

FACTORS INFLUENCING THE TENURE OF SUPERINTENDENTS AS PERCEIVED BY  
SUPERINTENDENTS AND SCHOOL BOARD PRESIDENTS IN TEXAS

A Dissertation

by

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This dissertation meets the standards for scope and quality of  
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## ABSTRACT

The current national average tenure for superintendents is between 2.75 and 4.00 years. Since the organizational chain of command in Texas places the human resources management of the superintendent in the hands of elected school board members, it is imperative that superintendents understand the factors that contribute to their tenure. The study was conducted to document the factors that affect superintendent tenure as perceived by superintendents and school board presidents in Texas.

The study was descriptive in nature. In order to explore factors that influence superintendent tenure, the Synergistic Leadership Theory (SLT) utilizes four interconnected, interactive, and gender inclusive factors, namely, 1) Leadership Behaviors, 2) External Forces, 3) Organizational Structure, and 4) Beliefs, Attitudes, and Values. The Organizational and Leadership Effectiveness Inventory (OLEI) was used to document the importance of the four SLT factors in relation to tenure, using a 4-point Likert-type scaling. There were 207 superintendents and 49 school board presidents who participated in the study.

The results of the study show that at the item level, the superintendents ranked the importance of nine OLEI characteristics higher than did the school board presidents, namely, 1) high energy, 2) combining social talk with administrator talk, 3) intuitive, 4) flexibility/adaptability, 5) being reflective, 6) power sharing (in the context of leadership behaviors), 7) leadership that is affected by the expectations of the community, 8) power sharing (in the context of organizational structure), and 9) emphasizing collegiality. The school board presidents ranked risk taking higher than did the superintendents. At the scale level, both the superintendents and school board presidents held Beliefs, Attitudes, and Values as the most

important factor in relation to the tenure of the superintendent, followed by Leadership Behavior, Organizational Structure, and External Forces. The four OLEI factors () were not useful in explaining the variation in average tenure.

The Texas Association of School Boards personnel who train school board members to work effectively with superintendents and assist school boards in selecting new superintendents may use the results of the study on revising their strategies. The results may also help search firms in recruiting superintendents as they may be used to let aspiring superintendents know what school boards are looking for. Likewise, the Texas Association of School Administrators may use the results in training superintendents to work effectively with school board presidents. The results are also useful to anyone (e.g., school districts, specialist, and university faculty) who is responsible for professional development training of new superintendents and school board members.

## DEDICATION

I dedicate this dissertation to my wife Annie, and my sons John, and William. Without your support and encouragement, I would have never been able to stay on track these last four years. Annie, you have helped me every step of the way and were always there to encourage me when I could not see an end in sight. I also thank you for always being supportive and reading the endless amounts of pages I would ask you to look at. John and William, even though you are too young to remember this process, know that I am doing this for you and you can always achieve anything you put your mind to.

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## CHAPTER I

### INTRODUCTION

#### Background and Setting

Selecting a career path that includes the public school superintendency is both difficult and uncertain. According to the National School Board Association (NSBA), the average tenure for a superintendent is between 2.75 and 4.00 years. The numbers differ from agency to agency, however, the fact remains that the job of the superintendent is not typically secure. The challenges of the public school environment and the short tenure for superintendents create the odds for extended tenure of a superintendent past the average extraordinary (NSBA, 2011).

The American Association of School Superintendents (AASS) surveys active public school superintendents each decade. The primary purpose of the survey is to develop a better understanding of how diverse responsibilities are managed (AASS, 2011). According to Byrd, Drews, and Johnson (2006), such surveys reflect the opinions of only 11% of the superintendents in the United States. According to the research by Byrd, Drews, and Johnson (2006), the factors contributing to the short tenure of superintendents are complex and grounded in research. The authors conducted a study to discover the factors which may lead to the short tenure of Texas superintendents and reported three statistically significant factors that affect superintendency tenure, namely, 1) working with the school board president, 2) not getting decisions made at the school board level, and 3) the superintendent/school board communication (Byrd et al., 2006).

There are not as many studies conducted on school boards and more specifically on how school board presidents view factors that lead to a successful tenure for the superintendents. A study by Lunenburg and Ornestein (2008) revealed that the national average tenure of a school board member is 6.70 years, which in comparison with the 2.75 – 4.00 average tenure of the

superintendents (NSBA, 2011) suggests that school board members' tenure is more secure than is the superintendents'. A factor contributing to this discrepancy could be that board members are responsible for the hiring and firing of the superintendents.

Farmer, Walker, and Crouch (2003) conducted a study to explore factors that may lead to different viewpoints between the superintendents and the school boards, and reported that although the viewpoints of the superintendents and the school boards differ, they share the same general goal, namely, student success. The authors reported that the most important factor influencing the relationship between the school boards and the superintendents was the diverse external pressure that both face from the public and the organizations that evaluate school performance and achievement.

Melver (2011) conducted a study that examined governance, environmental, and personal factors that influence the tenure of the superintendents, and found that the superintendent's interaction with his/her board regarding conflict resolution was the leading governance factor (e.g., human resource management of the superintendent) that determined the superintendent's tenure with the district. Melver (2011) concluded that environmental factors (e.g., influence that comes from outside of the district) and personal factors (e.g., personality traits and leadership styles) lead to a successful or unsuccessful tenure for a superintendent.

#### Statement of the Problem

There are factors which may influence the tenure of the superintendents. The review of the literature identified minimal research on identifying and documenting factors influencing the tenure of the superintendents in the state of Texas. The organizational chain of command in Texas places the human resources management of the superintendent in the hands of elected school board members. There was a need for research that explores factors influencing the

tenure of the superintendents and the impact of the professional relationship between the superintendents and the school board presidents. Additionally, there was a need to examine the perceived value school board presidents and superintendents place on *Leadership Behaviors, External Forces, Organizational Structure, and Beliefs, Attitudes, and Values*.

### Theoretical Framework

The Synergistic Leadership Theory (SLT) provided the theoretical framework for the study. The SLT includes four equal and interactive factors (Irby, Brown, Duffy, & Trautman, 2002).

*Leadership behaviors* define the SLT's first factor. There are 11 varieties of *Leadership behaviors* designed for both female and male leaders, explicitly, 1) autocratic, 2) delegator, 3) collaborator, 4) communicator, 5) task-oriented, 6) risk-taker, 7) relational, 8) nurturer, 10) stabilizer, and 11) intuitive (Irby et al., 2002). Leadership behavior between superintendents and school board presidents impact everyone at every level in the district.

*External Forces* define the SLT's second factor. *External Forces* in education include politics, funding formulas, and disagreement among stakeholders about the definition of success. These forces often result in division among district leadership and may prevent the district from improving on the instructional core (Stark, 2005). There are six *External Forces*: 1) perceptions/expectations of supervisors/colleagues, 2) perceptions/expectations of community, local, state, national regulations, and resources, 3) location and culture of community, 4) socio-economic status, 5) language/ethnic groups, and 6) political/special interest groups (Irby et al., 2002). Texas public school boards are constantly feeling the pressure from outside entities and in turn constantly pressure the superintendents.

*Organizational structure* defines the SLT's third factor. The SLT does not define *organizational structure* in a common "line of command" structure; instead, it defines characteristics that represent both male and female perspectives that range from open structures to tightly bureaucratic structures (Irby et al., 2002). The factor consists of 12 characteristics: 1) rotates leadership, 2) uses expertise of members, not rank, 3) has consensually derived goals, 4) values members, 5) rewards professional development, 6) relies on informal communication, 7) disperses power, 8) promotes community, 9) promotes maturing and caring, 10) has many rules, 11) has separate tasks and roles, and 12) initiates few changes (Irby et al., 2002). Often school boards prefer an *organizational structure* that provides them the most control even though it may not be in the best interest of the school district.

*Beliefs, attitudes, and values* define the SLT's fourth factor. In order for a superintendent and a school board president to have a cohesive working relationship, it is important that they develop a common foundation and share similar *beliefs, attitudes, and values*. The factor identifying *beliefs, attitudes, and values* consists of nine components, namely, 1) importance of professional growth, 2) openness to change/diversity, 3) adherence to tradition, 4) collegial trust/support, 5) importance of character, ethics, integrity, 6) importance of programs for at-risk/gifted students, 7) purpose of school, 8) role of teachers/administrators, and 9) importance of employee's well-being. Beliefs are constantly changing as new information is processed but attitudes and values are permanent (Irby et al., 2002).

The framework created by the SLT describes relationships and tensions among *leadership behaviors, external forces, organizational structure, and beliefs, attitudes, values*. Disagreement among the factors can negatively impact the perceived effectiveness of the superintendent, the school board president, and the entire district (Irby et al., 2002).



## Purpose of the Study

The purpose of the study was to document the importance of factors which may influence the tenure of the superintendents as perceived by the superintendents and the school board presidents in Texas. The following research questions guided the study:

1. What is the importance of *Leadership Behaviors* on superintendent tenure as perceived by superintendents and school board presidents?
2. What is the importance of *External Forces* on superintendent tenure as perceived by superintendents and school board presidents?
3. What is the importance of *Organizational Structure* on superintendent tenure as perceived by superintendents and school board presidents?
4. What is the importance of *Beliefs, Attitudes, and Values* on superintendent tenure as perceived by superintendents and school board presidents?
5. What are the differences between superintendents and school board presidents on their perceptions of the importance of 1) *Leadership Behaviors*, 2) *External Forces*, 3) *Organizational Structure*, and 4) *Beliefs, Attitudes, and Values* on superintendent tenure?
6. What are the unique contributions of *Leadership Behaviors*, *External Forces*, *Organizational Structure*, and *Beliefs, Attitudes, and Values* in explaining superintendent tenure as perceived by superintendents?

## Operational Definitions

The *Leadership Behaviors* factor was measured by items 1 - 54 of the Organizational and Leadership Effectiveness Inventory (OLEI). The *External Forces* factor was measured by OLEI's items 55 - 71. The *Organizational Structure* factor was measured by OLEI's items 72 - 83, and the *Beliefs, Attitudes, and Values* factor was measured by OLEI's items 84 - 91.

Superintendent tenure was measured by the ratio of the years as a superintendent and the number of districts served as a superintendent.

#### Delimitations, Limitations, and Assumptions

The study was delimited to 1) superintendents and school board presidents in Texas; 2) the Synergistic Leadership Theory variables of *leadership behaviors*, *external forces*, *organizational structure*, and *beliefs, attitudes, and values*; and 3) superintendent tenure. Due to the non-probability nature of sampling, external validity was limited to study participants. Due to the non-experimental nature of the study, no causal inferences were drawn. It was assumed that the study participants provided the researcher with accurate data.

#### Significance of the Study

The study is important to school boards and superintendents in Texas. Stakeholders and policy makers benefit from research on the dynamics that impact the tenure of superintendents in Texas. The results of the study are useful to the Texas Association of School Boards (TASB) employees who train school board members to work effectively with superintendents and assist school boards in selecting new superintendents. The results may also help search firms in recruiting superintendents, since the results are useful in developing systems for pairing the superintendents with the school boards. The Texas Association of School Administrators (TASA) may use such findings to assist the superintendents in working cordially with the school boards by developing strategies for collaboration. Additionally, the study provides quantitative data on *Leadership Behaviors*, *External Forces*, *Organizational Structure*, and *Beliefs, Attitudes, and Values* perceived by superintendents and school boards, which are applicable to any school stakeholders in developing new superintendent professional development as well as school board

training. The results are also useful in creating retreats and workshops to help develop camaraderie between the school boards and the superintendents.

## CHAPTER II

### REVIEW OF LITERATURE

The purpose of the study was to document the importance of factors which may influence the tenure of superintendents as perceived by superintendents and school board presidents in Texas. The review of the literature provided a justification for the need to conduct the study. The chapter is divided into five sections. The first section explores the history and duties of the superintendent. The second section evaluates the history and duties of school boards and school board presidents. The third section explores the relationship between the superintendent and board president. The fourth section examines factors that may contribute to the tenure of superintendents. The fifth section presents the Synergistic Leadership Theory. A summary section ends the chapter

#### The Superintendency

The position of superintendent has not always been a part of public education. Before superintendents, state boards and local boards ran school districts through a position called board clerk (Houston, 2001; Kowalski, 2005). The first superintendent was appointed in New York in 1812, and by 1900 most school districts had created the position of superintendent (Kowalski, 2005), and according to Glass (2000) nearly all superintendents were protestant males with few opportunities for females or different ethnicities to hold the position of superintendent. As populations grew, it became impossible for state superintendents to visit all the school districts. The complexity of the role led to the formation of county superintendents and eventually local superintendents (Houston, 2001). Early on, data collections and distribution of state funds were the major responsibilities of the state superintendents (Houston, 2001). Once power was transferred to local districts the duties expanded to include management of school districts,

teacher training and professional development, as well as becoming the face of the district and having broader communication with the community (Kowalski, 2005).

The era between the 1930s and 1960s is considered the peak of power for school superintendents. According to Carter and Cunningham (1997), during this time, superintendents experienced a time of absolute power and had complete authority of the school district, and the primary role of the school board was to support and approve the work of the superintendent. However, by the middle of the 1960s, the roles and responsibilities of the school superintendent changed. Carter and Cunningham (1997) reported that teachers associations, along with the civil rights act, began to demand more rights for teachers and students. In turn, this brought the school system under public scrutiny and required superintendents to diversify their power among different individuals. With this, school boards were also given more power over the superintendent by having human resource responsibility over the superintendent. As a result, superintendents experienced lower tenure and a higher turnover rate (Carter & Cunningham, 1997).

Reflective of national trends concerning Texas, the roles, responsibilities, and tenure of superintendents have changed over time. For instance, by 1907, if counties in Texas had at least a population of 3,000, it became mandatory to create the superintendent position (Smith, 1996). At that time, the superintendent was elected and his/her responsibilities were to serve as the secretary and executive officer of the county school trustees, hold teacher institutes (professional development), supervise the school district, and distribute textbooks. Through the Great Depression and World Wars not many changes were made to the position of superintendent until the 1970s. In 1978, the state legislator cut funding for the county superintendent and the responsibilities were assigned to the cities and individual school districts (Smith, 1996). Similar

to what was happening across the country, the change in Texas created the modern position of superintendent and transferred all human resources (hiring and firing of personnel) responsibilities to the local school boards. However, the superintendent still maintained all administrative roles in the school districts.

The position of the superintendent, today, is guided in large part by the skills and knowledge identified through early empirical studies that first identified the daily operations of large city school districts. For instance, in the 1920s, Elwood Cubberly of Stanford University began conducting studies on a national level to investigate the daily operations of large city school districts, which provided the basis for identifying the first list of best practices and necessary personal attributes for superintendents (Glass et al., 2000). Although the position of superintendent is ever-changing from new policy and in many regards dependent on state and local leadership, there exists a common job description for the present-day superintendent.

Today, there are numerous groups and consultant firms that develop national and state standards that identify skills and knowledge necessary for school district superintendents. The Educational Consultants and Research Associates (ECRA) believe that a superintendent is one who is able to conduct “all aspects of the district’s educational, financial, and administrative performance, facilitates the performance of all personnel... guides a shared vision of exemplary performance, manages disparate components, and constituents to ensure progress toward that goal” (Educational Consultants & Research Associates (ECRA), 2010, p.3). Since every state creates its own standards for superintendents, a national standard does not exist. However, the ECRA group outlines a set of six standards at the national level that states and school districts can use to develop standards for superintendents. The six factors were created by combining standards from the American Association of School Administrators and Marzano’s Leadership

that works (2005). The six factors are 1) vision and values, 2) core knowledge competencies, 3) instructional leadership, 4) community and relationships, 5) communication and collaboration, and 6) management.

In Texas, as well as other states, standards have been developed that identify the skills, knowledge, and expectation necessary for district superintendents. The Texas Education Agency (TEA) summarized the best practices in three domains and 10 competencies for Superintendents in Texas. The first domain is leadership of the educational community. It contains the first four competencies, namely, 1) the superintendent knows how to act with integrity, fairness, and in an ethical manner in order to promote the success of all students; 2) the superintendent knows how to shape the district's culture by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the educational community; 3) the superintendent knows how to communicate and collaborate with families and community members, respond to diverse community interests and needs, and mobilize community resources to ensure educational success for all students; and 4) the superintendent knows how to respond to and influence the larger political, social, economic, legal, and cultural context, including working with the board of trustees, to achieve the districts educational vision (TEA, 2011).

The second domain is instructional leadership. Instructional leadership contains competencies five through seven, specifically, 5) the superintendent knows how to facilitate the planning and implementation of strategic plans that enhance teaching and learning; ensure alignment among curriculum, curriculum resources, and assessment; use the current accountability system; and promote the use of varied assessments to measure student performance; 6) the superintendent knows how to advocate, promote, and sustain an instructional program and a district culture that are conducive to student learning and staff professional

growth; and 7) The superintendent knows how to implement a staff evaluation and development system as well as selecting appropriate models for supervision and staff development to improve the performance of all staff members (TEA, 2011).

The third domain is administrative leadership. Administrative leadership contains competencies eight through ten: 8) the superintendent knows how to apply principals of effective leadership and management in relation to district budgeting, personnel, resource utilization, financial management, and technology applications; 9) the superintendent knows how to apply principles of leadership and management to the district's physical plant and support systems to ensure a safe and effective learning environment; and 10) the superintendent knows how to apply organizational, decision-making, and problem-solving skills to comply with federal and state requirements and facilitate positive change in varied contexts (TEA, 2011).

#### School Boards and School Board Presidents

Before the position of superintendent was created to govern schools and work with publically elected officials, school boards were created to oversee the governing of the schools in states (Land, 2002). Created over 200 years in ago in Massachusetts, these boards controlled all aspects of the governance of schools and were made of men selected by local and county officials. Local school boards retained the authority of governance as the onset of the establishment of the state board of education in 1837 (Danzberger, 1992). This was due in part to the fact that most local citizens did not trust government beyond the local level (Danzberger, 1992). In 1891, Massachusetts passed legislation that gave all financial and administrative authority to local school districts (Danzberger, 1991). The Massachusetts system was used throughout the rest of the colonies and was the archetype of today's schools system (Land, 2002).



The Massachusetts system was still utilized in states throughout the 1900s. From the 1930s to 1960s, the primary role of the school board was to support and approve the work of the superintendent. As evidenced in the changing roles of the superintendency, the civil rights era also impacted school boards and their power. Through the civil rights movement and the rise of teacher unions, the public school system began to be closely scrutinized by the public and law makers reacted by giving more power to elected school boards (Carter & Cunningham, 1997). School boards were given even more power in the 1980s when the Nation at Risk (NAR) report was released. The report was created as a response to the soviet launch of the satellite Sputnik into space and focused on how far behind the American education system was. The NAR report led to perceptions of school corruption and poor student performance, and as a result educational governance went through a major reform (Rothstein, 2008). School boards now had the oversight of instructional materials, previously done by the superintendent, as well as ensuring that the schools were implementing plans that would help improve science and math instruction (Rothstein, 2008).

In Texas, as in many other states, roles and duties of local school boards are given by state boards of education. Similar to the superintendent, the roles and duties of Texas school board members are defined through education code and outlined by the Texas Associations of School Boards (TASB). Texas Education Code (TEC) 11.051(a) states that “an independent school district is governed by the board of trustees who, as a body corporate, shall oversee the management of the district” (Subchapter C, para. 1). Additionally, TEC code 11.151(b) states that “trustees as a body corporate possess the exclusive duty to govern and oversee the management of the public schools of the district” (TASB, 2012, Subchapter D, para. 2). It is the responsibility of the school board to “oversee the management of the district; and ensure that the

superintendent implements and monitors plans, procedures, programs, and systems to achieve appropriate, clearly defined, and desired results in the major areas of school operations” (TEC 11.051.(a)(1-2) (TASB, 2012, Subchapter C, para. 2). According to the TEA and the TEC, the only qualification for board members is that they need to be registered voters and serve without compensation. A school board president has to be a current member of the school board (TASB, 2012).

To help diversify the responsibilities of the school board, different officers within the board are established by holding election that only school board members can vote on. The board president has responsibilities different to any board member. Other officers can include secretary, treasurer, and vice president. The American Association of School Boards (AASB) outlined the role of the school board president. According to the AASB, the school board president 1) conducts board meetings; 2) interacts with the superintendents and other board members; 3) serves as the board spokesperson to the media and the public; 4) appoints standing and ad hoc committees and chairs; 5) calls board meetings to order at appointed times; 6) announces the business to come before the board in its proper order; 7) enforces the boards policies relating to the order of business and the conduct of meetings; 8) recognizes persons who desire to speak, and protect the speaker who has the floor from disturbance or interference; 9) explains what the effect of a motion would be if it is not clear to every member; 10) restricts discussion to the question when a motion is before the board; 11) rules on parliamentary procedure; and 12) puts motions to a vote, and state clearly the results of the vote (AASB, 2012).

#### The Superintendent and School Board President Relationship

Given the diverse roles and responsibilities that superintendents and school board presidents have, questions arise as to which factors may impact the tenure of a superintendent.

According to Kimball (2005) and Eadie (2008), an effective relationship can determine the successful governance of a school district more than any other factor which in turn contributes to a superintendent's tenure. It is reported that a successful relationship is influenced by a multitude of different factors including, like mindedness, conflict resolution, and common values, understanding roles, and defining responsibilities (Larson & Rader, 2006; Eadie, 2008; Hatrick, 2010). As such, the relationship between the superintendent and board president is paramount to the success of a district and has also been the most documented factor that contributes to superintendent tenure (Adamson, 2012; Sparks, 2012; Byrd et al., 2006; Waters & Marzano, 2006; Melder, 2011).

While the strongest superintendent and school board president relationships are significantly influenced by how the superintendent approaches conflicts, provides information, and gets to know the board president, superintendent characteristics also influence a school board relation. According to Eadie (2008), the superintendent's 1) desire to bring a positive attitude to the working relationship with the board president; 2) willingness to get to know the president; 3) efforts to reach an agreement on the basic division of labor with the board president; 4) collaboration to make sure the president succeeds as chair of the board; and 5) assistance in making sure that the board president achieves his/her professional objectives are essential characteristic elements when developing and sustaining a positive relationship.

In addition, Adamson (2012) suggested establishing a common purpose between the superintendent and school board for the district can influence the strength of the relationship. Having common values and purpose are paramount for the success of a school board president and a superintendent (Adamson 2012; Hatrick, 2010). With common values and purpose articulated between the superintendent and school board president may lead to minimal

boardroom friction and public misunderstandings. In such cases, other board members will have trouble challenging the agenda when the superintendent and board president are after a common purpose (Adamson, 2012).

Hatrick (2010), on the other hand, offered that superintendents and school boards need to recognize their own unique roles in order to work as an effective team. Having a clear definition of the different roles between the superintendent and the school board can help create a harmonious and successful relationship (Merrins, 2010). As a result, if superintendents and school board members are able to understand their roles and responsibilities, Hatrick (2010) suggested this would create an effective working and learning environment for students and staff.

In order to develop a successful relationship, school boards, school board presidents, and superintendents need to understand the different roles and responsibilities that they each have in the district as well as the joint roles they share. Although every district has different roles of its school boards, there are some common roles and responsibilities (Reeves, 2008; Larson & Rader 2006). For example, all school boards are responsible for making policy; adopting a budget; approving construction projects; overseeing school facilities; adopting changes to the educational program; and evaluating the educational program (Larson & Rader, 2006; Merrins, 2010; TEA, 2011). However, the most influential responsibility the school board has is the hiring and firing of school superintendents and the person most responsible for working with the superintendent is the school board president.

A school board president, as selected by the school board, oversees all aspects of the board and to a large degree is the one person from the board who interacts with the superintendent the most. While the president has the same rights as any other board member, s/he is responsible to appoint standing and ad hoc committees and chairs as well as governing all

aspects of the school board meeting (Reeves, 2008; TEA, 2011). Additionally, the school board president is responsible for ensuring that the board speaks unanimously while new policy is being implemented by the superintendent (Larson & Rader, 2006). With these responsibilities, a good relationship between the superintendent and school board president is essential to successfully developing and implementing new district policies.

While the school board president (in conjunction with the other board members) set new policy, the role of the school superintendent is to support and administer district policy. According to Merrins (2010) , Larson and Rader (2006), and supported by the state educational policy (e.g. TEA, 2011), the superintendent is not only responsible for implementing board policy, but also for recommending personnel to the board; ensuring the evaluation of all staff; recommending budgetary priorities; making recommendations regarding the construction, renovation, and education-related specifications of school buildings; recommending additions or changes to the education program; evaluating the curriculum; and informing the board of the status and progress of the curriculum. Another role of the superintendent is to keep in constant communication with the school board and more importantly the school board president about what is happening in the district. By having a good working relationship with the school board president and by sustaining constant communication, the superintendent will have a better chance of being supported in the decisions s/he is making in the district.

With these varied and roles specific to the position within the school district, it is imperative that superintendents and school board presidents understand their individual roles before they can communicate effectively and build a good working relationship. Larson and Rader (2006) argued that in order to build a cohesive relationship, superintendent and school board presidents should spend time defining the roles of each as well as joint responsibilities.

According to Larson and Rader (2006), joint responsibilities include working together to develop a vision and goals for the school district; advocating for students and the school district; providing community leadership on educational issues; working collaboratively with appropriate agencies; collaborating with other school boards and superintendents to inform legislators of local concerns; pursuing continuing education regarding roles and responsibilities; being unified when supporting board actions and decisions; setting aside time to discuss superintendent/ board relations as well as long range and strategic planning; serving as liaison to the community, and ensuring adherence to federal and state laws and board policies.

### Factors Contributing to the Tenure of Superintendents

A critical issue facing superintendents today is that s/he is rarely in the position long enough to witness the outcomes of the work. With the national average at just over three years, it is important for superintendents to know the different factors that can affect their tenure. Since the positive effects of new policy and district initiatives put in place take at least two years to become evident, any knowledge a superintendent can gain of factors that contribute to tenure is of paramount importance (Waters & Marzano, 2006). Student achievement is a positive byproduct of superintendent tenure; thus, it is imperative that the tenure be long enough to assess the outcome of the policies (Pascopella, 2011).

In order to explore factors that contribute to superintendent tenure, Melver (2011) conducted a multi-state study to find the factors that affect public school superintendent turnover. The study was delimited to superintendents in Washington, Oregon, California, Idaho, Nevada, Montana, and Wyoming, as well as districts with 2,000 to 10,000 students. Melver wanted to identify the environmental, governance, and personal factors, as well as incentives/disincentives, which may influence the tenure.

Melver (2011) asked superintendents to rate environmental factors, state and federal policy, community members, parents, or any outside entity that exerted influence on the job, based on the level of influence, level of benefit, and/or level of asset versus liability each may have on the profession. According to Merver's findings, the environmental factor that required the most amount of time with the least amount of reward was the No Child Left Behind (NCLB) Act. In fact, nearly 60% of the superintendents surveyed noted more detriments from the NCLB than benefits. Similarly, Pascopella (2011) found that superintendents are consistently dealing with underfunded issues brought on by not meeting the federal adequate yearly progress (AYP) standards or not complying with the NCLB. These issues include providing enough teachers for students, providing students and teaching with resources, and giving teachers adequate professional development to help them succeed in meeting the AYP standards. In addition to the AYP and NCLB Merver (2011) found of the environmental factors that 1) community special interest groups, state and national superintendent associations, state and local officials, and media and business elites had little influence on the superintendent; 2) school level administration and school board members were assets to the superintendents; and 3) environmental factors did not have an impact on the length of a superintendent's tenure.

Governance factors were also explored in Merver's study. Governance factors were defined as any influence within the management structure that exerts influence on the superintendent. According to Merver, 81.00% of the superintendents reported that their relationship with the school board was the number one governance factor for the length of their tenure, followed by role conflict between the superintendent and the school board. Merver (2011) defined role conflict as "either side not knowing what their job is or of what aspects of their job they are in charge" (Merver, 2011, p. 71), which can contribute to a deteriorated

relationship, impacting the effectiveness of the board and superintendent as a team and impact the tenure of the superintendent.

Melver also looked at personal factors that could impact the tenure of superintendents. Melver (2011) defined personal factors as any aspect of individual influence that is exerted on the job (e.g. personality traits, values systems, and skill sets). The results of Melver's study showed that the leading personal factor that influenced the tenure of the superintendent was being highly skilled in relationship building with the school board and all stake holders of the school district. Additionally, Melver found that superintendents with good budget awareness were able to decrease tension in their work environments and with their school boards. A surprising result in Melver's study was that only 1.00% of the participating superintendents indicated salary and benefits were major incentives or disincentives for being a superintendent. Overall, the top five factors that affected the tenure of a superintendent were, 1) relationships with school board (81.00%), 2) job related stress (61.00%), 3) excessive time requirements (55.00%), 4) funding issues (39.00%), and 5) career advancement (38.00%) (Melter, 2011).

To better understand the factors that contribute to a superintendent's tenure in Texas, Byrd, Drews, and Johnson (2006) studied the characteristics of the Texas superintendency and contributing factors in relation to the length of tenure and rate of turnover. The researchers surveyed 141 Texas superintendents from districts with various populations. The results were divided between two groups, mobile and stationary superintendents. Stationary superintendents had been identified as those with the same district for more than five years, whereas mobile superintendents had changed districts in the last five years.

In order for a superintendent to be an effective leader, s/he needs to be able to develop a good relationship with the board as well as garner support from the board in implementing new



policies and district initiatives (Pascopella, 2011). Pascopella (2011) believed that better communication between superintendents and board presidents built better working relationships and was directly tied to long superintendent tenure. Byrd et al. (2006) corroborated this claim by finding 32.70% of mobile superintendents rated working with school board presidents as somewhat difficult to most difficult while only 13.90% of stationary responded similarly. Additionally, Byrd et al. found that average tenure decreased as difficulty with working with the school board president increased.

Furthermore, superintendent-school board relations and communication were endorsed as the number one contributor of a short superintendent tenure by 38.50% of mobile superintendents and 47.20% of stationary superintendents (Byrd et al., 2006). Also, 76.00% of mobile superintendents and 55.00% of stationary superintendents reported that increased political involvement had a negative effect on the tenure of the superintendents (Byrd et al., 2006). The researchers discovered that 72.20% of stationary superintendents were in their first position as the superintendent; and that 20.00% of mobile superintendents left their positions due to lack of support from the school board.

To better understand the perspectives of superintendents and school board presidents on superintendent tenure, Giaquinto (2010) conducted a qualitative research that utilized case study to interview superintendents and their board presidents to find factors that contribute to the longevity of a superintendent. The study explored attributes of the superintendent's daily roles, job satisfaction, school board relationship, and handling change (Giaquinto, 2010). Giaquinto interviewed six superintendents and six school board presidents, who had served in their districts for more than six years. The participants were asked to choose among political, managerial, and instructional roles which could influence the tenure of the superintendent. While superintendents

identified all as being important factors, the board presidents stated that the superintendents' managerial role as the most critical factor in determining tenure. With so much emphasis on instructional leadership from the state and federal governments, it is surprising that superintendents and school board presidents that participated in Giaquinto's (2010) study did not view instruction as one of their priorities. However, both received the majority of their job satisfaction from the students' successes and the district's accomplishments (Giaquinto, 2010).

Giaquinto's study offered some other findings worth mentioning. He reported that positive working relationship between the board members and the superintendent, effective conflict resolution, and handling the change appropriately were instrumental in fostering superintendent longevity (2010). Giaquinto's study provides a look into the different perspective of superintendents and school board presidents on superintendent tenure. Understanding the similarities and differences of perspectives on political, managerial, and instructional roles between the superintendent and board president is paramount for understanding factors that relate to superintendent tenure.

### The Synergistic Leadership Theory

The Synergistic Leadership Theory (SLT) is a gender inclusive educational leadership theory. Before the theory was developed in 2002, most educational leadership theories were gender exclusive (Irby et al., 2002). Being gender exclusive means they only focused on the male perspective of leadership (Irby, Brown, & Yang, 2009). Gender inclusive is defined as the acknowledgement of the female and male perspectives (Irby et al., 2009). As of 2011, 24.00% of superintendents nationwide were women (AASA, 2011) and Hess (2002) reported 38.90% of board members were female. Choosing a leadership theory that incorporated a female

perspective was important to the study, because females are representing a large number of the superintendent and school board member population.

In order to explore factors that influence superintendent tenure, the SLT utilizes four interconnected, interactive, and gender inclusive elements, namely, 1) *Leadership Behaviors*, 2) *External Forces*, 3) *Organizational Structure*, and 4) *Beliefs, Attitudes, and Values*. Ibry et al. (2002) constructed these factors to be placed on a tetrahedron model (Appendix A). The purpose of the tetrahedron is to illustrate how any one factor does not out-weight the other. All factors are meant to work harmoniously with one another, are gender inclusive, and equally affect the success of the superintendent at the district (Irby et al., 2002).

The first factor is Leadership Behaviors. There are 11 varieties of Leadership Behaviors designed for both female and male leaders, namely, 1) autocratic, 2) delegator, 3) collaborator, 4) communicator, 5) task-oriented, 6) risk-taker, 7) relational, 8) nurturer, 10) stabilizer, and 11) intuitive (Irby et al., 2002). Mills (2005) defined Leadership Behavior as a process by which someone influences the thoughts and behaviors of someone else and without effective leadership conflict quickly arises. According to Ibry et al. (2002), there are male- and female-oriented traits. Self-assertion, separation, independence, control, and competition are associated with men, while interdependence, cooperation, receptivity, merging, acceptance, being aware of patterns, wholes, and context are commonly associated with women. According to Waters and Marzano (2006), superintendents and school board presidents need to recognize good and bad leadership behaviors by the impact they have on student performance. If student achievement is not being influenced by a strong leadership behavior this can be attributed to a leadership behavior that is ineffective.

In addition to Leadership Behaviors, External Forces influence the expectations, actions, and perceptions of an administrator (Leonard & Jones, 2009). According to Stark (2005), External Forces in education include politics, funding formulas, and disagreement among stakeholders about the definition of success. These forces often result in division among district leadership and have the potential to prevent the district from improving on the instructional core (Stark, 2005). Taylor, Jones, Shindler, and Cadenas (2004) expressed that External Forces define the existing school mission, vision, and climate. There are six External Forces, specifically, 1) perceptions/expectations of supervisors/colleagues, 2) perceptions/expectations of community, local, state, national regulations, and resources, 3) location and culture of community, 4) socio-economic status, 5) language/ethnic groups, and 6) political/special interest groups (Irby et al., 2002).

The third factor of the SLT, Organizational Structure, is generally comprised of functions, relationships, responsibilities, authorities, and communication of individuals within each department (Sexton, 1970). Irby et al. (2009) defined Organizational Structure as characteristics of an organization from collaborative to tightly bureaucratic, which consists of 1) rotating leadership, 2) using expertise of members, 3) having consensually derived goals, 4) valuing members, 5) rewarding professional development, 6) relying on informal communication, 7) dispersing power, 8) promoting community, 9) promoting maturity and caring, 10) having many rules, 11) having separate tasks and roles, and 12) initiating few change. If the school board allows the superintendent to function as the chief executive officer and the instructional leader, it can be said that the school district benefits from an effective and well-structured organization (Dervarics & O'Brien, 2011).

The final factor and foundation of the SLT is Beliefs, Attitudes, and Values, which can either work together or individually. Beliefs are always subject to change as new knowledge is discovered, but attitudes and values are more enduring since they tend to define who we are (Irby et al., 2002). Leonard and Jones (2009) stated that valuing character, ethics, and integrity, respecting the need for professional growth, and building trust and support among employees are elements of the foundation of the SLT. Personalities and beliefs play a large part in the relationship between a school board president and a superintendent. This is particularly important because when school board presidents and superintendents have different beliefs student achievement suffers (Hatrick, 2010). Without common beliefs and values a superintendent will not be able to successfully implement the mission and vision of a district “..... for 21st century leaders, understanding the attitudes, values, and beliefs of themselves and of the individuals they lead is critical to moving the vision of the organization forward” (Irby et al., 2009, p. 6).

### Summary

Major responsibilities and roles have changed for both superintendents and school board presidents throughout their histories. While superintendents have the luxury of building cohesive teams around themselves, school board members are elected officials that are charged with the human resource responsibility of hiring, evaluating, and firing superintendents. Even though the average tenure of superintendents is relatively low, superintendents are still responsible for implementing change that positively affects student achievement in their districts.

The relationship between the superintendent and school board president is paramount in ensuring a long tenure as superintendent in a school district. The relationship can impact district performance and morale, both positively and negatively, depending on the nature of the

relationship. It is important for superintendents to work constructively with their board presidents and develop a good working relationship based on similar values, educational philosophies, and leadership philosophies. Having these similarities will help the superintendent and school board president work together and make the most appropriate decisions for their district.

Since it can take approximately two years for a superintendent to observe the effects of new policies or initiatives that have been put in place, it is important for superintendents to understand the factors that contribute to their tenure and the impact those factors have on the relationship and communication between the superintendent and the school board president. In order to explore the importance of factors impacting the tenure of superintendents as perceived by the key players in the process, it is important to study the perceptions of both superintendents and school board presidents within the framework of the Synergistic Leadership Theory.

## CHAPTER III

### METHOD

#### Introduction

The purpose of the study was to explore the importance of factors which may influence the tenure of superintendents as perceived by superintendents and school board presidents in Texas. The study was guided by the following research questions:

1. What is the importance of *leadership behaviors* on superintendent tenure as perceived by superintendents and school board presidents?
2. What is the importance of *external forces* on superintendent tenure as perceived by superintendents and school board presidents?
3. What is the importance of *organizational structure* on superintendent tenure as perceived by superintendents and school board presidents?
4. What is the importance of *beliefs, attitudes, and values* on superintendent tenure as perceived by superintendents and school board presidents?
5. What are the differences between superintendents and school board presidents on their perceptions of the importance of 1) *leadership behaviors*, 2) *external forces*, 3) *organizational structure*, and 4) *beliefs, attitudes, and values* on superintendent tenure?
6. What are the unique contributions of *leadership behaviors, external forces, organizational structure, and beliefs, attitudes, and values* in explaining superintendent tenure as perceived by superintendents?

#### Research Design

The study employed a descriptive design, which is conducted to document the behaviors and characteristics of a group; it is primarily done to discover the “what is” and “why is it” of the

data (Gall, Gall, & Borg, 2007). Surveys are the most common form of data collection for descriptive research and are utilized to collect information on one or more groups of people (Gall et al., 2007). Due to the non-experimental nature of the study, no causal inferences were drawn.

### Subject Selection

The participants were the superintendents and school board presidents in Texas. Email addresses for the superintendents (n = 1028) and school board presidents (n = 278) were obtained from the Texas Association of School Administrators and the TEA, respectively. All were invited to participate in the study. Permission to conduct the study was obtained from the Institutional Review Board at Texas A&M University-Corpus Christi (Appendix B). Consent to participate in the study was obtained from all participants electronically.

### Instrumentation

For the purpose of the study, the Organizational and Leadership Effectiveness Inventory, OLEI, (Ibry, Brown, & Duffy, 2002) was used. The OLEI (Appendix C) has 91 items and measures the four factors of the Synergistic Leadership Theory (SLT), namely, 1) *Leadership Behaviors* (items 1 – 54), 2) *External Forces* (items 55 – 71), 3) *Organizational Structure* (items 72 – 83), and 4) *Beliefs, Attitudes, and Values* (items 84 – 91). A 4 point Likert-type scaling (4 = very important, 3 = important, 2 = slightly important, 1 = unimportant) was used.

Holtkamp, Irby, Brown, and Yang (2010) established the construct validity of the OLEI by conducting confirmatory factor analysis, and also utilized a panel of experts to assess its content validity. The present study's data were used to estimate the internal consistency of the scale scores, using Cronbach's Coefficient Alpha. On the basis of the superintendents' data, the reliability coefficients were: *Leadership Behaviors* ( $\alpha = .97$ ), *External Forces* ( $\alpha = .89$ ), *Organizational Structure* ( $\alpha = .90$ ), and *Beliefs, Attitudes, and Values* ( $\alpha = .88$ ). The school



board presidents' data resulted in *Leadership Behaviors* ( $\alpha = .98$ ), *External Forces* ( $\alpha = .94$ ), *Organizational Structure* ( $\alpha = .94$ ), and *Beliefs, Attitudes, and Values* ( $\alpha = .92$ ).

Demographic data were collected to describe the study participants. The superintendents were asked to provide data on age, gender, ethnicity, type of district (rural, suburban, and urban), the highest education level, years as an educator, years as a superintendent, years as a superintendent in the current position, and the number of districts employed as a superintendent. School board presidents provided data on age, gender, ethnicity, type of district (rural, suburban, and urban), the highest education level, professional education experience, years in school board, and years as school board president.

### Data Collection

Data collection for superintendents and school board presidents took place concurrently. On January 16, 2013, the first email (Appendix D) was sent to all potential respondents, inviting them to participate in the study by completing the online survey. The second email (Appendix D) was sent on January 30, 2013, thanking those who had already completed the survey and encouraging others to do so. The third email (Appendix D) was sent on February 25, 2013, thanking the participants, requesting the non-respondents to kindly complete the survey questionnaire, and informing the e-mail recipients that the survey would end on March 1, 2013. Of the 1,028 superintendents and 278 school board presidents who had been invited to participate in the survey, 207 (20.00%) and 49 (18.00%), respectively, completed the online survey.

### Data Analysis

The raw data were exported into the Statistical Package for the Social Sciences (SPSS), which was employed for the purpose of data analysis. Data checking was done to look for data

coding/entry errors as well as outliers. Descriptive statistics were used to summarize and organize the data. Specifically, appropriate measures of central tendency and variability as well as frequency and percentage distribution tables were reported. Skew coefficient (Field, 2013) was used to examine the normality of the data; positive and negative coefficients imply positively and negatively skewed distributions, respectively, and values around zero suggest that the distribution does not depart from normality. For the skewed distributions, median was reported as the most appropriate measure of central tendency.

A scale score for each of the OLEI factors was computed, using the mean of the respondents' responses to the items defining each factor. Cronbach's Coefficient Alpha (Crocker & Algina, 1986) was employed to estimate the internal consistency of the scale scores. Specifically,  $\alpha = [k / k - 1] [1 - (\sum \sigma_i^2 / \sigma_x^2)]$ , where  $k$  is the number of items on the tests,  $\sigma_i^2$  is the variance of the item  $i$ , and  $\sigma_x^2$  is the total test variance (sum of the variances plus twice the sum of the covariance of all possible parts of its components, that is,  $\sigma_x^2 = \sum \sigma_i^2 + 2\sum \sigma_{ij}$ ) was used to compute the reliability coefficient, which may range from 0.00 to 1.00.

A series of univariate repeated measure analysis of variance was performed to examine the differences among the four OLEI factors. The linear model is defined by  $X_{ij} = \mu + \alpha_j + \pi_i + \epsilon_{ij}$  (score = grand mean + treatment effect + block effect + error effect). The Greenhouse-Geisser Epsilon and Huynh-Feldt Epsilon ( $\epsilon$ ) were used to test the sphericity assumption. If the average of the two Epsilons is greater than .70, it may be assumed that the variances of differences for all pairs of repeated measures are equal (Stevens, 2009). The sphericity assumption was met and modified Tukey procedure was performed manually for the purpose of post hoc analysis, using the formula HSD (honestly significant difference) =  $q_{\alpha, k, (n-1)(k-1)} \sqrt{MSRES/n}$ , where  $q$  is Studentized

Range Statistic,  $k$  is the number of means,  $(n-1)(k-1)$  is the error degrees of freedom, and MSRES is the error term (Stevens, 2009).

At the item level, a series of Mann-Whitney-Wilcoxon U Test (Field, 2013) was performed to compare the superintendents and school board presidents on the basis of their responses. The test assumes random samples from continuous populations and that data are at least ordinal. It is analogous to t-test for independent samples. When both sample sizes are greater than 10, an approximate  $Z$  is computed. Effect size is computed by  $r = Z / \sqrt{N}$ , where  $N$  is the total number of subjects in both samples. The effect sizes are characterized as .1 = small effect, .3 = medium effect, and .5 = large effect (Cohen, 1988).

At the multivariate level, a multivariate analysis of variance (MANOVA) was performed. Vector is a mathematical expression, which represents each subject's score on more than one outcome measure. The mean of the vectors for each group is called a centroid. The MANOVA is used to test group differences on the basis of the centroids. Box's  $M$  and Levene's  $F$  may be used to test the equality of covariance matrices and homogeneity of variances assumptions, respectively (Stevens, 2009). Mean difference effect size (Cohen's  $d$ ),  $2t/\sqrt{df}$ , (.2 = small effect, .5 = medium effect, and .8 = large effect) was computed to examine the practical significance of the findings (Cohen, 1988).

The Pearson's Product-Moment Correlation Coefficient (Kirk, 1999) was used to examine the magnitude and direction of the simple correlations between the four OLEI factors and superintendent tenure. Multiple correlation coefficient (Pedhazur & Schmelkin, 1991) was computed to describe the magnitude of the association between the four OLEI factors on one hand and the average superintendent tenure on the other hand. Coefficient of determination,  $r^2$ , was computed to determine the explained variation. Hierarchical multiple regression analysis

(Pedhazur & Schmelkin, 1991) was performed to examine the combined and unique contributions of the OLEI factor scores in explaining the variation in average superintendent tenure.

## CHAPTER IV

### Results

The purpose of the study was to document the importance of factors which may influence the tenure of superintendents as perceived by superintendents and school board presidents in Texas. The four factors were *Leadership Behaviors*, *External Forces*, *Organizational Structure and Beliefs*, *Attitudes, and Values*. Relationships between the four factors and the average tenure were examined

### Superintendent Results

Every superintendent in Texas was invited to participate in the study (n=1028), of which 207 (20.00%) completed the online survey questionnaire. The majority of the respondents were male (78.00%), white (93.70%), had graduate education (54.60% master's, 44.40% doctorate), and were from rural districts (74.90%). Results are summarized in Table 1.

Table 1

Profile of Superintendents, Categorical Variables, n = 207

Variable		f	%
Gender	Male	162	78.20
	Female	21	20.80
	Missing	2	1.00
Ethnicity	White, Non-Hispanic	194	93.70
	Hispanic	8	3.90
	Black	2	4.00
	Missing	3	1.40
Education	Master's Degree	113	54.60
	Doctorate Degree	92	44.40
	Missing	2	1.00
Type of District	Rural	155	74.90
	Suburban	41	19.80
	Urban	11	5.30

The participants ranged in age from 32 to 74 (Mean = 52.43, SD=7.83) years. Years of professional experience ranged from 10 to 48 years with a mean of 27.80 and a standard deviation of 8.12. Years as superintendent, number of districts served, and longest tenure were positively skewed; thus, median was the most appropriate measure of central tendency. The participants reported a median of 7.00 for years as superintendent, 1.00 for number of districts served, and 6.00 years for the longest tenure. Results are summarized in Table 2.

Table 2

Profiles of Superintendents, Continuous Variables, n = 207

Characteristic	Mean	Median	Mode	SD	Skew Coef.	Missing
Age	52.43	52.00	47.00 <sup>a</sup>	7.82	.01	8
Years of Professional Experience	27.80	27.00	20.00	8.12	.18	0
Years as Superintendent	9.27	7.00	5.00	6.90	1.08	2
Districts Served	1.74	1.00	1.00	1.19	2.79	4
Longest Tenure in Years	7.18	6.00	6.00	5.42	1.84	7

<sup>a</sup> Multiple modes, the smallest value is shown.

To answer research questions 1 – 4:

1. What is the importance of *Leadership Behaviors* on superintendent tenure as perceived by superintendents and school presidents?
2. What is the importance of *External Forces* on superintendent tenure as perceived by superintendents and school board presidents?
3. What is the importance of *Organizational Structure* on superintendent tenure as perceived by superintendents and school board presidents?
4. What is the importance of *Beliefs, Attitudes, and Values* on superintendent tenure as perceived by superintendents and school board presidents?

Superintendents were asked to complete the 91-item Organizational and Leadership

Effectiveness Inventory (OLEI), using a 4-point Likert-type scaling: 4 = very important, 3 =

important, 2 = slightly important and 1 = unimportant. In OLEI, 11 characteristics are included in more than one factor, specifically, 1) arrives at goals through consensual process, 2) commitment to employee growth, 3) emphasis on reflective practice, 4) emphasis on reflective practice 5) power sharing, 6) promotes community and cooperation, 7) promotes nurturing and caring, 8) promotes subordinate empowerment, 9) recognizes ability or expertise, 10) utilizes system of rotating leadership, and 11) values faculty/ staff as individual human beings. Results are summarized in Table 3.

Table 3

Frequency and Percentage Distributions of Superintendents' Responses to the Organizational and Leadership Effectiveness Inventory, n = 207

Questions	Response	F	%
Leads by example	Very Important	180	87.00
	Important	21	10.10
	Slightly Important	3	1.40
	Unimportant	3	1.40
Ability to "Juggle"	Very Important	135	65.20
	Important	60	29.00
	Slightly Important	10	4.80
	Unimportant	2	1.00
Communicator	Very Important	179	86.50
	Important	23	11.10
	Slightly Important	1	.50
	Unimportant	4	1.90
Lifelong Learner	Very Important	120	58.00
	Important	71	34.30
	Slightly Important	12	5.80
	Unimportant	4	1.90
High expectations for self and others	Very Important	179	86.50
	Important	22	10.60
	Slightly Important	2	1.00
	Unimportant	4	1.90
Strong academic self-concept	Very Important	107	51.70
	Important	89	43.00
	Slightly Important	7	3.40
	Unimportant	4	1.90
Motivational	Very Important	114	55.10
	Important	83	40.10
	Slightly Important	7	3.40

Table 3 Continued

Questions	Response	F	%
Communicates vision	Unimportant	3	1.40
	Very Important	155	74.90
	Important	46	22.20
	Slightly Important	3	1.40
“Can do” philosophy (resourceful)	Unimportant	3	1.40
	Very Important	146	70.50
	Important	54	26.10
	Slightly Important	3	1.40
Persistent	Unimportant	4	1.90
	Very Important	139	67.10
	Important	57	27.50
	Slightly Important	7	3.40
Shares power	Unimportant	4	1.90
	Very Important	108	52.20
	Important	80	38.60
	Slightly Important	15	7.20
Dependable	Unimportant	4	1.90
	Very Important	183	88.40
	Important	18	8.70
	Slightly Important	6	2.90
Efficient	Unimportant	0	0
	Very Important	105	50.70
	Important	88	42.50
	Slightly Important	11	5.30
Assertive	Unimportant	3	1.40
	Very Important	64	30.90
	Important	110	53.10
	Slightly Important	30	14.50
Delegates	Unimportant	3	1.40
	Very Important	93	44.90
	Important	99	47.80
	Slightly Important	12	5.80
Utilizes participatory management	Unimportant	3	1.40
	Very Important	81	39.10
	Important	106	51.20
	Slightly Important	16	7.70
Decision maker	Unimportant	4	1.90
	Very Important	160	77.30
	Important	41	19.80
	Slightly Important	2	1.00
Risk taker	Unimportant	4	1.90
	Very Important	66	31.90
	Important	111	53.60
	Slightly Important	27	13.00



Table 3 Continued

Questions	Response	F	%
Task oriented	Unimportant	3	1.40
	Very Important	66	31.90
	Important	113	54.60
	Slightly Important	26	12.60
Change agent	Unimportant	2	1.00
	Very Important	60	29.00
	Important	101	48.80
	Slightly Important	43	20.80
Influencer	Unimportant	3	1.40
	Very Important	112	54.10
	Important	79	38.20
	Slightly Important	14	6.80
Analyzes situation	Unimportant	2	1.00
	Very Important	148	71.50
	Important	52	25.10
	Slightly Important	3	1.40
Higher energy	Unimportant	4	1.90
	Very Important	95	45.90
	Important	92	44.40
	Slightly Important	18	8.70
Achievement oriented	Unimportant	2	1.00
	Very Important	120	58.00
	Important	79	38.20
	Slightly Important	5	2.40
Emotionally stable	Unimportant	3	1.40
	Very Important	178	86.00
	Important	23	11.10
	Slightly Important	2	1.00
Self-sufficient	Unimportant	4	1.90
	Very Important	96	46.40
	Important	86	41.50
	Slightly Important	21	10.10
Effective time manager	Unimportant	4	1.90
	Very Important	107	51.70
	Important	88	42.50
	Slightly Important	10	4.80
Organized	Unimportant	2	1.00
	Very Important	92	44.40
	Important	95	45.90
	Slightly Important	19	9.20
Persuasive	Unimportant	1	.50
	Very Important	103	49.80
	Important	90	43.50
	Slightly Important	11	5.30

Table 3 Continued

Questions	Response	F	%
Effective	Unimportant	3	1.40
	Very Important	162	78.30
	Important	39	18.80
	Slightly Important	2	1.00
Cooperative	Unimportant	4	1.90
	Very Important	98	47.30
	Important	93	44.90
	Slightly Important	14	6.80
Empathetic	Unimportant	2	1.00
	Very Important	77	37.20
	Important	102	49.30
	Slightly Important	24	11.60
People Oriented	Unimportant	4	1.90
	Very Important	138	66.70
	Important	58	28.00
	Slightly Important	7	3.40
Compassionate	Unimportant	4	1.90
	Very Important	87	42.00
	Important	102	49.30
	Slightly Important	16	7.70
Collegial	Unimportant	2	1.00
	Very Important	83	40.10
	Important	109	52.70
	Slightly Important	12	5.80
Team player	Unimportant	3	1.40
	Very Important	121	40.10
	Important	74	52.70
	Slightly Important	8	5.80
Strong interpersonal skills	Unimportant	4	1.40
	Very Important	156	75.40
	Important	43	20.80
	Slightly Important	4	1.90
Consensus builder	Unimportant	4	1.90
	Very Important	108	52.20
	Important	87	42.00
	Slightly Important	9	4.30
Empowers others	Unimportant	3	1.40
	Very Important	123	59.40
	Important	76	36.70
	Slightly Important	4	1.90
Networker	Unimportant	4	1.90
	Very Important	69	33.30
	Important	102	49.30
	Slightly Important	33	15.90

Table 3 Continued

Questions	Response	F	%
Transformational	Unimportant	3	1.40
	Very Important	68	32.90
	Important	107	51.70
	Slightly Important	29	14.00
Combines social talk with administrative Talk	Unimportant	3	1.40
	Very Important	49	23.70
	Important	115	55.60
	Slightly Important	40	19.30
Uses affiliate language, such as “we, ” “are”	Unimportant	3	1.40
	Very Important	102	49.30
	Important	83	40.10
	Slightly Important	19	9.20
Participative	Unimportant	3	1.40
	Very Important	91	44.00
	Important	98	47.30
	Slightly Important	15	7.20
Inclusive	Unimportant	3	1.40
	Very Important	88	42.50
	Important	96	46.40
	Slightly Important	19	9.20
Nurturing	Unimportant	4	1.90
	Very Important	53	25.60
	Important	115	55.60
	Slightly Important	35	16.90
Democratic	Unimportant	4	1.90
	Very Important	48	23.20
	Important	107	51.70
	Slightly Important	47	22.70
Intuitive	Unimportant	5	2.40
	Very Important	100	48.30
	Important	90	43.50
	Slightly Important	14	6.80
Flexible/ adaptable	Unimportant	3	1.40
	Very Important	150	72.50
	Important	48	23.20
	Slightly Important	7	3.40
Emotionally expressive	Unimportant	2	1.00
	Very Important	37	17.90
	Important	103	49.80
	Slightly Important	61	29.50
Receptive to new ideas/ change	Unimportant	6	2.90
	Very Important	121	58.50
	Important	79	38.20
	Slightly Important	5	2.40

Table 3 Continued

Questions	Response	F	%
Alert to social environment	Unimportant	2	1.00
	Very Important	115	55.60
	Important	79	38.20
	Slightly Important	9	4.30
Responsive to needs of faculty/ staff	Unimportant	4	1.90
	Very Important	129	62.30
	Important	70	33.80
	Slightly Important	6	2.90
Reflective	Unimportant	2	1.00
	Very Important	125	60.40
	Important	64	30.90
	Slightly Important	13	6.30
Openness to diversity	Unimportant	5	2.40
	Very Important	128	61.80
	Important	66	31.90
	Slightly Important	9	4.30
Emphasis on collegiality	Unimportant	4	1.90
	Very Important	71	34.30
	Important	115	55.60
	Slightly Important	20	9.70
Views teachers as leaders	Unimportant	1	.50
	Very Important	112	54.10
	Important	72	34.80
	Slightly Important	19	9.20
Emphasis on reflective practices	Unimportant	4	1.90
	Very Important	83	40.10
	Important	102	49.30
	Slightly Important	19	9.20
Participative decision making	Unimportant	3	1.40
	Very Important	83	40.10
	Important	103	49.80
	Slightly Important	20	9.70
Utilizes system of rotating leadership	Unimportant	1	.50
	Very Important	20	9.70
	Important	63	30.40
	Slightly Important	91	44.00
Recognizes ability or expertise	Unimportant	33	15.90
	Very Important	138	66.70
	Important	59	28.50
	Slightly Important	5	2.40
Arrives at goals through consensual process	Unimportant	5	2.40
	Very Important	60	29.00
	Important	120	58.00
	Slightly Important	26	12.60

Table 3 Continued

Questions	Response	F	%
Values faculty/ staff as individual human beings	Unimportant	1	.50
	Very Important	161	77.80
	Important	39	18.80
	Slightly Important	2	1.00
Commitment to employee growth	Unimportant	5	2.40
	Very Important	143	69.10
	Important	55	26.60
	Slightly Important	5	2.40
Power sharing	Unimportant	4	1.90
	Very Important	78	37.70
	Important	105	50.70
	Slightly Important	22	10.60
Promotes community and cooperation	Unimportant	2	1.00
	Very Important	132	63.80
	Important	63	30.40
	Slightly Important	8	3.90
Promotes nurturing and caring	Unimportant	4	1.90
	Very Important	86	41.50
	Important	99	47.80
	Slightly Important	17	8.20
Promotes subordinate empowerment	Unimportant	5	2.40
	Very Important	91	44.00
	Important	95	45.90
	Slightly Important	19	9.20
School board supports their philosophy	Unimportant	2	1.00
	Very Important	153	73.90
	Important	45	21.70
	Slightly Important	6	2.90
Their leadership is affected by the Expectations of the community	Unimportant	3	1.40
	Very Important	90	43.50
	Important	99	47.80
	Slightly Important	15	7.20
The socio-economic levels in the Community affect their leadership	Unimportant	3	1.40
	Very Important	63	30.40
	Important	95	45.90
	Slightly Important	36	17.40
Language groups in the community Impact their leadership	Unimportant	13	6.30
	Very Important	48	23.20
	Important	97	46.90
	Slightly Important	42	20.30
Utilizes system of rotating leadership	Unimportant	20	9.70
	Very Important	17	8.20
	Important	67	32.40
	Slightly Important	85	41.10

Table 3 Continued

Questions	Response	F	%
Recognizes ability or expertise	Unimportant	38	18.40
	Very Important	131	63.30
	Important	66	31.90
	Slightly Important	7	3.40
Arrives at goals through consensual process	Unimportant	3	1.40
	Very Important	66	31.90
	Important	111	53.60
	Slightly Important	29	14.00
Values faculty/ staff as individual human beings	Unimportant	1	.50
	Very Important	151	72.90
	Important	46	22.20
	Slightly Important	6	2.90
Commitment to employee growth	Unimportant	4	1.90
	Very Important	131	63.30
	Important	63	30.40
	Slightly Important	9	4.30
Power sharing	Unimportant	4	1.90
	Very Important	64	30.90
	Important	107	51.70
	Slightly Important	34	16.40
Promotes community and cooperation	Unimportant	2	1.00
	Very Important	126	60.90
	Important	69	33.30
	Slightly Important	10	4.80
Promotes nurturing and caring	Unimportant	2	1.00
	Very Important	86	41.50
	Important	96	46.40
	Slightly Important	21	10.10
Promotes subordinate empowerment	Unimportant	4	1.90
	Very Important	84	40.60
	Important	96	46.40
	Slightly Important	23	11.10
Has clear norms and values	Unimportant	4	1.90
	Very Important	142	68.60
	Important	52	25.10
	Slightly Important	8	3.90
Encourages professional training	Unimportant	5	2.40
	Very Important	133	64.30
	Important	63	30.40
	Slightly Important	8	3.90
Has well-defined goals	Unimportant	3	1.40
	Very Important	126	60.90
	Important	72	34.80
	Slightly Important	6	2.90

Table 3 Continued

Questions	Response	F	%
Emphasis on professional growth for self/ staff/ faculty	Unimportant	3	1.40
	Very Important	125	60.40
	Important	72	34.80
	Slightly Important	5	2.40
Openness to change	Unimportant	5	2.40
	Very Important	112	54.10
	Important	87	42.00
	Slightly Important	5	2.40
Emphasis on collegiality	Unimportant	3	1.40
	Very Important	87	42.00
	Important	99	47.80
	Slightly Important	18	8.70
Emphasis on character, ethics, and Integrity	Unimportant	3	1.40
	Very Important	178	86.00
	Important	22	10.60
	Slightly Important	2	1.00
Emphasis on programs for special students	Unimportant	5	2.40
	Very Important	78	37.70
	Important	100	48.30
	Slightly Important	25	12.10
Emphasis on innovation	Unimportant	4	1.90
	Very Important	92	44.40
	Important	94	45.40
	Slightly Important	18	8.70
Emphasis on reflective practice	Unimportant	3	1.40
	Very Important	94	45.40
	Important	88	42.50
	Slightly Important	19	9.20
	Unimportant	6	2.90

The 91 OLEI items were ranked from the highest to the lowest on the basis of the mean of the respondents' responses. The highest mean reflected that superintendents felt that leading by example and dependability were the most important factor that affects tenure. The lowest mean indicated that superintendents felt that utilizing systems of rotating leadership was the least important factor that affects tenure. Results are summarized in Table 4.

Table 4

## Superintendents' Ranking of Organizational and Leadership Effectiveness Inventory, n = 207

Organizational and Leadership Effectiveness Inventory	Mean*
Leads by example	3.83
Dependable	3.83
Communicator	3.82
High expectations for self and others	3.82
Emotionally stable	3.81
Emphasis on character, ethics, and integrity	3.80
Effective	3.73
Decision maker	3.72
Values faculty/ staff as individual human beings	3.72
Communicates vision	3.71
Strong interpersonal skills	3.70
School board supports their philosophy	3.68
Flexible/ adapter	3.67
Analyzes situations	3.66
Values faculty/ staff as individual human beings	3.66
"Can do" philosophy (resourceful)	3.65
Commitment to employee growth	3.63
Has clear norms and values	3.60
Persistent	3.60
People oriented	3.59
Recognizes ability or expertise	3.59
Ability to "juggle"	3.58
Responsive to needs of faculty/ staff	3.57
Encourages professional training	3.57
Recognizes ability or expertise	3.57
Promotes community and cooperation	3.56
Has well-defined goals	3.55
Commitment to employee growth	3.55
Promotes community and cooperation	3.54
Receptive to new ideas/change	3.54
Openness to diversity	3.54
Empowers others	3.54
Emphasis on professional growth for self/staff/faculty	3.53
Achievement oriented	3.53
Team player	3.51
Reflective	3.49
Openness to change	3.49
Motivational	3.49
Lifelong learner	3.48
Alert to social environment	3.47
Influencer	3.45
Effective time manager	3.45



Table 4 Continued

Organizational and Leadership Effectiveness Inventory	Mean*
Consensus builder	3.45
Strong academic self-concept	3.44
Efficient	3.43
Persuasive	3.42
Views teachers as leaders	3.41
Shares power	3.41
Intuitive	3.39
Cooperative	3.39
Uses affiliate language, such as “we” “are”	3.37
Delegates	3.36
Higher energy	3.35
Organized	3.34
Participative	3.34
Their leadership is affected by the expectations of the community	3.33
Emphasis on innovation	3.33
Promotes subordinate empowerment	3.33
Compassionate	3.32
Self-sufficient	3.32
Collegial	3.31
Emphasis on reflective practice	3.30
Emphasis on collegiality	3.30
Participative decision making	3.29
Inclusive	3.29
Promotes nurturing and caring	3.29
Emphasis on reflective practice	3.28
Utilizes participatory management	3.28
Promotes nurturing and caring	3.28
Promotes subordinate empowerment	3.26
Power sharing	3.25
Emphasis on collegiality	3.24
Emphasis on programs for special students	3.22
Empathetic	3.22
Task oriented	3.17
Arrives at goals through consensual process	3.17
Transformational	3.16
Risk taker	3.16
Arrives at goals through consensual process	3.15
Networker	3.14
Assertive	3.14
Power sharing	3.13
Change agent	3.05
Nurturing	3.05
Combines social talk with administrator talk	3.01
The socio-economic levels in the community affect their leadership	3.00

Table 4 Continued

Organizational and Leadership Effectiveness Inventory	Mean*
Democratic	2.96
Language groups in the community impact their leadership	2.84
Emotionally expressive	2.83
Utilizes system of rotating leadership	2.34
Utilizes system of rotating leadership	2.30

\*4= very important, 3= important, 2= slightly important, and 1= unimportant

The OLEI measures four factors, namely, 1) *Leadership Behaviors* (items 1 – 54), 2) *External Forces* (items 55 – 71), 3) *Organizational Structure* (items 72 – 83), and 4) *Beliefs, Attitudes, and Values* (items 84 – 91). Reliability coefficients, as computed by Cronbach's Coefficient Alpha, ranged from 0.88 to .97. The factor of *Beliefs, Attitudes, and Values* received the highest importance, followed by *Leadership Behaviors*, *Organizational Structure*, and *External Forces*. Results are summarized in Table 5.

Table 5

Superintendents' Ranking of Organizational and Leadership Effectiveness Inventory Factors, n = 207

Factor	# of items	Reliability Coefficient	M*	SD
Beliefs, Attitudes, and Values	8	.88	3.44	.50
Leadership Behaviors	54	.97	3.43	.42
Organizational Structure	12	.90	3.35	.47
External Forces	17	.89	3.29	.43

\*4= very important, 3= important, 2= slightly important, and 1= unimportant

A univariate repeated measure analysis of variance was performed to examine the differences among the four OLEI factors. The sphericity assumption was met, as both the Greenhouse-Geisser (.88) and Huynh-Feldt (.90) Epsilon values were greater than .70 (Stevens, 2009). The mean differences were statistically significant,  $F(3, 618) = 35.48, p < .01$ . Results are summarized in Table 6.

Table 6

Repeated Measures ANOVA Summary Table for Organizational and Leadership Effectiveness Inventory Factors, Superintendents, n = 207

Source	SS	df	MS	F
OLEI Factors	3.16	3	1.05	35.48*
Block	153.42	206	.75	
Error	18.33	618	.03	

\*p < .01

Since the sphericity assumption was met, modified Tukey procedure was used for the purpose of post hoc analysis (Stevens, 2009). Results showed that all differences were statistically significant with the exception of *Leadership Behavior* vs. *Beliefs, Attitudes, and Values*. Results are summarized in Table 7.

Table 7

Post Hoc Results for Organizational and Leadership Effectiveness Inventory Factors, Superintendents, n = 207

Pair-wise Comparison	Significance*
Leadership Behavior vs. External Forces	S
Leadership Behavior vs. Organizational Structure	S
Leadership Behavior vs. Beliefs, Attitudes, and Values	NS
External Forces vs. Organizational structure	S
External Forces vs. Beliefs, Attitudes, and Values	S
Organizational structure vs. Beliefs, Attitudes, and Values	S

\*NS = Not statistically significant, S = Statistically Significant

#### Board President Results

Email addresses were available for 277 board presidents, of which 49 (17.69%) completed the online survey questionnaire. The majority of the respondents were male (57.10%), white (65.30%), and had college education (79.60%). Suburban school districts were represented the most (38.80%), followed by rural (32.70%) and urban (27.10) districts. Results are summarized in Table 8.

Table 8

## Profile of Board Presidents, Categorical Variables, n = 49

Variable		f	%
Gender	Male	28	57.10
	Female	19	38.80
	Missing	2	4.10
Ethnicity	White, Non-Hispanic	32	65.30
	Hispanic	10	20.40
	Black	6	12.20
	Missing	1	2.0
Education	High School	9	18.40
	Bachelor's Degree	18	36.70
	Master's Degree	16	32.70
	Doctorate Degree	5	10.20
	Missing	1	2.00
Type of District	Rural	16	32.70
	Suburban	19	38.80
	Urban	13	26.50
	Missing	1	2.00

The participants ranged in age from 39 to 71 (Mean = 54.40, SD = 7.844) years. Years as school board member ranged from 2 to 21 years with a mean of 8.10 and a standard deviation of 4.94. Years of professional education experience and years as a school board president were positively skewed; thus, median was the most appropriate measure of central tendency, which was 0.00 and 1.00, respectively. Results are summarized in Table 9.

Table 9

## Profiles of Board Presidents, Continuous Variables, n = 49

Characteristic	Mean	Median	Mode	SD	Skew Coef.	Missing
Age	54.40	52.00	51	7.84	.36	6
Years of Professional Experience	44.00	0.00	0.00	12.93	1.34	5
Years as School Board Member	8.10	6.00	5.00	4.94	.68	2

Table 9 Continued

Characteristic	Mean	Median	Mode	SD	Skew Coef.	Missing
Years as School Board President	2.40	1.00	1.00	2.94	2.21	3

Board Presidents also completed the 91-item OLEI, using a 4-point Likert-type scaling: 4 = very important, 3 = important, 2 = slightly important and 1 = unimportant. Results are summarized in Table 10.

Table 10

Frequency and Percentage Distributions of Board Presidents' Responses to the Organizational and Leadership Effectiveness Inventory, n = 49

Questions	Response	F	%
Leads by example	Very Important	42	85.70
	Important	5	10.20
	Slightly Important	0	0.00
	Unimportant	2	4.10
Ability to "Juggle"	Very Important	25	51.00
	Important	17	34.70
	Slightly Important	5	10.20
	Unimportant	2	4.10
Communicator	Very Important	43	87.80
	Important	4	8.20
	Slightly Important	0	0.00
	Unimportant	2	4.10
Lifelong learner	Very Important	27	55.10
	Important	18	36.70
	Slightly Important	2	4.10
	Unimportant	2	4.10
High expectations for self and others	Very Important	39	79.60
	Important	8	16.30
	Slightly Important	1	2.00
	Unimportant	1	2.00
Strong academic self-concept	Very Important	30	61.20
	Important	16	32.70
	Slightly Important	0	0.00
	Unimportant	3	6.10
Motivational	Very Important	32	65.30
	Important	13	26.50
	Slightly Important	2	4.10
	Unimportant	2	4.10
Communicates vision	Very Important	35	71.40

Table 10 Continued

Questions	Response	F	%
“Can do” philosophy (resourceful)	Important	12	24.50
	Slightly Important	0	0.00
	Unimportant	2	4.10
	Very Important	32	65.30
Persistent	Important	14	28.60
	Slightly Important	1	2.00
	Unimportant	2	4.10
	Very Important	23	46.90
Shares power	Important	24	49.00
	Slightly Important	0	0.00
	Unimportant	2	4.10
	Very Important	17	34.70
Dependable	Important	24	49.00
	Slightly Important	5	10.20
	Unimportant	3	6.10
	Very Important	39	79.60
Efficient	Important	8	16.30
	Slightly Important	00	.00
	Unimportant	2	4.10
	Very Important	22	44.90
Assertive	Important	23	46.90
	Slightly Important	2	4.10
	Unimportant	2	4.10
	Very Important	23	46.90
Delegates	Important	19	38.80
	Slightly Important	4	8.20
	Unimportant	3	6.10
	Very Important	25	51.00
Utilizes participatory management	Important	17	34.70
	Slightly Important	4	8.20
	Unimportant	3	6.10
	Very Important	21	42.90
Decision maker	Important	21	42.90
	Slightly Important	3	6.10
	Unimportant	4	8.20
	Very Important	33	67.30
Risk taker	Important	13	26.50
	Slightly Important	0	0.00
	Unimportant	3	6.10
	Very Important	9	18.40
Task oriented	Important	24	49.00
	Slightly Important	12	24.50
	Unimportant	4	8.20
	Very Important	18	36.70

Table 10 Continued

Questions	Response	F	%
Change agent	Important	23	46.90
	Slightly Important	6	12.20
	Unimportant	2	4.10
	Very Important	11	22.40
Influencer	Important	23	46.90
	Slightly Important	14	28.60
	Unimportant	1	2.00
	Very Important	20	40.80
Analyzes situation	Important	22	44.90
	Slightly Important	5	10.20
	Unimportant	2	4.10
	Very Important	34	69.40
Higher energy	Important	13	26.50
	Slightly Important	0	0.00
	Unimportant	2	4.10
	Very Important	12	24.50
Achievement oriented	Important	25	51.00
	Slightly Important	10	20.40
	Unimportant	2	4.10
	Very Important	17	59.20
Emotionally stable	Important	26	30.60
	Slightly Important	3	6.10
	Unimportant	3	4.10
	Very Important	35	71.40
Self-sufficient	Important	12	24.50
	Slightly Important	0	0.00
	Unimportant	2	4.10
	Very Important	17	34.70
Effective time manager	Important	26	3.10
	Slightly Important	3	6.10
	Unimportant	3	6.10
	Very Important	24	49.00
Organized	Important	20	40.80
	Slightly Important	3	6.10
	Unimportant	2	4.10
	Very Important	22	44.90
Persuasive	Important	18	36.70
	Slightly Important	7	14.30
	Unimportant	2	4.10
	Very Important	20	40.80
Effective	Important	23	46.90
	Slightly Important	5	10.20
	Unimportant	1	2.00
	Very Important	39	79.60

Table 10 Continued

Questions	Response	F	%
Cooperative	Important	8	16.30
	Slightly Important	0	0.00
	Unimportant	2	4.10
	Very Important	20	40.80
Empathetic	Important	24	49.00
	Slightly Important	3	6.40
	Unimportant	2	4.10
	Very Important	13	26.50
People oriented	Important	27	55.10
	Slightly Important	6	12.20
	Unimportant	3	6.10
	Very Important	27	55.10
Compassionate	Important	18	36.70
	Slightly Important	2	4.10
	Unimportant	2	4.10
	Very Important	17	34.70
Collegial	Important	21	42.90
	Slightly Important	9	18.40
	Unimportant	2	4.10
	Very Important	13	26.50
Team player	Important	28	57.10
	Slightly Important	6	12.20
	Unimportant	2	4.10
	Very Important	27	55.10
Strong interpersonal skills	Important	16	32.70
	Slightly Important	4	8.20
	Unimportant	2	4.10
	Very Important	31	63.30
Consensus builder	Important	15	30.60
	Slightly Important	1	2.00
	Unimportant	2	4.10
	Very Important	19	38.80
Empowers others	Important	21	42.90
	Slightly Important	7	14.30
	Unimportant	2	4.10
	Very Important	25	51.00
Networker	Important	21	42.90
	Slightly Important	1	2.00
	Unimportant	2	4.10
	Very Important	14	28.60
Transformational	Important	26	53.10
	Slightly Important	7	14.30
	Unimportant	2	4.10
	Very Important	14	28.60



Table 10 Continued

Questions	Response	F	%
Combines social talk with administrative Talk	Important	24	49.00
	Slightly Important	8	16.30
	Unimportant	3	6.10
	Very Important	6	12.20
Uses affiliate language, such as “we, ” “are”	Important	24	49.00
	Slightly Important	17	34.70
	Unimportant	2	4.10
	Very Important	19	38.80
Participative	Important	24	49.00
	Slightly Important	4	8.20
	Unimportant	2	4.10
	Very Important	18	36.70
Inclusive	Important	24	49.00
	Slightly Important	5	10.20
	Unimportant	2	4.10
	Very Important	21	42.90
Nurturing	Important	23	46.90
	Slightly Important	4	8.20
	Unimportant	1	2.00
	Very Important	12	24.50
Democratic	Important	21	42.90
	Slightly Important	13	26.50
	Unimportant	3	6.10
	Very Important	11	8.20
Intuitive	Important	19	30.60
	Slightly Important	15	38.80
	Unimportant	4	22.40
	Very Important	16	2.00
Flexible/ adaptable	Important	25	14.30
	Slightly Important	7	51.00
	Unimportant	1	32.70
	Very Important	24	49.00
Emotionally expressive	Important	22	44.90
	Slightly Important	2	4.10
	Unimportant	1	2.00
	Very Important	5	10.20
Receptive to new ideas/ change	Important	19	38.80
	Slightly Important	20	40.80
	Unimportant	5	10.20
	Very Important	27	55.10
Alert to social environment	Important	18	36.70
	Slightly Important	2	4.10
	Unimportant	2	4.10
	Very Important	26	53.10

Table 10 Continued

Questions	Response	F	%
Responsive to needs of faculty/ staff	Important	16	32.70
	Slightly Important	5	10.20
	Unimportant	2	4.10
	Very Important	29	59.20
Reflective	Important	16	32.70
	Slightly Important	2	4.10
	Unimportant	2	4.10
	Very Important	20	40.80
Openness to diversity	Important	19	38.80
	Slightly Important	9	18.40
	Unimportant	1	2.00
	Very Important	29	59.20
Emphasis on collegiality	Important	17	34.70
	Slightly Important	1	2.00
	Unimportant	2	4.10
	Very Important	11	22.40
Views teachers as leaders	Important	27	55.10
	Slightly Important	10	20.40
	Unimportant	1	2.00
	Very Important	29	59.20
Emphasis on reflective practices	Important	16	32.70
	Slightly Important	2	4.10
	Unimportant	2	4.10
	Very Important	13	26.50
Participative decision making	Important	27	55.10
	Slightly Important	8	16.30
	Unimportant	1	2.00
	Very Important	18	36.70
Utilizes system of rotating leadership	Important	21	42.90
	Slightly Important	8	16.30
	Unimportant	2	4.10
	Very Important	6	14.30
Recognizes ability or expertise	Important	22	28.60
	Slightly Important	14	44.90
	Unimportant	7	12.20
	Very Important	28	57.10
Arrives at goals through consensual process	Important	18	36.70
	Slightly Important	1	2.0
	Unimportant	2	4.10
	Very Important	13	26.50
Values faculty/ staff as individual	Important	23	46.90
	Slightly Important	11	22.40
	Unimportant	2	4.10
	Very Important	32	65.30

Table 10 Continued

Questions	Response	F	%
human beings	Important	13	26.50
	Slightly Important	2	4.10
	Unimportant	2	4.10
Commitment to employee growth	Very Important	29	59.20
	Important	17	34.70
	Slightly Important	1	2.00
Power sharing	Unimportant	2	4.10
	Very Important	12	24.50
	Important	21	42.90
Promotes community and cooperation	Slightly Important	14	28.60
	Unimportant	2	4.10
	Very Important	34	4.10
Promotes nurturing and caring	Important	13	26.50
	Slightly Important	0	0.00
	Unimportant	2	4.10
Promotes subordinate empowerment	Very Important	12	24.50
	Important	28	57.10
	Slightly Important	6	12.20
School board supports their philosophy	Unimportant	3	6.10
	Very Important	16	32.70
	Important	26	53.10
Their leadership is affected by the expectations of the community	Slightly Important	6	12.20
	Unimportant	1	2.00
	Very Important	32	65.30
The socio-economic levels in the Community affect their leadership	Important	10	20.40
	Slightly Important	5	10.20
	Unimportant	2	4.10
Language groups in the community impact their leadership	Very Important	13	26.50
	Important	26	53.10
	Slightly Important	9	18.40
Utilizes system of rotating leadership	Unimportant	1	2.00
	Very Important	6	12.20
	Important	28	57.10
Recognizes ability or expertise	Slightly Important	7	14.30
	Unimportant	8	16.30
	Very Important	8	16.30
	Important	20	40.80
	Slightly Important	14	28.60
	Unimportant	7	14.30
	Very Important	4	8.20
	Important	13	26.50
	Slightly Important	23	46.90
	Unimportant	9	18.40
	Very Important	27	55.10

Table 10 Continued

Questions	Response	F	%
Arrives at goals through consensual process	Important	18	36.70
	Slightly Important	2	4.10
	Unimportant	2	4.10
	Very Important	14	28.60
	Important	24	49.00
Values faculty/ staff as individual human beings	Slightly Important	8	16.30
	Unimportant	3	6.10
	Very Important	28	57.10
	Important	18	36.70
	Slightly Important	1	2.00
Commitment to employee growth	Unimportant	2	4.10
	Very Important	29	59.20
	Important	16	32.70
	Slightly Important	2	4.10
	Unimportant	2	4.10
Power sharing	Very Important	12	24.50
	Important	17	34.70
	Slightly Important	17	34.70
	Unimportant	3	6.10
	Very Important	21	42.90
Promotes community and cooperation	Important	24	49.00
	Slightly Important	2	4.10
	Unimportant	2	4.10
	Very Important	14	28.60
	Important	24	49.00
Promotes nurturing and caring	Slightly Important	8	16.30
	Unimportant	3	6.10
	Very Important	13	26.50
	Important	25	51.00
	Slightly Important	9	18.40
Promotes subordinate empowerment	Unimportant	2	4.10
	Very Important	29	59.20
	Important	17	34.70
	Slightly Important	1	2.00
	Unimportant	2	4.10
Has clear norms and values	Very Important	31	63.30
	Important	15	30.60
	Slightly Important	1	2.00
	Unimportant	2	4.10
	Very Important	36	73.50
Encourages professional training	Important	10	20.40
	Slightly Important	1	2.00
	Unimportant	2	4.10
	Very Important	30	61.20
	Important	10	20.40
Has well-defined goals	Slightly Important	1	2.00
	Unimportant	2	4.10
	Very Important	30	61.20
	Important	10	20.40
	Slightly Important	1	2.00
Emphasis on professional growth for	Unimportant	2	4.10
	Very Important	30	61.20
	Important	10	20.40
	Slightly Important	1	2.00
	Unimportant	2	4.10

Table 10 Continued			
Questions	Response	F	%
self/ staff/ faculty	Important	16	32.70
	Slightly Important	1	2.00
	Unimportant	2	4.10
Openness to change	Very Important	21	42.90
	Important	25	51.00
	Slightly Important	1	2.00
Emphasis on collegiality	Unimportant	2	4.10
	Very Important	12	24.50
	Important	27	55.10
Emphasis on character, ethics, and integrity	Slightly Important	8	16.30
	Unimportant	2	4.10
	Very Important	45	4.10
Emphasis on programs for special students	Important	2	4.10
	Slightly Important	0	0.00
	Unimportant	2	4.10
Emphasis on innovation	Very Important	15	30.60
	Important	28	57.10
	Slightly Important	3	6.10
Emphasis on reflective practice	Unimportant	3	6.10
	Very Important	24	49.00
	Important	19	38.80
	Slightly Important	4	8.20
	Unimportant	2	4.10
	Very Important	13	26.50
	Important	26	53.10
	Slightly Important	9	18.40
	Unimportant	1	2.00

The 91 OLEI items were ranked from the highest to the lowest on the basis of the mean of the respondents' responses. The highest mean reflected that board presidents felt that emphasis on character, ethics, and integrity was the most important factor that affects tenure. The lowest mean indicated that board presidents felt utilizing systems of rotating leadership was the least important factor that affects tenure. Results are summarized in Table 11.

Table 11

## Board Presidents' Ranking of Organizational and Leadership Effectiveness Inventory, n = 49

Organizational and Leadership Effectiveness Inventory	Mean*
Emphasis on character, ethics, and integrity	3.84
Communicator	3.80
Leads by example	3.78
High expectations	3.73
Effective	3.71
Dependable	3.71
Emotionally stable	3.63
Communicates vision	3.63
Has well-defined goals	3.63
Analyzes situations	3.61
Promotes community and cooperation	3.61
"Can do" philosophy	3.55
Decision maker	3.55
Values faculty/ staff as individual human beings	3.53
Strong interpersonal skills	3.53
Encourages professional training	3.53
Motivational	3.53
Emphasis on professional growth for self/ staff/ faculty	3.51
Has clear norms and values	3.49
Commitment to employee growth	3.49
Openness to diversity	3.49
Strong academic self-concept	3.49
Commitment to employee growth	3.47
Values faculty/ staff as individual human beings	3.47
School board supports their philosophy	3.47
Recognizes ability or expertise	3.47
Responsive to needs of faculty/ staff	3.47
Views teachers as leaders	3.47
Achievement oriented	3.45
Receptive to new ideas/ change	3.43
Lifelong learner	3.43
Recognizes ability or expertise	3.43
People oriented	3.43
Empowers others	3.41
Flexible/ adaptable	3.41
Team player	3.39
Persistent	3.39
Effective time manager	3.35
Alert to social environment	3.35
Emphasis on innovation	3.33
Ability to "juggle"	3.33
Openness to change	3.33

Table 11 Continued

## Organizational and Leadership Effectiveness Inventory

Mean\*

Efficient	3.33
Promotes community and cooperation	3.31
Inclusive	3.31
Delegates	3.31
Cooperative	3.27
Persuasive	3.27
Assertive	3.27
Combines social talk with administrator talk	3.22
Organized	3.22
Influencer	3.22
Utilizes participatory management	3.20
Reflective	3.18
Participative	3.18
Self-sufficient	3.16
Promotes subordinate empowerment	3.16
Task oriented	3.16
Consensus builder	3.16
Intuitive	3.14
Emphasis on programs for special students	3.12
Shares power	3.12
Participative decision making	3.12
Compassionate	3.08
Networker	3.06
Collegial	3.06
Emphasis on reflective practice	3.06
Emphasis on reflective practice	3.04
Their leadership is affected by the expectations of the community	3.04
Empathetic	3.02
Promotes community and cooperation	3.00
Promotes nurturing and caring	3.00
Promotes subordinate empowerment	3.00
Transformational	3.00
Emphasis on collegiality	3.00
Arrives at goals through consensual process	3.00
Emphasis on collegiality	2.98
Arrives at goals through consensual process	2.96
High energy	2.96
Change agent	2.90
Power sharing	2.88
Nurturing	2.86
Power sharing	2.78
Risk taker	2.78
Democratic	2.76
Combines social talk with administrator talk	2.69

Table 11 Continued

Organizational and Leadership Effectiveness Inventory	Mean*
The socio-economic levels in the community affect their leadership	2.65
Language groups in the community impact their leadership	2.59
Emotionally expressive	2.49
Utilizes systems of rotating leadership	2.45
Utilizes systems of rotating leadership	2.24

\*4= very important, 3= important, 2= slightly important, and 1= unimportant

The reliability coefficients for the four OLEI factors ranged from 0.92 to 0.98. The highest mean showed that board presidents felt *Beliefs, Attitudes, and Values* was the most important factor in relation to superintendent tenure, followed by *Leadership Behavior, Organizational Structure, and External Forces*. Results are summarized in Table 12.

Table 12

Ranking of factors in Organizational and Leadership Effectiveness Inventory, Board Presidents, n = 49

Factor	# of items	Reliability Coefficient	M*	SD
Beliefs, attitudes, and values	8	.92	3.33	.59
Leadership Behaviors	54	.98	3.29	.57
Organizational Structure	12	.94	3.19	.60
External Forces	17	.94	3.11	.58

\*4= very important, 3= important, 2= slightly important, and 1= unimportant

A univariate repeated measure analysis of variance showed that mean differences were statistically significant,  $F(3, 144) = 19.52, p < .01$ . The sphericity assumption was met (Greenhouse-Geisser Epsilon = .86, Huynh-Feldt Epsilon = .92), and modified Tukey procedure showed that with the exception of *Leadership Behavior* vs. *Beliefs, Attitudes, and Values*, all pairwise comparisons were statistically significant. Results are summarized in Tables 13 and 14.



Table 13

Repeated Measures ANOVA Summary Table for Organizational and Leadership Effectiveness Inventory Factors, Board Presidents, n = 49

Source	SS	df	MS	F
OLEI Factors	1.38	3	.46	19.52*
Block	61.98	48	1.29	
Error	3.39	144	.02	

\* $p < .01$

Table 14

Post Hoc Results for Organizational and Leadership Effectiveness Inventory Factors, Board Presidents, n = 49

Pair-wise Comparison	Significance*
Leadership Behavior vs. External Forces	S
Leadership Behavior vs. Organizational Structure	S
Leadership Behavior vs. Beliefs, Attitudes, and Values	NS
External Forces vs. Organizational structure	S
External Forces vs. Beliefs, Attitudes, and Values	S
Organizational structure vs. Beliefs, Attitudes, and Values	S

\*NS = Not statistically significant, S = Statistically Significant

#### Comparison of Superintendents' and Board Presidents' Results

The study's 5<sup>th</sup> research question was: What are the differences between superintendents and school board presidents on their perceptions of the importance of 1) *Leadership Behaviors*, 2) *External Forces*, 3) *Organizational Structure*, and 4) *Beliefs, Attitudes, and Values* on superintendent tenure? To answer the question, the data were treated as ordinal and the responses to the OLEI's 91 characteristics between board presidents and superintendents were compared, using a series of Mann-Whitney-Wilcoxon U Test (Field, 2013). The level of significance was set, a priori, at .01 to reduce the probability of making Type I errors due to performing multiple tests. To examine the practical significance of the findings, z-to-r transformation was performed (.1 = small effect, .3 = medium effect, .5 = large effect). Group differences, favoring the superintendents, were statistically significant on nine characteristics,

namely, higher energy, combining social talk with administrator talk, intuitive, flexibility/ adaptability, being reflective, power sharing, leadership that is affected by the expectations of the community, power sharing, and emphasizing collegiality. The board presidents scored higher than did the superintendents on only one characteristic – risk taking. All effect sizes were small. Results are summarized in Table 15.

Table 15

OLEI Comparisons, Board Presidents (n = 49) vs. Superintendents (n = 207)

Item	Board President Mean <sup>a</sup>	Superintendents Mean <sup>a</sup>	Z <sup>b</sup>	Effect Size <sup>c</sup>
Leads by example	3.78	3.83	0.26	0.02
Ability to “juggle”	3.33	3.58	2.09	0.13
Communicator	3.80	3.82	0.19	0.01
Lifelong learner	3.43	3.48	0.37	0.02
Higher expectations for self and others	3.3	3.82	1.20	0.08
Strong academic self-concept	3.49	3.44	1.04	0.07
Motivational	3.53	3.49	1.02	0.06
Communicates vision	3.63	3.71	0.53	0.03
“Can do” philosophy (resourceful)	3.55	3.65	0.80	0.05
Persistent	3.39	3.60	2.43	0.15
Shares power	3.12	3.41	2.35	0.15
Dependable	3.71	3.83	1.61	0.10
Efficient	3.33	3.43	0.78	0.05
Assertive	3.27	3.14	1.65	0.10
Delegates	3.31	3.36	0.19	0.01
Utilizes participatory management	3.20	3.28	0.00	0.00
Decision maker	3.55	3.72	1.52	0.10
Risk taker	3.78	3.16	2.95*	0.18
Task oriented	3.16	3.17	0.23	0.01
Change agent	2.90	3.05	1.30	0.08
Influencer	3.22	3.45	1.88	0.12
Analyzes situations	3.61	3.66	0.32	0.02
High energy	2.96	3.38	3.29*	0.21
Achievement oriented	3.45	3.53	0.19	0.01
Emotionally stable	3.63	3.81	2.40	0.15
Self-sufficient	3.16	3.32	1.30	0.08
Effective time manager	3.35	3.45	0.59	0.04
Organized	3.22	3.3	0.57	0.04

Table 15 continued

Item	Board President Mean <sup>a</sup>	Superintendents Mean <sup>a</sup>	Z <sup>b</sup>	Effect Size <sup>c</sup>
Persuasive	3.27	3.42	1.34	0.08
Effective	3.71	3.73	0.15	0.01
Cooperative	3.27	3.39	0.91	0.06
Empathetic	3.02	3.22	1.52	0.10
People oriented	3.43	3.59	1.55	0.10
Compassionate	3.08	3.32	1.78	0.11
Collegial	3.06	3.31	2.21	0.14
Team player	3.39	3.51	0.73	0.05
Strong interpersonal skills	3.53	3.70	1.72	0.11
Consensus builder	3.16	3.45	2.26	0.14
Empowers others	3.41	3.54	1.13	0.07
Networker	3.06	3.14	0.60	0.04
Transformational	3.00	3.16	1.07	0.07
Combines social talk with administrator talk	2.69	3.01	2.77*	0.17
Uses affiliate language, such as “we,” “our”	3.22	3.37	1.26	0.08
Participative	3.18	3.34	1.19	0.07
Inclusive	3.31	3.29	0.10	0.01
Nurturing	2.86	3.05	1.40	0.09
Democratic	2.76	2.96	1.43	0.09
Intuitive	3.14	3.39	2.23	0.14
Flexible/ adaptable	3.41	3.67	3.06*	0.19
Emotionally expressive	2.49	2.83	2.63*	0.16
Receptive to new ideas/ change	3.43	3.54	0.66	0.04
Alert to social environment	3.35	3.47	0.72	0.05
Responsive to needs of faculty/ staff	3.47	3.57	0.60	0.04
Reflective	3.18	3.49	2.73*	0.17
Emphasis on collegiality	2.98	3.24	2.30	0.14
Views teachers as leaders	3.47	3.41	0.68	0.04
Emphasis on reflective practice	3.06	3.28	2.01	0.13
Participative decision making	3.12	3.29	1.14	0.07
Utilizes system of rotating leadership	2.45	2.34	0.71	0.04
Recognizes ability or expertise	3.47	3.59	1.24	0.08
Arrives at goals through consensual process	2.96	3.15	1.47	0.09
Values faculty/ staff as individual human beings	3.53	3.72	1.89	0.12
Commitment to employee growth	3.49	3.63	1.33	0.08
Power sharing	2.88	3.25	2.97*	0.19

Table 15 continued

Item	Board President Mean <sup>a</sup>	Superintendents Mean <sup>a</sup>	Z <sup>b</sup>	Effect Size <sup>c</sup>
Promotes community and cooperation	3.61	3.56	0.75	0.05
Promotes nurturing and caring	3.00	3.29	2.40	0.15
Promotes subordinate empowerment	3.16	3.33	1.51	0.09
School board supports their philosophy	3.47	3.68	1.50	0.09
Their leadership is affected by the expectations of the community	3.04	3.33	2.64*	0.17
The socio-economic levels in the community affect their leadership	2.65	3.00	2.42	0.15
Language groups in the community impact their leadership	2.59	2.84	1.72	0.11
Utilizes system of rotating leadership	2.24	2.30	0.50	0.03
Recognizes ability or expertise	3.43	3.57	1.16	0.07
Arrives at goals through consensual process	3.00	3.17	1.09	0.07
Values faculty/ staff as individual human beings	3.47	3.66	2.10	0.13
Commitment to employee growth	3.47	3.55	0.59	0.04
Power sharing	2.78	3.13	2.61*	0.16
Promotes community and cooperation	3.31	3.54	2.25	0.14
Promotes nurturing and caring	3.00	3.28	2.12	0.13
Promotes subordinate empowerment	3.00	3.26	2.13	0.13
Has clear norms and values	3.49	3.60	1.17	0.07
Encourages professional training	3.53	3.57	0.17	0.01
Has well-defined goals	3.63	3.55	1.45	0.09
Emphasis on professional growth for self/ staff/ faculty	3.51	3.53	0.03	0.00
Openness to change	3.33	3.49	1.47	0.09
Emphasis on collegiality	3.00	3.30	2.62*	0.16
Emphasis on character, ethics, and integrity	3.84	3.80	1.03	0.06
Emphasis on programs for special students	3.12	3.22	0.67	0.04
Emphasis on programs for	3.33	3.33	0.32	0.02

Table 15 continued

Item	Board President Mean <sup>a</sup>	Superintendents Mean <sup>a</sup>	Z <sup>b</sup>	Effect Size <sup>c</sup>
special students				
Emphasis on reflective practice	3.04	3.30	2.47	0.15
Openness to diversity	3.49	3.54	0.32	0.02

<sup>a</sup> 4= very important, 3= important, 2= slightly important, and 1= unimportant. Mean scores are reported for the ease of interpretation. Data were ordinal in nature.

<sup>b</sup> As calculated by the Mann-Whitney-Wilcoxon U Test

<sup>c</sup> Effect size, as computed by r, 0.1 = small, 0.3 = medium, 0.5 = Large

\*  $p < .01$

As reported earlier, the OLEI measures four factors. Table 16 shows a summary of the results for the board presidents and superintendents.

Table 16

Summary of OLEI Factor Scores

	Board Presidents (n = 49)		Superintendents (n = 207)	
	M*	SD	M*	SD
Leadership Behaviors	3.29	.57	3.43	.42
External Forces	3.11	.57	3.29	.43
Organizational Structure	3.19	.60	3.35	.47
Beliefs, Attitudes, and Values	3.33	.59	3.44	.50

\* 4= very important, 3= important, 2= slightly important, and 1= unimportant

A series of Pearson's Product-Moment Correlation Coefficients was conducted to examine the strength and direction of the bivariate associations among the OLEI factors. As can be seen in Table 17, all correlation coefficients were high in magnitude and statistically significant at the .01 level.

Table 17

Correlation Matrix for OLEI Factors, n = 256

Factor	Leadership Behaviors	External Forces	Organizational Structure	Beliefs, Attitudes, and Values
Leadership Behaviors	1.00			
External Forces	.90*	1.00		
Organizational Structure	.89*	.91*	1.00	

Table 17 Continued

Factor	Leadership Behaviors	External Forces	Organizational Structure	Beliefs, Attitudes, and Values
Beliefs, Attitudes, and Values	.87*	.85*	.88*	1.00

\*  $p < .01$

A Multivariate Analysis of Variance (MANOVA) was performed to compare board presidents and superintendents groups on the basis of the OLEI group centroids. The Leven's  $F$  was not statistically significant for the four factors, 1) *Leadership Behaviors*,  $F = (1, 254) = 4.00$ ,  $p = .05$ ; 2) *External Forces*,  $F = (1, 254) = 3.41$ ,  $p = .07$ ; 3) *Organizational Structure*,  $F = (1, 254) = 2.10$ ,  $p = .15$ ; and 4) *Beliefs, Attitudes, and Values*,  $F = (1, 254) = .30$ ,  $p = .58$ , attesting to the homogeneity of variances. The group differences were not statistically significant,  $F (4, 251) = 2.01$ ,  $p = .09$ . Mean difference effect sizes were computed, using Cohen's  $d$ , to examine the practical significance of the findings, which ranged from .16 to .30, favoring the superintendents. Results are summarized in Table 18.

Table 18

Mean Difference Effect Sizes Between Superintendents and School Board Presidents,  $n=256$

Factor	Mean Difference*	Effect Size**
Leadership Behaviors	.15	0.26
External Forces	.18	0.30
Organizational Structure	.15	0.24
Beliefs, Attitudes, and Values	.11	0.16

\* Mean differences favored the superintendents

\*\* Effect size as computed by Cohen's  $d$ , 0.2 = small, 0.5 = medium, 0.8 = Large

### Correlational Analysis

The study's last research question was: What are the unique contributions of *Leadership Behavior*, *External Forces*, *Organizational Structure*, and *Beliefs, Attitudes, and Values*?

Hierarchical multiple regression analysis was performed to explain the variation on the average tenure on the basis of the four OLEI factors. Average tenure was defined as the ratio of the total

superintendency years by number of districts served as the superintendent. To do so, Pearson's Product-Moment Correlation Coefficient was employed to examine the magnitude and direction of the associations between each of the four predictor variables and the outcome measure. The simple correlations ranged from -.06 to -.12 and none was statistically significant. The multiple correlation between the four predictors on one hand and the average tenure on the other hand,  $R = .14$ , was also not statistically significant,  $F(4, 197) = 1.02, p = .40$ . The unique contributions, *Leadership Behaviors* (1.40%), *Beliefs, Attitudes, and Values* (.04%), *Organizational Structure* (.02%), and *External Forces* (.00%) were not statistically significant either.

### Summary of Results

Both superintendents and school board presidents felt that *Beliefs, Attitudes, and Values* was the most important factor in relation to superintendent tenure, followed by *Leadership Behavior, Organizational Structure, and External Forces*. At the item level, the superintendents ranked the importance of nine characteristics (higher energy, combining social talk with administrator talk, intuitive, flexibility/adaptability, being reflective, power sharing, leadership that is affected by the expectations of the community, power sharing, and emphasizing collegiality) statistically higher than did the school board presidents. The school board presidents' ranking of the importance of risk taking characteristic was statistically higher than the superintendents'. The OLEI factors were not useful in predicting average superintendent tenure.

## CHAPTER V

### Summary, Conclusions, and Discussion

#### Introduction

The positive effects of new policy and district initiatives put in place by new superintendents will take at least two years to become evident (Waters & Marzano, 2006). The organizational chain of command in Texas places the human resources management of the superintendent in the hands of elected school board members. It is imperative that superintendents and school board members understand the factors that contribute to the tenure of school superintendents in order to implement effective change for Texas public schools. The descriptive study was conducted to document such factors, using the Organizational and Leadership Effectiveness Inventory, OLEI, (Ibry et al., 2002). The study was guided by the Synergistic Leadership Theory (Irby, et al., 2002), which consists of four equal and interactive factors: 1) *Leadership behaviors*, 2) *External forces*, 3) *Organizational structure*, and 4) *Beliefs, attitudes, and values*. The following research questions guided the study:

1. What is the importance of *Leadership Behaviors* on superintendent tenure as perceived by superintendents and school board presidents?
2. What is the importance of *External Forces* on superintendent tenure as perceived by superintendents and school board presidents?
3. What is the importance of *Organizational Structure* on superintendent tenure as perceived by superintendents and school board presidents?
4. What is the importance of *Beliefs, Attitudes, and Values* on superintendent tenure as perceived by superintendents and school board presidents?



5. What are the differences between superintendents and school board presidents on their perceptions of the importance of 1) *Leadership Behaviors*, 2) *External Forces*, 3) *Organizational Structure*, and 4) *Beliefs, Attitudes, and Values* on superintendent tenure?
6. What are the unique contributions of *Leadership Behaviors*, *External Forces*, *Organizational Structure*, and *Beliefs, Attitudes, and Values* in explaining superintendent tenure as perceived by superintendents?

The results may assist superintendents understand school board viewpoints, as well as help stake holders and policy makers in developing training to help new superintendents and/or placing them in appropriate school districts.

### Summary of Results

There were 207 superintendents and 49 school board presidents who participated in the study. The average tenure of responding superintendents was five years. At the item level, the superintendents and school board presidents were compared on the basis of their responses to the 91 OLEI characteristics. Superintendents ranked the importance of nine OLEI characteristics higher than did the school board presidents. The nine characteristics were 1) high energy, 2) combining social talk with administrator talk, 3) intuitive, 4) flexibility/adaptability, 5) being reflective, 6) power sharing (in the context of leadership behaviors), 7) leadership that is affected by the expectations of the community, 8) power sharing (in the context of organizational structure), and 9) emphasizing collegiality. The school board presidents ranked risk taking higher than did the superintendents.

At the scale level, both the superintendents and school board presidents held *Beliefs, Attitudes, and Values* as the most important factor in relation to the tenure of the superintendent, followed by *Leadership Behavior*, *Organizational Structure*, and *External Forces*. All pairwise

comparisons, with the exception of *Leadership Behavior* vs. *Beliefs, Attitudes, and Values* were statistically significant.

The four OLEI factors were not useful in explaining the variation in average tenure. The mean scores and standard deviations ranged from 3.20 to 3.44 and .42 to .50, respectively, suggesting that the sample of the superintendents was homogenous, which may explain the lack of the statistical significance in the correlational analysis phase of the study.

### Conclusions

Based on the descriptive results, it is concluded that regardless of being a superintendent or a school board president, the four Synergetic Leadership Theory factors, namely, *Beliefs, Attitudes, and Values, Leadership Behavior, Organizational Structure, and External Forces* are perceived as factors which may influence the superintendent's tenure. The correlational results, on the other hand, showed that the four factors, as perceived by the superintendents, are not useful predictors of average tenure.

### Discussion

Irby, Brown, Duffy, and Trautman (2002) indicated that any disagreement among OLEI factors between individuals can negatively impact the perceived effectiveness of superintendents, board presidents, and the entire district, which was supported by the results of the study. Thus, if we accept the notion that superintendent tenure is low, it may not be related to either the superintendents' or school board presidents' perceptions of the four OLEI factors, because group differences were not statistically significant and the unique contributions of the factors in explaining the variation in average tenure were not statistically significant. Both the superintendents and board presidents ranked *Beliefs, Attitudes, and Values* as influencing tenure the most, followed by *Leadership Behaviors, Organizational Structure, and External Forces*.

The responding superintendents reported an average tenure of five years. This could be an explanation for the similarities in the responses between superintendents and school board presidents. The superintendents with higher average tenure may be more in tune with the characteristics deemed effective by school board presidents.

*Beliefs, Attitudes, and Values* are the corner stone and foundation of the Synergistic Leadership Theory (Irby, et al. 2002). In order for a superintendent and a school board president to have a successful relationship, it is paramount that they understand the similarities and differences between each other's *Beliefs, Attitudes, and Values* (Irby, et al. 2002). The results of the study suggest that both superintendents and board presidents surveyed placed high importance on these factors in relation to superintendent tenure. Of the 91 items surveyed, emphasis on character, ethics, and integrity were the highest ranked characteristics pertaining to these three attributes. An effective superintendent must be mindful of the following characteristics: 1) importance of professional growth, 2) openness to change/diversity, 3) adherence to tradition, 4) collegial trust/support, 5) importance of character, ethics, integrity, 6) importance of programs for at-risk/gifted students, 7) purpose of school, 8) role of teachers/administrators, and 9) importance of employee's well-being (Irby et al., 2002).

There are 11 varieties of *Leadership behaviors*, namely, 1) autocratic, 2) delegator, 3) collaborator, 4) communicator, 5) task oriented, 6) risk taker, 7) relational, 8) nurturer, 10) stabilizer, and 11) intuitive (Irby et al., 2002). Depending upon the situation, an effective superintendent may have to utilize all in designing and implementing various tasks. The superintendents ranked leading by example as the most influential characteristic, followed by being an effective communicator; board presidents ranked being an effective communicator as the most influential characteristic, followed by leading by example. Being emotionally

expressive was the least valued characteristic of *Leadership Behaviors* by both groups. The results show how similar superintendents and school board presidents are in valuing and disvaluing different types of *Leadership Behaviors*.

There are 12 characteristics in *Organizational Structure*: 1) rotating leadership, 2) using expertise of members, not rank, 3) having consensually derived goals, 4) valuing members, 5) rewarding professional development, 6) relying on informal communication, 7) dispersing power, 8) promoting community, 9) promoting maturing and caring, 10) having many rules, 11) having separate tasks and roles, and 12) initiating few changes (Irby et al., 2002). Both the superintendents and school board presidents ranked utilizing rotating leadership as a component of *Organizational Structure* which they favored the least, which may suggest that both place a higher value on keeping individuals in place based on job performance rather than rotating positions and exposing individuals to new responsibilities. The superintendents and school board presidents ranked valuing faculty/staff as individual human beings and having well defined goals as the most important characteristics of *Organizational Structure*, respectively.

There are six *External Forces*: 1) perceptions/expectations of supervisors/colleagues, 2) perceptions/expectations of community, local, state, national regulations, and resources, 3) location and culture of community, 4) socio-economic status, 5) language/ethnic groups, and 6) political/special interest groups (Irby et al., 2002). According to the OLEI, *External Forces* shares several characteristics with *Organizational Structure* (e.g., utilizing system of rotating leadership, Power sharing, Commitment to employee growth). The perceptions of both the superintendents and board presidents regarding the shared characteristics in the context of both factors complemented each other. For example, both ranked utilizing systems of rotating leadership as the least important characteristic within *External Forces* and *Organizational*

*Structure.* The superintendents and board presidents ranked valuing faculty/staff as individual human beings and promoting community cooperation as the most important characteristic of *External Forces*.

Even though group differences on the basis of the four OLEI factors were not statistically significant, at the item level, there were 10 statistically significant differences. Superintendents scored high energy, combining social talk with administrator talk, intuitive, being reflective, flexibility/adaptability, power sharing (*Organizational Structure*), leadership that is affected by the expectations of the community, power sharing (*External Forces*), and emphasizing collegiality as being more important to their tenure than did board presidents. These characteristics are typically associated with the interaction between leaders and subordinates, which may lead to a successful career path, and are reflected by the Texas Education Agency's three recommended domains for superintendents, namely, educational community, instructional leadership, and administrative leadership (TEA, 2011).

A typical day as a superintendent requires 12 - 14 hours of meetings, events, and conflict resolution. It is important for a superintendent to sustain and devote the same amount of energy as s/he tends to his/her daily activities. Combining social talk with administrator talk is necessary, because every conversation a superintendent has with faculty, the community, and board members can be both social and administrative. A successful superintendent is portrayed as being both approachable and authoritative. An efficient superintendent ought to be flexible/adaptable as well as be intuitive as to different situations that arise on any given day. With all of the meetings and responsibilities that are expected of superintendents, they need to have a clear command structure that shares power between assistant superintendents, chief educational officers, and directors. Sharing power may be instrumental in assisting individuals grow

professionally, emphasize collegiality, and provide insight from different perspectives when making decisions. Since superintendents are hired by community-elected officials, it is paramount that they make decisions based on community impact, and be cognizant of how decisions will impact different groups of the community.

Board presidents scored risk taking as being more important to superintendent tenure than did the superintendents themselves, which may be due to the fact that it is not part of any formal statewide competency as outlined by the TEA. As an elected official, a school board member risks reputation, expense, and community standing; this may explain the group differences.

Superintendents are trained to make calculated data driven decisions. School board members do not typically take the responsibility for a failed high risk decision; they hold superintendents accountable for those decisions. The faculty, administrators, and/or community stakeholders who work with a given superintendent may value characteristics such as high energy, combining social talk with administrator talk, being intuitive, flexibility/adaptability, being reflective, power sharing, leadership that is affected by the expectations of the community, power sharing, and emphasizing collegiality more than risk taking. Faculty members and school administrators do not typically respond well to change. When the change is driven by the perception that risk taking is valued, faculty members will tend to take a negative attitude towards the change. School employees appreciate order and predictable measures that support their condition. Change and the risk taking associated with it can cause stress among faculty and administrators. This condition will not nurture support for a superintendent.

### Implications

The study was conducted to compare factors that affect superintendent tenure based on both the superintendents' and school board presidents' perceptions. While there has been a large

amount of research citing how different factors affect superintendent tenure, there had not been studies that compare the two perspectives. The results of the study revealed that superintendents and school board presidents are in agreement with respect to the importance of the four OLEI factors. It should also be noted that the responding superintendents had an average tenure of 5.00 years, which is noteworthy compared to the national average of 3.40 years. New and existing superintendents need to understand that individual board members may have expectations that are different from the TEA's. Superintendents and school board presidents can use the data to better understand how similar their perspectives of *Leadership Behaviors*, *External Forces*, *Organizational Structure*, and *Beliefs, Attitudes, and Values* are, which may be instrumental in building and sustaining better working relationships based on the similarities and differences.

The Texas Association of School Boards (TASB) personnel who train school board members to work effectively with superintendents and assist school boards in selecting new superintendents may use the results on revising their strategies for pairing superintendents with school boards. The results may also help search firms in recruiting superintendents as they may be used to let perspective superintendents know what school boards are looking for. Likewise, the Texas Association of School Administrators (TASA) can use the results in training superintendents to work effectively with school board presidents.

Additionally, the study provides quantitative data on *Leadership Behaviors*, *External Forces*, *Organizational Structure*, and *Beliefs, Attitudes, and Values* perceived by superintendents and school boards. The results are useful to anyone (e.g., school districts, specialist, university faculty) who is responsible to develop new superintendent professional development and school board training.

### Recommendations for Further Research

The limitations of the study offer opportunities for future research. Due to non-probability nature of sampling, external validity was limited to study participants. To expand the generalizability of the results, the researcher recommends: 1) comparing the responses of board presidents with their own superintendents; 2) examining the perception and perspectives of board presidents and superintendents who have served together longer than the national averages; 3) expanding the study into a multi-state probe; 4) treating the years of tenure as a superintendent and the years of service as a board president as differentiating factors in examining the influence of the four SLT factors.

### Final Remarks

As a school administrator, there have been different situations when I had to utilize different characteristics of the SLT. When dealing with parents, students, community members, and staff, it is important for me to be able to adapt to each situation and portray different characteristics as appropriate to the situation. School superintendents also have to utilize different characteristics when dealing with all of their responsibilities on a daily basis.

There is not a right or wrong way to utilize or portray the different characteristics of the SLT. Because one person utilizes one over another does not make him/her a better or worse superintendent. School board presidents and superintendents need to understand that there is not a universal set of characteristics that define a great superintendent.



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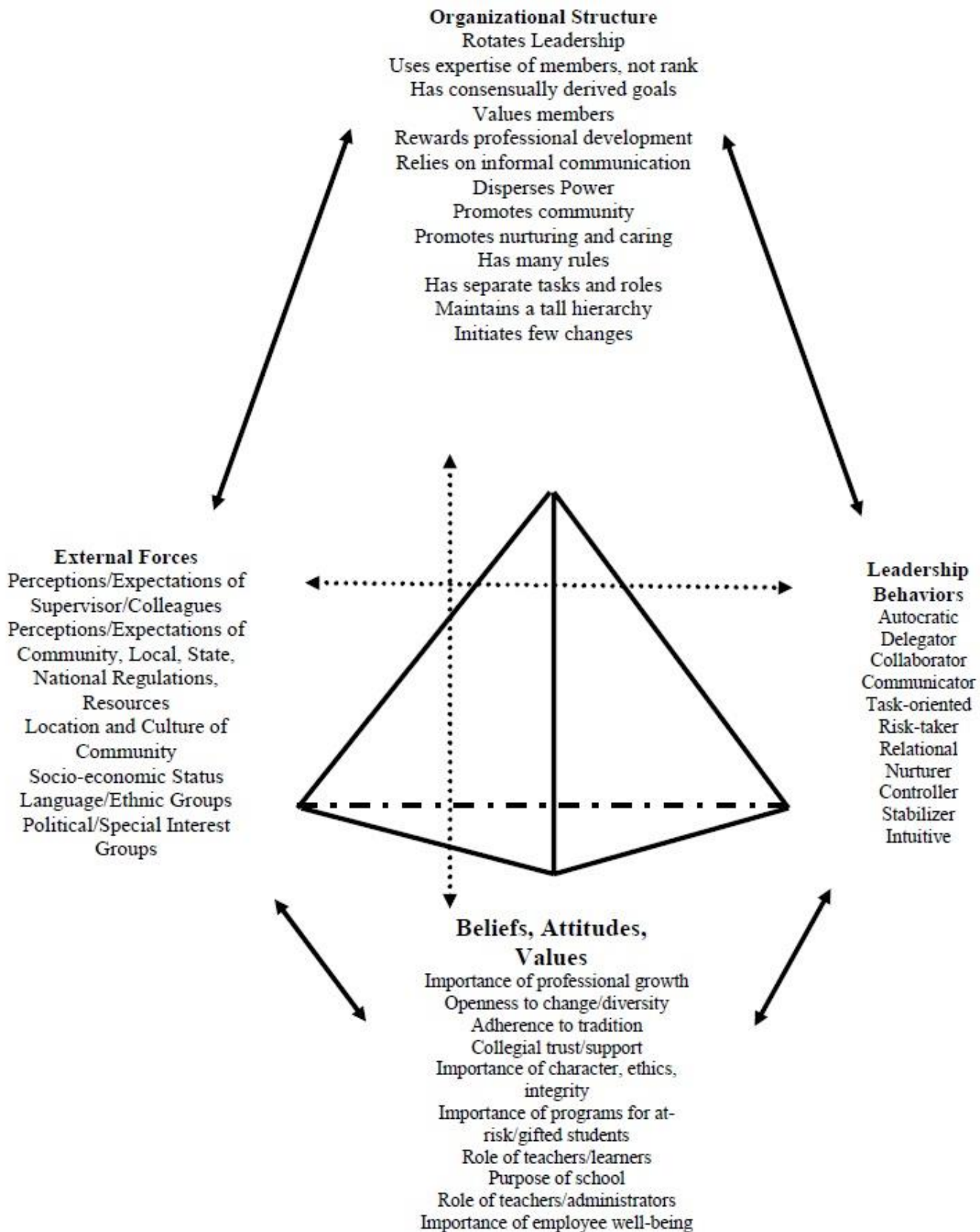
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## APPENDIX A



## APPENDIX B

IRB



ERIN L. SHERMAN, MAcc, CRA, CIP  
Research Compliance Officer  
Division of Research, Commercialization and Outreach

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November 16, 2012

Mr. John Prezas  
2605 Quebec Dr.  
Corpus Christi, TX 78414

Dear Mr. Prezas,

The research project entitled "Factors Influencing the Tenure of Superintendents as Perceived by Superintendents and School Board Presidents in Texas" (IRB# 118-12) has been granted approval through an exempt review under category 7.1.2(2). You are authorized to begin the project as outlined in the IRB protocol application.

Please submit an IRB Amendment Application for any modifications to the approved study protocol. Changes to the study may not be initiated before the amendment is approved. Please submit an IRB Completion Report to the Compliance Office upon the conclusion of the project. Both report formats can be downloaded from IRB website.

All study records must be maintained by the researcher for three years after the completion of the study. Please contact me if you will no longer be affiliated with Texas A&M University – Corpus Christi before the conclusion of the records retention timeframe to discuss retention requirements.

Please contact me if you have any questions.

Sincerely,

A handwritten signature in dark ink that reads "Erin L. Sherman". The signature is written in a cursive, flowing style.

Erin L. Sherman

THE ISLAND UNIVERSITY



## APPENDIX C

### Organizational and Leadership Effectiveness Inventory

#### Online Survey

You are being invited to participate in an online survey and provide the data that will be used to complete a doctoral dissertation study entitled, *Factors Influencing the Tenure of Superintendents as Perceived by Superintendents and School Board Presidents in Texas*. We thank you in advance for your kind assistance regarding this matter.

Please read the following. If there are any questions, you may contact the principal investigator, John Prezas, at 361-290-7704 or email him at John.Prezas@ccisd.us

Description: I understand that the purpose of the study is to examine the factors which may influence the tenure of superintendents.

Confidentiality: I understand that the identity of the respondents and individual responses will remain confidential. If the results are published or presented at a professional meeting, the identity of the participants will not be disclosed.

Compensation: I understand that participation in the study will not cost me anything and that I will not receive any money for my participation.

Risks and Benefits: I understand that completing the survey bears no risk and does not benefit me directly; however, my participation may benefit future superintendents, the Texas Association of School Administrators, and the Texas Association of School Boards.

Right to Withdraw: I understand that I am free to withdraw my consent and stop participating in the study at any time.

Voluntary Consent: I certify that I have been informed about the study's purpose, procedures, possible risks, and benefits. Additionally, I know that if I have any questions about my rights as a research participant, I can contact Erin Sherman, Compliance Officer, at Texas A&M University - Corpus Christi, at (361) 825-2497.

By completing this survey, I voluntarily agree to participate in the study and I am authorizing the use of my responses for research purposes. Completing the survey serves as an electronic signature.

The survey consists of five sections. In sections 1 – 4, 91 factors which may influence the tenure of superintendents are listed. Please indicate the level of importance of each, using the following 4-point scaling: 4 = Very Important, 3 = Important, 2 = Slightly Important, 1 = Unimportant.

**Section 1: *Leadership Behaviors***

1. Leads by example	4	3	2	1
2. Ability to “juggle”	4	3	2	1
3. Communicator	4	3	2	1
4. Lifelong Learner	4	3	2	1
5. High expectations for self and others	4	3	2	1
6. Strong academic self-concept	4	3	2	1
7. Motivational	4	3	2	1
8. Communicates vision	4	3	2	1
9. “Can do” philosophy (resourceful)	4	3	2	1
10. Persistent	4	3	2	1
11. Shares power	4	3	2	1
12. Dependable	4	3	2	1
13. Efficient	4	3	2	1
14. Assertive	4	3	2	1
15. Delegates	4	3	2	1
16. Utilizes participatory management	4	3	2	1
17. Decision maker	4	3	2	1
18. Risk taker	4	3	2	1
19. Task oriented	4	3	2	1
20. Change agent	4	3	2	1
21. Influencer	4	3	2	1
22. Analyzes situations	4	3	2	1
23. High energy	4	3	2	1
24. Achievement oriented	4	3	2	1
25. Emotionally stable	4	3	2	1
26. Self-sufficient	4	3	2	1
27. Effective time manager	4	3	2	1
28. Organized	4	3	2	1
29. Persuasive	4	3	2	1
30. Effective	4	3	2	1
31. Cooperative	4	3	2	1
32. Empathetic	4	3	2	1
33. People oriented	4	3	2	1
34. Compassionate	4	3	2	1
35. Collegial	4	3	2	1
36. Team player	4	3	2	1
37. Strong interpersonal skills	4	3	2	1
38. Consensus builder	4	3	2	1
39. Empowers others	4	3	2	1
40. Networker	4	3	2	1

41. Transformational	4	3	2	1
42. Combines social talk with administrator talk	4	3	2	1
43. Uses affiliate language, such as “we,” “our”	4	3	2	1
44. Participative	4	3	2	1
45. Inclusive	4	3	2	1
46. Nurturing	4	3	2	1
47. Democratic	4	3	2	1
48. Intuitive	4	3	2	1
49. Flexible/adaptable	4	3	2	1
50. Emotionally expressive	4	3	2	1
51. Receptive to new ideas/change	4	3	2	1
52. Alert to social environment	4	3	2	1
53. Responsive to needs of faculty/staff	4	3	2	1
54. Reflective	4	3	2	1

## **Section 2: *External Forces***

55. Emphasis on collegiality	4	3	2	1
56. Views teachers as leaders	4	3	2	1
57. Emphasis on reflective practice	4	3	2	1
58. Participative decision making	4	3	2	1
59. Utilizes system of rotating leadership	4	3	2	1
60. Recognizes ability or expertise	4	3	2	1
61. Arrives at goals through consensual process	4	3	2	1
62. Values faculty/staff as individual human beings	4	3	2	1
63. Commitment to employee growth	4	3	2	1
64. Power sharing	4	3	2	1
65. Promotes community and cooperation	4	3	2	1
66. Promotes nurturing and caring	4	3	2	1
67. Promotes subordinate empowerment	4	3	2	1
68. School board supports their philosophy	4	3	2	1
69. Their leadership is affected by the expectations of the community	4	3	2	1
70. The socio-economic levels in the community affect their leadership	4	3	2	1
71. Language groups in the community impact their leadership	4	3	2	1

## **Section 3: *Organizational Structure***

72. Utilizes system of rotating leadership	4	3	2	1
73. Recognizes ability or expertise	4	3	2	1
74. Arrives at goals through consensual process	4	3	2	1
75. Values faculty/staff as individual human beings	4	3	2	1
76. Commitment to employee growth	4	3	2	1
77. Power sharing	4	3	2	1
78. Promotes community and cooperation	4	3	2	1
79. Promotes nurturing and caring	4	3	2	1
80. Promotes subordinate empowerment	4	3	2	1

81. Has clear norms and values	4	3	2	1
82. Encourages professional training	4	3	2	1
83. Has well-defined goals	4	3	2	1

#### **Section 4: *Beliefs, Attitudes, and Values***

84. Emphasis on professional growth for self/staff/faculty	4	3	2	1
85. Openness to change	4	3	2	1
86. Emphasis on collegiality	4	3	2	1
87. Emphasis on character, ethics, and integrity	4	3	2	1
88. Emphasis on programs for special students	4	3	2	1
89. Emphasis on innovation	4	3	2	1
90. Emphasis on reflective practice	4	3	2	1
91. Openness to diversity	4	3	2	1

#### **Section 5: Demographic Data - Superintendent**

What is your age? \_\_\_\_

What is your Gender?

Male

Female

What category would you choose to best describe your race/ethnicity?

Black or African American

White, Non-Hispanic or Latino

Hispanic or Latino

Asian

Other

What is the highest level of education you have completed?

Bachelor's Degree

Master's Degree

Doctoral Degree

How many total years of professional education experience do you have? \_\_\_\_

How many total years as of school district superintendency have you had? \_\_\_\_

How many total districts have you served as the superintendent? \_\_\_\_

What has been your longest tenure as the superintendent in any one school district, including the current one? \_\_\_\_\_ Years

### **Section 5: Demographic Data - School Board President**

What is your age? \_\_\_\_\_

What is your Gender?

Male

Female

What category would you choose to best describe your race/ ethnicity?

Black or African American

White, Non-Hispanic or Latino

Hispanic or Latino

Asian

Other

What is the highest level of education you have completed?

High School Diploma

Bachelor's Degree

Master's Degree

Doctoral Degree

How many total years of professional education experience do you have? \_\_\_\_\_

How many total years have you served as a school board member? \_\_\_\_\_

How many total years have you served as a school board president? \_\_\_\_\_

## APPENDIX D

Email sent 02/16/2013

Dear Educator/ Board President,

I, John Prezas, am currently a Doctoral Candidate in the Educational Leadership program at Texas A&M University – Corpus Christi. For my dissertation research, I am seeking to document the importance of factors which may influence the tenure of superintendents as perceived by superintendents and school board presidents in Texas. I am writing to invite you to participate in my online survey. If you decide to participate, you will be asked to complete the Organizational and Leadership Effectiveness Inventory. The survey will take no longer than twenty minutes of your time. Your participation will be confidential.

If you have questions regarding the study, you may call me at (361) 290-7704 or email me at **John.Prezas@ccisd.us**. Additionally, if you have any questions about your rights as a research participant, you may contact Erin Sherman, Compliance Officer, at Texas A&M University – Corpus Christi at (361) 825-2497 or **erin.sherman@tamucc.edu**.

I would like to thank you in advance for your kind participation in my study. The link to online survey follows:

**Superintendents**

**School Board President**

With kindest regards,

John Prezas  
Assistant Principal  
Martin Middle SES

Email sent 02/01/2013

Dear Educator/ Board Member,

I would like to thank those of you who have already completed my online survey and for your kind words of encouragement. Due to anonymous nature of data collection, I do not know who has or has not completed the survey. The on-line survey is still active; thus, if you have not completed it yet, please do so. If you are not currently a school board president I still value your input, and would also request that you kindly forward this email to your school board president.

For my dissertation research, I am seeking to document the importance of factors which may influence the tenure of superintendents as perceived by superintendents and school board presidents in Texas. If you decide to participate, you will be asked to complete the Organizational and Leadership Effectiveness Inventory. The completion of the survey will take no longer than 20 minutes of your time. The individual responses will remain confidential,

If you have questions regarding the study, please call (361) 290-7704 or email **John.Prezas@ccisd.us** me. Additionally, if you have any questions about your rights as a research participant, you may contact Erin Sherman, Compliance Officer, at Texas A&M University – Corpus Christi at (361) 825-2497 or **erin.sherman@tamucc.edu**.

I would like to thank you in advance for your kind participation in my study. The links to online surveys follows:

**Superintendents**

**School Board President**

With kindest regards,

John Prezas  
Assistant Principal  
Martin Middle SES

Email sent 02/25

Dear Educator/ Board Member,

I would like to thank those of you who have already completed my online survey and for your kind words of encouragement. Due to anonymous nature of data collection, I do not know who has or has not completed the survey. The on-line survey is still active; thus, if you have not completed it yet, please do so. I would also request that you kindly communicate with your school board president and ask if s/he has received an email from me. If the answer is no, please forward this email and ask him/her to click on the appropriate link below. The on-line survey will end on Friday, March 1, 2013. For those of you that inquired about the results of my research, I will provide a summary of results upon the completion & defense of the study.

For my dissertation research, I am seeking to document the importance of factors which may influence the tenure of superintendents as perceived by superintendents and school board presidents in Texas. If you decide to participate, you will be asked to complete the Organizational and Leadership Effectiveness Inventory. The completion of the survey will take no longer than 20 minutes of your time. The individual responses will remain confidential,

If you have questions regarding the study, please call (361) 290-7704 or email **John.Prezas@ccisd.us** me. Additionally, if you have any questions about your rights as a research participant, you may contact Erin Sherman, Compliance Officer, at Texas A&M University – Corpus Christi at (361) 825-2497 or **erin.sherman@tamucc.edu**.

I would like to thank you in advance for your kind participation in my study. The links to the online surveys follow:

**Superintendents**

**School Board President**

With kindest regards,

John Prezas  
Assistant Principal  
Martin Middle SES