - b. improving, evaluating or terminating performance (2 items)
 - c. transferring (4 items)
 - d. determining terms of employment (2 items)
2. Laws, Policies, Rules, Regulations, or Codes (3 items)
3. Curriculum, Instructional Materials, and Extracurricular Activities (6 items)
4. Class Size (2 items)
5. Processes (2 items)
6. Operations (12 items)
7. Budget (4 items)

The "Professional" category contained 23 items which were grouped as follows:

1. Personnel
 - a. hiring (0 items)
 - b. improving, evaluating or terminating performance (5 items)
 - c. transferring (0 items)
 - d. determining terms of employment (8 items)
2. Laws, Policies, Rules, Regulations or Codes (4 items)
3. Curriculum, Instructional Materials, and Extracurricular Activities (0 items)

4. Class Size (0 items)
5. Processes (5 items)
6. Operations (1 item)
7. Budget (0 items)

Each item was worded as a statement and included in the questionnaire. To better inform participants of the intent of the questionnaire, a "Background Information and Questionnaire Assumptions" sheet was prepared and enclosed with the questionnaire. Directions for the questionnaire included asking the participant to indicate whether he agreed, disagreed or was unsure that the right belonged to superintendents and/or principals. The questionnaire and explanation are shown in Appendix I.

PANEL OF EXPERTS

The Department of Educational Administration chairpersons from ten colleges and universities were randomly selected from a listing of all chairpersons from schools which were members of the University Council of Educational Administrators. After selection, each was contacted and asked to serve as an authority for the purposes of the study. Of the eight chairpersons who responded, one agreed to participate and seven recommended members from their departments. All of those who were recommended agreed to serve.

Questionnaires were mailed December 18, 1976, to the eight panel members. Each was instructed to mark a "yes" if he agreed, a "no" if he disagreed, or an "unsure" if he wasn't certain that each of the rights

or responsibilities belonged to superintendents and/or principals. They were also asked to explain their reason for marking any item as "unsure" so that unclear or ambiguous items could be identified and revised.

All eight of the participants returned their completed questionnaires and an analysis of each questionnaire was made. The frequency of each participant's response was tallied and the following criteria were used for determining the status of each item:

1. If more than 50 percent of the panel marked an item "unsure" and indicated that the wording was poor or ambiguous, the item was reworded and resubmitted to them.
2. If more than 50 percent made comments about wording, although they marked the item "yes," the wording was revised but not resubmitted to the panel.
3. If more than 50 percent marked an item "no" for any reason, the item was dropped.

The responses did not require any major revision; however five items were reworded on the basis of the suggestions received. Applying the above general guideline, no item had to be resubmitted or dropped.

SELECTION OF THE SAMPLE

The population identified for the purposes of the study included school administrators, board of education members, and teachers from the 25 largest Class III districts in the state of Nebraska. Letters were

sent to the superintendent of schools in each of the selected districts explaining the nature of the study and requesting permission to survey individuals from the district. Of the 25 superintendents contacted, 22 agreed to participate in the study. To expand the population to at least 25 districts, superintendents from the twenty-sixth, twenty-seventh, and twenty-eighth largest Class III districts were contacted. All agreed to participate, making a total of 25 schools.

The Nebraska State Department of Education's Educational Directory was used to determine the names and numbers of teachers and administrators in each of the selected schools.¹ The Nebraska State School Boards Association provided the information needed to identify the board of education members. From the lists obtained from these sources, all members of the population were numbered and a table of random numbers was used to select the appropriate number of participants.

The formula shown below was used to determine the sample size:²

$$n = \frac{[X^2 N (1 - \phi)]}{[d^2 (N-1 + X^2 \phi) (1 - \phi)]}$$

¹Nebraska Educational Directory (Lincoln, Nebraska: State Department of Education, 1976-77).

²Nunnery and Kimbrough, Politics, Power, Polls and School Elections (Berkeley, California: McCutchan Publishing Corporation, 1971), p. 72.

where n = required sample size

χ^2 = table value of chi-square for one degree of freedom and the desired confidence interval (90 percent is the confidence interval and the table value of χ^2 is 2.706)

N = population size

ϕ = the population proportion it is desired to estimate
(.5 will give maximum sample size)

d = the degree of accuracy expressed as a proportion
(.05 where ± 5 percent is the error that will be tolerated)

On the basis of this formula, the sample size was determined to be 78 board of education members, 122 administrators, and 257 teachers.

VALIDATION AND RELIABILITY TEST OF THE INSTRUMENT

For the validity and reliability test of the questionnaire, 27 teachers, six administrators, and two board of education members from the Bellevue Public Schools were randomly selected and asked to participate. All were personally contacted and all agreed to complete the questionnaire and a form requesting suggestions for clarification of any item. All questionnaires and several suggestion sheets were returned. However, the suggestions were not incorporated until the second administration of the questionnaire.

On February 15, 1977, the group completed the questionnaire a second time for the reliability test. Thirty-four returned the completed form. An analysis of the responses was made. A reliability test was made using the Pearson r formula shown below:³

³N. B. Downie and R. W. Heath, Basic Statistical Methods (2nd ed.; New York: Harper and Row, 1965), p. 85.

$$r = \frac{N\Sigma XY - (\Sigma X)(\Sigma Y)}{\sqrt{[N\Sigma X^2 - (\Sigma X)^2][N\Sigma Y^2 - (\Sigma Y)^2]}}$$

where X and Y = variables

N = number of pairs

r = Pearson r

The correlation coefficient with 32 degrees of freedom was .8042 for the entire instrument and significant at the .05 level. On the basis of the result of this test of reliability the instrument was determined to be reliable. Two items were revised on the basis of the suggestions previously received.

DATA COLLECTION AND ANALYSIS

The questionnaire and accompanying materials were mailed to the 457 participants on February 29, 1977. Approximately 60 percent had responded by the following March 28, 1977, when a second mailing was completed. A total of 50 board of education members, 112 administrators, and 173 teachers had responded by May 1, 1977, for a total return of 73.3 percent. At this point it was clear that a larger sample should have been drawn in order to get the size of sample as previously determined by the formula on page 65. Since this had not been done, the study was completed utilizing the responses that had been returned.

Upon return of the questionnaires, all responses which were in compliance with the instructions on the questionnaire were recorded on marksense sheets for computer handling. Punch cards were generated

by the computer for data analysis. The method for analyzing the data was as follows:

1. A tabulation was made which identified the frequency of responses by each group of respondents to superintendents' proposed rights and to principals' rights separately.
2. The total number of "yes" responses for each item from the panel of experts, board of education members, administrators, and teachers was tabulated. "Yes" responses indicated that the stated right was believed to belong to the superintendent or the principal.
3. The percentage of "yes" responses for each item from the panel of experts, board of education members, administrators, and teachers was computed. The percentage was determined by dividing the number of "yes" responses to the item by the total number of responses to the item for that group of participants. To illustrate, if 100 administrators responded to item "1" and 40 administrators indicated that item "1" was appropriate for superintendents and 50 administrators indicated that item "1" was appropriate for principals, the percentage of "yes" responses would be 40 percent and 50 percent respectively.
4. A Spearman Rank-Order Correlation Coefficient was used to compare the percentage of "yes" responses for each item from the panel of experts, board of education members, administrators, and teachers. The formula for the

Spearman Rank-Order Correlation Coefficient is shown below:⁴

$$P = 1 - \frac{6 \sum D^2}{N(N^2 - 1)}$$

where N = the number of pairs

P = rho, the rank-order correlation coefficient

D = difference between the two sets of ranks

In testing the significance of rho, the "Values of r for Different Levels of Significance" found in the book, Basic Statistical Methods by N. M. Downie and R. W. Heath, was used.⁵ The authors suggest the table be used with N - 2 degrees of freedom when N equals the number of pairs.⁶ Therefore, all tables are shown with N - 2 degrees of freedom.

5. Due to the nature of the items, the directions for Part I: Proposed Decision-Making Rights and Responsibilities required that the "yes" response to each item be limited to either a proposed superintendent's right or a proposed principal's right. The percentage of "yes" responses for superintendents for each item was added to the percentage of

⁴Ibid., p. 207.

⁵Ibid., p. 306.

⁶Ibid., pp. 156, 207.

"yes" responses for principals for each item to find the percentage of respondents for each group of participants who believed that the item was appropriate for either superintendents or principals. This category was called "Administrator Decision-Making Rights and Responsibilities." To illustrate, if 40 percent of the panel of experts concluded that item "1" was appropriate for superintendents and 50 percent of the panel of experts concluded that item "1" was appropriate for principals, this would indicate 90 percent of the panel of experts concluded that item "1" was appropriate for "administrators."

6. Due to the nature of the items, the directions for Part II: Proposed Professional Rights and Responsibilities allowed "yes" responses to each item for both superintendents and principals. The larger of the two percentages of "yes" responses for either superintendents or principals for each item was used to find the minimum percentage of respondents from each group of participants who believed that the item was appropriate for either superintendents or principals. This category was referred to as "Administrator Professional Rights and Responsibilities." To illustrate, if 40 percent of the teachers believed that item "65" was appropriate for superintendents and 50 percent believed that item "65" was appropriate for

principals, there was no way to tell how many individuals checked both superintendents and principals or either superintendents or principals. One could conclude, however that not fewer than 50 percent of the teachers said item "65" was appropriate for either superintendents or principals.

7. The percentages of "yes" responses from board of education members, administrators, and teachers for each item for superintendents' rights and responsibilities in Part I: Proposed Decision-Making Rights and Responsibilities were added and divided by three to find an "average percentage" for each item. The items were then listed in priority to show the importance the three groups combined placed on each superintendent's proposed right. The same procedure was followed for Part II: Proposed Professional Rights and Responsibilities. To illustrate, if 40 percent of the board of education members, 50 percent of the administrators, and 60 percent of the teachers believed that item "1" was appropriate for superintendents, the percentages were added, $40 + 50 + 60 = 150$ and divided by 3, $150 \div 3 = 50$. The "average" percentage of the three groups was, therefore, 50 percent for item "1."
8. The percentages of "yes" responses from board of education members, administrators, and teachers for each item for principals' rights and responsibilities in Part I: Proposed

Decision-Making Rights and Responsibilities were added and divided by three to find an "average percentage" for each item. The items were then listed in priority to show the importance the three groups combined placed on each principal's proposed right and responsibility. The same procedure was followed for Part II: Proposed Professional Rights and Responsibilities. To illustrate, if 40 percent of the board of education members, 50 percent of the administrators, and 60 percent of the teachers believed that item "2" was appropriate for principals, the percentages were added, $40 + 50 + 60 = 150$ and divided by 3, $150 \div 3 = 50$. The "average" percentage of the three groups was, therefore, 50 percent for item "2."

9. The percentages of "yes" responses from board of education members, administrators, and teachers for each item for administrator rights and responsibilities in Part I: Proposed Decision-Making Rights and Responsibilities were added and divided by three to find an "average percentage" for each item. The items were then listed in priority to show the importance the three groups combined placed on each administrator proposed right or responsibility. The same procedure was followed for Part II: "Proposed Professional Rights and Responsibilities." To illustrate, if 60 percent of the board of education members, 30 percent

of the administrators, and 30 percent of the teachers believed that item "3" was appropriate for administrators, the percentages were added, $60 + 30 + 30 = 120$ and divided by 3, $120 \div 3 = 40$. The "average" percentage of the three groups was, therefore, 40 percent for item "3."

When the "average percentage" of "yes" responses for an item was above 50.0, the item was considered accepted or approved for superintendents and/or principals.

Participant responses on the questionnaire were transferred to marksense sheets and processed by the University of Nebraska Examination Center. The Examination Center transferred the data from the marksense sheets onto punch cards which were then processed by the University of Nebraska Computer Center. All percentages and correlations described above were computed by machines using the programs found in the Statistical Package for the Social Sciences (SPSS). Programs for the machines were written with the aid of personnel in the University of Nebraska-Lincoln NEAR Center.

CHAPTER IV

PRESENTATION AND ANALYSIS OF DATA

INTRODUCTION

The purpose of this study, as identified in Chapter I, was to determine the congruence or disparity of the views of board of education members, school administrators and teachers concerning which selected rights and responsibilities should be considered delegated to superintendents and/or principals. These rights and responsibilities, identified as belonging to superintendents and/or principals, were assumed to be non-negotiable with teachers. The specific research questions of the study were:

1. How did the views of board of education members, school administrators, teachers, and a panel of experts compare on selected rights and responsibilities proposed for either superintendents and/or principals?
2. What was the priority of the rights and responsibilities of superintendents, principals, and administrators as perceived by board of education members, administrators and teachers combined?

Chapter II reviewed selected literature to provide a background to the problem and identified possible rights and responsibilities to be proposed for the study. Chapter III explained the methods and procedures used in the study. Chapter IV presents an analysis of the data for the research questions listed above. Data are presented in a different order in Chapter IV than the procedures in Chapter III explained. The change in order was primarily for purposes of clarification, although computations were made as indicated in Chapter III.

Chapter IV is divided into two sections, each dealing with a separate research question. Both sections are divided into Decision-Making Rights and Responsibilities and Professional Rights and Responsibilities and sub-divided into proposed administrators' rights and responsibilities, superintendents' rights and responsibilities, and principals' rights and responsibilities.

The Spearman Rank-Order Correlation Coefficient (ρ) was used to make the comparisons of participants' responses. The formula for the Spearman ρ is found in Appendix L. The levels of significance and the degrees of freedom are noted on each of the tables. The data used for determining the correlations are found in Appendices M, N, O, P, Q, and R.

DATA RELATING TO QUESTION ONE

Decision-Making Rights and Responsibilities

Proposed administrator rights and responsibilities. The purpose of the study, as stated above, involved identifying rights and responsibilities which belonged to superintendents or principals so that these rights and responsibilities would be considered as non-negotiable with teachers. The data in Table II compare the views of the panel of experts, board of education members, administrators, and teachers on whether or not the selected decision-making rights and responsibilities belonged to school administrators.

The data in Table II indicate a high level of agreement among all groups of participants concerning which decision-making rights and

Table II. A Rank-Order Correlation of the Views of a Panel of Experts, Board of Education Members, Administrators, and Teachers Concerning All of the Proposed Administrator Decision-Making Rights and Responsibilities.

| | Bd. of Ed. | Admin. | Teachers |
|------------|------------|--------|----------|
| Panel | .7032 | .7283 | .5952 |
| Bd. of Ed. | | .7701 | .7040 |
| Admin. | | | .7213 |

A figure of .3011 or more is significant at the .05 level.¹
 Figures reflect 41 degrees of freedom.

responsibilities belonged to school administrators. The lowest correlation, although still significant at the .05 level, was between the panel members and teachers at .5952, and the highest correlation was between board of education members and school administrators at .7701.

Proposed superintendents' rights and responsibilities. The first research question involved comparing the views of a panel of experts, board of education members, administrators and teachers concerning selected rights and responsibilities proposed for either superintendents and/or principals. The comparison of the responses of the aforementioned groups to whether or not the selected decision-making rights and responsibilities belonged to superintendents of public

¹N. B. Downie and R. W. Heath, Basic Statistical Methods (2nd ed.; New York: Harper and Row, 1965).

schools is shown in Table III.

Table III. A Rank-Order Correlation of the Views of a Panel of Experts, Board of Education Members, Administrators, and Teachers Concerning All of the Proposed Superintendents' Decision-Making Rights and Responsibilities.

| | Bd. of Ed. | Admin. | Teachers |
|------------|------------|--------|----------|
| Panel | .7675 | .7842 | .7384 |
| Bd. of Ed. | | .9588 | .9533 |
| Admin. | | | .9510 |

A figure of .3011 or more is significant at the .05 level.²

Figures reflect 41 degrees of freedom.

The figures in Table III reflect a high correlation among the groups. The comparisons between the panel and the other three groups were not as high as the correlation between the board of education members, administrators, and teachers. The highest correlation appeared to be between the board of education and administrators with a correlation of .9588 and the lowest correlation between the panel and teachers with a correlation of .7384. The correlations among board of education members, administrators, and teachers were all above .9500, indicating a high degree of agreement in the opinions of these groups.

Proposed principals' rights and responsibilities. The first

²Ibid.

research question, previously explained, included comparing the views of a panel of experts, board of education members, administrators, and teachers as to whether or not they believed selected rights and responsibilities belonged to superintendents and/or principals. The data in Table IV show the comparison of the above mentioned groups' responses on selected decision-making rights and responsibilities of principals.

Table IV. A Rank-Order Correlation of the Views of a Panel of Experts, Board of Education Members, Administrators and Teachers Concerning All of the Proposed Principals' Decision-Making Rights and Responsibilities.

| | Bd. of Ed. | Admin. | Teachers |
|------------|------------|--------|----------|
| Panel | .8467 | .8132 | .8074 |
| Bd. of Ed. | | .9594 | .9448 |
| Admin. | | | .9690 |

A figure of .3011 or more is significant at the .05 level.³
Figures reflect 41 degrees of freedom.

The data in Table IV reflect a positive correlation among the groups of participants. Although the comparison of the panel's responses to the other three groups was somewhat lower, the correlations were still all above .8000. The highest correlation was .9690 between the administrators and teachers, while the lowest was between the panel and teachers with a .8074.

³Ibid.

Professional Rights and Responsibilities

Proposed administrator rights and responsibilities. The views of the panel of experts, board of education members, administrators, and teachers were also compared on whether or not the selected professional rights belonged to school administrators. The above mentioned comparisons are shown in Table V.

Table V. A Rank Order Correlation of the Views of a Panel of Experts, Administrators, and Teachers Concerning All of the Proposed Administrator Professional Rights and Responsibilities.

| | Bd. of Ed. | Admin. | Teachers |
|------------|------------|--------|----------|
| Panel | .7017 | .6706 | .6503 |
| Bd. of Ed. | | .6301 | .6860 |
| Admin. | | | .4189 |

A figure of .4143 or more is significant at the .05 level.⁴
 Figures reflect 21 degrees of freedom.

The data in Table V indicate a positive correlation among all groups of participants concerning which professional rights and responsibilities belonged to school administrators. One should keep in mind that the directions on Part II: Professional Rights and Responsibilities allowed participants to identify rights and responsibilities as belonging to both superintendents and principals. Since this permitted participants to respond by indicating either or both

⁴Ibid.

superintendent and principal, the two percentages could not be added when making the comparison for school administrators. Therefore, the larger of the two percentages, for either superintendents or principals, was used to assure the minimum percentage of participants who chose either superintendents or principals. To illustrate, if 40 percent of the teachers believed that item "65" was appropriate for superintendents and 50 percent believed that item "65" was also appropriate for principals, there was no way to tell how many individuals had checked both superintendents and principals. However, it was clear that now fewer than 50 percent of the teachers said item "65" was appropriate for either superintendents or principals.

The highest correlation was between the panel of experts and board of education members with a .7017 relationship. The lowest correlation was between the administrator group and teachers at .4189.

Proposed superintendents' rights and responsibilities. As part of research question one, participants were asked to reflect their opinions for including or excluding selected professional rights and responsibilities for superintendents of public schools. The data in Table VI show comparisons of their responses.

The correlations among the groups were high with the board of education and administrator groups being highest with a .7820 correlation coefficient. The lowest figure of .5136 between administrators and teachers was still positive.

Table VI. A Rank Order Correlation of the Views of a Panel of Experts, Board of Education Members, Administrators and Teachers Concerning Superintendents' Professional Rights and Responsibilities.

| | Bd. of Ed. | Admin. | Teachers |
|------------|------------|--------|----------|
| Panel | .6954 | .5265 | .5281 |
| Bd. of Ed. | | .7820 | .6518 |
| Admin. | | | .5136 |

A figure of .4143 or more is significant at the .05 level.⁵
 Figures reflect 21 degree of freedom.

Proposed principals' rights and responsibilities. The groups of participants were also asked to respond to selected professional rights and responsibilities proposed for principals. A comparison of their responses as to whether they believed the rights and responsibilities did indeed belong to principals is shown in Table VII.

Table VII. A Rank Order Correlation of the Views of a Panel of Experts, Board of Education Members, Administrators, and Teachers Concerning All of the Proposed Principals' Professional Rights and Responsibilities.

| | Bd. of Ed. | Admin. | Teachers |
|------------|------------|--------|----------|
| Panel | .8216 | .7914 | .7774 |
| Bd. of Ed. | | .8148 | .9095 |
| Admin. | | | .8902 |

A figure of .4143 or more is significant at the .05 level.⁶
 Figures reflect 21 degrees of freedom.

⁵Ibid.

⁶Ibid.

The correlations in Table VII show a positive relationship among all groups. The difference between the highest and the lowest correlations was somewhat less than in many of the other tables with the lowest between the panel of experts and teachers at .7774 and the highest between board of education members and teachers at .9095.

Summary of Data for Research Question One

The first research question asked, "How did the views of board of education members, school administrators, teachers, and a panel of experts compare on selected rights and responsibilities proposed for either superintendents and/or principals?" The data collected showed that the four groups, boards of education, administrators, teachers, and the panel of experts, were in general agreement as to which decision-making rights and responsibilities and which professional rights and responsibilities were appropriate for superintendents and/or principals.

When a comparison of the groups' responses to proposed administrators' decision-making rights and responsibilities was made, all correlations were above .5900 and significant at the .05 level with 41 degrees of freedom. A comparison of the groups' responses to proposed administrators' professional rights and responsibilities showed all correlations above .4180 and significant at the .05 level with 21 degrees of freedom.

When a comparison of the groups' responses to proposed superintendents' decision-making rights and responsibilities was made, all correlations were above .7300 and significant at the .05 level with

41 degrees of freedom. A comparison of the groups' responses to proposed superintendents' professional rights and responsibilities showed all correlations above .5100 and significant at the .05 level with 21 degrees of freedom.

When a comparison of the groups' responses to proposed principals' decision-making rights and responsibilities was made, all correlations were above .8000 and significant at the .05 level with 41 degrees of freedom. A comparison of the groups' responses to proposed principals' professional rights and responsibilities showed all correlations above .7774 and significant at the .05 level with 21 degrees of freedom.

By reviewing the correlations in Tables II through VII, one can see that not only did the groups agree, but there was no consistently higher degree of agreement between any two groups. As an example, the highest correlation existed between the board of education members and administrators for one set of items and for another set of items, the highest correlation existed between board of education members and teachers.

DATA RELATING TO RESEARCH QUESTION TWO

Decision-Making Rights and Responsibilities

The second research question involved finding the priority of rights and responsibilities of superintendents, principals, and administrators as perceived by board of education members, administrators, and teachers combined. The priority listing of the proposed

administrator, superintendent, and principal decision-making rights and responsibilities as perceived by the three groups in shown is shown Table VIII.

To generalize the content of the aforementioned 43 decision-making rights and responsibilities, the items were grouped into the following categories.

1. Personnel
 - a. hiring--self-explanatory
 - b. improving, evaluating, or terminating performance--self-explanatory
 - c. transferring, reassigning, or promoting--self-explanatory
 - d. determining terms of employment--any item relating to compensation, job descriptions, contracts, certifications, fringe benefits, or other requirements or benefits for employment
2. Laws, Policies, Rules, Regulations, and Codes--items related to a duty to adhere to, be subject to, receive protection from, or be involved in developing the aforementioned.
3. Curriculum, Instructional Materials, and Extra Curricular Activities--self-explanatory
4. Class Size--self-explanatory
5. Processes--items related to involvement in or relationships to actions or a series of actions.
6. Operations--determining or deciding a method or procedure for someone to follow.
7. Budget--self-explanatory
8. Building, district or general--refers to the extent to which a right or responsibility pertains.

Items were ranked on the basis of the average percentage for all groups. The average percentage was calculated by adding the percentage for each of the three groups and dividing by three. The percentage for each group is shown in Appendices M, N, and O.

Table VIII. The Priority Listing, the Average Percentage for All Groups, and the Categorization of the Proposed Decision-Making Rights and Responsibilities of Administrators, Superintendents, and Principals as Perceived by the Combined Groups of Board of Education Members, Administrators, and Teachers.

| Decision-Making Rights and Responsibilities | Group or Category | Administrators | | Superintendents | | Principals | |
|--|---|----------------|--------|-----------------|--------|------------|--------|
| | | Priority | Avg. % | Priority | Avg. % | Priority | Avg. % |
| The right to and responsibility for | | | | | | | |
| 1. selecting prospective teachers for hiring. | Personnel--Hiring-General | 19 | 93.3 | 25 | 46.6 | 19 | 46.7 |
| 2. recommending prospective teachers for hiring. | Personnel--Hiring-General | 13 | 95.7 | 29 | 33.2 | 14 | 62.5 |
| 3. selecting prospective administrators, other than the superintendent, for hiring | Personnel--Hiring-General | 32 | 81.5 | 13 | 80.6 | 35 | 0.93 |
| 4. recommending prospective administrators, other than the superintendent for hiring. | Personnel--Hiring-General | 31 | 81.5 | 12 | 82.7 | 24 | 8.8 |
| 5. placing personnel on the appropriate salary schedule or salary. | Personnel--Determining terms of employment--General | 30 | 83.6 | 15 | 79.0 | 27 | 4.7 |
| 6. selecting and recommending school employees, other than administrators, for transfers, reassignments, or promotions in the school district. | Personnel--Transferring, re-assigning or promoting-District | 24 | 90.0 | 26 | 37.1 | 17 | 52.9 |

Table VIII. (continued)

| Decision-Making Rights and Responsibilities | Group or Category | Administrators Priority | Administrators Avg. % | Superintendents Priority | Superintendents Avg. % | Principals Priority | Principals Avg. % |
|---|---|----------------------------|--------------------------|-----------------------------|---------------------------|------------------------|----------------------|
| The right to and responsibility for | | | | | | | |
| 7. approving school employees, other than administrators, for transfers, reassignments, or promotions in the school district. | Personnel-- Transferring, reassigning or promoting-- District | 26 | 89.3 | 18 | 75.3 | 22 | 14.0 |
| 8. selecting and recommending administrators for transfers, reassignments, or promotions in the school district. | Personnel-- Transferring, reassigning or promoting-- District | 25 | 89.5 | 11 | 87.5 | 32 | 2.0 |
| 9. approving administrators for transfers, reassignments, or promotions in the school district. | Personnel-- Transferring, reassigning or promoting-- District | 42 | 73.1 | 19 | 72.6 | 43 | 0.50 |
| 10. approving the job description of the building principal. | Personnel-- Determining terms of employment-- General | 29 | 84.4 | 14 | 80.3 | 29 | 4.1 |

Table VIII. (continued)

| Decision-Making Rights and Responsibilities | Group or Category | Administrators | | Superintendents | | Principals | |
|---|--|----------------|--------|-----------------|--------|------------|--------|
| | | Priority | Avg. % | Priority | Avg. % | Priority | Avg. % |
| The right to and responsibility for | | | | | | | |
| 11. evaluating, constructive counseling, and recommending the dismissal of teachers and other personnel assigned to school buildings where a principal is employed subject to state and federal laws. | Personnel-- Improving, evaluating, terminating performance- Building | 18 | 93.8 | 33 | 12.2 | 10 | 81.6 |
| 12. evaluating, constructive counseling, and recommending the dismissal of principals and other administrators subject to state and federal laws. | Personnel-- Improving, evaluating, terminating performance- General | 20 | 92.3 | 7 | 92.0 | 42 | 0.30 |
| 13. developing and recommending the adoption of <u>all</u> board policies. | Laws, Policies, Rules, Regulations, and Codes-- General | 43 | 68.4 | 22 | 68.4 | 21 | 26.8 |
| 14. developing, planning, and recommending the programs or courses of study which are required to accomplish the goals and objectives as stated by the board. | Curriculum, Instructional Materials, and Extra Curricular Activities-- General | 28 | 86.9 | 28 | 35.4 | 18 | 51.4 |

Table VIII. (continued)

| Decision-Making Rights and Responsibilities | Group or Category | Administrators | | Superintendents | | Principals | |
|--|--|----------------|--------|-----------------|--------|------------|--------|
| | | Priority | Avg. % | Priority | Avg. % | Priority | Avg. % |
| The right and responsibility for | | | | | | | |
| 19. approving the extra curricular activities that may be supported or sponsored by the school district. | Curriculum, Instructional Materials, and Extra Curricular Activities-- General | 41 | 75.1 | 21 | 69.2 | 26 | 5.9 |
| 20. developing and recommending appropriate class size figures for courses offered in the district. | Class size-- General | 27 | 87.9 | 32 | 16.0 | 11 | 71.8 |
| 21. approving appropriate class size figures for courses offered in the district. | Class size-- General | 35 | 79.9 | 23 | 66.1 | 23 | 13.8 |
| 22. recommending the type of instructional specialist to be employed by the district. | Personnel-- Hiring-- General | 23 | 91.0 | 27 | 35.5 | 16 | 55.5 |
| 23. approving the type of instructional specialist to be employed by the district. | Personnel-- Hiring-- General | 37 | 79.2 | 17 | 75.8 | 31 | 3.2 |

Table VIII. (continued)

| Decision-Making Rights and Responsibilities | Group or Category | Administrators | | Superintendents | | Principals | |
|--|--------------------------|----------------|--------|-----------------|--------|------------|--------|
| | | Priority | Avg. % | Priority | Avg. % | Priority | Avg. % |
| The right and responsibility for | | | | | | | |
| 24. directing and organizing employees in the school building. | Operations-- Building | 2 | 99.3 | 42 | 0.4 | 2 | 98.9 |
| 25. directing and organizing employees in the school district. | Operations-- District | 15 | 95.3 | 8 | 91.0 | 28 | 4.3 |
| 26. maintaining order and efficiency within the school building. | Operations-- Building | 1 | 99.6 | 43 | 0.0 | 1 | 99.6 |
| 27. maintaining order and efficiency within the school district. | Operations-- District | 5 | 97.8 | 5 | 94.4 | 30 | 3.4 |
| 28. specifying the required actions and designing the detailed arrangements under which the school building shall be operated. | Operations-- Building | 17 | 94.7 | 39 | 5.2 | 9 | 89.5 |
| 29. specifying the required actions and designing the detailed arrangements under which the school district shall be operated. | Operations-- District | 21 | 92.2 | 10 | 90.3 | 33 | 1.8 |

Table VIII. (continued)

| Decision-Making Rights and Responsibilities | Group or Category | Administrators Priority | Administrators Avg. % | Superintendents Priority | Superintendents Avg. % | Principals Priority | Principals Avg. % |
|--|---|----------------------------|--------------------------|-----------------------------|---------------------------|------------------------|----------------------|
| The right and responsibility for | | | | | | | |
| 30. the administration of the school building. | Operations-- Building | 4 | 98.5 | 40 | 2.5 | 4 | 96.0 |
| 31. the administration of the school district. | Operations-- District | 11 | 96.5 | 4 | 95.8 | 39 | 0.66 |
| 32. developing continuity between policy, rules, and regulations of the school building. | Laws, Policies, Rules, Regula- tions, and Codes-- Building | 3 | 98.5 | 41 | 2.1 | 3 | 96.4 |
| 33. developing continuity between policy, rules, and regulations of the school district. | Laws, Policies, Rules, Regula- tions, and Codes-- District | 9 | 97.2 | 2 | 96.3 | 36 | 0.93 |
| 34. supervising the preparation of the annual budget in the school building. | Budget-- Building | 6 | 97.8 | 35 | 6.2 | 7 | 91.6 |
| 35. supervising the preparation of the annual budget in the school district. | Budget-- District | 12 | 96.1 | 3 | 96.0 | 41 | 0.63 |

Table VIII. (continued)

| Decision-Making Rights and Responsibilities | Group or Category | Administrators | | Superintendents | | Principals | |
|---|--------------------------|----------------|--------|-----------------|--------|------------|--------|
| | | Priority | Avg. % | Priority | Avg. % | Priority | Avg. % |
| The right and responsibility for | | | | | | | |
| 36. the administration of the approved school budget in the school building. | Budget-- Building | 7 | 97.6 | 36 | 5.7 | 5 | 91.9 |
| 37. the administration of the approved school budget in the school district. | Budget-- District | 8 | 97.6 | 1 | 96.9 | 40 | 0.66 |
| 38. scheduling the work of district employees within a school building. | Operations-- Building | 16 | 95.1 | 37 | 5.4 | 8 | 89.7 |
| 39. scheduling the work of district employees within a school district. | Operations-- District | 22 | 91.3 | 9 | 90.4 | 38 | 0.90 |
| 40. determining the organizational structure of personnel within a school building. | Operations-- Building | 10 | 97.1 | 38 | 5.4 | 6 | 91.7 |
| 41. determining the organizational structure of personnel within a school district. | Operations-- District | 14 | 95.6 | 6 | 93.7 | 34 | 1.23 |

Table VIII (continued)

| Decision-Making Rights and Responsibilities | Group or Category | Administrators Priority | Administrators Avg. % | Superintendents Priority | Superintendents Avg. % | Principals Priority | Principals Avg. % |
|--|-------------------------|----------------------------|--------------------------|-----------------------------|---------------------------|------------------------|----------------------|
| The right and responsibility for | | | | | | | |
| 42. being an ex officio member of all building committees. | Processes-- Building | 33 | 81.0 | 31 | 18.4 | 13 | 62.6 |
| 43. being an ex officio member of all district committees. | Processes-- District | 40 | 77.9 | 16 | 77.0 | 37 | 0.90 |

The percentage for each group, board of education members, administrators, and teachers, and the percentage for all three groups are shown in Appendices M, N, and O.

Summary of administrators' rights and responsibilities in

Table VIII. The averages of the board of education members', administrators', and teachers' group responses which showed whether or not proposed decision-making rights and responsibilities belonged to administrators were extremely positive. The average of the groups' responses was over 50 percent for all 43 items, thus all of the rights and responsibilities were seen by the three groups together as belonging to administrators. Since group responses were used in averaging, 50 percent does not necessarily represent half of all those completing the questionnaire.

The first ten decision-making items based on the highest averages for all groups were analyzed. The three groups' responses averaged over 90 percent, which indicated acceptance of these rights and responsibilities as belonging to school administrators. The following is a listing of the first ten items and their categorical placement:

- | | |
|--|---|
| 1. Operations--Building | maintaining order and efficiency within the school building |
| 2. Operations--Building | directing and organizing employees in the school building |
| 3. Laws, policies, rules, regulations, and codes--Building | developing continuity between policy, rules, and regulations of the school building |
| 4. Operations--Building | the administration of the school building |
| 5. Operations--District | maintaining order and efficiency within the school district |
| 6. Budget--District | supervising the preparation of the annual budget in the school building |

- | | | |
|-----|--|---|
| 7. | Budget--Building | the administration of the approved school budget in the school building |
| 8. | Budget--District | the administration of the approved school budget in the school district |
| 9. | Laws, policies, rules, regulations and codes--District | developing continuity between policy, rules, and regulations of the school district |
| 10. | Operations--Building | determining the organizational structure of personnel within a school building |

From the first ten decision-making rights and responsibilities of administrators identified by the three groups, five rights and responsibilities came from the "Operations" area, including one from district and four from building. The "Budget" area, relating to both district and building, was also rated highly with three items from that category in the first ten. "Laws, policies, rules, regulations and codes" had two items in the first ten with one pertaining to buildings and one to the district.

Summary of superintendents' rights and responsibilities in Table VIII. The average of the three groups' responses to the decision-making items was over 50 percent for the first 24 items, indicating the three groups gave support to the belief each of these items belonged to the superintendent of schools. One should note the average of group responses places equal emphasis on each group of participants and not on each individual participant. Thus a 50 percent average does not necessarily represent half of all of those completing the questionnaire.

The first ten decision-making items based on the highest averages for all three groups were analyzed. The three groups' responses

averaged over 90 percent which indicated acceptance of these rights and responsibilities as belonging to school superintendents. The following is a listing of the first ten items and their categorical placement:

- | | |
|--|--|
| 1. Budget--District | the administration of the approved school budget in the school district |
| 2. Laws, policies, rules, regulations, and codes--District | developing continuity between policy, rules, and regulations of the school district |
| 3. Budget--District | supervising the preparation of the annual budget in the school district |
| 4. Operations--District | the administration of the school district |
| 5. Operations--District | maintaining order and efficiency within the school district |
| 6. Operations--District | determining the organizational structure of personnel within a school district |
| 7. Personnel--improving, evaluating, or terminating performance--General | evaluating, constructive counseling, and recommending the dismissal of principals and other administrators subject to state and federal laws |
| 8. Operations--District | directing and organizing employees in the school district |
| 9. Operations--District | scheduling the work of district employees within a school district |
| 10. Operations--District | specifying the required actions and designing the detailed arrangements under which the school district shall be operated |

While the three groups concurred "Budget" responsibilities relating to the district were appropriate for superintendents, six

out of the first ten rights and responsibilities dealt with the "Operations" of the school district.

Summary of principals' rights and responsibilities in Table VIII.

The average of the three groups was over 50 percent for the first 18 items indicating the three groups combined gave support to the ideas these rights and responsibilities belonged to the principal.

The first ten decision-making items based on the highest averages for all three groups were analyzed. The three groups' responses averaged over 90 percent which indicated acceptance of these rights and responsibilities as belonging to school principals. The following is a listing of the first ten items and their categorical placement:

- | | |
|--|---|
| 1. Operations--Building | maintaining order and efficiency within the school building |
| 2. Operations--Building | directing and organizing employees in the school building |
| 3. Laws, policies, rules, regulations, and codes--Building | developing continuity between policy, rules, and regulations of the school building |
| 4. Operations--Building | the administration of the school building |
| 5. Budget--Building | the administration of the approved school budget in the school building |
| 6. Operations--Building | determining the organizational structure of personnel within a school building |
| 7. Budget--Building | supervising the preparation of the annual budget in the school building |
| 8. Operations--Building | scheduling the work of district employees within a school building |

- | | |
|--|--|
| 9. Operations--Building | specifying the required actions and designing the detailed arrangements under which the school building shall be operated |
| 10. Personnel--improving, evaluating, or terminating performance-- Building | evaluating, constructive counseling, and recommending the dismissal of teachers and other personnel assigned to school buildings where a principal is employed subject to state and federal laws |

From the first ten decision-making rights and responsibilities of principals identified by the three groups, six rights and responsibilities came from the Building "Operations" area, two came from the Building "Budget" area while one came from the "Laws, Policies, Rules, Regulations, and Codes" of school area and one from the "Personnel" area concerning "improving or evaluating performance" within school buildings.

Analysis of the First Ten Decision-Making Rights and Responsibilities

The responses for the three groups of participants averaged over 90 percent for the first ten rights and responsibilities for administrators, superintendents, and principals which indicated these rights and responsibilities definitely belonged to the administrator group in general or specifically to superintendents and principals. The following is a comparison of the first ten administrator, superintendent, and principal rights and responsibilities:

| <u>Priority</u> | <u>Administrators</u> | <u>Superintendents</u> | <u>Principals</u> |
|-----------------|---|--|---|
| 1 | maintaining order and efficiency within the school building | the administration of the approved school budget in the school district | maintaining order and efficiency within the school building |
| 2 | directing and organizing employees in the school building | developing continuity between policy, rules, and regulations of the school district | directing and organizing employees in the school building |
| 3 | developing continuity between policy, rules, and regulations of the school building | supervising the preparation of the annual budget in the school district | developing continuity between policy, rules, and regulations of the school building |
| 4 | the administration of the school building | the administration of the school district | the administration of the school building |
| 5 | maintaining order and efficiency within the school district | maintaining order and efficiency within the school district | the administration of the approved school budget in the school building |
| 6 | supervising the preparation of the annual budget in the school building | determining the organizational structure of personnel within a school district | determining the organizational structure of personnel within a school building |
| 7 | the administration of the approved school budget in the school building | evaluating, constructive counseling, and recommending the dismissal of principals and other administrators subject to state and federal laws | supervising the preparation of the annual budget in the school building |
| 8 | the administration of the approved school budget in the school district | directing and organizing employees in the school district | scheduling the work of district employees within a school building |

| Priority | <u>Administrators</u> | <u>Superintendents</u> | <u>Principals</u> |
|----------|---|---|--|
| 9 | developing continuity between policy, rules, and regulations of the school district | scheduling the work of district employees within a school district | specifying the required actions and designing the detailed arrangements under which the school building shall be operated |
| 10 | determining the organizational structure of personnel within a school building | specifying the required actions and designing the detailed arrangements under which the school district shall be operated | evaluating, constructive counseling, and recommending the dismissal of teachers and other personnel assigned to school buildings where a principal is employed subject to state and federal laws |

Superintendents' priorities 3, 4 6, 7, and 8 were specifically for superintendents and not for principals or administrators. Priorities 8, 9, and 10 for principals were not listed in the top ten for either administrators or superintendents. All rights and responsibilities listed for the administrator group were identified as belonging to either superintendents or principals.

Percentage discrepancies in the first ten decision-making rights and responsibilities. The percentage of responses for each item from each group is shown in Appendices M, N, and O. By examining each group's response for each of the first ten decision-making rights and responsibilities for administrators, superintendents, and principals, one can note two rights and responsibilities were not as highly rated by one group as by the other two groups. In both cases, the discrepancy

was more than ten percentage points between the lowest group's response and the next lowest group's response. Teachers responded more negatively than members of boards of education or administrators to the following two items:

For superintendents--
evaluating, constructive counseling, and recommending the dismissal of principals and others administrators subject to state and federal laws

For principals--
specifying the required actions and designing the detailed arrangements under which the school building shall be operated.

Although there was a notable discrepancy in the percentage of response, teachers did respond positively to each of the above rights and responsibilities.

Professional Rights and Responsibilities

The second research question, as explained previously, involved finding the priority of rights and responsibilities of superintendents, principals, and administrators as perceived by board of education members, administrators, and teachers combined. The data in Table IX show the priority listing of the proposed administrator, superintendent, and principal professional rights and responsibilities.

To generalize the content of the aforementioned professional rights and responsibilities, the items were grouped into the following categories:

1. Personnel
 - a. hiring--self-explanatory
 - b. improving, evaluating, or terminating performance--self-explanatory

Table IX. The Priority Listing, the Average Percentage for All Groups, and the Categorization of the Proposed Professional Rights and Responsibilities of Administrators, Superintendents, and Principals as Perceived by the Combined Groups of Board of Education Members, Administrators and Teachers.

| Professional Rights and Responsibilities | Group or Category | Administrators | | Superintendents | | Principals | |
|--|--|----------------|--------|-----------------|--------|------------|--------|
| | | Priority | Avg. % | Priority | Avg. % | Priority | Avg. % |
| 44. The right to and responsibility for operating under board policies which are congruent to the terms of the contract unless a mutual agreement to alter the terms of the contract is reached between the board and those employed under the contract. | Laws, Policies, Rules, Regulations, and Codes-- General | 9 | 91.7 | 7 | 91.7 | 11 | 83.1 |
| | | | | | | | |
| 45. The right to expect the board of education to perform its duties as prescribed by state law, the policies made thereunder by the board, the code of ethics of the State School Boards Association, and by the specific conditions set forth by contract. | Laws, Policies, Rules, Regulations, and Codes-- General | 4 | 92.9 | 4 | 92.9 | 12 | 80.1 |
| | | | | | | | |
| 46. The right to a periodic written impartial evaluation which points out strengths and weaknesses of one's performance. | Personnel--improving, evaluating, terminating performance-- General | 5 | 92.8 | 16 | 79.9 | 1 | 92.8 |
| | | | | | | | |

Table IX. (continued)

| Professional Rights and Responsibilities | Group or Category | Administrators Priority Avg. % | Superintendents Priority Avg. % | Principals Priority Avg. % |
|---|--|-----------------------------------|------------------------------------|-------------------------------|
| 51. The right and responsibility to treat and to be treated ethically by the board of education. | Laws, Policies, Rules, Regulations, and Codes-- General | 2 95.3 | 2 95.3 | 3 90.2 |
| 52. The right to be subjected to dismissal, demotion, or non-reemployment for good and just cause as provided in law, and only after written charges, notice of hearing and a fair hearing before the board have been provided. | Personnel--improving, evaluating, terminating performance-- General | 13 88.7 | 11 88.8 | 6 87.3 |
| 53. The right to a multi-year contract. | Personnel--determining terms of employment-- General | 22 59.1 | 22 59.1 | 23 33.6 |
| 54. The right to any income protection plan that may be in force at the time when the removal of the administrator is for mental or physical incapacity. | Personnel--determining terms of employment-- General | 19 78.1 | 17 77.9 | 14 73.6 |

Table IX. (continued)

| Professional Rights and Responsibilities | Group or Category | Administrators | | Superintendents | | Principals | |
|--|---|----------------|--------|-----------------|--------|------------|--------|
| | | Priority | Avg. % | Priority | Avg. % | Priority | Avg. % |
| 55. The right to undertake consultative work, speaking engagements, writing, lecturing, or other professional activities and the responsibility for devoting one's time, skill, labor, and attention to school employment during the time of contract exclusive of vacation and legal holidays. | Personnel-- determining terms of employment-- General | 21 | 68.3 | 21 | 68.3 | 18 | 59.4 |
| 56. The right to attend appropriate professional meetings at the local, state, and national level, the expenses of said attendance to be incurred by the district according to the approved budget, and the responsibility to continue one's professional development by participating in other relevant learning experiences. | Personnel-- determining terms of employment-- General | 12 | 89.1 | 10 | 89.1 | 10 | 83.7 |

Table IX. (continued)

| Professional Rights and Responsibilities | Group or Category | Administrators Priority | Administrators Avg. % | Superintendents Priority | Superintendents Avg. % | Principals Priority | Principals Avg. % |
|--|--|----------------------------|--------------------------|-----------------------------|---------------------------|------------------------|----------------------|
| 57. The right to an automatic extension for one year of the employment contract if not notified otherwise by the board before a predetermined date. | Personnel-- determining terms of employment-- General | 18 | 78.8 | 18 | 77.9 | 13 | 76.8 |
| 58. The right to receive, through the office of the superintendent for study and recommendation, those criticisms, complaints, and suggestions that are called to the attention of the board. | Processes-- General | 16 | 85.4 | 14 | 84.0 | 8 | 84.7 |
| 59. The right to the privilege of leave and other fringe benefits accorded other professional staff members in the district. | Personnel-- determining terms of employment-- General | 15 | 86.6 | 13 | 84.7 | 7 | 86.6 |
| 60. The right to and responsibility for using administrative discretion in absence of board policy providing that a report of the decision and its rationale is given to the board by the next board meeting date. | Operations-- General | 10 | 91.7 | 8 | 91.7 | 15 | 68.3 |

Table IX (continued)

| Professional Rights and Responsibilities | Group or Category | Administrators Priority | Administrators Avg. % | Superintendents Priority | Superintendents Avg. % | Principals Priority | Principals Avg. % |
|--|---|----------------------------|--------------------------|-----------------------------|---------------------------|------------------------|----------------------|
| 65. The right to expect the board of education to transact official business with the professional staff members and all other school employees only through the office of the superintendent. | Processes-- General | 14 | 87.4 | 12 | 87.4 | 17 | 66.5 |
| 66. The right to participate in an administrative staff "in-service" training program to improve professional performance. | Personnel-- Improving, evaluating, terminating performance-- General | 11 | 90.8 | 9 | 90.5 | 4 | 89.3 |

The percentage for each group, board of education members, administrators, and teachers, and the average percentage for all these groups are shown in Appendices P, Q, and R.

- c. transferring, reassigning, or promoting--self-explanatory
 - d. determining terms of employment--an item relating to compensation, job descriptions, contracts, certifications, fringe benefits, or other requirements or benefits of employment
2. Laws, Policies, Rules, Regulations, and Codes--items related to a duty to adhere to, be subject to, receive protection from, or be involved in developing the aforementioned.
 3. Curriculum, Instructional Materials, and Extra Curricular Activities--self-explanatory
 4. Class Size--self-explanatory
 5. Processes--items related to involvement in or relationships to actions or a series of actions.
 6. Operations--determining or deciding a method or procedure for someone to follow.
 7. Budget--self-explanatory
 8. Building, district, or general--refers to the extent to which a right or responsibility pertains.

The average percentage of all three groups was used as the basis for ranking. The average percentage was calculated by adding the percentage for each of the three groups and dividing by three. The percentage for each group is shown in Appendices P, Q, and R.

Summary of administrator rights and responsibilities in Table IX.

The average of the board of education members', administrators', and teachers' group responses which showed whether or not the proposed professional rights and responsibilities belonged to administrators was positive. The average of the three groups' responses was over 50 percent for all 23 items, which indicated the groups accepted the rights and responsibilities as belonging to administrators.

The first ten professional items based on the highest average for all three groups were analyzed. The three groups' responses averaged over 90 percent which indicated acceptance of these rights and responsibilities belonging to school administrators. The following is a listing of the first ten items and their categorical placement.

- | | |
|---|--|
| 1. Processes--General | The right to and responsibility for attending all meetings of the board excepting only those in which one's employment and/or salary are being considered. |
| 2. Laws, policies, rules, regulations, and codes--General | The right and responsibility to treat and to be treated ethically by the board of education. |
| 3. Laws, policies, rules, regulations, and codes--General | The right to and responsibility for fulfilling duties prescribed by state law, board policies, code of ethics, and conditions in contract. |
| 4. Laws, policies, rules, regulations, and codes--General | The right to expect the board of education to perform its duties as prescribed by state law, the policies made thereunder by the board, the code of ethics of the State School Boards Association, and by the specific conditions set forth by contract. |
| 5. Personnel--improving, evaluating, or terminating performances--General | The right to a periodic written impartial evaluation which points out strengths and weaknesses of one's performance. |
| 6. Personnel--improving, evaluating, or terminating performances--General | The right to constructive counseling on a regular and continuing basis to upgrade performances. |
| 7. Personnel--determining terms of employment--General | The responsibility for holding a valid certificate at the beginning of the contract term and for not being under contract to another district. |

- | | |
|---|--|
| 8. Processes--General | The responsibility to serve as an advisor to the board and to participate, but not to vote, in the board's deliberations. |
| 9. Laws, policies, rules, regulations, and codes--General | The right to and responsibility for operating under board policies which are congruent to the terms of the contract unless a mutual agreement to alter the terms of the contract is reached between the board and those employed under the contract. |
| 10. Operations--General | The right to and responsibility for using administrative discretion in absence of board policy providing that a report of the decision and its rationale is given to the board by the next board meeting date. |

The three groups ranked the item related to "Process" highest in terms of overall percentage. However, they also identified items pertaining to "Laws, Policies, Rules, Regulations, and Codes" four times in the top ten. "Personnel" items which dealt with "improving, evaluating, or terminating performance" were ranked three times in the first ten.

Summary of superintendents' rights and responsibilities in Table IX. The three groups' reactions to the proposed superintendents' professional rights showed the average for the groups was over 50 percent for all of the items. The high ranking indicates the groups gave support to the hypothesis the proposed rights belonged to the superintendent.

The first ten professional items based on the highest average for all three groups were analyzed. The three groups' responses averaged over 90 percent which indicated acceptance of these rights and responsibilities belonging to school superintendents. The following is a listing of the first ten items and their categorical placement.

1. Processes--General The right to and responsibility for attending all meetings of the board excepting only those in which one's employment and/or salary are being considered.
2. Laws, policies, rules, regulations, and codes--General The right and responsibility to treat and to be treated ethically by the board of education.
3. Laws, policies, rules, regulations, and codes--General The right to and responsibility for fulfilling duties prescribed by state law, board policies, code of ethics, and conditions in contract.
4. Laws, policies, rules, regulations, and codes--General The right to expect the board of education to perform its duties as prescribed by state law, the policies made thereunder by the board, the code of ethics of the State School Boards Association, and by the specific conditions set forth by contract.
5. Personnel--determining terms and conditions of employment--General The responsibility for holding a valid certificate at the beginning of the contract term and for not being under contract to another district.
6. Processes--General The responsibility to serve as an advisor to the board and to participate, but not vote, in the board's deliberations.
7. Laws, policies, rules, regulations, and codes--General The right to and responsibility for operating under board policies which are congruent to the terms of the contract unless a mutual agreement to alter the terms of the contract is reached between the board and those employed under the contract.
8. Operations--General The right to and responsibility for using administrative discretion in the absence of board policy providing that a report of the decision and its rationale is given to the board by the next board meeting date.

- | | |
|--|--|
| 9. Personnel--improving, evaluating, or terminating performances-- General | The right to participate in an administrative staff "in-service" training program to improve professional performance. |
| 10. Personnel--improving, evaluating, or terminating performances-- General | The right to attend appropriate professional meetings at the local, state, and national level, the expenses of said attendance to be incurred by the district according to the approved budget, and the responsibility to continue one's professional development by participating in other relevant learning experiences. |

The three groups of participants chose items from a variety of areas for professional rights and responsibilities of superintendents. Items which dealt with "Laws, Policies, Rules, Regulations, or Codes" appeared four times and various "Personnel" items appeared three times. The item with the highest priority was a "Process" oriented item.

Summary of principals' rights and responsibilities in Table IX.

The average of board education members' administrators' and teachers' group responses to the proposed principals' professional rights and responsibilities was over 50 percent for the first 19 items. The three groups therefore gave support to the idea the above mentioned 19 rights and responsibilities belonged to the principal.

The first ten professional items based on the highest average for all three groups were analyzed. The three groups' responses averaged over 90 percent which indicated acceptance of these rights and responsibilities belonging to school principals. The following is a listing of the first ten items and their categorical placement.

1. Personnel--improving, evaluating, or terminating performances--
General
The right to a periodic written impartial evaluation which points out strengths and weaknesses of one's performance.
2. Personnel--improving, evaluating or terminating performances--
General
The right to constructive counseling on a regular and continuing basis to upgrade performance.
3. Laws, policies, rules, regulations, and codes--
General
The right and responsibility to treat and to be treated ethically by the board of education.
4. Personnel--improving, evaluating, or terminating performances--
General
The right to participate in an administrative staff "in-service" training program to improve professional performances.
5. Laws, policies, rules, regulations, and codes--
General
The right to and responsibility for fulfilling duties prescribed by state law, board policies, code of ethics, and conditions in contract.
6. Personnel--improving, evaluating, or terminating performances--
General
The right to be subjected to dismissal, demotion, or non-reemployment for good and just cause as provided in law, and only after written charges, notice of hearing, and a fair hearing before the board have been provided.
7. Personnel--determining terms of employment--
General
The right to the privilege of leave and other fringe benefits accorded other professional staff members in the district.
8. Processes--General
The right to receive, through the office of the superintendent for study and recommendation, those criticisms, complaints, and suggestions that are called to the attention of the board.
9. Personnel--determining terms of employment--
General
The responsibility for holding a valid certificate at the beginning of the contract term and for not being under contract to another district.

- | | |
|---|--|
| 10. Personnel--improving, evaluating or terminating performances-- General | The right to attend appropriate professional meetings at the local, state, and national level, the expenses of said attendance to be incurred by the district according to the approved budget, and the responsibility to continue one's professional development by participating in other relevant learning experiences. |
|---|--|

The top ranking professional rights and responsibilities of principals as perceived by the three groups combined came mainly from the "Personnel" area and more specifically from items pertaining to "improving, evaluating, or terminating performances." The area in "Personnel" called "determining terms of employment" and the area of "Laws, Policies, Rules, Regulations, and Codes" each contained two and "Processes" had only one.

Analysis of the First Ten Professional Rights and Responsibilities

The responses for the groups of participants average over 90 percent for the first ten rights and responsibilities for administrators, superintendents, and principals which indicated these rights and responsibilities definitely belonged to the administrator group in general, or specifically to superintendents or principals. The following is a comparison of the first ten administrator, superintendent, and principal rights and responsibilities:

| <u>Priority</u> | <u>Administrators</u> | <u>Superintendents</u> | <u>Principals</u> |
|-----------------|---|---|--|
| 1 | The right and responsibility for attending all meetings of the board excepting only those in which one's employment and/or salary are being considered. | The right and responsibility for attending all meetings of the board excepting only those in which one's employment and/or salary are being considered. | The right to a periodic written impartial evaluation which points out strengths and weaknesses of one's performance. |

| <u>Priority</u> | <u>Administrators</u> | <u>Superintendents</u> | <u>Principals</u> |
|-----------------|--|--|--|
| 2 | The right and responsibility to treat and be treated ethically by the board of education. | The right and responsibility to treat and be treated ethically by the board of education | The right to constructive counseling on a regular and continuing basis to upgrade performance. |
| 3 | The right to and responsibility for fulfilling duties prescribed by state law, board policies, code of ethics, and conditions in contract. | The right to and responsibility for fulfilling duties prescribed by state law, board policies, code of ethics, and conditions in contract. | The right and responsibility to treat and to be treated ethically by the board of education. |
| 4 | The right to expect board of education to perform its duties as prescribed by state law, the policies made thereunder by the board, the code of ethics of the State School Boards Association, and by the specific conditions set forth by contract. | The right to expect board of education to perform its duties as prescribed by state law, the policies made thereunder by the board, the code of ethics of the State School Boards Association, and by the specific conditions set forth by contract. | The right to participate in an administrative staff "in-service" training program to improve professional performances. |
| 5 | The right to a periodic written impartial evaluation which points out strengths and weaknesses of one's performance. | The responsibility for holding a valid certificate at the beginning of the contract term and for not being under contract to another district. | The right and responsibility for fulfilling duties prescribed by state law, board policies, code of ethics, and conditions in contract. |
| 6 | The right to constructive counseling on a regular and continuing basis to upgrade performances, | The responsibility to serve as an advisor to the board and to participate, but not vote, in the board's deliberations, | The right to be subjected to dismissal, demotion, or non-reemployment for good and just cause as provided in law, and only after written charges, notice of hearing, and a fair hearing before the board have been provided. |

| <u>Priority</u> | <u>Administrators</u> | <u>Superintendents</u> | <u>Principals</u> |
|-----------------|--|--|---|
| 7 | The responsibility for holding a valid certificate at the beginning of the contract term and for not being under contract to another district. | The right to and responsibility for operating under board policies which are congruent to the terms of the contract unless a mutual agreement to alter the terms of the contract is reached between the board and those employed under the contract. | The right to the privilege of leave and other fringe benefits accorded to other professional staff members in the district. |
| 8 | The responsibility as an advisor to the board and to participate, but not vote, in the board's deliberations. | The right to and responsibility for using administrative discretion in absence of board policy providing that a report of the decision and its rationale is given to the board by the next board meeting date. | The right to receive, through the office of the superintendent for study and recommendation, those criticisms, complaints, and suggestions that are called to the attention of the board. |
| 9 | The right to and responsibility for operating under board policies which are congruent to the terms of the contract unless a mutual agreement to alter the terms of the contract is reached between the board and those employed under the contract. | The right to participate in an administrative staff "in-service" training program to improve professional performance. | The responsibility for holding a valid certificate at the beginning of the contract term and for not being under contract to another district. |

| <u>Priority</u> | <u>Administrators</u> | <u>Superintendents</u> | <u>Principals</u> |
|-----------------|--|--|--|
| 10 | The right to and responsibility for using administrative discretion in absence of board policy providing that a report of the decision and its rationale is given to the board by the next board meeting date. | The right to attend appropriate professional meetings at the local, state, and national level, the expenses of said attendance to be incurred by the district according to the approved budget, and the responsibility to continue one's professional development by participating in other relevant learning experiences. | The right to attend appropriate professional meetings at the local, state, and national level, the expenses of said attendance to be incurred by the district according to the approved budget, and the responsibility to continue one's professional development by participating in other relevant learning experiences. |

Principal priorities 6, 7, and 8 were specifically for principals and were not included in the top ten for either superintendents or administrators. All superintendents' priorities were listed in the administrator top ten except priority 9 which was also listed for principals. All administrator rights and responsibilities were listed in either superintendents' or principals' top ten list. Only administrator priorities 2, 3, and 7 were listed with both principals and superintendents.

Percentage discrepancies in the first ten professional rights and responsibilities. The percentage of responses for each item from each group is shown in Appendices P, Q, and R. By examining each group's responses for each of the first ten professional rights and responsibilities for administrators, superintendents, and principals, one can note three rights and responsibilities were not as highly rated by one

group as by the other two groups and two rights and responsibilities were more highly rated by one group than by either of the other two groups. In all cases, the discrepancy was more than ten percentage points between the lowest group's response and the next lowest group's response. Teachers responded more negatively than members of boards of education or administrators to the following three items:

For administrators:

The responsibility to serve as an advisor to the board and to participate, but not vote, in the board's deliberations.

For superintendents:

The responsibility to serve as an advisor to the board and to participate, but not vote, in the board's deliberations.

For principals:

The right to the privilege of leave and other fringe benefits accorded other professional staff members in the district.

Administrators responded more positively than members of boards of education and teachers to the following two items:

For superintendents:

The right to attend professional meetings at the local, state, and national level, the expenses of said attendance to be incurred by the district according to the approved budget, and the responsibility to continue one's professional development by participating in other relevant learning experiences.

For principals:

The right to attend professional meetings at the local, state, and national level, the expenses of said attendance to be incurred by the district according to the approved budget, and the responsibility to continue one's professional development by participating in other relevant learning experiences.

Although there were notable discrepancies, responses were positive to all of the above rights and responsibilities.

Summary of Data for Research Question Two

The second research question asked, "What was the priority of the rights and responsibilities of superintendents, principals and administrators as perceived by board of education members, administrators, and teachers combined?" The data collected showed the groups together believed decision-making rights related to the "Operations" of the school building were appropriate for school administrators. Four of the first ten items could be categorized into the above area. The "Budget" area also was ranked highly with items pertaining to both building and district.

Superintendent decision-making rights and responsibilities were identified as pertaining to district-oriented issues. Two of the first three items dealt with the district's budget while six of the first ten were related to the "Operations" of the district.

Principals' decision-making rights and responsibilities were building-oriented and were mainly in the "Operations" area.

Professional rights and responsibilities identified for administrators were mainly in the area of "Laws, Policies, Rules, Regulations, and Codes." Four of the first ten items came from the above area. A "Process" oriented item was highest priority and "Personnel" items rated three times in the first ten.

The first ten superintendent professional rights and responsibilities also included four items in the "Law, Policies, Rules, Regulations, and Codes" area and the highest priority was a "Process" item. The above five items were the same for superintendents as for the administrator group. Superintendents also had three "Personnel" items listed in the

first ten, but they were different than for all administrators.

Principals' professional rights and responsibilities were mainly from the "Personnel" categories. Items from "Improving, evaluating, or terminating performance" were listed five times and "determining terms of employment" was listed twice. Two items dealt with "Laws, Policies, Rules, Regulations, and Codes" and one item dealt with "Processes."

Although many of the first ten rights and responsibilities were common to more than one level of administrator, several were identified as being appropriate for only superintendents or principals. There were six principal and five superintendent rights and responsibilities identified exclusively for these two administrative positions.

The responses of each of three groups, board of education members, administrators, and teachers, similarly ranked the items in the study. There were several occasions, however, when one group's views were 10 or more percentage points above or below either of the other two groups. The discrepancies meant one group placed a different priority on the right or responsibility.

In the first ten decision-making rights and responsibilities, there were two such discrepancies and in the professional rights and responsibilities there were five.

CHAPTER V

SUMMARY OF THE STUDY, SUMMARY OF THE FINDINGS AND CONCLUSIONS, IMPLICATIONS OF THE STUDY, AND RECOMMENDATIONS FOR FUTURE STUDY

INTRODUCTION

Chapter V is organized into four sections. The first section summarizes and explains the study. The second section provides a summary of the findings and conclusions of the study. Implications based on the conclusions of the study are shown in the third section and recommendations for further research are found in the fourth section.

SUMMARY OF THE STUDY

Public school employees, by the 1970 decade, had been given the right to negotiate with their employers in most states. Due to the power of the large labor unions, school administrators were seeing themselves as losers in the battle for selected rights and responsibilities. Administrator group believed the labor unions were impinging upon administrator rights by convincing management to negotiate on issues which could hinder the operation of the organization. This study examined selected rights and responsibilities determined by sources as being appropriate for superintendents and/or principals of public schools.

The Problem

The purpose of the study was to determine the congruence or

disparity of the views of board of education members, school administrators, and teachers concerning which selected rights and responsibilities should be delegated to superintendents and/or principals. These rights and responsibilities, identified as belonging to superintendents and/or principals, were assumed to be non-negotiable with teachers.

The Research Questions

Answers to the following questions were sought during the course of the study:

1. How did the views of board of education members, school administrators, teachers and a panel of experts compare on selected rights and responsibilities proposed for superintendents and/or principals?

2. What was the priority of the rights and responsibilities of superintendents, principals and administrators as perceived by board of education members, administrators and teachers?

Methods and Procedures

A review of selected literature was made to gather information about the management's rights issue and to determine which rights, powers, or responsibilities were regularly appearing as proposed decision-making or professional rights of school administrators. Questionnaire items were developed from the review of the literature. The items were categorized into decision-making rights and responsibilities and professional rights and responsibilities.

A panel of experts was selected from the staffs of departments of educational administration in colleges and universities belonging to the University Council of Educational Administrators. The questionnaire was validated by the panel and their responses to the items were tabulated.

A validity study and a reliability test were conducted by randomly selecting 27 teachers, six administrators, and two members of the board of education from the Bellevue Public Schools. Their opinions were solicited on two separate occasions. A Pearson r correlation coefficient was used and a .8042 correlation between the two tests was significant at the .05 level with 32 degrees of freedom.

The sample for the study was randomly selected from board of education members, administrators, and teachers from the largest Class III districts in the state of Nebraska. Of the 335 participants who responded, 50 were board of education members, 112 were administrators, and 173 were teachers.

The research questions were answered by first tabulating the number of responses from each group of participants. The percentage of each group of participants who agreed the stated right or responsibility belonged to either superintendents or principals was figured. A correlation of the above mentioned percentages was made to compare the opinions of the groups of participants and the same percentages were used to determine the priority of the rights and responsibilities as perceived by board of education members, administrators, and teachers combined.

SUMMARY OF FINDINGS AND CONCLUSIONS

Research Question One

The first research question to be answered in the study was "How did the views of board of education members, administrators, teachers, and a panel of experts compare on selected rights and responsibilities proposed for superintendents and/or principals?" To more clearly analyze the information to the above mentioned question, the study was divided into two sections, one relating to decision-making rights and responsibilities and another concerning professional rights and responsibilities. The decision-making and professional rights and responsibilities were sub-divided into parts pertaining to superintendents and principals combined called "administrators," to superintendents only, and to principals only.

Summary of findings for decision-making rights and responsibilities--administrators. The first section, administrator decision-making rights and responsibilities, compared the proportions of each group who believed the selected rights and responsibilities belonged to either superintendents or principals. The correlation coefficient showed a very high positive correlation existed among the responses from all groups. The lowest correlation among the groups was .5952 which was still significant at the .05 level.

Summary of findings for decision-making rights and responsibilities--superintendents. The data relating to proposed superintendent decision-making rights and responsibilities showed a high positive

correlation existed among the responses from all groups. The correlations ranged from a high of .9588 to a low of .7384. All correlations reflected positive agreement and were significant at the .05 level.

Summary of findings for decision-making rights and responsibilities--principals. The data pertaining to proposed principal decision-making rights and responsibilities showed a positive correlation existed among the responses from all groups. The correlations were significant at the .05 level including the lowest correlations at .8074.

Summary of findings for professional rights and responsibilities--administrators. The data in the section relating to proposed administrator professional rights and responsibilities showed a high positive correlation existed among all groups. One should keep in mind the directions in Part II: professional rights and responsibilities allowed participants to identify rights and responsibilities as belonging to both superintendents and principals. Therefore, only the larger of the two percentages, for superintendents or principals, was used to assure the minimum percentage of participants who chose either superintendents or principals. Although the lowest correlation was .4189, all correlations were still significant at the .05 level.

Summary of findings for professional rights and responsibilities--superintendents. The data which dealt with superintendent professional rights and responsibilities showed a high positive correlation existed among all groups. The lowest correlation was .5136 which was significant at the .05 level.

Summary of findings for professional rights and responsibilities--principals. The data concerning proposed principal professional rights and responsibilities showed a high positive correlation existed among all groups. The lowest correlation was .7774 which was significant at the .05 level.

Research question one conclusions. From the extremely high positive correlations found among all groups, it can be concluded the panel of experts, board of education members, administrators, and teachers all perceived the selected rights and responsibilities in much the same way. The panel of experts, chosen to provide opinions which reflect experience, knowledge, and theoretical beliefs, came to many of the same conclusions as did the group comprised of members of boards of education who were legally charged with operating the schools; as did the group comprised of school administrators who were trained to manage the schools; and as did the group made up of teachers who work under the direction of the board of education members and administrators. The high correlation among all groups indicated the groups had similar beliefs about what authority superintendents and principals needed in making decisions in the schools and what professional rights and responsibilities these administrators should have.

Preface to Question Two

Question two involved determining how board of education members, administrators, and teachers combined viewed the individual rights and responsibilities proposed in the study. The three groups' collective

views placed the rights and responsibilities into a priority.

Since the three groups of participants were unequal in number, an equal emphasis was placed on each group of participants rather than each individual participant to insure representation of group views. Using the above mentioned guideline, a simple 50.1 percent average of the three groups' scores was interpreted to mean acceptance of a right or responsibility for the groups together. This figure would not represent the same proportion of the sample if individual views were used.

Research Question Two

The second research question to be answered in the study was "What was the priority of the rights and responsibilities of superintendents, principals, and administrators as perceived by board of education members, administrators and teachers combined?" In answering this research question, the study was divided into decision-making rights and responsibilities and professional rights and responsibilities. The data in Table VIII, p. 85, showed a listing of the proposed decision-making rights and responsibilities of administrators, superintendents, and principals, categorized these rights and responsibilities, and showed the priority the board of education members, administrators, and teachers combined chose for administrators, superintendents, and principals. When categorizing the aforementioned rights and responsibilities the group or categorical headings had the following meanings:

1. Personnel
 - a. hiring--self-explanatory
 - b. improving, evaluating, or terminating performance--self-explanatory

- c. transferring, reassigning, or promoting--self-explanatory
 - d. determining terms of employment--any item relating to compensation, job descriptions, contracts, certifications, fringe benefits, or other requirements or benefits for employment
2. Laws, Policies, Rules, Regulations and Codes--items related to a duty to adhere to, be subject to, receive protection from, or be involved in developing the aforementioned
 3. Curriculum, Instructional Materials, and Extra Curricular Activities--self-explanatory
 4. Class Size--self-explanatory
 5. Processes--items related to involvement in or relationships to actions or a series of actions
 6. Operations--determining or deciding a method or procedure for someone to follow
 7. Budget--self-explanatory
 8. Building, District or General--refers to the extent to which a right or responsibility pertains

Summary of findings for decision-making rights and responsibilities--administrators. The positive responses to all the decision-making rights and responsibilities for administrators averaged over 50 percent for all three groups indicating the three groups combined believed all the rights and responsibilities were appropriate for school administrators.

The first ten administrator decision-making rights and responsibilities averaged over 90 percent. They were categorized and listed below:

- | | | |
|-----|---|---|
| 1. | Operations--Building | maintaining order and efficiency within the school building |
| 2. | Operations--Building | directing and organizing employees in the school building |
| 3. | Laws, policies, rules, regulations, and codes--Building | developing continuity between policy, rules, and regulations of the school building |
| 4. | Operations--Building | the administration of the school building |
| 5. | Operations--District | maintaining order and efficiency within the school district |
| 6. | Budget--District | supervising the preparation of the annual budget in the school building |
| 7. | Budget--Building | the administration of the approved school budget in the school building |
| 8. | Budget--District | the administration of the approved school budget in the school district |
| 9. | Laws, policies, rules, regulations, and codes--District | developing continuity between policy, rules, and regulations of the school district |
| 10. | Operations--Building | determining the organizational structure of personnel within a school building |

From the first ten decision-making rights and responsibilities of administrators identified by the three groups, five rights and responsibilities came from the "Operations" area, including one from district and four from building. The "Budget" area, related to both district and building, was also rated highly with three items from that category in the first ten. "Laws, policies, rules, regulations, and codes" had two items in the first ten with one pertaining to buildings

and one to district.

Summary of findings for decision-making rights and responsibilities--superintendents. The decision-making rights and responsibilities for superintendents averaged over 50 percent for the first 24 items indicating the three groups gave support to the belief each of these items belonged to the superintendent of schools.

The first ten superintendent decision-making rights and responsibilities averaged over 90 percent. They were categorized and listed below:

- | | |
|---|--|
| 1. Budget--District | the administration of the approved school budget in the school district |
| 2. Laws, policies, rules, regulations, and codes--District | developing continuity between policy, rules, and regulations of the school district |
| 3. Budget--District | supervising the preparation of the annual budget in the school district |
| 4. Operations--District | the administration of the school district |
| 5. Operations--District | maintaining order and efficiency within the school district |
| 6. Operations--District | determining the organizational structure of personnel within a school district |
| 7. Personnel--improving, evaluating, or terminating performance--District | evaluating, constructive counseling, and recommending the dismissal of principals and other administrators subject to state and federal laws |
| 8. Operations--District | directing and organizing employees in the school district |

- | | |
|--------------------------|---|
| 9. Operations--District | scheduling the work of district employees within a school district |
| 10. Operations--District | specifying the required actions and designing the detailed arrangements under which the school district shall be operated |

While the three groups concurred "Budget" responsibilities relating to the district were appropriate for superintendents, six out of the first ten rights and responsibilities dealt with the "Operations" of the school district.

Summary of findings for decision-making rights and responsibilities--principals. The decision-making rights and responsibilities for principals averaged over 50 percent for the first 18 items indicating the three groups gave support to the belief each of these items belonged to principals.

The first ten principal decision-making rights and responsibilities averaged over 90 percent. They were categorized and listed below:

- | | |
|--|---|
| 1. Operations--Building | maintaining order and efficiency within the school building |
| 2. Operations--building | directing and organizing employees in the school building |
| 3. Laws, policies, rules, regulations, and codes--Building | developing continuity between policy, rules, and regulations of the school building |
| 4. Operations--Building | the administration of the school building |
| 5. Budget--Building | the administration of the approved school budget in the school building |

- | | |
|--|--|
| 6. Operations--Building | determining the organizational structure of personnel within a school building |
| 7. Budget--Building | supervising the preparation of the annual budget in the school building |
| 8. Operations--Building | scheduling the work of district employees within a school building |
| 9. Operations--Building | specifying the required actions and designing the detailed arrangements under which the school building shall be operated |
| 10. Personnel--improving, evaluating, or terminating performance--Building | evaluating, constructive counseling, and recommending the dismissal of teachers and other personnel assigned to school buildings where a principal is employed subject to state and federal laws |

From the first ten decision-making rights and responsibilities of principals identified by the three groups, six rights and responsibilities came from the Building "Operations" area, two came from the Building "Budget" area while one came from the Laws, policies, rules, regulations, and codes" of school area and one from the "Personnel" area concerning "improving or evaluating performance" within school buildings.

Percentage discrepancies in the first ten decision-making rights and responsibilities. Teachers responded more negatively than members of boards of education or administrators to the following two items:

For superintendents--
evaluating, constructive counseling, and recommending the dismissal of principals and other administrators subject to state and federal laws.

For principals--
 specifying the required actions and designing the detailed
 arrangements under which the school building shall be
 operated

Although there was a notable discrepancy in the percentage of response between the groups, teachers did indicate that each of the above rights and responsibilities belonged to the superintendent and/or principal.

In answering the second research question, the study was divided into Decision-Making Rights and Responsibilities and Professional Rights and Responsibilities. The data in Table IX (p. 102) showed a listing of the proposed professional rights and responsibilities of administrators, superintendents, and principals, categorized these rights and responsibilities, and showed the priority the board of education members, administrators, and teachers combined chose for administrators, superintendents, and principals.

Summary of findings for professional rights and responsibilities--
 administrators. The professional rights and responsibilities for administrators averaged over 50 percent for all three groups indicating the three groups together believed all the rights and responsibilities were appropriate for school administrators.

The first ten administrator professional rights and responsibilities averaged over 90 percent. They were categorized and listed below:

1. Processes--General The right to and responsibility for attending all meetings of the board excepting only those in which one's employment and/or salary are being considered.

2. Laws, policies, rules, regulations, and codes--
General The right and responsibility to treat and to be treated ethically by the board of education.
3. Laws, policies, rules, regulations, and codes--
General The right to and responsibility for fulfilling duties prescribed by state law, board policies, code of ethics, and conditions in contract.
4. Laws, policies, rules, regulations, and codes--
General The right to expect the board of education to perform its duties as prescribed by state law, the policies made thereunder by the board, the code of ethics of the State School Boards Association, and by the specific conditions set forth by contract.
5. Personnel--improving, evaluating, or terminating performances--
General The right to a periodic written impartial evaluation which points out strengths and weaknesses of one's performance.
6. Personnel--improving, evaluating, or terminating performances--
General The right to constructive counseling on a regular and continuing basis to upgrade performances.
7. Personnel--determining terms of employment--
General The responsibility for holding a valid certificate at the beginning of the contract term and for not being under contract to another district.
8. Processes--General The responsibility to serve as an advisor to the board and to participate, but not vote in the board's deliberations.
9. Laws, policies, rules, regulations, and codes--
General The right to and responsibility for operating under board policies which are congruent to the terms of the contract unless a mutual agreement to alter the terms of the contract is reached between the board and those employed under the contract.

- | | |
|-------------------------|--|
| 10. Operations--General | The right to and responsibility for using administrative discretion in absence of board policy providing that a report of the decision and its rationale is given to the board by the next board meeting date. |
|-------------------------|--|

Although the three groups concurred that an item related to "Processes" was the most acceptable professional right or responsibility belonging to administrators, they identified items pertaining to "Laws, policies, rules, regulations, and codes" four times in the top ten. "Personnel" items which dealt with "improving, evaluating, or terminating performance" were ranked three times in the first ten.

Summary of the findings for professional rights and responsibilities--superintendents. The professional rights and responsibilities for superintendents averaged over 50 percent for all the items indicating the groups gave support to the hypothesis the proposed rights belonged to the superintendent.

The first ten superintendent professional rights and responsibilities averaged over 90 percent. They were categorized and listed below:

- | | |
|---|--|
| 1. Processes--General | The right to and responsibility for attending all meetings of the board excepting only those in which one's employment and/or salary are being considered. |
| 2. Laws, policies, rules, regulations, and codes-- General | The right to and responsibility to treat and to be treated ethically by the board of education. |

3. Laws, policies, rules, regulations, and codes--
General
The right to and responsibility for fulfilling duties prescribed by state law, board policies, code of ethics, and conditions in contract.
4. Laws, policies, rules, regulations, and codes--
General
The right to expect the board of education to perform its duties as prescribed by state law, the policies made thereunder by the board, the code of ethics of the State School Boards Association, and by the specific conditions set forth by contract.
5. Personnel--determining terms and conditions of employment--General
The responsibility for holding a valid certificate at the beginning of the contract term and for not being under contract to another district.
6. Processes--General
The responsibility to serve as an advisor to the board and to participate, but not vote, in the board's deliberations.
7. Laws, policies, rules, regulations, and codes--
General
The right to and responsibility for operating under board policies which are congruent to the terms of the contract unless a mutual agreement to alter the terms of the contract is reached between the board and those employed under the contract.
8. Operations--General
The right to and responsibility for using administrative discretion in absence of board policy providing that a report of the decision and its rationale is given to the board by the next board meeting date.
9. Personnel--improving, evaluating or terminating performance--
General
The right to participate in an administrative staff "in-service" training program to improve professional performance.

- | | |
|---|--|
| 10. Personnel--improving, evaluating or terminating performances-- General | The right to attend appropriate professional meetings at the local, state, and national level, the expenses of said attendance to be incurred by the district according to the approved budget, and the responsibility to continue one's professional development by participating in other relevant learning experiences. |
|---|--|

The three groups of participants chose items from a variety of areas for professional rights and responsibilities of superintendents. Items which dealt with "Laws, policies, rules, regulations, or codes" appeared four times and various "Personnel" items appeared three times. The item with the highest priority was a "Process" oriented item.

Summary of findings for professional rights and responsibilities--principals. The professional rights and responsibilities for principals averaged over 50 percent for the first 19 items indicating the groups gave support to the belief each of these items belonged to principals.

The first ten principal professional rights and responsibilities averaged over 90 percent. They were categorized and listed below:

- | | |
|---|--|
| 1. Personnel--improving, evaluating, or terminating performances-- General | The right to a periodic written impartial evaluation which points out strengths and weaknesses of one's performance. |
| 2. Personnel--improving, evaluating or terminating performances-- General | The right to constructive counseling on a regular and continuing basis to upgrade performance. |
| 3. Laws, policies, rules, regulations, and codes-- General | The right and responsibility to treat and to be treated ethically by the board of education. |

4. Personnel--improving, evaluating or terminating performances--
General
The right to participate in an administrative staff "in-service" training program to improve professional performance.
5. Laws, policies, rules, regulations, and codes--
General
The right to and responsibility for fulfilling duties prescribed by state law, board policies, code of ethics, and conditions in contract.
6. Personnel--improving, evaluating or terminating performances--
General
The right to be subjected to dismissal, demotion, or non-reemployment for good and just cause as provided in law, and only after written charges, notice of hearing and a fair hearing before the board have been provided.
7. Personnel--determining terms of employment--
General
The right to the privilege of leave and other fringe benefits accorded to other professional staff members in the district.
8. Processes--General
The right to receive, through the office of the superintendent for study and recommendation, those criticisms, complaints, and suggestions that are called to the attention of the board.
9. Personnel--determining terms of employment--
General
The responsibility for holding a valid certificate at the beginning of the contract term and for not being under contract to another district.
10. Personnel--improving, evaluating, or terminating performances--
General
The right to attend appropriate professional meetings at the local, state, and national level, the expenses of said attendance to be incurred by the district according to the approved budget, and the responsibility to continue one's professional development by participating in other relevant learning experiences.

The top ranking professional rights and responsibilities of principals as perceived by the three groups combined came mainly from the "Personnel" area and more specifically from items pertaining to "improving, evaluating, or terminating performance." The area in "Personnel" called "determining terms of employment" and the area of "Laws, policies, rules, regulations, and codes" each contained two and "Processes" had only one.

Percentage discrepancies in the first ten professional rights and responsibilities. Teachers responded more negatively than members of boards of education or administrators to the following three items:

For administrators--

The responsibility to serve as an advisor to the board and to participate, but not vote, in the board's deliberations.

For superintendents--

The responsibility to serve as an advisor to the board and to participate, but not vote, in the board's deliberations.

For principals--

The right to the privilege of leave and other fringe benefits accorded other professional staff members in the district.

Administrators responded more positively than members of boards of education and teachers to the following two items:

For superintendents--

The right to attend appropriate professional meetings at the local, state, and national level, the expenses of said attendance to be incurred by the district according to the approved budget, and the responsibility to continue one's professional development by participating in other relevant learning experiences.

For principals--

The right to attend appropriate professional meetings at the local, state, and national level, the expenses of said attendance to be incurred by the district according to the approved budget, and the responsibility to continue one's professional development by participating in other relevant learning experiences.

Although there were notable discrepancies, responses were very positive to all of the above rights and responsibilities.

Research question two--conclusions. From the above findings which relate to research question two, one can reach the following conclusions:

1. The board of education, administrators and teacher groups combined believed all the decision-making and professional rights and responsibilities as reflected in the instrument were appropriate for school administrators.
2. The three groups combined believed all the professional rights and responsibilities were appropriate for both superintendents and principals.
3. The three groups combined believed selected decision-making rights and responsibilities were appropriate for superintendents and for principals.
4. The only decision-making right or responsibility the three groups identified as belonging to administrators, but not clearly belonging to either superintendents or to principals was "selecting prospective teachers for hiring." The three groups' average response was 46.6 percent for superintendents and 46.7 percent for principals.
5. When a difference in priorities existed among the groups for a particular right or responsibility as evidenced by a difference of 10 percentage points between one group's average and the next closest group's average, teachers usually rated the item lowest and administrators highest, and the rating by board of education members was usually between administrators and teachers.
6. From the ten decision-making rights and responsibilities with the highest average as perceived by members of boards of education, administrators, and teachers, the following

were identified exclusively for either superintendents or principals:

For superintendents:

Supervising the preparation of the annual budget in the school district.

The administration of the school district.

Determining the organizational structure of personnel within a school district.

Evaluating, constructive counseling, and recommending the dismissal of principals and other administrators subject to state and federal laws.

Directing and organizing employees in the school district.

For principals:

Scheduling the work of district employees within a school building.

Specifying the required actions and designing the detailed arrangements under which the school building shall be operated.

Evaluating, constructive counseling, and recommending the dismissal of teachers and other personnel assigned to school buildings where a principal is employed subject to state and federal laws.

The following professional rights were identified exclusively for principals:

The right to be subjected to dismissal, demotion, or non-reemployment for good and just cause as provided in law, and only after written charges, notice of hearing, and a fair hearing before the board have been provided.

The right to the privilege of leave and other fringe benefits accorded other professional staff members in the district.

The right to receive, through the office of the superintendent for study and recommendation, those criticisms, complaints, and suggestions that are called to the attention of the board.

7. The decision-making rights or responsibility areas most commonly accepted or emphasized by the three groups combined in the first ten items were as follows:

For administrators:

- a. Operation of both district and buildings
- b. Budget for the district and building

For superintendents:

- a. Budget of the district
- b. Operation of the district

For principals:

- a. Operation of the building
- b. Budget for the building

8. The priority listing of the ten decision-making rights and responsibilities of administrators chosen by the three groups combined were as follows:

- a. maintaining order and efficiency within the school building
- b. directing and organizing employees in the school building
- c. developing continuity between policy, rules, and regulations of the school building
- d. the administration of the school building
- e. maintaining order and efficiency within the school district
- f. supervising the preparation of the annual budget in the school building
- g. the administration of the approved school budget in the school building
- h. the administration of the approved school budget in the school district
- i. developing continuity between policy, rules, and regulations of the school district
- j. determining the organizational structure of personnel within a school building

9. The priority listing of the ten decision-making rights and responsibilities of superintendents chosen by the three groups combined were as follows:

- a. the administration of the approved school budget in the school district

- b. developing continuity between policy, rules, and regulations in the school district
 - c. supervising the preparation of the annual budget in the school district
 - d. the administration of the school district
 - e. maintaining order and efficiency within the school district
 - f. determining the organizational structure of personnel within a school district
 - g. evaluating, constructive counseling, and recommending the dismissal of principals and other administrators subject to state and federal laws
 - h. directing and organizing employees in the school district
 - i. scheduling the work of district employees within a school district
 - j. specifying the required actions and designing the detailed arrangements under which the school district shall be operated
10. The priority listing of the ten decision-making rights and responsibilities of principals chosen by the three groups combined were as follows:
- a. maintaining order and efficiency within the school building
 - b. directing and organizing employees in the school building
 - c. developing continuity between policy, rules, and regulations of the school building
 - d. the administration of the school building
 - e. the administration of the approved school budget in the school building
 - f. determining the organizational structure of personnel within a school building
 - g. supervising the preparation of the annual budget in the school building
 - h. scheduling the work of district employees within a school building
 - i. specifying the required actions and designing the detailed arrangements under which the school building shall be operated
 - j. evaluating, constructive counseling, and recommending the dismissal of teachers and other personnel assigned to school buildings where a principal is employed subject to state and federal laws

11. The professional rights or responsibility areas most commonly accepted or emphasized by the three groups combined in the first ten items were as follows:

For administrators:

- a. Processes--generally applicable
- b. Laws, policies, rules, regulations, and codes--generally applicable

For superintendents

- a. Processes--generally applicable
- b. Laws, policies, rules, regulations, and codes--generally applicable
- c. Personnel--improving, evaluating, terminating performance--generally applicable

For principals

- a. Personnel--improving, evaluating, terminating performance--generally applicable
- b. Laws, policies, rules, regulations, and codes--generally applicable
- c. Personnel--determining terms of employment--generally applicable

12. The priority listing of the ten professional rights and responsibilities of administrators chosen by the three groups combined were as follows:

- a. The right to and responsibility for attending all meetings of the board excepting only those in which one's employment and/or salary are being considered.
- b. The right and responsibility to treat and to be treated ethically by the board of education.
- c. The right to and responsibility for fulfilling duties prescribed by state law, board policies, code of ethics, and conditions in contract.
- d. The right to expect the board of education to perform its duties as prescribed by state law, the policies made thereunder by the board, the code of ethics of the State School Boards Association, and by the specific conditions set forth by contract.
- e. The right to a periodic written impartial evaluation which points out strengths and weaknesses of one's performance.
- f. The right to constructive counseling on a regular and continuing basis to upgrade performances.

- g. The responsibility for holding a valid certificate at the beginning of the contract term and for not being under contract to another district.
 - h. The responsibility to serve as an advisor to the board and to participate, but not vote, in the board's deliberations.
 - i. The right to and responsibility for operating under board policies which are congruent to the terms of the contract unless a mutual agreement to alter the terms of the contract is reached between the board and those employed under the contract.
 - j. The right to and responsibility for using administrative discretion in absence of board policy providing that a report of the decision and its rationale is given to the board by the next board meeting date.
13. The priority listing of the ten professional rights and responsibilities of superintendents chosen by the three groups combined were as follows:
- a. The right to and responsibility for attending all meetings of the board excepting only those in which one's employment and/or salary are being considered.
 - b. The right and responsibility to treat and to be treated ethically by the board of education.
 - c. The right to and responsibility for fulfilling duties prescribed by state law, board policies, code of ethics, and conditions in contract.
 - d. The right to expect the board of education to perform its duties as prescribed by state law, the policies made thereunder by the board, the code of ethics of the State School Boards Association, and by the specific conditions set forth by contract.
 - e. The responsibility for holding a valid certificate at the beginning of the contract term and for not being under contract to another district.
 - f. The responsibility to serve as an advisor to the board and to participate, but not vote, in the board's deliberations.
 - g. The right to and responsibility for operating under board policies which are congruent to the terms of the contract unless a mutual agreement to alter the terms of the contract is reached between the board and those employed under the contract.
 - h. The right to and responsibility for operating under board policies which are congruent to the terms of the contract unless a mutual agreement to alter the terms of the contract is reached between the board and those employed under the contract.

- i. The right to participate in an administrative staff "in-service" training program to improve professional performance.
 - j. The right to attend appropriate professional meetings at the local, state, and national level, the expenses of said attendance to be incurred by the district according to the approved budget, and the responsibility to continue one's professional development by participating in other relevant learning experiences.
14. The priority listing of the ten professional rights and responsibilities of principals chosen by the three groups combined were as follows:
- a. The right to a periodic written impartial evaluation which points out strengths and weaknesses of one's performance.
 - b. The right to constructive counseling on a regular and continuing basis to upgrade performance.
 - c. The right and responsibility to treat and to be treated ethically by the board of education.
 - d. The right to participate in an administrative staff "in-service" training program to improve professional performances.
 - e. The right to and responsibility for fulfilling duties prescribed by state law, board policies, code of ethics, and conditions in contract.
 - f. The right to be subjected to dismissal, demotion, or non-reemployment for good and just cause as provided in law, and only after written charges, notice of hearing, and a fair hearing before the board have been provided.
 - g. The right to the privilege of leave and other fringe benefits accorded other professional staff members in the district.
 - h. The right to receive, through the office of the superintendent for study and recommendation, those criticisms, complaints, and suggestions that are called to the attention of the board.
 - i. The responsibility for holding a valid certificate at the beginning of the contract term and for not being under contract to another district.
 - j. The right to attend appropriate professional meetings at the local, state, and national level, the expenses of said attendance to be incurred by the district according to approved budget, and the responsibility to continue one's professional development by participating in other relevant learning experiences.

IMPLICATIONS OF THE STUDY

The high correlation found between all participants responding to Decision-Making Rights and Responsibilities for superintendents, principals, and administrators implies both parties to the negotiation process, labor and management, usually concur as to which decision-making tasks belong to the two levels of public school administration. This concurrence should lead to agreements during the negotiation process on appropriate terms and conditions of employment. There are specific issues on which there may be some disagreement; however, these issues were not critical in the thinking of board of education members, administrators or teachers.

The positive relationship found between the views of board of education members and the views of school administrators in Decision-Making Rights and Responsibilities would seem to indicate that delegation of appropriate decision-making authority to school administrators by boards of education was a common practice and was usually acceptable to both parties. Coupled with the positive correlation on Professional Rights and Responsibilities between the above mentioned groups, one should be able to assume that a positive relationship between boards of education and administrators generally exists.

On the basis of the review of literature there appeared to be a conflict in other parts of the United States between management and labor concerning appropriate terms and conditions of employment. However, on the basis of the data generated by this study, there did not appear to be a conflict in Nebraska. This could mean the negotiation

participants have a better understanding of the ramifications of improper delegation or negotiation of authority by boards of education or by the development of safeguards to insure the retention and/or delegation of proper decision-making authority to school administrators.

The exact reason for the positive relationship in Nebraska between members of school management and teachers' associations could be due to any of the following: (1) knowledgeable participants in the negotiation process indicating the colleges and universities plus the professional associations are doing an excellent job of advising and teaching negotiators, (2) safeguards for the retention and/or delegation of proper decision-making rights and responsibilities: (a) management theory approaches backed by decisions through the Court of Industrial Relations, (b) well written board policies, regulations, and job descriptions, (c) comprehensive administrative contracts.

The examination of state statutes shows little about the scope of negotiations, therefore eliminating them as a possible safeguard. According to the participants' responses, little would be gained by placing administrative rights and responsibilities into statute since most everyone is concurring. However, if most of the selected rights and responsibilities presented in this study were proposed for legislation, the issue of scope appears to not be the determining factor for enactment.

With the general acceptance of many of the decision-making rights and responsibilities and professional rights and responsibilities,

the study implies superintendents or principals could evaluate, by using this study, the relationship to the board of education and to the teaching staff that would accompany a given job. If a particular board of education tended to make administrative decisions or if administrative decision-making authority had been delegated to teachers, a job applicant could be fully aware of the circumstances before accepting the position.

RECOMMENDATIONS FOR FUTURE STUDY

From the "Conclusions" and "Implications" sections of the study, three areas recommended for further research are as follows:

1. Explorations of the reasons board of education members, administrators, and teachers in Nebraska agree on administrator rights and responsibilities when there appears to be conflict in other areas of the country.

2. Study other factors which may affect the views of board of education members, administrators, or teachers concerning administrator rights and responsibilities such as size of school, training or preparation of administrators, experience of board of education members, or training of negotiation teams.

3. What specific provisions are commonly found in administrator contracts in the state of Nebraska and the relationship of these provisions to the understanding of the role of school management and teacher associations.

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APPENDIX A

Letter to Department Chairpersons

Dear _____ :

I am presently a student at the University of Nebraska working on a doctoral program in Educational Administration. The topic of my study pertains to management's rights and prerogatives in the public schools. One of my procedures involves gathering opinions from experts in the field of educational administration concerning which level of the school's organizational hierarchy should be charged with given decision-making powers and responsibilities and granted certain "professional rights."

Through your participation in the University Council of Educational Administrators, you and your university have been cited as leaders in the training of school administrators. Therefore, I'm asking you to serve as one of the experts and to respond to my questionnaire. If the area of management's rights and prerogatives is not one of your areas of specialization please indicate. I would appreciate receiving your indication of interest on the enclosed postal card.

Thanks in advance for your cooperation.

Sincerely,

/s/ Del Prindle

Del Prindle

DAP/cr
Enclosure

APPENDIX B

Letter to Prospective Experts

Dear _____ :

I am presently a study at the University of Nebraska working on a doctoral program in Educational Administration. The topic of my study pertains to management's rights and prerogatives in the public schools. One of the procedures involves gathering opinions from experts in the field of educational administration concerning which level of the school's organizational heirarchy should be charged with given decision-making powers and responsibilities and granted certain "professional rights."

Through your participation in the University Council of Educational Administration, you and your university have been cited as leaders in the training of school administrators. I have contacted your department chairman, _____, who indicated that you had expertise and interest in this topic. Therefore, I'm asking you to serve as one of the experts and to respond to my questionnaire. I would appreciate receiving your indication of interest on the enclosed postal card.

Thanks in advance for your cooperation.

Sincerely,

/s/ Del Prindle

Del Prindle

DAP/cr
Enclosure

APPENDIX C

Cover Letter to Panel of Experts

Dear _____ :

Thank you for agreeing to participate on my panel. I truly appreciate your time and effort in assisting me in conducting this study.

Thank you in advance for your prompt response.

Sincerely,

/s/ Del Prindle

Del Prindle

APPENDIX D

Postcard to Panel of Experts

____ I am willing to serve as an expert for your study and will complete your questionnaire.

____ I'd rather not serve.

____ I'd rather not serve, but because of his knowledge and interest in the topic I'd recommend

_____ Name

_____ Address

_____ Telephone
(if known)

_____ Position or
Occupation

APPENDIX E

List of Panel of Experts

List of Panel of Experts

1. Dr. Van C. Johnson - Michigan State University
2. Dr. Robert Ashe - Arizona State University
3. Dr. Michael Y. Nunnery - University of Florida
4. Dr. Willard R. Lane - University of Iowa
5. Dr. William Caldwell - Pennsylvania State University
6. Dr. Harry Stark - Rutgers University
7. Dr. Gordon Purrington - State University of New York at Albany
8. Dr. Roy A. Larmee - Ohio State University

APPENDIX F

Letter to Superintendents

Dear :

I am presently a student at the University of Nebraska working on a doctoral program in Educational Administration. The topic of my dissertation pertains to management's rights and prerogatives in the public schools. The study is focused on determining which rights and responsibilities are appropriate for administrator contracts and therefore, inappropriate for teacher negotiations.

One of my procedures involves gathering opinions from teachers, members of boards of education, and administrators concerning which level of the school's organizational hierarchy should be charged with certain rights and responsibilities. The twenty-five largest Class III school districts have been selected as the population for the study. Therefore, I am asking for your permission to include individuals from your district as part of my sample. The questionnaire would be sent out in February and mailed directly to selected board of education members, administrators, and teachers. In reporting the findings, no school district will be identified and complete confidentiality of individual responses will be maintained. The questionnaire contains approximately 60 brief statements and participants are to simply check a response.

I have enclosed a postcard for your convenience. Your cooperation would be greatly appreciated.

Sincerely,

/s/ Del Prindle

Del Prindle

Enclosure

APPENDIX G

Formula for Determining Sample Size

Formula for Determining Sample Size

$$n = \frac{[X^2 N (1 - \phi)]}{[d^2 (N - 1 + X^2 \phi (1 - \phi))]}$$

where n = required sample size

X^2 = table value of chi-square for one degree of freedom and the desired confidence interval (90 percent is the confidence interval and the table value of X^2 is 2.706)

N = population size

ϕ = the population proportion it is desired to estimate (.5 will give maximum sample size)

d = the degree of accuracy expressed as a proportion (.05 where \pm percent is the error that will be tolerated) *

* Nunnery and Kimbrough, Politics, Power, Polls and School Elections (Berkeley, California: McCutchan Publishing Corporation, 1971), p. 72.

APPENDIX H

Cover Letter to Board of Education Members,
Administrators, and Teachers

Dear board member:

You have been randomly selected from over 160 board of education members in the state of Nebraska to participate in a research project which I am conducting as a graduate student at the University of Nebraska. Your superintendent has granted permission for this study in your district. Complete confidentiality is guaranteed and only group responses will be used.

Attached is an important explanation of the study and the research questionnaire. Since the number of people participating in this study is relatively small, it is very important to receive your response. The questionnaire can be returned by simply stapling and placing in the mail.

Thank you in advance for your prompt response.

Sincerely,

/s/ Del Prindle

Del Prindle

Dear administrator:

You have been randomly selected from over 200 administrators in the state of Nebraska to participate in a research project which I am conducting as a graduate student at the University of Nebraska. Your superintendent has granted permission for this study in your district. Complete confidentiality is guaranteed and only group responses will be used.

Attached is an important explanation of the study and the research questionnaire. Since the number of people participating in the study is relatively small, it is very important to receive your response. The questionnaire can be returned by simply stapling and placing in the mail.

Thank you in advance for your prompt response.

Sincerely,

/s/ Del Prindle

Del Prindle

Dear educator:

You have been randomly selected from over 5,000 teachers in the state of Nebraska to participate in a research project which I am conducting as a graduate student at the University of Nebraska. Your superintendent has granted permission for this study in your district. Complete confidentiality is guaranteed and only group responses will be used.

Attached is an important explanation of the study and the research questionnaire. Since the number of people participating in the study is relatively small, it is very important to receive your response. The questionnaire can be returned by simply stapling and placing in the mail.

Thank you in advance for your prompt response.

Sincerely,

/s/ Del Prindle

Del Prindle

APPENDIX I

Background Information, Questionnaire Assumptions Enclosure
and the Questionnaire

Background Information and Questionnaire Assumptions

Introduction

The efficient operation of any complex organization requires a degree of delegation of authority, responsibility, and accountability by those originally having these powers to other members of the organization. Confusion sometimes exists, however, about which authorities, responsibilities, and accountabilities should be delegated and to whom they should be delegated. The following questionnaire contains proposed decision-making authorities and "professional" rights and responsibilities that may or may not be appropriately delegated or granted to school administrators by boards of education.

Before the mechanics of the questionnaire are discussed, it is important that one understands the following:

1. The questionnaire is theoretical. One should not apply his knowledge of statutory or common law or current practices in your state. Assume only that all the power, responsibility and accountability for each item originates with the board of education and can be delegated at the board's discretion.
2. Assume that equal amounts of authority, responsibility, and accountability accompany each decision.
3. Assume that all decisions are limited to the district's board policy and the approved budget.
4. Respond on the basis of which individual, superintendent or principal, has the primary responsibility and decision-making authority for implementing the task item. You can assume that the individual responsible will get input from appropriate individuals/groups in the organization.

PART I: Proposed Decision-Making Rights

Instructions:

Note: The "definition of terms" list is on the expandable flap for easy accessibility.

1. Read each item carefully and determine if the right or responsibility should be delegated by boards of education to the superintendent or principal.
2. A NUMBER SHOULD BE CIRCLED FOR BOTH SUPERINTENDENTS AND PRINCIPALS FOR EACH RIGHT STATED.
3. Circle the "3" if you believe the right is a primary responsibility for the position. ONLY ONE "3" MAY BE CIRCLED PER ITEM.
4. Circle the "2" if you are unsure if the right belongs to the position. Both "2"s may be circled for each item.
5. Circle the "1" if you believe the right belongs to someone else (example: board of education or teachers). Both "1"s may be circled for each item.

Example:

| | <u>Superintendent</u> | | | <u>Principal</u> | | |
|--|-----------------------|--------|-----|------------------|--------|-----|
| | No | Unsure | Yes | No | Unsure | Yes |
| 25. The right to and responsibility for closing the district's schools due to inclement weather. | 1 | 2 | ③ | ① | 2 | 3 |

NOTE: This does not mean that the superintendent does not ask for other people's opinions or recommendations. It means he is the one who decides and must be responsible for that decision.

| | <u>Superintendent</u> | | | <u>Principal</u> | | |
|---|-----------------------|--------|-----|------------------|--------|-----|
| | No | Unsure | Yes | No | Unsure | Yes |
| The right to and responsibility for | | | | | | |
| 1. selecting prospective teachers for hiring. | 1 | 2 | 3 | 1 | 2 | 3 |
| 2. recommending prospective teachers for hiring. | 1 | 2 | 3 | 1 | 2 | 3 |
| 3. selecting prospective administrators, other than the superintendent, for hiring. | 1 | 2 | 3 | 1 | 2 | 3 |
| 4. recommending prospective administrators, other than the superintendent, for hiring. | 1 | 2 | 3 | 1 | 2 | 3 |
| 5. placing personnel on the appropriate salary schedule or salary. | 1 | 2 | 3 | 1 | 2 | 3 |
| 6. selecting and recommending school employees, other than administrators, for transfers, reassignments, or promotions in the school district. | 1 | 2 | 3 | 1 | 2 | 3 |
| 7. approving school employees, other than administrators, for transfers, reassignments, or promotions in the school district. | 1 | 2 | 3 | 1 | 2 | 3 |
| 8. selecting and recommending administrators for transfers, reassignments, or promotions in the school district. | 1 | 2 | 3 | 1 | 2 | 3 |
| 9. approving administrators for transfers, reassignments, or promotions in the school district. | 1 | 2 | 3 | 1 | 2 | 3 |
| 10. approving the job description of the building principal. | 1 | 2 | 3 | 1 | 2 | 3 |
| 11. evaluating, constructive counseling, and recommending the dismissal of teachers and other personnel assigned to school buildings where a principal is employed subject to state and federal laws. | 1 | 2 | 3 | 1 | 2 | 3 |
| 12. evaluating, constructive counseling, and recommending the dismissal of principals and other administrators subject to state and federal laws. | 1 | 2 | 3 | 1 | 2 | 3 |

| The right to and responsibility for | Superintendent | | | Principal | | |
|---|----------------|--------|-----|-----------|--------|-----|
| | No | Unsure | Yes | No | Unsure | Yes |
| 13. developing and recommending the adoption of <u>all</u> board policies. | 1 | 2 | 3 | 1 | 2 | 3 |
| 14. developing, planning, and recommending the programs or courses of study which are required to accomplish the goals and objectives as stated by the board. | 1 | 2 | 3 | 1 | 2 | 3 |
| 15. approving the programs or courses of study which are required to accomplish the goals and objectives as stated by the board. | 1 | 2 | 3 | 1 | 2 | 3 |
| 16. selecting and recommending the appropriate teaching materials and methods which are required to accomplish the goals and objectives as stated by the board. | 1 | 2 | 3 | 1 | 2 | 3 |
| 17. approving the appropriate teaching materials and methods which are required to accomplish the goals and objectives as stated by the board. | 1 | 2 | 3 | 1 | 2 | 3 |
| 18. developing, planning and recommending the extra curricular activities that may be supported or sponsored by the school district. | 1 | 2 | 3 | 1 | 2 | 3 |
| 19. approving the extra curricular activities that may be supported or sponsored by the school district. | 1 | 2 | 3 | 1 | 2 | 3 |
| 20. developing and recommending appropriate class size figures for courses offered in the district. | 1 | 2 | 3 | 1 | 2 | 3 |
| 21. approving appropriate class size figures for courses offered in the district. | 1 | 2 | 3 | 1 | 2 | 3 |
| 22. recommending the type of instructional specialist to be employed by the district. | 1 | 2 | 3 | 1 | 2 | 3 |
| 23. approving the type of instructional specialist to be employed by the district. | 1 | 2 | 3 | 1 | 2 | 3 |
| 24. directing and organizing employees in the school building. | 1 | 2 | 3 | 1 | 2 | 3 |
| 25. directing and organizing employees in the school district. | 1 | 2 | 3 | 1 | 2 | 3 |

| | <u>Superintendent</u> | | | <u>Principal</u> | | |
|--|-----------------------|--------|-----|------------------|--------|-----|
| | No | Unsure | Yes | No | Unsure | Yes |
| The right to and responsibility for | | | | | | |
| 26. maintaining order and efficiency within the school building. | 1 | 2 | 3 | 1 | 2 | 3 |
| 27. maintaining order and efficiency within the school district. | 1 | 2 | 3 | 1 | 2 | 3 |
| 28. specifying the required actions and designing the detailed arrangements under which the school building shall be operated. | 1 | 2 | 3 | 1 | 2 | 3 |
| 29. specifying the required actions and designing the detailed arrangements under which the school district shall be operated. | 1 | 2 | 3 | 1 | 2 | 3 |
| 30. the administration of the school building. | 1 | 2 | 3 | 1 | 2 | 3 |
| 31. the administration of the school district. | 1 | 2 | 3 | 1 | 2 | 3 |
| 32. developing continuity between policy, rules, and regulations of the school building. | 1 | 2 | 3 | 1 | 2 | 3 |
| 33. developing continuity between policy, rules, and regulations of the school district. | 1 | 2 | 3 | 1 | 2 | 3 |
| 34. supervising the preparation of the annual budget in the school building. | 1 | 2 | 3 | 1 | 2 | 3 |
| 35. supervising the preparation of the annual budget in the school district. | 1 | 2 | 3 | 1 | 2 | 3 |
| 36. the administration of the approved school budget in the school building. | 1 | 2 | 3 | 1 | 2 | 3 |
| 37. the administration of the approved school budget in the school district. | 1 | 2 | 3 | 1 | 2 | 3 |
| 38. scheduling the work of district employees within a school building. | 1 | 2 | 3 | 1 | 2 | 3 |
| 39. scheduling the work of district employees within a school district. | 1 | 2 | 3 | 1 | 2 | 3 |
| 40. determining the organizational structure of personnel within a school building. | 1 | 2 | 3 | 1 | 2 | 3 |

| | Superintendent | | | Principal | | |
|---|----------------|--------|-----|-----------|--------|-----|
| | No | Unsure | Yes | No | Unsure | Yes |
| The right to and responsibility for | | | | | | |
| 41. determining the organizational structure of personnel within a school district. | 1 | 2 | 3 | 1 | 2 | 3 |
| 42. being an ex officio member of all building committees. | 1 | 2 | 3 | 1 | 2 | 3 |
| 43. being an ex officio member of all district committees. | 1 | 2 | 3 | 1 | 2 | 3 |

Part II: Proposed Professional Rights

Instructions:

Follow the same procedure as for PART I except both "C"s may be circled for each item.

| | | | | | | |
|--|---|---|---|---|---|---|
| 44. The right to and responsibility for operating under board policies which are congruent to the terms of the contract unless a mutual agreement to alter the terms of the contract is reached between the board and those employed under the contract. | 1 | 2 | 3 | 1 | 2 | 3 |
| 45. The right to expect the board of education to perform its duties as prescribed by state law, the policies made thereunder by the board, the code of ethics of the State School Boards Association, and by the specific conditions set forth by contract. | 1 | 2 | 3 | 1 | 2 | 3 |
| 46. The right to a periodic written impartial evaluation which points out strengths and weaknesses of one's performance. | 1 | 2 | 3 | 1 | 2 | 3 |
| 47. The right to constructive counseling on a regular and continuing basis to upgrade performance. | 1 | 2 | 3 | 1 | 2 | 3 |
| 48. The right to and responsibility for fulfilling duties prescribed by state law, board policies, code of ethics, and conditions in contract. | 1 | 2 | 3 | 1 | 2 | 3 |

| | <u>Superintendent</u> | | | <u>Principal</u> | | |
|--|-----------------------|--------|-----|------------------|--------|-----|
| | No | Unsure | Yes | No | Unsure | Yes |
| 49. The right to be released from contract without penalty and the responsibility to complete the contract period unless resignation is accepted by the board of education. | 1 | 2 | 3 | 1 | 2 | 3 |
| 50. The responsibility for holding a valid certificate at the beginning of the contract term and for not being under contract to another district. | 1 | 2 | 3 | 1 | 2 | 3 |
| 51. The right and responsibility to treat and to be treated ethically by the board of education. | 1 | 2 | 3 | 1 | 2 | 3 |
| 52. The right to be subjected to dismissal, demotion, or non-reemployment for good and just cause as provided in law, and only after written charges, notice of hearing, and a fair hearing before the board have been provided. | 1 | 2 | 3 | 1 | 2 | 3 |
| 53. The right to a multi-year contract. | 1 | 2 | 3 | 1 | 2 | 3 |
| 54. The right to any income protection plan that may be in force at the time when the removal of the administrator is for mental or physical incapacity. | 1 | 2 | 3 | 1 | 2 | 3 |
| 55. The right to undertake consultative work, speaking engagements, writing, lecturing, or other professional activities and the responsibility for devoting one's time, skill, labor, and attention to school employment during the time of the contract exclusive of vacation and legal holidays. | 1 | 2 | 3 | 1 | 2 | 3 |
| 56. The right to attend appropriate professional meetings at the local, state, and national level, the expenses of said attendance to be incurred by the district according to the approved budget, and the responsibility to continue one's professional development by participating in other relevant learning experiences. | 1 | 2 | 3 | 1 | 2 | 3 |
| 57. The right to an automatic extension for one year of the employment contract if not notified otherwise by the board before a predetermined date. | 1 | 2 | 3 | 1 | 2 | 3 |

| | <u>Superintendent</u> | | | <u>Principal</u> | | |
|--|-----------------------|--------|-----|------------------|--------|-----|
| | No | Unsure | Yes | No | Unsure | Yes |
| 58. The right to receive, through the office of the superintendent for study and recommendation, those criticisms, complaints, and suggestions that are called to the attention of the board. | 1 | 2 | 3 | 1 | 2 | 3 |
| 59. The right to the privilege of leave and other fringe benefits accorded other professional staff members in the district. | 1 | 2 | 3 | 1 | 2 | 3 |
| 60. The right to and responsibility for using administrative discretion in absence of board policy providing that a report of the decision and its rationale is given to the board by the next board meeting date. | 1 | 2 | 3 | 1 | 2 | 3 |
| 61. The right to and responsibility for attending <u>all</u> meetings of the board excepting only those in which one's employment and/or salary are being considered. | 1 | 2 | 3 | 1 | 2 | 3 |
| 62. The right to provide input to the negotiation process to help insure the appropriateness of negotiation issues. | 1 | 2 | 3 | 1 | 2 | 3 |
| 63. The responsibility to serve as an advisor to the board and to participate, but not vote, in the board's deliberations. | 1 | 2 | 3 | 1 | 2 | 3 |
| 64. The right to and responsibility for a comprehensive medical examination once each year with a statement certifying the physical competency placed on file, the cost of such examination being borne by the district. | 1 | 2 | 3 | 1 | 2 | 3 |
| 65. The right to expect the board of education to transact official business with the professional staff members and all other school employees only through the office of the superintendent. | 1 | 2 | 3 | 1 | 2 | 3 |
| 66. The right to participate in an administrative staff "in-service" training program to improve professional performance. | 1 | 2 | 3 | 1 | 2 | 3 |

Please complete the following concerning your personal status:

Age _____

Years experience at your position (cover letter identifies position intended) _____

Highest degree attained _____

Teachers and administrators only:

Circle one

Position (elem. junior high, senior high)

APPENDIX J

Follow-up Cover Letter

Dear Participant:

Several weeks ago, you were randomly selected to serve as a member of the sample for a research project which I am conducting at the University of Nebraska. As a member, you were sent a questionnaire which asked for your opinion on selected rights and responsibilities of school administrators. This request has undoubtedly come at an extremely busy time of year for you, but your response is very important to the success of the study. I would greatly appreciate your completing the enclosed questionnaire and returning it as soon as possible. If you have returned the previous questionnaire, please disregard this request.

Thanks for your cooperation.

Sincerely,

/s/ Del Prindle

Del Prindle

APPENDIX K

Formula for Pearson Product Moment Correlation Coefficient

Formula for Pearson Product Moment Correlation Coefficient

$$r = \frac{N\Sigma XY - (\Sigma X)(\Sigma Y)}{\sqrt{N\Sigma X^2 - (\Sigma X)^2} \quad N\Sigma Y^2 - (\Sigma Y)^2}$$

where X and Y = variables

N = number of pairs

r = Pearson r*

*N. B. Downie and R. W. Heath, Basic Statistical Methods (2nd ed.; New York: Harper and Row, 1965), p. 85.

APPENDIX L

Formula for Spearman Rank-Order Correlation Coefficient

Formula for Spearman Rank-Order Correlation Coefficient

$$p = 1 - \frac{6 \sum D^2}{N(N^2 - 1)}$$

where N = the number of pairs

p = rho, the rank-order correlation coefficient

D = difference between the two sets of ranks*

* N. B. Downie and R. W. Heath, Basic Statistical Methods (2nd ed.; New York: Harper and Row, 1965), p. 207.

APPENDIX M

**Priority Listing of the Proposed Administrator Decision-Making
Rights and Responsibilities**

Table M-1. A Priority Listing of the Proposed Administrator Decision-Making Rights and Responsibilities as Perceived by Board of Education Members, Administrators, and Teachers.

| Priority | Average Percentage for all | | | | The right and responsibility for: |
|----------|----------------------------|--------|----------|--------------|--|
| | Bd. of Ed. | Admin. | Teachers | Three Groups | |
| 1 | 100.0 | 100.0 | 98.8 | 99.6 | 26. maintaining order and efficiency within the school building. |
| 2 | 100.0 | 99.1 | 98.7 | 99.3 | 24. directing and organizing employees in the school building. |
| 3 | 97.9 | 100.0 | 97.6 | 98.5 | 32. developing continuity between policy, rules, and regulations of the school building. |
| 4 | 98.0 | 100.0 | 97.5 | 98.5 | 30. the administration of the school building. |
| 5 | 96.0 | 98.1 | 99.3 | 97.8 | 27. maintaining order and efficiency within the school district. |
| 6 | 99.9 | 99.0 | 94.4 | 97.8 | 34. supervising the preparation of the annual budget in the school building. |
| 7 | 98.0 | 99.1 | 95.6 | 97.6 | 36. the administration of the approved school budget in the school building. |
| 8 | 98.1 | 99.0 | 95.7 | 97.6 | 37. the administration of the approved school budget in the school district. |
| 9 | 96.0 | 100.0 | 95.7 | 97.2 | 33. developing continuity between policy, rules, and regulations of the school district. |
| 10 | 95.9 | 100.0 | 95.4 | 97.1 | 40. determining the organizational structure of personnel within a school building. |

Table M-1. (continued)

| Priority | Bd. of Ed. | Admin. | Teachers | Average Percent- | | The right and responsibility for: |
|----------|------------|--------|----------|------------------|--------------|--|
| | | | | age for all | Three Groups | |
| 11 | 96.2 | 98.1 | 95.1 | 96.5 | | 31. the administration of the school district. |
| 12 | 98.0 | 100.0 | 90.3 | 96.1 | | 35. supervising the preparation of the annual budget in the school district. |
| 13 | 95.5 | 99.0 | 92.6 | 95.7 | | 2. recommending prospective teachers for hiring. |
| 14 | 96.1 | 97.2 | 93.4 | 95.6 | | 41. determining the organizational structure of personnel within a school district. |
| 15 | 94.2 | 95.3 | 96.3 | 95.3 | | 25. directing and organizing employees in the school district. |
| 16 | 94.5 | 95.1 | 95.8 | 95.1 | | 38. scheduling the work of district employees within a school building. |
| 17 | 98.0 | 96.1 | 90.0 | 94.7 | | 28. specifying the required actions and designing the detailed arrangements under which the school building shall be operated. |
| 18 | 97.9 | 97.0 | 86.6 | 93.8 | | 11. evaluating, constructive counseling and recommending the dismissal of teachers and other personnel assigned to school buildings where a principal is employed subject to state and federal laws. |
| 19 | 89.6 | 95.0 | 94.4 | 93.3 | | 1. selecting prospective teachers for hiring. |
| 20 | 96.1 | 98.1 | 82.6 | 92.3 | | 12. evaluating, constructive counseling, and recommending the dismissal of principals and other administrators subject to state and federal laws. |

Table M-1. (continued)

| Priority | Average Percent- | | | The right and responsibility for: |
|----------|------------------|--------|----------|---|
| | Bd. of Ed. | Admin. | Teachers | |
| 21 | 92.3 | 95.2 | 89.0 | 29. specifying the required actions and designing the detailed arrangements under which the school district shall be operated. |
| 22 | 92.3 | 91.8 | 89.8 | 39. scheduling the work of district employees within a school district. |
| 23 | 93.4 | 96.0 | 83.5 | 22. recommending the type of instructional specialist to be employed by the district. |
| 24 | 89.6 | 93.8 | 86.7 | 6. selecting and recommending school employees, other than administrators, for transfers, reassignments, or promotions in the school district. |
| 25 | 90.2 | 100.0 | 78.3 | 8. selecting and recommending administrators for transfers, reassignments, or promotions in the school district. |
| 26 | 81.6 | 96.2 | 90.1 | 7. approving school employees, other than administrators, for transfers, reassignments, or promotions in the school district. |
| 27 | 95.6 | 91.2 | 76.9 | 20. developing and recommending appropriate class size figures for courses offered in the district. |
| 28 | 95.2 | 90.6 | 74.5 | 14. developing, planning, and recommending the programs or courses of study which are required to accomplish the goals and objectives as stated by the board. |

Table M-1. (continued)

| Priority | Average Percentage for All Three Groups | | | The right and responsibility for: |
|----------|---|--------|----------|---|
| | Bd. of Ed. | Admin. | Teachers | |
| 29 | 79.6 | 89.8 | 83.9 | 10. approving the job description of the building principal. |
| 30 | 86.2 | 93.1 | 71.6 | 5. placing personnel on the appropriate salary schedule or salary. |
| 31 | 92.1 | 98.0 | 84.5 | 4. recommending prospective administrators, other than the superintendent, for hiring. |
| 32 | 72.5 | 93.4 | 78.7 | 3. selecting prospective administrators, other than the superintendent, for hiring. |
| 33 | 82.0 | 88.1 | 73.0 | 42. being an ex officio member of all building committees. |
| 34 | 82.5 | 91.9 | 65.7 | 18. developing, planning and recommending the extra curricular activities that may be supported or sponsored by the school district. |
| 35 | 72.5 | 84.9 | 82.2 | 21. approving appropriate class size figures for courses offered in the district. |
| 36 | 70.2 | 84.8 | 84.0 | 15. approving the programs or courses of study which are required to accomplish the goals and objectives as stated by the board. |
| 37 | 66.0 | 88.5 | 83.0 | 23. approving the type of instructional specialist to be employed by the district. |
| 38 | 91.3 | 84.2 | 61.1 | 16. selecting and recommending the appropriate teaching materials and methods which are required to accomplish the goals and objectives as stated by the board. |

Table M-1. (continued)

| Priority | Bd. of Ed. | Admin. | Teachers | Average Percent- age for All Three Groups | The right and responsibility for: |
|----------|------------|--------|----------|---|--|
| 39 | 65.5 | 92.3 | 75.8 | 77.9 | 17. approving the appropriate teaching materials and methods which are required to accomplish the goals and objectives as stated by the board. |
| 40 | 80.8 | 78.2 | 74.6 | 77.9 | 43. being an ex officio member of all district committees. |
| 41 | 57.1 | 86.0 | 82.1 | 75.1 | 19. approving the extra curricular activities that may be supported or sponsored by the school district. |
| 42 | 52.9 | 92.4 | 74.0 | 73.1 | 9. approving administrators for transfers, reassignments, or promotions in the school district. |
| 43 | 59.6 | 90.3 | 55.2 | 68.4 | 13. developing and recommending the adoption of <u>all</u> board policies. |

APPENDIX N

Priority Listing of the Proposed Superintendents' Decision-Making
Rights and Responsibilities

Table N-1. A Priority Listing of the Proposed Superintendents' Decision-Making Rights and Responsibilities as Perceived by Board of Education Members, Administrators, and Teachers.

| Priority | Average Percentage for All Three Groups | | | | The right and responsibility for |
|----------|---|--------|----------|------|--|
| | Bd. of Ed. | Admin. | Teachers | | |
| 1 | 98.1 | 98.1 | 94.6 | 96.9 | 37. the administration of the approved school budget in the school district. |
| 2 | 96.0 | 99.0 | 93.9 | 96.3 | 33. developing continuity between policy, rules, and regulations of the school district. |
| 3 | 98.0 | 99.1 | 90.3 | 96.0 | 35. supervising the preparation of the annual budget in the school district. |
| 4 | 96.2 | 97.2 | 94.0 | 95.8 | 31. the administration of the school district. |
| 5 | 96.0 | 93.3 | 93.8 | 94.4 | 27. maintaining order and efficiency within the school district. |
| 6 | 96.1 | 96.3 | 91.6 | 93.7 | 41. determining the organizational structure of personnel within a school district. |
| 7 | 96.1 | 97.2 | 82.6 | 92.0 | 12. evaluating, constructive counseling, and recommending the dismissal of principals, and other administrators subject to state and federal laws. |
| 8 | 88.4 | 92.4 | 92.1 | 91.0 | 25. directing and organizing employees in the school district. |
| 9 | 92.3 | 90.9 | 88.0 | 90.4 | 39. scheduling the work of district employees within a school district. |
| 10 | 92.3 | 93.3 | 85.4 | 90.3 | 29. specifying the required actions and designing the detailed arrangements under which the school district shall be operated. |

Table N-1. (continued)

| Priority | Bd. of Ed. | Admin. | Teachers | Average Percent- | | The right to and responsibility for |
|----------|------------|--------|----------|--------------------------|--|--|
| | | | | age for All Three Groups | | |
| 11 | 90.2 | 96.3 | 76.0 | 87.5 | | 8. selecting and recommending administrators for transfers, reassignments, or promotions in the school district. |
| 12 | 88.6 | 86.1 | 73.9 | 82.7 | | 4. recommending prospective administrators, other than the superintendent, for hiring. |
| 13 | 72.5 | 92.5 | 76.8 | 80.6 | | 3. selecting prospective administrators, other than the superintendent, for hiring. |
| 14 | 77.6 | 83.7 | 79.6 | 80.3 | | 10. approving the job description of the building principal. |
| 15 | 86.2 | 91.1 | 59.6 | 79.0 | | 5. placing personnel on the appropriate salary schedule or salary. |
| 16 | 80.8 | 77.3 | 72.8 | 77.0 | | 43. being an ex officio member of all district committees. |
| 17 | 64.0 | 86.6 | 77.3 | 75.8 | | 23. approving the type of instructional specialist to be employed by the district. |
| 18 | 71.4 | 83.7 | 70.8 | 75.3 | | 7. approving school employees, other than administrators, for transfers, reassignments, or promotions in the school district. |
| 19 | 52.9 | 91.5 | 73.4 | 72.6 | | 9. approving administrators for transfers, reassignments, or promotions in the school district. |
| 20 | 70.2 | 74.7 | 72.0 | 72.3 | | 15. approving the programs or courses of study which are required to accomplish the goals and objectives as stated by the board. |

Table N-1. (continued)

| Priority | Bd. of Ed. | Admin. | Teachers | Average Percent- age for All Three Groups | The right to and responsibility for |
|----------|------------|--------|----------|---|---|
| 21 | 53.0 | 81.0 | 73.6 | 69.2 | 19. approving the extra curricular activities that may be supported or sponsored by the school district. |
| 22 | 59.6 | 90.3 | 55.2 | 68.4 | 13. developing and recommending the adoption of <u>all</u> board policies. |
| 23 | 62.7 | 71.7 | 63.9 | 66.1 | 21. approving appropriate class size figures for courses offered in the district. |
| 24 | 63.8 | 59.6 | 36.0 | 53.1 | 17. approving the appropriate teaching materials and methods which are required to accomplish the goals and objectives as stated by the board. |
| 25 | 62.5 | 32.6 | 44.6 | 46.6 | 1. selecting prospective teachers for hiring. |
| 26 | 47.9 | 38.1 | 25.3 | 37.1 | 6. selecting and recommending school employees, other than administrators, for transfers, reassignments, or promotions in the school district. |
| 27 | 41.3 | 28.4 | 36.7 | 35.5 | 22. recommending the type of instructional specialist to be employed by the district. |
| 28 | 47.6 | 29.1 | 29.4 | 35.4 | 14. developing, planning, and recommending the programs or courses of study which are required to accomplish the goals and objectives as stated by the board. |

Table N-1. (continued)

| Priority | Bd. of Ed. | Admin. | Teachers | Average Percent- age for All Three Groups | The right to and responsibility for |
|----------|------------|--------|----------|---|---|
| 29 | 51.1 | 31.3 | 17.3 | 33.2 | 2. recommending prospective teachers for hiring. |
| 30 | 28.6 | 16.1 | 20.4 | 21.6 | 18. developing, planning and recommending the extra curricular activities that may be supported or sponsored by the school district. |
| 31 | 24.0 | 18.1 | 13.1 | 18.4 | 42. being an ex officio member of all building committees. |
| 32 | 17.3 | 9.8 | 21.1 | 16.0 | 20. developing and recommending appropriate class size figures for courses offered in the district. |
| 33 | 14.6 | 9.9 | 12.1 | 12.2 | 11. evaluating, constructive counseling, and recommending the dismissal of teachers and other personnel assigned to school buildings where a principal is employed subject to state and federal laws. |
| 34 | 13.0 | 5.8 | 8.0 | 8.9 | 16. selecting and recommending the appropriate teaching materials and methods which are required to accomplish the goals and objectives as stated by the board. |
| 35 | 5.8 | 4.7 | 8.0 | 6.2 | 34. supervising the preparation of the annual budget in the school building. |
| 36 | 10.0 | 2.9 | 4.2 | 5.7 | 36. the administration of the approved school budget in the school building. |

Table N-1. (continued)

| Priority | Average Percent- | | | | The right to and responsibility for |
|----------|------------------|--------|----------|--------------------------|--|
| | Bd. of Ed. | Admin. | Teachers | age for All Three Groups | |
| 37 | 5.8 | 4.5 | 6.0 | 5.4 | 38. scheduling the work of district employees within a school building. |
| 38 | 8.1 | 2.8 | 5.3 | 5.4 | 40. determining the organizational structure of personnel within a school building. |
| 39 | 3.9 | 1.9 | 9.9 | 5.2 | 28. specifying the required actions and designing the detailed arrangements under which the school building shall be operated. |
| 40 | 1.9 | 0.9 | 4.8 | 2.5 | 30. the administration of the school building. |
| 41 | 0.0 | 1.9 | 4.3 | 2.1 | 32. developing continuity between policy, rules, and regulations of the school building. |
| 42 | 0.0 | 0.0 | 1.1 | 0.4 | 24. directing and organizing employees in the school building. |
| 43 | 0.0 | 0.0 | 0.0 | 0.0 | 26. maintaining order and efficiency within the school building. |

APPENDIX 0

**Priority Listing of the Proposed Principals' Decision-Making
Rights and Responsibilities**

Table 0-1. A Priority Listing of the Proposed Principals' Decision-Making Rights and Responsibilities as Perceived by Board of Education Members, Administrators, and Teachers.

| Priority | Bd. of Ed. | Admin. | Teachers | Average Percent- | | The right to and responsibility for |
|----------|------------|--------|----------|------------------|----------|---|
| | | | | Admin. | Teachers | |
| 1 | 100.0 | 100.0 | 98.8 | 99.6 | 99.6 | 26. maintaining order and efficiency within the school building. |
| 2 | 100.0 | 99.1 | 97.6 | 98.9 | 98.9 | 24. directing and organizing employees in the school building. |
| 3 | 97.9 | 98.1 | 93.2 | 96.4 | 96.4 | 32. developing continuity between policy, rules, and regulations of the school building. |
| 4 | 96.2 | 99.1 | 92.8 | 96.0 | 96.0 | 30. the administration of the school building. |
| 5 | 88.0 | 96.2 | 91.4 | 91.9 | 91.9 | 36. the administration of the approved school budget in the school building. |
| 6 | 87.8 | 97.2 | 90.1 | 91.7 | 91.7 | 40. determining the organizational structure of personnel with a school building. |
| 7 | 94.1 | 94.3 | 86.4 | 91.6 | 91.6 | 34. supervising the preparation of the annual budget in the school building. |
| 8 | 88.5 | 90.8 | 89.8 | 89.7 | 89.7 | 38. scheduling the work of district employees within a school building. |
| 9 | 94.1 | 94.2 | 80.1 | 89.5 | 89.5 | 28. specifying the required actions and designing the detailed arrangements under which the school building shall be operated. |
| 10 | 83.3 | 87.1 | 74.5 | 81.6 | 81.6 | 11. evaluating, constructive counseling, and recommending the dismissal of teachers and other personnel assigned to school buildings where the principal is employed subject to state and federal laws. |

Table 0-1. (continued)

| Priority | Bd. of Ed. | Admin. | Teachers | Average Percent- age for All Three Groups | The right to and responsibility for |
|----------|------------|--------|----------|---|---|
| 11 | 78.3 | 81.4 | 55.8 | 71.8 | 20. developing and recommending appropriate class size figures for courses offered in the district. |
| 12 | 78.3 | 78.4 | 53.1 | 69.9 | 16. selecting and recommending the appropriate teaching materials and methods which are required to accomplish the goals and objectives as stated by the board. |
| 13 | 58.0 | 70.0 | 59.9 | 62.6 | 42. being an ex officio member of all building committees. |
| 14 | 44.4 | 67.7 | 75.3 | 62.5 | 2. recommending prospective teachers for hiring. |
| 15 | 54.3 | 75.8 | 45.3 | 58.2 | 18. developing, planning and recommending the extra curricular activities that may be supported or sponsored by the school district. |
| 16 | 52.1 | 67.6 | 46.8 | 55.5 | 22. recommending the type of instructional specialist to be employed by the district. |
| 17 | 41.7 | 55.7 | 61.4 | 52.9 | 6. selecting and recommending school employees, other than administrators, for transfers, reassignments, or promotions in the school district. |
| 18 | 47.6 | 61.5 | 45.1 | 51.4 | 14. developing, planning, and recommending the programs or courses of study which are required to accomplish the goals and objectives as stated by the board. |

Table 0-1. (continued)

| Priority | Bd. of Ed. | Admin. | Teachers | Average Percent- | | The right to and responsibility for |
|----------|------------|--------|----------|------------------|----------|--|
| | | | | Admin. | Teachers | |
| 19 | 27.1 | 62.4 | 50.6 | 46.7 | | 1. selecting prospective teachers for hiring. |
| 20 | 17.0 | 32.7 | 39.8 | 29.8 | | 17. approving the appropriate teaching materials and methods which are required to accomplish the goals and objectives as stated by the board. |
| 21 | 11.5 | 28.2 | 40.6 | 26.8 | | 13. developing and recommending the adoption of <u>all</u> board policies. |
| 22 | 10.2 | 12.5 | 19.3 | 14.0 | | 7. approving school employees, other than administrators, for transfers, reassignments, or promotions in the school district. |
| 23 | 9.8 | 13.2 | 18.3 | 13.8 | | 21. approving appropriate class size figures for courses offered in the district. |
| 24 | 3.9 | 11.9 | 10.6 | 8.8 | | 4. recommending prospective administrators, other than the superintendent, for hiring. |
| 25 | 0.0 | 10.1 | 12.0 | 7.4 | | 15. approving the programs or courses of study which are required to accomplish the goals and objectives as stated by the board. |
| 26 | 4.1 | 5.0 | 8.5 | 5.9 | | 19. approving the extra curricular activities that may be supported or sponsored by the school district. |
| 27 | 0.0 | 2.0 | 12.0 | 4.7 | | 5. placing personnel on the appropriate salary schedule or salary. |

Table 0-1. (continued)

| Priority | Bd. of Ed. | Admin. | Teachers | Average Percent- | | The right to and responsibility for |
|----------|------------|--------|----------|--------------------------|--|--|
| | | | | age for All Three Groups | | |
| 28 | 5.8 | 2.9 | 4.2 | 4.3 | | 25. directing and organizing employees in the school district. |
| 29 | 2.0 | 6.1 | 4.3 | 4.1 | | 10. approving the job description of the building principal |
| 30 | 0.0 | 4.8 | 5.5 | 3.4 | | 27. maintaining order and efficiency within the school district. |
| 31 | 2.0 | 1.9 | 5.7 | 3.2 | | 23. approving the type of instructional specialist to be employed by the district. |
| 32 | 0.0 | 3.7 | 2.3 | 2.0 | | 8. selecting and recommending administrators for transfers, reassignments, or promotions in the school district. |
| 33 | 0.0 | 1.9 | 3.6 | 1.8 | | 29. specifying the required actions and designing the detailed arrangements under which the school district shall be operated. |
| 34 | 0.0 | 1.9 | 1.8 | 1.2 | | 41. determining the organizational structure of personnel with a school district. |
| 35 | 0.0 | 0.9 | 1.9 | 0.9 | | 3. selecting prospective administrators, other than the superintendent, for hiring. |
| 36 | 0.0 | 1.0 | 1.8 | 0.9 | | 33. developing continuity between policy, rules, and regulations of the school district. |
| 37 | 0.0 | 0.9 | 1.8 | 0.9 | | 43. being an ex officio member of all district committees. |

Table 0-1. (continued)

| Priority | Bd. of Ed. | Admin. | Teachers | Average Percent- age for All Three Groups | The right to and responsibility for |
|----------|------------|--------|----------|---|---|
| 38 | 0.0 | 0.9 | 1.8 | 0.9 | 39. scheduling the work of district employees within a school district. |
| 39 | 0.0 | 0.9 | 1.1 | 0.7 | 31. the administration of the school district. |
| 40 | 0.0 | 0.9 | 1.1 | 0.7 | 37. the administration of the approved school budget in the school district. |
| 41 | 0.0 | 1.9 | 0.0 | 0.6 | 35. supervising the preparation of the annual budget in the school district. |
| 42 | 0.0 | 0.9 | 0.0 | 0.3 | 12. evaluating, constructive counseling, and recommending the dismissal of principals and other administrators subject to state and federal laws. |
| 43 | 0.0 | 0.9 | 0.6 | 0.5 | 9. approving administrators for transfers, reassignments, or promotions in the school district. |

APPENDIX P

Priority Listing of the Proposed Administrator Professional
Rights and Responsibilities

Table P-1.A Priority Listing of the Proposed Administrative Professional Rights and Responsibilities as Perceived by Board of Education Members, Administrators, and Teachers.

| Priority | Average Percent- | | | | Professional Rights and Responsibilities |
|----------|------------------|--------|----------|--------------------------|--|
| | Bd. of Ed. | Admin. | Teachers | age for All Three Groups | |
| 1 | 98.0 | 100.0 | 90.0 | 96.0 | 61. the right to and responsibility for attending <u>all</u> meetings of the board excepting <u>only</u> those in which one's employment and/or salary are being considered. |
| 2 | 100.0 | 93.6 | 92.4 | 95.3 | 51. the right and responsibility to treat and to be treated ethically by the board of education. |
| 3 | 98.1 | 93.6 | 91.3 | 94.3 | 48. The right to and responsibility for fulfilling duties prescribed by state law, board policies, code of ethics and conditions in contract. |
| 4 | 92.3 | 96.3 | 90.0 | 92.9 | 45. The right to expect the board of education to perform its duties as prescribed by state law, the policies made thereunder by the board, the code of ethics of the State School Boards Association, and by the specific conditions set forth by contract. |
| 5 | 94.2 | 92.8 | 91.3 | 92.8 | 46. The right to a periodic written impartial evaluation which points out strengths and weaknesses of one's performance. |
| 6 | 94.2 | 94.6 | 87.6 | 92.2 | 47. The right to constructive counseling on a regular and continuing basis to upgrade performance. |

Table P-1. (continued)

| Priority | Average Percentage for All Three Groups | | | | Professional Rights and Responsibilities |
|----------|---|--------|----------|------|--|
| | Bd. of Ed. | Admin. | Teachers | | |
| 7 | 90.2 | 95.4 | 90.7 | 92.1 | 50. The responsibility for holding a valid certificate at the beginning of the contract term and for not being under contract to another district. |
| 8 | 94.0 | 99.1 | 82.9 | 92.0 | 63. The responsibility to serve as an advisor to the board and to participate, but not vote, in the board's deliberations. |
| 9 | 94.2 | 92.7 | 88.3 | 91.7 | 44. The right to and responsibility for operating under board policies which are congruent to the terms of the contract unless a mutual agreement to alter the terms of the contract is reached between the board and those employed under the contract. |
| 10 | 96.0 | 92.7 | 86.5 | 91.7 | 60. The right to and responsibility for using administrative discretion in absence of board policy providing that a report of the decision and its rationale is given to the board by the next board meeting date. |
| 11 | 88.2 | 92.6 | 91.7 | 90.8 | 66. The right to participate in an administrative staff "in-service" training program to improve professional performance. |

Table P-1. (continued)

| Priority | Average Percent- | | | Professional Rights and Responsibilities |
|----------|------------------|--------|----------|--|
| | Bd. of Ed. | Admin. | Teachers | |
| 12 | 86.0 | 97.2 | 84.2 | 56. The right to attend appropriate professional meetings of the local, state, and national level, the expenses of said attendance to be incurred by the district according to the approved budget, and the responsibility to continue one's professional development by participating in other relevant learning experiences. |
| 13 | 90.2 | 90.9 | 85.4 | 52. The right to be subjected to dismissal, demotion, or non-reemployment for good and just cause as provided in law, and only after written charges, notice of hearing, and a fair hearing before the board have been provided. |
| 14 | 94.1 | 96.3 | 71.8 | 65. The right to expect the board of education to transact official business with the professional staff members and all other school employees only through the office of the superintendent. |
| 15 | 82.0 | 94.4 | 83.5 | 59. The right to the privilege of leave and other fringe benefits accorded other professional staff members in the district. |

Table P-1. (continued)

| Priority | Bd. of Ed. | Admin. | Teachers | Average Percent- | | Professional Rights and Responsibilities |
|----------|------------|--------|----------|--------------------------|--|---|
| | | | | age for All Three Groups | | |
| 16 | 76.0 | 92.7 | 87.6 | 85.4 | | 58. The right to receive, through the office of the superintendent for study and recommendation, those criticisms, complaints, and suggestions that are called to the attention of the board. |
| 17 | 92.2 | 93.6 | 57.1 | 81.0 | | 62. The right to provide input to the negotiation process to help insure the appropriateness of negotiation issues. |
| 18 | 72.0 | 88.0 | 76.5 | 78.8 | | 57. The right to an automatic extension for one year of the employment contract if not notified otherwise by the board before a predetermined date. |
| 19 | 76.5 | 89.1 | 68.8 | 78.1 | | 54. The right to any income protection plan that may be in force at the time when the removal of the administrator is for mental or physical incapacity. |
| 20 | 71.4 | 79.8 | 72.6 | 74.6 | | 49. The right to be released from contract without penalty and the responsibility to complete the contract period unless resignation is accepted by the board of education. |
| 21 | 59.1 | 75.7 | 70.2 | 68.3 | | 55. The right to undertake consultative work, speaking engagements, writing, lecturing, or other professional activities and the responsibility for devoting one's time, skill, labor, and attention to school employment during the time of the contract exclusive of vacation and legal holidays. |

Table P-1. (continued)

| Priority | Bd. of Ed. | Admin. | Teachers | Average Percent- | | Professional Rights and Responsibilities |
|----------|------------|--------|----------|------------------|-------------|--|
| | | | | Three Groups | age for All | |
| 22 | 50.9 | 85.2 | 41.1 | 59.1 | 53. | The right to a multi-year contract. |
| 23 | 54.9 | 64.8 | 47.0 | 55.6 | 64. | The right to and responsibility for a comprehensive medical examination once each year with a statement certifying the physical competency placed on file, the cost of such examination being borne by the district. |

APPENDIX Q

Priority Listing of the Proposed Superintendents' Professional
Rights and Responsibilities

Table Q-1. A Priority Listing of the Proposed Superintendents' Professional Rights and Responsibilities as Perceived by Board of Education Members, Administrators, and Teachers.

| Priority | Average Percent- | | | Professional Rights and Responsibilities |
|----------|------------------|--------|----------|--|
| | Bd. of Ed. | Admin. | Teachers | |
| 1 | 98.0 | 100.0 | 90.0 | 61. The right to and responsibility for attending all meetings of the board excepting only those in which one's employment and/or salary are being considered. |
| 2 | 100.0 | 93.6 | 92.4 | 51. The right and responsibility to treat and to be treated ethically by the board of education. |
| 3 | 98.1 | 93.6 | 91.3 | 48. The right to and responsibility for fulfilling duties prescribed by state law, board policies, code of ethics, and conditions in contract. |
| 4 | 92.3 | 96.3 | 90.0 | 45. The right to expect the board of education to perform its duties as prescribed by state law, the policies made thereunder by the board, the code of ethics of the State School Boards Association, and by the specific conditions set forth by contract. |
| 5 | 90.2 | 95.4 | 90.7 | 50. The responsibility for holding a valid certificate at the beginning of the contract term and for not being under contract to another district. |

Table Q-1. (continued)

| Priority | Bd. of Ed. | Admin. | Teachers | Average Percent- | | Professional Rights and Responsibilities |
|----------|------------|--------|----------|--------------------------|--|--|
| | | | | age for All Three Groups | | |
| 6 | 94.0 | 99.1 | 82.9 | 92.0 | | 63. The responsibility to serve as an advisor to the board and to participate but not vote, in the board's deliberations. |
| 7 | 94.2 | 92.7 | 88.3 | 91.7 | | 44. The right to and responsibility for operating under board policies which are congruent to the terms of the contract unless a mutual agreement to alter the terms of the contract is reached between the board and those employed under the contract. |
| 8 | 96.0 | 92.7 | 86.5 | 91.7 | | 60. The right to and responsibility for using administrative discretion in absence of board policy providing that a report of the decision and its rationale is given to the board by the next board meeting date. |
| 9 | 88.2 | 90.7 | 91.7 | 90.5 | | 66. The right to participate in an administrative staff "in-service" training program to improve professional performance. |
| 10 | 86.0 | 97.2 | 84.2 | 89.1 | | 56. The right to attend appropriate professional meetings at the local, state, and national level, the expenses of said attendance to be incurred by the district according to the approved budget, and the responsibility to continue one's professional development by participating in other relevant learning experiences. |

Table Q-1. (continued)

| Priority | Bd. of Ed. | Admin. | Teachers | Average Percent- | | Professional Rights and Responsibilities |
|----------|------------|--------|----------|------------------|----------|--|
| | | | | Admin. | Teachers | |
| 11 | 90.1 | 90.9 | 85.4 | 88.8 | | 52. The right to be subjected to dismissal, demotion, or non-reemployment for good and just cause as provided in law, and only after written charges, notice of hearing, and a fair hearing before the board have been provided. |
| 12 | 94.1 | 96.3 | 71.8 | 87.4 | | 65. The right to expect the board of education to transact official business with the professional staff members and all other school employees only through the office of the superintendent. |
| 13 | 80.0 | 90.7 | 83.5 | 84.7 | | 59. The right to the privilege of leave and other fringe benefits accorded other professional staff members in the district. |
| 14 | 70.0 | 84.4 | 87.6 | 84.0 | | 58. The right to receive, through the office of the superintendent for study and recommendation, those criticisms, complaints, and suggestions that are called to the attention of the board. |
| 15 | 92.2 | 93.6 | 57.1 | 81.0 | | 62. The right to provide input to the negotiation process to help insure the appropriateness of negotiation issues. |

Table Q-1. (continued)

| Priority | Average Percentage for All Three Groups | | | | Professional Rights and Responsibilities |
|----------|---|--------|----------|------|---|
| | Bd. of Ed. | Admin. | Teachers | | |
| 16 | 84.6 | 80.2 | 75.0 | 79.9 | 46. The right to a periodic written impartial evaluation which points out strengths and weaknesses of one's performance. |
| 17 | 76.5 | 89.1 | 68.8 | 77.9 | 54. The right to any income protection plan that may be in force at the time when the removal of the administrator is for mental or physical incapacity. |
| 18 | 72.0 | 85.1 | 76.5 | 77.9 | 57. The right to an automatic extension for one year of the employment contract if not notified otherwise by the board before a predetermined date. |
| 19 | 82.6 | 80.2 | 69.8 | 77.5 | 47. The right to constructive counseling on a regular and continuing basis to upgrade performance. |
| 20 | 71.4 | 79.8 | 72.6 | 74.6 | 49. The right to be released from contract without penalty and the responsibility to complete the contract period unless resignation is accepted by the board of education. |

Table Q-1. (continued)

| Priority | Average Percent- | | | Professional Rights and Responsibilities | |
|----------|------------------|--------|----------|--|---|
| | Bd. of Ed. | Admin. | Teachers | | |
| 21 | 59.1 | 75.7 | 70.2 | 68.3 | 55. The right to undertake consultative work, speaking engagements, writing, lecturing, or other professional activities and the responsibility for devoting one's time, skill, labor, and attention to school employment during the time of the contract exclusive of vacation and legal holidays. |
| 22 | 50.9 | 85.2 | 41.1 | 59.1 | 53. The right to a multi-year contract. |
| 23 | 54.9 | 64.8 | 47.0 | 55.6 | 64. The right to and responsibility for a comprehensive medical examination once each year with a statement certifying the physical competency placed on file, the cost of such examination being borne by the district. |

APPENDIX R

Priority Listing of the Proposed Principals' Professional
Rights and Responsibilities

Table R-1. A Priority Listing of the Proposed Principals' Professional Rights and Responsibilities as Perceived by Board of Education Members, Administrators, and Teachers.

| Priority | Average Percent- | | | Professional Rights and Responsibilities |
|----------|------------------|-----------------|--------------------------|--|
| | Bd. of Ed. | Admin. Teachers | age for All Three Groups | |
| 1 | 84.2 | 92.8 | 91.3 | 46. The right to a periodic written impartial evaluation which points out strengths and weaknesses of one's performance. |
| 2 | 94.2 | 94.6 | 87.8 | 47. The right to constructive counseling on a regular and continuing basis to up-grade performance. |
| 3 | 90.1 | 89.1 | 91.3 | 51. The right and responsibility to treat and to be treated ethically by the board of education. |
| 4 | 84.3 | 92.6 | 91.1 | 66. The right to participate in an administrative staff "in-service" training program to improve professional performance. |
| 5 | 88.5 | 88.2 | 89.5 | 48. The right to and responsibility for fulfilling duties prescribed by state law, board policies, code of ethics, and conditions in contract. |
| 6 | 90.2 | 89.1 | 82.5 | 52. The right to be subjected to dismissal, demotion, or non-reemployment for good and just cause as provided in law, and only after written charges, notice of hearing, and a fair hearing before the board have been provided. |

Table R-1. (continued)

| Priority | Average Percent- | | | Professional Rights and Responsibilities |
|----------|------------------|--------|----------|--|
| | Bd. of Ed. | Admin. | Teachers | |
| 7 | 82.0 | 94.4 | 83.5 | 59. The right to the privilege of leave and other fringe benefits accorded other professional staff members in the district. |
| 8 | 76.0 | 92.7 | 85.3 | 58. The right to receive, through the office of the superintendent for study and recommendation, those criticisms, complaints, and suggestions that are called to the attention of the board. |
| 9 | 86.3 | 85.5 | 82.0 | 50. The responsibility for holding a valid certificate at the beginning of the contract term and for not being under contract to another district. |
| 10 | 80.0 | 91.6 | 79.5 | 56. The right to attend appropriate professional meetings at the local, state, and national level, the expenses of said attendance to be incurred by the district according to the approved budget, and the responsibility to continue one's professional development by participating in other relevant learning experiences. |
| 11 | 86.5 | 80.9 | 81.9 | 44. The right to and responsibility for operating under board policies which are congruent to the terms of the contract unless a mutual agreement to alter the terms of the contract is reached between the board and those employed under the contract. |

Table R-1. (continued)

| Priority | Average Percent- | | | | Professional Rights and Responsibilities |
|----------|------------------|--------|----------|--------------------------|--|
| | Bd. of Ed. | Admin. | Teachers | age for All Three Groups | |
| 12 | 82.7 | 80.6 | 77.1 | 80.1 | 45. The right to expect the board of education to perform its duties as prescribed by state law, the policies made thereunder by the board, the code of ethics of the State School Boards Association, and by the specific conditions set forth by contract. |
| 13 | 66.0 | 88.0 | 76.5 | 76.8 | 57. The right to an automatic extension for one year of the employment contract if not notified otherwise by the board before a predetermined date. |
| 14 | 66.7 | 86.4 | 67.6 | 73.6 | 54. The right to any income protection plan that may be in force at the time when the removal of the administrator is for mental or physical incapacity. |
| 15 | 66.0 | 73.4 | 65.5 | 68.3 | 60. The Right to and responsibility for using administrative discretion in absence of board policy providing that a report of the decision and its rationale is given to the board by the next board meeting date. |
| 16 | 63.3 | 73.4 | 64.5 | 67.1 | 49. The right to be released from contract without penalty and the responsibility to complete the contract period unless resignation is accepted by the board of education. |

Table R-1. (continued)

| Priority | Average Percentage for All Three Groups | | | | Professional Rights and Responsibilities |
|----------|---|--------|----------|------|---|
| | Bd. of Ed. | Admin. | Teachers | | |
| 17 | 68.6 | 75.7 | 55.2 | 66.5 | 65. The right to expect the board of education to transact official business with the professional staff members and all other school employees only through the office of the superintendent. |
| 18 | 53.1 | 65.4 | 59.6 | 59.4 | 55. The right to undertake consultative work, speaking engagements, writing, lecturing, or other professional activities and the responsibility for devoting one's time, skill, labor, and attention to school employment during the time of the contract exclusive of vacation and legal holidays. |
| 19 | 51.0 | 63.3 | 39.4 | 51.2 | 62. The right to provide input to the negotiation process to help insure the appropriateness of negotiation issues. |
| 20 | 48.0 | 45.3 | 51.8 | 48.4 | 61. The right to and responsibility for attending <u>all</u> meetings of the board excepting <u>only</u> those in which one's employment and/or salary are being considered. |
| 21 | 38.8 | 53.2 | 44.7 | 45.6 | 63. The responsibility to serve as an advisor to the board and to participate, but not vote, in the board's deliberations. |

Table R-1. (continued)

| Priority | Bd. of Ed. | Admin. | Teachers | Average Percent- age for All Three Groups | Professional Rights and Responsibilities |
|----------|------------|--------|----------|---|--|
| 22 | 27.5 | 58.3 | 36.9 | 40.9 | 64. The right to and responsibility for a comprehensive medical examination once each year with a statement certifying the physical competency placed on file, the cost of such examination being borne by the district. |
| 23 | 17.6 | 53.7 | 29.4 | 33.6 | 53. The right to a multi-year contract. |