71-23,686

ADAMS, Murray Lee, 1920-
A STUDY OF THE PERCEPTIONS OF ELEMENTARY PRINCIPALS, SECONDARY PRINCIPALS, AND SUPERINTENDENTS WITH RESPECT TO THE PRACTICE OF THE MANAGEMENT TEAM CONCEPT.

The University of Michigan, Ph.D., 1971
Education, administration

University Microfilms, A XEROX Company, Ann Arbor, Michigan

THIS DISSERTATION HAS BEEN MICROFILMED EXACTLY AS RECEIVED

A STUDY OF THE PERCEPTIONS OF ELEMENTARY PRINCIPALS, SECONDARY PRINCIPALS, AND SUPERINTENDENTS WITH RESPECT TO THE PRACTICE OF THE MANAGEMENT TEAM CONCEPT

by
Murray Lee Adams

A dissertation submitted in partial fulfillment
of the requirements for the degree of
Doctor of Philosophy
(Education)
in The University of Michigan
1971

Doctoral Committee:

Professor Lester W. Anderson, Chairman
Professor Frederick W. Bertolaet
Professor Kent Leach
Professor Arnold S. Tannenbaum

ABSTRACT

A STUDY OF THE PERCEPTIONS OF ELEMENTARY PRINCIPALS, SECONDARY PRINCIPALS, AND SUPERINTENDENTS WITH RESPECT TO THE PRACTICE OF THE MANAGEMENT TEAM CONCEPT

By

Murray Lee Adams

Chairman: Lester Anderson

Statement of the Problem

The problem investigated was two-phased:

1. To identify and to validate criteria appropriate to the Management Team Concept,

and

2. To compare the perceptions of superintendents, elementary school principals, and secondary school principals with respect to the extent to which the Management Team Concept is being practiced.

Statement of the Hypothesis

The hypothesis tested was that there would be no difference in the perceptions of elementary principals, secondary principals, and superintendents with respect to the practice of the Management Team Concept.

Procedure

Extensive reading indicated that criteria appropriate to a Management Team Concept should include items having to do with involvement of administrators in decision-making, with structure as a means of facilitating decision-making, with communication between administrators, and with accountability of administrators. Items were developed related to this Concept. These statements were designed to relate to school situations and became the basis for a questionnaire used to validate criteria for the Concept. The questionnaire was sent to a jury of experts asking them to approve or disapprove the items as being relevant.

A second questionnaire based on the items approved by the jury was sent to superintendents and principals in randomly selected school districts varying in size from a student population under 5,000 to a student population from 20,000 to 30,000.

The questionnaires had four sub-sections grouped around the four ingredients (stated above). Each item had four responses which were rated one to four. The questionnaires were scored and totals calculated for each sub-section and total questionnaire. The mean responses for elementary principals, secondary principals, and superintendents were compared by means of the T-Test for the difference in the mean scores. This test was applied in three ways:

1. Comparing responses of administrators.
2. Comparing responses of administrators according to size of school district.
3. Comparing responses of administrators according to whether they answered YES or NO to the question, "In your opinion (considering only

the relationship between superintendent and principal), is your district practicing the principles of the Management Team Concept?"

Findings and Conclusions

The findings revealed that superintendents had a more positive perception of the practice of the principles of the Concept on all four sub-sections and total questionnaire than did either elementary or secondary principals. The differences were significant at the .001 level regarding decision-making, at the .05 level regarding accountability, and at the .01 level on the total questionnaire. In addition, there was a significant difference at the .01 level regarding communication between superintendents and elementary principals.

The study revealed that secondary principals had a more positive perception of the practice of the Concept than did elementary principals. The differences in perception were significant at the .01 level regarding decision-making and at the .05 level regarding communication and total questionnaire.

Size of a district did not significantly influence the perceptions of the administrators regarding the practice of the Concept, and the responses of administrators to the individual items in the questionnaire were consistent with their responses to the general question regarding the practice of the Management Team approach in their district.

On the basis of these findings, the general hypothesis was rejected.

ACKNOWLEDGMENTS

The writer wishes to express his appreciation to those who contributed to the completion of this study.

He is especially grateful to Doctor Lester Anderson who has been his academic advisor throughout his doctoral program and who, as chairman of his dissertation committee, gave his support, professional counsel and assistance.

The writer is grateful to Doctors Fredrick Bertolaet, Kent Leach, and Arnold Tannenbaum who served on the doctoral committee and who provided helpful suggestions.

An acknowledgment of appreciation is made to the superintendents and principals who participated in this study for without their cooperation it could not have been made.

Finally, the writer is most grateful to his wife and family for their patience and understanding throughout the doctoral program.

TABLE OF CONTENTS

Page

ACKNOWLEDGMENTS ii

LIST OF TABLES v

Chapter

I. INTRODUCTION 1

Background of the Problem 1
Alienation of Principals by the Negotiations Process
Polarization Effect of Negotiations
Management Team Concept

Theoretical Background to the Management Team Concept . 12
Need Fulfillment and Organizational Efficiency
Communication Essential to Teamwork
The Individual and the Work Organization
Resistance to Participatory Management

Statement of the Problem 21

Statement of the Hypotheses 23

Procedure 24
Identification of Criteria
Validation of Criteria
Measurement of Practice
Selection of School Districts
Analysis of Data

II. REVIEW OF RELATED LITERATURE 33

Components of Democratic Management 33
Subordinate Involvement and its Effect on his Morale and Efficiency
Authority Through Involvement
The Effects of Involvement of Subordinates in the Decision-Making Process
Open Communication Essential to Involvement
Organization Structure as a Means of Contributing to Participatory Management

Chapter Page

III. FINDINGS 62

Analysis of Data 62
Perceptions of Elementary Principals, Secondary Principals, and Superintendents Regarding the Practice of the Principles of the Management Team Concept in their District
Perceptions of Administrators Analyzed According to District Size
Perceptions of Administrators Grouped According to Whether or Not They Felt that their District Was Practicing the Principles of the Management Team Concept
Significant Findings Related to the Main Study

IV. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS 130

Summary 130
Background to the Problem
Purpose
Procedure
Hypotheses

Conclusions 144

APPENDICES 148

A. Letter and Questionnaire Sent to Officers of the Michigan Congress of School Administrator Associations

B. Questionnaire Sent to Superintendents

C. Questionnaire Sent to Principals

D. Letter Sent to Superintendents

E. Letter of Endorsement from Michigan Congress

BIBLIOGRAPHY 177

LIST OF TABLES

Table		Page
1.	Number and Percent of Administrators Approving Factors Appropriate to Management Team Concept	27
2.	Differences in the Mean Responses of Elementary Principals, Secondary Principals, and Superintendents on the Sub-Test Dealing with the Decision-Making and Involvement Process	64
3.	Differences in the Mean Responses of Elementary Principals, Secondary Principals, and Superintendents on the Sub-Test Dealing with the Factors of Accountability as They Pertain to Principals	68
4.	Differences in the Mean Responses of Elementary Principals, Secondary Principals, and Superintendents on the Sub-Test Dealing with the Structure as a Means of Facilitating the Management Team Concept	72
5.	Differences in the Mean Responses of Elementary Principals, Secondary Principals, and Superintendents on the Sub-Test Dealing with Communication in their District	76
6.	Differences in the Mean Responses of Elementary Principals, Secondary Principals, and Superintendents on the Total Questionnaire Dealing with the Practice of the Management Team Concept in their District . . .	79
7.	Differences in the Mean Responses of Elementary Principals, Secondary Principals, and Superintendents Based on Student Population on the Sub-Test Dealing with the Decision-Making and Involvement Process . . .	84
8.	Differences in the Mean Responses of Elementary Principals, Secondary Principals, and Superintendents Based on Student Population on the Sub-Test Dealing with the Factors of Accountability as They Pertain to Principals	90
9.	Differences in the Mean Responses of Elementary Principals, Secondary Principals, and Superintendents Based on Student Population on the Sub-Test Dealing with Structure as a Means of Facilitating the Management Team Concept	97

Table | Page

10. Differences in the Mean Responses of Elementary Principals, Secondary Principals, and Superintendents Based on Student Population on the Sub-Test Dealing with Communication in their District 103

11. Differences in the Mean Responses of Elementary Principals, Secondary Principals, and Superintendents Based on Student Population on the Total Questionnaire Dealing with the Practice of the Management Team Concept in their District 109

12. Differences in the Mean Responses of Elementary Principals, Secondary Principals, and Superintendents in How They Perceive the Practice of the Principles of the Management Team Concept with How they Responded on Each of the Four Sub-Sections and Total Questionnaire . 116

13. Results of the T-Tests Comparing Differences in the Mean Scores of Elementary Principals and Secondary Principals on Each Item of the Questionnaire 119

14. Results of the T-Tests Comparing Differences in the Mean Scores of Elementary Principals and Superintendents on Each Item of the Questionnaire 123

15. Results of the T-Tests Comparing Differences in the Mean Scores of Secondary Principals and Superintendents on Each Item of the Questionnaire 126

16. T-Test Results for the Difference in the Mean Scores of Elementary Principals with Secondary Principals, Elementary Principals with Superintendents, and Secondary Principals with Superintendents on Each of the Four Sub-Sections and Total Questionnaire 135

17. T-Test Results of the Difference in the Mean Responses of Elementary Principals, Secondary Principals, and Superintendents Based on the Size of District According to Student Population on Each of the Four Sub-Sections and Total Questionnaire 139

18. T-Test Results for the Difference in the Mean Responses of Elementary Principals, Secondary Principals, and Superintendents in How They Perceive the Practice of the Principles of the Management Team Concept with How They Responded on Each of the Sub-Sections and Total Questionnaire 143

CHAPTER I

INTRODUCTION

BACKGROUND OF THE PROBLEM

Prior to the passage of Public Law 379 by the Michigan Legislative, many school board members and superintendents of schools felt empirically that a democratic and compatible relationship existed between them and their teachers. In addition, the literature in the last thirty years has emphasized the need for administrators to involve their teachers in the areas of instruction and curriculum. Yet, many school boards and administrators, with the advent of Public Law 379, have been distressed at the manner in which local Michigan Education Association and the American Federation of Teacher groups have dictated wages, hours, and working conditions. Indeed, some have been appalled at the breadth of factors which come under the umbrella of "working conditions." The summer of 1968 issue of Idea, published by the Kettering Foundation carried the following statements by Allan West of N.E.A. and Charles Cogen of A.F.T., West stated:

> We take the position that everything that affects the quality of education is negotiable.[1] There's no limit to how far we'll go. We claim our jurisdiction is as extensive as the total area of education.[2]

---

[1]Benjamin Epstein, What Is Negotiable?, (Professional Negotiations Pamphlet Number One), The National Association of Secondary School Principals: Washington, D.C., 1969, p. 8.

[2]Ibid.

The point is that teachers, as a profession, want to have a voice in determining policy in the areas in which they have concerns and once the Michigan State Legislature granted them the right to negotiate collectively, they took the initiative with amazing alacrity and lack of timidity.

Alienation of Principals by the Negotiation Process

Through the years it has been sound educational practice for the principal and teacher to work cooperatively for the good of the pupils. No doubt there were instances of autocratic behavior on the part of some principals; however, in schools where the morale of teachers was high, there was usually a good relationship between them and their principal. The adversary relationship between teachers and administrators which collective bargaining appears to foster tends to bewilder and frustrate the principal. He perceived himself as being suspect by his staff as well as being outside the coterie of the central office and the bargaining team for the board. In short, he was prohibited by law to be a member of the teachers' bargaining unit and, in too many instances, he was not included in the bargaining team of the board. The literature in this area, from 1966 to the present, emphasized the principal as the "forgotten man" or the "man in the middle."

There appears to be a growing concern that the right of teachers to negotiate wages, hours, and working conditions, and the prohibition of the principal as a participant in the teachers' bargaining unit, as well as being ignored by the board, are eroding the authority of the principal and forcing him to operate with a handicap. Alexander Taffel, President of the High School Principals' Association of New York City, wrote:

> The early demands of the teachers' union were concerned primarily with improvements in salaries, class size, and other working conditions. These were improvements for which principals and teachers had been fighting side by side for many years. However, the unions' initial victories in these areas soon awakened the teachers to the wider potential of their power. As they sought to realize that potential, they invaded areas which have traditionally been the responsibility of the principal . . . . It seemed logical that the school board would identify the principal's responsibility and authority to run the school with its own, but time after time, the school board yielded concessions that undercut the power of the principal and weakened his position as educational and administrative leader of his school.[3]

The Detroit Free Press carried an article on December 1, 1966, in which the author stated that the greatest concern principals have relates to the fact that they do not know where they belong in the new situation created by Public Law 379.[4]

Houts says that the teacher negotiations have greatly unsettled the principal:

> For most principals, the thought of the negotiation movement is an unsettling one. At worst (and fear can cover a broad spectrum), the principal may see himself alone, enclosed within a spartan and leather-upholstered Versailles, about to be overthrown by a snarling mob of teachers who would usurp his rights and prerogatives as a decision-maker. Yet, even a less fearless principal cannot help but see negotiations as a threat to his modus operandi. Either way, he must be prepared to deal with the movement or the educational process will be disrupted. He may have to adjust his perception of his roles; yet, he must continue to function well within that newly perceived framework.[5]

---

[3]Alexander Taffel, "The Principal and Teacher - School Board Negotiations", The Bulletin of the National Association of Secondary Principals, LII, No. 329, (September, 1968), p. 72.

[4]Detroit Free Press, December 1, 1966, p. 2-b.

[5]Paul Houts, "Professional Negotiations", The National Elementary Principal, XLVII, No. 4, (February, 1968), p. 63.

Thus, in some instances, collective negotiations confused the principal and hurt his feelings. He often had perceived his position as the "big daddy" or the beneficent despot who took care of his teachers in exchange for their loyalty and respect. Psychologically, he had been much closer to teachers (he was one once himself) than to central office. "His daily contact with teachers and the number of mutual problems they face are far greater than those shared with the superintendent."[6] This previous psychological affiliation with teachers might cause some principals to ignore the whole area of collective negotiations and feel erroneously that their relationship to teachers will not change. David Sargent answers succinctly this myopic approach:

> The principal who elects to stay out of the fray will certainly avoid a lot of pressure from his teacher association. He will be viewed as a 'friend' by teachers and probably ignored when it comes to bargaining efforts. . . . Thus when the dust clears after each annual bargaining session, one should theoretically find the principal still stuck nicely to his last, doing what he is supposed to be doing. The only trouble is that what he is supposed to be doing may have been changed in the new contract. . . . Thus for the sake of educational excellence, the principal must jump into the collective bargaining melee. If he doesn't, he may well find his responsibilities whittled away.[7]

Polarization Effect of Negotiations

Least one be lulled into thinking that principals as a group would refrain from taking the same road as teachers, it would be well to observe what has already transpired. It was evident early in the game of collective negotiations in New York City that principals had to find

---

[6] Ibid., p. 66.

[7] David Sargent, "The Man In Between", The Michigan Elementary Principal, XLIII, No. 1., (September-October, 1968), p. 14.

a means of self defense against the steady erosion of their powers. This was accomplished by creating the Council of Supervisory Associations (C.S.A.) on the same basis as the teachers' organization and with the power to negotiate collectively with the school board.[8]

In Michigan, the historic Hillsdale Case supported the right of principals and supervisors to form a collective bargaining unit and to negotiate with their boards of education. In February of 1969, the Lake Shore Administrators Association, Lake Shore, Michigan, became one of the first school administration groups in the state to be recognized by the State Labor Mediation Board as the official bargaining agent for the district's administrators.[9] Since then the number of formal administrator bargaining units recognized by their respective boards under Public Law 379 had grown to twenty-two by November of 1970.[10]

In its position paper on the Management Team Concept, the Michigan Association of Elementary School Principals expressed a veiled threat that the alternate to the management team is for principals to organize and to bargain collectively to preserve their positions. "The MAESP recommends the use of formal bargaining procedures with restraint, and only to the degree necessary for the elementary principals to achieve and maintain a significant role in matters vitally important to them."[11]

---

[8] Ibid.

[9] The Detroit News, February, 1969.

[10] "Hot Line", Michigan School Board Journal, XVII, No. 9, (November, 1970), p. 3.

[11] David Smith, "The Management Team, An MAESP Position Paper", The Michigan Elementary Principal, XLII, No. 1., (September-October, 1968), p. 8.

If local administrative groups continue to organize as independent bargaining units, the educational professional unit could be further fragmented. It is important, therefore, that board members and administrators analyze the Management Team Concept as an alternative to further polarization inherent in the expansion of collective bargaining units for administrators. The Michigan Elementary Principals Association has issued a position paper on the Management Team Concept which stresses the importance of the adoption of this Concept is to reduce the polarization of administrators within a school system. Their philosophy, in part, is as follows:

> We believe the elementary principals should have an inherent right to have a voice in the determination of their professional destiny.[12] It is the position of the MAESP that the extensive application of the management team concept will result in increased effectiveness in educational administration.[13]

The March, 1969, issue of the Bulletin for the MASSP contained a notice to all MASSP members. In substance, the notice said that some districts had raised a question about organizing a local unit and the following was offered for their benefit:

1. If your professional relationships existing between your Superintendent, Board of Education and you are satisfactory, then you should take no specific action since none is needed. However, a request to your Board to officially adopt the Team Management Concept for your district would be advisable.

2. If the professional relations . . . are uncertain and your group feels the need for a more formal structure in order to encourage the development of the Team Management Concept, you are urged to contact your Executive Secretary for a sample agreement. This

---

[12] Ibid. p. 8.

[13] Ibid. p. 9.

> sample will contain more specific information relating to the steps to be taken in going through the process of implementing the concept.[14]

Management Team Concept

It is interesting to note that at this point in time, the Michigan Association of Secondary School Principals is recommending the adoption of the Management Team Concept rather than establishing administrative units for collective bargaining purposes. The Michigan Congress of School Administrator Associations comprised of officers from the MPEA, MAESP, MASSP, MASA, and the MSBO[15] has prepared a position paper which states in part:

> It is the basic belief of the MCSAA that administrators can become more effective and efficient through joint participation on local management teams. Uni-lateral support of this concept is not sufficient to make the management team viable. It requires total commitment at all administrative levels.[16]

Thus, it appears evident at this time that principals have three avenues open to them. They may continue to be the forgotten men, ignore collective negotiations and attempt to ride out the storm, or take positive action to improve their situation through either establishing

---

[14]Bulletin of the Michigan Association of Secondary School Principals, X, No. 7, (March, 1969), p. 1.

[15]The full title of organizations comprising the Michigan Congress of School Administrator Associations is as follows: Michigan Professors of Educational Administration, Michigan Association of Elementary School Principals, Michigan Association of Secondary School Principals, Michigan Association of School Administrators, and Michigan School Business Officials.

[16]"The Management Team Concept", The Michigan Elementary Principal, XLIII, No. 1, (September-October, 1968), p. 12.

a bargaining unit or adopt the Management Team Concept. Benjamin Epstein warned them of the urgency of taking action now.

> Most principals don't realize it yet, but their future job descriptions are being written by state legislatures - via collective negotiation laws. In fact, this is the time of peril for principals because initial state legislation on negotiations sets the pattern for the long term.[17]

It seems evident that a major motivating force behind the Management Team Concept has been the collective negotiating process established by Public Law 379. It has been at the bargaining table that decisions have been made uni-laterally by the board which principals have interpreted as curtailing their effectiveness and which gave rise to the insistence by principals that they be involved in the process of policy formulation. Anderson states:

> An essential ingredient in any 'Management Team' concept is a commitment to the viewpoint of involving people in the process of policy formulation, especially when the policies are so directly related to their duties as is the case in the relationship of collective bargaining to the role of the principal. The determination of policy must remain as the exclusive prerogative of the board of education. It is vital that the legislative responsibility be retained where it rightfully belongs, i.e., with the board, but it is equally important that all administrators have the opportunity to influence legislative decisions. Participation in policy formulation should be considered as a right, not a concession to be granted or removed arbitrarily by the board or superintendent.[18]

He goes on to say:

> The extent to which the 'Management Team' concept will be implemented is related to: (1) the extent to which all parties involved really want a working relationship based on a philosophy of involvement in policy formulation of all individuals affected by the policy and (2) the skill with which the superintendent and his staff design

---

[17]Education U.S.A., Washington, D.C., (March 10, 1969), p. 1.

[18]Lester Anderson, "Management Team Concept", Michigan Journal of Secondary Education, X, No. 3, (Spring, 1969), p. 27.

> a structure which assures a process of open communication among all administrators in the decision making process. When these conditions prevail, the 'Management Team' concept will be realized without the need for a separate body for collective bargaining.[19]

Thus, collective negotiations have caused considerable concern to principals and other administrators below the level of superintendent as to their role in establishing policies for their school, and this concern, in turn, has given rise to a growing interest in the Management Team Concept as a possible solution to their dilemma. Both the Michigan Association of Elementary School Principals and the Michigan Association of Secondary School Principals are urging their members to become informed about the Management Team Concept and to urge their boards of education and superintendents to adopt the Concept. Since the Michigan School Business Officials, the Michigan Professors of Educational Administration, and the Michigan Association of School Administrators are also members of the Michigan Congress of School Administrator Associations, it can be assumed that they too wish to utilize the Concept in their working relationship. In fact, in the Spring of 1969, the Michigan Congress invited all superintendents, members of their boards of education, and their subordinate administrators to attend a series of drive-in conferences in which the Management Team Concept was explained. These conferences were located throughout the state and were sponsored by the Congress. The desire on the part of the Michigan Congress to improve administrative relations without the use of collective bargaining units for administrators is clear.

---

[19] Ibid. p. 33.

Since ultimately, administrative organization and procedure must be approved by the local boards of education, it is imperative that the Michigan Association of School Boards endorse the Management Team Concept. At this time, there is evidence that the Association is responding to the situation in a positive manner. Frank Heselton, former President of the Michigan Association of School Boards, stated his feelings concerning the Management Team Concept, ". . . to be the most vital and practical offering ever given to Michigan school board members (by him) through this column."[20] He goes on to say:

> The Michigan Congress of School Administrator Associations seeks propagation and implementation of the Management Team Concept in all school districts, as the means not only to substantially eliminate the concern within its membership but also to generate the fullest potential of able school administration. To the same ends, the MASB board of directors feels it of great importance that member school boards work with their superintendents and other administrators toward adoption and full utilization of the Management Team Concept.[21]

It appears that those concerned with educational management in Michigan (superintendents, professors of educational administration, business officials, elementary principals, secondary principals, and school board members) endorse the Management Team Concept in theory.

The urgency for school districts to endorse the Concept and to make concrete plans for implementation is best told by Walker who writes:

> Today we may be standing at the crossroads of making a momentous decision in our public schools. Tomorrow may be too late to offer full-fledged team memberships to many of our administrators. They may have already

---

[20]Frank Heselton, "Management Team Concept from a Board Member's Viewpoint", Michigan School Board Journal, XV, No. 11, (January, 1969), p. 6.

[21]Ibid.

> signed with some other 'team' - one which was ready with a contract offering much and demanding little by way of performance. We cannot afford a split in administrative ranks at any time, especially now when the public school system is being severely tested.[22]

According to Kalish and Goldner, it is not only too late, but in Detroit the Management Team Concept is not practical. Although they present a good argument in support of the Detroit Organization of School Administrators and Supervisors, they do not prove that the Management Team Concept has been found wanting. They do not present any evidence that the Concept was ever in effect, only that middle management was:

> Finding itself in an irregular situation because teachers are organizing and gaining the right to bargain collectively with the school board thereby eroding the power of the school principal and others at the middle management level.[23]

Nevertheless, the fact that the administrators and supervisors in Detroit felt it necessary to organize emphasizes the urgency of school districts to operate within the precepts of the Management Team Concept or they will be faced with further fragmentation of the educational profession.

---

[22]Robert Walker, "Management Team Concept", Michigan School Board Journal, XV, No. 11, (January, 1969), p. 8.

[23]Martin Kalish and Norman Goldner, "The Demise of the Management Team Approach and the Birth of Collective Bargaining for Middle Management Educational Professionals", Michigan Journal of Secondary Education, XII, No. 2, (Winter, 1971), p. 46.

THEORETICAL BACKGROUND TO THE MANAGEMENT TEAM CONCEPT

> School administration as a unique area of formal study and research is a twentieth century phenomenon. It takes its rise in the rapidly developing urban school districts and even today continues to be but a rudimentary art in many rural areas of the United States . . . and it is distinctly American in flavor.[24]

The above quote is from Stephen Knezevich's book, Administration of Public Education. He goes on to say that there are three dimensions to school administration:

1. A study of the substantive problems which occupied the writings of early authorities on administration.
2. A study of administration as a process which suggests that there is a similarity between educational administration and any type of administration.
3. A study based on the fact that people are a part of and influenced by the operations of a social institution.[25]

It is with the latter dimension of administration that this study is concerned. Although a knowledge of the substantive problems inherent in administration and how to deal successfully with them is necessary if an administrator is to experience a successful tenure, the literature in the field of educational administration reveals that the emphasis in the last forty years has emphasized theories of administration as functions of cooperative behavior in a hierarchial relationship. Barnard, writing in the late thirties, defined formal organization as cooperation among

---

[24]Stephen Knezevich, Administration in Public Education, (New York: Harper and Row, 1962), p. 4.

[25]Ibid., pp. 10-11.

men that is conscious, deliberate and purposeful and he goes on to say that, "successful cooperation in or by formal organizations is the abnormal, not the normal, condition."[26]

Need Fulfillment and Organizational Efficiency

Barnard's thesis that cooperation is the essence of organization recognizes the need for individual satisfaction as a result of his identification with the organization.

> The efficiency of a cooperative system is the resultant of the efficiencies of the individual's furnishing the constituent efforts, that is, as viewed by them. . . . thus the efficiency of a cooperative system is its capacity to maintain itself by the individual satisfaction it affords.[27]

The resultant satisfactions of the individual and the organization are oftentimes opposed, as has been illustrated by Guba and Getzels in their model of administration as a social process. They call this situation role conflict and they illustrate how this interferes with efficiency.[28]

Barnard touched upon this approach earlier by stating:

> Cooperation and organization as they are observed and experienced are concrete syntheses of opposed facts . . . It is precisely the function of the executive to facilitate the syntheses in concrete action of contradictory forces, to reconcile conflicting forces, instincts, conditions, interest, positions and ideals.[29]

---

[26]Chester Barnard, The Functions of the Executive, (Cambridge: Harvard University Press, 1962), p. 5.

[27]Ibid., pp. 56-57.

[28]Jacob Getzels, "Administration As A Social Process", Administrative Theory in Education, ed. Andrew Halpin, (New York: MacMillan Company, 1967), p. 161.

[29]Barnard, loc. cit., p. 21.

The theories of Barnard and Getzels are very close at this point. The difference is one of terminology. The extent to which the nomothetic (institution) and the idiographic (individual) requirements are synonymous is called overlap by Getzels and the capacity for equilibrium by Barnard. This concept is basic to the Management Team Concept. The hypothesis underlying Getzel's theory is that:

> When the perceptions of the expectations of participants in an administrative interaction overlap, the participants feel satisfied with the work accomplished; when the perception of the expectations does not overlap, the participants feel dissatisfied.[30]

Communication Essential To Teamwork

Simon expands upon the theories of Barnard and stresses the role of communication. He says that, "The theory of administration is concerned with how an organization should be constituted and operated in order to accomplish its work efficiently."[31] He goes on to say that this is a definition, it does not tell how. There are two important factors which determine the level of efficiency:

1. Limits on the ability of one to perform.
2. Limits on the ability of one to make correct decisions.

To the extent to which these limits are removed, the administration organization approaches its goal of high efficiency.[32] Since an individual is limited by his values and those conceptions of purpose which influence him in decision-making, it is important that all factors

---

[30]Getzels, loc. cit., p. 160.

[31]Herbert Simon, Administrative Behavior, (New York: MacMillan Company, 1961), p. 38.

[32]Ibid., p. 39.

relative to his job be made known to him.[33] In other words, when two or more participants share a common goal, each has sufficient information as to what the others are going to do to enable him to make correct decisions. This Simon calls team work and, of course, is one essence of the Management Team Concept.[34]

Coladarci in his monograph, The Use of Theory in Educational Administration, writes of the basic administrative relationship as a dyad. One unit is the initiator of the administrative action and the other the recipient of the action. The functioning of the administrative process depends on the nature of the interaction. The superordinate perceives the relationship according to his goals and expectations and the subordinate members perceive the relationship in terms of their goals and expectations. The operation question then says Coladarci is:

> How congruent or discrepant are expectations for one another's behavior up and down the administrative hierarchy? If expectations are congruent, overlap in the definition of the relationship will be maximized, communication facilitated and the administrative process can go forward; if expectations are discrepant, overlap in definition is minimized, communication is impeded, and the administrative process blocked.[35]

The Individual and the Work Organization

Tannenbaum expands upon the principle that the human element plays a part in the success of the organization whether it is chosen to be recognized or not. He credits the Hawthorne experiment of the twenties

---

[33] Ibid. p. 40.

[34] Ibid. p. 71.

[35] Arthur Coladarci, The Use of Theory in Educational Administration, (Educational Administration Monograph, No. 5), (Stanford: University Press, 1965), p. 16.

as the fore-runner of the social psychologist's interest in management and organization.

> For better or for worse, the Hawthorne test room revealed a social psychology of the work organization which, to those concerned with organizational performance, seemed to hold within it a force of revolutionary power.[36]

The results of these studies, according to Tannenbaum, "rocked the foundations of traditional management study."[37] Whatever else the Hawthorne studies revealed, the results suggested that the following factors contributed to greater productivity:

1. A less stringent and restrictive supervisory style.
2. Some degree of exercise of control over the worker's own work.
3. A feeling of camaraderie among the workers.
4. High morale due to ego involvement in the experiment.[38]

He goes on to suggest that the relationship between the individual and the organization indicates that there are psychological factors which affect the motivation of the individual. For instance, there is a need for the individual to feel an affiliation for or an identification with and, therefore, the organization should enable him to enhance his self concept. Individuals have a power motive and their feelings about controlling others and being in turn controlled by others affects their relationship to the organization. These motivational factors affect one's behavior and this, in turn, affects his perception of the organization:

---

[36]Arnold Tannenbaum, Social Psychology of the Work Organization, (Belmont: Wadsworth Publishing Company, 1966), p. 25.

[37]Ibid., p. 17.

[38]Ibid., pp. 22-24.

> In the realm of interpersonal relations, the perception of one person of another is colored by the relationship between them - whether, for example, the relationship is a source of need fulfillment or one of frustration.[39]

If we apply this concept to the relationship between one individual and the organization, we can see Getzel's "overlap" and Barnard's "capacity for equilibrium." Again, quoting from Tannenbaum:

> The qualities of personality and motivation are inconsistent with the requirements of formal organization. The human organism lacks the rationality, simplicity, and passivity that classical organization theories assume it has.[40]

This substantiates the role conflict theory of Guba and Getzel. It does not mean, however, that the conflict cannot be resolved or at least be mitigated. The social psychologists of today are studying this aspect of management to see if the resultant forces of Coladarci's dyad might be made more congruent. It is evident from the Hawthorne experiments that participation is one approach which helps to convert formal authority into effective control. "This distinction between formal authority and effective control is central to organizational management because the formal right to control does not always lead to the actual exercise of that control."[41]

The Hawthorne experiments and subsequent studies by Lewin during World War II revealed that housewives who participated in discussion groups were more willing to try out substitute foods than were those who were lectured on the desirability to do so.[42]

---

[39] Ibid., p. 31.

[40] Ibid., p. 32.

[41] Ibid., p. 85.

[42] Ibid., p. 87.

Two conclusions of Tannenbaum reinforce the concept of participatory management as an approach which leads to increased productivity and job satisfaction on the worker:

> Studies of organization are reasonably consistent in showing a positive relationship between job satisfaction and the amount of control a person exercises in his work situation. Having some say in the affairs of the work situation contributes also to a member's sense of involvement in his work and in the organization, as well as his identification, personal commitment, and feeling of responsibility on the job.[43]
>
> Although the evidence available is by no means conclusive, a larger role for workers in the decision-making process within their organization could lead to improved performances.[44]

He goes on to say that participation in an organization brings forth the following satisfactions to an individual:

1. Psychological or symbolic - it can be ego enhancing.
2. Material or pragmatic - participative decisions are more likely than hierarchial decisions to take into account the needs and interest of all parties so that control is less likely to seem arbitrary and disadvantageous.
3. It is often intrinsically satisfying - workers may apply their knowledge and skills to the development of new and better ways of doing things.[45]

Resistance to Participatory Management

It is interesting that with this knowledge of the benefits of participatory management, there are still many organizations, including schools, which do not practice this concept. Tannenbaum explains this

---

[43] Ibid., p. 39.

[44] Ibid., p. 94.

[45] Ibid., p. 98.

hesitancy on the part of the management to tradition and fear:

1. Traditional management theory makes no provision for workers' responsibility or incentive.

2. Management fears that it will lead to chaos.

3. Management prefers to be in a position of control.[46]

Rensis Likert in his book, The Human Organization, substantiates management's resistance to change and for nearly the same reasons:

> Most organizations today base their standard and operating procedures and practices on classical organizational theories. These theories rely on key assumptions made by well known practitioners of management and reflect the general principles they expound. . . . Now research on leadership, management and organization, undertaken by social scientists, provide a more stable body of knowledge than has been available in the past. The art of management can be based on verifiable information derived from rigorous quantitative research.[47]

As a result of just such research, Likert has established four criteria which must be met if an organization is to achieve a satisfactory solution to what he calls the coordinating-functional problem.

1. It must provide high levels of cooperative behavior between superiors and subordinates and especially among peers. Favorable attitudes and confidence and trust are needed among its members.

2. It must have the organizational structure and the interaction skills required to solve differences and conflicts and to attain creative solutions.

3. It must possess the capacity to exert influence and to create motivation and coordination without traditional forms of line authority.

4. Its decision-making processes and superior-subordinate relationships must be such as to enable a person to perform his job well and without hazzard when he has two or more superiors.[48]

---

[46]Ibid., p. 94.

[47]Rensis Likert, The Human Organization, (New York: McGraw Hill Book Company, 1967), p. 1.

[48]Ibid., p. 158.

Likert then evaluated different types of management behavior in organizations according to these four criteria and concluded that only in participatory management behavior could all four conditions be met.[49]

Participatory management is the basic ingredient of the Management Team Concept which is being endorsed by the Michigan Congress of School Administrators Associations. While the literature in the last forty years has included this Concept, it is now that there is a concerted effort to encourage school boards and superintendents to utilize this Concept in their relations with central office administrators and principals.

---

[49] Ibid.

STATEMENT OF THE PROBLEM

The Management Team Concept appears to be defined more adequately in theory than practice. Nevertheless, there appears to be a desire for administrators to work together as a team with a commitment to mutual respect and to involvement by all administrators in the decision-making process. The Concept requires loyalty up and down the hierarchy of administration and laterally between members of the organization. A major limitation in initiating this viewpoint in school systems is the lack of models which illustrate the Concept in actual situations. That is, there are no well defined evaluative criteria by which boards of education, superintendents, and their subordinate administrators can objectively evaluate their working arrangement. Without criteria against which to measure the degree of involvement of each member of the team, the Concept is limited in its implementation. Establishment of criteria acceptable to all concerned also implies that practicing administrators should participate in the identification of such criteria.

Although the definition of what constitutes a management team is crucial to the implementation of the Concept, it is equally important to determine the extent to which the criteria are being met. Currently, there appears to be considerable difference of opinion as to the perceptions of the extent of the practice, depending upon the position of the individual within the administrative hierarchy. The literature suggests that there are sharp differences of opinion when comparing perceptions of superintendents, with those of his sub-administrators

It is important to document these differences in perception in order to plan for a more fully developed system of team management.

The problem investigated in this study was two-phased:

1. To identify and to validate criteria appropriate to the Management Team Concept,

and

2. To compare the perceptions of superintendents, elementary school principals, and secondary school principals with respect to the extent to which the Management Team Concept is being practiced.

STATEMENT OF HYPOTHESES

The specific hypotheses tested in this study were:

1. There is no significant difference in the perceptions of elementary school principals with respect to the practice of the Management Team Concept as compared to the perceptions of secondary school principals.

2. There is no significant difference in the perceptions of elementary school principals with respect to the practice of the Management Team Concept as compared to the perceptions of superintendents of schools.

3. There is no significant difference in the perceptions of secondary school principals with respect to the practice of the Management Team Concept as compared to the perceptions of superintendents of schools.

PROCEDURE

In order to establish and to validate the criteria appropriate to the Management Team Concept used to test the hypotheses, the following procedures were used:

Identification of Criteria

Extensive reading in the areas of participatory management and democratic management was pursued. It appeared from these readings that criteria for establishing a Management Team Concept should include factors having to do with involvement of administrators in decision-making, structure used to facilitate decision-making, communication between administrators, and accountability of administrators to each other. Therefore, a list of fifty-three statements related to the above and designed specifically to relate to school situations became the basis for the questionnaire used to validate criteria for the Management Team Concept.[50] Each statement was designed in such a way that a positive response on some statements or a negative response on others by the responder would indicate that the behavior or action identified in the statement should be considered as an appropriate behavior or action which one would expect to find operating in a management team relationship. For example, a positive response to the statement, "Decision-making should involve all administrators who will be affected by the decision," indicated that participation of administrators in the decision-making process was necessary to the Management Team Concept.

---

[50]See Appendix A for a copy of the questionnaire validating the Management Team Concept.

On the other hand, a negative response to the statement, "Principals should not be consulted in the formulation of policy which is to be presented to the board," indicated that they should be consulted and this became part of the criteria for the Management Team Concept.

Validation of Criteria

In order to verify that practicing administrators support these statements as defining the Management Team Concept, the questionnaire was sent to those administrators who had been active in promoting the Management Team Concept, namely, the council representatives of the Michigan Congress of School Administrator Association and the members of the boards of directors in those associations which were members of the Congress. These individuals were considered to be a jury to validate the appropriateness of the statements. A total of sixty-four people were included in the jury as follows:

Council representatives of the Michigan Congress	21
Executive Board of the Michigan School Business Organization	6
Executive Board of the Michigan Association of Secondary School Principals	17
Executive Board of the Michigan Association of Elementary School Principals	11
Executive Board of the Michigan Association of Professors of Educational Administration	2
Executive Board of the Michigan Association of School Administrators	7
	64

From the total of sixty-four, fifty-two completed and returned the questionnaires. This was deemed sufficient to continue with the

validation of the factors contained in the questionnaire. An item analysis of the fifty-three items in the questionnaire is presented in Table 1. It was decided to accept any item as being appropriate for use which received approval by seventy-five per cent or more of the jury members.

The jury approved all items in the questionnaire. The lowest item received seventy-eight per cent and forty-four items had ninety per cent agreement or above. It was decided that all were appropriate items to be considered in establishing an instrument which could be used to evaluate the interaction of administrators within the framework of the established criteria for the Management Team Concept.

TABLE 1

NUMBER AND PER CENT OF ADMINISTRATORS APPROVING FACTORS APPROPRIATE TO MANAGEMENT TEAM CONCEPT

Questionnaire Item Number	Number of Responders	Per Cent
1	51	98
2	52	100
3	43	82
4	51	98
5	52	100
6	52	100
7	50	96
8	52	100
9	52	100
10	50	96
11	52	100
12	52	100
13	50	96
14	46	88
15	46	88
16	45	86
17	45	86
18	46	88
19	48	92
20	48	92
21	41	78

TABLE 1 - continued

Questionnaire Item Number	Number of Responders	Per Cent
22	52	100
23	52	100
24	47	90
25	51	98
26	52	100
27	52	100
28	52	100
29	50	96
30	48	92
31	51	98
32	51	98
33	51	98
34	52	100
35	48	92
36	52	100
37	51	98
38	52	100
39	50	96
40	52	100
41	52	100
42	52	100
43	52	100
44	50	96

TABLE 1 - continued

Questionnaire Item Number	Number of Responders	Per Cent
45	52	100
46	52	100
47	44	84
48	51	98
49	51	98
50	44	84
51	51	98
52	51	98
53	51	98

Measure of Practice

Two questionnaires were designed based on the items included in the questionnaire to validate the criteria - one for superintendents and one for principals.[51] The content of the statements or questions and the choice of responses were identical with the exception that each item was directed to the position of the responder.

Each questionnaire had a total of fifty-three statements or questions and was patterned after Likert's instrument used in industrial management. However, the questions or statements in this study were based on the criteria established for team management. These questions

[51]See Appendix B and C for copies of the questionnaire for Superintendents and Principals.

or statements were arranged according to the main ingredients of the Management Team Concept and these four sub-sections were labeled as follows:

1. Decision-making and Involvement
2. Accountability
3. Structure
4. Communication

The responder was provided four choices for each statement or question from which he selected the choice which came closest to describing his perception of the status of the practice in his district. The four selections were given a numerical value of one to four (one being closest to the Concept and four the farthest away). The value scores in each sub-section were totaled to provide separate scores for each as well as the total value scores for the entire questionnaire. For example, there were twenty-seven statements or questions dealing with Decision-making and Involvement. Since each item could have a value of from one to four, the total score for this sub-section ranged from twenty-seven to one hundred and eight. A score of twenty-seven would indicate that the responder felt that his district was practicing the principles of the Management Team Concept to a maximum degree. On the other hand, a score of one hundred and eight on this sub-section would indicate the opposite.

In addition to the fifty-three statements or questions, all administrators were asked to express their general opinion as to whether or not the nature of their working relationships between superintendent and principal was in harmony with the principles of the Management Team Concept.

Selection of School Districts

Twenty-five school districts varying in size (based on student population) from under 5,000 to over 30,000 were chosen. Included in the twenty-five were five districts from each student population category listed below which were selected at random:

Group 1	Under 5,000
Group 2	5,000 to 9,999
Group 3	10,000 to 19,999
Group 4	20,000 to 29,999
Group 5	Over 30,000 excluding Detroit

A letter was sent to the superintendent of each district[52] requesting his participation. Enclosed with the letter was a letter of endorsement from the Executive Secretary of the Michigan Congress of School Administrator Association[53] and copies of the questionnaires. Upon receipt of the completed superintendent's questionnaire or a reply from the superintendent indicating that his district would participate in the study, questionnaires were sent to all elementary and secondary school principals.

Analysis of Data

An analysis of the findings was done in the following manner: Each question in each questionnaire from each superintendent and each elementary and secondary school principal was scored and given a number from one to four. The choice of answer for each question which came the

---

[52]See Appendix D for copy of letter sent to superintendents.

[53]See Appendix E for copy of letter of endorsement by Dr. Duval.

closest to identifying with the Management Team Concept was given a rating of one and the choice which was farthest removed from the Concept was rated a four. The scores for each sub-section of the questionnaire were added and a total score was given to each questionnaire.

These scores on the questionnaire, plus the administrative position held, the size of his school district (according to student population) and whether the responder answered YES or NO to the question, "In your opinion, considering only your relationship to your superintendent (or principal), is your district practicing the principles of the Management Team Concept?", were put on data cards and were processed at the University of Michigan Computer Center.

The mean scores indicating the perceptions of the elementary school principals, secondary school principals, and superintendents were compared by means of the T-Test of significance for difference in the mean scores. The T-Test statistic was used for all three variables in conjunction with scores for all four sub-sections and total score for the total questionnaire.

CHAPTER II

REVIEW OF RELATED LITERATURE

COMPONENTS OF DEMOCRATIC MANAGEMENT

The underlying factor which seems to dominate the Management Team Concept is involvement of subordinate administrators in formulating and implementing administrative policy decisions. Fritz Pinis, President of the Michigan Association of Elementary School Principals, writes that, "The key word in the management team concept is involvement. Involvement in decisions that affect their (principals) operation of schools."[1] This assessment of the Management Team Concept is substantiated by Robert Walker who writes in the same issue of the Michigan School Board Journal:

> While there is no established blueprint for the management team, the concept of participation and involvement in the decision-making process is recognized as the essential ingredient. In other words, giving all levels of administrative personnel a role in the management of the school system is undeniably the keystone in the building of any model for this system of management.[2]

This concept of involvement is again stressed by Larry McConnell, Superintendent of Alpena Public Schools, in a speech which he gave at a meeting of the Northern Michigan Elementary Principals meeting in the Summer of 1969:

---

[1]Fritz Pinis, "The Management Team Concept", Michigan School Board Journal, XV, (January, 1969), p. 7.

[2]Robert Walker, "The Management Team Concept", Michigan School Board Journal, XV, (January, 1969), p. 8.

> The management team concept is the product of commitment of all members to a common goal and it implies that all members have a voice in how the objectives to achieve that goal were accomplished. . . . Those people who are involved and whose opinions count will be committed to the cause.[3]

As stated earlier, Professor Anderson of the University of Michigan, considers the commitment to involve people in the process of policy formulation to be an essential ingredient of the Management Team Concept.[4] This involvement, as it relates to principals, has as its component parts: free and open communication with the superintendent and other members of the administrative hierarchy, participation in decision-making relative to administrative policy before the fact, a formal structural organization wherein communication can be exchanged and a clear definition of the responsibilities of each member of the team. The expected results of such an arrangement is to increase the morale and efficiency of building principals. Their morale will be higher for they will feel an integral part of the team and their efficiency will increase because they will better understand the intent and background related to policy decisions. This is brought out by Mr. Pinis:

> Through this involvement he should become a better informed and more effective principal. By the same token he can bring to the team a better understanding of the school needs and can add much to the decisions that need to be made in other administrative areas. No other school administrator, except possibly the superintendent, is involved in as many aspects of school management as the principal.[5]

---

[3]Larry McConnell, Speech given at the Northern Michigan Elementary Principals Meeting in Alpena, Michigan, Summer, 1969.

[4]See Chapter I, p. 8.

[5]Fritz Pinis, loc. cit., p. 7.

This chapter will review the literature to determine what writers in the area of democratic organization have to say about the efficacy of involving people in the decision-making process, the necessity for open communication, the desirability of a structural means to accommodate this communication and a need for a specific definition of responsibility. While little has been expressly written with reference to the team approach involving administrators, there is much in educational writings encouraging superintendents to involve teachers. In the area of industrial management, also, much as been written. This study assumes that factors which affect morale and efficiency in teachers and industrial management will also affect the morale and efficiency of principals. If this assumption is granted, then the factors which provide for better morale and efficiency in teachers and in the area of industrial management are also applicable to the relation of superintendents and principals.

Subordinate Involvement and Its Effect on His Morale and Efficiency

There is much in the literature that attests to the efficacy of involving personnel in the workings of the organization. Not only is this an expression of democracy but its practice shows promise in creating and sustaining an efficient and effective organization. Blake and Mouton in their book, The Managerial Grid, developed a grid using the two factors - concern for people as the vertical axis and concern for production as the horizontal axis. Each factor was rated lowest to highest as one through nine. Thus, an organization which had little concern for people and little concern for production would be rated 1,1. While an organization with greatest concern for people and greatest concern for production would be rated 9,9. They conclude that:

> The 9,9 orientation to the management of production and people aims at integrating these two aspects of work under conditions of high concern for both. The key is involvement and participation of those responsible for it in work-planning and execution. This brings about the kind of team action that leads to high organization accomplishment. . .[6]

and Victor Thompson, writing in the Administrative Science Quarterly, says:

> It has been stated recently that the participation hypotheses (the reduction in resistance to plans through participation in planning) should be taken as empirically established. This statement may be too strong in a strict sense, but from what has been stated thus far, it would appear to be good advice for the development planners to follow.[7]

Earlier in their writing, Blake and Mouton state:

> The challenge of leadership is to provide the conditions under which the pieces of the jig-saw puzzle are fitted together in such a way as to make a correct whole picture as the basis for organizational decision-making and direction. At either the policy, implementing, or executing levels, this is team action. . . . The key to team management is that sound interpersonal relations are seen as the best way to achieve and maintain production at peak levels.[8]

They go on to say that a basic need of people that is met by the 9,9 theory is their need, "to be involved and committed to productive work. . . . The capability of people to be involved in organization purpose through commitment to goals is fundamental."[9]

---

[6]Robert Blake and Jane Mouton, The Managerial Grid, (Houston: Gulf Publishing Company, 1964), p. 180.

[7]Victor Thompson, "Administrative Objectives for Development Administration", Administrative Science Quarterly, IX, (June, 1964), p. 106.

[8]Blake and Mouton, loc. cit., pp. 156-157.

[9]Ibid., p. 180.

This, according to them, is the goal of 9,9 management - namely:

> To unleash participation and to exploit involvement in the planning of work so that all who shoulder concern for full production can find the opportunity to think through and to develop a basis of effort which reflects the best available thinking. In this way all team members feel responsible for getting the job done in the best possible manner.[10]

This concept of involvement of personnel in the workings of the organization is a recurring theme in the writing of Blake and Mouton for they allude to this concept over and over again. If the goals of the organization are to reach fruition, then:

> Mutual understanding and agreement as to what the organization goals are and the means by which they are to be attained is at the core of work direction. . . . The manager with a 9,9 orientation views his responsibility as seeing to it (but not doing it by himself) that planning, directing and controlling are accomplished soundly. Who are best qualified to do it? Those with the most stake in the outcome regardless of level.[11]

They sum up the value of participatory involvement by concluding that, "When conditions of work are created where people understand the problem, have stakes in the outcome, and where their ideas make a real contribution to the results obtained . . . they support rather than comply or resist."[12]

James Mursell defines a democratic organization as one in which everyone, "sees his own function in the setting of a reasoned understanding of the purpose to be achieved, and of the functions of all

---

[10] Ibid., p. 147.

[11] Ibid., p. 143.

[12] Ibid., p. 144.

others. It is an organization in which each individual is able to devote himself as a person with his own unique contribution to the joint undertaking."[13] Sears writes of the "good" organization as "an arrangement of persons which relies as much upon the will, the initiative, the understanding of its members as it does upon authority, to energize and guide it."[14]

This idea of participatory involvement in the organizational goals and functions applies to all members affected by the organization. Seashore, writing in Likert and Hayes, states that:

> The effectiveness of participative leadership practices depends upon who is allowed to participate. The process of participation and group decision should ordinarily extend throughout the organization and include all those who will be affected by a decision and whose understanding and help are needed.[15]

Argyris carries the idea of participation a step farther and relates the need for participation to the maturity of the participants:

> To the extent that individuals who are hired to become agents of organizations are predisposed toward maturity, they will want to express needs of predisposition related to the adult end of each specific developmental continuum. Theoretically, this means that healthy adults will tend to obtain optimum personality expression while at work if they are provided with jobs which permit them to be more active than passive. . . . and to express many of their deeper more important abilities.[16]

---

[13]James Mursell, Principles of Democratic Organization, (New York: W. W. Norton and Company, Inc., 1955), p. 410.

[14]Jesse Sears, The Nature of the Administrative Process, (New York: McGraw Hill Book Company, 1950), p. 99.

[15]Stanley Seashore, "Administrative Leadership and Organizational Effectiveness", Some Applications of Behavioral Research, ed. Likert and Hayes, (Paris: Unesco, 1957), p. 49.

[16]Chris Argyris, Personality and Organization, (New York: Harper and Row, 1957), p. 53.

Argyris substantiates this line of reasoning and makes a point of saying that since superiors don't always have all the answers, they should solicit the ideas of their subordinates for unless the subordinates are discouraged from doing so, they will do their best to achieve what the purposes and the circumstances of the organization require and they will regard their jobs as ends in themselves and as part of their daily life. It follows that if the jobs are reasonably interesting and responsible, people will try to do them well.[17]

The concept that involvement by subordinates in the organization's goals leads to efficiency and better morale is further reinforced by Tannenbaum who writes:

> Studies of organizations are reasonably consistent in showing a positive relationship between job satisfaction and the amount of control a person exercises in his work situation. Having some say in the affairs of the work situation contributes also to a member's sense of involvement in his work and in the organization as well as his identification, personal commitment, and a feeling of responsibility on the job.[18]

Tannenbaum goes on to equate job satisfaction of the individual members to the success of the organization's goals, "The success of an organization depends on the members' willingness to work assiduously and constructively in helping to achieve the organization's goals."[19] This willingness requires that, "Each member of the organization . . . feels that the organization's objectives are of significance and that his own particular task contributes in an indispensable manner to the

---

[17]Chris Argyris, Integrating the Individual and the Organization, (New York: John Wiley & Sons, Inc., 1964), p. 87.

[18]Arnold Tannenbaum, Social Psychology of the Work Organization, (Belmont: Wadsworth Publishing Company, 1966), p. 39.

[19]Ibid., p. 54.

organization's achievement of its objectives. He should see his role as difficult, important and meaningful."[20]

The effect of involvement of the members of the organization cannot be minimized. It is not necessary that the wishes or desires of an individual be fulfilled in order to make him a valuable member of the organization. It is enough that his concerns and ideas were heard.

> Even though a decision is unilateral, participation can help in a crisis in two ways:
>
> 1. Attention is focused on the objective situation rather than on the stresses and strains of personal relationships.
>
> 2. Employees have a feeling of being in the same boat and sharing the same goals.[21]

While involvement does not always guarantee that the organization's goals will coincide exactly with those of the members, not to involve them can prevent the attainment of these goals. "One reason so many good ideas cannot be implemented is that the people who are affected by the ideas and must do the implementing feel no identity with the original decision."[22]

One argument presented as a deterrent to participatory management is that management is reluctant to surrender authority and control. Tannenbaum made this point as has been indicated,[23] however, this need not negate the value of participation. Involvement, if properly utilized, can be a substitute for authority.

---

[20] Ibid., p. 54.

[21] Seashore, loc. cit., p. 53.

[22] Wiley Brownlee, "Decision-Making With Group Involvement", MASSP, Vol. 10, No. 3, p. 17.

[23] See above Chapter I, p. 18.

Authority Through Involvement

Tannenbaum lists authority as a major characteristic of an organization,[24] however, the manner in which it is exercised is more germane to the Management Team Concept than the rank it is given in the organizational definitions. Blake and Mouton say that:

> The 9,9 assumption is that when individuals who must coordinate their activities are aware of organizational purposes and of their real stake in the outcome, then it is no longer necessary for direction and control to be exercised by the boss in an authority-obedience way.[25]

This concept is echoed by Tannenbaum when he writes that, "The concepts of authority and control are interrelated. Authority is simply the formal right to exercise control."[26] He goes on to say that the distinction is central to organizational management because the formal right to control does not always lead to the actual exercise of that control. His concern is with what makes authority work and he writes that the Hawthorne Study suggests participation as one approach.[27]

Participation of members in the organization is more likely to give the members a sense of commitment to the goals of the organization and thus management increases its control by giving up some of its authority.[28]

---

[24]Tannenbaum, loc. cit., p. 15.

[25]Blake and Mouton, loc, cit., p. 145.

[26]Tannenbaum, loc. cit., p. 84.

[27]Ibid., p. 85.

[28]Ibid., p. 99.

McGregor analyzes the classical concept of authority and control and concludes that it will not work in modern industry.[29] The average worker has had his basic needs of food and shelter met by his adequate wage but his higher social needs now occupy his attention. This has brought about an interesting relation:

> The outstanding fact about relationships in modern industrial organization is that they involve a high degree of inter-dependence. Not only are subordinates dependent upon those above them in the organization for satisfying their needs and achieving their goals, but managers at every level are dependent upon all those below them for achieving both their own and organizational goals.[30]

Since authority is related to dependency, McGregor concludes that it is "an inappropriate method of control on which to place exclusive reliance in United States industry today if management's purpose is to influence behavior toward the achievement of organizational objectives."[31]

McGregor then develops a participatory managerial concept which he calls the Y Theory of Management. The basic tenet of this theory he calls integration which he defines as, "The creation of conditions such that the members of the organization can achieve their own goals best by directing their efforts toward the success of the enterprise."[32]

Integration aids the organization for it carries "the implication that the organization will be more effective in achieving its economic

---

[29]Douglas McGregor, The Human Side of Enterprise, (New York: McGraw Hill Book Company, Inc., 1960), Chapter 2.

[30]Ibid., p. 23.

[31]Ibid., p. 30.

[32]Ibid., p. 49.

objectives if adjustments are made, in significant ways, to the needs and goals of its members."[33], and that - "the acceptance of responsibility (for self-direction and self-control) is correlated with commitment to objectives. Genuine commitment is seldom achieved when objectives are externally imposed. Passive acceptance is the most that can be expected; indifference or resistance are the more likely consequences."[34]

McGregor's Y Theory is a strong supporter of the Management Team Concept but he suggests that it must be a valid effort on the part of management to involve employees. "We need to distinguish between the team concept of management as a gimmick to be applied within the strategy of management by direction and control and the team concept as a natural correlate of management by integration and self-control."[35]

If the management is sincere in implementing the Management Team Concept, the following results will accrue:

1. Group target setting offers advantages that cannot be achieved by individual target setting alone.

2. An effective managerial group provides the best possible environment for individual development. It is the natural place to broaden the manager's understanding of the functions other than his own and to create a genuine appreciation of the need for collaboration. It is the best possible training ground for skill in problem-solving and in social interaction.

3. In an effective managerial team, the aspects of 'dog eat dog' competition, which are

---

[33] Ibid., p. 50.

[34] Ibid., p. 68.

[35] Ibid., p. 241.

> actually inimical to organizational accomplishment, can be minimized by the development of 'unity of purpose' without reducing individual motivation.[36]

Non-involvement by members in an organization produce the opposite effect according to a finding listed by Berelson and Steiner. "When authority and responsibility within an organization do not at least roughly correspond to the (perceived) contributions of its members, there is likely to be more than the normal amount of tension."[37]

The concept that involvement by personnel in establishing the goals of the organization is not new in the educational sector. However, until recently, there is little evidence to cause one to believe that a substantial number of school districts actually employ participatory management. John Dewey wrote as early as 1903:

> . . . But until the public school system is organized in such a way that every teacher has some regular and representative way in which he or she can register judgement upon matters of educational importance, with the assurance that this judgement will somehow affect the school system, the assertion that the present system is not, from the internal standpoint, democratic seems to be justified.[38]

Grieder, et al endorses this concept of involvement by stating, "One of the fundamental tenets of the democratic process as interpreted by scholars is that those who are affected by policies and decisions are

---

[36]Ibid., p. 241.

[37]Bernard Berelson and Gary Steiner, Human Behavior: An Inventory of Scientific Findings, (New York: Harcourt, Brace and World, 1964), p. 377.

[38]John Dewey, "Democracy in Action", The Elementary School Teacher, December, 1903

entitled to participate in making them."[39] and O. H. Bimson in his doctoral dissertation, Participation of School Personnel in Administration, states that, "Democracy implies that the individual shall have a share in determining the aims and conditions of his work."[40]

This concept is subscribed to by Savage, who writes that the school system must provide, "an atmosphere in which teachers and administration feel that they have a part in the determination of policy and the solution of problems affecting them."[41]

If districts are truly to subscribe to the principle of involvement, sanction for participatory involvement coming from the superintendent's office will be most helpful in bringing the concept to fruition. It is encouraging to note that in 1963, the American Association of School Administrators published a book entitled, Inservice Education for School Administrators, in which the following statement appeared:

> The current changes of major importance in administration seem to consist of a shift of emphasis on control and management to more concern for leadership. Management is not viewed as being less important than before, but rather as being a part of the essential operation of good leadership. Educational administration, according to current concepts, should be imaginative and should be characterized by vision, creativity, democratic operation and the sharing

---

[39]Calvin Grieder, Truman Pierce and William Rosenstengel, Public School Administration, (New York: The Ronald Press Company, 1961), p. 94.

[40]O. H. Bimson, Participation of School Personnel in Administration, (Lincoln: 1939), p. 65.

[41]William Savage, Interpersonal and Group Relations in Educational Administration, (Glenview: Scott-Foresman and Company, 1968), p. 96.

> of responsibility. The current emphasis on leadership reflects a growing appreciation of individual worth and dignity.[42]

If such a concept is to have merit and contribute to a better educational environment for boys and girls, it would appear that the results from such a practice would be reflected in districts which are attempting to do this. A study done under the auspices of the Metropolitan School Study Council in 1950 concluded that school districts which showed the most adaptibility had superintendents who exercised the democratic process, had administrative cabinets which included members at every level in the hierarchy and which utilized the team approach to solving problems.[43]

The contribution of the process of involvement to the organization and to its members is stated succinctly in the findings of Berelson and Steiner, "Both the effectiveness of the group and the satisfaction of its members are increased when the members see their personal goals as being advanced by the group's goals, i.e. when the two are perceived as being in harmony."[44]

John Carr, writing in the Personnel Journal, states that the participation concept properly understood and appreciated will permit a substantial increase in the utilized potential of employees at all levels in a given firm but, he cautions, that this philosophy must be effectively integrated into the total management philosophy of organization

---

[42]Inservice Education for School Administrators, (Washington, D. C.: 1963), p. 60.

[43]Alfred Skogsberg, Administrative Operational Patterns, Metropolitan School Study Council Study #5, (New York: Columbia University, 1950), p. 25

[44]Berelson, loc. cit., p. 352.

and operation. The acceptance and application of this concept, he writes, would accomplish the following:

1. Better development of individuals in the company by providing opportunity to test their skills and utilize their contributions.

2. Improved attitudes by emphasizing participation of subordinates in matters that affect them and their work.

3. A diffusion of the exhilarating experience of helping to solve problems and accomplish tasks.

4. Development of subordinate's sense of independence, self direction, and confidence.[45]

Carr's hypothesis emphasizes that participation will improve employees' attitudes and development. Rosenfield and Smith promulgate the theory that participation will encourage employees to accept decisions:

> Actual participation is one of the best ways of involving employees in their work and the problems of the organization and thus, from a behavior position, it is difficult for a participant to be unresponsive to a plan which he has helped to create. The employee wants it to succeed because it involves him and his own personal self-esteem. Through the principle of active participation, today's enterprise can better align the needs and asperations of its employees with those of the company.[46]

Thus far, a number of writers who are advocating that employees who are involved in the operation of the enterprise contribute to the efficiency and effectiveness of the organization have been reviewed. It has been stated earlier and some of the writings reviewed emphasize

---

[45]John Carr, "Motivation and Morale: Two Keys to Participation", Personnel Journal, XLVII, (June, 1968), pp. 396-397.

[46]Joel Rosenfield and Matthew Smith, "Participative Management: An Overview", Personnel Journal, XLVI, (February, 1967), p. 104.

that involvement carries the commitment to involve subordinates in the decision-making process. A closer look at this aspect is now in order.

The Effects of Involvement of Subordinates in the Decision-Making Process

Seashore established criteria which must be met by a superior and his subordinates before effective involvement in decision-making can be met. His criteria places responsibility for effective decisions upon both the superintendent and the subordinate. The implication is that this process is a cooperative venture and that unless both parties are willing to accept the responsibility for making the decision and for implementing it, nothing has been gained.

1. Before an effective group decision or action can be reached, the group must accept the necessity of reaching a decision or taking appropriate action. In addition, there must be group recognition and acceptance of the hard, objective realities which establish the problems to be solved and the limits of freedom of decision by the group.

2. It is the responsibility of individual leaders to see that the requirements of the situation, including the need for action, are made clear to subordinate groups. It is not inconsistent with participative leadership that objectives and limiting conditions should be set by high authority.

3. Discussion alone is not enough, although formal meetings and informal discussions are an essential part of the participative leadership process. Discussion is useful only if it leads to agreement, decision and action.

4. Decisions reached by means of participative leadership will not lead to effective action or change unless there is understanding of the goals sought and unless members commit themselves to specific action.

5. The responsibility of a group engaged in participative leadership does not end with agreement or decision, but includes deciding upon responsibility for follow-up, review, and appraisal of progress toward the agreed-on goals.[47]

Savage suggests that an atmosphere in which teachers and administrators feel that they have a part in determining policy and the solution of problems affecting them must be created.[48]

Mort makes the point that democracy demands that each individual has to be dealt with as a "living, growing, potentially flowering organism that has a right to be a participant in decisions that stand to affect him."[49] Kimbrough and Todd reinforce this concept by stating that, "Pluralism and collegial relations in decision-making concerning educational processes should characterize the modern educational organization."[50]

Hagman and Schwartz support this point of view for they state that understanding and effectiveness in an organization is best obtained when the personnel has had the opportunity to participate in the decision-making process.[51]

---

[47]Seashore, loc. cit., pp. 48-49.

[48]Savage, loc. cit., p. 96.

[49]Paul Mort, Principles of School Administration, (New York: McGraw Hill Book Company, Inc., 1946), p. 99.

[50]Ralph Kimbrough and Eugene Todd, "Bureaucratic Organization and Educational Change", Educational Leadership, Journal of the Association for Supervision and Curriculum Development, XXV, No. 3, (December, 1967), p. 223.

[51]Harlon Hagman and Alfred Schwartz, Administration in Profile for School Executives, (New York: Harper and Brothers Publishers, 1955), p. 132.

The responsibility of the organization or the superordinate to create the setting for decision-making is emphasized by McGregor:

> The effective use of participation is a consequence of a managerial point of view which includes confidence in the potentialities of subordinates, awareness of management's dependency downward, and a desire to avoid some of the negative consequences of emphasis on personal authority. It is consistent with Theory Y - with management by integration and self-control. It consists basically in creating opportunities under suitable conditions for people to influence decisions affecting them.[52]

Griffiths et al also places most of the responsibility for creating a climate conducive to involvement in decision-making upon the managerial staff. It is their role to create an organization in which the decision-making process can operate effectively and they further say that the "organization should permit decisions to be made as close to the source of effective action as possible."[53]

The organization, of course, is interested in raising standards and efficiency. Their interest in participatory decision-making will be influenced by how successfully such a process increases production or contributes to the effective implementation of decisions. Various writers have indicated that involvement of personnel in decisions which affect them not only will help in implementing the decision but often the decision will be a better one for having solicited the ideas of others.

Rosenfield and Smith subscribe to the above concept when they state:

---

[52]McGregor, loc. cit., p. 126.

[53]Dan Griffith et al, Organizing Schools for Effective Education, (Danville, Illinois: Interstate Printers and Publishers, Inc., 1962), p. 71.

> Participation is important in encouraging people to accept decisions. It is helpful both in planning and instituting change. When employees understand the objectives and content of decisions, they are less suspicious of them. Participation may improve management plans because it elicits the ideas of the persons who are most thoroughly acquainted with the working effects of those plans. In any case, it broadens the outlook of those involved and helps them feel that they have had an active part in what is taking place.[54]

Grieder et al believe that, "when individuals have a voice in arriving at decisions and engaging in the study and thinking that precedes the making of a decision, they are more likely to accept the results with satisfaction than if they had no part in it."[55]

Lester Anderson, writing on the Management Team Concept, points out that while superintendents have a relatively free hand in how a school should be run, they are dependent on other administrators to implement whatever they want done. Therefore, sharing authority with the other administrators is essential for effective administration.[56]

Hagman and Schwartz agree that administrators have a choice in how an organization can operate but they are clear in their preference of participatory management:

> In all organizations there are decisions to be made, plans to be developed, problems to be solved, and appraisals to be secured. These activities can be accomplished by individuals and then imposed upon others who must put them into action programs, or they can be group activities. While there is a choice for the administrator, the evidence clearly indicates it is with and through groups that the most efficient administration results.[57]

---

[54]Rosenfield and Smith, loc. cit., p. 103.

[55]Grieder et al, loc. cit., p. 95.

[56]Anderson, loc. cit., p. 95.

[57]Hagman and Schwartz, loc. cit., p. 156.

Savage quotes Tannenbaum and Schmidt as saying that they:

> declared that research findings have indicated that particpation in decision-making generally raises the level of employees motivation, increases the readiness on the part of the subordinates to accept change, improves the quality of administrative decisions, develops teamwork and morale among personnel of a staff and increases the individual development of the staff members.[58]

Haire and Likert also stress that involvement of personnel in the decision-making process raises the level of the decisions and increases the prospect of implementation:

> When it comes to decision-making, all the persons in the group reporting to the superior contribute their technical knowledge . . . but they also make other contributions. One member may be the imaginative type of person who comes up rapidly with many stimulating and original ideas. Others . . . may make the group do a rigorous job of sifting ideas. In this way, the different contributions required for a completent job of thinking and decision-making are introduced.[59]

They continue by pointing out that another advantage of effective team action is that there is high motivation on the part of each member of the group to do his best to implement the decisions made and to achieve group goals.[60]

Whether or not it is possible for management to successfully involve personnel in the decision-making process with results that will enhance the organization's effectiveness is left up to the desire and ability of the superordinate. This is succinctly put by McGregor when he states:

---

[58]Savage, loc. cit., p. 223.

[59]Rensis Likert and Samuel Hayes, Jr., (ed.), Some Applications of Behavioral Research, (Paris: Unesco, 1957), pp. 197-198.

[60]Ibid., p. 198.

> The assumptions of Theory Y point up the fact that the limits on human collaboration in the organizational setting are not limits of human nature but of management's ingenuity in discovering how to realize the potential represented by its human resources.[61]

A finding listed by Berelson and Steiner substantiates the belief that involvement will bring about better implementation:

> Active discussion by a small group to determine goals, to choose methods of work, to reshape operations, or to solve other problems is more effective in changing group practice than is separate instruction of the individual members, external requests, or the imposition of new practices by superior authority - more effective, that is, in bringing about better motivation and support for the change and better implementation and productivity of the new practice.[62]

Thus, it appears that writers in this area subscribe to the theory that involvement by subordinates in the decision-making process makes for more effective decisions and greater possibilities of having the decisions implemented.

Open Communication Essential to Involvement

Implied in the theory of involvement and decision-making is the concept that participants are able to communicate their expertise without fear of reprisal and that subordinates are able to offer suggestions and to question statements of superiors. If this were not so, then there would be no commitment on the part of management and superordinates to make communication viable and without this commitment, the concept is meaningless. Hagman and Schwartz place the responsibility for successful communication upon the shoulders of the executive. His deeds as

---

[61]McGregor, loc. cit., p. 48.

[62]Berelson and Steiner, loc. cit., p. 353.

well as his words will determine the extent that there is open communication. A democratic organization can survive only if the opportunity exists for the development of friendly interpersonal relationships and, therefore, the free exchange of ideas.[63] They go on to say that administrators "are charged in the responsibility for establishing channels of communication that allow the organization to operate effectively. It is therefore necessary that a structure be created which will permit the free flow of communication to all individuals."[64]

Grieder et al state that freedom to express one's ideas fosters self realization through the democratic process and that, "face to face conferences on a basis of equality tends to break down animosities, suspicion and misunderstandings."[65] Tannenbaum concurs with this concept for he maintains that people in different hierarchial positions perceive or interpret important events in the organization quite differently and that the difficulty in perception arises from authority or status differences which inhibit subordinates from communicating freely with their superiors. This illustrates the need for open, free communication since superiors are more likely than subordinates to think that communication between them is good.[66]

The importance of communication, if personnel is to be involved in the decision-making process, becomes clear when we realize that good decisions cannot be made when one has a limited amount of facts and

---

[63]Harlan Hagman and Alfred Schwartz, loc. cit., p. 204.

[64]Ibid., p. 183.

[65]Grieder et al, loc. cit., p. 96.

[66]Tannenbaum, loc. cit., pp. 46-48.

information upon which to base the decision. Simon writes that since an individual is limited by his values and conceptions of purpose which influence him in making decisions, it is important that all relevant factors be made known to him.[67]

He goes on to state that when individuals share a common goal and when each has sufficient information as to what the others are doing to enable him to make correct decisions, it is called teamwork.[68]

Blake and Mouton believe that communication tends towards an equilibrium between the amount which is given and the amount which is received. Obviously, in the 9,9 managerial style, "communication is open, honest and pertinent so that all involved know what is going on."[69]

Thompson stresses that an administrative communications system is created to assure, "at all relevant points in an organization, the ability to detect, understand, and respond appropriately to appropriate data."[70]

The lack of effective communication in an organization can have a deleterious effect upon the morale of the workers and upon their productivity. Wiksell, writing in the Personnel Journal, reveals that a survey conducted among several hundred employees in diversified industries demonstrated that 90% of them indicated that improving company interpersonal communication is a matter of serious concern. These same

---

[67]Herbert Simon, Administrative Behavior, (New York: MacMillan Company, 1961), p. 40.

[68]Ibid., p. 71.

[69]Blake and Mouton, loc. cit., pp. 160-161.

[70]Thompson, loc. cit., p. 103.

employees believed, "that where communication is lacking, frustration and misunderstanding exist, and that this condition not only reduces their productivity, but also has an adverse effect on corporate profits."[71]

Hagman and Schwartz recognize this danger for they say that no matter how excellently organized an enterprise might be, and even if the whole is balanced and coordinated, each member properly selected and trained, it still might not be able to function effectively if it lacks a system of communication.[72]

Hanlon, on the other hand, states that:

> School systems which display a great amount of creativity and innovation are organized so that there is a high degree of auto-dynamic equilibrium . . . When such a situation exists in any school system, the administration or administrative team has usually initiated a high degree of inter-action among all members of the school organization. Communication is not a one way street. Every professional opinion is respected, and each member of the organization learns from every other member. The administration, in brief, has provided opportunity for learning and discovery to everyone in the organization . . .[73]

It would appear that open communication between subordinates and superiors is necessary if there is to be meaningful involvement. A climate must exist wherein each member feels free to contribute his ideas and each idea (regardless whether it has emanated from a superior or a subordinate) should be subject to rigorous scrutiny.

---

[71]Milton Wiksell, "Talking It Over Is Important", Personnel Journal, XLVI, (March, 1967), pp. 168-169.

[72]Hagman and Schwartz, loc. cit., p. 187.

[73]James Hanlon, Administration and Education, (Belmont: Wadsworth Publishing Company, Inc., 1968), p. 192.

Organization Structure As A Means of Contributing to Participatory Management

This component of the Management Team Concept is probably the most difficult to identify and to define. It is a vehicle by which subordinates and superordinates may work together as a team. In small organizations, the management team can possibly operate effectively on an informal basis without a formal structure. While this may hold true where the superintendent attempts to operate democratically, as Lester Anderson points out, "there is no assurance of participation by all administrators without some plan of formal organization designed to assure participation in the communication network."[74] In fact, Dr. Anderson feels that the adoption of a formal structure to assure open communication with all administrators ranks as one of the two crucial factors in implementing the Management Team Concept. The other factor is the acceptance of the superintendent to involve all sub-administrators in planning and in policy formulation.[75]

In an attempt to dramatize the need to involve principals more closely in the formulation of basic policy, the Center for Field Studies, Harvard Graduate School recommended four councils or cabinets, each including principals. These were as follows:

1. A superintendent's cabinet - to provide principals an opportunity to shape major programs.
2. A personnel council - to provide principals an opportunity to shape the personnel recruitment selection and in-service training procedures.
3. A school curriculum council - to review and evaluate curriculum.

---

[74]Anderson, loc. cit., p. 27.

[75]Ibid., p. 32.

4. A budget planning council - to weigh and evaluate various claims for budget increases.[76]

The need for definite structure to provide the facility to assure involvement is definitely recommended by Mursell. He states that to insure effective leadership, arrangements must be provided which will create a central core of continuous thinking and planning and he recommends a standing committee which he calls the Superintendent's Advisory Council to serve in this capacity.[77]

Griffiths et al, in their book, Organizing Schools for Effective Education, suggest that principals be a permanent part of the superintendent's cabinet. Their reasons for such a suggestion seem to incorporate the major components of the Management Team Concept for they include involvement, decision-making and communication. The inclusion of principals in the superintendent's cabinet, according to them -

1. provides systematic opportunity for wider participation in decision-making.
2. is an excellent communication medium whereby principals report problems, programs and needs to the central office and the superintendent can report and interpret school board problems and decisions to the administrative staff.
3. provides an important means of coordinating programs and policy.
4. provides a means of evaluating and planning.
5. provides a means for gathering more substantial data on the efficiency of programs and practices.[78]

---

[76]Joseph Cronin, "School Boards and Principals - Before and After Negotiations", Phi Delta Kappan, XLIX, No. 3, (November, 1967), pp. 123-127.

[77]James Mursell, Principles of Democratic Education, (New York: W. W. Norton and Company, Inc., 1955), p. 422.

[78]Griffiths et al, loc. cit., pp. 98-99.

SUMMARY

A review of the literature relative to what appears to be the basic factors involved in the Management Team Concept reveals that involvement of subordinates in administrative policy formulation and decision-making not only increases morale but makes the organization more effective. The literature also attests to the fact that for the participation to be most effective, a formal structure must be provided through which subordinates may engage in free and open discussion with their superiors.

The scope of the related literature reviewed in this chapter was limited to the discussion of how involvement by personnel who are affected by organizational goals and decisions can help the organization attain its goals. The social and psychological implications of involvement as it affects personnel was not the intent of this study, consequently, the writings of many social psychologists were not reviewed. Suffice it to say that the writings are voluminous if one is attempting to justify participation as contributing to the development of the individual. This is not to ignore their contributions to modern management for their findings gave impetus to the development of modern management concepts. However, the task of this chapter was to suggest that involvement by subordinates makes for a more effective and efficient organization.

An outline of the factors identified in the related reading follows.

FACTORS AFFECTING PARTICIPATORY MANAGEMENT AS THEY RELATE TO THE MANAGEMENT TEAM CONCEPT

I. Involvement

A. Involvement creates an effective and efficient organization.

1. Expertise of subordinates is utilized to the fullest.

2. Subordinates identify with and have an affiliation for the organization.

3. The need for individual satisfaction is accomplished by involvement.

a. Involvement stimulates subordinates to give more to the organization.

b. Subordinates are more positive in their perception of their work.

4. Authority on the part of superordinates is minimized - results are accomplished cooperatively.

5. Participation decreases resistance to the organization.

II. Decision-Making

A. Participation by subordinates makes for sounder decisions.

1. Superiors don't have all of the answers.

2. Group involvement assures that alternatives have been explored.

3. Subordinates have a better understanding of the decision.

B. Participation by subordinates aids in implementation.

1. Subordinates want the goals to be attained.

2. Subordinates have a stake in the success of the organization's goals.

3. Subordinates won't resist implementation.

II. Decision-Making (continued)

C. Participation by subordinates increases their morale.

1. Subordinate's need for recognition is satisfied.

2. Subordinate feels that he is a contributor to the organization's goals.

3. Participation decreases the role of authority and substitutes control through involvement.

III. Communication

A. Open communication is necessary and helpful.

1. Subordinates see the whole picture.

2. It creates sound interpersonal relations.

3. Statements by both superiors and subordinates are open to question and analysis.

4. Discussion opens the way to agreement or at least understanding.

5. Face to face conferences tend to break down animosities and misunderstandings.

6. Lack of communication fosters frustration, misunderstanding, and suspicion.

B. Open communication is the responsibility of the superordinate.

1. The superordinate sets the climate.

2. Subordinates must feel free to express their opinions.

IV. Structure

A. A formal structure is important as an avenue for communication.

B. It is a means of assuring involvement of subordinates.

1. A cabinet or council which meets regularly and has subordinate representation assures them of a means whereby they can express their views.

CHAPTER III

FINDINGS

ANALYSIS OF DATA

The purpose of this chapter is to present an analysis of the data as they apply to a testing of the hypotheses of the study. These hypotheses were:

1. There is no significant difference in the perceptions of elementary school principals with respect to the practice of the Management Team Concept as compared to the perceptions of secondary school principals.

2. There is no significant difference in the perceptions of elementary school principals with respect to the practice of the Management Team Concept as compared to the perceptions of superintendents of schools.

3. There is no significant difference in the perceptions of secondary school principals with respect to the practice of the Management Team Concept as compared to the perceptions of superintendents of schools.

PERCEPTIONS OF ELEMENTARY PRINCIPALS, SECONDARY PRINCIPALS AND SUPERINTENDENTS REGARDING THE PRACTICE OF THE PRINCIPLES OF THE MANAGEMENT TEAM CONCEPT IN THEIR DISTRICTS

This section deals with the perceptions of elementary school principals, secondary school principals, and superintendents regarding the practice of the principles of the Management Team Concept in their district as evidenced by how they responded to the four sub-tests and the total questionnaire. The mean scores, the standard deviation, the difference in the mean scores, degrees of freedom, and the results of

the T-Test for the difference in the mean scores between elementary school principals and secondary school principals, elementary school principals and superintendents, and secondary school principals and superintendents for each sub-test and total questionnaire are recorded and analyzed according to the data presented.

Perceptions of Decision-Making and Involvement

TABLE 2 presents the data for the responses of elementary principals, secondary principals, and superintendents on the sub-test dealing with decision-making and involvement. This sub-test had twenty-seven questions relating to this aspect of the Management Team Concept. Since each question could be scored from one to four, the range for this section was from twenty-seven to 108. A mean score of twenty-seven indicates complete agreement on all questions with the Concept as it relates to the decision-making and involvement process while a mean score of 108 indicates complete non-agreement with the Concept on all questions.

The data given are in terms of the mean scores of elementary principals, secondary principals, and superintendents; the standard deviation of the mean scores, the difference in the mean scores, degrees of freedom; and the results of T-Tests for the difference between the mean scores.

Comparison of Elementary School Principals with Secondary School Principals

The elementary principals had a mean score of 54.46 with a standard deviation of 10.61 and the secondary principals had a mean score of 50.53 with a standard deviation of 9.30. The difference between the mean scores was 3.93 and it indicated that the secondary

TABLE 2

DIFFERENCES IN THE MEAN RESPONSES OF ELEMENTARY PRINCIPALS, SECONDARY PRINCIPALS, AND SUPERINTENDENTS ON THE SUB-TEST DEALING WITH THE DECISION-MAKING AND INVOLVEMENT PROCESS

Comparing Personnel	Mean X	S.D. X	Number X	Mean Y	S.D. Y	Number Y	Difference Between Means X - Y	Degrees of Freedom	T-Test T
E. Prin. With S. Prin.	54.46	10.61	206	50.53	9.30	64	3.93	268	2.66**
E. Prin. With Super.	54.46	10.61	206	41.06	5.43	17	13.40	221	5.14***
S. Prin. With Super.	50.53	9.30	206	41.06	5.43	17	9.47	79	4.01***

** Significant at the .01 level
*** Significant at the .001 level

principals felt that they were operating closer to the Concept than did elementary principals. As may be seen in Table 2, the T-Test for the difference in the mean scores of elementary and secondary principals was 2.66 with 268 degrees of freedom. This statistic was significant at the .01 level. On the basis of these data, it is concluded that there is a significant difference in how elementary principals and secondary principals viewed the decision-making and involvement process in their district. Since this process is an integral part of the Management Team Concept, the statistical data relative to this sub-test reject the hypothesis that there is no significant difference in how elementary

principals and secondary principals perceive the practice of the Management Team Concept on the sub-section dealing with the process of decision-making and involvement.

Comparison of Elementary School Principals with Superintendents

The elementary principals had a mean score of 54.46 with a standard deviation of 10.61 and the superintendents had a mean score of 41.06 with a standard deviation of 5.43. The difference between the mean scores was 13.40 clearly showing that superintendents felt that their districts were operating much closer to the Concept regarding the decision-making and involvement process than did elementary principals. Table 2 shows that the T-Test for the difference in the mean scores of elementary principals and superintendents was 5.14 with 221 degrees of freedom. Since this statistic is significant at the .001 level, it follows that the data examined relating to the decision-making and involvement process indicate that elementary principals and superintendents perceived the practice of this process differently; thus, the results of this sub-test reject the hypothesis that there is no significant difference in how elementary principals and superintendents perceive the practice of the Management Team Concept on the sub-section dealing with the process of decision-making and involvement.

Comparison of Secondary School Principals with Superintendents

The secondary principals had a mean score of 50.33 with a standard deviation of 9.30 and the superintendents had a mean score of 41.06 with a standard deviation of 5.43. The difference between the

mean scores was 9.47 illustrating that superintendents perceived their districts as operating closer to the Concept than did secondary principals in the area of decision-making and involvement. The results of the T-Test for these two groups was 4.01 with 79 degrees of freedom. This statistic is significant at the .001 level; consequently, the data presented gave evidence that there was a significant difference in how secondary principals and superintendents perceived the decision-making and involvement process. The results of this sub-test reject the hypothesis that there is no difference in how secondary principals and superintendents perceive the practice of the Management Team Concept on the sub-section dealing with the process of decision-making and involvement.

Conclusions of Perceptions of Decision-Making and Involvement

The results of the data presented relative to the sub-test on decision-making and involvement indicated that there was a significant difference in how elementary school principals, secondary school principals, and superintendents perceived the decision-making and involvement process. The superintendents had a more positive perception of the practice of the decision-making and involvement process in their districts which was significantly different at the .001 level than either elementary or secondary school principals; and secondary school principals were significantly more positive at the .01 level in their perception of this process than elementary school principals. Since this process is included in criteria for the Management Team Concept, it is demonstrated that the test for this sub-section supports the

rejection of the hypothesis that there is no difference in how elementary school principals and secondary school principals, elementary school principals and superintendents, and secondary school principals and superintendents perceive the practice of the Management Team Concept on the sub-section dealing with the process of decision-making and involvement.

Perceptions of Accountability

TABLE 3 presents the data for the responses of elementary school principals, secondary school principals, and superintendents on the sub-test dealing with the accountability factors. This sub-test had thirteen questions relating to the factors of accountability as they pertain to principals. The range for this section was from thirteen to fifty-two since each question could be scored from one to four. A mean score of thirteen indicates complete agreement with the Management Team Concept as it relates to accountability and a mean score of fifty-two indicates complete non-agreement with the Concept on all questions.

The data given are in terms of the mean scores of elementary school principals, secondary school principals, and superintendents; the standard deviation of the mean scores, the difference in the mean scores, degrees of freedom; and the results of the T-Tests for the difference between the mean scores.

Comparison of Elementary School Principals with Secondary School Principals

The elementary principals had a mean score of 21.80 with a standard deviation of 4.57 and the secondary principals had a mean score of 21.75 with a standard deviation of 4.08. The difference

TABLE 3

DIFFERENCES IN THE MEAN RESPONSES OF ELEMENTARY PRINCIPALS, SECONDARY PRINCIPALS, AND SUPERINTENDENTS ON THE SUB-TEST DEALING WITH THE FACTORS OF ACCOUNTABILITY AS THEY PERTAIN TO PRINCIPALS

Comparing Personnel	Mean X	S.D. X	Number X	Mean Y	S.D. Y	Number Y	Difference Between Means X - Y	Degrees of Freedom	T-Test T
E. Prin. With S. Prin.	21.80	4.57	206	21.75	4.08	64	.05	268	0.08
E. Prin. With Super.	21.80	4.57	206	19.41	3.28	17	2.39	221	2.11*
S. Prin. With Super.	21.75	4.08	64	19.41	3.28	17	2.34	79	2.18*

* Significant at the .05 level

between the mean scores was .05 which indicated that elementary principals and secondary principals perceived the operation of the Concept in about the same way. The T-Test for the difference in the mean scores was 0.08 with 268 degrees of freedom. This statistic was not significant at the .05 level and gave further evidence that there was no significant differ- in how elementary principals and secondary principals viewed the factors of accountability as they pertain to principals. Since accountability is an appropriate ingredient of the Management Team Concept, it is evident that this factor supports the hypothesis that there is no significant difference in how elementary principals and secondary principals

perceive the practice of the Management Team Concept on the sub-section dealing with accountability.

Comparison of Elementary School Principals with Superintendents

The elementary principals had a mean score of 21.80 with a standard deviation of 4.57 and the superintendents had a mean score of 19.41 with a standard deviation of 3.28. The difference between the mean scores was 2.39 which indicated that superintendents viewed the accountability of elementary principals for their unit as being practiced more in line with the Concept than did elementary principals. The T-Test for the difference in the mean scores between elementary principals and superintendents was 2.11 with 221 degrees of freedom. This statistic is significant at the .05 level and, as a result, it is clear that there is a significant difference in how elementary principals and superintendents view the factors of accountability as they pertain to principals. The results of this sub-test denote that the data presented testing the subsection on accountability support the rejection of the hypothesis which stated that there was no significant difference in how elementary principals and superintendents perceive the practice of the Management Team Concept on the sub-section dealing with accountability.

Comparison of Secondary School Principals with Superintendents

The secondary principals had a mean score of 21.75 with a standard deviation of 4.08 and the superintendents had a mean score of 19.41 with a standard deviation of 3.28. The difference between the mean scores was 2.34. This suggested that superintendents viewed the factors

pertaining to accountability in their districts as being practiced more in accord with the Concept than did secondary principals. The T-Test for the difference in the mean scores between secondary principals and superintendents was 2.18 with 79 degrees of freedom. This statistic is significant at the .05 level; therefore, an analysis of the data presented relating to the sub-section on accountability indicate a significant difference in how secondary principals and superintendents view the rejection of the hypothesis that there is no significant difference in how secondary principals and superintendents perceive the practice of the Management Team Concept on the sub-section dealing with accountability.

Conclusions of Perceptions of Accountability

An analysis of the data presented on the sub-section dealing with the factors of accountability indicate that, although there was no significant difference in how elementary school principals and secondary school principals perceived the practice, there was a significant difference at the .05 level in how elementary school principals and superintendents and in how secondary school principals and superintendents viewed the practice of accountability. The superintendents perceived their elementary and secondary school principals as being more accountable for the operation of their units than did the principals. Since the factors relating to accountability were validated as criteria for the Management Team Concept, it follows that the results of the sub-test tend to support the hypothesis that there is no significant difference in how elementary school principals and secondary school principals perceive the practice of the Management Team Concept; and support the

rejection of the hypothesis that there is no significant difference in how elementary school principals and superintendents perceive the practice of the Management Team Concept and the hypothesis that there is no significant difference in how secondary school principals and superintendents perceive the practice of the Management Team Concept on the subsection dealing with accountability.

Perceptions of Organizational Structure

TABLE 4 presents the data for the responses of elementary school principals, secondary school principals, and superintendents on the subtest dealing with the organizational structure as a means of facilitating the Concept of Team Management. This sub-test has five questions relating to the structure and the range for this section was from five to twenty since each question could be scored from one to four. A mean score of five indicates complete agreement with the Management Team Concept as it relates to structure and a mean score of twenty indicates complete non-agreement with the Concept on all questions.

The data given are in terms of the mean scores of elementary school principals, secondary school principals, and superintendents; the standard deviation of the mean scores, the difference between the mean scores, degrees of freedom, and the results of the T-Tests for the difference between the mean scores.

Comparison of Elementary School Principals with Secondary School Principals

The elementary principals had a mean score of 7.75 and a standard deviation of 2.04. The secondary principals had a mean score of 7.23 and a standard deviation of 2.01. The difference between the mean

TABLE 4

DIFFERENCES IN THE MEAN RESPONSES OF ELEMENTARY PRINCIPALS, SECONDARY PRINCIPALS, AND SUPER-INTENDENTS ON THE SUB-TEST DEALING WITH THE STRUCTURE AS A MEANS OF FACILITATING THE MANAGEMENT TEAM CONCEPT

Comparing Personnel	Mean X	S.D. X	Number X	Mean Y	S.D. Y	Number Y	Difference Between Means X - Y	Degrees of Freedom	T-Test T
E. Prin. With S. Prin.	7.75	2.04	206	7.23	2.01	64	.52	268	1.78
E. Prin. With Super.	7.75	2.04	206	7.06	1.60	17	.69	221	1.37
S. Prin. With Super.	7.23	2.04	64	7.06	1.60	17	.17	79	0.33

scores was only .52. This slight difference indicated that elementary and secondary principals perceived the organizational structure in about the same way. As may be seen in Table 4, the T-Test for the difference in the mean scores of elementary and secondary principals was 1.78 with 268 degrees of freedom. Since this statistic is not significant at the .05 level, the data presented further indicate that there is no significant difference in how principals view the organizational structure in their district. Since structure is a main component of the Management Team Concept, the statistical data relative to this sub-test support the null hypothesis that there is no significant difference in the perceptions of elementary principals and secondary principals with respect to the

practice of the Management Team Concept on the sub-section dealing with structure.

Comparison of Elementary School Principals with Superintendents

The elementary principals had a mean score of 7.75 with a standard deviation of 2.04 and the superintendents had a mean score of 7.06 with a standard deviation of 1.60. The difference between the mean scores was .69. The difference in perception of these administrators with respect to how they viewed the organizational structure was slight. The T-Test for the difference in the mean scores of elementary principals and superintendents was 1.37 with 221 degrees of freedom. This statistic is not significant at the .05 level. On the basis of these data, there is no significant difference in how elementary principals perceived the organizational structure in their district and in how superintendents perceived it; therefore, the results of this sub-test support the null hypothesis that there is no significant difference in the perceptions of elementary principals and superintendents concerning the practice of the Management Team Concept on the sub-section dealing with structure.

Comparison of Secondary School Principals with Superintendents

The secondary principals had a mean score of 7.23 and a standard deviation of 2.04. The superintendents had a mean score of 7.06 and a standard deviation of 1.60. The difference between the mean scores was .17 denoting that there was only a slight difference in their perception of the organizational structure in their district. Table 4 shows that the T-Test for the differences in the mean scores for secon-

dary principals and superintendents was 0.33 with 79 degrees of freedom. This statistic is not significant at the .05 level. On the basis of these data, there is no significant difference in how these administrators view the organizational structure. The results of this sub-test support the null hypothesis that there is no significant difference in the perceptions of secondary principals and superintendents regarding the practice of the principles of the Management Team Concept on the sub-section dealing with structure.

Conclusions of Perceptions of Structure

Although an analysis of the data presented on the sub-section dealing with the organizational structure indicate that superintendents perceive the organizational structure as facilitating the practice of the Management Team Concept in a more positive manner than either elementary or secondary school principals, the difference was not significant at the .05 level. The elementary school principals were less positive in their perceptions of the organization structure as a facilitator for the Concept than secondary school principals but the difference was not enough to be statistically significant. Since the items related to structure have been validated as appropriate to criteria for the Management Team Concept, it may be inferred that the results of this sub-test support the null hypothesis which stated that there is no significant difference in how elementary school principals, secondary school principals, and superintendents perceive the practice of the Management Team Concept on the sub-section dealing with structure.

Perceptions of Communications

TABLE 5 presents the data for the responses of elementary school principals, secondary school principals, and superintendents on the sub-test dealing with communication between principals and superintendents. This sub-test had eight questions relating to this aspect of the Management Team Concept. Since each question could be scored from one to four, the range for this section was from eight to thirty-two. A mean score of eight indicates complete agreement on all questions with the Concept with reference to communication. A mean score of thirty-two indicates complete non-agreement with the Concept on all questions.

The data given are in terms of the mean scores of elementary school principals, secondary school principals, and superintendents; the standard deviation of the mean scores, the difference between the mean scores, degrees of freedom, and the results of the T-Tests for the difference in the mean scores.

Comparison of Elementary School Principals with Secondary School Principals

The elementary principals had a mean score of 16.96 and a standard deviation of 4.17. The secondary principals had a mean score of 15.25 with a standard deviation of 3.43. The difference between the mean scores was 1.71 which showed that the secondary principals believed that communication between administrators was better than elementary principals believed it to be. As may be seen in Table 5, the T-Test for the difference in the mean scores resulted in 2.98 with 268 degrees of freedom. This statistic is significant at the .05 level. On the basis of these data, the sub-test on communication indicates that secondary principals perceived communication between administrators in a more

TABLE 5

DIFFERENCES IN THE MEAN RESPONSES OF ELEMENTARY PRINCIPALS, SECONDARY PRINCIPALS, AND SUPERINTENDENTS ON THE SUB-TEST DEALING WITH THE COMMUNICATION IN THEIR DISTRICT

Comparing Personnel	Mean X	S.D. X	Number X	Mean Y	S.D. Y	Number Y	Difference Between Means X - Y	Degrees of Freedom	T-Test T
E. Prin. With S. Prin.	16.96	4.17	206	15.25	3.43	64	1.71	268	2.98*
E. Prin. With Super.	16.96	4.17	206	13.76	2.25	17	3.20	221	3.12**
S. Prin. With Super.	15.25	3.43	64	13.76	2.25	17	1.49	79	1.69

* Significant at the .05 level
** Significant at the .01 level

positive manner than did elementary principals. Since communication has been validated as a component of the Management Team Concept, these data support the rejection of the hypothesis that there is no significant difference in the perception of elementary school principals with respect to the practice of the Management Team Concept as compared to the perceptions of secondary school principals on the sub-section dealing with communication.

Comparison of Elementary School Principals with Superintendents

The elementary principals had a mean score of 16.96 with a stan-

dard deviation of 4.17. The superintendents had a mean score of 13.76 with a standard deviation of 2.25. The difference between the mean scores was 3.20. This difference revealed that superintendents felt that there was better communication between administrators than did elementary principals. The T-Test for the difference in the mean scores of elementary principals and superintendents was 3.12 with 221 degrees of freedom. This statistic is significant at the .01 level. The sub-test on communication indicates that there is a significant difference in how these administrators view communication between administrators, and these results support the rejection of the hypothesis that there is no significant difference in the perception of elementary principals with respect to the practice of the Management Team Concept as compared to the perceptions of superintendents on the sub-section dealing with communication.

Comparison of Secondary School Principals with Superintendents

The secondary principals had a mean score of 15.25 with a standard deviation of 3.43 and the superintendents had a mean score of 13.76 with a standard deviation of 2.25. The difference between the mean scores was 1.49. This difference indicates that there was a slight difference in the perceptions of the secondary principals and superintendents. The T-Test for the difference in the mean scores was 1.69 with 79 degrees of freedom, and this statistic is not significant at the .05 level; therefore, the results of this sub-test support the hypothesis that there is no significant difference in the perceptions of secondary principals with respect to the practice of the Management Team Concept as compared to the perceptions of superintendents on the sub-section dealing with communication.

Conclusions of Perceptions of Communication

An analysis of the data presented on the sub-section dealing with communication indicates that elementary school principals perceive communication between administrators significantly less positively than do secondary school principals and superintendents. The results of the data also indicate that, although superintendents regard communication in their district in a more positive way than do secondary school principals, the difference is not enough to be statistically significant. Since the items related to communication have been validated as appropriate to criteria for the Management Team Concept, it may be inferred that the results of this sub-test support the rejection of the hypothesis that there is no significant difference in the perceptions of elementary school principals with respect to the practice of the Management Team Concept as compared to the perceptions of secondary school principals and superintendents of schools. On the other hand, the results tend to support the null hypothesis that there is no significant difference in the perceptions of secondary school principals with respect to the practice of the Management Team Concept as compared to the perceptions of superintendents of schools on the sub-section dealing with communication.

Results of the Total Questionnaire

TABLE 6 presents the data for the responses of elementary school principals, secondary school principals, and superintendents on the total questionnaire. The questionnaire had fifty-three questions. Since each question could be scored from one to four, the range for the total questionnaire was from fifty-three to 212. A mean score of fifty-three indicates complete agreement on all questions with the Concept as

TABLE 6

DIFFERENCES IN THE MEAN RESPONSES OF ELEMENTARY PRINCIPALS, SECONDARY PRINCIPALS, AND SUPERINTENDENTS ON THE TOTAL QUESTIONNAIRE DEALING WITH THE PRACTICE OF THE MANAGEMENT TEAM CONCEPT IN THEIR DISTRICT

Comparing Personnel	Mean X	S.D. X	Number X	Mean Y	S.D. Y	Number Y	Difference Between Means X - Y	Degrees of Freedom	T-Test T
E. Prin. With S. Prin.	103.01	27.47	206	95.45	16.94	64	7.56	268	2.08*
E. Prin. With Super.	103.01	27.47	206	80.76	10.28	17	22.25	221	3.31**
S. Prin. With Super.	95.45	16.94	64	80.76	10.28	17	14.69	79	3.40**

* Significant at the .05 level
** Significant at the .01 level

practiced in their district. On the other hand, a mean score of 212 indicates complete non-agreement with the Concept on all questions.

The data given are in terms of the mean scores of elementary school principals, secondary school principals, and superintendents; the standard deviation of the mean scores, the difference between the mean scores, degrees of freedom, and the results of the T-Tests for the difference in the mean scores.

Comparison of Elementary School Principals with Secondary School Principals

The elementary principals had a mean score of 103.01 with a

standard deviation of 27.47. The secondary principals had a mean score of 95.45 with a standard deviation of 16.94. The difference in the mean scores was 7.56 denoting that secondary principals had a more positive feeling regarding the practice of the total Concept. Table 6 shows that the results of the T-Test for the difference in the mean scores of elementary principals and secondary principals was 2.08 with 268 degrees of freedom. This statistic is significant at the .05 level; consequently, the hypothesis which stated that there was no significant difference in the perceptions of elementary school principals with respect to the practice of the Management Team Concept as compared to the perceptions of secondary school principals was rejected.

Comparison of Elementary School Principals with Superintendents

The elementary principals had a mean score of 103.01 and a standard deviation of 27.74 and the superintendents had a mean score of 80.76 with a standard deviation of 10.28. The difference between the mean scores was 22.25 which indicated that superintendents perceived their districts as operating closer to the principles of the Management Team Concept than did elementary principals. The results of the T-Test for these two groups was 3.31 with 221 degrees of freedom. Since this statistic is significant at the .01 level, the hypothesis which stated that there would be no significant difference in the perceptions of elementary school principals with respect to the practice of the Management Team Concept as compared to the perceptions of superintendents of schools was rejected.

Comparison of Secondary School Principals with Superintendents

The secondary principals had a mean score of 95.45 with a standard deviation of 16.94. The superintendents had a mean score of 80.76 with a standard deviation of 10.28. The difference between the mean scores was 14.69, a difference which substantiates that superintendents had a more positive feeling than did secondary principals regarding the practice of the principles of the Management Team Concept. The results of the T-Test for the difference in the mean scores was 3.40 with 79 degrees of freedom. This statistic is significant at the .01 level; therefore, the hypothesis which stated that there is no significant difference in the perceptions of secondary school principals with respect to the practice of the Management Team Concept as compared to the perceptions of superintendents of schools was rejected.

Conclusions of Results of Total Questionnaire

An analysis of the data presented relative to the total questionnaire indicated that there was a significant difference in the perceptions of elementary school principals, secondary school principals, and superintendents regarding the practice of the Management Team Concept. The superintendents had the most positive perception and the elementary school principals had the least positive perceptions. Thus, the three hypotheses which stated.

1. There is no significant difference in the perceptions of elementary school principals with respect to the practice of the Management Team Concept as compared to the perceptions of secondary school principals.

2. There is no significant difference in the perceptions of elementary school principals with respect to the

practice of the Management Team Concept as compared to the perceptions of superintendents of schools.

3. There is no significant difference in the perceptions of secondary school principals with respect to the practice of the Management Team Concept as compared to the perceptions of superintendents of schools.

were rejected.

PERCEPTIONS OF ADMINISTRATORS ANALYZED ACCORDING TO DISTRICT SIZE

Since the perceptions of administrators might be related to the size of the district, the results were analyzed according to the size of the student population in their districts. This section deals with the perceptions of elementary school principals, secondary school principals, and superintendents regarding the practice of the principles of the Management Team Concept in their district based on the size of their district according to the student population. The four sub-sections of the questionnaires and the total questionnaire were analyzed according to the size of the district

Group 1 included the responses of elementary school principals, secondary school principals, and superintendents from those districts which had a student population of under 5,000. Group 2 included the responses from school districts with a student population from 5,000 - 9,999. Group 3 consisted of responses from districts with a student population from 10,000 - 19,999, and Group 4 was composed of responses from districts with a student population from 20,000 - 29,999.

The mean scores, the standard deviation, the difference between the mean scores, degrees of freedom, and the results of the T-Test for

the difference in the means scores between elementary school principals, secondary school principals, and superintendents grouped according to the size of their district based on student population for each sub-test and total questionnaire are recorded and analyzed according to the data presented.

Comparison of Perceptions of Decision-Making and Involvement and Size of District

TABLE 7 presents the data for the responses of elementary school principals, secondary school principals, and superintendents based on the size of their district according to student population on the sub-test dealing with decision-making and involvement. This sub-test had twenty-seven questions relating to this aspect of the Management Team Concept. Since each question could be scored from one to four, the range for this section was from twenty-seven to 108. A mean score of twenty-seven indicates complete agreement on all questions with the Concept as it relates to the decision-making and involvement process while a mean score of 108 indicates complete non-agreement with the Concept on all questions. The responses of each respondent have been placed into one of the groups according to the size of his district.

The data were analyzed to compare the perceptions of each group with each of the other groups, thus making six sets of comparisons. The data given are in terms of the mean scores of elementary school principals, secondary school principals, and superintendents for each group; the standard deviation of the scores of each group, difference between the mean scores, degrees of freedom, and the results of the T-Tests comparing the difference between the means of each group.

TABLE 7

DIFFERENCES IN THE MEAN RESPONSES OF ELEMENTARY PRINCIPALS, SECONDARY PRINCIPALS, AND SUPERINTENDENTS BASED ON STUDENT POPULATION ON THE SUB-TEST DEALING WITH THE DECISION-MAKING AND INVOLVEMENT PROCESS

Comparing Size of District	Mean X	S.D. X	Number X	Mean Y	S.D. Y	Number Y	Difference Between Means X - Y	Degrees of Freedom	T-Test T
0-4,999 With 5,000 - 9,999	49.33	9.30	33	51.93	9.23	45	2.60	76	-1.23
0-4,999 With 10,000 - 19,999	49.33	9.30	33	53.65	11.13	118	4.32	149	-2.04*
0-4,999 With 20,000 - 29,999	49.33	9.30	33	53.34	10.89	91	4.01	122	-1.88
5,000 - 9,999 With 10,000 - 19,999	51.93	9.23	45	53.65	11.13	118	1.72	161	-0.92
5,000 - 9,999 With 20,000 - 29,999	51.93	9.23	45	53.34	10.89	91	1.41	134	-0.74
10,000 - 19,999 With 20,000 - 29,999	53.65	11.13	118	53.34	10.89	91	.31	207	0,20

* Significant at the .05 level

Comparison of Personnel from Group 1 with Personnel from Group 2

The personnel in school districts with a student population under 5,000 (Group 1) had a mean score of 49.33 with a standard deviation of 9.30. The personnel in school districts with a student population from 5,000 to 9,999 (Group 2) had a mean score of 51.93 with a standard deviation of 9.23. An examination of the difference between the mean scores reveals that administrators in Group 1 felt that their districts were operating slightly closer to the Concept relative to the decision-making and involvement process than did those administrators in Group 2. As may be seen in Table 7, the T-test for the difference between the mean scores of the personnel in these two groups was -1.23 with 76 degrees of freedom. Although there is a slight difference in their perceptions, it is not significant at the .05 level; therefore, an analysis of the data presented for Groups 1 and 2 indicate that the size of the district according to the student population has no significant influence on the perceptions of administrators regarding the decision-making and involvement process.

Comparison of Personnel from Group 1 with Personnel from Group 3

The personnel in school districts with a student population under 5,000 (Group 1) had a mean score of 49.33 and a standard deviation of 9.30. The personnel in school districts with a student population from 10,000 to 19,999 (Group 3) had a mean score of 53.65 with a standard deviation of 11.13. The difference between the mean scores was 4.32 which indicates that administrators in Group 1 felt that their districts were operating closer to the Concept as far as the decision-making and

involvement process was concerned than did administrators in Group 3. It is noted in Table 7 that the T-Test for the difference in the mean scores of the personnel in these two groups was -2.04 with 149 degrees of freedom. This statistic is significant at the .05 level and the data examined relating to the influence of district size on the perceptions of administrators regarding the decision-making and involvement process indicate that there is a significant difference in how administrators from Group 1 perceive the practice of this process in their districts and in how administrators from Group 3 perceive the practice.

Comparison of Personnel from Group 1 with Personnel from Group 4

The personnel in school districts with a student population under 5,000 (Group 1) had a mean score of 49.33 with a standard deviation of 9.30. The personnel in school districts with a student population from 20,000 to 29,999 (Group 4) had a mean score of 53.34 with a standard deviation of 10.89. The difference between the mean scores was 4.01 and indicated that administrators in Group 1 had a better feeling toward the decision-making and involvement process in their districts than did administrators in Group 4. However, it may be seen in Table 7 that the T-Test for the difference in the mean scores of the personnel in these two groups was -1.88 with 122 degrees of freedom. This statistic indicates that although the size of the district had a slight influence on the perceptions of administrators regarding the decision-making and involvement process, the influence was not great enough to be significant at the .05 level; therefore, it may be concluded that administrators from Group 1 do not perceive the practice of the Management

Team Concept regarding the sub-section on decision-making and involvement significantly different than administrators from Group 4.

Comparison of Personnel from Group 2 with Personnel from Group 3

The personnel in Group 2 (from school districts with a student population from 5,000 to 9,999) had a mean score of 51.93 and a standard deviation of 9.23. The personnel in Group 3 (from school districts with a student population of from 10,000 to 19,999) had a mean score of 53.65 and a standard deviation of 11.13. The difference between the mean scores was 1.72 indicating a slightly more positive feeling relative to the practice of decision-making and involvement process in their districts for those administrators in Group 2 as compared to the feelings of administrators in Group 3. Table 7 shows, however, that the T-Test for the difference between the mean scores was -0.92. This statistic is not significant at the .05 level and the data examined relating to the influence of district size on the perceptions of administrators regarding the decision-making and involvement process indicate that there is no significant difference in how administrators from Group 2 perceive the practice of this process in their districts and in how administrators from Group 3 perceive the practice.

Comparison of Personnel from Group 2 with Personnel from Group 4

The personnel in Group 2 (from school districts with a student population from 5,000 to 9,999) had a mean score of 51.93 with a standard deviation of 9.23. The personnel in Group 4 (from school districts with a student population from 20,000 to 29,999) had a mean score of 53.34

with a standard deviation of 10.89. The difference between the mean scores was 1.41. This difference indicated that administrators from Group 2 felt that their districts were operating in a more positive manner as far as the decision-making and involvement process was concerned than did the administrators from Group 4. The T-Test for the difference between the mean scores as shown in Table 7 was -0.74. This statistic is not significant at the .05 level. The data examined relating to the influence of district size on the perceptions of administrators regarding the decision-making and involvement process indicate that there is no significant difference in how administrators in Group 2 perceive the decision-making and involvement process in their districts and in how administrators from Group 4 perceive the process.

Comparison of Personnel from Group 3
with Personnel from Group 4

The personnel in Group 3 (from school districts with a student population from 10,000 to 19,999) had a mean score of 53.65 and a standard deviation of 11.13. The personnel in Group 4 (from school districts with a student population from 20,000 to 29,999) had a mean score of 53.34 with a standard deviation of 10.89. The difference between the mean scores was .31 indicating only a slight difference in the perceptions of the decision-making and involvement process by the administrators in these groups. As may be seen in Table 7, the results of the T-Test for the difference in the mean scores of these administrators was 0.20 with 207 degrees of freedom. Since this statistic is not significant at the .05 level, the data examined relating to the influence of district size on the perceptions of administrators regarding the decision-making and involvement process indicate that there is no

significant difference in how administrators from Group 3 perceive the practice of this process in their districts and in how administrators from Group 4 perceive the practice.

Conclusions of District Size on the Decision-Making and Involvement Process

In five out of six pairings between the four groups, administrators from the smaller school districts according to student population had a slightly lower mean score which indicated that those administrators felt that the decision-making and involvement process in their districts was operating closer to the Concept than those administrators with whom they were paired. However, only in one pairing (Group 1 with Group 2) was there a significant difference at the .05 level. In the sixth pairing (Group 3 with Group 4), the larger size districts had a slightly lower mean score denoting a more positive perception of the decision-making and involvement process than did Group 3. However, the difference was not enough to be statistically significant. The data presented for this sub-section indicate that the size of the school district has no significant influence on the perceptions of administrators regarding the operation of the decision-making and involvement process in their districts.

Comparison of Perceptions of Accountability and Size of District

TABLE 8 presents the data for the responses of elementary school principals, secondary school principals, and superintendents based on the size of their district according to student population on the subtest dealing with accountability. This sub-section had thirteen

TABLE 8

DIFFERENCES IN THE MEAN RESPONSES OF ELEMENTARY PRINCIPALS, SECONDARY PRINCIPALS, AND SUPERINTENDENTS BASED ON STUDENT POPULATION ON THE SUB-TEST DEALING WITH THE FACTORS OF ACCOUNTABILITY AS THEY PERTAIN TO PRINCIPALS

Comparing Size of District	Mean X	S.D. X	Number X	Mean Y	S.D. Y	Number Y	Difference Between Means X - Y	Degrees of Freedom	T-Test T
0-4,999 With 5,000 - 9,999	20.85	3.65	33	22.69	4.05	45	1.84	76	-2.07*
0-4,999 With 10,000 - 19,999	20.85	3.65	33	22.42	4.63	118	1.57	149	-1.80
0-4,999 With 20,000 - 29,999	20.85	3.65	33	20.42	4.29	91	.43	122	0.51
5,000 - 9,999 With 10,000 - 19,999	22.69	4.05	45	22.42	4.63	118	.27	161	0.34
5,000 - 9,999 With 20,000 - 29,999	22.69	4.05	45	20.42	4.29	91	2.27	134	2.96**
10,000 - 19,999 With 20,000 - 29,999	22.42	4.63	118	20.42	4.29	91	2.00	207	3.21**

* Significant at the .05 level
** Significant at the .01 level

questions or statements validated as relating to this aspect of the Management Team Concept. The range for this section was from thirteen to fifty-two since each question could be scored from one to four. A mean score of thirteen indicates complete agreement with the Concept as it relates to accountability and a mean score of fifty-two indicates complete non-agreement with the Concept on all questions. The responses of each respondent have been placed into one of the four groups according to the size of his school district.

The data were analyzed to compare the perceptions of each group with each of the other groups thus making six sets of comparisons. The data presented are in terms of the mean scores of elementary school principals, secondary school principals, and superintendents for each group, the standard deviation of the scores of each group, the difference between the mean scores of each group, degrees of freedom and the results of the T-Tests comparing the difference in the mean scores between each group.

Comparison of Personnel from Group 1
with Personnel from Group 2

The administrators from school districts with a student population under 5,000 (Group 1) had a mean score of 20.85 and a standard deviation of 3.65. The administrators from school districts with a student population from 5,000 to 9,999 (Group 2) had a mean score of 22.69 with a standard deviation of 4.05. The difference between the mean scores was 1.84 indicating that administrators in Group 1 felt that principals were more accountable (according to the principles of the Management Team Concept) than did administrators in Group 2. The results of the

T-Test for the difference in the mean scores substantiated this perception since it was 2.07 with 76 degrees of freedom and this statistic is significant at the .05 level. An analysis of the data presented for Groups 1 and 2 indicates that the size of the district based on student population influences the perception of administrators regarding the factors of accountability. Those administrators from Group 1 perceive their districts as operating closer to the Concept than do those administrators from Group 2 on the sub-section dealing with the accountability of principals.

Comparison of Personnel from Group 1 with Personnel from Group 3

The personnel studied from school districts with a student population under 5,000 (Group 1) had a mean score of 20.85 with a standard deviation of 3.65. The personnel from school districts with a student population from 10,000 to 19,999 (Group 3) had a mean score of 22.42 with a standard deviation of 4.63. The difference between the mean scores was 1.57. Although the difference indicated that administrators from Group 1 perceived principals as more accountable for their operations than did administrators in Group 3, the results of the T-Test for the difference in the mean scores with 149 degrees of freedom was 1.80. This statistic is not significant at the .05 level and suggests that the size of a school district does not influence the perceptions of administrators regarding the factors of accountability.

Comparison of Personnel from Group 1 with Personnel from Group 4

The administrators from school districts with a student popu-

ulation under 5,000 (Group 1) had a mean score of 20.85 and a standard deviation of 3.65. The administrators from school districts with a student population from 20,000 to 29,999 (Group 4) had a mean score of 20.42 with a standard deviation of 4.29. The difference between the mean scores was .43. This score indicated that there was practically no difference in the perceptions of administrators in Group 1 regarding accountability than with the perceptions of administrators from Group 4. The results of the T-Test for the difference in the mean scores was 0.51 with 122 degrees of freedom. Since this statistic is not significant at the .05 level, the results substantiate that the size of the district had no significant influence on the perceptions of administrators from Group 1 and Group 4 regarding the factors of accountability.

Comparison of Personnel from Group 2
with Personnel from Group 3

The personnel from school districts with a student population from 5,000 to 9,999 (Group 2) had a mean score of 22.69 and a standard deviation of 4.05. The personnel from school districts with a student population from 10,000 to 19,999 (Group 3) had a mean score of 22.42 with a standard deviation of 4.63. The difference between the mean scores was .27 and indicated that administrators from Group 3 perceived principals slightly more accountable than did administrators from Group 2. However, the results of the T-Test for the difference in the mean scores was 0.34 with 161 degrees of freedom. This statistic is not significant at the .05 level. Therefore, on the basis of the data presented, the size of the district had no significant influence on the perceptions of administrators from Group 2 regarding the items of

accountability as compared with the perceptions of administrators in Group 3.

Comparison of Personnel from Group 2 with Personnel from Group 4

The administrators from school districts with a student population from 5,000 to 9,999 (Group 2) had a mean score of 22.69 with a standard deviation of 4.05. The administrators from school districts with a student population from 20,000 to 29,999 (Group 4) had a mean score of 20.42 and a standard deviation of 4.29. The administrators in Group 4 had a lower mean score by 2.27 indicating that they felt that principals were more accountable than did administrators from Group 2. As may be seen in Table 8, the results of the T-Test for the difference in the mean scores was 2.96 with 134 degrees of freedom. This statistic is significant at the .01 level and the data presented indicate that the size of the district based on student population did influence the perception of administrators. Those administrators from Group 4 perceived their districts as operating closer to the Concept regarding the items of accountability than did administrators from Group 2.

Comparison of Personnel from Group 3 with Personnel from Group 4

The personnel from school districts with a student population of 10,000 to 19,999 (Group 3) had a mean score of 22.42 with a standard deviation of 4.63. The personnel from school districts with a student population from 20,000 to 29,999 (Group 4) had a mean score of 20.42 with a standard deviation of 4.29. The difference between the mean scores was 2.00. Administrators from Group 4 revealed that their per-

ceptions of the practice of the items of accountability was closer to the Concept than were the perceptions of administrators from Group 3. The results of the T-Test for the difference between the mean scores as shown in Table 8 was 3.21 with 207 degrees of freedom. Since this statistic is significant at the .01 level, the data presented indicated that the size of the district based on student population does influence the perception of administrators regarding the items of accountability. The personnel from Group 4 perceived this aspect of the Management Team Concept in a significantly more positive manner than did the administrators from Group 3.

Conclusions of District Size on the Perceptions of Administrators Regarding the Items Relating to Accountability

The four groups representing the four size categories were compared one with the other, making six comparisons to ascertain if the size of the district influenced the perceptions of administrators regarding the items relating to accountability. The T-Test results for the difference in the mean scores for all six pairings indicated that in three of the pairings, there was a significant difference at the .05 level or below. The perceptions of administrators in Group 2 were significantly less positive than the perceptions of administrators in Group 1 and Group 4, and the perceptions of administrators in Group 3 were significantly less positive than the perceptions of administrators in Group 4. Thus, in three of the six pairings, there was a significant difference indicating that the size of a district might influence the perceptions of administrators regarding how they perceive the practice of the items of accountability.

Comparison of Perceptions of Structure with Size of District

TABLE 9 presents the data for the responses of elementary school principals, secondary school principals, and superintendents based on the size of their district according to student population on the sub-test dealing with structure. This sub-test had five questions or statements validated as relating to this aspect of the Management Team Concept. The range for this section was from five to twenty since each statement or question could be scored from one to four. A mean score of five indicates complete agreement with the Concept as it relates to structure and a mean score of twenty indicates complete non-agreement with the Concept on all questions or statements. The responses of each respondent have been placed into one of the four groups according to the size of his school district.

The data were analyzed to compare the perceptions of each group with each of the other groups, thus making six sets of comparisons. The data presented are in terms of the mean scores of elementary school principals, secondary school principals, and superintendents for each group, the standard deviation of the scores of each group, the difference betwen the mean scores of each group, degrees of freedom, and the results of the T-Test comparing the difference in the mean scores between each group.

Comparison of Personnel from Group 1 with Personnel from Group 2

The personnel from school districts with a student population under 5,000 (Group 1) had a mean score of 7.91 with a standard deviation of 2.27. The personnel from school districts with a student population

TABLE 9

DIFFERENCES IN THE MEAN RESPONSES OF ELEMENTARY PRINCIPALS, SECONDARY PRINCIPALS, AND SUPERINTENDENTS BASED ON STUDENT POPULATION ON THE SUB-TEST DEALING WITH STRUCTURE AS A MEANS OF FACILITATING THE MANAGEMENT TEAM CONCEPT

Comparing Size of District	Mean X	S.D. X	Number X	Mean Y	S.D. Y	Number Y	Difference Between Means X - Y	Degrees of Freedom	T-Test T
0-4,999 With 5,000 - 9,999	7.91	2.27	33	7.51	2.24	45	.40	76	0.77
0-4,999 With 10,000 - 19,999	7.91	2.27	33	7.48	1.90	118	.43	149	1.09
0-4,999 With 20,000 - 29,999	7.91	2.27	33	7.67	1.98	91	.24	122	0.57
5,000 - 9,999 With 10,000 - 19,999	7.51	2.24	45	7.48	1.90	118	.03	161	0.08
5,000 - 9,999 With 20,000 - 29,999	7.51	2.24	45	7.67	1.98	91	.16	134	-0.42
10,000 - 19,999 With 20,000 - 29,999	7.48	1.90	118	7.67	1.98	91	.19	207	-0.69

from 5,000 to 9,999 (Group 2) had a mean score of 7.51 with a standard deviation of 2.24. The difference between the mean scores was .40 indicating that personnel in Group 2 viewed the items relative to the structure as being practiced in their district in a slightly more positive manner than did the personnel in Group 1. The results for the T-Test for the difference between the mean scores, however, was 0.77 with 76 degrees of freedom. The results were not significant at the .05 level. Therefore, it is concluded that the size of the district based on student population did not influence the perceptions of administrators. There was no significant difference in the perceptions of administrators in Group 1 regarding structure as compared with the perceptions of administrators in Group 2.

Comparison of Personnel from Group 1 with Personnel from Group 3

The administrators from school districts with a student population under 5,000 (Group 1) had a mean score of 7.91 and a standard deviation of 2.27. The administrators from school districts with a student population from 10,000 to 19,999 (Group 3) had a mean score of 7.48 and a standard deviation of 1.90. The difference between the mean scores was .43. This showed a slight tendency for personnel in Group 3 to perceive the organizational structure in their district as being more conducive to the practice of the Management Team Concept as compared with the perceptions of administrators in Group 1. However, as may be seen in Table 9, the results of the T-Test for the difference in the mean scores was 1.09 with 149 degrees of freedom. This statistic is not significant at the .05 level and the data presented indicate that

the size of the district based on student population did not significantly influence the perceptions of the administrators in Group 1 and 3 regarding the organizational structure.

Comparison of Personnel from Group 1 with Personnel from Group 4

The personnel from school districts with a student population under 5,000 (Group 1) had a mean score of 7.91 with a standard deviation of 2.27. The personnel from school districts with a student population from 20,000 to 29,999 (Group 4) had a mean score of 7.67 with a standard deviation of 1.98. The difference between the mean scores was .24 indicating that the personnel in Group 4 had a slightly more positive perception of the organizational structure as a means of implementing the Concept than did personnel from Group 1. This difference, however, as may be seen in Table 9, was not enough to be statistically significant. The results of the T-Test for the difference in the mean scores was 0.57 with 122 degrees of freedom. Since this statistic is not significant at the .05 level, it is concluded from the data presented that the size of the district based on student population did not influence the perceptions of the personnel in the two groups studied.

Comparison of Personnel from Group 2 with Personnel from Group 3

The personnel from school districts with a student population from 5,000 to 9,999 (Group 2) had a mean score of 7.51 and a standard deviation of 2.24. The personnel from school districts with a student population from 10,000 to 19,999 (Group 3) had a mean score of 7.48 and a standard deviation of 1.90. The difference between the mean scores was .03 indicating practicly no difference in their perceptions. The

result of the T-Test as shown in Table 9 was .08 with 161 degrees of freedom. This statistic is not significant at the .05 level; therefore, it may be concluded that the size of the two groups compared had no influence on the perceptions of the personnel regarding the organizational structure in their districts as a facilitator for the practice of the Management Team Concept.

Comparison of Personnel from Group 2 with Personnel from Group 4

The administrators from school districts with a student population from 5,000 to 9,999 (Group 2) had a mean score of 7.51 with a standard deviation of 2.24. The administrators from school districts with a student population from 20,000 to 29,999 (Group 4) had a mean score of 7.67 with a standard deviation of 1.98. The difference between the mean scores was .16 indicating practically no difference in their perceptions. The results of the T-Test was -0.42 with 134 degrees of freedom. Since this statistic is not significant at the .05 level, it may be concluded that the size of the two groups compared had no significant influence on the perceptions of the administrators studied regarding the organizational structure in their districts as a means of implementing the practice of the Management Team Concept.

Comparison of Personnel from Group 3 with Personnel from Group 4

The personnel from school districts with a student population of 10,000 to 19,999 (Group 3) had a mean score of 7.48 and a standard deviation of 1.90. The personnel from school districts with a student population of 20,000 to 29,999 (Group 4) had a mean score of 7.67 and

a standard deviation of 1.98. The difference between the mean scores was .19 indicating practically no difference in their perceptions due to the size of their districts. The results of the T-Test for the difference in the mean scores as shown in Table 9 was -0.69 with 207 degrees of freedom. This statistic is not significant at the .05 level; therefore, it may be concluded that the size of the two groups compared showed no significant influence on the perceptions of the personnel studied regarding the organizational structure in their districts as a means of implementing the practice of the Management Team Concept.

Conclusions of District Size on the Perceptions of Administrators Regarding the Organizational Structure

The four groups representing the four size categories were compared one with the other making six comparisons to ascertain if the size of a district influenced the perceptions of administrators regarding the organizational structure. The results of the T-Tests for the difference in the mean scores for all six pairings indicated that none of the differences were significant at the .05 level. As a result of the data presented, it is concluded that the size of the district based on the student population did not significantly influence the perceptions of administrators with respect to the structure sub-section. That is, there was no significant difference in how administraters from any group perceived the organizational structure in their district as a facilitator for the practice of the Management Team Concept compared to how administrators in any other group perceived the organizational structure.

Comparison of Perceptions of Communication and Size of District

TABLE 10 presents the data for the responses of elementary school principals, secondary school principals, and superintendents based on the size of their districts according to student population on the sub-test dealing with communication. This sub-test had eight questions or statements validated as relating to this aspect of the Management Team Concept. The range for this section was from eight to twenty-four since each question could be scored from one to four. A mean score of eight indicates complete agreement with the Concept as it relates to communication and a mean score of twenty-four indicates complete non-agreement with the Concept on all questions. The responses of each respondent have been placed into one of the four groups according to the size of his district based on student population.

The data were analyzed to compare the perceptions of each group with each of the other groups, thus, making six sets of comparisons. The data presented are in terms of the mean scores of elementary school principals, secondary school principals, and superintendents for each group, the standard deviation of the scores in each group, the difference between the mean scores of each group, degrees of freedom and the results of the T-Tests comparing the difference in the mean scores between each group.

Comparison of Personnel from Group 1 with Personnel from Group 2

The personnel from school districts with a student population under 5,000 (Group 1) had a mean score of 15.82 and a standard deviation of 3.54. The personnel from school districts with a student population

TABLE 10

DIFFERENCES IN THE MEAN RESPONSES OF ELEMENTARY PRINCIPALS, SECONDARY PRINCIPALS, AND SUPERINTENDENTS BASED ON STUDENT POPULATION ON THE SUB-TEST DEALING WITH COMMUNICATION IN THEIR DISTRICT

Comparing Size of District	Mean X	S.D. X	Number X	Mean Y	S.D. Y	Number Y	Difference Between Means X - Y	Degrees of Freedom	T-Test T
0-4,999 With 5,000 - 9,999	15.82	3.54	33	17.31	3.92	45	1.49	76	-1.73
0-4,999 With 10,000 - 19,999	15.82	3.54	33	16.20	4.51	118	.38	149	-0.45
0-4,999 With 20,000 - 29,999	15.82	3.54	33	16.38	3.58	91	.56	122	-0.78
5,000 - 9,999 With 10,000 - 19,999	17.31	3.92	45	16.20	4.51	118	1.11	161	1.45
5,000 - 9,999 With 20,000 - 29,999	17.31	3.92	45	16.38	3.58	91	.93	134	1.38
10,000 0 19,999 With 20,000 - 29,999	16.20	4.51	118	16.38	3.58	91	.18	207	0.31

from 5,000 to 9,999 (Group 2) had a mean score of 17.31 and a standard deviation of 3.92. The difference between the mean scores was 1.49 which indicated that personnel from Group 1 perceived communication in their district as being slightly more advantageous to the practice of the Concept than did administrators in Group 2. However, the results of the T-Test for the difference in the mean scores was 1.73 with 76 degrees of freedom. This statistic is not significant at the .05 level; therefore, on the basis of the data presented it appears that the size of the districts represented by Group 1 and 2 had no significant influence on the perceptions of the administrators in these two groups regarding the communication process.

Comparison of Personnel from Group 1 with Personnel from Group 3

The administrators from school districts with a student population under 5,000 (Group 1) had a mean score of 15.82 with a standard deviation of 3.54. The administrators from school districts with a student population from 10,000 to 19,999 (Group 3) had a mean score of 16.20 with a standard deviation of 4.51. The difference between the mean scores was .38 showing that administrators in Group 1 perceived communication in their districts as being slightly more favorable to the practice of the Concept than did administrators in Group 3. The results of the T-Test testing the difference in the mean scores as shown in Table 10 was 0.45 with 149 degrees of freedom. Since this statistic is not significant at the .05 level, it is concluded that the size of the districts represented by Group 1 and Group 3 had no significant influence on the perceptions of the administrators in these groups regarding the communication process.

Comparison of Personnel from Group 1 with Personnel from Group 4

The personnel from school districts with a student population under 5,000 (Group 1) had a mean score of 15.82 and a standard deviation of 3.54. The personnel from school districts with a student population from 20,000 to 29,999 (Group 4) had a mean score of 16.38 and a standard deviation of 3.58. The difference between the mean scores was .56 indicating that personnel examined in Group 1 perceived communication in their district as being slightly more advantageous to the practice of the Concept than did administrators in Group 4. However, the results of the T-Test for the difference in the mean scores as shown in Table 10 was 0.78 with 122 degrees of freedom. This statistic is not significant at the .05 level. Consequently, on the basis of the data presented it appears that the size of the districts represented by Group 1 and Group 4 had no significant influence on the perceptions of the administrators in these two groups regarding the communication process.

Comparison of Personnel from Group 2 with Personnel from Group 3

The administrators from school districts with a student population from 5,000 to 9,999 (Group 2) had a mean score of 17.31 and a standard deviation of 3.92. The administrators from school districts with a student population of 10,000 to 19,999 (Group 3) had a mean score of 16.20 and a standard deviation of 4.51. The difference between the mean scores was 1.11 indicating that administrators in Group 3 perceived communication in their districts as being slightly more favorable to the practice of the Concept than did administrators in Group 2. The results of the T-Test for the difference in the mean scores as shown in Table 10 was 1.45 with 161 degrees of freedom. This statistic is not significant

at the .05 level; consequently, the size of the districts represented by Groups 2 and 3 had no significant influence on the perceptions of the administrators in these groups regarding the communication process.

Comparison of Personnel from Group 2 with Personnel from Group 4

The personnel from school districts with a student population from 5,000 to 9,999 (Group 2) had a mean score of 17.31 with a standard deviation of 3.92. The personnel from school districts with a student population from 20,000 to 29,999 (Group 4) had a mean score of 16.38 with a standard deviation of 3.58. The difference between the mean scores was .93 showing that the personnel in Group 4 perceived communication in their districts as being slightly more favorable to the practice of the Concept than did personnel in Group 2. However, the result of the T-Test as shown in Table 10 was 1.38 with 134 degrees of freedom. Since this statistic is not significant at the .05 level, it is concluded that the size of the districts represented by Group 2 and Group 4 had no significant influence on the perceptions of the personnel in these groups regarding the communication process in their districts.

Comparison of Personnel from Group 3 with Personnel from Group 4

The personnel from school districts with a student population of 10,000 to 19,999 (Group 3) had a mean score of 16.20 with a standard deviation of 4.51. The personnel from school districts with a student population from 20,000 to 29,999 (Group 4) had a mean score of 16.38 with a standard deviation of 3.58. The difference between the mean scores was .18 indicating that the personnel examined in Group 3 per-

ceived communication in their district as being slightly more advantageous to the practice of the Concept than did administrators in Group 4. However, the result of the T-Test for the difference in their mean scores as shown in Table 10 was 0.31 with 207 degrees of freedom. This statistic is not significant at the .05 level. Consequently, on the basis of the data presented it appears that the size of the districts represented by Group 3 and Group 4 had no significant influence on the perceptions of the administrators in these two groups regarding the communication process.

Conclusions of District Size on the Perceptions of Administrators Regarding the Communication Process

The four groups representing the four size categories were compared one with the other making a total of six comparisons to ascertain if the size of a district based on student population influenced the perceptions of administrators regarding the communication process. The results of the T-Tests for the difference in the mean scores for all six pairings indicated that none of the differences were significant at the .05 level. As a result of the data presented, it is concluded that the size of a district did not significantly influence the perceptions of administrators. That is, there was no significant difference in how administrators from any group perceived the communication process in their district as a means of implementing the practice of the Management Team Concept compared to how administrators in any other group perceived the communication process.

Comparison of Perceptions of the Total Questionnaire with Size of District

TABLE 11 presents the data for the responses of elementary school principals, secondary school principals, and superintendents based on the size of their district according to the student population on the total questionnaire relating to the Management Team Concept. The questionnaire had fifty-three statements or questions validated as relating to the Management Team Concept. The range for the total questionnaire was from fifty-three to 212 since each statement or question could be scored from one to four. A mean score of fifty-three indicates complete agreement with the Concept and a mean score of 212 indicates complete non-agreement with the Concept on all questions. The responses of each respondent have been placed into one of the four groups according to the size of his school district.

The data were analyzed to compare the perceptions of each group with each of the other groups thus making six sets of comparisons. The data presented are in terms of the mean scores of elementary school principals, secondary school principals, and superintendents for each group, the standard deviation of the scores of each group, the difference between the mean scores of each group, degrees of freedom, and the results of the T-Test comparing the difference in the mean scores between each group.

Comparison of Personnel from Group 1 with Personnel from Group 2

The personnel from school districts with a student population under 5,000 (Group 1) had a mean score of 93.82 with a standard deviation of 16.17. The personnel from school districts with a student population

TABLE 11

DIFFERENCES IN THE MEAN RESPONSES OF ELEMENTARY PRINCIPALS, SECONDARY PRINCIPALS, AND SUPERINTENDENTS BASED ON STUDENT POPULATION ON THE TOTAL QUESTIONNAIRE DEALING WITH THE PRACTICE OF THE MANAGEMENT TEAM CONCEPT IN THEIR DISTRICT

Comparing Size of District	Mean X	S.D. X	Number X	Mean Y	S.D. Y	Number Y	Difference Between Means X - Y	Degrees of Freedom	T-Test T
0-4,999 With 5,000 - 9,999	93.82	16.17	33	101.62	22.91	45	7.80	76	-1.67
0-4,999 With 10,000 - 19,999	93.82	16.17	33	102.92	32.28	118	9.10	149	-1.56
0-4,999 With 20,000 - 29,999	93.82	16.17	33	97.68	17.52	91	3.86	122	-1.11
5,000 - 9,999 With 10,000 - 19,999	101.62	22.91	45	102.92	32.28	118	1.30	161	-0.25
5,000 - 9,999 With 20,000 - 29,999	101.62	22.91	45	97.68	17.52	91	3.94	134	1.11
10,000 - 19,999 With 20,000 - 29,999	102.92	32.28	118	97.68	17.52	91	5.24	207	1.40

of 5,000 to 9,999 (Group 2) had a mean score of 101.62 with a standard deviation of 22.91. The difference between the mean scores was 7.80 indicating that the administrators in Group 1 felt that their districts were operating more closely to the principles of the Management Team Concept than did administrators from Group 2. However, the results of the T-Test as shown in Table 11 for the difference in the mean scores was 1.67 with 76 degrees of freedom. This statistic is not significant at the .05 level. An analysis of the data presented for Group 1 and Group 2 indicates that the size of the school district based on the student population did not significantly influence the perceptions of those administrators in Group 1 as compared to the perceptions of those in Group 2 regarding the practice of the principles of the Management Team Concept.

Comparison of Personnel from Group 1
with Personnel from Group 3

The administrators from school districts with a student population under 5,000 (Group 1) had a mean score of 93.82 with a standard deviation of 16.17. The administrators from school districts with a student population from 10,000 to 19,999 (Group 3) had a mean score of 102.92 with a standard deviation of 32.28. The difference between the mean scores was 9.10 indicating that the personnel in Group 1 felt that their districts were operating more closely to the principles of the Management Team Concept than did administrators from Group 3. The results of the T-Test as shown in Table 11 for the difference in their mean scores, however, was 1.56 with 149 degrees of freedom. Since this statistic is not significant at the .05 level, it is concluded that the size of the school district based on the student population did not significantly

influence the perceptions of those administrators in Group 1 as compared to the perceptions of those in Group 3 regarding the practice of the principles of the Management Team Concept.

Comparison of Personnel from Group 1 with Personnel from Group 4

The personnel from school districts with a student population under 5,000 (Group 1) had a mean score of 93.82 and a standard deviation of 16.17. The personnel from school districts with a student population of 20,000 to 29,999 (Group 4) had a mean score of 97.68 and a standard deviation of 17.52. The difference between the mean scores was 3.86 indicating that the personnel in Group 1 felt that their districts were operating more closely to the principles of the Management Team Concept than did personnel from Group 4. However, the results of the T-Test for the difference in the mean scores was 1.11 with 122 degrees of freedom. This statistic is not significant at the .05 level; therefore, it is concluded that the size of the school district based on the student population did not significantly influence the perceptions of those administrators in Group 1 as compared to the perceptions of those in Group 4 regarding the practice of the principles of the Management Team Concept.

Comparison of Personnel from Group 2 with Personnel from Group 3

The administrators from school districts with a student population from 5,000 to 9,999 (Group 2) had a mean score of 101.62 and a standard deviation of 22.91. The administrators from school districts with a student population from 10,000 to 19,999 (Group 3) had a mean score of 102.92 and a standard deviation of 32.28. The difference between the

mean scores was 1.30 indicating the administrators in Group 2 felt that their districts were operating more closely to the principles of the Management Team Concept than did administrators from Group 3. The result of the T-Test as shown in Table 11 for the difference in their mean scores, however, was 0.25 with 161 degrees of freedom. Since this statistic is not significant at the .05 level, it is concluded that the size of the school district based on the student population did not significantly influence the perceptions of those administrators in Group 2 as compared to the perceptions of those in Group 3 regarding the practice of the principles of the Management Team Concept.

Comparison of Personnel from Group 2 with Personnel from Group 4

The personnel from school districts with a student population from 5,000 to 9,999 (Group 2) had a mean score of 101.62 and a standard deviation of 22.91. The personnel from school districts with a student population from 20,000 to 29,999 (Group 4) had a mean score of 97.68 and a standard deviation of 17.52. The difference between the mean scores was 3.94. This difference indicated that the personnel from Group 4 felt that their districts were operating more closely to the principles of the Management Team Concept than did the personnel from Group 2. However, as may be seen in Table 11, the results of the T-Test for the difference in the mean scores was 1.11 with 134 degrees of freedom. This statistic is not significant at the .05 level. Therefore, it is concluded that the size of the school district based on the student population did not significantly influence the perceptions of those administrators in Group 2 as compared to the perceptions of those

in Group 4 regarding the practice of the principles of the Management Team Concept.

Comparison of Personnel from Group 3 with Personnel from Group 4

The administrators from school districts with a student population from 10,000 to 19,999 (Group 3) had a mean score of 102.92 and a standard deviation of 32.28. The administrators from school districts with a student population of 20,000 to 29,999 (Group 4) had a mean score of 97.68 and a standard deviation of 17.52. The difference between the mean scores was 5.24. Although the difference indicated that administrators from Group 4 perceived their districts as operating closer to the Concept than did administrators from Group 3, the results of the T-Test for the difference in the mean scores was 1.40 with 207 degrees of freedom. Since this statistic is not significant at the .05 level, it is concluded that the size of the school district based on the student population did not significantly influence the perceptions of those administrators in Group 3 as compared to the perceptions of those in Group 4 regarding the practice of the principles of the Management Team Concept.

Conclusions of District Size on Perceptions of Administrators Regarding the Practice of the Management Team Concept

The four groups representing the four size categories were compared one with the other making six comparisons to ascertain if the size of the district influenced the perceptions of administrators regarding the practice of the Management Team Concept. The results of the T-Test for the difference in the mean scores for all six pairings indicated

that none of the differences were significant at the .05 level. As a result of the data presented, it is concluded that the size of the district based on the student population did not significantly influence the perceptions of administrators. That is, there was no significant difference in how administrators from any group perceived the practice of the Management Team Concept compared to how administrators in any other group perceived the practice.

PERCEPTIONS OF ADMINISTRATORS GROUPED ACCORDING TO WHETHER OR NOT THEY FELT THAT THEIR DISTRICT WAS PRACTICING THE PRINCIPLES OF THE MANAGEMENT TEAM CONCEPT

The purpose of this section is to analyze the opinions of elementary school principals, secondary school principals, and superintendents to the question, "In your opinion (considering only the relationship between principal and superintendent), is your district practicing the principles of the Management Team Concept?", to determine if their opinion to this question corresponded with their responses to the items in the questionnaire. If the responses of administrators to this general question coincide with how they complete the detailed questionnaire, it would illustrate that the perceptions of elementary school principals, secondary school principals, and superintendents with respect to the general question influence how they view the individual statements related to the principles of the Management Team Concept. For example, if the administrator feels that the school district is being managed generally in harmony with the principles of team management, he tends to respond positively to the individual statements in

the questionnaire.

This section deals, therefore, with the responses of elementary school principals, secondary school principals, and superintendents to the general question relating to the practice of the Management Team Concept compared with their responses to the items on the four sub-sections and total questionnaires.

In order to make the comparison between the "Yes" and "No" responses to the general question with the responses to the individual items of the questionnaire, the following procedure was followed:

1. The responses to the detailed questionnaire were divided into two groups, i.e., according to the "Yes" and "No" responses to the general question.

2. Mean scores of the responses were calculated for each of the four sub-sections of the questionnaire.

3. Mean scores of the responses were calculated for the total scores of the questionnaire.

4. The mean scores for both the sub-sections of the questionnaire and the total questionnaire were treated by means of the T-Test to determine whether or not the differences were statistically significant.

Since the results of the T-Test for the differences between the mean scores on all four sub-sections and total questionnaire were significant at the .001 level, they are recorded in one table (Table 12) for convenience rather than taking each sub-section separately. As in the preceding parts of this study, a lower mean score indicates closer agreement with the Concept than a higher score.

It may be seen in Table 12 that the difference between the mean scores of the YES and NO respondents was 14.09 on the sub-section on the decision-making and involvement process and the results of the T-Test

TABLE 12

DIFFERENCES IN THE MEAN RESPONSES OF ELEMENTARY PRINCIPALS, SECONDARY PRINCIPALS, AND SUPERINTENDENTS IN HOW THEY PERCEIVE THE PRACTICE OF THE PRINCIPLES OF THE MANAGEMENT TEAM CONCEPT WITH HOW THEY RESPONDED ON EACH OF THE FOUR SUB-SECTIONS AND TOTAL QUESTIONNAIRE

	Comparing YES Responses With NO Responses					
	YES		NO			T-Test 285
	N = 186		N = 101		Difference	Degrees
Section of Questionnaire	Mean	S.D.	Mean	S.D.	Between Means	of Freedom
Decision-Making and Involvement	47.83	8.43	71.92	7.80	14.09	-13.88***
Accountability	20.04	3.34	24.60	4.53	4.56	- 9.58***
Structure	6.97	1.57	8.75	2.24	1.78	- 7.88***
Communication	14.79	3.30	19.34	3.59	4.55	-10.80***
Total Questionnaire	91.13	25.09	116.35	16.08	25.22	- 9.13***

*** Significant at the .001 level

was -13.88 with 285 degrees of freedom. This statistic is significant at the .001 level and indicates that the YES respondents substantiated their belief by responding in a similar manner to this sub-section.

The difference between the mean scores of the YES and NO respondents on the sub-section of accountability was 4.56. The results of the T-Test for this difference was -9.85 with 285 degrees of freedom, a statistic which is significant at the .001 level. This indicates that

on the sub-section on accountability, the respondents substantiated their belief by the way in which they answered this sub-section.

The third sub-section which dealt with structure had a difference in the mean scores between the YES and NO respondents of 1.78. The results of the T-Test were -7.88 with 285 degrees of freedom which is significant at the .001 level and, again, the YES and NO respondents substantiated their opinion by the way in which they answered this sub-section.

The difference between the mean scores of the YES and NO respondents on the sub-section on communication was 4.55. The results of the T-Test were -10.80 with 285 degrees of freedom and is significant at the .001 level. This indicates that the YES and NO respondents answered this sub-section in a manner which substantiated their opinion.

The difference between the mean scores of the YES and NO respondents on the total questionnaire was 25.22. The results of the T-Test were -9.13 with 285 degrees of freedom. This statistic is significant at the .001 level and indicates that the YES and NO respondents answered the total questionnaire in accordance with how they answered the opinion question.

Conclusions of the Perceptions of Administrators Regarding the Practice of the Management Team Concept

The responses of administrators who answered YES to the question, "In your opinion (consi[illegible]ring only the relationship between superintendent and principals), is your district practicing the principles of the Management Team Concept?", were compared to the responses of those administrators who answered NO to the question. These comparisons were made on

each of the sub-sections and total questionnaire. In all instances, the results of the T-Tests for the difference between the mean scores is significant at the .001 level. On each sub-section and total questionnaire, the responses of the YES group were significantly closer to the criteria of the Management Team Concept than were the responses of the NO group. Consequently, it is concluded that the administrators in the YES group validated their perceptions by the manner to which they responded to the questionnaire. It is also concluded that the administrators in the NO group did likewise. Therefore, the overall perceptions that administrators have regarding the operation of their districts is consistent with how they perceive the individual practices reflected in the separate items of the questionnaire.

SIGNIFICANT FINDINGS RELATED TO THE MAIN STUDY

While the purpose of this study was not to examine each question in an item analysis, the following results are quite interesting and should prove valuable if one wishes to study each specific item of the criteria for the Management Team Concept for the purpose of affecting a change in those areas where principals and superintendents are the most divergent in their perceptions.

Comparison of Elementary School Principals with Secondary School Principals

TABLE 13 presents the results of the T-Tests for the difference in the mean scores with appropriate degrees of freedom between elementary principals and secondary principals on each item of the questionnaire. The results of the T-Tests for the difference between the mean scores of elementary principals and secondary principals show that on forty-one of

the fifty-three items, the secondary principals had a more positive response. That is, they had a lower mean score which indicates that they felt their district to be operating more in harmony with the Concept than did elementary principals. The tests further reveal that the difference in the mean scores was significant on eighteen items. These differences were significant at the .001 level on five items; significant at the .01 level on four items; and significant at the .05 level on nine items.

TABLE 13

RESULTS OF THE T-TESTS COMPARING DIFFERENCES IN THE MEAN SCORES OF ELEMENTARY AND SECONDARY PRINCIPALS ON EACH ITEM OF THE QUESTIONNAIRE

Questionnaire Item Number	Elementary Principals Mean Score	Secondary Principals Mean Score	Difference Between Means	T-Test 268 Degrees of Freedom
1	1.91	1.83	.08	0.59
2	2.21	1.98	.23	2.60*
3	2.38	2.16	.22	2.36*
4	2.50	2.33	.17	1.97
5	1.37	1.31	.06	0.53
6	2.16	2.17	.01	0.18
7	1.54	1.42	.12	0.98
8	2.47	2.42	.05	0.47
9	1.82	1.70	.12	1.47
10	2.35	2.23	.12	1.12
11	1.67	1.92	.25	2.27*

TABLE 13 (continued)

Questionnaire Item Number	Elementary Principals Mean Score	Secondary Principals Mean Score	Difference Between Means	T-Test 268 Degrees of Freedom
12	1.72	1.78	.06	0.38
13	2.07	2.06	.01	0.11
14	2.05	1.47	.58	5.14***
15	1.59	1.66	.07	0.73
16	2.77	2.22	.55	3.77***
17	2.68	1.95	.73	5.03***
18	2.30	2.03	.27	2.21*
19	2.06	2.36	.30	2.29*
20	1.92	1.34	.58	6.65***
21	1.13	1.08	.05	0.83
22	2.38	2.03	.35	2.83**
23	2.07	2.03	.04	0.33
24	1.33	1.28	.05	0.52
25	1.71	1.94	.23	1.34
26	2.22	1.86	.36	2.76**
27	2.01	1.95	.06	0.51
28	1.10	1.09	.01	0.07
29	1.21	1.25	.04	0.41
30	1.29	1.30	.01	0.13
31	1.95	1.83	.12	0.92
32	2.04	1.89	.15	1.12

TABLE 13 (continued)

Questionnaire Item Number	Elementary Principals Mean Score	Secondary Principals Mean Score	Difference Between Means	T-Test 268 Degrees of Freedom
33	1.26	1.22	.04	0.59
34	1.54	1.91	.37	2.96**
35	1.93	1.78	.15	1.26
36	1.60	1.39	.21	2.29*
37	1.84	1.70	.14	1.06
38	1.66	1.73	.07	0.63
39	2.54	2.94	.40	2.45*
40	1.95	1.84	.11	1.24
41	1.02	1.03	.01	0.26
42	1.35	1.23	.12	1.15
43	1.43	1.30	.13	1.34
44	1.60	1.39	.21	1.89
45	2.34	2.33	.01	0.18
46	1.72	1.41	.31	2.89**
47	1.78	1.72	.06	0.51
48	2.19	1.98	.21	1.87
49	2.20	2.00	.20	1.94
50	2.35	2.20	.15	2.02*
51	2.32	1.98	.34	3.94***
52	2.11	2.03	.08	0.83
53	2.28	2.03	.25	2.43*

* Significant at the .05 level
** Significant at the .01 level
*** Significant at the .001 level

Comparison of Elementary School Principals with Superintendents

TABLE 14 presents the results of the T-Tests for the difference in the mean scores of elementary principals and superintendents. The data presented include the mean scores of elementary principals and superintendents, the difference between the mean scores, and the results of the T-Tests with appropriate degrees of freedom for the difference between the mean scores.

The results show that on forty-seven of the fifty-three items, the superintendents had a lower mean score than did the elementary principals. Since a lower mean score indicates that the respondent perceives the practice suggested by the item as being closer to the Concept, it is concluded that superintendents perceive the administrative operation of their district as being more in harmony with the principles of the Management Team Concept than do elementary principals.

The difference in perception between elementary principals and superintendents was significant on twenty-seven of the items. The difference on seventeen of the items was significant at the .001 level. The difference on seven items was significant at the .01 level and the difference on three items was significant at the .05 level.

TABLE 14

RESULTS OF THE T-TESTS COMPARING DIFFERENCES IN THE MEAN SCORES OF ELEMENTARY PRINCIPALS AND SUPERINTENDENTS ON EACH ITEM OF THE QUESTIONNAIRE

Questionnaire Item Number	Elementary Principals Mean Score	Superintendents Mean Score	Difference Between Means	T-Test 221 Degrees of Freedom
1	1.91	1.41	.50	2.63**
2	2.21	1.53	.68	4.97***
3	2.38	1.59	.79	5.85***
4	2.50	1.76	.74	4.96***
5	1.37	1.29	.08	0.42
6	2.16	1.76	.40	3.26**
7	1.54	1.59	.05	0.18
8	2.47	1.71	.24	5.96***
9	1.82	1.29	.53	4.19***
10	2.35	2.00	.35	1.74
11	1.67	1.65	.02	0.17
12	1.72	1.18	.54	3.68***
13	2.07	2.00	.07	0.46
14	2.05	1.41	.64	3.04**
15	1.59	1.53	.06	0.47
16	2.77	1.82	.95	4.39***
17	2.68	1.29	1.39	8.48***
18	2.30	1.71	.59	3.70***
19	2.06	1.82	.24	1.12

TABLE 14 (continued)

Questionnaire Item Number	Elementary Principals Mean Score	Superintendents Mean Score	Difference Between Means	T-Test 221 Degrees of Freedom
20	1.92	1.41	.51	3.59***
21	1.13	1.24	.11	0.95
22	2.38	1.35	1.03	7.41***
23	2.07	1.71	.36	1.80
24	1.33	1.00	.33	6.65***
25	1.71	1.18	.53	2.71**
26	2.22	1.82	.40	1.87
27	2.01	1.71	.30	1.53
28	1.10	1.29	.19	1.64
29	1.21	1.24	.03	0.15
30	1.29	1.65	.36	2.01*
31	1.95	1.35	.60	3.53***
32	2.04	1.82	.22	0.87
33	1.26	1.06	.20	2.94**
34	1.54	1.41	.13	0.80
35	1.93	1.41	.52	3.58***
36	1.60	1.35	.25	1.82
37	1.84	1.88	.04	0.13
38	1.66	1.29	.37	2.02
39	2.54	2.12	.42	1.46
40	1.95	1.76	.19	1.24

TABLE 14 (continued)

Questionnaire Item Number	Elementary Principals Mean Score	Superin-intendents Mean Score	Difference Between Means	T-Test 221 Degrees of Freedom
41	1.02	1.00	.02	1.51
42	1.35	1.29	.06	0.25
43	1.43	1.18	.25	2.29*
44	1.60	1.35	.25	1.81
45	2.34	2.06	.28	1.97
46	1.72	1.65	.07	0.44
47	1.78	1.41	.37	2.66**
48	2.19	1.24	.05	7.78***
49	2.20	1.88	.32	3.18**
50	2.35	2.18	.17	1.63
51	2.32	1.88	.44	4.65***
52	2.11	1.88	.23	2.35*
53	2.28	1.47	.81	5.81***

* Significant at the .05 level
** Significant at the .01 level
*** Significant at the .001 level

Comparison of Secondary School Principals with Superintendents

TABLE 15 presents the results of the T-Tests for the difference in the mean scores of secondary principals and superintendents. The data presented include the mean scores of secondary principals and superintendents, the difference between the mean scores, and the results of the T-Tests with appropriate degrees of freedom for the difference

TABLE 15

RESULTS OF THE T-TESTS COMPARING DIFFERENCES IN THE MEAN SCORES OF SECONDARY PRINCIPALS AND SUPERINTENDENTS ON EACH ITEM OF THE QUESTIONNAIRE

Questionnaire Item Number	Secondary Principals Mean Score	Superintendents Mean Score	Difference Between Means	T-Test 79 Degrees of Freedom
1	1.83	1.41	.42	1.91
2	1.98	1.53	.45	3.08**
3	2.16	1.59	.57	3.77***
4	2.33	1.76	.57	3.54***
5	1.31	1.29	.02	0.09
6	2.17	1.76	.41	3.01**
7	1.42	1.59	.77	0.65
8	2.42	1.71	.71	5.03***
9	1.70	1.29	.41	3.04**
10	2.23	2.00	.23	1.07
11	1.98	1.65	.27	1.74
12	1.78	1.18	.60	3.17**
13	2.06	2.00	.06	0.36
14	1.47	1.41	.06	0.26
15	1.66	1.53	.13	0.84
16	2.22	1.82	.40	1.66
17	1.95	1.29	.66	3.41**
18	2.03	1.71	.32	1.81
19	2.36	1.82	.54	2.33*

TABLE 15 (continued)

Questionnaire Item Number	Secondary Principals Mean Score	Superintendents Mean Score	Difference Between Means	T-Test 79 Degrees of Freedom
20	1.34	1.41	.07	0.48
21	1.08	1.24	.16	1.32
22	2.03	1.35	.68	4.19***
23	2.03	1.71	.32	1.50
24	1.28	1.00	.28	3.55***
25	1.94	1.18	.76	3.20**
26	1.86	1.82	.04	0.15
27	1.95	1.71	.24	1.14
28	1.09	1.29	.20	1.60
29	1.25	1.24	.01	0.09
30	1.30	1.65	.35	1.84
31	1.83	1.35	.48	2.53*
32	1.89	1.82	.07	0.25
33	1.22	1.06	.16	1.79
34	1.91	1.41	.50	2.63*
35	1.78	1.41	.37	2.34*
36	1.39	1.35	.04	0.26
37	1.70	1.88	.18	0.60
38	1.73	1.29	.44	2.20*
39	2.94	2.12	.82	2.63*
40	1.84	1.76	.08	0.51

TABLE 15 (Continued)

Questionnaire Item Number	Secondary Principals Mean Score	Superintendents Mean Score	Difference Between Means	T-Test 79 Degrees of Freedom
41	1.03	1.00	.03	1.41
42	1.23	1.29	.04	0.26
43	1.30	1.18	.12	0.92
44	1.39	1.35	.04	0.24
45	8.33	2.06	.27	1.67
46	1.41	1.65	.24	1.36
47	1.72	1.41	.31	1.89
48	1.98	1.24	.74	5.14***
49	2.00	1.88	.12	0.98
50	2.20	2.18	.02	0.23
51	1.98	1.88	.10	0.92
52	2.03	1.88	.05	1.31
53	2.03	1.47	.56	3.61***

* Significant at the .05 level
** Significant at the .01 level
*** Significant at the .001 level

between the mean scores.

The superintendents had a lower mean score on forty-five of the fifty-three items than did the secondary principals. Since a lower mean score indicates that the respondent perceives the practice suggested by the item as being closer to the Concept, it is concluded that superintendents perceive the administrative operation of their district as being more in harmony with the principles of the Management Team Concept

than do secondary principals.

The difference in perception between secondary principals and superintendents was significant on nineteen items. These differences were significant at the .001 level on seven items; significant at the .01 level on six items; and the differences were significant at the .05 level on six items.

CHAPTER IV

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

SUMMARY

Background to the Problem

Since the advent of Michigan's Public Law 379 and the subsequent provisions in teachers' contracts as a result of collective bargaining, many elementary and secondary school principals have been concerned by the apparent erosion of their administrative prerogatives. They are prohibited by law from being members of the teacher negotiating unit and, in many instances, they have felt ignored by their board of education in the negotiating process. The Hillsdale Case, which supported the right of principals and supervisors to form collective bargaining units and to negotiate with boards of education, suggested one means of preserving their administrative status as educational leaders. However, this position seemed to many to further fragment the educational profession. As an alternative to administrative bargaining units, the Michigan Congress of School Administrator Associations suggested that administrators work together under what they called Team Management. Although there appeared to be much interest and support for this Concept, there were no valid criteria by which one could measure its practice. Consequently, before this study could determine the extent of its practice, it was necessary to identify and to validate criteria by which to assess the practice.

Purpose of the Study

The purpose of the study was twofold:

1. To identify and to validate criteria appropriate to the Management Team Concept.

and

2. To compare the perceptions of superintendents, elementary school principals, and secondary school principals with respect to the extent to which the Management Team Concept is being practiced.

The Procedure

Extensive reading in the areas of participatory and democratic management indicated that criteria appropriate to a Management Team Concept should include items having to do with involvement of administrators in decision-making, with structure as a means of facilitating decision-making, with communication between administrators, and with accountability of administrators. A list of fifty-three statements was developed from the literature as being related to the Management Team Concept. These statements were designed specifically to relate to school situations and became the basis for a questionnaire used to validate criteria for the Concept. The questionnaire was sent to a jury of experts who had been active in interpreting and promoting the Management Team Concept asking them to approve or disapprove the items as being relevant. All fifty-three items received approval by seventy-eight per cent or more of the administrators; consequently, each item was incorporated into another instrument designed to measure the perceptions of superintendents and principals with respect to the extent of the practice of the Management Team Concept in their districts.

The second questionnaire was sent to superintendents and principals from school districts varying in size from under 5,000 to over 30,000. Five school districts from each size category and on student population listed below were chosen:

Group 1	Under 5,000
Group 2	5,000 to 9,999
Group 3	10,000 to 19,999
Group 4	20,000 to 29,999
Group 5	Over 30,000 excluding Detroit

Responses were received from all districts except Group 5. Since only five schools excluding Detroit had over 30,000, there were no alternates and this category had to be deleted.

The questionnaires had four sub-sections grouped around four ingredients - involvement in decision-making, accountability, structure, and communication - deemed appropriate to the Concept. The responses to each sub-section, as well as the total questionnaire, were analyzed. Included in this analysis was the response of each administrator to the question, "In your opinion (considering only the relationship between superintendent and principal), is your district practicing the principles of the Management Team Concept?" Each item of each completed questionnaire was given a numerical value from one to four. A score of one was given if the response indicated congruency with criteria for the Management Team Concept and a four was given for the response which was farthest removed from the Concept. The totals for each sub-section and total for the questionnaire were recorded as well as the score on each item, position of respondent, size of school district, and response to the opinion question. These data were put on IBM cards and processed at the Michigan Computer Center. The responses of elementary school principals, secondary school principals,

and superintendents were analyzed as follows:

1. The mean of the responses of elementary school principals, secondary school principals, and superintendents on each sub-section and total questionnaire were compared by the T-Test. This test for the difference in the mean scores indicates whether the difference in their perceptions is significant.

2. The mean of the responses of elementary school principals, secondary school principals, and superintendents were grouped according to the size of the administrators' districts and their total responses on each sub-section and total questionnaire were compared by the T-Test. This test for the difference in the mean scores indicates whether the difference in their perceptions was significantly related to the size of the district.

3. The mean of the responses of elementary school principals, secondary school principals, and superintendents according to how they responded to the opinion question was calculated for each sub-section and total questionnaire. The difference in the mean scores between YES and NO respondents was subjected to the T-Test to ascertain if an administrators' overall perception of the practice of the Concept in his district would be related to how he responded to the criteria.

Statement of the Hypotheses

This study tested the following hypotheses:

1. There is no significant difference in the perceptions of elementary school principals with respect to the practice of the Management Team Concept as compared to the perceptions of secondary school principals.

2. There is no significant difference in the perceptions of elementary school principals with respect to the practice of the Management Team Concept as compared to the perceptions of the superintendents of schools.

3. There is no significant difference in the perceptions of secondary school principals with respect to the practice of the Management Team Concept as compared to the perceptions of superintendents of schools.

PERCEPTIONS OF ELEMENTARY SCHOOL PRINCIPALS, SECONDARY SCHOOL PRINCIPALS, AND SUPERINTENDENTS REGARDING THE PRACTICE OF THE PRINCIPLES OF THE MANAGEMENT TEAM CONCEPT IN THEIR DISTRICTS

Comparison of Elementary School Principals with Secondary School Principals

TABLE 16 presents the results of the T-Tests comparing the difference in the mean scores of elementary principals, secondary principals, and superintendents on each of the sub-sections and total questionnaire. An analysis of the responses of elementary principals as compared to the responses of secondary principals indicates that all four sub-sections and on the total questionnaire, the secondary principals perceive their districts as operating closer to the criteria for the Management Team Concept than do the elementary principals. Although the difference in the mean scores was slight on the sections relating to accountability and structure and not large enough to be statistically significant, the difference between the mean scores on the sub-section on decision-making and involvement was 3.93. The results of the T-Test for this difference was 2.66 and was significant at the .01 level. The difference between the mean scores on the sub-section on communication was 1.71. The results of the T-Test for the difference in the mean scores was 2.98 which was significant at the .05 level. The difference

TABLE 16

T-TEST RESULTS FOR THE DIFFERENCE IN THE MEAN SCORES OF ELEMENTARY PRINCIPALS WITH SECONDARY PRINCIPALS, ELEMENTARY PRINCIPALS WITH SUPERINTENDENTS, AND SECONDARY PRINCIPALS WITH SUPERINTENDENTS ON EACH OF THE FOUR SUB-SECTIONS AND TOTAL QUESTIONNAIRE

	T-TEST RESULTS											
	Comparing Elementary Principals With Secondary Principals				Comparing Elementary Principals With Superintendents				Comparing Secondary Principals With Superintendents			
Section of Questionnaire	Mean Score Elem. Prin.	Mean Score Sec. Prin.	Difference Between Mean Scores	T-Test T	Mean Score Elem. Prin.	Mean Score Supt.	Difference Between Mean Scores	T-Test T	Mean Score Sec. Prin.	Mean Score Supt.	Difference Between Mean Score	T-Test T
Decision-making and Involvement	54.46	50.53	3.93	2.66**	54.46	41.06	13.40	5.14***	50.53	41.06	9.27	4.01***
Accountability	21.80	21.75	.05	0.08	21.80	19.41	2.39	2.11*	21.75	19.41	2.34	2.18*
Structure	7.75	7.23	.52	1.78	7.75	7.06	.69	1.37	7.23	7.06	.17	0.33
Communication	16.96	15.25	1.71	2.98*	16.96	13.76	3.20	3.12**	15.25	13.76	1.49	1.69
Total Questionnaire	103.01	95.45	7.56	2.08*	103.01	80.76	22.05	3.31**	95.45	80.76	14.69	3.40**

* Significant at the .05 level
** Significant at the .01 level
*** Significant at the .001 level

between the mean scores on the total questionnaire was 7.56 and the results of the T-Test for this difference was 2.08 which was significant at the .05 level.

Comparison of Elementary School Principals with Superintendents

An analysis of the responses of elementary principals as compared to the responses of superintendents denote an even greater difference in perception. The superintendents perceive their districts as operating closer to the Concept on all four sub-sections and on the total questionnaire than do elementary principals. On three of the four sub-sections, the difference between the mean scores was great enough to be statistically significant. The difference between the mean scores was 13.40 on the sub-section on decision-making and involvement. The results of the T-Test for this difference in mean scores was 5.14 which was significant at the .001 level. The difference between the mean scores on the sub-section on accountability was 2.39. When this difference was applied to the T-Test, the resulting statistic was 2.11. This was significant at the .05 level. The difference between the mean scores was 3.20 on the sub-section on communication. The results for the T-Test for this difference in mean scores was 3.12 which was significant at the .01 level. The total questionnaire showed a difference between the mean scores of 22.05. The results of the T-Test for this difference was 3.31 which was significant at the .01 level.

Comparison of Secondary School Principals with Superintendents

When the mean responses of the secondary principals are compared with the mean responses of the superintendents, it is evident from Table

16 that on each sub-section and total questionnaire, the mean scores for superintendents indicate that they perceive their districts as operating closer to the criteria for the Management Team Concept than do secondary principals. On the sub-sections on structure and communication, the difference is not enough to be significant. The difference between the mean scores on the sub-section on decision-making and involvement was 9.27 and the result of the T-Test for this difference was 4.01 which was significant at the .001 level. The difference between the mean scores on the sub-section on accountability was 2.34. The results of the T-Test for this difference was 2.18 and was significant at the .05 level. The difference between the mean scores for the total questionnaire was 14.69. The results of the T-Test for this difference was 3.40 which was significant at the .01 level.

In summary, the three hypotheses with which this study was concerned, namely,

1. There is no significant difference in the perceptions of elementary school principals with respect to the practice of the Management Team Concept as compared to the perceptions of secondary school principals.

2. There is no significant difference in the perceptions of elementary school principals with respect to the practice of the Management Team Concept as compared to the perceptions of superintendents of schools.

3. There is no significant difference in the perceptions of secondary school principals with respect to the practice of the Management Team Concept as compared to the perceptions of superintendents of schools.

were rejected. It was found that in each sub-section and total questionnaire, the elementary school principals saw their districts as operating more removed from the principles of the Management Team Concept than did either secondary school principals or superintendents. It was also

found that secondary school principals, while being more positive than elementary school principals, were not as positive in their responses as superintendents.

Conclusions

It is concluded from the results of this analysis that superintendents exhibit a tendency to feel that their working relationship with their principals is closer to the Management Team Concept than do principals. They need to review this relationship realistically if they wish to operate according to the principles of the Management Team Concept and if they wish to discourage the further fragmentation of the profession by forcing principals to seek recognition via a bargaining unit. The literature states that principals prefer to be considered part of the management team, taking part in the decision-making and involvement process and having the responsibility for the educational program in their buildings but the temper of the times indicates that, if boards of education and the administrative head of the district are not cognizant of the principals' desire, and if they do not carefully analyze their relationship with principals, the principals will utilize a bargaining unit to protect their positions.

PERCEPTIONS OF ADMINISTRATORS ANALYZED ACCORDING TO DISTRICT SIZE

TABLE 17 presents the results of the T-Tests comparing the difference in the mean scores of elementary school principals, secondary school principals, and superintendents (grouped according to size of district) on each of the sub-sections and total questionnaire. As may

TABLE 17

T-TEST RESULTS FOR THE DIFFERENCE IN THE MEAN RESPONSES OF ELEMENTARY PRINCIPALS, SECONDARY PRINCIPALS, AND SUPERINTENDENTS BASED ON THE SIZE OF DISTRICT ACCORDING TO STUDENT POPULATION ON EACH OF THE FOUR SUB-SECTIONS AND TOTAL QUESTIONNAIRE

T-TEST RESULTS

Comparing Size of District Based on Student Population:

Under 5,000 = Group 1
5,000 to 9,999 = Group 2
10,000 to 19,999 = Group 3
20,000 to 29,999 = Group 4

Section of Questionnaire	Comparing Group 1 With Group 2: Mean Score Group 1	Mean Score Group 2	Difference Between Mean Scores	T-Test T	Comparing Group 1 With Group 3: Mean Score Group 1	Mean Score Group 3	Difference Between Mean Scores	T-Test T	Comparing Group 1 With Group 4: Mean Score Group 1	Mean Score Group 4	Difference Between Mean Scores	T-Test T
Decision-Making and Involvement	49.33	51.93	2.60	-1.23	49.33	53.65	4.32	-2.04*	49.33	53.34	4.01	-1.88
Accountability	20.85	22.69	1.84	-2.07*	20.85	22.42	1.57	-1.80	20.85	20.42	.43	0.51
Structure	7.91	7.51	.40	0.77	7.91	7.48	.43	1.09	7.91	7.67	.24	0.57
Communication	15.82	17.31	1.49	-1.73	15.82	16.20	.38	-0.45	15.82	16.38	.56	-0.78
Total Questionnaire	93.82	101.62	7.80	-1.67	93.82	102.92	9.10	-1.56	93.82	97.68	3.86	-1.11

TABLE 17 -- continued

Section of Questionnaire	Comparing Group 2 With Group 3				Comparing Group 2 With Group 4				Comparing Group 3 With Group 4			
	Mean Score Group 2	Mean Score Group 3	Difference Between Mean Scores	T-Test T	Mean Score Group 2	Mean Score Group 4	Difference Between Mean Scores	T-Test T	Mean Score Group 3	Mean Score Group 4	Difference Between Mean Scores	T-Test T
Decision-Making and Involvement	51.93	53.65	1.72	-0.92	51.93	53.34	1.41	-0.74	53.65	53.34	.31	0.20
Accountability	22.69	22.42	.27	0.34	22.69	20.42	2.27	2.96*	22.42	20.42	2.00	3.21**
Structure	7.51	7.48	.03	.08	7.51	7.67	.16	-0.42	7.48	7.67	.19	-0.69
Communication	17.31	16.20	1.11	1.45	17.31	16.38	.93	1.38	16.20	16.38	.18	-0.31
Total Questionnaire	101.62	102.92	1.30	-0.25	101.62	97.68	3.94	1.11	102.92	97.68	5.24	1.40

* Significant at the .05 level
** Significant at the .01 level

be seen from the table, the size of the district had little significant influence of the perception of the administrators. In only one pairing (Group 1 with Group 3) on the sub-section dealing with decision-making and involvement was there a significant difference at the .05 level. On the sub-section dealing with accountability, there was a significant difference at the .05 level between Group 1 and 2 and Group 2 and 4, and a difference at the .01 level between Group 3 and 4. There was no significant difference in the mean scores between any of the groups on the sub-sections on structure and communication or the total questionnaire. However, there did not materialize any significant any significant pattern according to size of district. A further analysis of Table 17 reveals that the smallest size districts (Group 1) had the lowest mean score on the sub-section on decision-making and involvement and communication as well as the lowest mean score on the total questionnaire, but they also had the highest mean score on structure. The largest size districts (Group 4) had the lowest mean score on the sub-section on accountability and did not have the highest mean score on any of the sections. Group 2 had the highest mean scores on the sub-sections on accountability and communication and did not have the lowest mean score on any sub-section. Group 3 had the highest mean score on the sub-section on decision-making and involvement and on the total questionnaire, but they also had the lowest mean score on structure.

Conclusions

The results of the data presented, therefore, indicate that the size of the school district does not significantly influence the perceptions of administrators regarding the practice of the Management Team Concept. This suggests that if superintendents and boards of education

wish to operate according to the principles of the Management Team Concept, the size of the district will not be a deterrent. It should be acknowledged, however, that school districts with a student population over 30,000 did not participate in this study. Therefore, the conclusions based on the results of this portion of the study may not be interpreted to be all inclusive. A further study dealing with large districts may prove that the size of the district does influence the effectiveness of large districts.

PERCEPTIONS OF ADMINISTRATORS GROUPED ACCORDING TO WHETHER OR NOT THEY FELT THAT THEIR DISTRICT WAS PRACTICING THE PRINCIPLES OF THE MANAGEMENT TEAM CONCEPT

TABLE 18 presents the results of the T-Tests comparing the difference in the mean scores of those administrators who responded YES to the question, "In your opinion (considering only the relationship between superintendent and principals), is your district practicing the principles of the Management Team Concept?", with those administrators who responded NO. The mean scores, difference between the mean scores and the T-Test results are given for each sub-section and total questionnaire.

As may be seen from Table 18, the mean scores of those administrators who responded YES were significantly lower than the mean scores of the administrators who responded NO. This difference was significant at the .001 level on all four sub-sections and total questionnaire. It is concluded from this data that the perceptions that administrators have regarding the practice of the Management Team Concept in their district are confirmed by the manner to which they responded to the

TABLE 18

T-TEST RESULTS FOR THE DIFFERENCES IN THE MEAN RESPONSES OF ELEMENTARY PRINCIPALS, SECONDARY PRINCIPALS, AND SUPERINTENDENTS IN HOW THEY PERCEIVE THE PRACTICE OF THE PRINCIPLES OF THE MANAGEMENT TEAM CONCEPT WITH HOW THEY RESPONDED ON EACH OF THE SUB-SECTIONS AND TOTAL QUESTIONNAIRE

	Comparing YES Responses With NO Responses			
Section of Questionnaire	Mean Score YES	Mean Score NO	Difference Between Mean Scores	T-Test T
Decision-Making and Involvement	47.83	61.92	14.09	-13.88***
Accountability	20.04	24.60	4.56	- 9.58***
Structure	6.97	8.75	1.78	- 7.88***
Communication	14.79	19.34	4.55	-10.80***
Total Questionnaire	91.13	116.35	25.22	- 9.13***

*** Significant at the .001 level

items identified as criteria for the Management Team Concept.

Conclusions

From the data presented, it is concluded that the perceptions administrators have concerning the operation of their districts is validated by their response to their perceptions of the practice of criteria established for the Management Team Concept. It is, therefore, imperative that the modus operandi of the district be such that field adminis-

trators such as principals feel an integral part of the Management Team Concept.

GENERAL CONCLUSIONS AND RECOMMENDATIONS

It is evident from the results of this study that superintendents regard their districts as practicing the principles of the Management Team Concept to a greater extent than do either elementary school principals or secondary school principals. In all four sub-sections: decision-making and involvement, accountability, structure, and communication, as well as the total questionnaire, the mean scores of the responses of superintendents indicated a more positive feeling toward the practice than did principals. This is particularly true in the decision-making and involvement process where the difference in their perceptions was significant at the .001 level and in the area of accountability where the difference in perceptions was significant at the .05 level. These two ingredients are most important to the success of the practice of the Concept and the lack of congruency in the perceptions of superintendents and principals seriously hampers its implementation.

As was stressed in Chapter Two, lack of involvement in deciding matters which affect them decreases the subordinate's sense of commitment and, therefore, limits the implementation of the decision. At a time when superintendents must deal with an organized teacher unit which occasionally makes more difficult the implementation of their program, superintendents need the backing and full support of their field administrators.

If principals are to feel that their positions are viable and that they fulfill a necessary place in the education of children, they must be held responsible for the educational environment of their schools. However, concomitant with this responsibility, principals must be given the authority to create an environment which is conducive to the nourishment of this educational responsibility. That is, they must have a voice in the hiring and removal of teachers and non-professionals. They must have representation on the board negotiating team and they must be able to influence the allocation of the revenues collected by the district. In short, they must be able to influence all decisions which contribute to a student's education.

This study clearly indicates that principals as a group, both elementary and secondary, do not feel that their positions carry this involvement to the extent that superintendents feel that they do. This places the responsibility for the correction of this perception with superintendents. The success of the Concept rests with superintendents and upon how willing they are to delegate to field administrators the opportunity for involvement and the subsequent accountability for the success or failure of the educational climate created by the implementation of the team's decisions.

This study revealed another significant difference which should be most interesting to superintendents. In all four sub-sections and total questionnaire, the mean scores of the responses of secondary school principals indicated a more positive feeling toward the practice than did elementary school principals. Although both elementary and secondary school principals had a more negative perception of involve-

ment in decision-making than did superintendents, the difference between elementary and secondary school principals was significant at the .01 level. The mean score of the responses of elementary school principals was 3.93 higher than the mean score of the responses of secondary school principals and this indicates a more negative feeling toward the practice of the Concept. In addition, elementary school principals perceived communication with the superintendent and other administrators in their district significantly more negatively than secondary school principals. This difference was significant at the .05 level.

The difference in the perceptions of elementary and secondary school principals indicates that superintendents behave in such a fashion that elementary school principals feel that their superintendents are more sympathetic toward the problems faced by secondary school principals than they are of elementary school principals. If superintendents wish to abort administrative bargaining units, they must be cognizant of this perceptual difference. This difference in perception can be crucial because the physical organization of public schools requires more elementary school principals than secondary school principals. This phenomenon places elementary school principals in a position to exert considerable influence by banding together to rectify their apparent (at least to them) lack of involvement.

This suggests that superintendents would be well advised to re-appraise realistically their relationship with their elementary school principals to see if they are indeed overlooking the potential contributions of elementary school principals to the educational process.

Although the study did not include districts with a student popu-

lation over 30,000 and, therefore, conclusions can not be made for these districts; it can be concluded from the study that the size of district up to a student population of 30,000 does not influence the perceptions of administrators regarding the practice of the Management Team Concept. Therefore, in those and similar districts included in the study, it may be concluded that superintendents hold the key to the success of the practice. To the extent that superintendents involve principals to that extent will the Concept be realized.

Finally, the study suggests that one's perception influences how one reacts. In all four sub-sections and the total questionnaire, the manner in which administrators responded to specific items coincided with his perception of the practice. This should suggest to superintendents that they operate so that principals perceive the operation as one of personal involvement. It is not enough to provide the opportunity but the participant must actualize the experience.

APPENDICES

APPENDIX A

WALLED LAKE CONSOLIDATED SCHOOLS
WALLED LAKE, MICHIGAN 48088

There appears to be considerable interest on the part of principals and superintendents concerning the Management Team Concept as it has been presented by the Michigan Congress of School Administrator Associations. It would seem that superintendents and principals would have a better understanding of the application of the Concept if they had specific criteria against which they could evaluate their relationship. While the Concept includes all administrators in the school district, the enclosed questionnaire is designed to determine the roles of principals and their superintendent as they interact within the framework of the Concept.

The statements which have been included in the questionnaire have been developed through extensive reading in the areas of the Management Team Concept, Participatory Management, Democratic Management and Related Concepts. However, in order to make certain that the statements reflect the thinking of administrators who have knowledge of and a keen interest in the Concept, it is necessary to test the statements with the opinions of such people. Therefore, this study requires the aid of the Council Representatives in the Michigan Congress of School Administrator Associations and members of the boards of directors in those associations which are represented in the Congress.

Your cooperation in completing the questionnaire and returning it in the enclosed addressed envelope will be greatly appreciated and aid in the completion of this study.

Sincerely,

Murray L. Adams
Director of Secondary Education

MLA:mas
enc.

APPENDIX A (Continued)

Following are statements which may or may not describe the characteristics of the Management Team Concept. The purpose of this instrument is to seek your opinion as to whether or not you agree or disagree with each statement. Therefore, it is important that you record your true feeling concerning the statement.

INTER-ACTION INFLUENCE

DECISION-MAKING AND INVOLVEMENT

	AGREE	DISAGREE
1. Decision-making should involve all administrators who will be affected by the decision.	____	____
2. System-wide administrative policies concerning the operation of elementary and secondary buildings should be determined only after joint discussions with the superintendent and the principals.	____	____
3. Final decision-making, as it affects the district, should be the prerogative of the superintendent.	____	____
4. Principals should not be consulted in the formulation of policy which is to be recommended to the board.	____	____
5. It is not necessary that principals understand why decisions were made. It is only necessary for them to implement the decisions.	____	____
6. It is not necessary that principals always agree with the decisions of the board, superintendent or the administrative cabinet.	____	____
7. Principals should not evaluate the effectiveness of decisions previously made by the board, superintendent or the administrative cabinet.	____	____
8. Principals should have the authority to establish rules and procedures for the operation of their building providing they are consistent with board and administrative policy.	____	____
9. Decision-making should encourage a give-and-take proposition directed toward establishing an environment in which differences of opinion are respected.	____	____

DECISION-MAKING AND INVOLVEMENT - continued

	AGREE	DISAGREE
10. Since superintendents are ultimately responsible for what happens in a district, they should not permit principals to establish rules and procedures for the operation of their buildings.	____	____
11. Principals should be consulted as to the number of teachers needed for their instructional program.	____	____
12. Principals should be held responsible for the overall educational climate of their buildings.	____	____
13. Since budget formulation is the responsibility of the superintendent, he alone should determine the allocation of monies.	____	____
14. Principals and their staffs should be free to determine how money allocated to their building is spent within previous budgetary approval.	____	____
15. No one should be employed in a building without the principal's approval.	____	____
16. Principals should not be involved in interviewing and recommending non-professionals seeking employment in their building.	____	____
17. In-service education programs should be developed by central office staff and not left to principals in individual buildings.	____	____
18. Principals should interview and recommend all professionals seeking employment in their buildings.	____	____
19. The board should provide in-service opportunities for the purpose of developing better working relations between principals and their superintendent.	____	____
20. Principals should not be encouraged to attend school board meetings.	____	____
21. Principals should be represented by membership on the board team that negotiates contracts with teachers.	____	____
22. Principals should be involved along with central staff personnel in determining the instructional program in their building.	____	____

DECISION-MAKING AND INVOLVEMENT - continued

	AGREE	DISAGREE
23. As a result of collective negotiations, principals should no longer be held responsible for the instructional program in their buildings.	____	____
24. Collective negotiations should be between the board and teachers. Principals should not be asked to participate in the proceedings.	____	____
25. Principals not on the board negotiating team should be informed regularly of the status of negotiations.	____	____
26. Principals should review the final contract with members of the negotiating team so as to know the intent and ramification of each article.	____	____
27. Principals should be assured by the superintendent and board of the opportunity to be involved in the determination of their salary and working conditions.	____	____
28. Principals should be considered as an integral part of management.	____	____

ADDITIONAL FACTORS CONCERNING DECISION-MAKING WHICH YOU THINK SHOULD BE CONSIDERED IN THE CRITERIA FOR A MANAGEMENT TEAM:

_____

_____

_____

_____

STRUCTURE

29. There should be a formally structured administrative organization in which principals have representation in formulating system-wide policies.	____	____
30. The contents of the agenda for the administrative council should be determined only by the superintendent.	____	____
31. Discussion in the administrative council should be free and open without fear or reprisal.	____	____

STRUCTURE - continued

	AGREE	DISAGREE
32. The administrative council should be a place where principals and the superintendent can bring their concerns and expect to find solutions.	____	____

ADDITIONAL FACTORS CONCERNING STRUCTURE WHICH YOU THINK SHOULD BE CONSIDERED IN THE CRITERIA FOR A MANAGEMENT TEAM:

_____

_____

_____

_____

COMMUNICATION

33. There always should be dialogue between the superintendent, or his representative, and principals on matters of mutual concern before final decisions are made.	____	____
34. Principals should not be involved in discussions of the educational goals of the district. They should be determined by the board and the superintendent.	____	____
35. The superintendent should hold regularly scheduled meetings to inform principals of the "state of the district".	____	____
36. The superintendent is responsible for the total district; therefore, he can't consider suggestions of individual principals.	____	____
37. The superintendent should understand the problems of the principals but it is not necessary for principals to understand the problems of the superintendent.	____	____
38. The superintendent and principals should feel free to discuss important things about their job with each other.	____	____
39. The flow of information should be principal to superintendent, superintendent to principal and principal to principal.	____	____

COMMUNICATION - continued

	AGREE	DISAGREE
40. Principals should know the superintendent's perception of the office of the principal.	____	____

ADDITIONAL FACTORS CONCERNING COMMUNICATION WHICH YOU THINK SHOULD BE CONSIDERED IN THE CRITERIA FOR A MANAGEMENT TEAM:

_____

_____

_____

_____

ACCOUNTABILITY

41. Principals should be held responsible to the superintendent for the management of their building.	____	____
42. Principals should be accountable for the instructional programs in their buildings.	____	____
43. Principals should be held accountable for implementing board and administrative policy as directed.	____	____
44. Because he is a professional employee, the principal's effectiveness should not be evaluated.	____	____
45. The instructional program as it is operating in a building should be evaluated periodically.	____	____
46. Teachers are professional people, therefore, they should not be accountable to their principal.	____	____
47. Non-professional personnel (custodians and cooks) should not be accountable to the principal but to a supervisor who understands their problems.	____	____
48. When a complaint regarding a building reaches the superintendent, he should resolve it without involving the principal.	____	____
49. When a professional is disturbed at the building level, he should feel free to by-pass his principal and go directly to the superintendent.	____	____

ACCOUNTABILITY - continued

	AGREE	DISAGREE
50. Problems of non-professional personnel should first be referred to the principal for solution before central office becomes involved.	____	____
51. Principals must "live" with their teachers; therefore, they should not be required to evaluate teachers.	____	____
52. Principals should evaluate periodically the effectiveness of non-professionals on their staff.	____	____
53. Each position in the administrative hierarchy should have a job description.	____	____

ADDITIONAL FACTORS CONCERNING ACCOUNTABILITY WHICH YOU THINK SHOULD BE CONSIDERED IN THE CRITERIA FOR A MANAGEMENT TEAM:

_____

_____

_____

_____

APPENDIX B

SUPERINTENDENT'S QUESTIONNAIRE

This questionnaire has 53 items related to criteria identified as pertinent to the Management Team Concept. Read each statement or question and place the number of the answer which you feel best describes what happens in your district in the appropriate box to the right. Please consider your principals as separate groups, i.e. elementary and secondary and answer each question for each group.

Name of School District _____

Do you desire a summary of the findings? Yes_____ No_____

In your opinion (considering only the relationship between you and your elementary principals), is your district practicing the principles of the Management Team Concept? Yes_____ No_____

In your opinion (considering only the relationship between you and your secondary principals), is your district practicing the principles of the Management Team Concept? Yes_____ No_____

INVOLVEMENT AND DECISION-MAKING

	Elementary Principals	Secondary Principals
1. In matters which affect principals, at what level are decisions made?	_____	_____
1. Superintendent 2. Superintendent and Board 3. Superintendent and Central Office 4. Central Office and Principals		
2. To what extent are principals consulted in the formulation of system-wide administrative policies regarding building operations?	_____	_____
1. Never 2. Seldom 3. Usually 4. Always		
3. To what extent are principals involved in the determination of system-wide administrative policies?	_____	_____
1. Never 2. Seldom 3. Usually 4. Always		

SUPERINTENDENT'S QUESTIONNAIRE - continued

	Elementary Principals	Secondary Principals
4. To what extent are principals consulted in the formulation of policy which is to be recommended to the board?	____	____
1. Never 2. Seldom 3. Usually 4. Always		
5. In a management team relationship, the final administrative decision is still the prerogative of the superintendent.	____	____
1. Yes 2. Usually 3. Sometimes 4. No		
6. To what extent are principals informed as to why a particular decision was made?	____	____
1. Fully understand the background 2. Usually given pertinent data 3. Sometimes know the reason 4. Never know		
7. Do you feel that principals must agree with all board and administrative decisions in order to support them?	____	____
1. Yes 2. Usually 3. Sometimes 4. No		
8. To what extent do principals have the opportunity to evaluate the effectiveness of decisions in order to support them?	____	____
1. Never 2. Seldom 3. Usually 4. Always		
9. To what extent can principals make decisions, within board and administrative policy, which pertain solely to their buildings?	____	____
1. Never 2. Seldom 3. Usually 4. Always		
10. To what extent does the decision-making process in your system encourage teamwork?	____	____
1. Never 2. Sometimes 3. Usually 4. Always		
11. Who is responsible for planning building in-service programs?	____	____
1. Principal and his staff 2. Usually the principal and his staff 3. Central office and building staff 4. Central office		

SUPERINTENDENT'S QUESTIONNAIRE - continued

	Elementary Principals	Secondary Principals
12. Who is responsible for planning system-wide in-service programs?	____	____
1. Central office 2. Usually the central office 3. Teachers' Association and central office 4. Teachers, principal and central office		
13. To what extent can principals and their staffs implement innovation in the instructional programs in their buildings?	____	____
1. Never 2. Sometimes 3. Usually 4. Always		
14. To what extent are principals consulted concerning the number of teachers needed to implement their instructional program?	____	____
1. Always 2. Usually 3. Sometimes 4. Never		
15. To what extent are principals responsible for establishing the educational climate for their building?	____	____
1. Not responsible 2. Somewhat responsible 3. Largely responsible 4. Completely responsible		
16. To what extent are principals involved in determining budget allocations for their building?	____	____
1. Always 2. Sometimes 3. Usually 4. Never		
17. To what extent are principals consulted when their instructional budget must be cut?	____	____
1. Always 2. Usually 3. Sometimes 4. Never		
18. To what extent does the board and superintendent provide opportunity for improving working relations between principals and the superintendent?	____	____
1. Never 2. Seldom 3. Quite often 4. Very often		

SUPERINTENDENT'S QUESTIONNAIRE - continued

	Elementary Principals	Secondary Principals
19. To what extent are principals involved in the assignment of non-professionals to their buildings?	____	____
1. Never 2. Sometimes 3. Usually 4. Always		
20. To what extent are principals involved in the assignment of professional personnel to their buildings?	____	____
1. Always 2. Usually 3. Sometimes 4. Never		
21. To what extent are principals represented on the board negotiation team which negotiates with teachers?	____	____
1. Elementary and secondary representation 2. Not represented but frequently consulted 3. Not represented, occasionally consulted 4. Not represented		
22. To what extent does the board's negotiation team confer with principals on issues which will affect the operation of their buildings?	____	____
1. Never 2. Sometimes 3. Usually 4. Never		
23. To what extent are principals brought up-to-date concerning the progress of teacher negotiations?	____	____
1. Always kept informed 2. Usually kept informed 3. Usually know nothing of the progress 4. Told only when agreement is reached		
24. To what extent is the intent and content of the master contract explained to principals?	____	____
1. Item by item changes are discussed and intent of item is explained 2. Contract is reviewed but little is said regarding intent 3. Principal given contract - specific questions are answered 4. Principal given contract - no comments are made		

SUPERINTENDENT'S QUESTIONNAIRE - continued

	Elementary Principals	Secondary Principals
25. How are decisions made concerning principals' salary and working conditions?	____	____

1. Collective bargaining through an administrative organization
2. Principals negotiate individually with superintendent
3. Unilaterally established by superintendent and board
4. Tied to teachers' contract
5. Arrived at by mutual discussion; principals and superintendent

26. How do principals regard their position in the managerial hierarchy?	____	____

1. Definitely feel part of the team
2. Usually feel part of the team
3. Occasionally feel part of the team
4. Feel left out of the team

27. To what extent are principals encouraged to attend school board meetings?	____	____

1. Attendance discouraged
2. Neither encouraged nor discouraged
3. Encouraged to attend some board meetings
4. Encouraged to attend all board meetings

ACCOUNTABILITY

28. To what extent are principals held accountable for the operation of their buildings?	____	____

1. Fully accountable
2. Usually accountable
3. Somewhat accountable
4. Not accountable

29. To what extent are principals accountable for ensuring that their buildings are operating within board and administrative policy?	____	____

1. Not accountable
2. Somewhat accountable
3. Usually held accountable
4. Always accountable

SUPERINTENDENT'S QUESTIONNAIRE - continued

	Elementary Principals	Secondary Principals
30. To what extent are principals held accountable for the success of the instructional program in their buildings?	____	____

1. Fully accountable 2. Usually accountable 3. Somewhat accountable 4. Not accountable

31. To what extent is the competency and efficiency of principals formally evaluated (in written form) by the superintendent or his designee?	____	____

1. Strengths and weaknesses discussed with evaluator 2. Written formal evaluation received each year 3. Informal conference sometimes held, usually precipitated by a crisis 4. No formal evaluation, usually hear of mistakes

32. To what extent are principals required to evaluate new instruction programs initiated in their buildings?	____	____

1. Never 2. Sometimes 3. Usually 4. Always

33. To what extent is the professional personnel in the principal's building accountable to him for the manner in which they carry out their responsibilities?	____	____

1. Fully accountable 2. Usually accountable 3. Somewhat accountable 4. Not accountable

34. To what extent is the non-professional personnel in the principal's building accountable to him for the manner in which they carry out their responsibilities?	____	____

1. Not accountable 2. Somewhat accountable 3. Usually accountable 4. Fully accountable.

SUPERINTENDENT'S QUESTIONNAIRE - continued

	Elementary Principals	Secondary Principals
35. When parental complaints are received by the superintendent regarding the principal's building, to what extent do you refer the parent to the principal so that he can attempt to resolve the complaint?	____	____
1. Never 2. Sometimes 3. Usually 4. Always		
36. To what extent do you support your principals when it has been necessary for him to reprimand professional personnel?	____	____
1. Never 2. Sometimes 3. Usually 4. Always		
37. To what extent do you support your principals when it has been necessary to reprimand non-professional help?	____	____
1. Always 2. Usually 3. Sometimes 4. Never		
38. What kind of an evaluation do you expect principals to make to central office of the professional personnel in their buildings?	____	____
1. None 2. Usually evaluate probationary teachers 3. A form checklist evaluation of all teachers 4. Written evaluation of all teachers indicating weaknesses and strengths		
39. What kind of an evaluation do you expect principals to make to central office of the non-professional personnel in their buildings?	____	____
1. None 2. Usually evaluate probationary personnel 3. A form checklist 4. Written evaluation of employees indicating strengths and weaknesses		

SUPERINTENDENT'S QUESTIONNAIRE - continued

	Elementary Principals	Secondary Principals
40. To what extent do principals understand the duties of other administrators in your district and their relationship to him?	____	____

1. Never 2. Sometimes 3. Usually 4. Always

STRUCTURE

41. Does your school district have an administrative council which meets on a regular basis?	____	____

1. Yes 2. No

42. To what extent do principals have representation in a council which meets regularly with you?	____	____

1. Never 2. Occasionally 3. Usually 4. Always

43. To what extent can principals submit items and have them placed on the agenda of the administrative council?	____	____

1. Always 2. Usually 3. Sometimes 4. Never

44. To what extent do principals feel free to make contributions in the council without fear of reprisal?	____	____

1. Always 2. Usually 3. Sometimes 4. Never

45. To what extent are problems discussed in the council resolved?	____	____

1. Never 2. Sometimes 3. Usually 4. Always

COMMUNICATIONS

46. To what extent do principals feel free to discuss with you matters of mutual concern?	____	____

1. Never 2. Sometimes 3. Usually 4. Always

SUPERINTENDENT'S QUESTIONNAIRE - continued

	Elementary Principals	Secondary Principals
47. To what extent do you share with principals information regarding the district?	____	____
1. All pertinent information 2. Usually 3. Sometimes 4. Never		
48. To what extent do you consider the ideas and suggestions of principals?	____	____
1. Always 2. Sometimes 3. Usually 4. Never		
49. To what extent do you feel that you know and understand the problems that principals face?	____	____
1. Always 3. Usually 3. Sometimes 4. Never		
50. To what extent do you feel that principals know and understand the problems that you face?	____	____
1. Always 2. Usually 3. Sometimes 4. Never		
51. To what extent do administrators share information with each other (superintendent on down)?	____	____
1. Always 2. Usually 3. Sometimes 4. Never		
52. To what extent do your principals really know what you expect of them?	____	____
1. Never 2. Sometimes 3. Usually 4. Always		
53. To what extent are your principals involved in discussions of the educational goals of your district?	____	____
1. Always 2. Usually 3. Sometimes 4. Never		

APPENDIX C

WALLED LAKE CONSOLIDATED SCHOOLS
WALLED LAKE, MICHIGAN 48088

Dear Principal:

There appears to be much interest in the Management Team Concept among superintendents and principals. Will you please aid in the completion of a study which has been endorsed by the Michigan Congress of School Administrator Association?

This study is concerned with the relationship between the superintendent and his principals (elementary and secondary). Specifically, it is designed to ascertain the congruency of their perception and understanding of how they operate within the criteria for the management team relationship. The criteria was established by requesting the officers of the Michigan Congress of School Administrator Association and the executive boards of the member associations to respond to items which were felt to be significant factors necessary to the Concept.

Please complete the attached questionnaire according to your true feelings (not as you think it ought to be) and return it in the envelope provided to the one identified by your superintendent so that he may forward it along with all of them to the initiator of the questionnaire. Do not sign your name but please record the information requested below.

_____
Name of School District

Position: Elementary Principal_____ Secondary Principal_____

In your opinion (considering only the relationship between superintendent and principals), is your district practicing the principles of the Management Team Concept?

_____ Yes _____ No

Your assistance is greatly appreciated.

Murray L. Adams
Director of Secondary Education

MLA:mas
Attachment

PRINCIPAL'S QUESTIONNAIRE

This questionnaire has 53 items related to criteria identified as pertinent to the Management Team Concept. Read each statement or question and place the number of the answer which you feel best describes what happens in your district in the box to the right.

INVOLVEMENT AND DECISION-MAKING

1. In matters which affect you, at what level are decisions made? ____

   1. Superintendent
   2. Superintendent and board
   3. Superintendent and central office
   4. Central office and principals

2. To what extent are you consulted in the formulation of system-wide administrative policies regarding building operation? ____

   1. Never
   2. Seldom
   3. Usually
   4. Always

3. To what extent are you involved in the determination of system-wide administrative policies? ____

   1. Never
   2. Seldom
   3. Usually
   4. Always

4. To what extent are you consulted in the formulation of policy which is to be recommended to the board? ____

   1. Never
   2. Seldom
   3. Usually
   4. Always

5. In a management team relationship, the final administrative decision is still the prerogative of the superintendent. ____

   1. Yes
   2. Usually
   3. Sometimes
   4. No

6. To what extent are you informed as to why a particular decision was made? ____

   1. Fully understand the background
   3. Usually given pertinent data
   3. Sometimes know the reason
   4. Never know

7. Do you feel that you must agree with all board and administrative decisions in order to support them? ____

   1. Yes
   2. Usually
   3. Sometimes
   4. No

PRINCIPAL'S QUESTIONNAIRE - continued

8. To what extent do you have the opportunity to evaluate the effectiveness of decisions after they have been implemented? ____

   1. Never 2. Seldom 3. Usually 4. Always

9. To what extent can you make decisions, within board and administrative policy, which pertain solely to your building? ____

   1. Never 2. Seldom 3. Usually 4. Always

10. To what extent does the decision-making process in your system encourage teamwork? ____

    1. Never 2. Sometimes 3. Usually 4. Always

11. Who is responsible for planning building in-service programs? ____

    1. Principal and his staff
    2. Usually the principal and his staff
    3. Central office and building staff
    4. Central office

12. Who is responsible for planning system-wide in-service programs? ____

    1. Central office
    2. Usually the central office
    3. Teachers' Association and central office
    4. Teachers, principal and central office

13. To what extent can you and your staff implement innovations in the instructional program in your building? ____

    1. Never 2. Sometimes 3. Usually 4. Always

14. To what extent are you consulted concerning the number of teachers needed to implement your instructional program? ____

    1. Always 2. Usually 3. Sometimes 4. Never

PRINCIPAL'S QUESTIONNAIRE - continued

15. To what extent are you responsible for establishing the educational climate for your building? ____

1. Not responsible 2. Somewhat responsible 3. Largely responsible 4. Completely responsible

16. To what extent are you involved in determining budget allocations for your building? ____

1. Always 2. Sometimes 3. Usually 4. Never

17. To what extent are you consulted when your instructional budget must be cut? ____

1. Always 2. Usually 3. Sometimes 4. Never

18. To what extent does the board and superintendent provide opportunity for improving working relations between principals and the superintendent? ____

1. Never 2. Seldom 3. Quite Often 4. Very Often

19. To what extent are you involved in the assignment of non-professionals to your building? ____

1. Never 2. Sometimes 3. Usually 4. Always

20. To what extent are you involved in the assignment of professional personnel to your building? ____

1. Always 2. Usually 3. Sometimes 4. Never

21. To what extent are principals represented on the board negotiation team which negotiates with teachers? ____

1. Elementary and secondary representation 2. Not represented but frequently consulted 3. Not represented, occasionally consulted 4. Not represented

22. To what extent does the board's negotiation team confer with you on issues which will affect the operation of your building? ____

1. Never 2. Sometimes 3. Usually 4. Always

PRINCIPAL'S QUESTIONNAIRE - continued

23. To what extent are you brought up-to-date concerning the progress of teacher negotiations? _____

1. Always kept informed
2. Usually kept informed
3. Usually know nothing of the progress
4. Told only when agreement is reached

24. To what extent is the intent and content of the master contract explained to you? _____

1. Item by item changes are discussed and intent of item is explained
2. Contract is reviewed but little is said regarding intent
3. Principal given contract - specific questions are answered
4. Principal given contract - no comments are made

25. How are decisions made concerning your salary and working conditions? _____

1. Collective bargaining through an administrative organization
2. Principals negotiate individually with superintendent
3. Unilaterally established by superintendent and board
4. Tied to teacher's contract
5. Arrived at by mutual discussion: principals and superintendent

26. How do you regard your position in the managerial hierarchy? _____

1. Definitely feel part of the team
2. Usually feel part of the team
3. Occasionally feel part of the team
4. Feel left out of the team

27. To what extent are you encouraged to attend school board meetings? _____

1. Attendance discouraged
2. Neither encouraged nor discouraged
3. Encouraged to attend some board meetings
4. Encouraged to attend all board meetings

PRINCIPAL'S QUESTIONNAIRE - continued

ACCOUNTABILITY

28. To what extent are you held accountable for the operation of your building? _____

1. Fully accountable
2. Usually accountable
3. Somewhat accountable
4. Not accountable

29. To what extent are you accountable for ensuring that your building is operating within board and administrative policy? _____

1. Not accountable
2. Somewhat accountable
3. Usually accountable
4. Always accountable

30. To what extent are you held accountable for the success of the instructional program in your building? _____

1. Fully accountable
2. Usually accountable
3. Somewhat accountable
4. Not accountable

31. To what extent is your competency and efficiency formally evaluated (in written form) by the superintendent or his designee? _____

1. Strengths and weaknesses discussed with evaluator
2. Written formal evaluation received each year
3. Informal conference sometimes held, usually precipitated by a crisis
4. No formal evaluation, usually hear of mistakes

32. To what extent are you required to evaluate new instructional programs initiated in your building? _____

1. Never
2. Sometimes
3. Usually
4. Always

33. To what extent is the professional personnel in your building accountable to you for the manner in which they carry out their responsibilities? _____

1. Fully accountable
2. Usually accountable
3. Somewhat accountable
4. Not accountable

PRINCIPAL'S QUESTIONNAIRE - continued

34. To what extent is the non-professional personnel in your building accountable to you for the manner in which they carry out their responsibilities? _____

1. Not accountable 2. Somewhat accountable 3. Usually accountable 4. Fully accountable

35. When parental complaints are received by the superintendent regarding your building, to what extent does he refer the parent to you so that you can attempt to resolve the complaint? _____

1. Never 2. Sometimes 3. Usually 4. Always

36. To what extent does your superintendent support you when it has been necessary for you to reprimand professional personnel? _____

1. Never 2. Sometimes 3. Usually 4. Always

37. To what extent does your superintendent support you when it has been necessary for you to reprimand non-professional personnel? _____

1. Always 2. Usually 3. Sometimes 4. Never

38. What kind of an evaluation are you expected to make to central office of the professional personnel in your building? _____

1. None 2. Usually evaluate probationary teachers 3. A form checklist evaluation of all teachers 4. Written evaluation of all teachers indicating strengths and weaknesses

39. What kind of an evaluation are you expected to make to central office of the non-professional personnel in your building? _____

1. None 2. Usually evaluate probationary personnel 3. A form checklist 4. Written evaluation of employees indicating strengths and weaknesses

PRINCIPAL'S QUESTIONNAIRE - continued

40. To what extent do you understand the duties of other administrators in your district and their relationship to your position? ____

1. Never 2. Sometimes 3. Usually 4. Always

STRUCTURE

41. Does your school district have an administrative council which meets on a regular basis? ____

1. Yes 2. No

42. To what extent do you have representation in a council which meets regularly with your superintendent? ____

1. Never 2. Occasionally 3. Usually 4. Always

43. To what extent can you submit items and have them placed on the agenda of the administrative council? ____

1. Always 2. Usually 3. Sometimes 4. Never

44. To what extent do you feel free to make contributions in the council without fear of reprisal? ____

1. Always 2. Usually 3. Sometimes 4. Never

45. To what extent are problems discussed in the council resolved? ____

1. Never 2. Sometimes 3. Usually 4. Always

COMMUNICATIONS

46. To what extent do you feel free to discuss with your superintendent matters of mutual concern? ____

1. Never 2. Sometimes 3. Usually 4. Always

47. To what extent does your superintendent share with principals information regarding the district? ____

1. All pertinent information 2. Usually 3. Sometimes 4. Never

PRINCIPAL'S QUESTIONNAIRE - continued

48. To what extent does your superintendent consider your ideas and suggestions? ____

1. Always 2. Sometimes 3. Usually 4. Never

49. To what extent do you feel that your superintendent knows and understands the problems that principals face? ____

1. Always 2. Usually 3. Sometimes 4. Never

50. To what extent do you feel that you know and understand the problems that your superintendent faces? ____

1. Always 2. Usually 3. Sometimes 4. Never

51. To what extent do you share information with your superintendent and other principals - and they with you? ____

1. Always 2. Usually 3. Sometimes 4. Never

52. To what extent do you feel that you really know what your superintendent expects of you? ____

1. Never 2. Sometimes 3. Usually 4. Always

53. To what extent are you involved in discussions of educational goals of the district? ____

1. Always 2. Usually 3. Sometimes 4. Never

APPENDIX D

WALLED LAKE CONSOLIDATED SCHOOLS
WALLED LAKE, MICHIGAN 48088

School administrators appear to have a high interest in the Management Team Concept. The Michigan Congress of School Administrator Associations has taken the lead during the past year in exploring various aspects of the Concept. Some schools are now working with the Congress in efforts aimed at implementing more fully the underlying philosophy of the Management Team Concept.

One major problem in implementing the Concept in a wider scale is the need to establish effective criteria for it and the need to assess the extent to which present school systems are presently practicing the Management Team Concept.

The Michigan Congress has urged us to gather data which will be useful to school administrators in this general area (see the enclosed letter). In order to do this, we need your assistance. Will you please help by participating in a study of current practices?

This study is concerned with the relationship between the superintendent and his principals (elementary and secondary). Specifically, it is designed to ascertain the congruency of their perception and understanding of how they operate within the criteria for the management team relationship. These criteria were established by requesting the officers of the Michigan Congress of School Administrator Associations and the executive boards of the member associations to respond to items which were felt to be significant factors necessary to the Concept.

Part of the study is to determine if there is a relationship between the size of the district and participation in the Management Team Concept. Your district is one that has been selected. Your participation and permission to permit your principals to participate would greatly improve the reliability of the study. Would you please indicate on the enclosed post card whether or not this would be possible?

Enclosed is the superintendent's questionnaire and a copy of the principal's questionnaire. If you agree, you will receive, under separate cover, sufficient questionnaires for each of your elementary and secondary principals. Will you please complete your questionnaire and select a principal to handle the distribution, collection and return of the principal's questionnaire when they arrive?

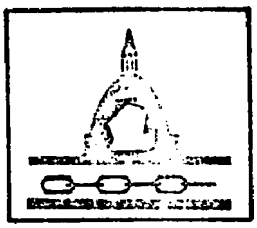
Your assistance is greatly appreciated and if you desire a summary of the findings, please so indicate on your questionnaire.

Sincerely,

Murray L. Adams
Director of Secondary Education

MLA:mas
Encls.

APPENDIX E



MICHIGAN CONGRESS of SCHOOL ADMINISTRATOR ASSOCIATION

Boone Hall, Room 129
Eastern Michigan University
Ypsilanti, Michigan 48197
Ex. - Sec. Elven E. Duvall
313-483-6100

COUNCIL MEMBERS

Kenneth T. Beagle (MASA)
President
950 Jenne Street
Grand Ledge 48837
517 627 5787

William D. Barr (MSBO)
12541 Second Avenue
Highland Park 48203
313 868 1264

Lester Anderson (MAPEA)
University of Michigan
Ann Arbor 48104

George Brower (MAPEA)
Eastern Michigan University
Ypsilanti 48197

Ford Cassar (MAESP)
3116 N. Grand River
Lansing 48906

Willard Fenech (MASSP)
22900 Federal Avenue
Warren 48089

H. Richard Johns (MASSP)
1916 East G Avenue
Parchment 49004

Albert C. Johnsen (MASA)
1041 Colfax Avenue
Benton Harbor 49022

Benjamin R. Leyrer (MASSP)
3900 Stabler Street
Lansing 48910

Howard Perron (MSBO)
73 Capitol Avenue
Battle Creek 49016

Fritz Pinto (MAESP)
29900 Lorraine
Warren 48093

James H. Rossman (MASA)
1024 S. Mill Street
Plymouth 48170

Robert Walker (MSBO)
3426 S. Cedar Street
Lansing 48910

Donald Weaver (MAPEA)
Western Michigan University
Kalamazoo 49001

James Woodall (MAESP)
6775 E. Ten Mile Road
Center Line 48015

EXECUTIVE SECRETARY

Elven E. Duvall
Boone Hall, Room 129
Eastern Michigan University
Ypsilanti, Michigan 48197
313 4836100

Dear Superintendent:

The Michigan Congress of School Administrator Associations endorses the need for research in the area of "Management Team Concept".

Some such studies are presently being conducted by graduate students under the leadership of university professors of educational administration.

The Congress encourages your cooperation as a participant in these endeavors. We believe that these research studies will add to the knowledge in the area of "Management Team Concept" and assist the Congress in developing this approach to school administration.

Sincerely,

Elven E. Duvall

Elven E. Duvall
Executive Secretary
Michigan Congress of School Administrator Association

EED/cc

BIBLIOGRAPHY

Books

Argyris, Chris. Executive Leadership. New York: Harper & Row, 1953.

_____. Integrating the Individual and the Organization. New York: John Wiley & Sons, Inc., 1964.

_____. Personality and Organization. New York: Harper & Row, 1957.

Barnard, Chester. The Functions of the Executive. Cambridge: Harvard University Printing Office, 1938.

Berelson, Bernard, and Steiner, Gary. Human Behavior: An Inventory of Scientific Findings. New York: Harcourt, Brace and World, Inc., 1964.

Bimson, O. H. Participation of School Personnel in Administration. Lincoln, Nebraska: 1939.

Blake, Robert, and Mouton, Jane. Corporate Excellence Through Grid Organization Development. Houston: Gulf Publishing Company, 1968.

_____. The Managerial Grid. Houston: Gulf Publishing Company, 1964.

Coladarci, Arthur, and Getzels, Jacob. The Use of Theory in Educational Administration. ("Educational Administration Monograph No. 5.") Stanford, California: Standord University Press, 1955.

Epstein, Benjamin. What is Negotiable? (Professional Negotiations Pamphlet Number One.) The National Association of Secondary School Principals. Washington, D.C.: 1969.

Grieder, Calvin, Pierce, Truman, and Rosenstengel, William. Public School Administration. New York: The Ronald Press Co., 1961.

Griffiths, Daniel, Clark, David, Wynn, Richard, and Iannaccone, Laurence. Organizing Schools for Effective Education. Danville, Illinois: Interstate Printers & Publishers, Inc., 1962.

Gross, Neal, and Herriott, Robert. Staff Leadership in Public Schools. New York: John Wiley & Sons, Inc., 1965.

Hagman, Harlan, and Schwartz, Alfred. Administration in Profile for School Executives. New York: Harper & Brothers, Publishers, 1955.

Hagman, Harlan. The Administration of American Public Schools. New York: McGraw-Hill Book Company, Inc., 1951.

Haire, Mason. (ed.) Modern Organization Theory. New York: John Wiley & Sons, Inc., 1964.

Halpin, Andrew W. (ed.) Administrative Theory in Education. New York: MacMillan Company, 1967.

Hanlon, James. Administration and Education. Belmont: Wadsworth Publishing Company, Inc., 1968.

Inservice Education for School Administration. AASA Commission on Inservice Education for School Administration. Washington: 1963.

Knezevich, Stephen. Administration of Public Education. New York: Harper & Row, 1962.

Leavitt, Harold. Managerial Psychology. Chicago: University of Chicago Press, 1964.

Likert, Rensis. The Human Organization. New York: McGraw-Hill Book Company, 1967.

_____. New Patterns of Management. New York: McGraw-Hill Book Company, 1961.

Likert, Rensis, and Hayes, Samuel, Jr. (eds.) Some Applications of Behavioural Research. Paris: Unesco, 1957.

McGregor, Douglas. The Human Side of Enterprise. New York: McGraw-Hill Book Company, Inc., 1960.

Mort, Paul. Principles of School Administration. New York: McGraw-Hill Book Company, Inc., 1946.

Mursell, James. Principles of Democratic Education. New York: W. W. Norton and Company, Inc., 1955.

Roethlisberger, F. J. Management and Morale. Cambridge: Harvard University Press, 1941.

Savage, William. Interpersonal and Group Relations in Educational Administration. Glenview: Scott Foresman and Company, 1968.

Sears, Jesse B. The Nature of the Administrative Process. New York: McGraw-Hill Book Company, 1950.

Simon, Herbert A. Administrative Behavior. New York: The MacMillan Company, 1961.

Skogsberg, Alfred. Administrative Operational Patterns. ("Metropolitan School Study Council", Study No. 5). New York: Teachers College, Columbia University, 1950.

Tannenbaum, Arnold S. Control in Organizations. New York: McGraw-Hill Book Company, Inc., 1968.

_____. Social Psychology of the Work Organization. Belmont: Wadsworth Publishing Company, Inc., 1966.

Thompson, Victor. "Administrative Objectives for Development Administration", Administrative Science Quarterly. Ithaca: Graduate School of Business and Public Administration, Cornell University, Vol. 9, No. 1, June, 1964.

Articles and Periodicals

Anderson, Lester. "Management Team Concept", Michigan Journal of Secondary Education, X, No. 3 (Spring, 1969), 24-33.

Brownlee, Wiley. "Decision-Making with Group Involvement", Michigan Journal of Secondary Education, X, No. 3 (Spring, 1969), 17-23.

Bulletin of the Michigan Association of Secondary School Principals, X, No. 7 (March, 1969).

Cronin, Joseph. "School Boards and Principals - Before and After Negotiations", Phi Delta Kappan, XLIX, No. 3 (November, 1967), 123-127.

Darr, John. "Motivation and Morale: Two Keys to Participation", Personnel Journal, XLVII (June, 1968), 388-397.

Detroit Free Press. December 1, 1966. 2b.

Detroit News. February, 1969.

Education U. S. A. Washington, D.C. (March 10, 1969), 1.

Heselton, Frank. "Management Team Concept from a Board Member's Viewpoint", Michigan School Journal, XV, No. 11 (January, 1969), 6.

"Hot Line", Michigan School Board Journal, XVII, No. 9 (November, 1970), 3.

Houts, Paul. "Professional Negotiations", The National Elementary Principal, XLVII, No. 4 (February, 1968), 62-70.

Kalish, Martin, and Goldner, Norman. "The Demise of the Management Team Approach and the Birth of Collective Bargaining for Middle Management Educational Professionals", Michigan Journal of Secondary Schools, XII, No. 2 (Winter, 1971), 45-51.

Kimbrough, Ralph, and Todd, Eugene. "Bureaucratic Organization and Educational Change", Educational Leadership, XXV, No. 3 (December, 1967), 220-224.

McConnell, Larry. A speech given at the Northern Michigan Elementary Principals' Meeting, Alpena, Michigan (Summer, 1969).

Pinis, Fritz. "The Management Team Concept", Michigan School Board Journal, XV, No. 11 (January, 1969), 7.

Rosenfield, Joel, and Smith, Matthew. "Participative Management: An Overview", Personnel Journal, XLVI (February, 1967), 104-106.

Sargent, David. "The Man in Between", The Michigan Elementary Principal, XLIII, No. 1 (September-October, 1968), 14. 19.

Smith, David C. "The Management Team", The Michigan Elementary Principal, XLIII, No. 1 (September-October, 1968), 8-9.

Taffel, Alexander. "The Principal and Teacher - School Board Negotiations", The Bulletin of the National Association of Secondary Principals, LII, No. 329 (September, 1968), 71-83.

"The Management Team Concept", The Michigan Elementary Principal, XLIII, No. 1 (September-October, 1968), 12. 19.

Walker, Robert. "Management Team Concept", Michigan School Board Journal, XV, No. 11 (January, 1969), 8.

Wiksell, Milton. "Talking It Over Is Important", Personnel Journal, XLVI (March, 1967), 168-169.