



Personal characteristics and perceived role responsibility of school boards in Montana
by Gar Lenroot Amundson

A thesis submitted in partial fulfillment of the requirements for the degree of Doctor of Education in
Adult and Higher Education
Montana State University
© Copyright by Gar Lenroot Amundson (1981)

Abstract:

The problem of this study was: (a) to determine selected personal characteristics of typical school board members serving Montana schools in 1980-81 ; (b) to determine if the personal characteristics of typical school board members varied according to school district classification; (c) to determine if role conflicts existed between Montana school board members' actual organizational behavior and the School Laws of Montana; (d) to determine if role conflicts existed between Montana school board members' preferred organizational behavior and the School Laws of Montana; and (e) to determine if role conflicts existed between Montana school board members' actual and preferred organizational behavior.

The major findings of the study were that: (a) the typical school board member has a median age of 43.5 years, is a married man, and is the father of one child attending the district's public schools; (b) he has some college training and is involved in agriculture with an annual family income of \$29,200; (c) school board members' actual role responsibilities are dependent on their preferred role responsibilities; and (d) conflict exists between school board members' actual role responsibilities and the School Laws of Montana.

The major recommendations of the study were: (a) that the State Board of Education address the conflict between mandated school board responsibilities and actual school board responsibilities and urge the State Superintendent of Public Instruction to formulate a strategy which would lead to the reduction or elimination of such conflict; (b) that the Montana School Boards Association and the Office of Public Instruction develop resource materials and provide in-service workshops for board members concerning their mandated role responsibilities; and (c) that units of the Montana University System offer in-service workshops for school board members and administrators during which ideas are explored and materials developed which would familiarize board members with their mandated role responsibilities.

PERSONAL CHARACTERISTICS AND PERCEIVED ROLE
RESPONSIBILITY OF SCHOOL BOARDS
IN MONTANA

by

GAR LENROOT AMUNDSON

A thesis submitted in partial fulfillment
of the requirements for the degree

of

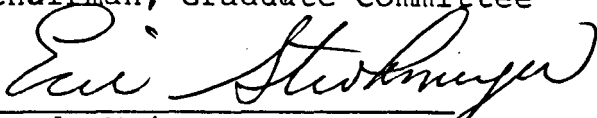
DOCTOR OF EDUCATION

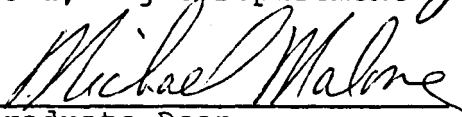
in

Adult and Higher Education

Approved:


Chairman, Graduate Committee


Head, Major Department


Graduate Dean

MONTANA STATE UNIVERSITY
Bozeman, Montana

May, 1981

I would like to express my sincere thanks to the members of my graduate committee: Dr. John Kohl (chairman), Dr. Eric Strohmeier, Dr. Gloria Gregg, Professor William Johnstone, and Dr. Leroy Casagrande. Also thanks to Dr. Robert Warrington, my graduate representative.

Thanks are due to many others as well: Mr. Wayne Buchanan and his staff at the Montana School Boards Association, the Montana county superintendents, the Montana school board members, Dr. Robert Van Woert, Dr. Francis Olson, Mr. Rodger McCormick, and Dr. Al Suvak.

Also, I am very grateful to my wife, Marlene, who has encouraged and assisted me since entering the graduate program at Montana State University.

Finally, I would like to dedicate this study to Jennie Garmoe, my grandmother. She has provided constant support for my educational endeavors since I first entered the public schools in Glendive, Montana.

TABLE OF CONTENTS

VITA	ii
ACKNOWLEDGEMENTS	iii
TABLE OF CONTENTS	iv
LIST OF TABLES	vii
ABSTRACT	xvii
Chapter	
I. INTRODUCTION	1
Context of the Study	1
Statement of the Problem	8
Questions to be Answered by the Study	8
General Procedures	9
Validation of Instrument	9
Reliability of Instrument	10
Limitations	11
Definition of Terms	11
Summary	12
II. REVIEW OF LITERATURE	14
Studies on a National Scale	14
Studies at the State Level	37
Studies of Montana School Boards	52
Summary	58

Chapter

III. PROCEDURES	60
Population Description and Sampling Procedures	61
Description of Investigation Categories .	61
Method of Collecting Data	62
Method of Organizing Data	64
Statistical Hypotheses	65
Level of Significance Chosen	65
Method of Analyzing Data	66
Chi Square Test	66
Precautions Taken for Accuracy	66
Summary	67
IV. ANALYSIS OF DATA	68
Introduction	68
Descriptive Statistics	70
Personal Characteristics	70
Role Responsibilities	100
Inferential Statistics	117
Chi Square Tests	117
Summary	181

Chapter

V. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS . . .	186
Summary	186
Conclusions	194
Recommendations	204
Suggestions for Further Study	205
LITERATURE CITED	207
APPENDICES	211
A. M.S.B.A. COVER LETTER	212
B. INVESTIGATOR'S COVER LETTER	213
C. QUESTIONNAIRE	215
Personal Characteristics	215
Role Responsibilities	217
D. FOLLOW-UP LETTER TO SCHOOL BOARD MEMBERS	222

LIST OF TABLES

Table	Page
1. School board members compared with the average citizen	17
2. Major occupational groupings	18
3. Percentage distribution of board members having specified amounts of formal education, by district enrollment and region	21
4. Percentage distribution of boards by number of women members, district enrollment and region	23
5. Occupational classification	25
6. Percentage distribution of board members by length of service, district enrollment and region	29
7. Structure of local boards of education	32
8. Occupational summary for the West	33
9. Comparative study of school boards 1978/1979	35
10. Race of board members	41
11. Age of board members	41
12. Number of children	42
13. Educational level	43
14. College major	44
15. Occupations of board members	45
16. Board member characteristics	56

Table	Page
17. Educational level of board members	56
18. Number and percentage of questionnaires returned	69
19. Number and percentage of respondents by sex - Class I board members	70
20. Number and percentage of respondents by sex - Class II board members	71
21. Number and percentage of respondents by sex - Class III board members	71
22. Number and percentage of respondents by sex	72
23. Number and percentage of respondents by occupation - Class I board members	72
24. Number and percentage of respondents by occupation - Class II board members	73
25. Number and percentage of respondents by occupation - Class III board members	74
26. Number and percentage of respondents by occupation	74
27. Number and percentage of respondents by education achieved - Class I board members	75
28. Number and percentage of respondents by education achieved - Class II board members	76
29. Number and percentage of respondents by education achieved - Class III board members	77

Table	Page
30. Number and percentage of respondents by education achieved	78
31. Number and percentage of respondents who have children attending the district's public schools - Class I board members . . .	79
32. Number and percentage of respondents who have children attending the district's public schools - Class II board members . .	80
33. Number and percentage of respondents who have children attending the district's public schools - Class III board members . .	81
34. Number and percentage of respondents who have children attending the district's public schools	82
35. Number and percentage of respondents who have children attending private or parochial schools - Class I board members .	83
36. Number and percentage of respondents who have children attending private or parochial schools - Class II board members	84
37. Number and percentage of respondents who have children attending private or parochial schools - Class III board members	85
38. Number and percentage of respondents who have children attending private or parochial schools	86
39. Number and percentage of respondents by age - Class I board members	87
40. Number and percentage of respondents by age - Class II board members	87

Table	Page
41. Number and percentage of respondents by age - Class III board members	88
42. Number and percentage of respondents by age	89
43. Number and percentage of respondents by marital status - Class I board members	89
44. Number and percentage of respondents by marital status - Class II board members	90
45. Number and percentage of respondents by marital status - Class III board members	90
46. Number and percentage of respondents by marital status	91
47. Number and percentage of respondents owning real estate within the school district - Class I board members	91
48. Number and percentage of respondents owning real estate within the school district - Class II board members	92
49. Number and percentage of respondents owning real estate within the school district - Class III board members	93
50. Number and percentage of respondents owning real estate within the school district	93
51. Number and percentage of respondents by family annual income level - Class I board members	94

Table	Page
52. Number and percentage of respondents by family annual income level - Class II board members	95
53. Number and percentage of respondents by family annual income level - Class III board members	96
54. Number and percentage of respondents by family annual income level	97
55. Number and percentage of respondents who hold another public office - Class I board members	97
56. Number and percentage of respondents who hold another public office - Class II board members	98
57. Number and percentage of respondents who hold another public office - Class III board members	99
58. Number and percentage of respondents who hold another public office	99
59. Frequency of responses to role responsibility item 1	100
60. Frequency of responses to role responsibility item 2	101
61. Frequency of responses to role responsibility item 3	101
62. Frequency of responses to role responsibility item 4	102
63. Frequency of responses to role responsibility item 5	102

Table	Page
64. Frequency of responses to role responsibility item 6	103
65. Frequency of responses to role responsibility item 7	103
66. Frequency of responses to role responsibility item 8	104
67. Frequency of responses to role responsibility item 9	104
68. Frequency of responses to role responsibility item 10	105
69. Frequency of responses to role responsibility item 11	106
70. Frequency of responses to role responsibility item 12	106
71. Frequency of responses to role responsibility item 13	107
72. Frequency of responses to role responsibility item 14	108
73. Frequency of responses to role responsibility item 15	108
74. Frequency of responses to role responsibility item 16	109
75. Frequency of responses to role responsibility item 17	109
76. Frequency of responses to role responsibility item 18	110
77. Frequency of responses to role responsibility item 19	111

Table	Page
78. Frequency of responses to role responsibility item 20	112
79. Frequency of responses to role responsibility item 21	112
80. Frequency of responses to role responsibility item 22	113
81. Frequency of responses to role responsibility item 23	113
82. Frequency of responses to role responsibility item 24	114
83. Frequency of responses to role responsibility item 25	114
84. Frequency of responses to role responsibility item 26	115
85. Frequency of responses to role responsibility item 27	116
86. Chi square test for personal characteristics item 1	118
87. Chi square test for personal characteristics item 2	119
88. Chi square test for personal characteristics item 3	120
89. Chi square test for personal characteristics item 4	121
90. Chi square test for personal characteristics item 5	122
91. Chi square test for personal characteristics item 6	123

Table	Page
92. Chi square test for personal characteristics item 7	124
93. Chi square test for personal characteristics item 8	124
94. Chi square test for personal characteristics item 9	125
95. Chi square test for personal characteristics item 10	126
96. Chi square test for role responsibility item 1	128
97. Chi square test for role responsibility item 2	130
98. Chi square test for role responsibility item 3	132
99. Chi square test for role responsibility item 4	134
100. Chi square test for role responsibility item 5	136
101. Chi square test for role responsibility item 6	138
102. Chi square test for role responsibility item 7	140
103. Chi square test for role responsibility item 8	142
104. Chi square test for role responsibility item 9	144
105. Chi square test for role responsibility item 10	146

Table	Page
106. Chi square test for role responsibility item 11	148
107. Chi square test for role responsibility item 12	150
108. Chi square test for role responsibility item 13	152
109. Chi square test for role responsibility item 14	154
110. Chi square test for role responsibility item 15	156
111. Chi square test for role responsibility item 16	158
112. Chi square test for role responsibility item 17	160
113. Chi square test for role responsibility item 18	162
114. Chi square test for role responsibility item 19	164
115. Chi square test for role responsibility item 20	166
116. Chi square test for role responsibility item 21	168
117. Chi square test for role responsibility item 22	170
118. Chi square test for role responsibility item 23	172
119. Chi square test for role responsibility item 24	174

Table	Page
120. Chi square test for role responsibility item 25	176
121. Chi square test for role responsibility item 26	178
122. Chi square test for role responsibility item 27	180
123. Percentage of respondents in violation of Montana school law by delegation of mandated school board responsibilities to the superintendent	184
124. Percentage of respondents in violation of Montana school law by assumption of mandated superintendent responsibilities . . .	185
125. Percentage of respondents in violation of Montana school law by delegation of mandated school board responsibilities to the superintendent	193
126. Percentage of respondents in violation of Montana school law by assumption of mandated superintendent responsibilities . . .	194
127. Board member personal characteristics	196
128. Typical Montana board member personal characteristics	197
129. Typical Montana board member personal characteristics by year	198
130. Comparison of personal characteristics with previous national studies	200
131. Comparison of personal characteristics with previous state studies	202

ABSTRACT

The problem of this study was: (a) to determine selected personal characteristics of typical school board members serving Montana schools in 1980-81; (b) to determine if the personal characteristics of typical school board members varied according to school district classification; (c) to determine if role conflicts existed between Montana school board members' actual organizational behavior and the School Laws of Montana; (d) to determine if role conflicts existed between Montana school board members' preferred organizational behavior and the School Laws of Montana; and (e) to determine if role conflicts existed between Montana school board members' actual and preferred organizational behavior.

The major findings of the study were that: (a) the typical school board member has a median age of 43.5 years, is a married man, and is the father of one child attending the district's public schools; (b) he has some college training and is involved in agriculture with an annual family income of \$29,200; (c) school board members' actual role responsibilities are dependent on their preferred role responsibilities; and (d) conflict exists between school board members' actual role responsibilities and the School Laws of Montana.

The major recommendations of the study were: (a) that the State Board of Education address the conflict between mandated school board responsibilities and actual school board responsibilities and urge the State Superintendent of Public Instruction to formulate a strategy which would lead to the reduction or elimination of such conflict; (b) that the Montana School Boards Association and the Office of Public Instruction develop resource materials and provide in-service workshops for board members concerning their mandated role responsibilities; and (c) that units of the Montana University System offer in-service workshops for school board members and administrators during which ideas are explored and materials developed which would familiarize board members with their mandated role responsibilities.

INTRODUCTION

The legal provisions pertaining to education are found in federal and state constitutions, statutes, and education codes. The control of education at present is under the jurisdiction of the state governments due to the Tenth Amendment contained within the Constitution of the United States. The Tenth Amendment gives all powers not mentioned as federal powers to the states. Therefore, the power of each state to provide and maintain public schools is inherent in the state responsibilities established by this amendment. Even though the states have the full legal responsibility for public education, they have delegated a significant amount of responsibility to the local school districts. Although the relationship between the local citizens and local schools has been very close, there has been a legal structure provided for the establishment of the local school authority within the state of Montana. This legal responsibility has been placed with the local school board (School Laws of Montana, 1979, pp. 162-164).

The election process of Montana school district board members has undergone changes since the school law

of 1865. The 1865 law referred to only one class of school district and each district had a board composed of three elected school directors. As population centers grew, schools were assigned to three classes. Today seven trustees are elected for Class I districts, five trustees for Class II districts, and three trustees for Class III districts. The length of term of a school district trustee is three years (Anderson, 1972, p. 80; School Laws of Montana, 1979, pp. 155-156).

When elementary school districts have territory located in a high school district, school law 75-5903 states:

. . . each high school district, except a high school district operating a county high school, may have additional trustee positions when the trustees of a majority of the elementary districts with territory located in the high school district, but without representation on the high school district trustees . . . request the establishment of such additional trustee positions.

A request for additional trustee positions shall be made to the county superintendent by a resolution of the trustees of each elementary district. When a resolution has been received from a majority of the elementary districts without representation on the high school district trustees, the county superintendent shall determine the number of additional trustee positions for the affected

high school district . . . the number of additional trustee positions shall not exceed four in a first or second class high school district or two in a third class high school district that is not eligible for an additional trustee position at large (School Laws of Montana, 1971, pp. 113-114).

Qualifications to be elected to a school board are very few. Under Montana law a member of a school board must have the following qualifications:

- (1) has registered to vote with the county registrar in the manner provided by the general state election laws except in regard to the closure of elector registration as provided in section 75-6413;
- (2) shall be of a minimum age for voting provided by the constitution of the state of Montana;
- (3) has met the residency requirement for voting as provided by the constitution of the state of Montana; and
- (4) is a citizen of the United States

(School Laws of Montana, 1971, p. 189, 75-6410).

Due to the minimum number of requirements established by the state, the investigator identified certain personal characteristics of men and women who were willing to devote themselves to such a time-consuming and important position. The investigator also determined trustee

characteristics according to school class size.

In addition, the investigator using 2 x 2 tables and percentages for comparison determined for Montana public school board members as a whole if role conflict existed between the following:

1. Role of the school board as determined by the School Laws of Montana and the role of the school board as determined by operating practice
2. Role of the school board as determined by the School Laws of Montana and the role of the school board as determined by preferences
3. Role of the school board as determined by operating practice and role of the school board as determined by preferences

Need for the Study

The importance of identifying board member characteristics was noted by Goldhammer when he stated:

It is of particular significance that the evidence shows that board members, although feeling that they represent the community, generally represent rather narrow segments of the community. (The School Board, 1964, p. 15)

Previous state studies have shown the typical Montana school board member as being a white male who was 45 to 50 years of age. Also, he had several years of

college and was self-employed as either a professional, manager, executive, proprietor, or a farmer. These findings indicated that many groups such as laborers and women have had little or no representation on the school board.

Goldhammer felt that ". . . to the extent that the community as a whole is represented in decision-making structures, there is the possibility of directing educational decisions toward solutions which will beneficially serve the vast majority of the people rather than a select group." (p. 25)

Since Montana school boards are dominated by a few select groups, the findings of the previous studies of Montana school board members demonstrate a need for the Office of Public Instruction and the Montana School Boards Association to actively encourage and assist members of other community groups to seek a school board position.

Regarding roles, Goldhammer noted:

. . . that a significant problem exists with respect to the definition of the roles of the school board members and the superintendent in relation to policy making and administration of the public schools. The issue of policy making as the proper function of the board and policy execution (or administration) as the proper function of the superintendent has

plagued both school boards and the profession of educational administration for a considerable period of time . . . The evidence clearly indicated that cooperative relationships between the school board and administrator must be established in order to achieve a satisfactory level of performance within the organization and to make organizational policies clearly discernible to all individuals . . . The diffusion of responsibility or actual conflict in responsibility inevitably results in low levels of performance and high levels of insecurity, tension, and organizational ineffectiveness. (pp. 52-53)

Within the state of Montana, no research had been conducted to determine if role conflict existed between the following:

1. Role of the school board as determined by the School Laws of Montana and the role of the school board as determined by operating practice
2. Role of the school board as determined by the School Laws of Montana and the role of the school board as determined by preferences
3. Role of the school board as determined by operating practice and role of the school board as determined by preferences

If role conflict was found to exist between roles, it would be important to work towards the reduction or elimination of such conflict in order to raise the level of performance of the organization. The greater the

level of performance, the greater the public support as demonstrated by verbal, physical, and financial backing.

If role conflict was found involving the School Laws of Montana, the information would be valuable to the boards in helping them to correct actions or policies which leave them open to legal action.

The existence of role conflict would demonstrate to board members, the Office of Public Instruction, and the Montana School Boards Association the need for in-service training. The purpose of such in-service training for school board members should be the explaining of their legal role and responsibilities.

In addition, the existence of role conflict may demonstrate the need for a review of the School Laws of Montana. If it is determined that this approach would best solve the problem, it would be the responsibility of board members, the Office of Public Instruction, and the Montana School Boards Association to express their concern to the Montana Legislature for consideration and action.

Within the state of Montana, only three studies on Montana school board members have been conducted - one at Montana State University and two at the University of Mon-

tana. The most recent in-state study was conducted in 1966; and, as with the two previous studies, was limited to the demographic characteristics of board members.

The Problem

This study:

1. Determined selected personal characteristics of typical school board members serving Montana schools in 1980-81
2. Determined if the personal characteristics of typical school board members varied according to school district classification
3. Determined if role conflicts existed between Montana school board members' actual organizational behavior and the School Laws of Montana
4. Determined if role conflicts existed between Montana school board members' preferred organizational behavior and the School Laws of Montana
5. Determined if role conflicts existed between Montana school board members' actual and preferred organizational behavior

Questions to be Answered by the Study

The questions considered in this study were:

1. What are the personal characteristics of typical school board members serving Montana schools in 1980-81?

2. Do certain personal characteristics of school board members differ according to school district classification?
3. Do role conflicts exist between Montana school board members' actual organizational behavior and the School Laws of Montana?
4. Do role conflicts exist between Montana school board members' preferred organizational behavior and the School Laws of Montana?
5. Do role conflicts exist between Montana school board members' actual and preferred organizational behavior?

General Procedures

The first step taken was an extensive review of related research. After reviewing the national studies concerned with the personal characteristics and role conflicts of school board members, the investigator reviewed all previous studies done within the state concerning Montana school board members.

The next step was the construction of the survey instrument. Items developed for the survey instrument were actual responsibilities of the school board and superintendent as defined by the School Laws of Montana. Content validity was ensured by the survey items being developed directly from the School Laws of Montana. After the item

development, a pilot study was conducted with a group of elected county high school board members to determine the test-retest reliability of the instrument.

The final questionnaire was administered to all public school board members in the state of Montana who served on a board which governed a 1-12 academic program. This information was made available by the Montana county superintendents.

Each mailing contained the survey instrument and a letter explaining the purpose of the survey. The enclosed letter not only explained the survey, but also personalized the survey in an attempt to achieve a higher return. The questionnaire, cover letter, and a stamped, self-addressed envelope were sent to each trustee.

The data returned was tabulated and a general description of 1980-81 Montana school board members was compiled. Also, the investigator identified mandated, actual, and preferred role responsibilities of Montana school board members.

Limitations

The study was limited to the 1980-81 school year.

The study considered only those role responsibilities of school board members and superintendents which are mandated by Montana School Law. Also, the study considered only selected personal characteristics of board members.

The study was limited to school board members serving on boards which governed a 1-12 academic program and not classified as county high school districts. County high school boards included: Glendive, Miles City, Ekalaka, Broadus, Jordan, Townsend, Dillon, Deer Lodge, and Big Timber.

Definitions

Actual board member roles: means the responsibilities and duties of the trustees as demonstrated by their operating practices.

Board member (trustee): means a member of the governing board of a school district. (School Laws of Montana, 1979, 20-1-101, p. 133)

Class I, II, and III districts: each school district shall have the classification of:

- (1) first class, if it has a population of six thousand five hundred or more
- (2) second class, if it has a population of one thousand or more but less than six thousand five hundred; or
- (3) third class, if it has a population of less than one thousand (School Laws of Montana, 1979, 20-6-2-1, p. 205)

Mandated board member roles: means the responsibilities and duties assigned to trustees by 20-3-324 (School Laws of Montana, 1979, p. 162)

Preferred board member roles: means the responsibilities and duties trustees would choose to accept and perform.

Summary

Goldhammer (1964) felt that " . . . to the extent that the community as a whole is represented in decision-making structures, there is the possibility of directing educational decisions toward solutions which will beneficially serve the vast majority of the people rather than a select group." (p. 25)

In addition, Goldhammer noted " . . . that a significant problem exists with respect to the definition of the roles of the school board members and the superintendent in

relation to policy making and administration of the public schools." (p. 52)

Therefore, the problem of this study was (1) to determine selected personal characteristics of school board members serving Montana schools in 1980-81; (2) to determine if the selected personal characteristics of school board members varied according to school district classification; (3) to determine if role conflicts existed between Montana school board members' actual organizational behavior and the School Laws of Montana; (4) to determine if role conflicts existed between Montana school board members' preferred organizational behavior and the School Laws of Montana; and (5) to determine if role conflicts existed between Montana school board members' actual and preferred organizational behavior.

It was hoped that this study would (a) create an awareness on the part of Montana school boards as to the extent of community representation; and (b) identify problems or role conflicts that existed between school board members' actual, preferred, and mandated role responsibilities.

Chapter II

REVIEW OF LITERATURE

Since 1916 an increasing number of studies have been conducted on the national and state levels concerning the composition of school boards. Within the state of Montana only three studies have been completed. The first was conducted in 1932, followed by one in 1952 and another in 1966. The following literature has been divided according to national studies, state studies, and Montana studies.

Studies on a National Scale

George S. Counts made the first national study of school boards in 1926. In his review of literature he mentioned only three prior studies. The first study was conducted in 1916 by Scott Nearing, who reported that the majority of school board members were employed within the business and professional communities. In 1919 a study was conducted by the New York teachers' union in sixty-seven major cities of the United States. They found that seventeen cities had members of organized labor on the local boards. George Struble in 1922 studied the school boards in one hundred and sixty-nine cities and found that fifty-four of the seven hundred and sixty-one board members were

members of organized labor.

Upon completion of his study, Counts profiled what he considered to be the typical school board in the United States.

The typical city board of education in the United States is composed of six members. These members are elected at large for a term of three years. One of the six members is a woman, who follows the occupation of housewife. Of the five men, one is a merchant; one, a lawyer; one, a physician; one, a banker, manufacturer, or business executive; and one, a salesman, clerk, or laborer. Three of the members have children attending the public schools of the city. From the standpoint of formal education, they constitute, in comparison with the city population as a whole, a highly selected group. But one of the members is a product of the elementary school only; two have attended the secondary school; and three have enjoyed college or university privileges. In age, they exhibit a range of twenty-six years, or a range from thirty-seven to sixty-three years. The remaining four members are distributed between these two extremes at the ages of forty-two, forty-six, fifty, and fifty-four years. In length of service on the board, they likewise show considerable diversity. At the one extreme is a novice who is serving his first year, while at the other is a veteran who has already given fifteen years of service to the board. The others show tenures of office of two, three, five, and eight years, respectively. On the average, these members devote approximately fifty-one hours a year to board duties. For this service they receive no financial compensation. (Counts, 1926, p. 59)

In 1945 the National Education Association surveyed

the economic and social backgrounds of fifteen thousand three hundred and ninety-one members of boards of education. The first part of the survey was concerned with the ratio of men and women on school boards. The average for all school districts was a nine to one ratio favoring males. The trend that appeared in the study showed that the larger the community, the more women served on the board of education. Cities with a population exceeding thirty thousand had a ratio of one woman to eight men and in cities over one hundred thousand the ratio was one to five. In the rural areas male dominance approached a twenty to one ratio.

One board member in three responding to the survey was a college graduate and seven out of ten had graduated from high school. It was also noted that the larger the city, the higher the educational level of board members. In rural and small city systems about twenty percent of the board members had finished college and forty percent had not completed high school. Sixty-six percent of board members in cities with a population over one hundred thousand were college graduates and ten percent had not finished high school.

Table 1

School Board Members Compared with the Average Citizen

	College Graduate	High School Graduate	Non High School Graduate
1945 Board Member	30%	42%	18%
1940 Total Population	5%	20%	75%

Fifteen thousand one hundred and twenty-nine board members responded to the job classification category of the survey and were placed in eleven occupational groups. Three of the eleven groupings accounted for sixty-five percent of the city school board members and seventy-three percent of the non-city board members. The three groupings were proprietors and executives, farmers, and professionals. Housewives made up the fourth group and accounted for seven percent of both city and non-city boards.

Table 2
Major Occupational Groupings

Occupation	City	Noncity	Both
Proprietors and executives	35%	21%	28%
Farmers	10%	42%	27%
Professionals	20%	10%	15%

The median income of city board members was found to be four thousand six hundred dollars and for non-city boards was three thousand two hundred dollars. Also, the median age of school board members was forty-eight point five years. In 1926 Counts found the median age to be forty-eight point three years and in 1922 Struble recorded the median age to be forty-eight point four years. The National Education Association found the lowest median age to be forty-six point nine years for members of the New England town districts. County and large city boards had the highest medians, which ranged from fifty-two point one to fifty-two point two years respectively. Seventy percent of the school board members responding to this study were between forty and sixty years of age. Also, sixty percent of the board members had children or grandchildren attend-

ing public schools.

In 1951 Robert H. Brown conducted a study of school board members located in cities having a population between five thousand and three hundred thousand. The study was based on five hundred and sixty-three questionnaires returned by board members from every state. It was found that proprietors, managers, and professionals made up sixty-nine point three percent of the boards of education.

Brown also found that fifty-two point nine percent of the members surveyed had children in the public schools. The Counts study found that fifty-three percent of the board members had children in the public schools. The percentage of women on school boards was found to be thirteen point six, a one percent loss since the Counts study of 1926. It was also reported that no change had occurred in the proportional representation of school boards between men and women during the last twenty-five years. Four percent of the board members had only a grammar school education.

The United States Department of Health, Education, and Welfare studied the composition of school boards in 1962. It found that members of school boards had more for-

mal education than the average citizen, based on 1959 Bureau of the Census statistics. The largest contrast appeared in the area of college graduates. Forty-eight point three percent of board members had completed college, whereas only seven point nine percent of the total adult population had completed four years of college. Those completing high school but not college accounted for forty-four percent of school board membership, while thirty-five percent of the total adult population had attained only a high school education. Only seven point seven percent of school board members were not high school graduates as compared to fifty-five point three percent of the total adult population. Board members who were college graduates accounted for forty-three percent of the board in the smallest systems and up to seventy-two percent in the largest. When the United States was divided into regions, it was found that the Northeast had the highest percentage of college graduates with fifty-five percent, and the South had the lowest with thirty-six point seven percent. The South also had the highest percentage of those who had not completed high school, fifteen point nine percent, and the North Central and West regions had the lowest, four percent.

Table 3

Percentage Distribution of Board Members Having
Specified Amounts of Formal Education,
By District Enrollment and Region

Enrollment Size & Region	Total		Formal Education		
	Number	Percent	Grad. from College	Grad. from H.S. but not College	School- ing ended before H.S. Grad.
Total Board Members in School Systems Reporting	24,041	100.0	48.3	44.0	7.7
District Enrollment Size Group					
1. 1,200-2,999	12,072	100.0	43.1	48.5	8.5
2. 3,000-5,999	6,684	100.0	50.3	41.4	8.4
3. 6,000-11,999	3,205	100.0	53.0	41.3	5.7
4. 12,000- 24,999	1,300	100.0	60.1	34.9	5.0
5. 25,000 +	780	100.0	72.6	24.2	3.2
Region					
Northeast	6,125	100.0	55.0	38.7	6.2
North Central	6,625	100.0	51.5	44.4	4.0
South	6,313	100.0	36.7	47.4	15.9
West	4,978	100.0	50.2	45.8	4.0

Counts noted that membership of women on city school boards increased seven percent between 1920 and 1926. The steady increase of female board membership did not continue into the 1940's as had been expected. In 1945 the National Education Association found that female board membership had dropped to ten percent. The downward trend continued into 1962, when it was found that nine point seven percent of board members serving four thousand and eight schools were women. Of the four thousand and eight boards surveyed, fifty-six point four percent did not have women members, thirty point eight percent had one, and twelve point eight percent had two or more. Districts with a student enrollment of under three thousand accounted for sixty-two point three percent of the boards that had no female membership.

Table 4

Percentage Distribution of Boards, by
Number of Women Members, District
Enrollment, and Region

Enrollment Size & Region	Total		Number of Women Members		
	Number	Percent	None	One	Two or More
Total School Systems Reporting	4,008	100.0	56.4	30.8	12.8
District Enrollment Size Group					
1. 1,200-2,999	2,071	100.0	62.3	27.5	10.2
2. 3,000-5,999	1,099	100.0	54.1	32.8	13.1
3. 6,000-11,999	518	100.0	51.1	33.8	15.1
4. 12,000-24,999	212	100.0	41.5	39.2	19.2
5. 25,000 +	106	100.0	20.4	43.5	36.1
Region					
Northeast	880	100.0	34.9	39.8	25.3
North Central	1,147	100.0	54.5	33.6	11.9
South	1,061	100.0	76.4	17.9	5.7
West	920	100.0	56.3	33.7	10.0

The Department of Health, Education and Welfare study obtained occupational information from twenty-three thousand nine hundred and eighty-one board members and found that sixty-one point nine percent of those responding were business owners, officials, managers, or associated with professional and technical services. Regardless of school size, it was found that thirty-three point one to thirty-four point five percent of the board members were business owners, officials, and managers. The percentage of farmers, skilled craftsmen, semi-skilled, and unskilled workers varied inversely with school system size. Also, the percentage of housewives on school boards increased as the school system size increased. Regional breakdowns showed that in the Northwest twenty-eight point six percent of board members were business owners, officials, or managers as compared to thirty-four point seven percent in the North Central region, thirty-seven point seven percent in the South, and thirty-seven point three percent in the West. Of the three thousand nine hundred and sixty-seven school systems responding, one hundred and seventeen reported a single occupational category for all their members.

Table 5
Occupational Classification

	Business owners, officials, and managers	Profes- sional and tech- nical services	Farmers	Sales & clerical
District				
Enrollment				
Size Group				
1. 1,200-2,999	33.1	25.1	15.1	7.1
2. 3,000-5,999	34.6	28.0	11.9	6.8
3. 6,000-11,999	37.1	28.4	9.2	7.6
4. 12,000-24,999	36.9	34.2	4.6	6.4
5. 25,000 +	38.8	36.4	2.1	3.4
Region				
Northeast	28.6	35.2	3.7	8.7
North Central	34.7	30.5	8.9	7.3
South	37.7	16.3	24.6	6.2
West	37.3	27.7	12.4	5.2

Table 5 (continued)

	Skilled craftsmen, other workers, & foremen	Semi- skilled opera- tives & un-skilled workers	Service workers	House- wives
District Enrollment Size Group				
1. 1,200-2,999	7.8	2.2	1.0	6.1
2. 3,000-5,999	6.5	1.9	.9	7.5
3. 6,000-11,999	5.3	.7	.8	8.2
4. 12,000-24,999	3.6	.5	1.1	9.4
5. 25,000 +	2.1	.3	.4	13.1
Region				
Northeast	7.6	2.4	1.2	9.7
North Central	7.0	1.5	.9	8.0
South	5.6	2.0	.8	3.8
West	6.5	1.1	.8	7.4

Table 5 (continued)

District Enrollment Size Group	Retired	Others
1. 1,200-2,999	1.8	0.3
2. 3,000-5,999	1.7	.2
3. 6,000-11,999	2.6	.2
4. 12,000-24,999	3.3	...
5. 25,000 +	3.4	...
Region		
Northeast	2.6	0.4
North Central	1.1	.2
South	2.8	.2
West	1.4	.2

Regarding length of service of school board members, the Department of Health, Education and Welfare report indicated that thirteen point two percent had been on the board less than one year, forty point two percent had served one to five years, thirty point one percent five to ten years, thirteen point seven percent ten to twenty years, and two point nine percent twenty years or more. A majority of fifty-three point five percent of the board members had served five years or less. Five percent of southern board members had served twenty years or more as

compared to one point five percent in the West, two point one percent in the North Central region, and two point seven percent in the Northeast.

Table 6

Percentage Distribution of Board Members,
by Length of Service, District
Enrollment, and Region

	<u>Total</u>
Enrollment Size and Region	Percent
Total Board Members in School System Reporting	<u>23,856</u>
District Enrollment Size Group	
1. 1,200-2,999	11,997
2. 3,000-5,999	6,552
3. 6,000-11,999	3,234
4. 12,000-24,999	1,307
5. 25,000 +	<u>796</u>
Region	
Northeast	6,102
North Central	6,599
South	6,244
West	4,941

Table 6 (continued)

Enrollment Size and Region	Length of Service				
	Less than 1 yr. but less than 5 yrs.	1 yr. or more but less than 5 yrs.	5 yrs. or more but less than 10 yrs.	10 yrs. or more but less than 20 yrs.	20 yrs. or more
Total Board Members in School System Reporting	13.2	40.2	30.1	13.7	2.9
District Enrollment Size Group					
1. 1,200-2,999	13.2	40.2	31.0	13.1	2.5
2. 3,000-5,999	13.6	40.8	28.8	13.9	2.9
3. 6,000-11,999	12.9	39.4	30.1	13.9	4.0
4. 12,000-24,999	12.1	41.2	28.0	15.8	2.0
5. 25,000 +	11.2	36.3	31.4	16.2	4.9
Region					
Northeast	15.2	42.0	28.8	11.2	2.7
North Central	12.7	41.6	29.8	13.8	2.1
South	10.7	34.8	31.1	18.4	5.0
West	14.3	42.8	31.0	10.4	1.5

The American Association of School Administrators Educational Research Service in 1972 conducted a survey of the structure and practices of local boards of education. This study involved one hundred and eighty-six school systems with enrollments of twenty-five thousand or more pupils. The most common board size was seven members. Forty-three percent of the school boards fell within this category. The second most common board size was composed of five members. Twenty-eight percent of the boards polled were in this group. Of the total boards, eighty-nine point four percent operated with less than ten members. Ninety percent of the boards had an uneven number of members. Length of terms varied from two to seven years, but the four year term was the most common with sixty-two point two percent.

Table 7
Structure of Local Boards of Education

Enrollment Stratum	Questionnaires Sent	Replies Received	
		Number	Percentage
Stratum 1 (100,000 or more)	27	27	100.0%
Stratum 2 (50,000 - 99,999)	54	52	96.3%
Stratum 3 (25,000 - 49,999)	105	100	95.2%

	Size of Board		
	1964	1967	1972
5 members	33.8%	33.3%	28.5%
7 members	40.1%	42.1%	43.0%
9 members	9.2%	10.1%	13.4%
less than 10 members	85.2%	88.7%	89.4%
10 or more members	14.8%	11.3%	10.6%

Data obtained indicated that the larger the school system, the larger the percentage of minority and women board members.

Of the nine hundred and twenty board members in the West who responded to the survey, thirty-seven point three percent were in business (owners, officials, managers), twenty-seven point seven percent were in professional and technical service, twelve point four percent were farmers, five point two percent were clerical workers or in sales,

six point five percent were skilled craftsmen, one point one percent were semi-skilled workers, point eight percent were service workers, and seven point four percent were housewives. The most frequently named general occupational category was "businessman".

Table 8
Occupational Summary for the West

Occupation	Percent
Business	37.3%
Professions	27.7%
Farmers	12.4%
Sales and Clerical	5.2%
Skilled Craftsmen	6.5%
Semi-skilled Craftsmen	1.1%
Service Workers	.8%
Housewives	7.4%

In 1979 the American School Board Journal and Virginia Polytechnic Institute conducted a survey of school board members. The results of the 1979 survey were compared with a 1978 study conducted by the same organizations. It was noted that the respondents were mainly from school systems of "small and moderate" sizes:

41% of the respondents are in systems with a student population of from 1,000 to 4,999

17% are in systems with less than 1,000 students

20% are from rural school systems (p. 25)

The comparisons of the two studies follow:

Table 9

Comparative Study of School Boards 1978/1979

	Central		Western		Pacific	
	1978	1979	1978	1979	1978	1979
Male	63%	72%	89%	77%	90%	61%
Female	37%	28%	11%	23%	10%	39%
	Northeast		Southern		Total	
	1978	1979	1978	1979	1978	1979
Male	64%	71%	85%	83%	74%	72%
Female	36%	29%	15%	17%	26%	28%
	Central	Western	Pacific	North-east	Southern	Total
Afro-American	1%	4%	1%	0%	8%	2%
Anglo-American	93%	88%	82%	89%	90%	91%
Spanish-American	3%	7%	3%	5%	0%	4%
Indian	0%	0%	3%	0%	0%	0.4
Other	2%	2%	11%	6%	1%	3%
Age:						
Under 25	0%	2%	1%	2%	0%	1%
26-35	15%	18%	6%	9%	12%	12%
36-40	20%	11%	13%	18%	24%	18%
41-50	37%	34%	41%	39%	27%	36%
51-60	22%	27%	26%	20%	24%	23%
Over 60	6%	9%	13%	12%	13%	10%

Table 9 (continued)

	Central	Western	Pacific	North- east	Southern	To- tal
Elected	97%	96%	100%	98%	73%	94%
Appointed	3%	4%	0%	2%	27%	6%
Income:						
Less than \$20,000	13%	16%	15%	16%	6%	13%
\$20,000- \$29,999	28%	38%	33%	23%	25%	28%
\$30,000- \$39,999	27%	29%	15%	33%	26%	27%
\$40,000 +	32%	18%	38%	29%	44%	32%

In their summary they stated that the following changes had occurred during the one year period from 1978 to 1979:

Women are increasingly in the picture - the number of female board members has grown, especially in the West. A dramatic increase has occurred well in the number of members who have earned at least one college degree - from 56 percent last year to 72 percent in 1979.

Overall, board members appear to be increasingly well-educated, affluent, and female; they remain primarily middle-aged and Anglo-American. The typical board member is male and has a family income of between \$30,000 and \$40,000 annually. (American School Board Journal, 1980, p. 25)

Studies at the State Level

George S. Pritchard in 1953 conducted a study that in part dealt with perceived role responsibilities of school board members in small districts located in Nebraska. The sample consisted of board members in sixty districts. The phrase "small district school" was defined as one which had an enrollment not exceeding five hundred pupils in grades 1-12.

The following is a summary of the findings of the study:

1. In general, the board of education retains control over any activity in which the expenditure of money is involved. In the areas of public relations, pupil activities, curriculum, and supervision, however, the board of education delegates a major part of the responsibility directly to the superintendent. Moreover, the board of education apparently is unwilling to participate to any great degree in those phases of the administrative program.
2. The activities which appear to produce the greatest harmony are those in which the board and superintendent work together in the development of policy. Dissatisfaction with the procedures in use is more likely in those areas in which either the board or the superintendent exercises major authority, without mutual consultation.
3. The median tenure for superintendents during the ten year period 1943-53 was approximately

two years. During the same period, the median tenure for board members was slightly over six years.

4. Close to three-fourths of the 194 board members in the study were either small businessmen or farmers. (Midwest Administration Center, 1957, p. 17-18)

In 1956 Roy W. Caughran conducted a study to determine the socio-economic backgrounds of board members in the state of Illinois. From the survey it was found that the median board member was a male caucasian, married, and forty-nine point thirteen years of age. Ninety-two percent of those surveyed were between the ages of thirty-one and sixty-one, and fifty-two percent were between the ages of forty-five and sixty-one. In addition, ninety-three percent of the members were male and seventy-seven percent had children attending the public schools. Ninety-nine percent of the respondents were caucasians. Also, thirty-five percent had served nine years or more on the board.

In the area of schooling, it was found that the median board member had successfully completed high school and had gone on for additional training. Only eight percent of those surveyed had not progressed past the seventh and eighth grades, showing that ninety-two percent had attended high school or college. Members of the business

community and the professions made up sixty-six percent of the Illinois board membership.

Upon completion of his study, Caughran profiled the median Illinois school board member:

The median Illinois public school board member was found to have been a married male member of the white race who was 49 years of age, had one to two children in public school, and who had himself attended school for approximately 12 years. He had served on a school board for eight or nine years, devoted eight to nine hours per month to board business, lived in a home valued at approximately \$16,000 located in a neighborhood which he himself classified as being "above average". He derived his income from profits or fees, was engaged in the occupation of business, the professions, or farming and belonged to from one to three business or professional organizations. He began to feel effective as a board member during his second year on the board. (Caughran, 1956, p. 40)

Nine years after the study conducted in Illinois by Caughran, the New York State Regents Advisory Committee conducted a survey of New York State school board members. It found that nine out of ten members were male with a median age of forty-five years. It was also noted that seventy-three percent of those polled were Protestant and seventy-two percent were Republicans. In addition, fifty-three percent held a bachelor's degree and over one-fifth

held a masters or doctoral degree. The boards considered effective were composed of seventy percent college graduates and those considered ineffective seated forty-five percent. The study also found that the average board member had four point five years of service. The Regents summarized their findings and presented the following profile:

To summarize our findings to this point: board members as a population are apparently motivated for the most part by unselfish reasons, according to them and according to their closest observers. The average board member is in his middle 40's; married, with children in school; occupationally and financially successful; and is likely to be a male Protestant Republican. He devotes, without pay, almost half a week's work each month to meetings and other functions required of him as a board member. Finally, he is educated well above the average adult of his community. (The New York State Regents Advisory Committee on Educational Leadership, 1965, p. 30)

In 1972 Robert E. Splawn, professor in the College of Education at West Texas State University, conducted a study concerned with the socio-economic characteristics of board members serving four hundred independent Texas school districts. The study found the median tenure of board members to be four point twenty-four years, slightly more than one term. Whites represented ninety point three percent of

board membership and ninety-one point two percent of those who responded were male.

Table 10

Race of Board Members

Negro	2.1%
Mexican-American	2.9%
White	90.3%
Other	3.4%
No Response	1.3%

The median age of Texas board members was found to be forty-one point seven years and only two point five percent were age sixty-one or over.

Table 11

Age of Board Members

61 and over	2.5%
56-60	4.2%
51-55	10.5%
46-50	16.8%
41-45	26.9%
36-40	24.9%
31-35	12.6%
26-30	1.7%
No Response	.4%

Also, eighty-eight point two percent of the board members had children attending school. The median number of children per member was one point ninety-nine.

Table 12

 Number of Children

6 or more	1.7%
5	2.1%
4	3.8%
3	24.4%
2	32.7%
1	23.1%
0	11.8%
No Response	.4%

In the Texas study forty-five percent had a high school education or less and twenty-three point five percent had college degrees. The median educational level was twelve point five years.

Table 13

Educational Level

Earned Doctorate	3.8%
Master's Degree	5.0%
Bachelor's Degree Only	14.7%
Some College - No Degree	29.8%
High School Diploma	28.6%
8 to 11 Years	14.7%
7 Years or Less	1.3%
Other	1.7%
No Response	.4%

Sixty-four point four percent of the board members who attended college majored in one of the following four areas: business, twenty-three point three percent; agriculture, fifteen point five percent; engineering, thirteen point two percent; and education, twelve point four percent.

Table 14
College Major

Education	12.4%
English	.8%
Social Studies	1.5%
Science	7.0%
Industrial Arts	3.9%
Mathematics	2.3%
Foreign Languages	0%
Agriculture	15.5%
Fine Arts	.8%
Business	23.3%
Engineering	13.2%
Pre-Law	.8%
Pre-Medicine	6.2%
Psychology	.8%
Other	11.5%

Finally, the four most prevalent occupational fields of the two hundred and thirty-eight board members were ranching, twenty-nine point five percent; business and industry, sixteen point one percent; farming, fourteen point seven percent; and business owner, thirteen point five percent.

Table 15

Occupations of Board Members

Ranching	29.5%
Farming	14.7%
Salesman	5.5%
Doctor	3.8%
Lawyer	.4%
Engineer	2.9%
Federal Employee	5.0%
Own a Business	13.5%
Housewife	5.0%
Laborer	.8%
Carpenter	.4%
Employed in Business/Industry	16.1%
Other	7.6%
No Response	.8%

Also in 1972, Kermit Harden Jr. conducted a study of the social composition of Illinois school board members. The findings indicated that the most common reason for seeking a position on the school board was the desire to serve the community.

In addition, the Illinois study found that over the years the number of regular board meetings had not increased, but the length of time devoted to meetings had. The average board member spent three point six hours in a regular meeting and two point five hours in each special meeting.

This study also dealt with the major concerns of board members. The major concern was finance, followed by board policy and employment of the superintendent, respectively.

Michael Duff McCaffrey in 1974 presented the results of his study entitled, "Identifying a School Board Perspective: a Participant-Observation Exploration of a School Board and Its Relationship to Itself, the Local Community, and the Local School". The "perspective" is that of a nine-member school board.

In summarizing his findings, McCaffrey noted that:

1. Findings indicate that the board defines itself as a decision-making body seeking local school control and popular support within a situation which is constrained by internal group divisions, the threat of influences from diverse and hidden outside sources, and issue complexity.
2. The board defines the superintendent as the possessor of a great deal of information on the issues before it.
3. In seeking its goals, the board pursues strategies which limit its involvement in decisions by reducing the number of decisions it is called upon to make, simplifying the issues before it, and qualifying its responsibilities for the decisions it does make.
4. A good board member is judged to be one who supports and promotes group unity, under-

stands the issues, and operates openly and sincerely.

5. A good superintendent is one who shares information with the board and provides it with opportunities to make decisions and enhance its image.

In 1976 Mark Stewart Sanford conducted a study concerned with clarifying the role expectations held for the superintendents of schools in North Dakota as perceived by the school board presidents and the superintendents themselves.

The Sanford study found that curriculum and instruction as a task area of the superintendent was ranked significantly higher by board presidents than it was by superintendents. The same was found to be true of negotiations.

Also in 1976, a study was conducted by Joseph Ketterlin to help determine the role of members of boards of education as perceived by the board members, the superintendents and building principals, and members of the teaching staffs in twenty Missouri school districts.

It was found that all groups of respondents felt the role of the board was centered in the area of school buildings and grounds. Also, all groups felt that the

areas of school staff and administration, auxiliary services and student conduct are a part of the role of the administrative staff as determined by the board of education. Finally, all three groups felt that there should exist in the area of curriculum and instruction a shared responsibility.

As a result of his study, Ketterlin felt that members of boards of education are willing to delegate a large part of their responsibility and authority to the professional staff.

A second Missouri study was conducted in 1978 by Frank Thouvenot. This study was concerned with the perceptions of superintendents, board members, and community members toward the role of the superintendent in the decision-making process of school districts. The sample consisted of 54 superintendents, 110 board members, and 583 community members.

Thouvenot found that superintendent perceptions were toward superintendent independent authority with community member perceptions in the direction of greater board involvement. The perceptions of board members were between the superintendent and the community. It was also

found that as groups gained in age, perceptions moved toward superintendent independent authority. In addition, it was found that males perceived superintendents as having greater authority than did females. Finally, Thouvenot found that those having occupations requiring greater skill perceived superintendents as more independent than respondents with occupations requiring less skill.

In 1977 the president of the Pennsylvania School Boards Association appointed a statewide commission composed of thirty-two school directors, district superintendents and intermediate unit executive directors. The commission was titled the PSBA Commission to Strengthen the Working Relationships of School Boards and Superintendents. The recommendations of the committee covered four main areas:

1. Policy development
2. Inservice training
3. Management - leadership
4. Communications

Following are the recommendations concerned with each of the above four main areas:

Policy Development

1. Boards of school directors and superintendents should give highest priority to policy development.
2. School boards should accept the responsibility for establishing policy direction that guides the superintendent and the school enterprise.
3. Both the school board and the superintendent should involve school staff, students, and the general public at appropriate stages of policy development.
4. Policy statements should be reduced to writing, be as broad as possible, and cover every major aspect of school district governance and operation.
5. Board policy should be continuously reviewed and updated.
6. Written board policy should be readily accessible.

Inservice Training

1. Boards should adopt appropriate policies which encourage participation in pre-service, new orientation programs, and ongoing inservice activities.
2. School districts should provide adequate funds annually for school board and administrative inservice training.

Management-Leadership

1. School districts should establish, and adopt as board policy, charts with line-staff relationship; position descriptions of responsibilities; and designation of proper authority for managing local school operations.
2. School boards should adopt an appropriate method for annually assessing the performance of the superintendent.

3. School boards should adopt methods for self-evaluation.
4. Boards and superintendents should annually establish their respective goals and objectives which are consistent with the district's planning.

Communications

1. School districts should prepare a board-superintendent brochure and other handouts for public board meetings which include, for example, legal requirements of the board and the superintendent's office, meeting dates and times, and how the public may address the board.
2. Boards and superintendents should develop a staff newsletter which goes to all employees in order that the staff has an opportunity to better understand board-superintendent business and operations (p. 19-23)

Work has also been done in Minnesota in attempting to determine whether or not discrepancies exist in the role perceptions superintendents and board members have for each other. In 1980 Charles Kinn conducted a study involving one hundred randomly selected school districts.

Kinn found that a lack of role consensus existed between Minnesota superintendents and board members regarding the perceived role of the superintendent. Board members assigned superintendents more responsibility for performing tasks and making decisions than did superintendents.

A lack of role consensus also existed between superintendents and board members regarding the perceived role of the school board. Superintendents expected boards to accept their recommendations to a greater degree than did board members, and board members tended to assign themselves responsibility for performing tasks and making decisions traditionally carried out by the superintendent.

Studies of Montana School Boards

The first study of the social composition of Montana school boards was done by Francis Haines in 1932. The study sampled four First Class districts, sixty-seven Second Class districts, one hundred and forty-four Third Class districts, and thirteen county districts.

Haines found that the typical First Class and county school district board member possessed the following characteristics:

The typical member of the board of both the first class district and the county high school is fifty-one years of age, a married man, the father of three children, an owner of real estate, and the holder of no other public office. (Haines, 1932, p. 74)

In regard to Second Class board members, Haines found the following characteristics:

The typical board member in second class districts differs only in age (from those in a first class district) - his age being forty-eight. (Haines, 1932, p. 74)

The study also found that the typical Third Class board member possessed the following characteristics:

The typical member of the third class district board differs from the others in being forty-seven years old and the father of four children. (Haines, 1932, p. 74)

Finally, Haines found that the typical rural board member possessed the following characteristics:

The rural board's typical member is forty-five years of age and is also the father of four children. He may or may not own real-estate. (Haines, 1932, p. 74)

In conclusion Haines stated that:

. . . the typical board member of county, first class, and second class boards may be said to be a proprietor or a professional man. The typical member of both the third class district and the rural board is a farmer. (Haines, 1932, p. 74)

In 1951 Sherman Hubley surveyed four First Class districts, sixty-two Second Class districts, one hundred and forty-six Third Class districts, and thirteen county districts.

Hubley indicated that the typical First Class district board member was a married man, forty-seven point two years of age, and the father of two to three children of which one or two were attending the public school. Of the seven member board, four members had a college education, two had a high school education, and one had an elementary education. The average income for the First Class board member was five thousand five hundred dollars. Of the seven members serving on the board, only one or two were born in Montana. Also, he had resided within the district for twenty-three years.

The typical Second Class district board member was a forty-four point three year old married man and the father of two to three children. He had an average income of five thousand eight hundred dollars. Of the five member Second Class board, two members had a college education and three members had a high school education. The typical Second Class board member had resided within the district for twenty-three point one years.

The typical Third Class (town) district board member was a forty-two point six year old married man and the father of two to three children. He had an average income

of five thousand one hundred dollars and resided in the district for twenty-four point five years. Of the three member Third Class board, two members had a high school education and one member had an elementary or college education.

The typical Third Class (rural) district board member was forty-one point two years old, a married man, and the father of three to four children. He had an average income of five thousand dollars and had resided in the district for twenty point one years. All members of these boards were farmers and had either a high school or elementary education.

In regard to county districts, Hubley found that the typical county district board member was forty-six point five years old, a married man, and the father of two to three children. He had an average income of five thousand three hundred dollars, and had been a resident of the district for twenty-four point five years. Of the seven members on the board, four had a college education, two had a high school education, and one had an elementary education.

Table 16

Board Member Characteristics

Characteristic	Class				
	I	II	III	III	County
			town	rural	
Sex	male	male	male	male	male
Marital Status	married	married	married	married	married
Age	47.2	44.3	42.6	41.2	36.5
Children	2-3	2-3	2-3	3-4	2-3
Children Attending Public School	1-2	-	-	-	-
Average Income	\$5,500	\$5,800	\$5,100	\$5,000	\$5,300

Table 17

Educational Level of Board Members

Schooling	Class				
	I	II	III	III	County
			town	rural	
Elementary	1	-	*	**	1
High School	2	3	2	**	2
College	4	2	*	**	4

* one member had either an elementary or college education

** all members had either an elementary or high school education

In his conclusion Hubley noted that the typical Montana board member had a median age of forty-seven point three years, was married, and was a native Montanan. He was either a farmer, proprietor, or professional and had an income of about five thousand dollars a year. Also, he had lived twenty-one years within the district and had served an average of four years on the school board. Finally, he owned real-estate in the district, did not hold any other public office, and had three children of which two were attending the public school.

In 1966 John Monson conducted a study of school boards in the state of Montana. The purpose of the study was to survey the socio-economic status of board members serving Class One school districts. The population consisted of ninety school board members.

Monson found that the typical First Class school district board member possessed the following characteristics:

The typical Montana school board member serving a class one district is a married man approximately forty-seven years of age. He has completed almost sixteen years of school and very likely possesses a baccalaureate (the correct spelling is baccalaureate) degree. This man is self-employed either as a professional, a proprietor,

manager, executive, or a farmer. He earns approximately ten thousand nine hundred dollars per year. The typical trustee has three to four children, two or (the correct word is of) which are presently enrolled in schools within the district. He has resided in the school district for twenty-two and a half years and has served on the board for almost five years. He is a member of either the Presbyterian, Lutheran, or Methodist church. Socially he is active in three organizations, which would probably include the Chamber of Commerce, Elks, and the Masonic Lodge. (Monson, 1966, unnumbered page - the correct page is 39)

Summary

The first major study of school boards was conducted by Counts in 1926 and laid the foundation for succeeding national and state studies. As years passed, not only were individuals examining the composition of boards, but also organizations such as the National Education Association and the Department of Health, Education and Welfare showed an increasing interest. The first national study conducted by the NEA was in 1946 and the Department of Health, Education, and Welfare followed suit in 1962.

Within the state of Montana only three studies have been conducted - one at Montana State University and

two at the University of Montana. The most recent in-state study was conducted in 1966; and as with the two previous studies, was limited to the socio-economic characteristics of board members.

Chapter III

PROCEDURES

Introduction

The problem of this study was (a) to identify selected personal characteristics of school board members who govern a 1-12 academic program in Montana; (b) to determine if the selected characteristics of school board members varied according to school district classification; (c) to determine if role conflicts existed between Montana school board members' actual organizational behavior and the School Laws of Montana; (d) to determine if role conflicts existed between Montana school board members' preferred organizational behavior and the School Laws of Montana; and (e) to determine if role conflicts existed between Montana school board members' actual and preferred organizational behavior.

An instrument was prepared and mailed to all public school board members in the state of Montana who served on a board which governed a 1-12 academic program and was not classified as a county high school district. The instrument asked the members of the selected school boards to indicate their personal characteristics and actual and

preferred role responsibility.

In this chapter the following topics are discussed:

1. Population description and sampling procedures
2. Description of investigation categories
3. Method of collecting data
4. Method of organizing data
5. Statistical hypotheses
6. Method of analyzing data
7. Precautions taken for accuracy
8. Summary

Population Description and Sampling Procedures

The population consisted of all public school board members in the state of Montana during 1980-81 who served on a board which governed a 1-12 academic program and was not classified as a county high school district. The population consisted of seven hundred and forty-four individuals and all were surveyed.

Description of Investigation Categories

The study compared the responses of Montana school board members within the following investigation categories:

1. Selected personal characteristics of typical school board members which included (a) sex; (b) occupation; (c) education; (d) number of children attending the district's public schools; (e) number of children attending private or parochial schools; (f) age; (g) marital status; (h) ownership of real estate; (i) family annual income; (j) holder of other public office
2. Relationship between mandated and actual organizational behavior of school board members
3. Relationship between mandated and preferred organizational behavior of school board members
4. Relationship between actual and preferred organizational behavior of school board members

Method of Collecting Data

The names and addresses of the board members contacted were made available by the Montana county superintendents. District classification was also made available by the Montana county superintendents.

The investigator developed a survey instrument based on the School Laws of Montana and a review of the literature. The survey was sent to each school board member. Each mailing contained the survey instrument and

a letter explaining the purpose of the survey. The enclosed letter not only explained the survey, but also personalized the survey in an attempt to achieve a high return. The questionnaire, cover letter, and a stamped, self-addressed envelope were sent to each board member.

Content validity was ensured by the survey of items being developed directly from the School Laws of Montana.

To determine reliability, a test-retest study was conducted by administering the same survey instrument on two different occasions to the same group of elected county high school board members. There was a three week interval between administrations of the survey. Scores on each item were correlated -- actual vs. actual, preferred vs. preferred. Items included in the final survey were only those displaying a reliability coefficient of .85 or greater. All original survey items met this criteria.

The final questionnaire, cover letter, and a stamped, self-addressed envelope were sent to all public school board members in the state of Montana who served on a board which governed a 1-12 academic program and was not classified as a county high school district. A

follow-up postcard was sent to those board members not responding after a two-week period from the date of mailing.

The investigator received a sixty-nine percent (five hundred and thirteen questionnaires) response rate. Of the questionnaires received, sixty-six point eight percent (four hundred and ninety-seven questionnaires) were usable. Due to the importance of achieving a high response rate, the investigator contacted twenty-four (ten percent) of the non-respondents by telephone. Ten (four percent) of the non-respondents returned a completed questionnaire.

Method of Organizing Data

The data was collected and then displayed in the form of tables. The tables were set up as follows:

1. A table giving the number and percentage of board members involved in the distribution and return of the questionnaire
2. Tables comparing response frequencies of each demographic characteristic by school district classification
3. Tables comparing response frequencies for actual and preferred roles with each mandated board member or superin-

tendent role

Statistical Hypotheses

In order to prevent the rejection of a true null hypothesis by committing a Type I (or alpha) error, it was determined to let alpha equal .05. This means that if a difference as large or larger than the one obtained could occur by chance as often as 5 times out of 100, the null hypothesis (no significant difference) can be rejected. The .05 significance level represents a fair balance between the probability of committing an alpha and beta error.

"When a hypothesis is true but the experimenter mistakenly rejects it, he is said to be committing a type-one error. When a hypothesis is false but the experimenter mistakenly accepts it, he is said to be making a type-two error." (Weinberg, Schumaker, 1974, p. 147)

During the course of this study, the investigator tested the following hypotheses:

Hypotheses 1-10

Ho: Each of the ten selected personal characteristics will be independent of school district classification

Hypotheses 11-37

Ho: Actual board roles are independent of preferred board roles for each of the twenty-seven mandated role responsibilities

Method of Analyzing Data

All hypotheses were tested using the chi square test of independence. (Ferguson, 1976, p. 195-198) This enabled the investigator to determine if the row and column variables were independent of one another.

Precautions Taken for Accuracy

Each survey instrument that was returned was hand-checked by the investigator for omissions of necessary data. Whenever it was found that responses were missing, a phone call was made to the school board member by the investigator.

The data was transferred to Fortran coding forms by the investigator and then by an independent agent. A third individual checked one set of Fortran coding forms against the other to make certain that the transfer of data from the survey instrument was accurate.

The data was next transferred to standard key

punch cards at the Montana State University Computing Center under the supervision of Dr. Suvak.

A final precaution against error was the investigator making periodic checks of calculated values using a pocket calculator.

Summary

A valid and reliable questionnaire was prepared and mailed to all public school boards in the state of Montana which governed a 1-12 academic program. The instrument was designed to gather selected personal data and to determine if conflict existed between actual, mandated, and preferred role responsibilities of Montana school board members.

The data collected from the questionnaire was compiled in the form of tables. All statistical hypotheses were stated in the null form.

The statistical procedure used to analyze the data was the chi square test of independence and descriptive statistics. To ensure accuracy, all computation was done by computer.

Chapter IV

DATA ANALYSIS

Introduction

The problem of this study was: (a) to identify selected personal characteristics of school board members who govern a 1-12 academic program in Montana; (b) to determine if the selected characteristics of school board members varied according to school district classification; (c) to determine if role conflicts existed between Montana school board members' actual organizational behavior and the School Laws of Montana; (d) to determine if role conflicts existed between Montana school board members' preferred organizational behavior and the School Laws of Montana; and (e) to determine if role conflicts existed between Montana school board members' actual and preferred organizational behavior.

The instrument was prepared and mailed with two cover letters and a stamped, self-addressed envelope to all participants on March 2, 1981. A follow-up letter was mailed to all non-respondents two weeks later on March 16, 1981. (See Appendices A, B, C, and D)

All instruments received by the investigator on or

before April 3, 1981 were used as the data base for this study.

Following is a table displaying the percentage of returns:

Table 18.

Number and Percentage of Questionnaires Returned				
District Classification	Sent	Returned	Usable Returns	Percentage
I	32	23	21	65.6
II	149	104	101	67.8
III	<u>563</u>	<u>386</u>	<u>375</u>	66.6
Total	744	513	497	66.8

The organization of the rest of the chapter is as follows:

1. Descriptive Statistics

Personal characteristics

- a) by school district classification
- b) board members as a whole

Role responsibilities: actual and preferred

2. Inferential Statistics

Chi square tests of independence

3. Summary

Descriptive StatisticsPersonal characteristics

Four hundred and ninety-seven Montana school board members returned complete and usable responses to the questionnaire. Table nineteen displays the number and percentage of Class I board members according to sex:

Table 19

Number and Percentage of Respondents by Sex
Class I Board Members

Sex	Number	Percentage
Male	14	66.7
Female	<u>7</u>	<u>33.3</u>
Total	21	100.0

Table twenty displays the number and percentage of Class II board members according to sex:

Table 20

Number and Percentage of Respondents by Sex
Class II Board Members

Sex	Number	Percentage
Male	76	75.3
Female	<u>25</u>	<u>24.8</u>
Total	101	100.0

Table twenty-one displays the number and percentage of Class III board members according to sex:

Table 21

Number and Percentage of Respondents by Sex
Class III Board Members

Sex	Number	Percentage
Male	308	82.1
Female	<u>67</u>	<u>17.9</u>
Total	375	100.0

Table twenty-two displays the number and percentage of board members according to sex.

Table 22

Number and Percentage of Respondents by Sex

Sex	Number	Percentage
Male	398	80.1
Female	<u>99</u>	<u>19.9</u>
Total	497	100.0

Table twenty-three displays the number and percentage of Class I board members according to occupation:

Table 23

Number and Percentage of Respondents by Occupation
Class I Board Members

Occupation	Number	Percentage
Business	4	19.1
Agriculture	0	0
Housewife	5	23.8
Professional	10	47.6
Retired	1	4.8
Other	<u>1</u>	<u>4.8</u>
Total	21	100.0

Table twenty-four displays the number and percentage of Class II board members according to occupation:

Table 24

Number and Percentage of Respondents by Occupation
Class II Board Members

Occupation	Number	Percentage
Business	28	27.7
Agriculture	17	16.8
Housewife	16	15.8
Professional	26	25.7
Retired	3	3.0
Other	<u>11</u>	<u>10.9</u>
Total	101	100.0

Table twenty-five displays the number and percentage of Class III board members according to occupation:

Table 25

Number and Percentage of Respondents by Occupation
Class III Board Members

Occupation	Number	Percentage
Business	55	14.7
Agriculture	190	50.7
Housewife	32	8.5
Professional	44	11.7
Retired	4	1.1
Other	<u>50</u>	<u>13.3</u>
Total	375	100.0

Table twenty-six displays the number and percentage of board members according to occupation:

Table 26

Number and Percentage of Respondents by Occupation

Occupation	Number	Percentage
Business	87	17.5
Agriculture	207	41.7
Housewife	53	10.7
Professional	80	16.1
Retired	8	1.6
Other	<u>62</u>	<u>12.5</u>
Total	497	100.0

Table twenty-seven displays the number and percentage of Class I board members according to education or degree achieved:

Table 27

Number and Percentage of Respondents by Education Achieved
Class I Board Members

Education	Number	Percentage
8 Years or Less	0	0
9 to 11 Years	0	0
High School Diploma	0	0
Some College - No Degree	1	4.8
Bachelor's Degree	7	33.3
Master's Degree	9	42.9
Earned Doctorate	<u>4</u>	<u>19.1</u>
Total	21	100.0

Table twenty-eight displays the number and percentage of Class II board members according to education or degree achieved.

Table 28

Number and Percentage of Respondents by Education Achieved
Class II Board Members

Education	Number	Percentage
8 Years or Less	2	2.0
9 to 11 Years	1	1.0
High School Diploma	15	14.9
Some College - No Degree	31	30.7
Bachelor's Degree	37	36.6
Master's Degree	9	8.9
Earned Doctorate	6	5.9
Total	101	100.0

Table twenty-nine displays the number and percentage of Class III board members according to education or degree achieved:

Table 29

Number and Percentage of Respondents by Education Achieved
Class III Board Members

Education	Number	Percentage
8 Years or Less	8	2.1
9 to 11 Years	17	4.5
High School Diploma	103	27.5
Some College - No Degree	127	33.9
Bachelor's Degree	103	27.5
Master's Degree	7	1.9
Earned Doctorate	10	2.7
Total	375	100.0

Table thirty displays the number and percentage of board members according to education or degree achieved:

Table 30
 Number and Percentage of Respondents
 by Education Achieved

Education	Number	Percentage
8 Years or Less	10	2.0
9 to 11 Years	18	3.6
High School Diploma	118	23.7
Some College - No Degree	159	32.0
Bachelor's Degree	147	29.6
Master's Degree	25	5.0
Earned Doctorate	20	4.0
Total	497	100.0

Table thirty-one displays the number and percentage of Class I board members who have children attending the district's public schools:

Table 31

Number and Percentage of Respondents Who Have Children
Attending the District's Public Schools
Class I Board Members

Children	Number	Percentage
0	11	52.4
1	3	14.3
2	4	19.1
3	2	9.5
4 or more	<u>1</u>	<u>4.8</u>
Total	21	100.0

Table thirty-two displays the number and percentage of Class II board members who have children attending the district's public schools.

Table 32

Number and Percentage of Respondents Who Have Children
Attending the District's Public Schools
Class II Board Members

Children	Number	Percentage
0	36	35.6
1	23	22.8
2	21	20.8
3	15	14.9
4 or more	<u>6</u>	<u>5.9</u>
Total	101	100.0

Table thirty-three displays the number and percentage of Class III board members who have children attending the district's public schools:

Table 33

Number and Percentage of Respondents Who Have Children
Attending the District's Public Schools
Class III Board Members

Children	Number	Percentage
0	80	21.3
1	93	24.8
2	120	32.0
3	59	15.7
4 or more	<u>23</u>	<u>6.1</u>
Total	375	100.0

Table thirty-four displays the number and percentage of board members who have children attending the district's public schools:

Table 34

Number and Percentage of Respondents Who Have Children
Attending the District's Public Schools

Children	Number	Percentage
0	127	25.6
1	119	23.9
2	145	29.2
3	76	15.3
4 or more	<u>30</u>	<u>6.0</u>
Total	497	100.0

Table thirty-five displays the number and percentage of Class I board members who have children attending private or parochial schools.

Table 35

Number and Percentage of Respondents Who Have Children
Attending Private or Parochial Schools
Class I Board Members

Children	Number	Percentage
0	19	90.5
1	0	0
2	1	4.8
3	0	0
4 or more	<u>1</u>	<u>4.8</u>
Total	21	100.0

Table thirty-six displays the number and percentage of Class II board members who have children attending private or parochial schools.

Table 36

Number and Percentage of Respondents Who Have Children
Attending Private or Parochial Schools
Class II Board Members

Children	Number	Percentage
0	92	91.1
1	1	1.0
2	5	5.0
3	3	3.0
4 or more	<u>0</u>	<u>0</u>
Total	101	100.0

Table thirty-seven displays the number and percentage of Class III board members who have children attending private or parochial schools:

Table 37

Number and Percentage of Respondents Who Have Children
Attending Private or Parochial Schools
Class III Board Members

Children	Number	Percentage
0	351	93.6
1	11	2.9
2	5	1.3
3	5	1.3
4 or more	3	.8
Total	375	100.0

Table thirty-eight displays the number and percentage of board members who have children attending private or parochial schools.

Table 38

Number and Percentage of Respondents Who Have Children
Attending Private or Parochial Schools

Children	Number	Percentage
0	462	93.0
1	12	2.4
2	11	2.2
3	8	1.6
4 or more	<u>4</u>	<u>.8</u>
Total	497	100.0

Table thirty-nine displays the number and percentage of Class I board members according to age:

Table 39

Number and Percentage of Respondents by Age
Class I Board Members

Age	Number	Percentage
18-19 Years	0	0
20-29 Years	0	0
30-39 Years	5	23.8
40-49 Years	11	52.4
50-59 Years	5	23.8
60 or More Years	<u>0</u>	<u>0</u>
Total	21	100.0

Table forty displays the number and percentage of Class II board members according to age:

Table 40

Number and Percentage of Respondents by Age
Class II Board Members

Age	Number	Percentage
18-19 Years	0	0
20-29 Years	2	2.0
30-39 Years	20	19.8
40-49 Years	39	38.6
50-59 Years	36	35.6
60 or More Years	<u>4</u>	<u>4.0</u>
Total	101	100.0

Table forty-one displays the number and percentage of Class III board members according to age:

Table 41

Number and Percentage of Respondents by Age
Class III Board Members

Age	Number	Percentage
18-19 Years	1	.3
20-29 Years	9	2.4
30-39 Years	123	32.8
40-49 Years	167	44.5
50-59 Years	66	17.6
60 or More Years	9	2.4
Total	375	100.0

Table forty-two displays the number and percentage of board members according to age:

Table 42

Number and Percentage of Respondents by Age

Age	Number	Percentage
18-19 Years	1	.2
20-29 Years	11	2.2
30-39 Years	148	29.8
40-49 Years	217	43.7
50-59 Years	107	21.5
60 or More Years	13	2.6
Total	497	100.0

Table forty-three displays the number and percentage of Class I board members according to marital status:

Table 43

Number and Percentage of Respondents by Marital Status
Class I Board Members

Marital Status	Number	Percentage
Married	19	90.5
Single	2	9.5
Total	21	100.0

Table forty-four displays the number and percentage of Class II board members according to marital status:

Table 44

Number and Percentage of Respondents by Marital Status
Class II Board Members

Marital Status	Number	Percentage
Married	94	93.1
Single	<u>7</u>	<u>6.9</u>
Total	101	100.0

Table forty-five displays the number and percentage of Class III board members according to marital status:

Table 45

Number and Percentage of Respondents by Marital Status
Class III Board Members

Marital Status	Number	Percentage
Married	359	95.7
Single	<u>16</u>	<u>4.3</u>
Total	375	100.0

Table forty-six displays the number and percentage of board members according to marital status:

Table 46

Number and Percentage of Respondents by Marital Status

Marital Status	Number	Percentage
Married	472	95.0
Single	<u>25</u>	<u>5.0</u>
Total	497	100.0

Table forty-seven displays the number and percentage of Class I board members who own real estate within the school district:

Table 47

Number and Percentage of Respondents Owning
Real Estate Within the School District
Class I Board Members

Real Estate	Number	Percentage
Yes	21	100.0
No	<u>0</u>	<u>0</u>
Total	21	100.0

Table forty-eight displays the number and percentage of Class II board members who own real estate within the school district:

Table 48

Number and Percentage of Respondents Owning
Real Estate Within the School District
Class II Board Members

Real Estate	Number	Percentage
Yes	100	99.0
No	<u>1</u>	<u>1.0</u>
Total	101	100.0

Table forty-nine displays the number and percentage of Class III board members who own real estate within the school district:

Table 49

Number and Percentage of Respondents Owning
Real Estate Within the School District
Class III Board Members

Real Estate	Number	Percentage
Yes	352	93.9
No	<u>23</u>	<u>6.1</u>
Total	375	100.0

Table fifty displays the number and percentage of board members who own real estate within the school district:

Table 50

Number and Percentage of Respondents Owning
Real Estate Within the School District

Real Estate	Number	Percentage
Yes	473	95.2
No	<u>24</u>	<u>4.8</u>
Total	497	100.0

Table fifty-one displays the number and percentage of Class I board members according to their family annual income level:

Table 51

Number and Percentage of Respondents by
Family Annual Income Level
Class I Board Members

Income Level	Number	Percentage
Less than \$10,000	0	0
\$10,000 - \$19,999	2	9.5
\$20,000 - \$29,999	5	23.8
\$30,000 - \$39,999	1	4.8
\$40,000 or more	<u>13</u>	<u>61.9</u>
Total	21	100.0

Table fifty-two displays the number and percentage of Class II board members according to their family annual income level:

Table 52

Number and Percentage of Respondents by
Family Annual Income Level
Class II Board Members

Income level	Number	Percentage
Less than \$10,000	0	0
\$10,000 - \$19,999	14	13.9
\$20,000 - \$29,999	34	33.7
\$30,000 - \$39,999	21	20.8
\$40,000 or more	<u>32</u>	<u>31.7</u>
Total	101	100.0

Table fifty-three displays the number and percentage of Class III board members according to their family annual income level:

Table 53

Number and Percentage of Respondents by
Family Annual Income Level
Class III Board Members

Income Level	Number	Percentage
Less than \$10,000	11	2.9
\$10,000 - \$19,999	83	22.1
\$20,000 - \$29,999	111	29.6
\$30,000 - \$39,999	79	21.1
\$40,000 or more	<u>91</u>	<u>24.3</u>
Total	375	100.0

Table fifty-four displays the number and percentage of board members according to their family annual income level:

Table 54

Number and Percentage of Respondents by
Family Annual Income Level

Income Level	Number	Percentage
Less than \$10,000	11	2.2
\$10,000 - \$19,999	99	19.9
\$20,000 - \$29,999	150	30.2
\$30,000 - \$39,999	101	20.3
\$40,000 or more	<u>136</u>	<u>27.4</u>
Total	497	100.0

Table fifty-five displays the number and percentage of Class I board members who hold another public office:

Table 55

Number and Percentage of Respondents Who
Hold Another Public Office
Class I Board Members

Hold Other Public Office	Number	Percentage
Yes	1	4.8
No	<u>20</u>	<u>95.2</u>
Total	21	100.0

Table fifty-six displays the number and percentage of Class II board members who hold another public office:

Table 56

Number and Percentage of Respondents Who
Hold Another Public Office
Class II Board Members

Hold Other Public Office	Number	Percentage
Yes	18	17.8
No	<u>83</u>	<u>82.2</u>
Total	101	100.0

Table fifty-seven displays the number and percentage of Class III board members who hold another public office:

Table 57

Number and Percentage of Respondents Who
Hold Another Public Office
Class III Board Members

Hold Other Public Office	Number	Percentage
Yes	54	14.4
No	<u>321</u>	<u>85.6</u>
Total	375	100.0

Table fifty-eight displays the number and percentage of board members who hold another public office:

Table 58

Number and Percentage of Respondents Who
Hold Another Public Office

Hold Other Public Office	Number	Percentage
Yes	73	14.7
No	<u>424</u>	<u>85.3</u>
Total	497	100.0

Role responsibility

For each item associated with role responsibility, tables are presented which compare how many board members actually perform each responsibility to how many board members would prefer to perform each responsibility.

Table fifty-nine compares actual and preferred role responsibility for item 1: "Employ or dismiss certified school employees."

Table 59

Comparison of the Number of Respondents Who Indicated
Actual and Preferred Responsibilities for Item 1

Responsibility	Actual	Preferred
School Board	383	390
Superintendent	<u>114</u>	<u>107</u>
Total	497	497

Table sixty compares actual and preferred responsibility for item 2: "Employ or dismiss non-certified school employees."

Table 60

Comparison of the Number of Respondents Who Indicated
Actual and Preferred Responsibilities for Item 2

Responsibility	Actual	Preferred
School Board	296	302
Superintendent	<u>201</u>	<u>195</u>
Total	497	497

Table sixty-one compares actual and preferred responsibility for item 3: "Administer the attendance and tuition provisions and otherwise govern the pupils of the district."

Table 61

Comparison of the Number of Respondents Who Indicated
Actual and Preferred Responsibilities for Item 3

Responsibility	Actual	Preferred
School Board	67	67
Superintendent	<u>430</u>	<u>430</u>
Total	497	497

Table sixty-two compares actual and preferred responsibility for item 4: "Call, conduct, and certify the

elections of the district."

Table 62

Comparison of the Number of Respondents Who Indicated
Actual and Preferred Responsibilities for Item 4

Responsibility	Actual	Preferred
School Board	423	426
Superintendent	<u>74</u>	<u>71</u>
Total	497	497

Table sixty-three compares actual and preferred responsibility for item 5: "Participate in the teachers' retirement system of the state of Montana."

Table 63

Comparison of the Number of Respondents Who Indicated
Actual and Preferred Responsibilities for Item 5

Responsibility	Actual	Preferred
School Board	117	114
Superintendent	<u>380</u>	<u>383</u>
Total	497	497

Table sixty-four compares actual and preferred

responsibility for item 6: "Participate in boundary change actions."

Table 64

Comparison of the Number of Respondents Who Indicated Actual and Preferred Responsibilities for Item 6

Responsibility	Actual	Preferred
School Board	460	448
Superintendent	<u>37</u>	<u>49</u>
Total	497	497

Table sixty-five compares actual and preferred responsibility for item 7: "Organize, open, close, or acquire isolation status for the schools of the district."

Table 65

Comparison of the Number of Respondents Who Indicated Actual and Preferred Responsibilities for Item 7

Responsibility	Actual	Preferred
School Board	382	379
Superintendent	<u>115</u>	<u>118</u>
Total	497	497

Table sixty-six compares actual and preferred responsibility for item 8: "Adopt and administer the annual budget or emergency budget of the district."

Table 66

Comparison of the Number of Respondents Who Indicated Actual and Preferred Responsibilities for Item 8

Responsibility	Actual	Preferred
School Board	396	392
Superintendent	<u>101</u>	<u>105</u>
Total	497	497

Table sixty-seven compares actual and preferred responsibility for item 9: "Conduct the fiscal business of the district."

Table 67

Comparison of the Number of Respondents Who Indicated Actual and Preferred Responsibilities for Item 9

Responsibility	Actual	Preferred
School Board	226	221
Superintendent	<u>271</u>	<u>276</u>
Total	497	497

Table sixty-eight compares actual and preferred responsibility for item 10: "Establish the ANB, foundation program, permissive levy, additional levy, cash reserve, and state impact aid amount for the general fund of the district."

Table 68

Comparison of the Number of Respondents Who Indicated
Actual and Preferred Responsibilities for Item 10

Responsibility	Actual	Preferred
School Board	187	172
Superintendent	<u>310</u>	<u>325</u>
Total	497	497

Table sixty-nine compares actual and preferred responsibility for item 11: "Establish, maintain, budget, and finance the transportation program of the district."

Table 69

Comparison of the Number of Respondents Who Indicated
Actual and Preferred Responsibilities for Item 11

Responsibility	Actual	Preferred
School Board	216	214
Superintendent	<u>281</u>	<u>283</u>
Total	497	497

Table seventy compares actual and preferred responsibility for item 12: "Issue, refund, sell, budget, and redeem the bonds of the district."

Table 70

Comparison of the Number of Respondents Who Indicated
Actual and Preferred Responsibilities for Item 12

Responsibility	Actual	Preferred
School Board	357	353
Superintendent	<u>140</u>	<u>144</u>
Total	497	497

Table seventy-one compares actual and preferred responsibility for item 13: "When applicable, establish, financially administer, and budget for the tuition fund,

retirement fund, building reserve fund, adult education fund, non-operating fund, school food services fund, miscellaneous federal programs fund, building fund, housing and dormitory fund, traffic education fund, and interlocal cooperative agreement fund."

Table 71

Comparison of the Number of Respondents Who Indicated
Actual and Preferred Responsibilities for Item 13

Responsibility	Actual	Preferred
School Board	197	194
Superintendent	<u>300</u>	<u>303</u>
Total	497	497

Table seventy-two compares actual and preferred responsibility for item 14: "When applicable, administer any interlocal cooperative agreements, gifts, legacies, or devises."

Table 72

Comparison of the Number of Respondents Who Indicated
Actual and Preferred Responsibilities for Item 14

Responsibility	Actual	Preferred
School Board	215	211
Superintendent	<u>282</u>	<u>286</u>
Total	497	497

Table seventy-three compares actual and preferred responsibility for item 15: "Hold in trust, acquire, and dispose of the real and personal property of the district."

Table 73

Comparison of the Number of Respondents Who Indicated
Actual and Preferred Responsibilities for Item 15

Responsibility	Actual	Preferred
School Board	479	476
Superintendent	<u>18</u>	<u>21</u>
Total	497	497

Table seventy-four compares actual and preferred responsibility for item 16: "Operate the schools of the district in accordance with the provisions of law per-

taining to the school calendar."

Table 74

Comparison of the Number of Respondents Who Indicated
Actual and Preferred Responsibilities for Item 16

Responsibility	Actual	Preferred
School Board	121	119
Superintendent	<u>376</u>	<u>378</u>
Total	497	497

Table seventy-five compares actual and preferred responsibility for item 17: "Establish and maintain the instructional services of the schools of the district."

Table 75

Comparison of the Number of Respondents Who Indicated
Actual and Preferred Responsibilities for Item 17

Responsibility	Actual	Preferred
School Board	163	159
Superintendent	<u>334</u>	<u>338</u>
Total	497	497

Table seventy-six compares actual and preferred

responsibility for item 18: "Establish and maintain the school food services of the schools of the district."

Table 76

Comparison of the Number of Respondents Who Indicated
Actual and Preferred Responsibilities for Item 18

Responsibility	Actual	Preferred
School Board	127	124
Superintendent	<u>370</u>	<u>373</u>
Total	497	497

Table seventy-seven compares actual and preferred responsibility for item 19: "Make such reports from time to time as the county superintendent, superintendent of public instruction, and board of public education may require."

Table 77

Comparison of the Number of Respondents Who Indicated
Actual and Preferred Responsibilities for Item 19

Responsibility	Actual	Preferred
School Board	29	29
Superintendent	<u>468</u>	<u>468</u>
Total	497	497

Table seventy-eight compares actual and preferred responsibility for item 20: "Retain, when deemed advisable, a physician or registered nurse to inspect the sanitary conditions of the school or the general health conditions of each pupil, and upon request, make available to any parent or guardian any medical reports or health records maintained by the district pertaining to his child."

Table 78

Comparison of the Number of Respondents Who Indicated
Actual and Preferred Responsibilities for Item 20

Responsibility	Actual	Preferred
School Board	69	75
Superintendent	<u>428</u>	<u>422</u>
Total	497	497

Table seventy-nine compares actual and preferred responsibility for item 21: "Procure and display outside daily in suitable weather at each school of the district an American flag."

Table 79

Comparison of the Number of Respondents Who Indicated
Actual and Preferred Responsibilities for Item 21

Responsibility	Actual	Preferred
School Board	24	26
Superintendent	<u>473</u>	<u>471</u>
Total	497	497

Table eighty compares actual and preferred responsibility for item 22: "Have general supervision of

all schools of the district and the personnel employed by the district."

Table 80

Comparison of the Number of Respondents Who Indicated Actual and Preferred Responsibilities for Item 22

Responsibility	Actual	Preferred
School Board	65	58
Superintendent	<u>432</u>	<u>439</u>
Total	497	497

Table eighty-one compares actual and preferred responsibility for item 23: "Implement and administer the policies of the district."

Table 81

Comparison of the Number of Respondents Who Indicated Actual and Preferred Responsibilities for Item 23

Responsibility	Actual	Preferred
School Board	112	118
Superintendent	<u>385</u>	<u>379</u>
Total	497	497

Table eighty-two compares actual and preferred responsibility for item 24: "Select all textbooks."

Table 82

Comparison of the Number of Respondents Who Indicated Actual and Preferred Responsibilities for Item 24

Responsibility	Actual	Preferred
School Board	195	135
Superintendent	<u>302</u>	<u>362</u>
Total	497	497

Table eighty-three compares actual and preferred responsibility for item 25: "Select all reference and library books."

Table 83

Comparison of the Number of Respondents Who Indicated Actual and Preferred Responsibilities for Item 25

Responsibility	Actual	Preferred
School Board	122	76
Superintendent	<u>375</u>	<u>421</u>
Total	497	497

Table eighty-four compares actual and preferred responsibility for item 26: "Have general supervision of all pupils of the district, enforce the compulsory attendance provisions and have the authority to suspend for good cause any pupil of the district."

Table 84

Comparison of the Number of Respondents Who Indicated
Actual and Preferred Responsibilities for Item 26

Responsibility	Actual	Preferred
School Board	92	89
Superintendent	<u>405</u>	<u>418</u>
Total	497	497

Table eighty-five compares actual and preferred responsibility for item 27: "Report the cumulative pupil attendance and pupil absence of the district and any other pupil information required by the report form prescribed by the superintendent of public instruction."

Table 85

Comparison of the Number of Respondents Who Indicated
Actual and Preferred Responsibilities for Item 27

Responsibility	Actual	Preferred
School Board	8	7
Superintendent	<u>489</u>	<u>490</u>
Total	497	497

Inferential Statistics

Chi square tests of independence

The following section will report the chi square analyses of selected personal characteristics by school district classification.

School board members were asked to indicate the appropriate response for each of ten items related to their personal characteristics. Therefore, ten tables are used to display this part of the analysis.

Critical chi square values (X^2), calculated chi square values, and the degrees of freedom (df) are reported for each set of data.

The reader should be cautioned that cell frequencies have not been collapsed.

Table eighty-six displays the responses for personal characteristics, item 1: "Sex."

Table 86

Chi Square Analyses for Item 1

Sex	Class I	Class II	Class III
Male	14	76	308
Female	7	25	67
df = 2	Critical $\chi^2 = 5.99$		Calculated $\chi^2 = 4.83$

Table eighty-six indicates that at the .05 level, response to item 1 was independent of school district classification.

Table eighty-seven displays the responses for personal characteristics, item 2: "Occupation."

Table 87

Chi Square Analyses for Item 2

Occupation	Class I	Class II	Class III
Business	4	28	55
Agriculture	0	17	190
Housewife	5	16	32
Professional	10	26	44
Retired	1	3	4
Other	1	11	50
*df = 10	Critical $\chi^2 = 18.31$	Calculated $\chi^2 = 74.12$	

* significant at .05 level

The analysis presented in table eighty-seven leads to the rejection of Null Hypothesis 2: occupation is independent of school district classification. It seems that Class I board members tend to work in the professions, while Class II board members are involved in the professions and business. Class III board members tend to be involved with agriculture.

Table eighty-eight displays the responses for personal characteristics, item 3: "Education or degree achieved."

Table 88

Chi Square Analyses for Item 3

Education	Class I	Class II	Class III
8 years or less	0	2	8
9 to 11 years	0	1	17
High school diploma	0	15	103
Some college - no degree	1	31	127
Bachelor's degree	7	37	103
Master's degree	9	9	7
Earned doctorate	4	6	10
*df = 12	Critical $x^2 = 21.03$		Calculated $x^2 = 106.87$

* significant at .05 level

The analysis presented in table eighty-eight leads to the rejection of Null Hypothesis 3: education is independent of school district classification. Class I board members seem to have more formal education than Class II and Class III board members. Also, Class II board members have more formal education than Class III board members.

Table eighty-nine displays the responses for personal characteristics, item 4: "Board members with children attending the district's public schools."

Table 89

Chi Square Analyses for Item 4

Children Attending the District's Public Schools	Class I	Class II	Class III
0	11	36	80
1	3	23	93
2	4	21	120
3	2	15	59
4 or more	1	6	23
*df = 8	Critical $\chi^2 = 15.51$	Calculated $\chi^2 = 18.32$	

* significant at .05 level

The analysis presented in table eighty-nine leads to the rejection of Null Hypothesis 4: the number of children attending the district's public schools is independent of school district classification. It seems that Class I board members are less involved with parenting school age children, who attend the district's public schools, than Class II and Class III board members. Class III board members seem to be the most highly involved.

Table ninety displays the responses for personal characteristics, item 5: "Board members with children attending private or parochial schools (K-12)."

Table 90

Chi Square Analyses for Item 5

Children Attending Private or Paro- chial Schools (K-12)	Class I	Class II	Class III
0	19	92	351
1	0	1	11
2	1	5	5
3	0	3	5
4 or more	5	0	3
*df = 8	Critical $\chi^2 = 15.51$	Calculated $\chi^2 = 65.70$	

* significant at .05 level

The analysis presented in table ninety leads to the rejection of Null Hypothesis 5: the number of children attending private or parochial schools is independent of school district classification. It seems that Class III board members are less inclined to have their children in grades K-12 attend private or parochial schools than Class I and Class II board members.

Table ninety-one displays the responses for personal characteristics, item 6: "Age."

Table 91

Chi Square Analyses for Item 6

Age	Class I	Class II	Class III
18-19 years	0	0	1
20-29 years	0	2	9
30-39 years	5	20	123
40-49 years	11	39	167
50-59 years	5	36	66
60 or more years	0	4	9
*df = 10	Critical $x^2 = 18.31$		Calculated $x^2 = 20.07$

* significant at .05 level

The analysis presented in table ninety-one leads to the rejection of Null Hypothesis 6: age is independent of school district classification. Class II board members seem to be older than Class I or Class III board members. Class I board members seem to be older than Class III board members.

Table ninety-two displays the responses for personal characteristics, item 7: "Marital Status."

Table 92

Chi Square Analysis for Item 7

Marital Status	Class I	Class II	Class III
Married	19	94	359
Single	2	7	16
df = 2	Critical $\chi^2 = 11.07$		Calculated $\chi^2 = 2.10$

Table ninety-two indicates that at the .05 level, response to item 7 was independent of school district classification.

Table ninety-three displays the responses for personal characteristics, item 8: "Own real estate within the district."

Table 93

Chi Square Analyses for Item 8

Own Real Estate within the District	Class I	Class II	Class III
Yes	21	100	352
No	0	1	23
df = 2	Critical $\chi^2 = 5.99$		Calculated $\chi^2 = 5.69$

Table ninety-three indicates that at the .05 level, response to item 8 was independent of school district classification.

Table ninety-four displays the responses for personal characteristics, item 9: "Family annual income level."

Table 94

Chi Square Analyses for Item 9

Family Annual Income Level	Class I	Class II	Class III
Less than \$10,000	0	0	11
\$10,000 - \$19,999	2	14	83
\$20,000 - \$29,999	5	34	111
\$30,000 - \$39,999	1	21	79
\$40,000 or more	13	32	91
*df = 8	Critical $x^2 = 15.51$		Calculated $x^2 = 22.00$

* significant at .05 level

The analysis presented in table ninety-four leads to the rejection of Null Hypothesis 9: family annual income level is independent of school district classification. Class I board members seem to have a higher annual family income level than either Class II or Class III

board members. Class II board members seem to have a higher annual family income than Class III board members.

Table ninety-five displays the responses for personal characteristics, item 10: "Hold other public office."

Table 95

Chi Square Analyses for Item 10

Hold Other Public Office	Class I	Class II	Class III
Yes	1	18	54
No	20	83	321
df = 2	Critical $x^2 = 5.99$		Calculated $x^2 = 2.46$

Table ninety-five indicates that at the .05 level, response to item 10 was independent of school district classification.

The following section will report the chi square analyses of selected role responsibilities. The selected responsibilities are those assigned to either the school board or the superintendent by Montana statutes.

School board members were asked to indicate whether the school board or the superintendent performed each role

responsibility and also, to indicate whether they would prefer the school board or the superintendent to perform each role responsibility.

Items one through twenty-one are mandated board member roles. Items twenty-two through twenty-seven are mandated superintendent roles.

Twenty-seven tables are used to display this part of the analysis. Taking one item at a time, each table will include responses to both the actual and preferred scales.

Table ninety-six displays the responses for role responsibility, item 1: "Employ or dismiss certified school employees."

Table 96

Chi Square Analyses for Item 1

		ACTUAL	
		School Board	Superintendent
PREFERRED	School Board	374	16
	Superintendent	9	98
		497	

*df = 1 Critical $\chi^2 = 3.84$ Calculated $\chi^2 = 358.63$

* significant at .05 level

The analysis presented in table ninety-six leads to the rejection of Null Hypothesis 11: actual board roles are independent of preferred board roles on item 1.

Item 1 is a school board responsibility as mandated by Montana School Law.

Table ninety-six indicates that:

1. Three hundred and seventy-four board members agree with and operate in accordance with Montana School Law.
2. Nine board members operate in accordance with Montana School Law, but prefer to

- see the responsibility transferred to the superintendent.
3. Sixteen board members allow the superintendent to perform this responsibility, but would prefer it to be a school board function.
 4. Ninety-eight school board members allow the superintendent to perform this responsibility and prefer to see him continue.
 5. One hundred and fourteen board members indicated they are operating in violation of Montana School Law since they have transferred this responsibility to the superintendent.

Table ninety-seven displays the responses for role responsibility, item 2: "Employ or dismiss non-certified school employees."

Table 97

Chi Square Analyses for Item 2

		ACTUAL	
		School Board	Superintendent
PREFERRED	School Board	281	21
	Superintendent	15	180
			497

*df = 1 Critical $\chi^2 = 3.84$ Calculated $\chi^2 = 354.85$

* significant at .05 level

The analysis presented in table ninety-seven leads to the rejection of Null Hypothesis 12: actual board roles are independent of preferred board roles on item 2.

Item 2 is a school board responsibility as mandated by Montana School Law.

Table ninety-seven indicates that:

1. Two hundred and eighty-one board members agree with and operate in accordance with Montana School Law.
2. Fifteen board members operate in accordance with Montana School Law,

but prefer to see the responsibility transferred to the superintendent.

3. Twenty-one board members allow the superintendent to perform this responsibility, but would prefer it to be a school board function.
4. One hundred and eighty board members allow the superintendent to perform this responsibility and prefer to see him continue.
5. Two hundred and one board members indicated they are operating in violation of Montana School Law since they have transferred this responsibility to the superintendent.

Table ninety-eight displays the responses for role responsibility, item 3: "Administer the attendance and tuition provisions and otherwise govern the pupils of the district."

Table 98

Chi Square Analyses for Item 3

		ACTUAL	
		School Board	Superintendent
PREFERRED	School Board	58	9
	Superintendent	9	421
			497
*df = 1	Critical $\chi^2 = 3.84$	Calculated $\chi^2 = 347.44$	

* significant at .05 level

The analysis presented in table ninety-eight leads to the rejection of Null Hypothesis 13: actual board roles are independent of preferred board roles on item 3.

Item 3 is a school board responsibility as mandated by Montana School Law.

Table ninety-eight indicates that:

1. Fifty-eight board members agree with and operate in accordance with Montana School Law.
2. Nine board members operate in accordance with Montana School Law,

but prefer to see the responsibility transferred to the superintendent.

3. Nine board members allow the superintendent to perform this responsibility, but would prefer it to be a school board function.
4. Four hundred and twenty-one board members allow the superintendent to perform this responsibility and prefer to see him continue.
5. Four hundred and thirty board members indicated they are operating in violation of Montana School Law since they have transferred this responsibility to the superintendent.

Table ninety-nine displays the responses for role responsibility, item 4: "Call, conduct, and certify the elections of the district."

Table 99

Chi Square Analyses for Item 4

		ACTUAL	
		School Board	Superintendent
PREFERRED	School Board	418	8
	Superintendent	5	66
			497

*df = 1 Critical $x^2 = 3.84$ Calculated $x^2 = 391.22$

* significant at .05 level

The analysis presented in table ninety-nine leads to the rejection of Null Hypothesis 14: actual board roles are independent of preferred board roles on item 4.

Item 4 is a school board responsibility as mandated by Montana School Law.

Table ninety-nine indicates that:

1. Four hundred and eighteen board members agree with and operate in accordance with Montana School Law.
2. Five board members operate in accordance with Montana School Law,

- but prefer to see the responsibility transferred to the superintendent.
3. Eight board members allow the superintendent to perform this responsibility, but would prefer it to be a school board function.
 4. Four hundred and twenty-one board members allow the superintendent to perform this responsibility and prefer to see him continue.
 5. Seventy-four board members indicated they are operating in violation of Montana School Law since they have transferred this responsibility to the superintendent.

Table one hundred displays the responses for role responsibility, item 5: "Participate in the teachers' retirement system of the state of Montana."

Table 100

Chi Square Analyses for Item 5

		ACTUAL	
		School Board	Superintendent
PREFERRED	School Board	104	10
	Superintendent	13	370
		497	
*df = 1	Critical $\chi^2 = 3.84$	Calculated $\chi^2 = 371.67$	

* significant at .05 level

The analysis presented in table one hundred leads to the rejection of Null Hypothesis 15: actual board roles are independent of preferred board roles on item 5.

Item 5 is a school board responsibility as mandated by Montana School Law.

Table one hundred indicates that:

1. One hundred and four board members agree with and operate in accordance with Montana School Law.
2. Thirteen board members operate in accordance with Montana School Law,

- but prefer to see the responsibility transferred to the superintendent.
3. Ten board members allow the superintendent to perform this responsibility, but would prefer it to be a school board function.
 4. Three hundred and seventy board members allow the superintendent to perform this responsibility and prefer to see him continue.
 5. Three hundred and eighty board members indicated they are operating in violation of Montana School Law since they have transferred this responsibility to the superintendent.

Table one hundred and one displays the responses for role responsibility, item 6: "Participate in boundary change actions."

Table 101

Chi Square Analyses for Item 6

		ACTUAL	
		School Board	Superintendent
PREFERRED	School Board	445	3
	Superintendent	15	34
			497

*df = 1 Critical $x^2 = 3.84$ Calculated $x^2 = 292.80$

* significant at .05 level

The analysis presented in table one hundred and one leads to the rejection of Null Hypothesis 16: actual board roles are independent of preferred board roles on item 6.

Item 6 is a school board responsibility as mandated by Montana School Law.

Table one hundred and one indicates that:

1. Four hundred and forty-five board members agree with and operate in accordance with Montana School Law.

2. Fifteen board members operate in accordance with Montana School Law, but prefer to see the responsibility transferred to the superintendent.
3. Three board members allow the superintendent to perform this responsibility, but would prefer it to be a school board function.
4. Thirty-four board members allow the superintendent to perform this responsibility and prefer to see him continue.
5. Thirty-seven board members indicated they are operating in violation of Montana School Law since they have transferred this responsibility to the superintendent.

Table one hundred and two displays the responses for role responsibility, item 7: "Organize, open, close, or acquire isolation status for the schools of the district."

Table 102

Chi Square Analyses for Item 7

		ACTUAL	
		School Board	Superintendent
PREFERRED	School Board	372	7
	Superintendent	10	108
			497
*df = 1	Critical $x^2 = 3.84$	Calculated $x^2 = 401.87$	

* significant at .05 level

The analysis presented in table one hundred and two leads to the rejection of Null Hypothesis 17: actual board roles are independent of preferred board roles on item 7.

Item 7 is a school board responsibility as mandated by Montana School Law.

Table one hundred and two indicates that:

1. Three hundred and seventy-two board members agree with and operate in accordance with Montana School Law.
2. Ten board members operate in accordance with Montana School Law,

- but prefer to see the responsibility transferred to the superintendent.
3. Seven board members allow the superintendent to perform this responsibility, but would prefer it to be a school board function.
 4. One hundred and eight board members allow the superintendent to perform this responsibility and prefer to see him continue.
 5. One hundred and fifteen board members indicated they are operating in violation of Montana School Law since they have transferred this responsibility to the superintendent.

Table one hundred and three displays the responses for role responsibility, item 8: "Adopt and administer the annual budget or emergency budget of the district."

Table 103

Chi Square Analyses for Item 8

		ACTUAL	
		School Board	Superintendent
PREFERRED	School Board	384	8
	Superintendent	12	93
			497
*df = 1	Critical $\chi^2 = 3.84$	Calculated $\chi^2 = 377.63$	

* significant at .05 level

The analysis presented in table one hundred and three leads to the rejection of Null Hypothesis 18: actual board roles are independent of preferred board roles on item 8.

Item 8 is a school board responsibility as mandated by Montana School Law.

Table one hundred and three indicates that:

1. Three hundred and eighty-four board members agree with and operate in accordance with Montana School Law.

2. Twelve board members operate in accordance with Montana School Law, but prefer to see the responsibility transferred to the superintendent.
3. Eight board members allow the superintendent to perform this responsibility, but would prefer it to be a school board function.
4. Ninety-three board members allow the superintendent to perform this responsibility and prefer to see him continue.
5. One hundred and one board members indicated they are operating in violation of Montana School Law since they have transferred this responsibility to the superintendent.

Table one hundred and four displays the responses for role responsibility, item 9: "Conduct the fiscal business of the district."

Table 104

Chi Square Analyses for Item 9

		ACTUAL	
		School Board	Superintendent
PREFERRED	School Board	213	8
	Superintendent	13	263
			497

*df = 1 Critical $x^2 = 3.84$ Calculated $x^2 = 412.25$

* significant at .05 level

The analysis presented in table one hundred and four leads to the rejection of Null Hypothesis 19: actual board roles are independent of preferred board roles on item 9.

Item 9 is a school board responsibility as mandated by Montana School Law.

Table one hundred and four indicates that:

1. Two hundred and thirteen board members agree with and operate in accordance with Montana School Law.

2. Thirteen board members operate in accordance with Montana School Law, but prefer to see the responsibility transferred to the superintendent.
3. Eight board members allow the superintendent to perform this responsibility, but would prefer it to be a school board function.
4. Two hundred and sixty-three board members allow the superintendent to perform this responsibility and prefer to see him continue.
5. Two hundred and seventy-one board members indicated they are operating in violation of Montana School Law since they have transferred this responsibility to the superintendent.

Table one hundred and five displays the responses for role responsibility, item 10: "Establish the ANB, foundation program, permissive levy, additional levy, cash reserve, and state impact aid amount for the general fund of the district."

Table 105

Chi Square Analyses for Item 10

		ACTUAL	
		School Board	Superintendent
PREFERRED	School Board	166	6
	Superintendent	21	304
			497

*df = 1 Critical $x^2 = 3.84$ Calculated $x^2 = 384.79$

* significant at .05 level

The analysis presented in table one hundred and five leads to the rejection of Null Hypothesis 20: actual board roles are independent of preferred board roles on item 10.

Item 10 is a school board responsibility as mandated by Montana School Law.

Table one hundred and five indicates that:

1. One hundred and sixty-six board members agree with and operate in accordance with Montana School Law.

2. Twenty-one board members operate in accordance with Montana School Law, but prefer to see the responsibility transferred to the superintendent.
3. Six board members allow the superintendent to perform this responsibility, but would prefer it to be a school board function.
4. Three hundred and four board members allow the superintendent to perform this responsibility and prefer to see him continue.
5. Three hundred and ten board members indicated they are operating in violation of Montana School Law since they have transferred this responsibility to the superintendent.

Table one hundred and six displays the responses for role responsibility, item 11: "Establish, maintain, budget, and finance the transportation program of the district."

Table 106

Chi Square Analyses for Item 11

		ACTUAL	
		School Board	Superintendent
PREFERRED	School Board	206	8
	Superintendent	10	273
			497
*df = 1	Critical $x^2 = 3.84$	Calculated $x^2 = 422.63$	

* significant at .05 level

The analysis presented in table one hundred and six leads to the rejection of Null Hypothesis 21: actual board roles are independent of preferred board roles on item 11.

Item 11 is a school board responsibility as mandated by Montana School Law.

Table one hundred and six indicates that:

1. Two hundred and six board members agree with and operate in accordance with Montana School Law.

2. Ten board members operate in accordance with Montana School Law, but prefer to see the responsibility transferred to the superintendent.
3. Eight board members allow the superintendent to perform this responsibility, but would prefer it to be a school board function.
4. Two hundred and seventy-three board members allow the superintendent to perform this responsibility and prefer to see him continue.
5. Two hundred and eighty-one board members indicated they are operating in violation of Montana School Law since they have transferred this responsibility to the superintendent.

Table one hundred and seven displays the responses for role responsibility, item 12: "Issue, refund, sell, budget, and redeem the bonds of the district."

Table 107

Chi Square Analyses for Item 12

		ACTUAL	
		School Board	Superintendent
PREFERRED	School Board	346	7
	Superintendent	11	133
			497
*df = 1	Critical $\chi^2 = 3.84$	Calculated $\chi^2 = 408.42$	

* significant at .05 level

The analysis presented in table one hundred and seven leads to the rejection of Null Hypothesis 22: actual board roles are independent of preferred board roles on item 12.

Item 12 is a school board responsibility as mandated by Montana School Law.

Table one hundred and seven indicates that:

1. Three hundred and forty-six board members agree with and operate in accordance with Montana School Law.

2. Eleven board members operate in accordance with Montana School Law, but prefer to see the responsibility transferred to the superintendent.
3. Seven board members allow the superintendent to perform this responsibility, but would prefer it to be a school board function.
4. One hundred and thirty-three board members allow the superintendent to perform this responsibility and prefer to see him continue.
5. One hundred and forty board members indicated they are operating in violation of Montana School Law since they have transferred this responsibility to the superintendent.

Table one hundred and eight displays the responses for role responsibility, item 13: "When applicable, establish, financially administer, and budget for the tuition fund, retirement fund, building reserve fund, adult education fund, non-operating fund, school food services fund, miscellaneous federal programs fund, building fund, housing and dormitory fund, traffic education fund, and interlocal cooperative agreement fund."

Table 108

Chi Square Analyses for Item 13

		ACTUAL	
		School Board	Superintendent
PREFERRED	School Board	184	10
	Superintendent	13	290
			497
*df = 1	Critical $x^2 = 3.84$	Calculated $x^2 = 401.58$	

* significant at .05 level

The analysis presented in table one hundred and eight leads to the rejection of Null Hypothesis 23: actual board roles are independent of preferred board roles on item 13.

Item 13 is a school board responsibility as mandated by Montana School Law.

Table one hundred and eight indicates that:

1. One hundred and eighty-four board members agree with and operate in accordance with Montana School Law.

2. Thirteen board members operate in accordance with Montana School Law, but prefer to see the responsibility transferred to the superintendent.
3. Ten board members allow the superintendent to perform this responsibility, but would prefer it to be a school board function.
4. Two hundred and ninety board members allow the superintendent to perform this responsibility and prefer to see him continue.
5. Three hundred board members indicated they are operating in violation of Montana School Law since they have transferred this responsibility to the superintendent.

Table one hundred and nine displays the responses for role responsibility, item 14: "When applicable, administer any interlocal cooperative agreement, gifts, legacies, or devises."

Table 109

Chi Square Analyses for Item 14

		ACTUAL	
		School Board	Superintendent
PREFERRED	School Board	201	10
	Superintendent	14	272
			497
*df = 1	Critical $\chi^2 = 3.84$	Calculated $\chi^2 = 400.27$	

* significant at .05 level

The analysis presented in table one hundred and nine leads to the rejection of Null Hypothesis 24: actual board roles are independent of preferred board roles on item 14.

Item 14 is a school board responsibility as mandated by Montana School Law.

Table one hundred and nine indicates that:

1. Two hundred and one board members agree with and operate in accordance with Montana School Law.

2. Fourteen board members operate in accordance with Montana School Law, but prefer to see the responsibility transferred to the superintendent.
3. Ten board members allow the superintendent to perform this responsibility, but would prefer it to be a school board function.
4. Two hundred and seventy-two board members allow the superintendent to perform this responsibility and prefer to see him continue.
5. Two hundred and eighty-two board members indicated they are operating in violation of Montana School Law since they have transferred this responsibility to the superintendent.

Table one hundred and ten displays the responses for role responsibility, item 15: "Hold in trust, acquire, and dispose of the real and personal property of the district."

Table 110

Chi Square Analyses for Item 15

		ACTUAL	
		School Board	Superintendent
PREFERRED	School Board	474	2
	Superintendent	5	16
			497

*df = 1 Critical $x^2 = 3.84$ Calculated $x^2 = 309.45$

* significant at .05 level

The analysis presented in table one hundred and ten leads to the rejection of Null Hypothesis 25: actual board roles are independent of preferred board roles on item 15.

Item 15 is a school board responsibility as mandated by Montana School Law.

Table one hundred and ten indicates that:

1. Four hundred and seventy-four board members agree with and operate in accordance with Montana School Law.

2. Five board members operate in accordance with Montana School Law, but prefer to see the responsibility transferred to the superintendent.
3. Two board members allow the superintendent to perform this responsibility, but would prefer it to be a school board function.
4. Sixteen board members allow the superintendent to perform this responsibility and prefer to see him continue.
5. Eighteen board members indicated they are operating in violation of Montana School Law since they have transferred this responsibility to the superintendent.

Table one hundred and eleven displays the responses for role responsibility, item 16: "Operate the schools of the district in accordance with the provisions of law pertaining to the school calendar."

Table 111

Chi Square Analyses for Item 16

		ACTUAL	
		School Board	Superintendent
PREFERRED	School Board	114	5
	Superintendent	7	371
			497
*df = 1	Critical $x^2 = 3.84$	Calculated $x^2 = 428.60$	

* significant at .05 level

The analysis presented in table one hundred and eleven leads to the rejection of Null Hypothesis 26: actual board roles are independent of preferred board roles on item 16.

Item 16 is a school board responsibility as mandated by Montana School Law.

Table one hundred and eleven indicates that:

1. One hundred and fourteen board members agree with and operate in accordance with Montana School Law.

2. Seven board members operate in accordance with Montana School Law, but prefer to see the responsibility transferred to the superintendent.
3. Five board members allow the superintendent to perform this responsibility, but would prefer it to be a school board function.
4. Three hundred and seventy-one board members allow the superintendent to perform this responsibility and prefer to see him continue.
5. Three hundred and seventy-six board members indicated they are operating in violation of Montana School Law since they have transferred this responsibility to the superintendent.

Table one hundred and twelve displays the responses for role responsibility, item 17: "Establish and maintain the instructional services of the schools of the district."

Table 112

Chi Square Analyses for Item 17

		ACTUAL	
		School Board	Superintendent
PREFERRED	School Board	153	6
	Superintendent	10	328
			497

*df = 1 Critical $x^2 = 3.84$ Calculated $x^2 = 422.55$

* significant at .05 level

The analysis presented in table one hundred and twelve leads to the rejection of Null Hypothesis 27: actual board roles are independent of preferred board roles on item 17.

Item 17 is a school board responsibility as mandated by Montana School Law.

Table one hundred and twelve indicates that:

1. One hundred and fifty-three board members agree with and operate in accordance with Montana School Law.

2. Ten board members operate in accordance with Montana School Law, but prefer to see the responsibility transferred to the superintendent.
3. Six board members allow the superintendent to perform this responsibility, but would prefer it to be a school board function.
4. Three hundred and twenty-eight board members allow the superintendent to perform this responsibility and prefer to see him continue.
5. Three hundred and thirty-four board members indicated they are operating in violation of Montana School Law since they have transferred this responsibility to the superintendent.

Table one hundred and thirteen displays the responses for role responsibility, item 18: "Establish and maintain the school food services of the schools of the district."

Table 113

Chi Square Analyses for Item 18

		ACTUAL	
		School Board	Superintendent
PREFERRED	School Board	116	8
	Superintendent	11	362
			497
*df = 1	Critical $x^2 = 3.84$	Calculated $x^2 = 396.79$	

* significant at .05 level

The analysis presented in table one hundred and thirteen leads to the rejection of Null Hypothesis 28: actual board roles are independent of preferred board roles on item 18.

Item 18 is a school board responsibility as mandated by Montana School Law.

Table one hundred and thirteen indicates that:

1. One hundred and sixteen board members agree with and operate in accordance with Montana School Law.

2. Eleven board members operate in accordance with Montana School Law, but prefer to see the responsibility transferred to the superintendent.
3. Eight board members allow the superintendent to perform this responsibility, but would prefer it to be a school board function.
4. Three hundred and sixty-two board members allow the superintendent to perform this responsibility and prefer to see him continue.
5. Three hundred and seventy board members indicated they are operating in violation of Montana School Law since they have transferred this responsibility to the superintendent.

Table one hundred and fourteen displays the responses for role responsibility, item 19: "Make such reports from time to time as the county superintendent, superintendent of public instruction, and board of public education may require."

Table 114

Chi Square Analyses for Item 19

		ACTUAL	
		School Board	Superintendent
PREFERRED	School Board	25	4
	Superintendent	4	464
			497

*df = 1 Critical $\chi^2 = 3.84$ Calculated $\chi^2 = 346.69$

* significant at .05 level

The analysis presented in table one hundred and fourteen leads to the rejection of Null Hypothesis 29: actual board roles are independent of preferred board roles on item 19.

Item 19 is a school board responsibility as mandated by Montana School Law.

Table one hundred and fourteen indicates that:

1. Twenty-five board members agree with and operate in accordance with Montana School Law.

2. Four board members operate in accordance with Montana School Law, but prefer to see the responsibility transferred to the superintendent.
3. Four board members allow the superintendent to perform this responsibility, but would prefer it to be a school board function.
4. Four hundred and sixty-four board members allow the superintendent to perform this responsibility and prefer to see him continue.
5. Four hundred and sixty-eight board members indicated they are operating in violation of Montana School Law since they have transferred this responsibility to the superintendent.

Table one hundred and fifteen displays the responses for role responsibility, item 20: "Retain, when deemed advisable, a physician or registered nurse to inspect the sanitary conditions of the school or the general health conditions of each pupil, and upon request, make available to any parent or guardian any medical reports or health records maintained by the district pertaining to his child."

Table 115

Chi Square Analyses for Item 20

		ACTUAL	
		School Board	Superintendent
PREFERRED	School Board	65	10
	Superintendent	4	418
			497

*df = 1 Critical $x^2 = 3.84$ Calculated $x^2 = 384.23$

* significant at .05 level

The analysis presented in table one hundred and fifteen leads to the rejection of Null Hypothesis 30: actual board roles are independent of preferred board roles on item 20.

Item 20 is a school board responsibility as mandated by Montana School Law.

Table one hundred and fifteen indicates that:

1. Sixty-five board members agree with and operate in accordance with Montana School Law.

2. Four board members operate in accordance with Montana School Law, but prefer to see the responsibility transferred to the superintendent.
3. Ten board members allow the superintendent to perform this responsibility, but would prefer it to be a school board function.
4. Four hundred and eighteen board members allow the superintendent to perform this responsibility and prefer to see him continue.
5. Four hundred and twenty-eight board members indicated they are operating in violation of Montana School Law since they have transferred this responsibility to the superintendent.

Table one hundred and sixteen displays the responses for role responsibility, item 21: "Procure and display outside daily in suitable weather at each school of the district an American flag."

Table 116

Chi Square Analyses for Item 21

		ACTUAL	
		School Board	Superintendent
PREFERRED	School Board	22	4
	Superintendent	2	469
		497	

*df = 1 Critical $x^2 = 3.84$ Calculated $x^2 = 361.92$

* significant at .05 level

The analysis presented in table one hundred and sixteen leads to the rejection of Null Hypothesis 31: actual board roles are independent of preferred board roles on item 21.

Item 21 is a school board responsibility as mandated by Montana School Law.

Table one hundred and sixteen indicates that:

1. Twenty-two board members agree with and operate in accordance with Montana School Law.

2. Two board members operate in accordance with Montana School Law, but prefer to see the responsibility transferred to the superintendent.
3. Four board members allow the superintendent to perform this responsibility, but would prefer it to be a school board function.
4. Four hundred and sixty-nine board members allow the superintendent to perform this responsibility and prefer to see him continue.
5. Four hundred and seventy-three board members indicated they are operating in violation of Montana School Law since they have transferred this responsibility to the superintendent.

Table one hundred and seventeen displays the responses for role responsibility, item 22: "Have general supervision of all schools in the district and the personnel employed by the district."

Table 117

Chi Square Analyses for Item 22

		ACTUAL	
		School Board	Superintendent
PREFERRED	School Board	55	3
	Superintendent	10	429
			497

*df = 1 Critical $x^2 = 3.84$ Calculated $x^2 = 377.91$

* significant at .05 level

The analysis presented in table one hundred and seventeen leads to the rejection of Null Hypothesis 32: actual board roles are independent of preferred board roles on item 22.

Item 22 is a superintendent responsibility as mandated by Montana School Law.

Table one hundred and seventeen indicates that:

1. Four hundred and twenty-nine board members agree with and operate in accordance with Montana School Law.

2. Three board members operate in accordance with Montana School Law, but prefer to see the responsibility transferred to the school board.
3. Fifty-five board members perform this responsibility and would prefer it remain a school board function.
4. Ten board members perform this responsibility, but would prefer to see the superintendent assume the responsibility.
5. Sixty-five board members indicated they are operating in violation of Montana School Law since they have transferred this responsibility from the superintendent to the board.

Table one hundred and eighteen displays the responses for role responsibility, item 23: "Implement and administer the policies of the district."

Table 118

Chi Square Analyses for Item 23

		ACTUAL	
		School Board	Superintendent
PREFERRED	School Board	108	10
	Superintendent	4	375
			497
*df = 1	Critical $\chi^2 = 3.84$	Calculated $\chi^2 = 416.73$	

* significant at .05 level

The analysis presented in table one hundred and eighteen leads to the rejection of Null Hypothesis 33: actual board roles are independent of preferred board roles on item 23.

Item 23 is a superintendent responsibility as mandated by Montana School Law.

Table one hundred and eighteen indicates that:

1. Three hundred and seventy-five board members agree with and operate in accordance with Montana School Law.

2. Ten board members operate in accordance with Montana School Law, but prefer to see the responsibility transferred to the school board.
3. One hundred and eight board members perform this responsibility and would prefer it to remain a school board function.
4. Four board members perform this responsibility, but would prefer to see the superintendent assume the responsibility.
5. One hundred and twelve board members indicated they are operating in violation of Montana School Law since they have transferred this responsibility from the superintendent to the board.

Table one hundred and nineteen displays the responses for role responsibility, item 24: "Select all textbooks."

Table 119

Chi Square Analyses for Item 24

		ACTUAL	
		School Board	Superintendent
PREFERRED	School Board	130	5
	Superintendent	65	297
			497

*df = 1 Critical $x^2 = 3.84$ Calculated $x^2 = 249.84$

* significant at .05 level

The analysis presented in table one hundred and nineteen leads to the rejection of Null Hypothesis 34: actual board roles are independent of preferred board roles on item 24.

Item 24 is a superintendent responsibility as mandated by Montana School Law.

Table one hundred and nineteen indicates that:

1. Two hundred and ninety-seven board members agree with and operate in accordance with Montana School Law.

2. Five board members operate in accordance with Montana School Law, but prefer to see the responsibility transferred to the school board.
3. One hundred and thirty board members perform this responsibility and would prefer it to be a school board function.
4. Sixty-five board members perform this responsibility, but would prefer to see the superintendent assume the responsibility.
5. One hundred and ninety-five board members indicated they are operating in violation of Montana School Law since they have transferred this responsibility from the superintendent to the board.

Table one hundred and twenty displays the responses for role responsibility, item 25: "Select all reference and library books."

Table 120

Chi Square Analyses for Item 25

		ACTUAL	
		School Board	Superintendent
PREFERRED	School Board	71	5
	Superintendent	51	370
			497
*df = 1	Critical $\chi^2 = 3.84$	Calculated $\chi^2 = 225.41$	

* significant at .05 level

The analysis presented in table one hundred and twenty leads to the rejection of Null Hypothesis 35: actual board roles are independent of preferred board roles on item 25.

Item 25 is a superintendent responsibility as mandated by Montana School Law.

Table one hundred and twenty indicates that:

1. Three hundred and seventy board members agree with and operate in accordance with Montana School Law.

2. Five board members operate in accordance with Montana School Law, but prefer to see the responsibility transferred to the school board.
3. Seventy-one board members perform this responsibility and would prefer it to be a school board function.
4. Fifty-one board members perform this responsibility, but would prefer to see the superintendent assume the responsibility.
5. One hundred and twenty-two board members indicated they are operating in violation of Montana School Law since they have transferred this responsibility from the superintendent to the board.

Table one hundred and twenty-one displays the responses for role responsibility, item 26: "Have general supervision of all pupils of the district, enforce the compulsory attendance provisions and have the authority to suspend for good cause any pupil of the district."

Table 121

Chi Square Analyses for Item 26

		ACTUAL	
		School Board	Superintendent
PREFERRED	School Board	81	8
	Superintendent	11	397
			497

*df = 1 Critical $x^2 = 3.84$ Calculated $x^2 = 371.94$

* significant at .05 level

The analysis presented in table one hundred and twenty-one leads to the rejection of Null Hypothesis 36: actual board roles are independent of preferred board roles on item 26.

Item 26 is a superintendent responsibility as mandated by Montana School Law.

Table one hundred and twenty-one indicates that:

1. Three hundred and ninety-seven board members agree with and operate in accordance with Montana School Law.

2. Eight board members operate in accordance with Montana School Law, but prefer to see the responsibility transferred to the school board.
3. Eighty-one board members perform this responsibility and would prefer it to be a school board function.
4. Eleven board members perform this responsibility, but would prefer to see the superintendent assume the responsibility.
5. Ninety-two board members indicated they are operating in violation of Montana School Law since they have transferred this responsibility from the superintendent to the board.

Table one hundred and twenty-two displays the responses for role responsibility, item 27: "Report the cumulative pupil attendance and pupil absence of the district and any other pupil information required by the report form prescribed by the superintendent of public instruction."

Table 122

Chi Square Analyses for Item 27

		ACTUAL	
		School Board	Superintendent
PREFERRED	School Board	5	2
	Superintendent	3	487
			497
*df = 1	Critical $\chi^2 = 3.84$	Calculated $\chi^2 = 176.10$	

* significant at .05 level

The analysis presented in table one hundred and twenty-two leads to the rejection of Null Hypothesis 37: actual board roles are independent of preferred board roles on item 27.

Item 27 is a superintendent responsibility as mandated by Montana School Law.

Table one hundred and twenty-two indicates that:

1. Four hundred and eighty-seven board members agree with and operate in accordance with Montana School Law.

2. Two board members operate in accordance with Montana School Law, but prefer to see the responsibility transferred to the school board.
3. Five board members perform this responsibility and would prefer it to be a school board function.
4. Three board members perform this responsibility, but would prefer to see the superintendent assume the responsibility.
5. Eight board members indicated they are operating in violation of Montana School Law since they have transferred this responsibility from the superintendent to the board.

SUMMARY

Of the seven hundred and forty-four Montana school board members who serve on a board which governs a 1-12 academic program, four hundred and ninety-seven (66.8%) returned completed questionnaires. These constituted the data base for this study. Tables are used to display the frequency of each response to each item on the questionnaire.

As a result of the chi square tests of independence, thirty-three null hypotheses were rejected. The rejections indicate that responses to particular items were dependent either on school district classification or

actual role responsibilities.

Significant findings regarding personal characteristics were:

1. Class I board members tended to work in the professions, Class II board members were involved in the professions and business, and Class III board members tended to be involved in agriculture.
2. Class I board members have more formal education than Class II and Class III board members. Class II board members have more formal education than Class III board members.
3. Class I board members are less involved with parenting school age children who attended the district's public schools than Class II and Class III board members. Class III board members are the most highly involved.
4. Class III board members are less inclined to have their children in grades K-12 attend private or parochial schools than Class I or Class II board members.
5. Class II board members are older than Class I or Class III board members. Class I board members are older than Class III board members.

6. Class I board members have a higher annual family income than either Class II or Class III board members. Class II board members have a higher annual family income than Class III board members.

Significant findings regarding role responsibilities were:

1. Regarding mandated board responsibilities, actual board roles are dependent on preferred board roles.
2. Regarding mandated superintendent responsibilities, actual board roles are dependent on preferred board roles.

The following table indicates the percentage of respondents, who, by delegating the following mandated school board responsibilities, are in violation of the school laws of Montana.

Table 123

Percentage of Respondents in Violation of Montana School
Law by Delegation of Mandated School Board
Responsibilities to the Superintendent

Item Number	Responsibility	Percentage
21	Procure and display American flag	95.2
19	Make reports to county and state superintendents	94.2
3	Administer attendance provisions	86.5
20	Retain physician or nurse	86.1
5	Participate in teachers' retirement	76.5
16	Operate in accordance with school calendar	75.7
18	Establish/maintain school food services	74.4
17	Establish/maintain instructional services	67.2
10	Establish ANB and levies	62.4
13	Establish and administer funds	60.4
14	Administer gifts and legacies	56.7
11	Establish/maintain transportation system	56.5
9	Conduct fiscal business	54.5
2	Employ/dismiss non-certified staff	40.4
12	Issue, refund bonds	28.2
7	Organize, close or acquire isolation status	23.1
1	Employ/dismiss certified staff	22.9
8	Adopt and administer budget	20.3
4	Call/conduct/certify elections	14.9
6	Participate in boundary actions	7.4
15	Hold in trust and acquire real property	3.6

The following table indicates the percentage of respondents, who, by assuming the following mandated superintendent responsibilities, are in violation of the school laws of Montana.

Table 124

Percentage of Respondents in Violation of Montana
School Law by Assumption of Mandated
Superintendent Responsibilities

Item Number	Responsibility	Percentage
24	Select textbooks	39.2
25	Select reference-library books	24.5
23	Implement/administer policies	22.5
26	General supervision of all pupils	18.5
22	General supervision of schools	13.0
27	Report pupil attendance	1.6

Chapter V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

Goldhammer (1964) felt that " . . . to the extent that the community as a whole is represented in decision-making structures, there is the possibility of directing educational decisions toward solutions which will beneficially serve the vast majority of the people rather than a select group." (p. 25)

In addition, Goldhammer noted " . . . that a significant problem exists with respect to the definition of the roles of the school board members and the superintendent in relation to policy making and administration of the public schools." (p. 52)

Therefore, the problem of this study was (1) to determine selected personal characteristics of school board members serving Montana schools in 1980-81; (2) to determine if the selected personal characteristics of school board members varied according to school district classification; (3) to determine if role conflicts existed between Montana school board members' actual organizational behavior and the School Laws of Montana; (4) to

determine if role conflicts existed between Montana school board members' preferred organizational behavior and the School Laws of Montana; and (5) to determine if role conflicts existed between Montana school board members' actual and preferred organizational behavior.

It was hoped that this study would (a) create an awareness on the part of Montana school boards as to the extent of community representation; and (b) to identify problems or role conflicts that existed between school board members' actual, preferred, and mandated role responsibilities.

The study originated with an extensive review of the literature related to school board members' personal characteristics and role perceptions. Following this review, a survey instrument was constructed. Items developed for the survey instrument were actual responsibilities of the school board and superintendent as defined by the School Laws of Montana.

Next, a pilot study was conducted with a group of elected county high school board members to determine test-retest reliability. There was a three week interval between administrations of the survey. Items included in

the final survey were only those displaying a reliability coefficient of .85 or greater. All original survey items met this criteria.

The names and addresses of 1980-81 Montana school board members contacted were made available by the Montana county superintendents. District classification was also made available by the Montana county superintendents.

The final questionnaire was sent to all public school board members (seven hundred and forty-four individuals) in the state of Montana who served on a board which governed a 1-12 academic program and was not classified as a county high school district. A follow-up letter was sent to all non-respondents on March 16, 1981.

By April 9, 1981, the investigator had received four hundred and ninety-seven completed questionnaires, which constituted the data base for this study.

Dr. Al Suvak programmed and supervised the data analyses which were run at the Montana State University Computing Center.

The statistical procedure used to analyze the data was the chi square test of independence.

Following analysis, the data was summarized and

presented in tabular form. Statistical hypotheses were stated in the null form and were tested at the .05 level of significance.

As a result of the chi square tests of independence, thirty-three null hypotheses were rejected, indicating that responses to particular items were dependent on either school district classification or preferred role responsibility.

Significant findings regarding personal characteristics were:

1. Class I board members tended to work in the professions, while Class II board members were involved in the professions and business. Class III board members tended to be involved with agriculture.
2. Class I board members have more formal education than Class II and Class III board members. Also, Class II board members have more formal education than Class III board members.
3. Class I board members are less involved with parenting school age children, who attended the district's public schools, than Class II and Class III board members. Class III board members are the most highly involved.
4. Class III board members are less inclined to have their children in grades K-12 attend private or parochial schools than Class I and Class II board

members.

5. Class II board members are older than Class I or Class III board members. Class I board members are older than Class III board members.
6. Class I board members have a higher annual family income than either Class II or Class III board members. Class II board members have a higher annual family income than Class III board members.

Regarding actual and preferred role responsibilities, significant findings indicated that the following actual board roles were dependent on preferred board roles. That is, board members are performing those role responsibilities that they prefer to perform:

1. Employ or dismiss certified school employees
2. Employ or dismiss non-certified school employees
3. Administer the attendance and tuition provisions and otherwise govern the pupils of the district
4. Call, conduct, and certify the elections of the district
5. Participate in the teachers' retirement system of the state of Montana
6. Participate in boundary change actions
7. Organize, open, close, or acquire isolation status for the schools of the district
8. Adopt and administer the annual budget or emergency budget of the district
9. Conduct the fiscal business of the district

10. Establish the ANB, foundation program, permissive levy, additional levy, cash reserve, and state impact aid amount for the general fund of the district
11. Establish, maintain, budget, and finance the transportation program of the district
12. Issue, refund, sell, budget, and redeem the bonds of the district
13. When applicable, establish, financially administer, and budget for the tuition fund, retirement fund, building reserve fund, adult education fund, non-operating fund, school food services fund, miscellaneous federal programs fund, building fund, housing and dormitory fund, traffic education fund, and interlocal cooperative agreement fund
14. When applicable, administer any interlocal cooperative agreement, gifts, legacies, or devises
15. Hold in trust, acquire, and dispose of the real and personal property of the district
16. Operate the schools of the district in accordance with the provisions of law pertaining to the school calendar
17. Establish and maintain the instructional services of the schools of the district
18. Establish and maintain the school food services of the schools of the district
19. Make such reports from time to time as the county superintendent, superintendent of public instruction, and the board of public education may require
20. Retain, when deemed advisable, a physician or registered nurse to inspect the sanitary conditions of the school or the general health conditions of each pupil, and upon request, make available to any parent or guardian any medical reports or health records maintained by the district

- pertaining to his child
21. Procure and display outside daily in suitable weather at each school of the district an American flag
 22. Have general supervision of all schools of the district and the personnel employed by the district
 23. Implement and administer the policies of the district
 24. Select all textbooks
 25. Select all reference and library books
 26. Have general supervision of all pupils of the district, enforce the compulsory attendance provisions and have authority to suspend for good cause any pupil of the district
 27. Report the cumulative pupil attendance and pupil absence of the district and any other pupil information required by the report form prescribed by the superintendent of public instruction

The following table indicates the percentage of respondents, who, by delegating the following mandated school board responsibilities, are in violation of the School Laws of Montana.

Table 125

Percentage of Respondents in Violation of Montana School
Law by Delegation of Mandated School Board
Responsibilities to the Superintendent

Item Number	Responsibility	Percentage
21	Procure and display American flag	95.2
19	Make reports to county and state superintendents	94.2
3	Administer attendance provisions	86.5
20	Retain physician or nurse	86.1
5	Participate in teachers' retirement	76.5
16	Operate in accordance with school calendar	75.7
18	Establish/maintain school food services	74.4
17	Establish/maintain instructional services	67.2
10	Establish ANB and levies	62.4
13	Establish and administer funds	60.4
14	Administer gifts and legacies	56.7
11	Establish/maintain transportation system	56.5
9	Conduct fiscal business	54.5
2	Employ/dismiss non-certified staff	40.4
12	Issue, refund bonds	28.2
7	Organize, close or acquire isolation status	23.1
1	Employ/dismiss certified staff	22.9
8	Adopt and administer budget	20.3
4	Call/conduct/certify elections	14.9
6	Participate in boundary actions	7.4
15	Hold in trust and acquire real property	3.6

The following table indicates the percentage of respondents, who, by assuming the following mandated superintendent responsibilities, are in violation of the School Laws of Montana:

Table 126

Percentage of Respondents in Violation of Montana
School Law by Assumption of Mandated
Superintendent Responsibilities

Item Number	Responsibility	Percentage
24	Select textbooks	39.2
25	Select reference-library books	24.5
23	Implement/administer policies	22.5
26	General supervision of all pupils	18.5
22	General supervision of schools	13.0
27	Report pupil attendance	1.6

Conclusions

The findings of this study lead the investigator to the following conclusions:

The typical Class I board member has a median age of 44.5 years, is a married man, and is the father of no public school age children. Also, he has a college degree and is employed in the professions with an annual family

income of \$41,900. Finally, he owns real estate within the school district and holds no other public office.

The typical Class II board member has a median age of 46.8 years, is a married man, and is the father of one child attending the district's public schools. Also, he has some college training and is employed either in the professions or business with an annual family income of \$31,200. He owns real estate within the school district and holds no other public office. (See Table 127)

The typical Class III board member has a median age of 42.8 years, is a married man, and is the father of one child attending the district's public schools. Also, he has some college training (less than Class II) and is involved with agriculture. His annual family income is \$28,400. Finally, he owns real estate within the school district and holds no other public office. (See Table 127)

The typical Montana school board member has a median age of 43.5 years, is a married man, and is the father of one child attending the district's public schools. He has some college training and is involved with agriculture with an annual family income of \$29,200. He owns real estate within the district and holds no other public office.

(See Table 128)

Table 127

Board Member Personal Characteristics

Characteristic	Class I	Class II	Class III
Sex	Male	Male	Male
Occupation	Profes- sions	Professions/ business	Agricul- ture
Education	College degree	Some college	Some col- lege (less than Class II)
Children Attend- ing Public School	0	1	1
Children Attend- ing Private School	0	0	0
Age	44.5	46.8	42.8
Marital Status	Married	Married	Married
Owns Real Estate	Yes	Yes	Yes
Family Annual Income	\$41,900*	\$31,200*	\$28,400*
Other Public Office	No	No	No

*rounded to the nearest hundred

Table 128

Typical Montana Board Member Personal Characteristics

Characteristic	Typical Montana Board Member
Sex	Male
Occupation	Agriculture
Education	Some college
Children Attending Public School	1
Children Attending Private School	0
Age	43.5
Marital Status	Married
Owns Real Estate	Yes
Family Annual Income	\$29,200*
Other Public Office	No

* rounded to the nearest hundred

The following table presents the characteristics of the typical Montana school board member in 1951 (Class I, II, III, and county districts), 1966 (Class I only), and 1981 (Class I, II, and III):

Table 129

Typical Montana Board Member Personal
Characteristics by Year

Characteristic	1951 (Class I, II, III and County Districts)	1966 (Class I only)	1981 (Class I, II, III)
Sex	Male	Male	Male
Occupation	Farmer/Pro- prietor/ Profes- sional	Profes- sional/ Agricul- ture	Agriculture
Children in Family	3	3-4	---
Children Attend- ing Public School	2	2	1
Children Attend- ing Private School	---	---	0
Age	47.3	47.0	43.5
Marital Status	Married	Married	Married
Owns Real Estate	Yes	---	Yes
Annual Family Income	---	---	\$29,200
Individual Income	\$17,200*	\$28,500*	---
Other Public Office	No	---	No

* shown in 1981 dollars

Source: Bureau of Labor Statistics, 1981

The reader is cautioned regarding comparisons of the studies shown on Table 129 since the populations are different. The 1951 study surveyed Class I, II, III, and county districts. The 1966 study surveyed only Class I school districts. Finally, the 1981 study surveyed Class I, II, and III school districts.

The three studies show that during the last thirty years in Montana sex (male) and occupation (agriculture) of school board members have remained constant. Also, the number of children attending the district's public schools has decreased from an average of two to one.

The following table presents a comparison of the 1962 HEW study and the 1978 and 1979 American School Boards Journal studies with the 1981 Montana study. The previous national studies contained regional breakdowns. The region used for comparison with the Montana study was "West".

Table 130

Comparison of Personal Characteristics with
Previous National Studies

Characteristic	HEW 1962	ASBJ 1978 1979	Amundson 1981
Education			
College Graduate	50.2%		38.6%
High School Graduate	45.8%		55.7%
Schooling Ended Before High School Graduation	4.0%		5.7%
Sex			
Female Board Membership	43.7%	11.0% 23.0%	19.0%
Occupation			
Business	37.3%		17.5%
Professions	27.7%		16.1%
Agriculture	12.4%		41.7%
Housewives	.8%		10.7%
Retired	1.4%		1.6%
Income			
Less than \$19,999		16.0%	22.0%
\$20,000 - \$29,999		38.0%	30.2%
\$30,000 - \$39,999		29.0%	20.3%
\$40,000 or more		18.0%	27.4%

The 1962 HEW study reported that the majority of school board members in the West were college graduates. In contrast, the 1981 study found that the majority of

Montana school board members were high school graduates. Also, the 1981 study found that five point seven percent of Montana school board members had ended their education before high school graduation. The HEW study found only four percent.

Regarding female membership on boards of education, the HEW study found that forty-three point seven percent were women. This figure is considerably higher than either the American School Boards Journal studies or the 1981 study reported. The ASBJ found female board membership to be eleven percent in 1978 with an increase to twenty-three percent in 1979. This study (1981) found female board membership in Montana to be nineteen percent.

The HEW study found the main occupation of board members in the West to be business. In Montana in 1981 the main occupational category is agriculture.

The following table presents a comparison of the findings of: (a) Caughran, Illinois, 1956; (b) New York State Regents, New York State, 1965; (c) Splawn, Texas, 1972; and (d) Amundson, Montana, 1981.

Table 131

Comparison of Personal Characteristics with
Previous State Studies

Characteristic	Typical Board Member			
	1956	1965	1972	1981
Marital Status	Married	Married	----	Married
Median Age	49.1	45.0	41.7	43.5
Male Membership	93.0%	90.0%	----	81.0%
Children in Public Schools	77.0%	----	87.8%	74.4%
Education (attended college)	----	53.0%	53.3%	66.0%
Occupation Business/Profes- sions	66.0%	----	36.7%	33.6%
Agriculture	----	----	44.2%	41.7%

Caughran, the New York State Regents, and this 1981 study found that the average board member was a married man. All four studies indicated a lowering of the median age of board members when compared. By 1972 the median age had dropped from the upper forties to the lower forties.

In comparing Splawn's study in Texas (1972) with

this study, a decrease in the percentage of board members who had children attending the public schools can be seen. Splawn found that eighty-seven point eight percent of the Texas board members had children in the public schools. The 1981 study found that seventy-four point four percent of Montana board members had children attending the public schools.

In comparing the percentage of board members who had attended college, the New York Regents found that fifty-three percent of their state's board members were in this category; Splawn found that fifty-three point three percent of Texas board members had attended college; and the 1981 study found that sixty-six percent of Montana school board members had attended college.

Regarding actual and preferred role responsibilities, it is possible to conclude that Montana school board members' actual role responsibilities are dependent on their preferred role responsibilities. This dependence was evident for all mandated role responsibilities.

Of the board members involved in this study, many indicated that they had delegated the performance for those roles which appear to the investigator to be components of

the day to day functioning of the schools to the superintendent. (See Table 125) It is not possible as a result of this study to determine if they have also delegated the legal authority.

Many of the mandated school board role responsibilities appear to the investigator to have lost their appropriateness over the years. Many of the roles now legally required of Montana school board members are not policy roles.

Recommendations

It is recommended that the State Board of Education address the conflict between mandated school board responsibilities and actual school board responsibilities and urge the State Superintendent of Public Instruction to formulate strategy which would lead to the reduction or elimination of such conflict.

It is recommended that the Montana School Boards Association and the Office of Public Instruction develop resource materials and provide in-service workshops for board members concerning their mandated role responsibilities.

It is recommended that units of the Montana University System offer in-service workshops for school board members and administrators during which ideas are explored and materials developed which would familiarize board members with their mandated role responsibilities.

It is recommended that the results of this study be made available to the State Board of Education, State Superintendent of Public Instruction, School Administrators of Montana, Montana County Superintendents, and the Montana School Boards Association for dissemination.

It is recommended that the State Board of Education, State Superintendent of Public Instruction, School Administrators of Montana, Montana County Superintendents, and the Montana School Boards Association work with state legislators to create an awareness of the need to revise the present mandated role responsibilities of state school board members.

Suggestions for Further Study

Suggestions for research in areas related to this study are as follows:

1. A study to compare Montana school board members' delegation of mandated role performance and legal authority
2. A study to determine the effect role conflict between the school board and the superintendent has on the quality of education within school districts of Montana
3. A study to determine the effectiveness of existing in-service training programs in reducing role conflict of Montana school board members
4. A study to determine the effectiveness of existing in-service training programs on increasing the membership effectiveness of Montana school board members
5. A study to compare the perceptions of parents, teachers, administrators, and school board members regarding the appropriate role of the school board in Montana

LITERATURE CITED

LITERATURE CITED

1. Anderson, C. R. Know Your Schools: Public Education in Montana. Helena, Montana: State Publishing Company, 1972.
2. Brown, Robert H. "The Social Composition of School Boards." American School Board Journal, 129: 23-24, August, 1954.
3. Caughran, Roy W. "The School Board Member Today." American School Board Journal, 133:39-40, November, 1956.
4. _____ . "The School Board Member Today." American School Board Journal, 133:25-26, December, 1956.
5. Counts, George S. The Social Composition of Boards of Education. Chicago: University of Chicago Press, 1927.
6. Ferguson, George A. Statistical Analysis in Psychology & Education. 4th ed. New York: McGraw-Hill Book Company, 1976.
7. Goldhammer, Keith. The School Board. New York: The Center for Applied Research in Education, Inc., 1964.
8. Good, Carter V. Dictionary of Education. 3rd ed. New York: McGraw-Hill Book Company, 1959.
9. Haines, Francis D. "A Study of the Social Composition of Montana School Boards." (Doctoral thesis, University of Montana, 1932)
10. Hardin, Kermit Lavern, Jr. "The Social Composition of School Board Members in Illinois and Their Attitudes Toward Educational Issues and Board Procedures." (Doctoral thesis, University of Illinois at Urbana-Champaign, 1972)

11. Hubley, Sherman B. "Economic and Social Composition of Montana School Boards." (Master's thesis, University of Montana, 1951)
12. Ketterlin, Joseph Gerhard. "The Perceived Role of School Boards in the Public Schools of Missouri." (Doctoral thesis, University of Missouri, 1976)
13. Kinn, Charles J. "Superintendent and Board Member Role Perceptions in Selected Minnesota School Districts." (Doctoral thesis, University of Northern Colorado, 1980)
14. McCaffrey, Michael Duff. "Identifying a School Board Perspective: A Participant-Observation Exploration of a School Board and Its Relationship to Itself, the Community, and the Local School." (Doctoral thesis, Boston University, 1974)
15. Midwest Administration Center at the University of Chicago. School Board Studies. Chicago: The Midwest Administration Center, 1957.
16. Monson, John. "Socio-economic Characteristics of Board Members Serving Montana's Class One School Districts." (Master's thesis, Montana State University, 1966)
17. The New York State Regents Advisory Committee on Educational Leadership. School Boards and School Board Membership, U.S., Educational Resources Information Center, ERIC Document ED 103 711, 1965.
18. Pennsylvania School Boards Association, Inc. PSBA Commission to Strengthen the Working Relationships of School Boards and Superintendents, U.S., Educational Resources Information Center, ERIC Document ED 148 013, 1977.
19. Sanford, Mark Steward. "Expectations for the Role of Superintendent of Schools as Perceived by School Board Presidents and Superintendents in North Dakota." (Doctoral thesis, University of North Dakota, 1976)

20. "Status and Practice of Boards of Education." NEA Research Bulletin, 24:51-55, April, 1946.
21. Splawn, Robert E. A Study of Boards of Education in Texas - The Makeup of Boards and the Perceptions of Board Members, U.S., Educational Resources Information Center, ERIC Document ED 066 823, 1972.
22. Superintendent of Public Instruction. School Laws of Montana, 1979.
23. Thouvenot, Frank. "An Analysis of the Congruence of Perceptions of Local School Board Members with Superintendents and Lay Citizens Concerning the Role of the Superintendent in the Decision-making Process of the Local School District." (Doctoral thesis, Saint Louis University, 1978)
24. Underwood, Thomas, Cooke, and Underwood. "Portrait of the American School Board Member." American School Board Journal, 167:23-25, January, 1980.
25. Weinberg, George and Schumaker. Statistics: An Intuitive Approach. Monterey: Brooks/Cole Publishing Company, 1974.
26. White, Alpheus L. Local School Boards: Organization and Practices, U.S., Educational Resources Information Center, ERIC Document ED 067 762, 1962.

APPENDICES

APPENDIX A

January 7, 1981

Dear School Board Member,

We feel that the enclosed study will provide worthwhile information for the Montana School Boards Association, Montana Office of Public Instruction, and individual board members.

The questionnaire should take no more than fifteen minutes to complete. Your assistance in completing the questionnaire would be greatly appreciated.

Sincerely,

Wayne G. Buchanan
Executive Director
Montana School Boards Association

APPENDIX B

January 10, 1981

Dear

The enclosed questionnaire is part of a statewide study to determine selected personal characteristics and role perceptions of Montana school board members.

The study was designed as an attempt to learn more about who serves on school boards and to assist school board members in understanding their role in relation to the school district and the state. In addition, it is hoped that the results of this study will prove useful to the Montana School Boards Association and the Office of Public Instruction in helping school board members better perform their responsibilities.

We realize the demands made upon your time. Yet we would greatly appreciate it if you could complete and return the questionnaire in the stamped, self-addressed envelope provided. It should take no more than fifteen minutes.

Your replies will be held in the strictest confidence. All responses will be reported in group statistics only; neither individuals nor specific schools will be identified.

The number appearing in the upper right-hand corner of the instrument will be used only for follow-up purposes if this becomes necessary.

The results of the survey will be greatly enhanced by having a large percentage of the questionnaire returned. Since you have been selected as one member of the representative sample of Montana school board members, it will be appreciated if you can return the questionnaire by

APPENDIX B (continued)

January 23rd.

Sincerely,

Gar L. Amundson
Department of Educational Services
Montana State University
Bozeman, MT 59717

Information in the study will be made available to you
through the Montana School Boards Association.

APPENDIX C

PERSONAL CHARACTERISTICS
(MONTANA SCHOOL BOARD MEMBERS)

SECTION A

PERSONAL DATA

Please write the number of the appropriate response in the parentheses provided.

1. Sex
 - (1) Male
 - (2) Female()

2. Occupation
 - (1) Business
 - (2) Agriculture
 - (3) Housewife
 - (4) Professions
 - (5) Retired
 - (6) Other (list) _____()

3. Education (highest grade completed) or degree achieved
 - (1) 8 years or less
 - (2) 9 to 11 years
 - (3) High School diploma
 - (4) Some college - no degree
 - (5) Bachelor's degree
 - (6) Master's degree
 - (7) Earned doctorate()

4. Number of your children currently attending the district's public schools
 - (1) 0
 - (2) 1
 - (3) 2
 - (4) 3
 - (5) 4 or more()

APPENDIX C (continued)

5. Number of your children in grades K-12 currently attending private or parochial schools
(1) 0
(2) 1
(3) 2
(4) 3
(5) 4 or more ()
6. Your age (at last birthday)
(1) 18 - 19 years
(2) 20 - 29 years
(3) 30 - 39 years
(4) 40 - 49 years
(5) 50 - 59 years
(6) 60 or more years ()
7. Marital status
(1) married
(2) single ()
8. Do you own real estate within the school district?
(1) Yes
(2) No ()
9. Family (both husband and wife) annual income level
(1) Less than \$10,000
(2) \$10,000 - \$19,999
(3) \$20,000 - \$29,999
(4) \$30,000 - \$39,999
(5) \$40,000 or more ()
10. Do you hold any other public office?
(1) Yes
(2) No ()

APPENDIX C (continued)

ROLE RESPONSIBILITIES
(MONTANA SCHOOL BOARD MEMBERS)

SECTION B

Please indicate under the column heading ACTUAL whether the school board or superintendent performs each of the following role responsibilities.

Also, please indicate under the column heading PREFERRED whether you would prefer the school board or the superintendent to perform each of the following role responsibilities.

Under each heading, circle either SB to indicate the school board or SUPT to indicate the superintendent.

<u>ACTUAL</u>			<u>PREFERRED</u>	
SB	SUPT	1. Employ or dismiss certified school employees	SB	SUPT
SB	SUPT	2. Employ or dismiss non-certified school employees	SB	SUPT
SB	SUPT	3. Administer the attendance and tuition provisions and otherwise govern the pupils of the district	SB	SUPT
SB	SUPT	4. Call, conduct, and certify the elections of the district	SB	SUPT
SB	SUPT	5. Participate in the teachers' retirement system of the state of Montana	SB	SUPT
SB	SUPT	6. Participate in boundary change actions	SB	SUPT

APPENDIX C (continued)

<u>ACTUAL</u>			<u>PREFERRED</u>	
SB	SUPT	7. Organize, open, close, or acquire isolation status for the schools of the district	SB	SUPT
SB	SUPT	8. Adopt and administer the annual budget or emergency budget of the district	SB	SUPT
SB	SUPT	9. Conduct the fiscal business of the district	SB	SUPT
SB	SUPT	10. Establish the ANB, foundation program, permissive levy, additional levy, cash reserve, and state impact aid amount for the general fund of the district	SB	SUPT
SB	SUPT	11. Establish, maintain, budget, and finance the transportation program of the district	SB	SUPT
SB	SUPT	12. Issue, refund, sell, budget, and redeem the bonds of the district	SB	SUPT
SB	SUPT	13. When applicable, establish, financially administer, and budget for the tuition fund, retirement fund, building reserve fund, adult education fund, non-operating fund, school food services fund, miscellaneous federal programs fund, building fund, housing and dormitory fund, traffic education fund, and inter-local cooperative agreement fund	SB	SUPT

APPENDIX C (continued)

<u>ACTUAL</u>			<u>PREFERRED</u>	
SB	SUPT	14. When applicable, administer any interlocal cooperative agreement, gifts, legacies, or devises	SB	SUPT
SB	SUPT	15. Hold in trust, acquire, and dispose of the real and personal property of the district	SB	SUPT
SB	SUPT	16. Operate the schools of the district in accordance with the provisions of law pertaining to the school calendar	SB	SUPT
SB	SUPT	17. Establish and maintain the instructional services of the schools of the district	SB	SUPT
SB	SUPT	18. Establish and maintain the school food services of the schools of the district	SB	SUPT
SB	SUPT	19. Make such reports from time to time as the county superintendent, superintendent of public instruction, and board of education may require	SB	SUPT

APPENDIX C (continued)

<u>ACTUAL</u>			<u>PREFERRED</u>	
SB	SUPT	20. Retain, when deemed advisable, a physician or registered nurse to inspect the sanitary conditions of the school or the general health conditions of each pupil, and upon request, make available to any parent or guardian any medical reports or health records maintained by the district pertaining to his child	SB	SUPT
SB	SUPT	21. Procure and display outside daily in suitable weather at each school of the district an American flag	SB	SUPT
SB	SUPT	22. Have general supervision of all schools of the district and the personnel employed by the district	SB	SUPT
SB	SUPT	23. Implement and administer the policies of the district	SB	SUPT
SB	SUPT	24. Select all textbooks	SB	SUPT
SB	SUPT	25. Select all reference and library books	SB	SUPT
SB	SUPT	26. Have general supervision of all pupils of the district, enforce the compulsory attendance provisions and have the authority to suspend for good cause any pupil of the district	SB	SUPT

APPENDIX C (continued)

ACTUALPREFERRED

<u>ACTUAL</u>					<u>PREFERRED</u>
SB	SUPT	27.	Report the cumulative pupil attendance and pupil absence of the district and any other pupil information required by the report form prescribed by the superintendent of public instruction		SB SUPT

APPENDIX D

March 13, 1981

Dear

This is just a note to remind you that you have been selected to participate in a state-wide study to determine the personal characteristics and perceived role responsibility of Montana school board members.

While we are very pleased with the number of early responses, we still need a greater number of returns for the study to be considered both valid and reliable. Please do not underestimate the importance of your return.

If you have misplaced the original instrument, please let me know and I will send you an additional copy immediately.

Recommendations from this study will be used in the development of training and in-service programs for Montana school board members.

Please take a few minutes to complete the questionnaire and return it as soon as possible. Thank you for your cooperation in this study.

Sincerely,

Gar L. Amundson
Department of Educational Services
Montana State University
Bozeman, MT 59717

Telephone: (406) 994-4933 (work)
(406) 587-7372 (home)

MONTANA STATE UNIVERSITY LIBRARIES
stks D378.Am92@Theses RL
Personal characteristics and perceived r



3 1762 00104511 9