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A Study Of The Relationships Of Principals' Values To Effectiveness In A Selected Mbo Program

Charles Owen Roundy
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EFFECTIVENESS IN A SELECTED M B O PROGRAM

University of Nevada, Las Vegas

Ed.D.

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A STUDY OF
THE RELATIONSHIPS OF PRINCIPALS' VALUES
TO EFFECTIVENESS IN A SELECTED M B O PROGRAM

A Dissertation
Presented to
the Faculty of the College of Education
University of Nevada, Las Vegas

In Partial Fulfillment of
the Requirements for the Degree of
Doctor of Education

by
C. Owen Roundy
16 November 1977

DISSERTATION APPROVAL
THE COLLEGE OF EDUCATION
UNIVERSITY OF NEVADA, LAS VEGAS

This dissertation, written under the direction of the Advisor/Chairman of the Candidate's Graduate Committee, and with the assistance and approval of all members of the Committee, is presented for acceptance to the Faculty of the College of Education of the University of Nevada, Las Vegas, in partial fulfillment of the requirements for the degree of Doctor of Education.

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16 November 1977

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CHAPTER 1

The Problem

The 70s have been predicted by some to be a "Decade of Accountability" (Welch, 1973, p. 79). Sciara and Jant (1972) joined in predicting accountability as a moving force in education:

The age of accountability is dawning in American education and could well become one of the most important educational movements in the decade of the 1970s. Beginning as a flickering spark in the twilight of the 60s, and fanned into flame by the federal government, politicians, taxpayers, and unhappy parents, as well as private learning corporations, accountability has been transformed from a theoretical notion to a formidable force in American education. (p. 3)

Accountability purports to give to education a method of measuring consequences of its own processes. It has the makings of a powerful force in education for at least two reasons which were identified by Anderson (cited in Welch 1973):

First, it has managed in a relatively short time to accumulate the trappings of a discipline; parts of accountability have been delineated, and the delineation of the parts has been reinforced by names for them, there are roles associated with the parts, and some techniques have been offered for carrying

out the roles. Second, accountability is a large enough vessel to hold the concerns of many parties to the educational process; even if they are not all sympathetic, they are all involved. (p. 15)

Accountability for results is not a new phenomenon in American education. The General Court of the Colony of Massachusetts Bay proclaimed in 1642 that the select men of every town were required to:

Have a vigilant eye over their brethern and neighbors--to see first that none of them shall suffer so much barbarism in any of their families, as not to endeavor to teach, by themselves or others, their children and apprentices, so much learning, as may enable them perfectly to read the English tongue and [obtain a] knowledge of the capital laws; upon penalty of twenty shillings of each neglect therein. (Mann, 1849, p. 8)

Nowadays the "brethern and neighbors" are keeping a "vigilant eye" upon the educators. They use the threat of withholding money for poor results by turning down budgets and bond issues or of educating their children in other institutions. Clark and Thompson (1976) report:

Many citizens view schools today with a certain skepticism. They feel that despite heavy expenditures the educational gains are negligible at best. What is the purpose, the public asks, of sending students to school . . . if upon graduation these young people cannot read well or compute accurately? A resistance is growing toward the mere attendance of students in school; new questions are being asked about the outcomes of this attendance. (p. 3)

While it may still be premature to tell whether the predictions were fully accurate, there is no denying that there has been and will continue to be interest in the topic.

Cubberly (1922) predicted this interest in his early writing when he spoke of the "new emphasis on testing" and "of public demand for more intelligent accounting by school officers for the money expended for public education" (p. 325). He also mentioned the need for changing school administration "from guess work to scientific accuracy . . . to that of a highly skilled piece of professional social engineering" (p. 326).

Today, many more tools are available for educators to achieve Cubberly's call for a "more intelligent accounting." Thanks to extensive groundwork in business, science, the military, etc., and more recently in education itself, professionals are in a position to make better decisions with better information.

Throughout the educational scene, numerous attempts have been made to adapt management theory to school district operation. Management theory in the operation of schools could allow administrators to justify and account for costs and student achievement. Mager's work in 1962 on the writing of instructional objectives was a major force in the preparation of instructional programs oriented to measurable student output.

In addition to the notion of general accountability to the taxpayer, federal grants to school districts have forced the development of systems analysis in public schools. School districts have become acquainted with terms such as educational goals, measurable objectives,

alternative approaches, monitoring systems, and evaluation of results based on prestated objectives. In California, for example, legislative action in 1971 provided for evaluation of certificated personnel based on student achievement. (Note 1) The result there has been an effort by local school districts throughout the state to use systems approach measures to develop instructional programs and evaluation procedures reflecting educational goals and measurable student objectives.

School administrators have been forced to cope with many new demands in the operation of public schools. Two of the most persistent and difficult have been the demand for accountability and greater efficiency in the use of resources to achieve results. In an effort to meet these demands, many school administrators have turned more to a systematic approach incorporating some of the principles and practices that have been proven effective in business management systems.

Management by objectives (MBO) is one such system, and has been widely used in business and industry and advocated as a means to cope with the new complexity and increasing demands for efficiency and accountability in school administration. Such program planning is a process of setting sights on a target (an objective), developing a way to get to it, and then determining how well the target was reached in the desired manner.

This present study investigated some of the components of a management and accountability system developed by and implemented in the Department of Elementary Education in a large school district--the Clark County School District, Las Vegas, Nevada.

Statement of the Problem

The Clark County School District's Management and Accountability System for Elementary Schools charges the elementary principals with the responsibility to assess the degree of implementation of certain specified operational objectives. Further it requires that these assessments should culminate in implied action statements and priority plans for improvement. The System is based on a management by objectives approach which places primary emphasis on measurable objectives and results and individual responsibility to achieve them.

Given these objectives, the implied expectations for improvement, and the responsibility of the elementary principals to accomplish the expectations of the System, the purpose of this study was to seek an answer to the following question:

What is the relationship between principals' effectiveness in implementing certain objectives and the importance they attach to those objectives?

Significance of the Problem

Through a series of studies (Note 2) and administrative decisions the Clark County School District has adopted a management and accountability system for elementary school administration. Most of the components of the Management and Accountability System in the Clark County School District have been going through various phases of development and refinement since 1970. The System is based on a management by objectives approach which places primary emphasis on measurable objectives and results and individual responsibility to achieve them. The System

was designed primarily for use by elementary teachers and principals and central office administrators directly involved with elementary schools. The objectives and procedures of the System have been developed to be consistent with the goals, policies and regulations of the total school district. (Note 3)

The System's Principles of Leadership and Management. The Management and Accountability System for Elementary Schools contains several components. First is a section detailing principles of leadership and management. Also included is a section detailing three basic assumptions employed by the System. It is with the combination of certain factors of these principles and certain factors of the assumptions of the System that the problem for this study lies. If the principles and assumptions of the System are valid, the implication is that the System should provide the impetus, the motivation for its own effective implementation.

The section of the Management and Accountability System dealing with principles of leadership and management has some twenty-five principles, as identified by Swainston (1975). These are listed as being representative of the administrative philosophy of elementary principals in the Clark County School District. (Note 3, pp. 1-2) Within those listed is a cluster of principles dealing with motivation, including these:

- Reasonable and clearly understood objectives promote motivation, and,
- Involvement in developing objectives and plans increase

commitment and motivation. (Note 3, pp. 1-2)

These principles, in association with the several assumptions discussed below, imply a motivation for the nomothetic implementation of the System's objectives.

Assumptions of the Management and Accountability System. As a second component, the System maintains three basic assumptions:

1. Goals and objectives need to be clearly written and communicated;
2. Means must be provided and used to assess the degree to which objectives are attained; and
3. All assessments should culminate in program improvement decisions. (Note 3, p. 3)

The first assumption of the System listed above is applied in the Clark County School District by a set of objectives officially adopted by the Board of School Trustees (Note 4). These objectives are specified for implementation by each elementary school principal. The objectives listed below are those operational objectives specified in the Management and Accountability System for Elementary Schools.

1. A management system providing for needs assessments, priority objectives and plans, monitoring and evaluating by results is effectively used by the principal and teachers.
2. Personnel management procedures prescribed by law, regulation, and contract are effectively administered by the principal.
3. Staff effectiveness and morale are promoted by the principal through proper application of proven principles of leadership

and management.

4. Community confidence in the school is established and maintained.
5. Management organization and procedures for the school are clearly written, effective, and consistent with the established procedures and regulations of the district. (Note 3, pp. 6-8)

Each objective is detailed in the Management and Accountability System by a series of subfactors. These subfactors are identified and treated by the application of the assessment process implied in the second assumption of the System.

The second assumption of the System requires that the degree to which the above stated objectives are attained be measured. For the components of the System with which this study dealt, this requirement is fulfilled in the main by a teacher opinion survey, called a "teacher questionnaire" (see Appendix A). The questionnaire represents the conditions and objectives as discussed above. The results of the questionnaire, when compiled both with those of teachers within a particular school and with teachers throughout the district, are used by principals and central office administrators as a major part of an assessment profile to determine where progress has been made and where further attention is needed in the implementation of those objectives of the System.

The third assumption of the Management and Accountability System implies that the assessment drawn should culminate in program improvement decisions.

This study explored a dimension of congruency between the motiva-

tion principles of the Clark County School District Management and Accountability System and the basic assumptions structured into the System. James Lewis (1975) has explained "when an educator believes in, and understands what must be achieved, and when he is inspired to use his highest professional skill and ability to perform what he is really interested in, then--and only then--will he exert the required effort to perform well" (p. 179). Going on to explain this concept, Lewis effectively supports Barnard's theories of a "zone of indifference" (Barnard, cited in Faber and Shearron, 1970, p. 100). Lewis asserts that "each administrator has his own zone of acceptance. Performance requirements falling within this zone will be achieved with a minimum of problems. However, performance requirements which fall outside this zone will be achieved carelessly, dishonestly or even sabotaged" (p. 179).

Therefore, it would be a great advantage to elementary principals in the Clark County School District to have information indicating the difference between the extent they implement the specified objectives of the Management and Accountability System and the degree of importance they attach to those objectives. Certainly actions taken for improvement would likely be more intelligent and accurate.

Hypotheses Tested

This study explored the differences between the importance principals assigned to certain objectives of a selected MBO system and the degree to which they implemented those objectives. As a basis for research, it was hypothesized that:

The degree of importance principals attach to the objectives

of the MBO system will be equalled or excelled by the extent of observed implementation of the objectives.

The following null hypothesis was statistically tested:

There will be no significant difference between the value principals attach to five selected objectives of the Management and Accountability System for Elementary Schools, Clark County School District, and the degree to which teachers perceive those objectives to be operationalized.

Briefly, the objectives of the System tested by the hypotheses reflect these concepts:

1. A management system is used by the principal.
2. Personnel management procedures are administered by the principal.
3. Staff effectiveness and morale are promoted by the principal.
4. Community confidence in the school is established and maintained.
5. Management organization and procedures for the school are established.

Chapter Summary

Accountability in education was predicted to be a major force in the 1970s. While the decade is not yet closed, the empirical evidence seems to indicate that accountability has been influential in the educational scene. School administrators have been forced to cope with the new demands of accountability and efficiency, and to do so have turned more to the systems approaches which have proven effective in business management.

Management by Objectives is one such system, and has been adopted by the Clark County School District, Las Vegas, Nevada, in the administration of its elementary schools. This study explored a dimension of congruency between the operationalizing of objectives of the Clark County School District's Management and Accountability System for Elementary Schools and the motivational principles employed by the elementary principals involved with the System. For research purposes, it was hypothesized that the importance principals attached to the objectives of the MBO system would be equalled or excelled by the observed implementation of those objectives. The null hypothesis was that no significant difference would be found between the value and effectiveness of principals as they attempted to implement the objectives of the selected MBO system.

CHAPTER 2

Review of Related Literature

The foundation of this study rests upon synthesizing several related concepts not often associated in research. The review of related literature will therefore pursue these three aspects:

- Applying management by objectives to school systems,
- Measuring teachers' perception of principals' functions, and
- Factors influencing the prioritizing of objectives.

Applying Management by Objectives to School Systems

During World War II, Dr. Kurt Lewin studied buying habits of housewives in the United States. As he described their motives and plans for purchasing various mixtures for their "bread baskets," he observed that housewives carefully planned how they were going to spend their limited resources. They purchased the goods which they had decided they needed, carefully plotting how they were going to allocate their income, time, and other resources. He described this approach as "buying by objectives."

Therein began the popularization of the phrase "management by objectives." Lewin's discovery has been revealed many times in other situations, and indeed, there are indications that managers in many cases do essentially the same things as housewives as they conduct their managerial responsibilities within organizations. Peter Drucker (1954) was probably the first author to refer specifically to the subject as "management by

objectives." Drucker described it as a technique for effectively moving an organization in a "growthful way."

The concept slowly found fertile soil, first in the private sector, finally moving into the public sector. Douglas McGreagor (1960) and Rensis Likert (1961) used it to justify their application of findings in behavioral research. Since then, management by results (or objectives) has been widely utilized throughout the United States and other countries, notably in Great Britain, where business, industry, and government have found it a productive way of managing their enterprises.

The demand for accountability in education caught the attention of school administrators in the 1960s when public statements such as the following sounded a warning to those who each year sought increased support to cover the spiraling costs of education. Wrote Jessie Unruh, Speaker of the 1966 California Assembly:

In my judgment informed legislatures, governors, and administrators will no longer be content to know in mere dollar terms, what constitutes the abstract needs of the schools. The politician of today . . . is unimpressed with continuing requests for more input without some concurrent idea of the schools' output. (Unruh, 1966)

Statements of this nature have become more prevalent since 1966 and are commonly found in today's newspapers. For example, a quotation from a 1973 Deseret News editorial, published under the heading "For More School Aid, More School Progress," stated:

Just throwing more money at educational problems is not

enough. If more money will actually improve the educational process, fine. But let's see some proof. Schools should be answerable to the taxpayers in demonstrating an improved product. ("For More School Aid," 1973)

McGrew (1972) recognized this concern and said:

This is a new kind of ball game for most educators. Good intentions and a pure heart don't seem to impress most people any more. They want results. Admittedly, the public is not always sure of exactly what results they want. However, they do seem [to] agree that a school district that cannot show some plausible effort toward identifiable results is not worthy of additional tax support. (p. 1)

It became increasingly apparent that school administrators must develop a relationship between financial inputs and educational outputs. The press for accountability and efficiency in education suggested a results orientation to school administration corresponding to the management by objectives approach employed in the management of other major enterprises. Odiorne's (1969) explanation of MBO may have seemed an appropriate solution to the political demands:

When we manage by objectives we mean simply that we fix our ultimate purpose in mind before we start our journey. This objective then becomes a target, a goal, a desired outcome, and along the route [it] becomes a criterion for measuring progress. Finally, when we have spent our time and energies, we are able to evaluate the degree of success by measuring

against the objective. (p. 16)

If this orientation were adopted in education, school managers at various levels would participate in specifying organizational objectives and program outcomes, and would assume individual responsibility for helping to achieve them. Results or outcomes would become the criteria for determining future support of particular programs. Furthermore, they would become the criteria for measuring the success of each member of the management team.

Numerous authors began advocating management by objectives (MBO) for use in school management as a promising alternative to the common practices in school administration. Accountability was one of the main reasons behind the movement. As the public demands to know more precisely how schools use resources and what goals education achieves, educators are attracted to the specificity and efficiency of MBO systems.

Since the late 1960s there have been myriad reports, position papers, descriptions of adopted systems, handbooks and textbooks, advocates pro and con, all concerning MBO as it applies to school administration. The following is a review of the more prominent and commonly identified positions.

The suitability of an MBO model for elementary school administration was considered in a study by Theron Swainston (1975). His findings indicated that MBO systems have been advocated in literature as a means to increase efficiency and accountability in school administration. He further found that MBO systems in schools place heavy emphasis on specifically measurable objectives and on evaluation by results. He concluded

that management principles consistent with MBO have application for school administration across a broad range of administrative functions and are a suitable basis for developing a philosophical-theoretical model for school administration. He suggested that MBO systems can help school administrators successfully cope with the complexity of diverting action toward stated goals and provides built-in bases for accountability.

James Lewis, Jr. (1973) discussed a system of using objectives for appraising performance in schools. He described a system for identification of performance objectives and an action plan for their achievement and a method to evaluate performance in terms of measured results in achieving the objectives. He advocated what he called "School Management by Objectives" as a "truly superior alternative to more traditional methods" (p. 23).

Terrel Bell (1974), who was the United States Commissioner of Education at the time the Department of Health, Education, and Welfare implemented an MBO system, has advocated the use of such systems for local school administration. Apparently he saw MBO as a method whereby the institutional organization can assume the accountability thrust upon its operants when he suggested that an MBO system "focuses upon institutional performance rather than the performance of individuals," and thus, "this shift in emphasis means that accountability need not be threatening to school personnel since the fixing of individual responsibility for failure is no longer paramount." He strongly advocated districts to implement an MBO system as a "road map that all can read and from which

all can attain a certain sense of momentum and accomplishment" (p. 358). Bell concluded that an MBO system furnishes the administrative machinery for serving students and solving their problems, the true goals of accountability, according to him.

There were apparently advocates who postured MBO as an answer for practically every problem facing school administrators. In addition to the above discussed utilizations of MBO, it has been touted as the remedy to a variety of administrative problems such as the following:

Management by objectives systems have been suggested for individualizing instruction (Johnson, 1974); as the best way to improve instruction in general (Goddu, 1975); as a method of enforcing policies, rules, regulations, and educational objectives and philosophies of a district (Report, 1973). It has been suggested as a solution to the cost-benefit effectiveness problems of school districts. (Burns, 1972)

Management by objectives has been used in the formulation of contracts according to Finch (1974). McGrew and Hafeman (1974) also described a process of monitoring and evaluating contracts using MBO.

The West Hartford (Connecticut) School District has developed a method of monetary incentives for administrators which is linked to successful accomplishment of their objectives. (Adams, 1971) Management by objectives in school systems has been linked to salary compensation by Hunady and Varney (1974). In fact, these writers took issue with those who maintain that salary increases should not be tied to the individual's achievement of specific goals. Instead, they believe that MBO brings objectivity and rationality to salary administration.

Several studies have utilized MBO as a vehicle for evaluation of administrative and central office staff. Coleman (1975) discussed such a system. Baker (1975) indicated that MBO has been found to be useful for conducting performance appraisals for professional employees. Keim (1975) discussed a program in the Pennridge (Pennsylvania) School District wherein the superintendent used the district's MBO system upon which to base merit pay raises to administrators. The Andrews (Texas) Independent School District has developed and used a system of "Evaluation by Objectives." (Hall, 1976)

There were those who advocated MBO in school systems as a means to defining administrative roles and responsibilities. (Carpenter, 1973) Ingraham and Keefe (1972) reported they implemented MOB "In order that administrators' performances could be measured and in order to help this group develop a program of self-appraisal" (p. 23). Some suggested it to help solve key problems in organization administration. (Mansergh, 1971) Cook (1973) suggested it to facilitate the acquisition of specific competencies in administration. Miller (1969) was among the first to suggest MBO as an answer to the requirements of public decision making in education. Sergiovanni (1971) used MBO to discuss the kinds of objectives supervisors should pursue.

Management by objectives was introduced in the New Rochelle, New York schools by Superintendent Robert R. Spilane (1977) who reported:

Management by objectives was presented as a process, not a product; a means, not an end; a pathway, not a destination.

The process was presented as one that emphasizes results, not

personalities. MBO does not want to know if a teacher (or an administrator) is "energetic, healthy, personable, and cooperative." MBO wants to know what he or she planned to do that semester and the results of that planning. (p. 625)

Edwin Read (1974) presented a succinct analysis of the relationship of accountability and management by objectives. He wrote:

If MBO can in fact be implemented successfully in school systems, we might expect with some degree of confidence that it will strengthen administrative practice in several ways. For example:

- It will provide the means by which the contributions of managerial and professional personnel can be measured.
- By cooperatively defining the common goals of the system and then measuring individual contributions to them, it will enhance the possibility of solving problems and removing deficiencies in education that have been tolerated for years.
- It will facilitate the defining of major areas of responsibility for each member of the system and thereby encourage an operative team effort.
- It will eliminate the tendency to evaluate personnel in terms of their personality traits; substituting, instead, their performance in terms of results.
- It will give priority to programs that have clearly defined and measurable objectives and for which there are detailed plans for achieving them. Furthermore, these plans will

have included evaluation techniques for measuring progress toward the espoused objectives. (p. 9)

Notwithstanding these benefits and advocates, there were obstacles to implementing MBO in the educational domain. As Barrilleaux (1972) said, "Critics hail the concept as 'inhumane,' while zealots proclaim it as the latest educational 'panacea.'" While each advocate emphasized his own bias, and usually signaled some caution to wholesale adoption, there were some examples of forthright criticism.

"If management by objectives has the potential to greatly improve existing educational administration, it has been a well-kept secret, for the system certainly is not very widespread," according to Dunn (1975). Dunn suggested that the negative attitudes toward MBO held by some administrators arose, at least sometimes, from bad experiences with bureaucratic paper-shuffling. Dunn acknowledged that even so, MBO may offer a viable means of regaining control over disorganized and inefficient bureaucracies. He concluded that to obtain full benefit from MBO, its practitioners must be committed to making it work and must implement it with care and patience.

Morrisey (1976) noted that MBO "has been less than the resounding success . . . its advocates predicted [including himself, see Morrisey, 1970]." He suggested the chief reason for this lack of success in some organizations was that some practitioners did not adequately recognize the human element of management by objectives, but rather mistakenly viewed it as a mechanical process.

Saurman and Nash (1975) were persuaded in this same way. Their basic

contention was that a system preoccupied with MBO measures could easily tyrannize the persons within the organization. They cited research to indicate that MBO was a part of a political response to the public's demand for accountability, and this subtle political pressure urged MBO participants to shortchange the human goals of education in favor of cost-effectiveness. They were displeased by the shunting aside of the important developmental aspects of education, e.g., emotional growth, improved human relations. Saurman and Nash concluded that the application of MBO to education necessitated profound and destructive changes in the very institution it was meant to improve.

Segner (1974) supported this opinion. He contended that MBO used in education neglected the all-important qualitative aspects of education. He stated that the application of MBO to education was tantamount to asserting that "'what's good for General Motors' is good for the schools." Segner believed that such an attitude "is as shallow and incorrect as it is disgusting" (p. 3).

Paul Duvalr (1973) listed, from a teacher's point of view, twenty reasons why teachers reject MBO, specifically as it applies to evaluation, basically contending that an autocratic evaluator can use MBO to "eliminate a good teacher as easily as keeping a poor one." Duvalr was joined by the National Education Association in their suggesting that MBO in school administration may be misused or misdirected. In a guide published for teacher groups (Is MBO the Way to Go?, 1975), the National Education Association claimed that the introduction of a business management technique into the operation of public schools holds teachers responsible

for objectives over which they have little or no control. It maintained education is a human system, not a business system, and that business management techniques such as MBO are usually inappropriate in the instructional activities of schools.

Summary of MBO Literature. The major premises of MBO as applied to the field of education were as follows:

1. Educational administration takes place within an environment which is changing, imposing new conditions and requirements upon the school from time to time. At the present time, school managers are facing the demands of accountability. MBO can accommodate these demands.
2. MBO is a way of managing, aimed at responding effectively to these new requirements. It presumes that the first step in the management process is to identify, by one means or another, the goals for the organization.
3. Once the goals have been identified, orderly procedures are established for assigning responsibilities to individual administrators and eventually to staff members in such a way that their combined efforts are directed toward achieving those goals.
4. The success of a school manager can be measured by using as criteria the objectives that were established for his sub-system and the particular responsibilities assigned to him for their achievement.

The literature indicated that management by objectives has been advocated for anyone who manages, regardless of the level or position he occupies. It applies to the management tasks which are commonly described as planning, organizing, directing, controlling, and reviewing. While

some caution and displeasure have been voiced, MBO has apparent applicability for such functions in education.

Measuring Teachers' Perception of Principals' Functions

Although the theoretical literature is rich, the empirical study of the relationship of significant teacher-administrator variables as investigated by this present study was sparse. Clear and Seager (1971), in one of the few empirical studies to focus on the zone of acceptance of teachers, found that educational administrators' zones of desired influence were consistently greater than teachers' zones of acceptance. It seems reasonable to assume that the way a principal is perceived to exert his formal authority may influence the degree to which teachers respond to his directives. The primary purpose of this present study was to investigate the relationship between the teachers' perception of how principals operationalize certain prescribed objectives and how important principals think those objectives are. It is therefore important to consider the literature on how teachers' perceptions of principals' functions have been influenced and are measured.

Early Theoretical Research. Concern for the behaviors of individuals within organizations moving toward the study of the relationship between these behaviors and the social organization of the work place can be traced through the works of major contributors to the study of organizational life. Max Weber's concern (cited by Parsons, et al, 1961) was with the rational authority which gives one the right to control the behaviors of individuals and the bureaucratic structure to facilitate this control. Federick Taylor (1929) was concerned with deriving the

most efficient use of the individual's behavior, but even he recognized the need for a supervisory style which emphasized a close personal cooperation between supervisor and worker. Mayo (1933) went one step further and concentrated his attention on the relationship between the social organization of the work place and the work behaviors of individuals within it.

Evidence from more recent studies of organizational life indicates that the behaviors of individuals in organizations are not so much a function of objective reality, but rather are a function of the individual's perception of reality. This focus on the importance of perception in the understanding of organizational behaviors figured prominently in the works of Katz and Kahn (1966), Likert (1959), and Litterer (1965).

George G. Stern (1963) went so far as to say that research on the relationship between the organizational climate of the school and the way teachers perceive it as affecting the teaching-learning behaviors in the classroom has not advanced much beyond the point reached in Mayo's studies at the Hawthorne Western Electric plant. (p. 435)

Measuring Teachers' Perception. Kahn and Katz (1953) studied superior-subordinate roles such as the principal-teacher relationship and suggested that certain dimensions of a principal's behavior consistently affected the productivity of the teaching staff: first, his assumption of the role as leader--which produces higher productivity than when he functions as one of the group; second, the closeness of supervision--high producing supervisors were found to supervise less closely than low-producing supervisors; and third, his being employee oriented--

which results in higher productivity. Another important finding of this study was the indication that the leadership behaviors of principals reflected the style of leadership at higher management levels.

One of the most comprehensive studies of administrative behavior of elementary school principals ever undertaken was that of Hemphill, Griffith, and Federiksen (1962). Among other aspects of their study, they compared the ratings superiors gave principals with the ratings teachers gave them on several performance factors. In their study, teachers rated principals positively in such factors as "exchanging information," "maintaining relations," and "organizing work;" and rated them low in "discussing before acting," "responding to outsiders," and "directing others." Hemphill, et al indicated that the principals who were highly regarded by both supervisors and subordinates were those who accomplished large amounts of preparatory work before they acted.

Noak (1969) compared perceptions of teachers and principals concerning assumption of the leadership role in handling specific tasks in the elementary school. For a survey of elementary principals and teachers he distinguished fifty-five specific tasks. Respondents were asked to identify the person responsible for assuming the leadership role in each instance. Results indicated wide disagreement relative to twenty-five tasks and moderate disagreement relative to twelve tasks. Most disagreement existed in the area of working indirectly with building personnel and supervisors.

Fosket (1976) reported the results of a research designed to determine similar perceptions, however investigating the community's

attitude toward the elementary principal's role. His findings indicated that the community and the principal each hold conflicting views of the principal's role. Foskett suggested, "The principal is identified [by the community] both as administrator and as member of the teaching staff. He is associated in part with each of the roles and not completely with either." (p. 43)

A study intended to determine how teachers and principals perceived supervisory stimuli is reported by Marquit (1968). The supervisory program was defined as the collective behavior the principal exhibited to achieve instructional improvement. Analysis of the data showed that principals scored themselves significantly and consistently higher than teachers scored them on effectiveness in supervision. Interestingly, the study reported that older teachers tended to regard principals as more effective supervisors than did young teachers, that teachers in large schools and with more training regarded principals as more effective supervisors, and that principals were rated higher by male than by female teachers as providing supervisory stimuli.

A study conducted by Prenoveau (1971) attempted to measure the teachers' perception of the organizational climate of their schools, specifically as it affected classroom behavior. He found that teachers perceived there to be an association between this and the principal's behavior:

These findings suggest that behaviors in the classroom are linked to the social interactions which prevail in the organization of the school and . . . linked to the principal's

perceived behaviors. Further, the behaviors of the principal wherein he sets a high standard of work performance by his example are not linked to better classroom behaviors unless they are coupled with a high level of personal concern for and commitment to teachers, and probably children, in his school. (pp. 3-4)

John W. Robinson (1971) wrote of a study concerned with an analysis of similarities and differences in role expectations among the population of teachers, principals, and superintendents and board members in two school districts in Oregon. The study attempted to identify the levels of agreement within each of these groups regarding the principal's role, and to determine the extent they accurately perceived the principal's view. Robinson concluded that teachers consider principals, superintendents, and board members as not yet willing to involve teachers in the decision making role of the principal, even though teachers may want to be involved.

In a paper presented at the American Educational Research Association annual meeting in 1972, Robert T. Utz reported of a study similar in some ways to this present study. According to his report, experienced teachers rated principals according to overall effectiveness, consideration for teachers, development of learning programs, concern for production, concern for people, and plant management skills. He found that "an effective principal must be more than a custodian" because plant management skills were found to be least important.

In the principals rated most effective, Utz found a strong positive

relationship between concern for people and concern for production. The principals rated lowest in overall effectiveness were also low in concern for people and production. The highest rated principals were rated lowest in plant management skills. This all led Utz to conclude with a question: "Does 'ideal' leadership style of the principal make any difference in the inputs or outputs of students and teachers?" Apparently he had not found an answer to this question.

Teacher Morale and Preception. There seems to be ample evidence that teachers' perception of their principals functions and effectiveness is related to the phenomenon of teacher morale. While this present review does not report an exhaustive investigation into the realms of teacher morale, it does consider some research findings to demonstrate a reasonable empirical substantiation of the contention that teachers' perception of their principals is linked to their morale.

Redefer (1959) polled 5,000 teachers to get their opinion of the factors affecting teacher morale. He learned that the quality of education in the individual schools and superiority ratings given to teachers by administrators had some affect on the morale of the faculty.

Robinson and Connors (1962) reported that principals' supervisory duties are closely related to the job dissatisfaction of teachers in general.

Although personal factors are the most important of all factors in determining the individual morale level of teachers, the principal is the key non-personal factor in the professional environment of the teacher, according to the research of Hood (1965). Hood said the teacher's rela-

tionship with the principal was more important in determining morale level than was the teachers' relationship with other teachers.

Franks (1963) reported that teacher morale seems to be related to the extent of teaching experience with their present principals and to the extent of similarity to principals' general social values.

Studying how teachers' perceptions of administrative dimensions relate to their morale was a task undertaken by Pryor (1964). He concluded that as a teacher's perception of the administrative function increased, his morale increased.

Leiman (1961) found that the participation of teachers in administrative decisions was definitely related to morale, those participating have higher morale than teachers who did not participate.

According to the research by Napier (1966) high teacher morale was associated with, among other things, the administrator's understanding and appreciation of the teacher as an individual, the confidence the teacher had in the administrator's professional competence, and the support the teacher received from the administration in student discipline.

Bernstein (1959) found high morale among teachers when the role expectancy of the principal and reality converged. When what was expected of a principal did not correspond with the reality as the teacher viewed it, low morale was present.

After reviewing a series of studies of the various factors affecting teacher morale, Ellenburg (1972) concluded:

At first glance the findings of these studies seem to indicate nothing except that a statistician can show anything by the

use of statistics. In many cases the results are contradictory. After a more in-depth look at the findings, however, one begins to realize that a general conclusion seems to be evident. That is, that the administrator--his attitudes, his policies, his procedures, his understanding of the individual teachers, and his philosophical approach to problems--seems to be the major factor in teacher morale. How he works with his staff, whether he treats them as individuals with worth and dignity or merely as part of the machine, will determine to a great extent the morale of the school. (pp. 42-43)

Summary of Teacher Perception Literature. Theoretical research provides information regarding superior-subordinate relationships, and deals with subordinates' perception of their superordinates' functions. A few distinct investigations of this nature have been made to relate the teachers' perceptions to principals' activities. There appeared to be little correlation between the evaluations principals receive from their subordinates and from their superiors. Also, there was an apparent lack of agreement between what the principal saw himself as doing and what his subordinates said he did. The literature suggested that while the perceptions teachers have of principals' functions do not always correspond with the perception of the principals themselves, nor with the principals' superiors, nor with the community's perception of the principals' tasks, the teachers were relatively consistent in their descriptions from their point of view.

The literature was persuasive in concluding that the perception a

teacher has of his principal is swayed heavily by the teacher's morale. Teacher morale is related on many facets to administrative activities.

Sufficient studies have been undertaken and reported in the literature to persuade a conclusion that teachers' perception of principals' functions can reliably be measured and validly reported.

Factors Influencing the Prioritizing of Objectives

This study investigated, as part of several related concepts, the importance principals attach to certain objectives of a management by objectives system when the objectives in specific consideration are established by the system itself, and not by the principal. What follows is a discussion of treatises which gave insight into how a school principal might be influenced as he attempted to rank the significance of those objectives.

Theoretical Bases. Social psychologists describe human actions as having two major characteristics: first, human action is motivated, or goal directed; second, human action is integrated--i.e., the individual's wants, emotions, and cognitions operate in concert to influence his actions. The particular behavior goal of an individual depends upon a number of factors including cultural norms and values, personal experiences, and accessibility to the social environment. (Krech, Crutchfield, and Ballachey, 1962) This concept would theoretically have an influence upon the behavior of the school administrator as he determined what objectives he valued most, what goals he would place importance on.

A fundamental characteristic of authority is the willingness of a subordinate to hold in abeyance his own criteria for making decisions

and comply with orders from superiors. In the superior-subordinate relationship, however, there is a range of acceptability to directives issued by superiors. Some directives may be clearly unacceptable; there are others which are unquestionably acceptable. It is this last group which maps what Barnard (1968) labeled the "zone of indifference." Orders lying within this area are accepted by the affected individual without question. (pp. 168-169)

Simon (1965) has amplified slightly the concept by referring to the range of behavior "within which the subordinate is ready to accept the decisions made for him by his superiors" [*italics in original*] (p. 133). He preferred to label this range of behavior "zone of acceptance" rather than "zone of indifference" to extend the positive significance of the term.

In an analysis of factors that influence attention, comprehension, and acceptance of messages, Hovland, Janis, and Kelly (cited in Janis, Mahl, Kagan, and Holt, 1969, p. 126) pointed out that the experimental findings indicate three types of resistances that decrease the degree of acceptance of messages: (1) the expectations of being manipulated; (2) the expectations of being wrong--i.e., making incorrect judgments about the consequences of a recommended course of action or overlooking opposing evidence that could affect one's decisions; and (3) the expectations of social disapproval--from the primary group whose norms do not agree with the presented recommendations. Theoretically, these resistances could likely be evoked and interfere with the principals' accepting the objectives of the management system under study.

Personal Commitment and Responsibility. Management by objectives systems are by definition a series of objectives. As the objectives affect the functionaries of the system, their successful accomplishment appeared to be hinged to the degree of commitment, the degree of importance the individual attached to them, by whatever motivation. Tankard (1974) discussed how goals for schools were developed and specifies that the "success of the plan is dependent on commitment at each level" (p. 85). This importance appears to be colored by what Lewis, following Simon's example, called a "zone of acceptance." (Lewis, 1973)

Lewis suggested that as performance objectives fit into this zone of acceptance they would be achieved with a minimum of problems. But as performance requirements fell outside the zone of acceptance, they would be carelessly attended to, given dishonest effort or even sabotaged. Lewis said when educators believe in, and understand what must be achieved, and when they are inspired to use their highest professional skills and abilities to perform what they are really interested in, then they will exert the required effort to perform. (p. 179)

Eye and Netzer (1969) suggested that the acceptability an administrator may attach to any duty or objective must be formulated from within himself and not from an external source. In discussing motivational factors, they wrote:

No person or organization of persons can analyze, diagnose, and prescribe those specific behaviors which should be selected by a school administrator. . . . Individuals and organizations . . . can analyze school problems, and they can make recommendations,

but they cannot authorize the specific duties of an administrator.

(p. x)

Empirical evidence indicates, however, that many attempts are made to decide of the several tasks the school administrator has, which are important and how important they are. But, reflecting Eye and Netzer's thesis, Leon (1971) maintained that the best managers:

are those who plan carefully. . . . They set goals and time-tables for the specific kinds of responsibility they want; then they plan and implement programs for personal development. They know that a good education, conscientious work, and past success will not guarantee their future success. These managers carry this planning through in fulfilling their responsibilities as managers. They prefer to control where they are going versus being controlled. (p. 25)

Leon was emphasizing the concept that individuals themselves decide what is important. He went on to quote the philosopher Henry David Thoreau: "In the long run, men hit only what they aim at."

External Versus Internal Expectations. In spite of the need for dynamic leadership, principals tend to fit into prescribed roles. Wiggins (1971) explained that the elementary school principal's behavior was shaped by influences within the school district that tend to value compliance rather than individuality. He maintained that research on behavioral characteristics of elementary school principals and analyses of school climate provided evidence that experience in an administrative role had a socializing effect on principal behavior. His report noted

little variance in behaviors associated with the administrative role. His research indicated that principal behavior was influenced more by the expectations of others than by the principal's personality. The role and expectations associated with school administration were frequently incompatible with the personality and needs of the administrator according to Wiggins' writing.

Wiggins' report suggested to the reviewer that in considering the factors which influence for the determination of the degrees of importance one attaches to objectives, due consideration should be given to the theory of administration as a social process formulated by Getzels (1968). This theory described the social system with two aspects: first, the institution with certain roles and expectations that will fulfill the goals of the system; and second, the individuals with certain personalities and need-dispositions. The behavior is a function of the two elements: the first--institution, role and expectations--contributes to the nomothetic or organizational dimensions; the second--individual, personality, and need-disposition--constitutes the idiographic or personal dimension of the administrative process. Getzels described how the two roles can function simultaneously. That is, the administrator attempts to cope with expectations in ways that are consistent with his own personal pattern of needs. Getzels expressed this by giving the following equation: $B = f(R \times P)$. Observed behavior (B) is a function (f) of a given institutional role (R) defined by the expectations attached to it, and the personality (P) of the particular role incumbent defined by his need-dispositions.

Getzels' formula assumed that the behavior of a principal in a particular school would be determined consistently by the same proportion of role and personality. This may not have been entirely true. Moser (1957), reasoning on this line, identified three styles of leadership: the nomothetic style, characterized by behavior that stresses goal accomplishment, rules and regulations, and central authority at the expense of the individual; idiographic style, characterized by behavior that stresses the individuality of people, minimum role and regulations, decentralized authority, and highly individualistic relationships with subordinates; and the transactional style, characterized by behavior that stresses goal accomplishment, but also makes provision for individual need fulfillment. (pp. 1-4)

Faber and Shearron (1970) suggested that the behavior of a particular elementary school principal would depend upon a number of variables. Among these they suggested might be school board policies, rules and regulations, traditional school district practices, the type of community, the wishes of the superintendent, and the strength of the principal. They further suspected that the comparative importance of the personality factor might increase directly as certain other variables increase, such as competence of the principal, amount of clerical and secretarial assistance available, qualifications of the teachers, availability of assistant principals, consultants, and specialists. (p. 269)

The proposition that different groups of respondents define the principal's role differently and hold differing preferences for leader behavior seemed to be amply supported by research evidence. This finding

was particularly evident in Halpin's study of Ohio school superintendents (as cited in Faber and Shearron, 1970, p. 319). In another study, Moser (cited in Faber and Shearron, 1970, pp. 322-323) found that the principal is subjected to different expectations from his superintendent and from his teachers, and that he behaves in one way with his superiors and in another with his subordinates. Other studies have reported wide divergences in expectations for the educational administrator's behavior among business, parent, and labor groups and conflicting expectations for elementary school principals' roles as viewed by parents and by teachers. For example, Marks, Stoops, and King-Stoops (1973) discussed the dimension of conflicting loyalties, pointing out that "while his superiors are likely to want him to demonstrate more initiative in organization, a principal's subordinates evaluate him more highly when he exhibits more consideration" (p. 138)

This concept appeared to have influence as principals decide to prioritize the objectives of the management system.

Some literature seemed to indicate that a management system which suggested that a principal should be interested solely in fulfilling school goals is based on ignorance of the facts. It appeared that whenever a principal was deciding to accept and to take a particular course of action or to achieve an objective proposed to him, he unconsciously examined it to determine whether or not it will fulfill his own personal goals as well as those of the school system. Lewis (1973) suggested that there was "absolutely nothing unethical or unprofessional in . . . [an administrator] working for his own personal goals" (p. 180). It is largely

the responsibility of the system to ensure that the principal's goals are integrated with the system's goals, according to Lewis.

Hughes (1965) said that practitioners such as school principals need not adopt the system's goals as a replacement or in exclusion of their own. He advocated an integration of system and personal goals. He was reported by Lewis (1973) to have said:

The integration of school goals and personal goals does not mean that administrators must adopt school goals as a replacement or [in] exclusion of their own. It is also incorrect to assume that the sums of an administrator's goals will equal the school objectives. These assumptions have frequently posed and continue to pose problems and conflicts leading away from fulfilling either. (Lewis, 1973, p. 180)

Lewis continued to refer to Hughes, stating that the challenge to administrators in goal setting:

is to provide a goal setting umbrella where personal targets can be sighted and reached by individuals at all levels of the organization. This is the key to motivation at work and management must recast its concept of organization goals in this perspective--integrate the goals of the organization with the goals of its members and make personal goals attainable within the organizational framework.

Humanism is not the only consideration behind such a concept. Clearly, people will seek to satisfy their personal motivation needs, so , if administration--

1. makes school goals known to employees, and
2. provides opportunities for employees to participate meaningfully in meeting their objectives,
3. in a way that gives employees a chance for identifying personal goals,
4. the motivation to work that results will achieve:
 - a. school goals, as well as
 - b. personal goals. (pp. 180-181)

Perhaps a measurement of some of this was attempted as reported by Miskel and Wilson (1976). They wrote of a study wherein two hypotheses were made: (1) administrators with a greater risk propensity would set more innovative job targets in a management by objectives program than would those with less risk propensity, and (2) educators' risk propensity would increase after group discussion. As a measurement methodology, choice dilemmas measures, content analysis of goal statements, and group process procedures were utilized. Neither hypothesis was supported.

Value Processing. The function of setting an importance factor on goals reflects what the social scientists refer to as a valuing process. This present study did not intend to pursue in any detail the concept of valuing, but as it is reasonable to assume that such functions are linked to the concepts herein measured, some discussion of valuing should be considered.

Rath, Hasmin, and Simon (1966) have done considerable writing concerning human value processing. They saw values as based on three processes: choosing, prizing, and acting, which they say collectively

define valuing. The results of the valuing processes were called by them, values. (p. 30)

In more detail, their processes, choosing, prizing, and acting, each has several attending processes, making seven in all. For value to result from these processes, all of the seven processes must apply. Choosing must be done (1) freely, (2) from alternatives, and (3) after thoughtful consideration of the consequences of each alternative. Prizing must reflect (4) cherishing, being happy with the choice, and (5) a willingness to affirm the choice publicly. Acting requires (6) doing something with the choice, and (7) doing it repeatedly, in some pattern of life. (p. 30)

It was probably safe to assume that some or all of these valuing processes interplay as school administrators accept or reject, emphasize or ignore, in short fix importance to the objectives provided in the management by objectives system. But, the processes of valuing as distinctly identified by Raths, et al are probably too definite to strictly describe the processes measured in this study.

Leadership Style. Another approach to this concern may be inquiries made if the importance principals attach to prescribed objectives was related to each principal's leadership style--his characteristic manner of acting as a leader.

There are several different classification schemes which have been developed to describe leadership style. Some of these have been discussed above. One of the earliest taxonomies of leadership style was related to Weber's investigation into the sources of authority (cited in Gerth and

Mills, 1946). According to this view, the three styles of leadership were traditional, charismatic, and rational. Another classical scheme commonly used for labeling leadership styles designated: democratic, authoritarian, and laissez-faire. Closely related to the ideas of authoritarian, laissez-faire, and democratic leadership styles was the concept of directive, non-directive and joint-determination styles. The latter terms mean approximately the same things as the former, but tend to be somewhat more affectively neutral than the value-laden terms "democratic" and "authoritarian." (Faber and Shearron, 1970, p. 314)

Moser's theory of administrative styles has been discussed above. The nomothetic style emphasizes the institution and the role; the idiographic style stresses the individual and the personality; the transactional style gives attention both to the role and the personality, placing greater stress upon one or the other according to the situation.

There were other classifications of leadership behavior, perhaps too extended to consider here. Generally they retitled those described above. The notion of classifying leadership behavior is useful, but as Faber and Shearron (1970) cautioned:

We are not at all sure that it is helpful to view leadership styles in these terms. There are leaders whose style tends to resemble that of each of the stereotypic models. But the behavior of any leader is actually more likely to be a mixture of two or more styles. . . . Regardless of whether we are classifying behavior according to this scheme or by some other method, we would be well advised to remember that we are dealing with

stereotypes that to a certain extent are artificial. The behavior of real people is more complex than the leadership styles concept admits. (p. 313)

How does the leadership style relate to the importance the principal attaches to management objectives? Eastcott, Holdaway, and Kuiken (1974) suggested that there are constraints on an administrator's behavior which prevent him from acting in accordance with theoretical principles. Such constraints were identified as extraorganizational, interorganizational, and personal. Of these, Eastcott, et al suggested the most subtle to be those within the administrator himself, including personality, personal values, and even age and physical stamina. Majoribank (1970) reported that the behavior of the principal is not a simple function of personality, but that the principal's personality influences the organizational structure only when it is in interaction with a set of other forces operating within the school.

McIntyre (1971) reported of a study which related leadership styles to attitudes of success. Four factors which affect leadership style were identified: the yardstick chosen to measure personal success; capacity to function effectively without knowledge of success; one's beliefs about cause-result relationships or how success may best be achieved; and the responses to known success and failure. Principals who measure success by movement up the administrative ladder will develop a leadership style that stresses pleasing superiors. Those who gauge success by how smoothly the school runs will become bureaucrats, concentrating on administrative details. Principals who are

able to function effectively without much evidence of success usually develop a style that stresses long-range goals and general planning activities; those who must have constant evidence of success or failure will concentrate more on short-range goals or day-to-day routine. The components of leadership style that are related to goals can be affected by a principal's response to success or failure. One response to failure may be a lowering of goals or an "I don't care" attitude. Another may be increased insight and determination to reach one's goals.

All this suggested that these factors too would have an influence upon the importance an administrator placed upon various objectives of the organization.

Summary of Factors Influencing Prioritization of Objectives. The literature indicated that school administrators cannot and do not act as automatons of the management system. They have personal needs and wants which should and do give direction to the selection of priorities. Theoretical rubrics described and predicted this condition. The personal values and valuing processes of each principal were considered important to this activity. The leadership style, including personality and success motivation, was a factor affecting the prioritizing of the objectives of a management system.

Chapter Summary

Management by objectives has been advocated in the literature for application to any management task, including school systems. It provides an approach to facilitate the increasing demands made in education for accountability and efficiency. It provides an orderly procedure for all

functionaries to discharge their responsibilities to achieve the organizational goals.

The literature indicated that teacher perception of the principal's functions has been measured, empirically and consistent with theoretical bases. Teachers apparently see the principal's role and activities differently from other reference groups, but in so doing are relatively consistent among themselves. Their perceptions are reportedly influenced by the principal's leadership style, his personality, and by the effect he has on their own morale, as well as by their awareness of and participation in administrative functions.

Within a management system, administrators do not and cannot adequately act as robots to the system. The literature suggested that their personal goals, wants and needs will give direction to their selection of priorities. The values of each, the leadership style, personality and perceptions all give impetus to influence how a principal prioritizes the objectives he is expected to implement.

A synthesis of the literature in these three categories suggested that there was legitimacy to an investigation of the teachers' perception of the effectiveness of principals in operationalizing objectives as affected by the degree of importance principals attach to those objectives.

CHAPTER 3

Research Design and Procedures

This study was a descriptive survey wherein teachers and principals responded to questionnaires designed to investigate the relationship between the principals' effectiveness in implementing certain objectives of a selected management by objectives system and the value they attached to those objectives. It was hypothesized that this research would show that the importance principals attached to the objectives of the MBO system would be equalled or excelled by the extent of implementation of those objectives. The null hypothesis was that there would be no significant differences between the value (or importance) elementary principals attached to each of the five selected objectives and their effectiveness in operationalizing those objectives, as perceived by the elementary teachers. Discussed in this chapter is a description of the procedures used to investigate this question, including a description of the subjects, the survey instruments, and the method of treating the data. The limitations of the study, the definitions of terms unique to the study, and assumptions made in the study are discussed in detail in this chapter.

Design of the Study

Population. Two groups were surveyed in this study: the elementary teachers in the Clark County School District, and the elementary

principals in that district. The teacher group included 1420 elementary teachers comprised of kindergarten teachers, special education teachers, and librarians, as well as classroom teachers for grades one through five in most schools, or grades one through six in several schools. This group represented virtually 100 percent of the elementary schools in Boulder City, Henderson, and the Greater Las Vegas area. The teachers were surveyed by the district's Department of Elementary Education using a questionnaire called "The Teachers' Questionnaire." (See Appendix A.)

The principals' group consisted of the 55 elementary school principals of the same schools represented by the teachers' survey. This was a 100 percent sampling of this population. The principals were asked to respond to the "Principals' Questionnaire." (See Appendix B.)

The Clark County School District is a large county-wide district with central headquarters in Las Vegas. It consists in the main of urban neighborhoods, but does have several outlying areas where rural schools are provided. During the 1976-77 school year some 82,000 students were enrolled in the public schools, approximately 42,000 of them in the elementary grades, kindergarten through sixth. There are 69 elementary schools in the district, both of the K-5 and K-6 organization, 16 junior high schools, and 15 senior (or combination junior-senior) high schools. By far, the major portion of the students attend school in Greater Las Vegas.

Instruments. The questionnaire used in this study was in two forms: one form used with the teachers measured the extent certain objectives were operationalized by the principals in the elementary schools, and one

form used with the principals measured the importance principals attached to the objectives of the Management and Accountability System for Elementary Schools which is employed in the Clark County School District. The two forms of the questionnaire corresponded item for item, i.e., the concept explored by a selected item of the teachers' questionnaire was the same concept explored by the same item of the principal's questionnaire.

The teachers' questionnaire has been devised by the Research and Development Department of the Clark County School District, and is a functional part of the Management and Accountability System. It is criterion referenced to the management system. It has undergone thorough analysis, validation, and reliability reviews, and has demonstrated face validity and proven reliability. (Note 5) The questionnaire has been utilized for at least four years by that department to assess these objectives. For this study the questionnaire was administered in April (1977) under the direction of the Department of Elementary Education to all elementary teachers in the urban schools of the Clark County School District by the school principal of each school, who at the time had no knowledge of this pending study. Such administration followed uniform guidelines and directions provided by the Department of Elementary Education. The teachers' questionnaire can be seen in Appendix A.

The principals' questionnaire was parallel to the teachers', measuring the same concepts and factors in essentially the same terminology. Since it measured the same objectives, was referenced to the same criteria, and had an item for item correspondence, this instrument had assumed commensurate validity with the teachers' questionnaire. The principals'

questionnaire was developed by the researcher, rewording the teachers' questionnaire only where necessary to address the principals as respondents rather than teachers. By conferring with colleagues, discussing various phrases and terminology to establish clarity, applicability, and appropriateness in interpretation, every attempt was made to parallel the concepts explored by the items of the teachers' questionnaire. In doing so, procedures suggested by McCallon and McCary (1975), Good (1959, pp. 197-202), Gay (1976, pp. 129-131), and Travers (1958, p. 249) were considered. The principals' questionnaire was administered to the elementary principals by the researcher as they met in small administrative meetings of six to eight members during the month of May (1977). The principals' questionnaire can be reviewed in Appendix B.

Each of the two questionnaires consisted of 45 items. Several items were clustered to measure each of the five objectives which were being studied. Objective 1 (the management system is used) was measured by eight items. Objective 2 (personnel management procedures are administered) was measured by nine items. Thirteen items measured the third objective (staff effectiveness and morale are promoted). Six items measured Objective 4 (community confidence in the school is established and maintained). The fifth objective (management organization and procedures for the school are established) was measured by nine of the questionnaire items. The clustering pattern was developed by the Research and Development Department of the school district for the teachers' questionnaire, and was directly duplicated by the principals' questionnaire.

Both questionnaire forms provided four possible response choices

for each item. The teachers, reporting conditions as they perceived them in their schools marked the appropriate numeral for each item indicating "1: strongly disagree," "2: disagree," "3: agree," or "4: strongly agree." The principals, reporting the value they attached to the concepts of the questionnaire, marked the appropriate numeral to indicate "1: of little importance," "2: of some importance," "3: important," or "4: very important." The cardinal values of the numerals were utilized to develop a statistical comparison.

The questionnaire did not require that the respondent rank one item above another. Each item could have been considered independently from all others, and the response on any item of the questionnaire did not depend on nor predict the response on any other item.

Treatment of the Data

The results of both forms of the questionnaire were tallied by computer processes. (These tallies can be seen in Appendix C and Appendix D.) The tallies display these data for each item and objective of the survey:

- the item statement,
- the list of response choices,
- the tally of respondents for each choice,
- the mean response for each item, and
- the N-count for each item.

The Chi-square (χ^2) test of significance of difference between the response pattern of the teachers and the response pattern of the principals was calculated using a computer program based on the standard and

commonly accepted formula for computing χ^2 . Only those differences at the .05 level of confidence or better were considered significant. Using the standard formula $(K - 1)$ in testing the significance of the χ^2 , where there were four categories of responses (K), the degrees of freedom (df) equal 3. Therefore, as indicated by the standard table of the distribution of χ^2 when $df = 3$, and where $\chi^2 > 7.815$, $p = .05$; and where $\chi^2 > 11.345$, $p = .01$ (p being the probability of error).

The χ^2 test of significance was calculated to demonstrate the significant differences in the response patterns between the teachers' perception of the principals' effectiveness in operationalizing each of the objectives and the principals' perception of the importance of each of the five objectives considered by this study. The χ^2 test was also applied to each item of the questionnaires to demonstrate the significance of differences of the response patterns between the principals' effectiveness and value as reflected by the specific factors of the questionnaires. Tables and figures were constructed to indicate the response patterns comparisons where significant differences were demonstrated and are displayed and discussed in Chapter 4.

Assumptions of the Study

In this study several assumptions were made. Such assumptions were necessary to forestall a myriad of detailed ancillary research.

1. It was assumed that the five selected operational objectives germane to this study were defensible. These objectives are each an integral part of the Management and Accountability System for Elementary Schools in the Clark County School

District, and are based on the officially adopted Elements of Quality of the District. They have been reviewed and refined by a series of administrative considerations and studies. The measurability of the objectives has been demonstrated by the Research and Development Department of the Clark County School District through the use of the teacher questionnaire over a number of years.

2. It was assumed in this study that the elementary school teachers in the Clark County School District were qualified to report, through the questionnaire, their perceptions of the extent the specified objectives were implemented in their schools. These teachers operated regularly under the direction of principals who were to a more or lesser degree implementing the objectives of the System, and who were accountable for the degree of implementation of the objectives in their schools. Teachers were thus exposed to the objectives directly or indirectly to the extent the objectives were operationalized in each school, and should therefore have had a reasonably accurate perception of the conditions in their schools. It was assumed that they fairly reported their perceptions as measured by the questionnaire.
3. It was assumed that the elementary school principals could assign an importance factor to the objectives through responses to the principals' questionnaire. It was recognized that varying degrees of importance are associated with each individual's process of valuing, as discussed by Raths, Harmin, and Simons

(1966). This process can be interwoven with each principal's individual goals and purposes, aspirations, feelings, interests, and beliefs and convictions, attitudes, activities, and worries as suggested by Raths, et al. (p. 30-33) The study assumed that these interplaying factors could be integrated into an importance factor and measured by the principals' questionnaire.

Limitations of the Study

The findings of this study should be reviewed in light of the following limitations:

1. This study did not attempt to formulate, justify, nor define the objectives measured herein. The objectives are functional components of the Management and Accountability System for Elementary Schools, Clark County School District. (Note 3)
2. Of the several objectives of the Management and Accountability System, only those designated as operational (management) functions were considered in this study. No attempt was made to treat the so-called "instructional" objectives described in the System in that the instructional objectives focus on instructional delivery techniques and processes and upon curriculum functions, and not specifically upon the management tasks of the schools.
3. No attempt was made in this study to analyze the individual motivation of principals in assigning varying degrees of importance to the objectives specified. It was recognized that each individual is motivated by a variety of phenomenon, including a valuing process (see Raths, et al, 1966). This study grouped

the individual responses of principals and dealt only with the results of these compiled data.

4. This study did not attempt to make analyses of the data from individual schools within the District, nor to compare a school with one or more other schools. The data presented represents grouped responses district wide for both the teachers and the principals. It was recognized that this initial compression of data--grouping all principals together and all teachers together--significantly increased the possibility of a type two research error in the analysis of the findings since it was no longer possible to identify principals with their respective faculties.
5. This study did not attempt to compare the findings related to the Clark County School District with other school districts, and therefore application of the findings to other situations may be inappropriate.

Definitions

Throughout this study, certain terms were used which were jargon of the Management and Accountability System, or were colloquialisms of the District. Certain terms were used in this study in ways specific to it.

The following terms are defined to reflect their use in this study:

1. Degree of Importance was a term utilized in this study to describe the extent principals rated each objective on a continuum ranging from "very important" to "of little importance." It was

in practical application throughout this study, synonymous with the term "value" as employed in this study.

2. Value was a term used in this study to describe the degree of importance principals assigned to the objectives of the Management and Accountability System. Value as used herein did not relate in any distinct way to the theory and definition of value and valuing developed in the social sciences or in philosophy. (Macmillan and Kneller, 1964). Value as it was used in the null hypothesis of this study meant the degree of importance assigned to the objectives of the System.
3. Effectiveness of the Principal as used in this study denoted the degree to which principals operationalized the objectives of the Management and Accountability System. In this study the degree was measured through the perception of the teachers.
4. Elements of Quality are operational objectives officially adopted by the Clark County School District. (Note 4) The Elements of Quality statements specify the objectives of both the elementary school instructional program and the management functions. The objectives are functional components of the Management and Accountability System. Those selected objectives considered in this study were Elements of Quality Nos. 6, 7, 8, 9, and 10 (Note 2) and are described above in the section entitled "Significance of the Problem." The Elements of Quality are identical objectives to those specified in the Management and Accountability System for Elementary Schools, Clark County School District.

5. Checklists of Observable Criteria are a series of criteria to be observed in assessing the implementation of the specified objectives of the elementary instructional program and are a functional component of the Management and Accountability System.
6. Criteria Referenced Tests are tests designed to evaluate student performance on specific sets of objectives which are referenced to the Clark County Curriculum Guides. Tests were available in math and reading for elementary schools.
7. Curriculum Guides are specifications of the officially adopted curriculum for the elementary schools in the Clark County School District. These guides specify certain subject matter content and activities.
8. High Priority Objective is a component of the Management and Accountability System. Each functionary of the System identifies one or more high priority objective consistent with the overall System's objectives, and makes plans to accomplish these, and evaluates the extent of their achievement.

Chapter Summary

In investigating the relationship between principals' effectiveness in operationalizing certain objectives of a selected MBO system and the value they attached to those objectives, two groups of respondents were surveyed: the elementary teachers and the elementary principals in the Clark County School District. Each group responded to a questionnaire, the teachers reporting their perception of existing conditions in their

schools, the principals reporting the value they assigned to certain selected objectives. The results of these surveys received an inferential statistical analysis utilizing the Chi-square test of significant difference applied to the response patterns of the two populations. Only those differences less than or equal to 5 percent probability of error were considered significant. In processing the data, computer programs utilizing standard and commonly accepted formulas were employed.

There were assumptions made in the study to facilitate the research and to forestall detailed ancillary investigations. The study was limited in certain aspects both in its scope and its application. Jargon and colloquialisms were defined as well as terms employed in ways specific to the study.

CHAPTER 4

Findings, Conclusions and Implications, and Recommendations

Review of the Problem

Management by objectives has been used widely in business and industry and advocated as a means to facilitate the complexity and increasing demands for efficiency and accountability in school administration. The Clark County School District has developed and adopted an MBO system for the administration of its Department of Elementary Education. The system, called The Management and Accountability System for Elementary Schools, charges the elementary school principals with the responsibility to implement certain specific objectives, to assess the extent these objectives have been operationalized, and to use those assessments to set plans and priorities.

Given those objectives, the implied expectation for continuous improvement, and the elementary principals' responsibility to accomplish the expectations of the System, this study sought to find an answer to this question: What is the relationship between principals' effectiveness in implementing certain objectives of the System and the importance they attach to those objectives?

Review of the Hypotheses

It was hypothesized that this research would show that the importance principals attached to the objectives of the MBO system would be equalled

or exceeded by the extent of implementation of those objectives. The null hypothesis was formed that no significant difference would be shown between the value (or importance) principals attached to the objectives of the Clark County School District's Elementary School Management and Accountability System and the degree to which teachers perceived those objectives to be put into operation in the schools. The five objectives of the System being tested by this null hypothesis were these:

1. A management system providing for needs assessments, priority objectives and plans, monitoring and evaluating by results is effectively used by the principal and teachers.
2. Personnel management procedures prescribed by law, regulation, and contract are effectively administered by the principal.
3. Staff effectiveness and morale are promoted by the principal through proper application of proven principles of leadership and management.
4. Community confidence in the school is established and maintained.
5. Management organization and procedures for the school are clearly written, effective, and consistent with the established procedures and regulations of the district. (Note 3)

Review of the Research Procedures

Two populations were surveyed: the elementary teachers and the elementary principals in the Clark County School District. Each group responded to a questionnaire. The teachers reported their perceptions of the extent the selected objectives were being operationalized in their schools. The principals reported the value they assigned to the selected

objectives. Only the operational or school management objectives were studied. No attempt was made to study the so-called "instructional" objectives of the System. A statistical test was applied to the response patterns of the two populations--the Chi-square test of significant difference. Only those differences where $p = .05$ or less were considered significant. Computer processes were utilized to treat all data.

The Findings

The selected school operation objectives are each a functional and distinct component of the Management and Accountability System. Therefore, the application of the null hypothesis was herein considered for each of the objectives separately.

Each factor of the questionnaires was criterion referenced to the objectives and sub-objectives of the System. Analysis of the response patterns to each item therefore gave an indication of the relative value and effectiveness for each criterion of the System.

Objective 1--"a management system providing for needs assessments, priority objectives and plans, monitoring and evaluating by results is effectively used by the principal." As shown in Table 1.0, the null hypothesis as applied to this objective was rejected; there was found significantly different response patterns between the effectiveness of the principals in implementing this objective and the value they placed upon it.

The findings showed that teachers considered the principals to be relatively more effective in implementing this objective than the value principals assigned it suggested. Figure 1.0 presents a graphic review

Table 1.0. Principals' effectiveness (E*) versus value (V*) for Objective 1.

| Objective | * | Percent of Respondents in Each Response Category** | | | | Mean Response | χ^2 | p |
|---|---|--|-------|-------|-------|---------------|----------|-----|
| | | 1 | 2 | 3 | 4 | | | |
| 1 A management system providing for needs assessments, priority objectives and plans, monitoring and evaluating by results is effectively used by the principal and teachers. | E | .83 | 4.19 | 46.97 | 48.00 | 3.421 | 106.168 | .01 |
| | V | 2.73 | 13.21 | 48.29 | 35.76 | 3.171 | | |

**Response Categories Descriptions

| Effectiveness | Value |
|---------------------|------------------------|
| 1 Strongly Disagree | 1 Of Little Importance |
| 2 Disagree | 2 Of Some Importance |
| 3 Agree | 3 Important |
| 4 Strongly Agree | 4 Very Important |

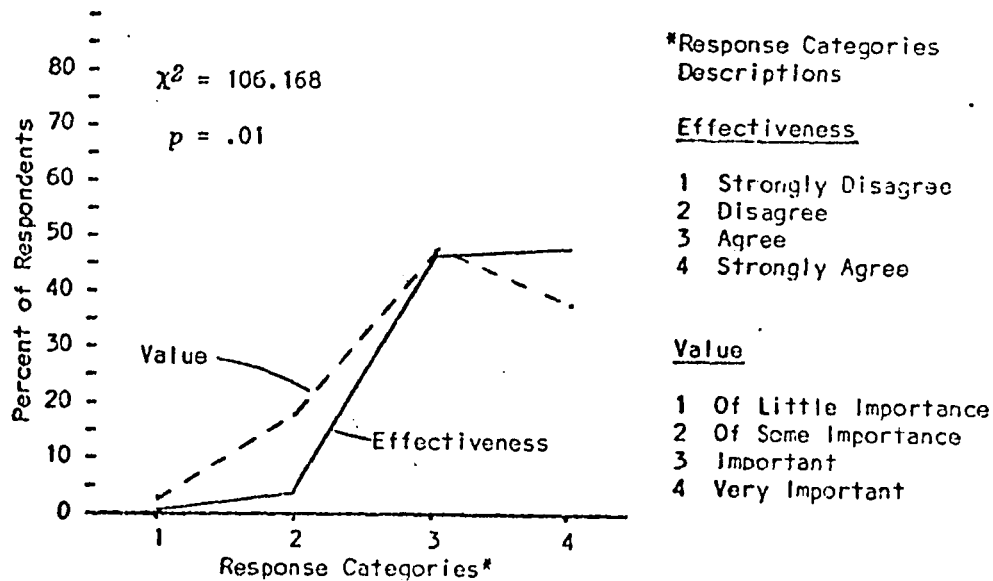


Figure 1.0. Principals' effectiveness versus value for Objective 1 -- The management system is used.

of these response patterns.

It can be seen from the data in Table 1.0 and Figure 1.0 that the mean effectiveness was in the "agree" category (3.421), and the mean value was in the "important" category (3.171). This indicated that the principals were apparently effectively implementing the objective as perceived by the teachers and that they thought it was important, but assigned to it a somewhat lesser relative value as compared to effectiveness.

Table 1.1 presents the findings for each factor used to measure Objective 1. It appears that of the eight items criterion referenced to Objective 1, half of them had significantly different response patterns relating effectiveness with value.

Factor 1 had a difference significant at the .01 level of confidence. Apparently teachers perceived the principal to be more effective in adjusting plans when better methods were identified than was suggested by the relative importance placed on the criterion by principals. It can be seen from Table 1.1 that while over 50% of the teachers strongly agreed that the principal was effective in this factor, the principals assigned a mean value of "important" to it. Roughly only a third (36.36%) placed a correspondingly "very important" value to this factor. This data is displayed graphically in Figure 1.1.

Factor 2 had response patterns which were significantly different. The principals placed a mean value of "important" on this factor--assisting teachers in identifying classroom objectives--and teachers agreed that the principal was effective in doing so. The pattern of responses, as displayed in Figure 1.2, did, however, have a statistically significant

Table 1.1. Factors of Objective 1, principals' effectiveness (E*) versus value (V*).

| Factor | * | Percent of Respondents In Each Response Category** | | | | Mean Response | χ^2 | p |
|---|---|--|-------|-------|-------|---------------|----------|-----|
| | | 1 | 2 | 3 | 4 | | | |
| 1 The principal is willing to adjust plans to achieve objectives when better methods are suggested. | E | 1.55 | 4.02 | 38.65 | 55.78 | 3.487 | 15.755 | .01 |
| | V | 0 | 12.73 | 50.91 | 36.36 | 3.236 | | |
| 2 The principal assists teachers in identifying classroom priority objectives. | E | .99 | 2.96 | 43.14 | 52.92 | 3.480 | 9.223 | .05 |
| | V | 0 | 9.09 | 50.91 | 40.00 | 3.309 | | |
| 12 When objectives are established, plans to achieve them are implemented and followed to completion. | E | .50 | 4.04 | 53.97 | 41.49 | 3.365 | .379 | -- |
| | V | 0 | 3.64 | 56.36 | 40.00 | 3.364 | | |
| 13 Objectives for the school are clearly stated in measurable terms. | E | .63 | 4.37 | 50.67 | 44.33 | 3.387 | 129.269 | .01 |
| | V | 12.73 | 25.45 | 49.09 | 12.73 | 2.618 | | |
| 20 The school's objectives are realistically obtainable. | E | 1.07 | 5.19 | 52.06 | 41.68 | 3.344 | 4.659 | -- |
| | V | 0 | 9.09 | 40.00 | 50.91 | 3.418 | | |
| 23 The principal communicates his schoolwide assessment of instruction to the teaching staff. | E | .64 | 4.86 | 40.84 | 53.65 | 3.475 | 7.520 | -- |
| | V | 0 | 11.11 | 50.00 | 38.89 | 3.278 | | |
| 28 Supplies and equipment purchases reflect identified instructional goals and priorities. | E | 1.00 | 4.49 | 45.19 | 49.32 | 3.428 | 7.155 | -- |
| | V | 1.82 | 10.91 | 50.91 | 36.36 | 3.218 | | |
| 29 Teachers use the Checklists of Observable Criteria to assess their instructional program. | E | .28 | 3.63 | 51.28 | 44.80 | 3.406 | 99.510 | .01 |
| | V | 7.27 | 23.64 | 38.18 | 30.91 | 2.927 | | |

**Response Categories Descriptions

| Effectiveness | Value |
|---------------------|------------------------|
| 1 Strongly Disagree | 1 Of Little Importance |
| 2 Disagree | 2 Of Some Importance |
| 3 Agree | 3 Important |
| 4 Strongly Agree | 4 Very Important |

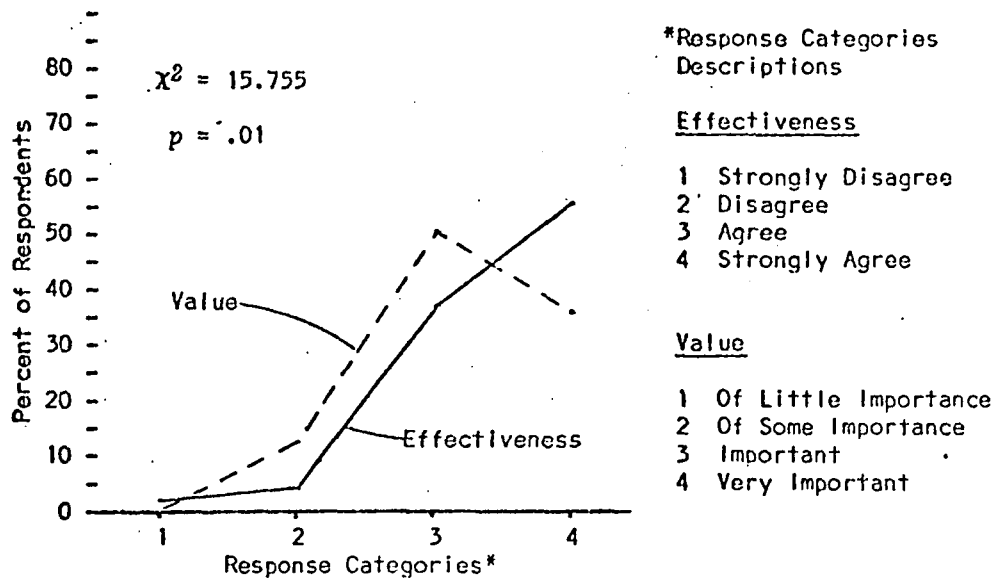


Figure 1.1. Factor 1 -- Principal adjusts plans when better methods are suggested.

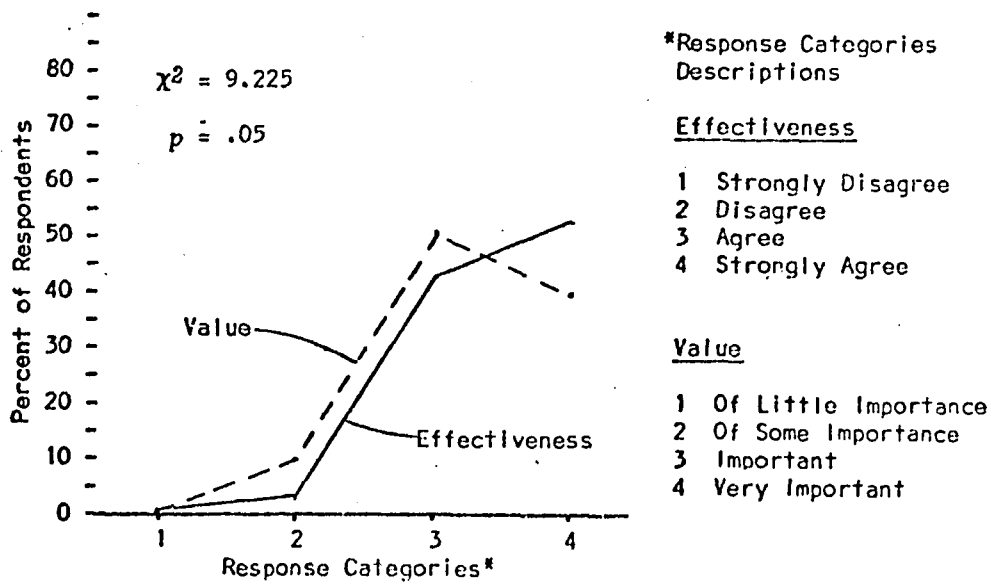


Figure 1.2. Factor 2 -- Principal assists teachers in identifying classroom priority objectives.

($p = .05$), effectiveness being higher than value.

Factor 13 had a statistically significant different response pattern between effectiveness and importance. In fact, the difference on this criterion was the largest of all items in the survey. Teachers indicated that they agreed the principal was effective in stating school objectives in measurable terms, but the principals placed a relatively lower value on this criterion. Figure 1.3 is a graph of this difference, showing the higher percentage of value responses in categories 1 and 2, indicating that a significant percentage of principals saw this factor to be of little or of only some importance.

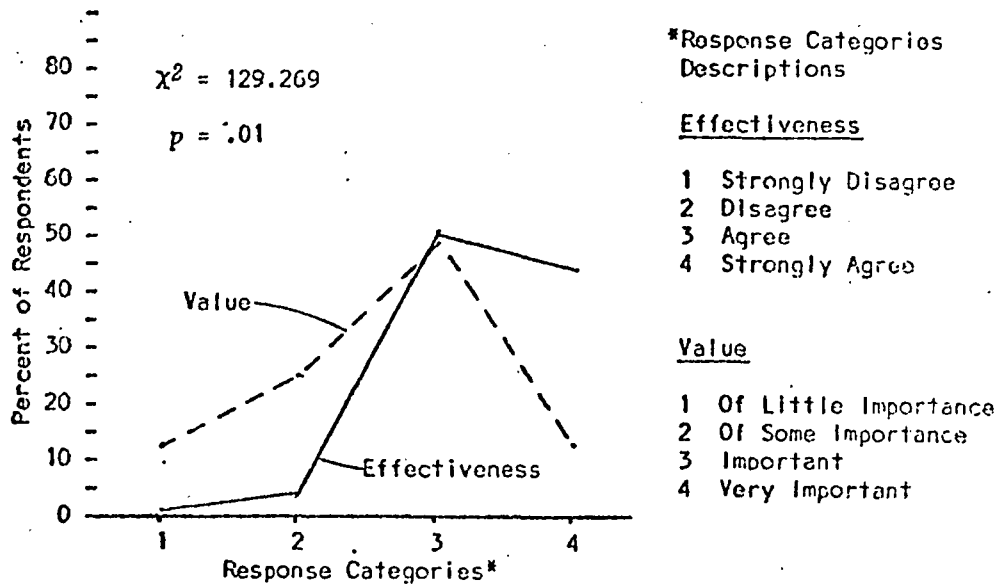


Figure 1.3. Factor 13 -- Objectives for the school are clearly stated in measurable terms.

The Management and Accountability System provides that principals should ensure that teachers use a checklist of observable criteria to assess their own instructional program. This factor was measured by

item 29 of the questionnaire. Analysis of the findings indicated that principals were perceived to be more effective in putting this objective into operation than would have been postulated by the relative value they assigned to it. As displayed in Figure 1.4, the pattern of value responses showed the higher percentage of principals assigned little or only some importance to this criterion while their perceived relative effectiveness was in the more positive categories.

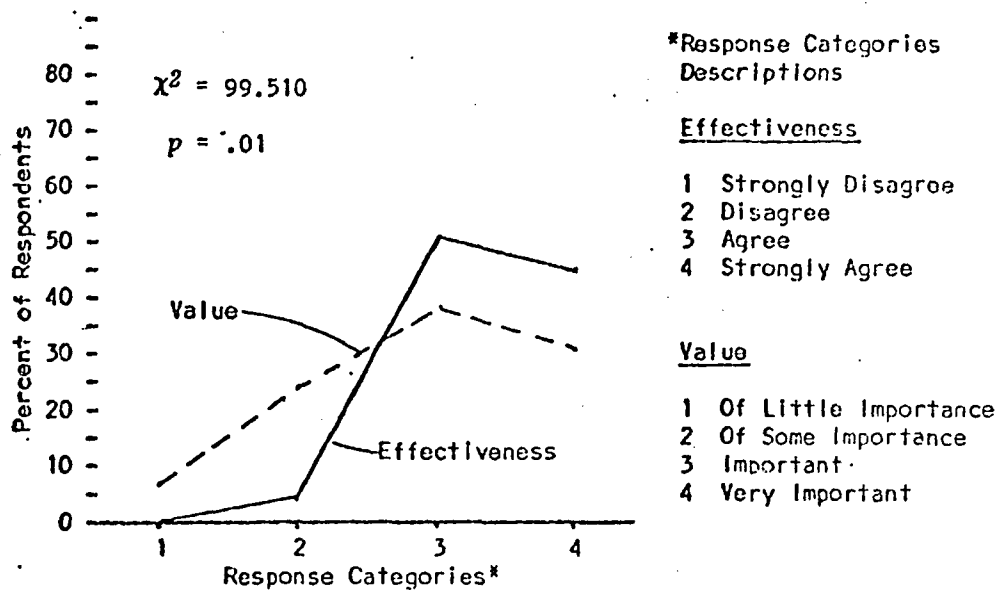


Figure 1.4. Factor 29 -- Teachers use Checklists of Observable Criteria to assess their instructional program.

The other four factors of Objective 1 were not found to be significantly different in regards to effectiveness of the principal and the degree of importance they attached to those factors.

Objective 1 provided that principals would institute procedures and activities in their schools to implement a system of management which provided for needs assessments, formulated priority objectives and

plans based on the needs assessments, used analyses of results to monitor and evaluate the progress of the system. Principals were expected to involve teachers in this process. This objective described a nomothetic role for the building administrator. The findings of this study showed that the null hypothesis (that no significant difference would be found between the effectiveness of the principals and their value rating of the objective) was rejected as being probably false with a 1% chance of error. This study found that while the principals assigned this objective a mean rating of "important," they were perceived by the teachers to be more effectively operationalizing the objective. Apparently the principals measured in this study were more effective in implementing the nomothetic expectation than the idiographic value they assigned to it would have suggested. This finding supported the research hypothesis in that the importance assigned to this objective was matched by the high perceived effectiveness of implementation--in fact was surpassed by the effectiveness factor.

Objective 2--"personnel management procedures prescribed by law, regulation, and contract are effectively administered by the principal." Table 2.0 shows the data compiling the findings for the second objective of the System. As seen in the table, there was a χ^2 difference which had a level of confidence at .01 between the responses reflecting effectiveness and the responses indicating value. Therefore the null hypothesis that there would be no significant difference was rejected. It is probably true that principals were perceived by teachers to be more effective in operationalizing this objective than indicated by the rela-

Table 2.0. Principals' effectiveness (E*) versus value (V*) for Objective 2.

| Objective | * | Percent of Respondents in Each Response Category** | | | | Mean Response | χ^2 | p |
|--|---|--|------|-------|-------|---------------|----------|-----|
| | | 1 | 2 | 3 | 4 | | | |
| 2 Personnel management procedures prescribed by law, regulation, and contract are effectively administered by the principal. | E | .94 | 3.40 | 42.74 | 52.93 | 3.477 | 22.675 | .01 |
| | V | 1.01 | 7.29 | 43.72 | 47.98 | 3.387 | | |

**Response Categories Descriptions

| Effectiveness | Value |
|---------------------|------------------------|
| 1 Strongly Disagree | 1 Of Little Importance |
| 2 Disagree | 2 Of Some Importance |
| 3 Agree | 3 Important |
| 4 Strongly Agree | 4 Very Important |

tive value the principals assigned to the objective.

It can be seen from Table 2.0 that the mean responses were empirically close, and Figure 2.0 displays this graphically. Nevertheless, the χ^2 difference was large enough to demonstrate a difference which was significant with only a 1% probability of error.

Objective 2 was measured by nine criterion referenced factors. Of these, as shown in Table 2.1, three were found to have response patterns which confidently measured a difference between principals' effectiveness and their value. These factors were Factors 35, 41, and 42.

Factor 35 measured the concept of the principal assisting teachers in planning to achieve priority objectives which concerned them. This study found that while principals thought this was important, the distribution of the percentages of responses in each category indicated that teachers perceived them to be relatively more effective at doing it. The percentage of principals who saw this objective as "very important"

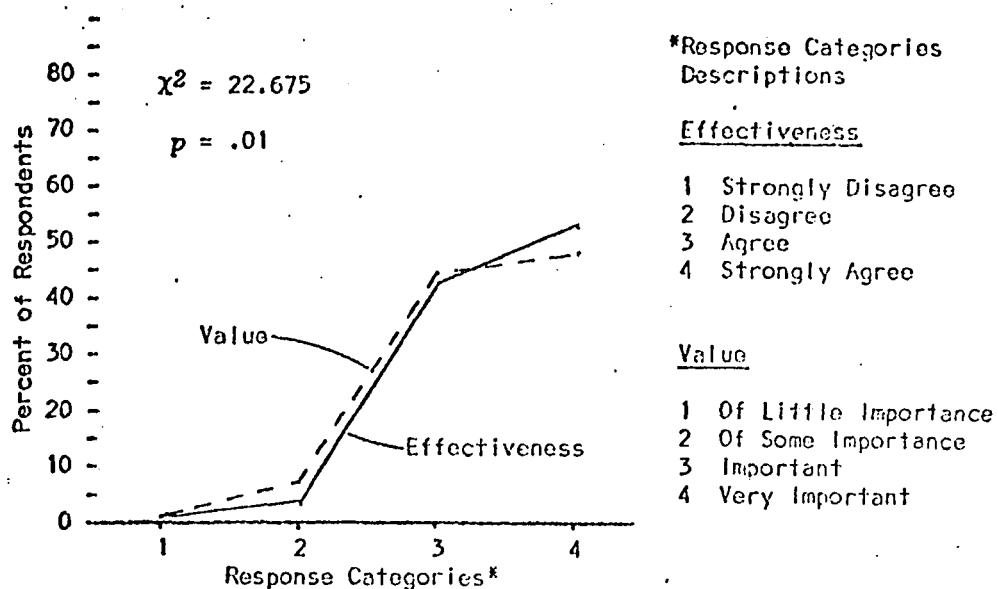


Figure 2.0. Principals' effectiveness versus value for Objective 2 -- Personnel management procedures are administered.

dropped off sharply. These patterns can be seen in Figure 2.1.

The use of a checklist of observable criteria by principals to assess the teachers' instructional program was measured by item 41. Teachers saw the principals as relatively effective in implementing this criterion of the System, with well over 96% agreeing or strongly agreeing. However, the principals were found to place a lower relative value on the factor, nearly 25% of them assigning a value of little or of only some importance to it. Figure 2.2 displays these responses.

Factor 42 was used to measure the value and effectiveness of the principals' ensuring that the school staff was held accountable for applicable employee obligations. Forty-six percent of the teachers agreed that the principals were effective in doing so, and an additional 52% strongly agreed. Approximately 97% of the teachers, therefore, perceived the princi-

Table 2.1. Factors of Objective 2, principals' effectiveness (E*) versus value (V*).

| Factor | * | Percent of Respondents in Each Response Category** | | | | Mean Response | χ^2 | p |
|---|---|--|-------|-------|-------|---------------|----------|-----|
| | | 1 | 2 | 3 | 4 | | | |
| 3 The staff is provided with pertinent information regarding district policies and regulations. | E | .70 | 3.03 | 42.15 | 54.12 | 3.497 | 3.092 | -- |
| | V | 0 | 5.45 | 32.73 | 61.82 | 3.564 | | |
| 14 Principal implements personnel management procedures which help to improve instruction. | E | 1.50 | 6.49 | 48.04 | 43.98 | 3.345 | 3.362 | -- |
| | V | 0 | 9.09 | 38.18 | 52.73 | 3.436 | | |
| 17 Teachers' performance is evaluated in terms agreed upon in advance. | E | 1.43 | 4.43 | 45.82 | 48.32 | 3.410 | 3.158 | -- |
| | V | 3.70 | 7.41 | 46.30 | 42.59 | 3.278 | | |
| 35 Principal assists teachers in planning to achieve priority objectives that concern them. | E | .78 | 3.55 | 42.06 | 53.62 | 3.485 | 12.353 | .01 |
| | V | 0 | 3.64 | 65.45 | 30.91 | 3.273 | | |
| 37 Principal assists teachers in obtaining the needed resources to achieve their objectives. | E | .78 | 3.18 | 42.08 | 53.96 | 3.492 | .828 | -- |
| | V | 0 | 3.64 | 38.18 | 58.18 | 3.545 | | |
| 41 Principal uses the Check lists of Observable Criteria to assess teachers' instructional program. | E | .71 | 1.85 | 41.71 | 55.73 | 3.525 | 98.226 | .01 |
| | V | 1.82 | 23.64 | 36.36 | 38.18 | 3.109 | | |
| 42 Principal ensures that the school staff is held accountable for all applicable employee obligations. | E | .57 | 1.85 | 45.64 | 51.95 | 3.490 | 9.051 | .05 |
| | V | 1.82 | 3.64 | 61.82 | 32.73 | 3.255 | | |
| 43 Principal makes frequent visits to classrooms to directly observe the instructional program. | E | .64 | 3.91 | 42.30 | 53.16 | 3.480 | 1.911 | -- |
| | V | 0 | 7.27 | 40.00 | 52.73 | 3.455 | | |
| 45 Principal's assessment of instructional program is effectively communicated to the teachers. | E | 1.34 | 2.33 | 34.95 | 61.38 | 3.564 | .153 | -- |
| | V | 1.82 | 1.82 | 34.55 | 61.82 | 3.564 | | |

**Response Categories Descriptions

| Effectiveness | Value |
|---------------------|------------------------|
| 1 Strongly Disagree | 1 Of Little Importance |
| 2 Disagree | 2 Of Some Importance |
| 3 Agree | 3 Important |
| 4 Strongly Agree | 4 Very Important |

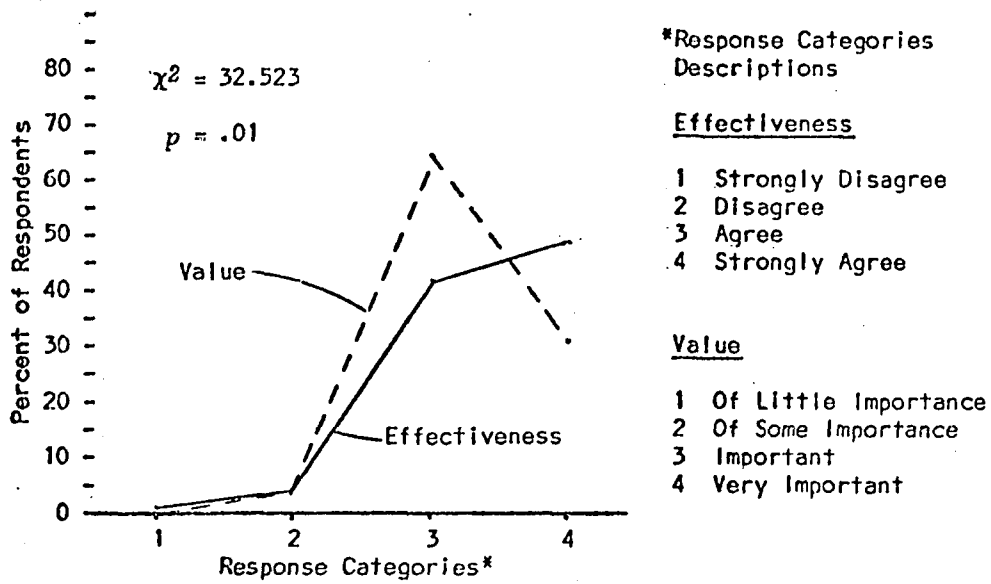


Figure 2.1. Factor 35 -- Principal assists teachers in planning to achieve priority objectives that concern them.

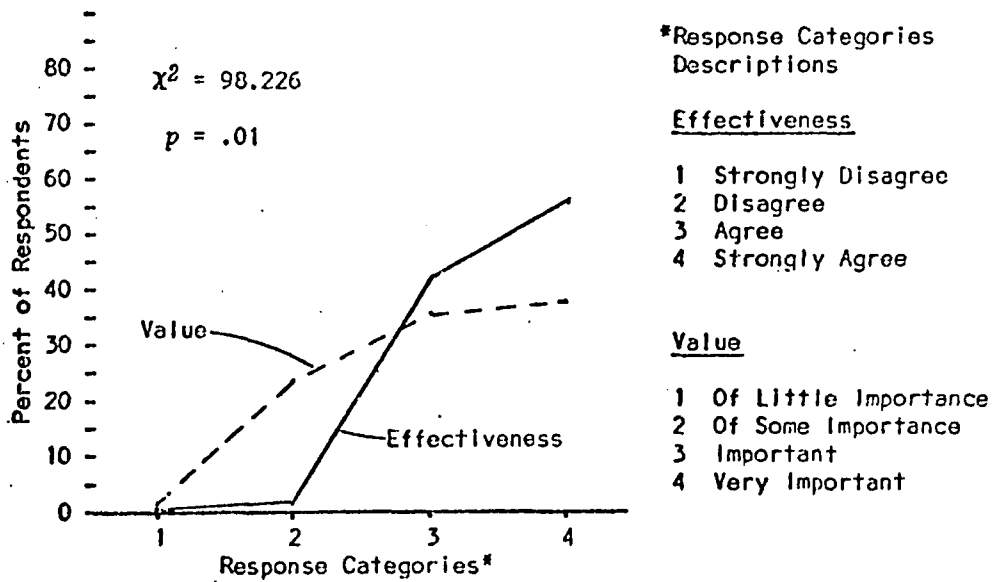


Figure 2.2. Factor 41 -- Principal uses checklists of observable criteria to assess teachers' instructional program.

pals as effectively operationalizing this criterion. Approximately 95% of the principals believed this criterion to be at least "important" or "very important." However, there was a significant difference between effectiveness and value with a 5% chance of error. This was apparently because of the distribution of percentages. The principals' response dropped off sharply in the "very important" category, well below the 52% of the teachers who gave a corresponding "strongly agree" response.

Figure 2.3 plots these responses graphically.

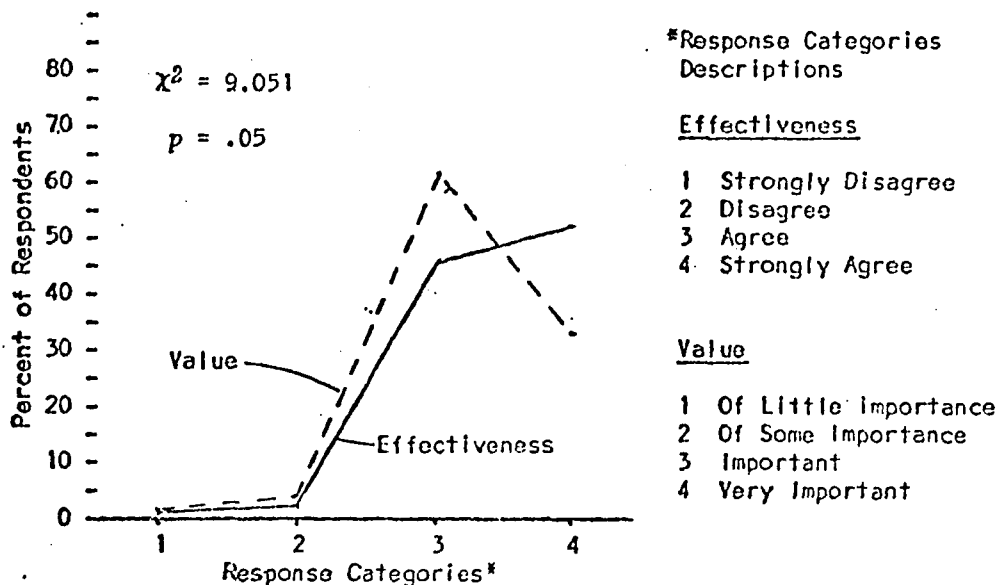


Figure 2.3. Factor 42 -- The principal ensures that the school staff is held accountable for all applicable employee obligations.

Objective 2 of the Management and Accountability System for Elementary Schools in Clark County prescribed basic institutional expectations. Principals were expected to effectively implement the procedures for personnel management which were prescribed by state law, by district regulations, and by contract. The findings of this study showed that the

hypothesis that no significant difference would be found between the principals' effectiveness and value in the implementation of this objective was probably false; the null hypothesis was rejected with .01 level of confidence. While the principals were perceived by teachers as effectively doing so, and the mean value response reflected that principals saw this objective as important, the overall response pattern demonstrated real differences existed. Apparently teachers perceived principals to be relatively more effective in operationalizing this nomothetic expectation than would have been suggested by the idiographic value assigned to it by the principals themselves. This finding supported the research hypothesis that the degree of importance assigned to the objective by the principals would be reflected by a commensurate degree of implementation. In this case, the effectiveness was shown to be somewhat higher than the importance.

Objective 3--"staff effectiveness and morale are promoted by the principal through proper application of proven principles of leadership and management." The findings for this objective rejected the null hypothesis with a 5% chance of error. There was a statistically significant difference between the effectiveness of principals in implementing this objective and the value principals assigned to it. However, on this objective, unlike Objectives 1 and 2 (and 4), the principals assigned a higher relative value to the objective than their perceived effectiveness reflected, thus the research hypothesis was not supported for this objective. The data presented in Table 3.0 shows the findings for Objective 3.

Table 3.0. Principals' effectiveness (E*) versus value (V*) for Objective 3.

| Objective | * | Percent of Respondents in Each Response Category** | | | | Mean Response | χ^2 | p |
|--|---|--|------|-------|-------|---------------|----------|-----|
| | | 1 | 2 | 3 | 4 | | | |
| 3 Staff effectiveness and morale are promoted by the principal through proper application of proven principles of leadership and management. | E | 1.29 | 5.37 | 40.75 | 52.60 | 3.447 | 8.785 | .05 |
| | V | .14 | 5.06 | 39.33 | 55.48 | 3.501 | | |

**Response Categories Descriptions

| Effectiveness | Value |
|---------------------|------------------------|
| 1 Strongly Disagree | 1 Of Little Importance |
| 2 Disagree | 2 Of Some Importance |
| 3 Agree | 3 Important |
| 4 Strongly Agree | 4 Very Important |

While the response patterns were empirically similar, as shown in Figure 3.0--the χ^2 being relatively small, there was a statistical difference here between the value and effectiveness.

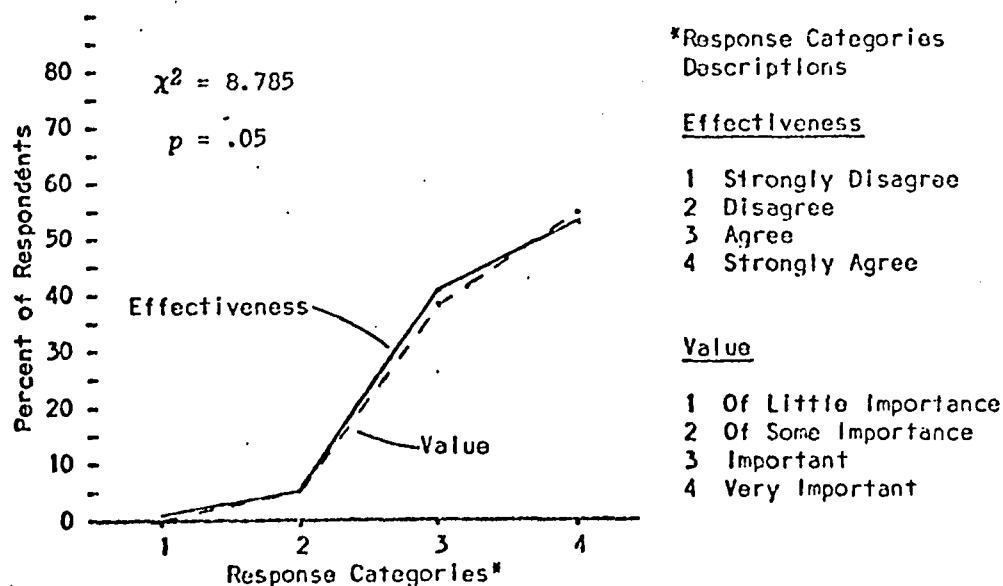


Figure 3.0. Principals' effectiveness versus value for Objective 3 -- Staff effectiveness and morale are promoted.

The objective was measured by 13 criterion referenced factors. Of these, ten were found to have no significant differences in response patterns and three reflected a response describing a significant difference between value and effectiveness. Table 3.1 displays these data.

Factor 5 showed a significant difference between value and effectiveness. The graphic display of data in Figure 3.1 helps to understand this difference. The high percentage of principals who assigned this a value of "very important" along with the relative fewer percentages in categories 1, 2, and 3, pointed up the difference. Principals placed a higher value on reinforcing good performance of teachers than the teachers perceived them to effectively demonstrate.

Figure 3.2 displays the response patterns for Factor 25--the principal has a working knowledge of adopted curriculum guides. On this factor, it was found that practically 100% of the teachers either agreed or strongly agreed that the principals effectively had. While slightly more than half of the principals (52.73%) assigned an "important" rating to this criterion, a decline in percentage (to 43.64%) rated this as "very important." Hence a disparity of response patterns that was significant to a .01 level of confidence existed. Teachers assessed principals to be relatively more effective in this criterion than the importance principals placed on it would have indicated. It is interesting to note that of the three factors of Objective 3 which were significantly different in response patterns, only on this factor--number 25--did the teachers rate effectiveness higher than principals valued the criterion.

The principals' promoting of confidence and trust within the staff

Table 3.1. Factors of Objective 3, principals' effectiveness (E*) versus value (V*).

| Factor | * | Percent of Respondents in Each Response Category** | | | | Mean Response | χ^2 | p |
|---|---|--|-------|-------|-------|---------------|----------|-----|
| | | 1 | 2 | 3 | 4 | | | |
| 5 Principal reinforces good performance of teachers. | E | 1.55 | 7.54 | 37.21 | 53.70 | 3.431 | 11.629 | .01 |
| | V | 0 | 1.82 | 21.82 | 76.36 | 3.745 | | |
| 6 Principal provides for interaction regarding the establishment of the school's priority objectives concerning teachers. | E | .64 | 5.08 | 45.62 | 48.66 | 3.423 | 1.944 | -- |
| | V | 1.85 | 5.56 | 38.89 | 53.70 | 3.444 | | |
| 7 Specific procedures are used by the principal to provide maximum staff input for decision making. | E | 2.12 | 9.26 | 47.28 | 41.34 | 3.278 | 6.613 | -- |
| | V | 0 | 18.52 | 48.15 | 33.33 | 3.148 | | |
| 10 Principal provides training for the staff as needed. | E | .28 | 2.90 | 50.50 | 46.32 | 3.428 | 3.961 | -- |
| | V | 0 | 7.27 | 52.73 | 40.00 | 3.327 | | |
| 15 Principal is sensitive to teacher concerns when making decisions. | E | 2.41 | 6.94 | 34.99 | 55.67 | 3.473 | 2.278 | -- |
| | V | 0 | 5.45 | 41.82 | 52.73 | 3.455 | | |
| 16 Principal has an accurate perception of the general morale of the teaching staff. | E | 2.79 | 9.52 | 46.74 | 40.94 | 3.258 | 6.921 | -- |
| | V | 0 | 10.91 | 32.73 | 56.36 | 3.455 | | |
| 22 Teachers are involved in developing plans to achieve the school's objectives that concern them. | E | .43 | 6.38 | 50.00 | 43.19 | 3.360 | .444 | -- |
| | V | 0 | 7.27 | 47.27 | 45.45 | 3.382 | | |
| 25 Principal has a working knowledge of the adopted curriculum guides. | E | .64 | .85 | 33.36 | 65.15 | 3.630 | 14.263 | .01 |
| | V | 0 | 3.64 | 52.73 | 43.64 | 3.400 | | |
| 26 Teachers are committed to the school's objectives that concern them. | E | .36 | 1.92 | 40.40 | 57.33 | 3.547 | 4.160 | -- |
| | V | 0 | 0 | 52.73 | 47.27 | 3.473 | | |
| 32 Principal has a working knowledge of proven psychological principles of learning | E | .71 | 2.84 | 40.04 | 56.40 | 3.521 | 1.044 | -- |
| | V | 0 | 1.82 | 36.36 | 61.82 | 3.600 | | |
| 36 Meetings directed by the principal are effective. | E | .92 | 4.16 | 42.60 | 52.33 | 3.463 | 1.509 | -- |
| | V | 0 | 1.82 | 47.27 | 50.91 | 3.491 | | |

Continued

Table 3.1. Continued

| Factor | * | Percent of Respondents in Each Response Category** | | | | Mean Response | χ^2 | p |
|---|---|--|------|-------|-------|---------------|----------|-----|
| | | 1 | 2 | 3 | 4 | | | |
| 39 Teachers feel free to discuss important issues with the principal. | E | 1.55 | 4.37 | 24.93 | 69.15 | 3.617 | 6.895 | -- |
| | V | 0 | 1.82 | 12.73 | 85.45 | 3.836 | | |
| 44 Principal promotes confidence and trust within the staff. | E | 2.34 | 8.01 | 36.24 | 53.40 | 3.407 | 11.287 | .05 |
| | V | 0 | 0 | 25.93 | 74.07 | 3.741 | | |

**Response Categories Descriptions

| Effectiveness | Value |
|---------------------|------------------------|
| 1 Strongly Disagree | 1 Of Little Importance |
| 2 Disagree | 2 Of Some Importance |
| 3 Agree | 3 Important |
| 4 Strongly Agree | 4 Very Important |

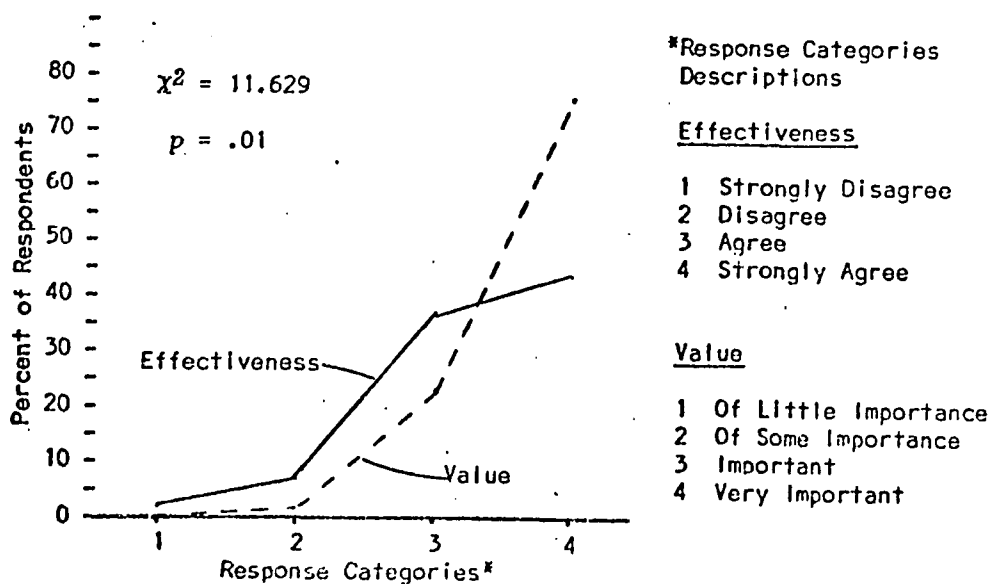


Figure 3.1. Factor 5 -- Principal reinforces good performance of teachers.

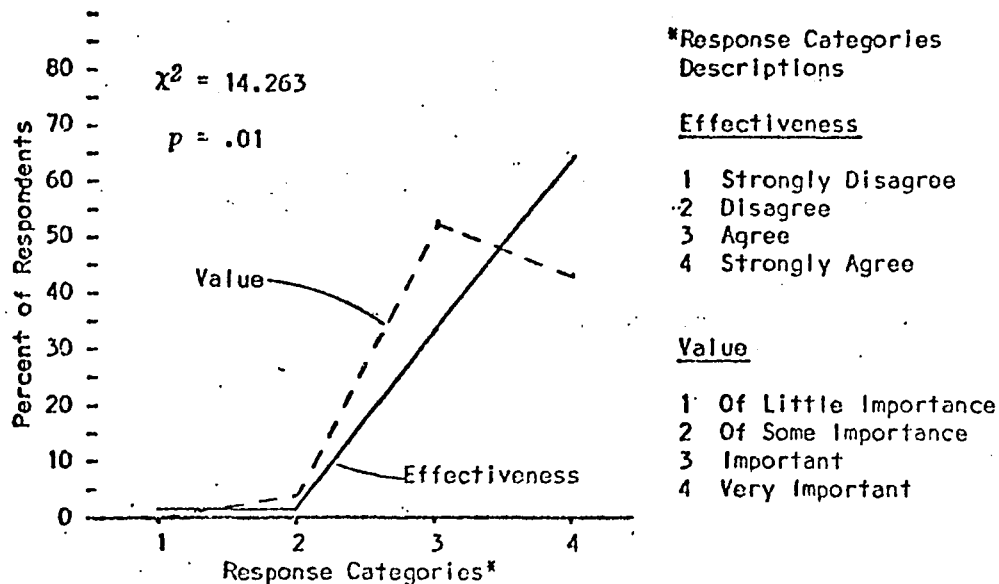


Figure 3.2. Factor 25 -- Principal has a working knowledge of adopted curriculum guides.

was assessed by Factor 44. As displayed in Table 3.1 above, it can be seen that the principals placed a higher mean value on this factor than they were perceived to be effectively implementing. Figure 3.3 charts this pattern. It shows a steep incline in value from zero in both categories 1 and 2 to approximately 26% in the "important" category, to a high point of approximately 75% in the "very important" category. The effectiveness line is lower in relationship. This difference was found to be significant with 5% probability of error. It was found that principals in this study were less effective in implementing this criterion.

Objective 3 provided for the principals to use proven principles of leadership to promote morale and staff effectiveness. This is a role wherein individual leadership style can be implemented, where human

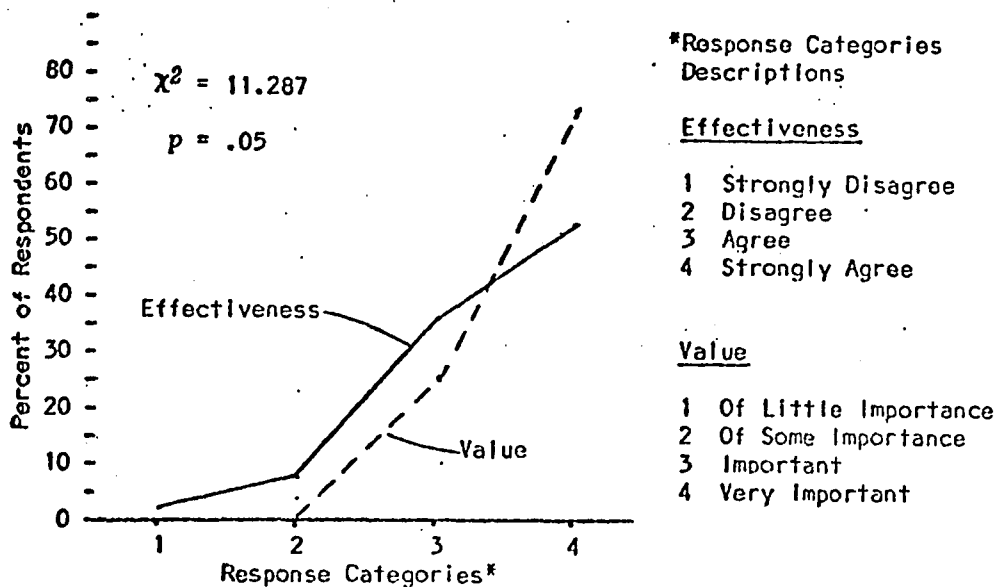


Figure 3.3. Factor 44 -- Principal promotes confidence and trust within the staff.

Interaction and personal relationships can be emphasized. While the nomothetic expectation infers that principals should implement this objective, their approach and effectiveness can be heavily swayed by their own needs disposition. This study found that principals assigned a relatively high value to this objective, in fact, the highest mean response of any of the five objectives. Statistically, the principals ranked this objective as "very important." However, they were perceived to be less effective in implementing the objective than their value rating would have implied. The null hypothesis was rejected as being probably false. There was a 5% chance of error that the value and effectiveness response patterns were different. The evidence of this finding, while rejecting the null hypothesis of no meaningful difference between value and effectiveness, did not support the research hypothesis that the

relative high value rating was not matched by an equally high effectiveness rating. This was the only objective of the study wherein principals were perceived to be significantly less effective in their implementation than the relative value they assigned to the objective would have suggested. While teachers agreed that principals were effective in promoting morale and staff effectiveness, principals placed an idiographic value higher than their perceived performance.

Objective 4--"community confidence in the school is established and maintained." With a 1% probability of error, the null hypothesis was rejected for this objective. There was found a significant difference between the effectiveness of the principals and the relative value they assigned to this objective. These data are shown in Table 4.0.

Table 4.0. Principals' effectiveness (E*) versus value (V*) for Objective 4.

| Objective | * | Percent of Respondents in Each Response Category** | | | | Mean Response | χ^2 | p |
|--|---|--|-------|-------|-------|---------------|----------|-----|
| | | 1 | 2 | 3 | 4 | | | |
| 4. Community confidence in the school is established and maintained. | E | 1.26 | 5.28 | 47.98 | 45.49 | 3.377 | 46.962 | .01 |
| | V | 2.12 | 13.63 | 47.58 | 36.67 | 3.188 | | |

**Response Categories Descriptions

| Effectiveness | Value |
|---------------------|------------------------|
| 1 Strongly Disagree | 1 Of Little Importance |
| 2 Disagree | 2 Of Some Importance |
| 3 Agree | 3 Important |
| 4 Strongly Agree | 4 Very Important |

When plotted on a graph (see Figure 4.0), the pattern of difference is demonstrated. Approximately the same percentage of responses fell in category 3 for both effectiveness and value. There was a decline from category 3 to category 4 in both dimensions, but the value line dropped

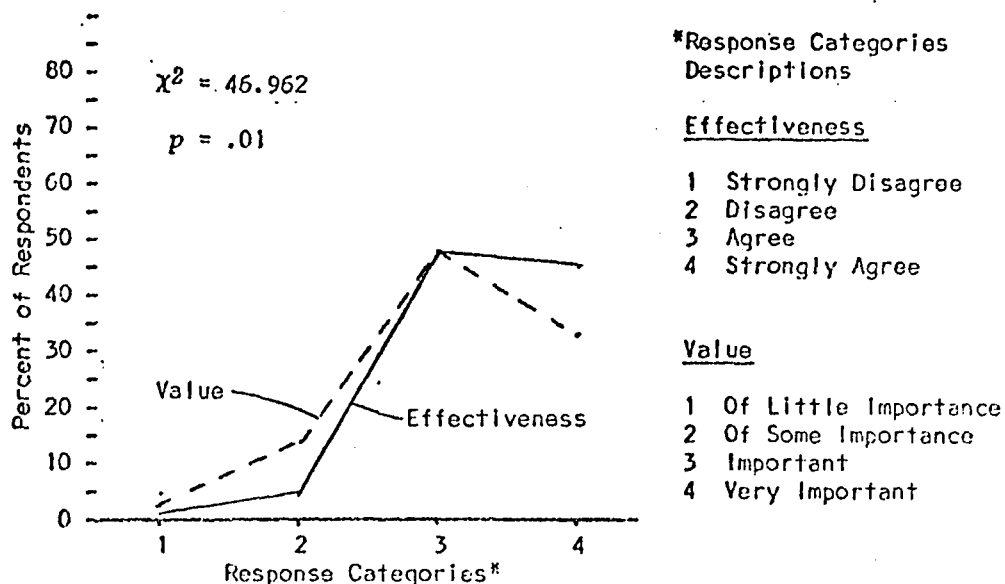


Figure 4.0. Principals' effectiveness versus value for Objective 4 -- Community confidence is established and maintained.

more steeply. Also there was a higher percentage of principals who assigned a value of only some importance (category 2) than existed in the corresponding effectiveness line. The principals' perceived effectiveness was higher than their corresponding value for the objective of establishing and maintaining community trust and confidence in the school.

Six factors of the survey were used to assess Objective 4. Table 4.1 displays the data found for each of these criteria. Three criteria were found to be significantly different in their response patterns: Factors 4, 21, and 24.

Factor 4--the school has an effectively organized parent group--was a factor where both response patterns resulted in a relatively low mean. In fact, only one other factor of the survey had a lower effectiveness

Table 4.1. Factors of Objective 4, principals' effectiveness (E*) versus value (V*).

| Factor | * | Percent of Respondents in Each Response Category** | | | | Mean Response | χ^2 | p |
|--|---|--|-------|-------|-------|---------------|----------|-----|
| | | 1 | 2 | 3 | 4 | | | |
| 4 The school has an effectively organized parent group. | E | 4.14 | 12.56 | 46.18 | 37.12 | 3.163 | 16.357 | .01 |
| | V | 5.45 | 30.91 | 38.18 | 25.45 | 2.836 | | |
| 8 Parent-teacher conferences conducted by teachers are valuable. | E | .64 | 2.77 | 45.63 | 50.96 | 3.469 | 4.098 | -- |
| | V | 0 | 3.64 | 32.73 | 63.64 | 3.600 | | |
| 11 The community is kept well informed regarding school objectives, programs, and procedures. | E | .78 | 4.80 | 50.60 | 43.82 | 3.375 | 6.346 | -- |
| | V | 3.64 | 5.45 | 56.36 | 34.55 | 3.218 | | |
| 21 Convenient means are provided for parents to express their opinions regarding the school. | E | .57 | 3.13 | 53.06 | 43.24 | 3.390 | 21.598 | .01 |
| | V | 0 | 14.55 | 54.55 | 30.91 | 3.164 | | |
| 24 Principal provides effective means for parents to be involved at the school. | E | .57 | 5.08 | 46.24 | 48.10 | 3.419 | 48.309 | .01 |
| | V | 3.64 | 21.82 | 54.55 | 20.00 | 2.909 | | |
| 40 Principal employs effective strategies in establishing and maintaining the confidence of the community. | E | .06 | 3.35 | 46.11 | 49.68 | 3.446 | 1.443 | -- |
| | V | 0 | 5.45 | 49.09 | 45.45 | 3.400 | | |

**Response Categories Descriptions

| Effectiveness | Value |
|---------------------|------------------------|
| 1 Strongly Disagree | 1 Of Little Importance |
| 2 Disagree | 2 Of Some Importance |
| 3 Agree | 3 Important |
| 4 Strongly Agree | 4 Very Important |

mean (Factor 34 in Objective 5) and only one other factor had a lower value mean (Factor 13 in Objective 1). Figure 4.1 shows the relative low graph line for this factor. Even so, the teachers placed a higher rating on the principals' effectively operationalizing this criterion than the value the principals assigned the criterion would have suggested.

A significant difference was found in Factor 21--convenient means are provided for parents to express their opinion and suggestions regard-

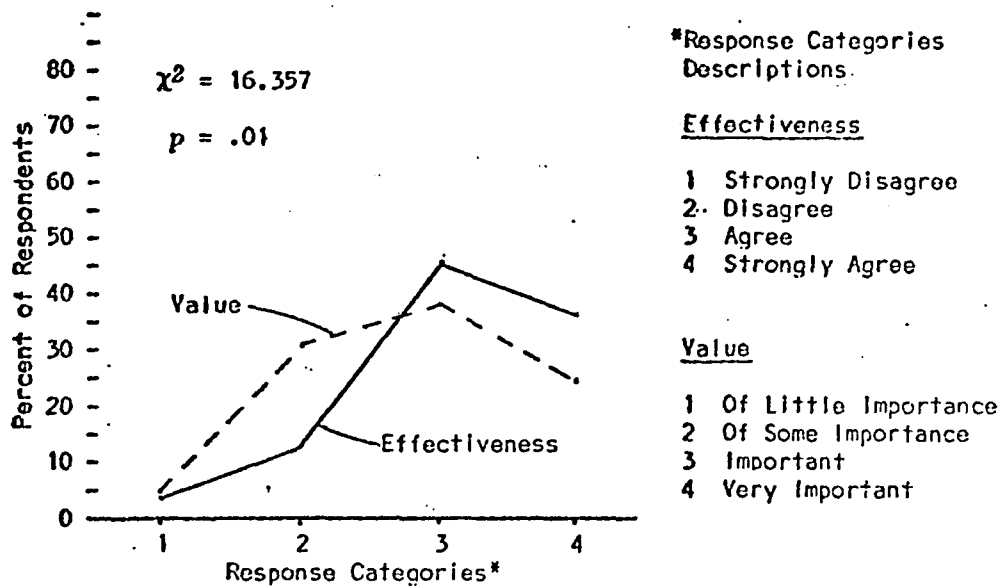


Figure 4.1. Factor 4 -- The school has an effectively organized parent group.

ing the school. Principals placed a lower value on this criterion than the teachers rated their effectiveness in implementing it. While both groups were fairly equal in category 3 ("agree" and "important"), fewer percentage of principals ranked it in the highest category than did the teachers, and conversely, more ranked it in the lower categories. Figure 4.2 demonstrates this pattern.

On the criterion wherein the principal provides effective means for parents to be involved at school--Factor 24, a significant difference was found between value and effectiveness. The principals were rated more highly effective than they themselves ranked their value on the criterion. As can be viewed in Figure 4.3, approximately 35% of the principals assigned a value "of little importance" and "of some importance" to this criterion, with a peak in category 3 ("important"). The percentage of

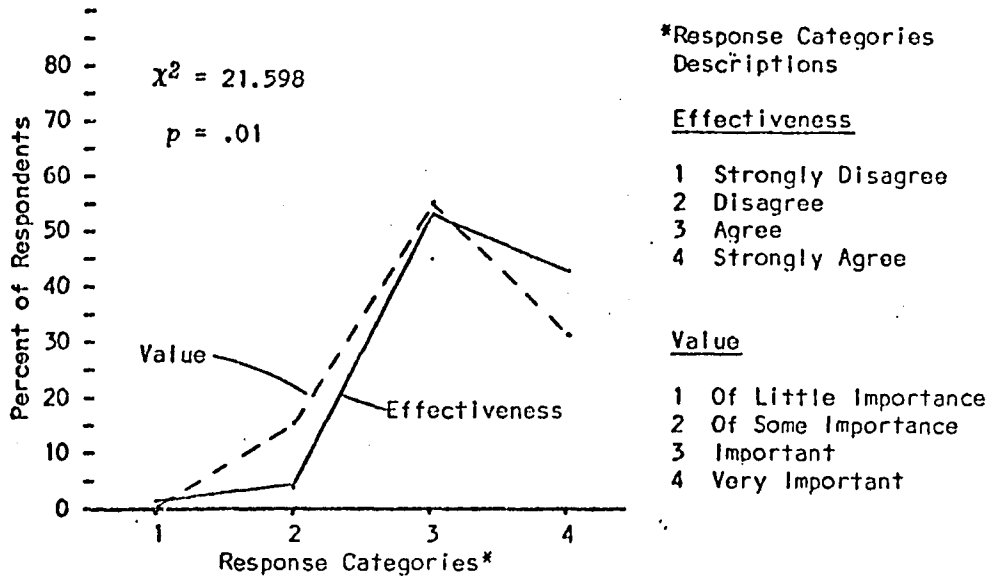


Figure 4.2. Factor 21 -- Convenient means are provided for parents to express their opinions and suggestions regarding the school.

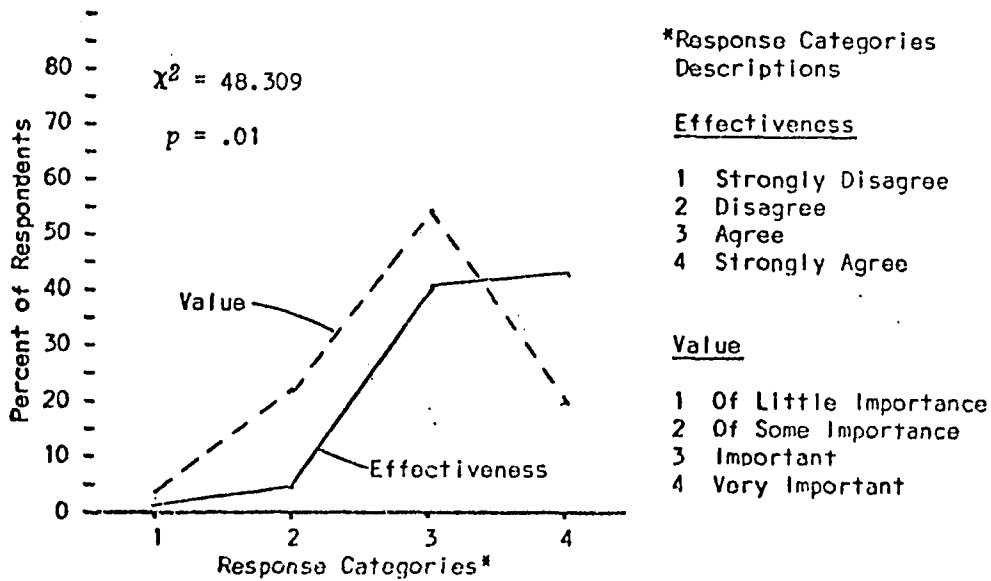


Figure 4.3. Factor 24 -- Principal provides effective means for parents to be involved at school.

teachers who ranked effectiveness in the lower categories was only 5.65, with the other 94% in the top two categories ("agree" and "strongly agree"). While the mean responses for both groups indicated that the teachers agreed the principals were effective, and the principals thought the criterion was important, there was marked difference in their overall response pattern.

Objective 4 provided that the principal should establish and maintain the confidence of the school community. The thrust of this objective is to involve building administrators with personnel outside the school--the school clientele. While this is a nomothetic role, the individual leadership style and personality of the principals can be expected to influence the approach utilized in accomplishing it. In this study, principals were found to be more effectively implementing the objective than their relative value ranking of it would have suggested to have been the case. The null hypothesis was rejected for this objective. There was probably a real difference between effectiveness and value with a 1% chance of error in the measurement. This finding supported the position of the research hypothesis in that the value was reflected in the commensurately high perceived implementation effectiveness.

Objective 5--"management organization and procedures for the school are clearly written, effective and consistent with the established procedures and regulations of the district." The null hypothesis was not rejected for this objective. This study found no significant difference between the value and effectiveness of principals as they implemented

Objective 5 of the Management and Accountability System. Table 5.0 demonstrates the statistical findings.

Table 5.0. Principals' effectiveness (E*) versus value (V*) for Objective 5.

| Objective | * | Percent of Respondents in Each Response Category** | | | | Mean Response | χ^2 | p |
|--|---|--|------|-------|-------|---------------|----------|----|
| | | 1 | 2 | 3 | 4 | | | |
| 5 Management organization and procedures for the school are clearly written, effective and consistent with the established procedures and regulations of the district. | E | 1.92 | 6.52 | 44.00 | 47.57 | 3.372 | 3.416 | -- |
| | V | .81 | 6.90 | 45.23 | 47.06 | 3.385 | | |

**Response Categories Descriptions

| Effectiveness | Value |
|---------------------|------------------------|
| 1 Strongly Disagree | 1 Of Little Importance |
| 2 Disagree | 2 Of Some Importance |
| 3 Agree | 3 Important |
| 4 Strongly Agree | 4 Very Important |

It can be seen that both response patterns are essentially identical by viewing Figure 5.0.

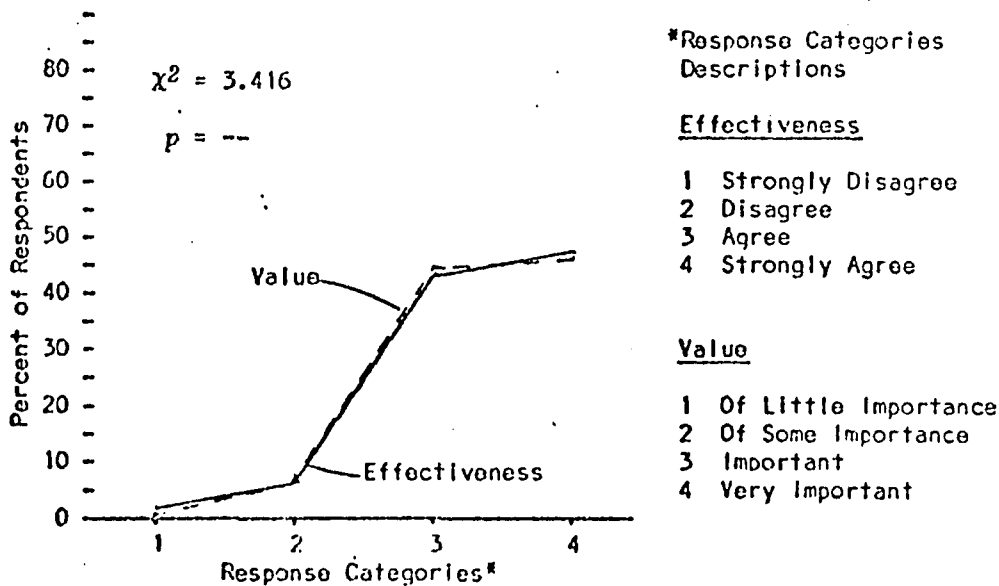


Figure 5.0. Principals' effectiveness versus value for Objective 5 -- Management organization and procedures are established.

While no statistically significant difference was found in the objective overall, the analysis of the factors used to assess it indicated several criteria with differences. Table 5.1 presents the data for each factor of this objective.

Factors 18, 30, 34, and 38 were seen to have significant differences.

Factor 18 measured whether the principal took appropriate action when students were referred to the office. The responses to this factor are presented graphically in Figure 5.1. Eighty-seven percent of the teachers agreed or strongly agreed that the principals effectively did so. Sixty-two percent of the principals, approximately, believed it was important to do so, but a steep drop was seen for those who ranked this criterion as "very important." This pattern of responses varied so much as to have a difference with only 1% chance of error.

Figure 5.2 displays the percentage of responses on Factor 30--the library resource center program enhances the instructional activities of the classroom. It shows that virtually 100% of the principals thought this was important or very important. In fact, 71% assigned it the highest value rating. While the mean effectiveness response indicated that teachers perceived the principals to be effectively putting this criterion into operation, the teachers saw them as less effective than the relative value placed on the concept by the principals would have suggested.

Factor 34 measured if there was good student discipline at the school. The responses are plotted in Figure 5.3. It appears that principals valued this as an important or very important criterion, but teachers saw

Table 5.1. Factors of Objective 5, principals' effectiveness (E*) versus value (V*).

| Factor | * | Percent of Respondents in Each Response Category** | | | | Mean Response | χ^2 | p |
|--|---|--|-------|-------|-------|---------------|----------|-----|
| | | 1 | 2 | 3 | 4 | | | |
| 9 Supervision of students during non-instructional time is appropriately managed. | E | 2.11 | 6.55 | 51.69 | 39.65 | 3.289 | 3.604 | -- |
| | V | 0 | 5.45 | 43.64 | 50.91 | 3.455 | | |
| 18 When students are referred to the office, appropriate action is taken by the principal. | E | 2.37 | 10.13 | 44.11 | 43.39 | 3.285 | 19.424 | .01 |
| | V | 5.45 | 18.18 | 61.82 | 14.55 | 2.855 | | |
| 19 Routine school management functions reflect efficient operating procedures. | E | .99 | 4.40 | 48.51 | 46.09 | 3.397 | 1.786 | -- |
| | V | 0 | 7.27 | 50.91 | 41.82 | 3.345 | | |
| 27 The school buildings and grounds appear clean and well maintained. | E | 1.99 | 8.03 | 46.31 | 43.68 | 3.317 | 1.546 | -- |
| | V | 0 | 7.41 | 51.85 | 40.74 | 3.333 | | |
| 30 The library resource center program of the school enhances the instructional activities of the classroom. | E | 2.56 | 7.83 | 41.17 | 48.43 | 3.355 | 13.041 | .01 |
| | V | 0 | 0 | 29.09 | 70.91 | 3.709 | | |
| 31 Supplies and equipment are made available on a reasonable basis. | E | 1.28 | 5.17 | 41.74 | 51.81 | 3.441 | 5.552 | -- |
| | V | 0 | 0 | 53.70 | 46.30 | 3.463 | | |
| 33 The office personnel of the school are understanding and helpful. | E | 1.41 | 2.96 | 26.71 | 68.92 | 3.631 | 6.889 | -- |
| | V | 0 | 3.64 | 41.82 | 54.55 | 3.509 | | |
| 34 There is good student discipline in the school. | E | 3.76 | 11.20 | 50.96 | 34.09 | 3.154 | 32.523 | .01 |
| | V | 0 | 1.82 | 27.27 | 70.91 | 3.691 | | |
| 38 Standard school regulations and management procedures are clearly written in a staff handbook. | E | .85 | 2.48 | 44.75 | 51.91 | 3.477 | 46.315 | .01 |
| | V | 1.82 | 18.18 | 47.27 | 32.73 | 3.109 | | |

**Response Categories Descriptions

Effectiveness
 1 Strongly Disagree
 2 Disagree
 3 Agree
 4 Strongly Agree

Value
 1 Of Little Importance
 2 Of Some Importance
 3 Important
 4 Very Important

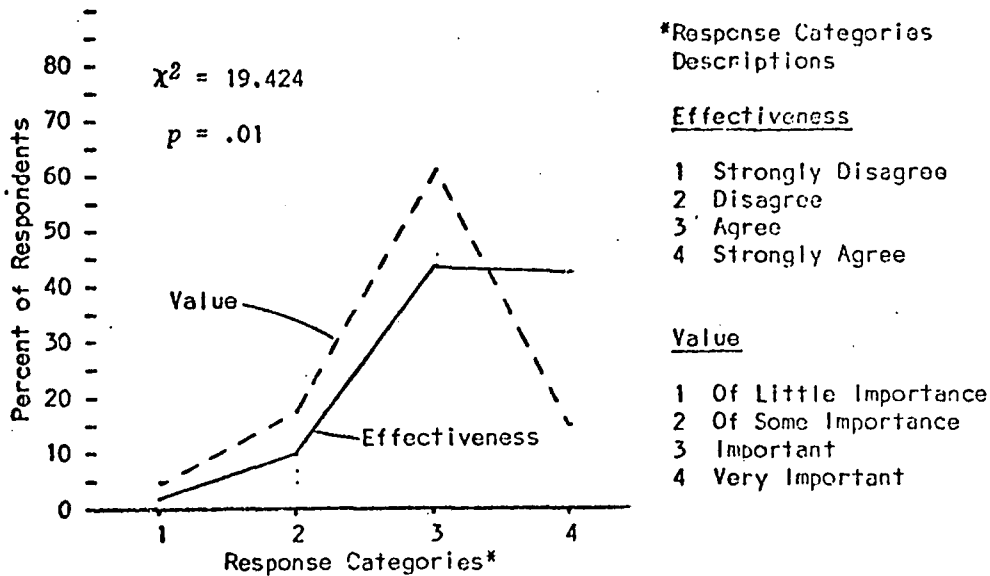


Figure 5.1. Factor 18 -- When students are referred to the office, appropriate action is taken by the principal.

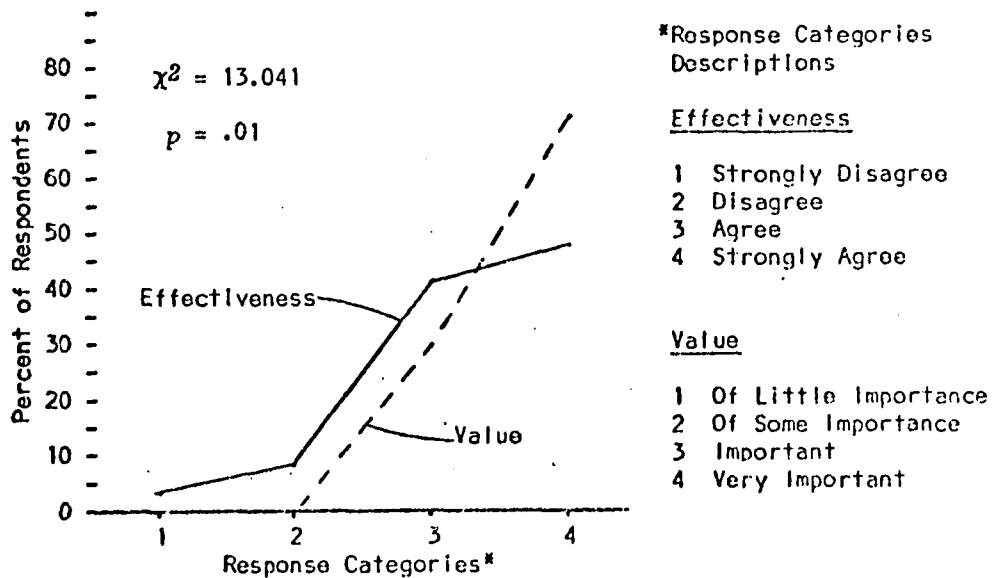


Figure 5.2. Factor 30 -- The library resource center program enhances the instructional activities of the classroom.

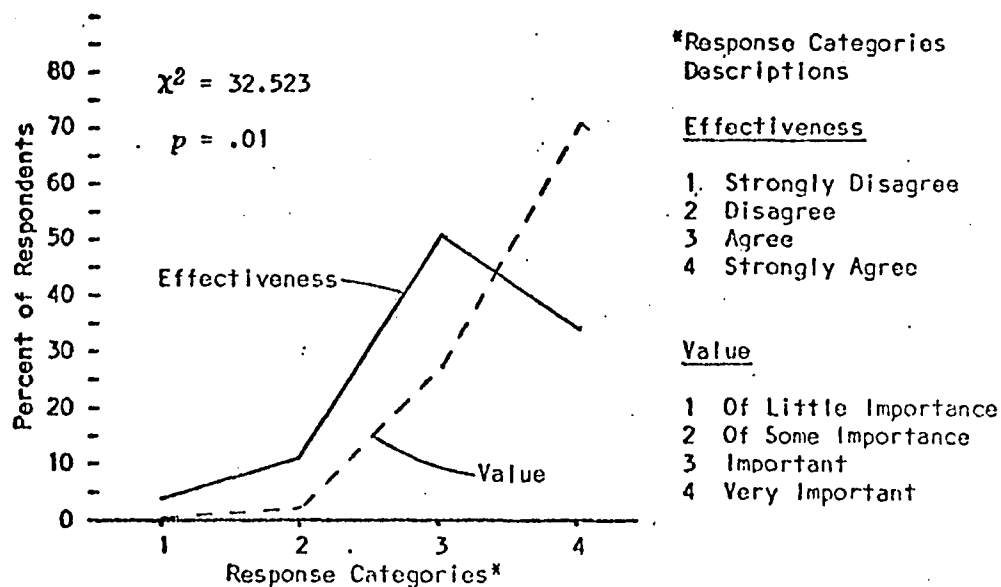


Figure 5.3. Factor 34 -- There is good discipline at the school.

them as somewhat less effective in putting it into operation. Even so, it should be noted that only 15% (approximately) of the teachers disagreed or strongly disagreed that the principal was effectively implementing this criterion. However, that percentage was much higher than the corresponding 2% (approximately) of the principals who believed the concept was only of some importance.

The Management and Accountability System charges the principals with the responsibility to provide a clearly written set of standard school regulations. Factor 38 measured that criterion and the results are presented graphically in Figure 5.4, which shows a significantly different response pattern reflecting effectiveness versus importance. Teachers perceived the principals as effectively implementing this criterion--96%, approximately, agreed or strongly agreed. Principals ranked this overall

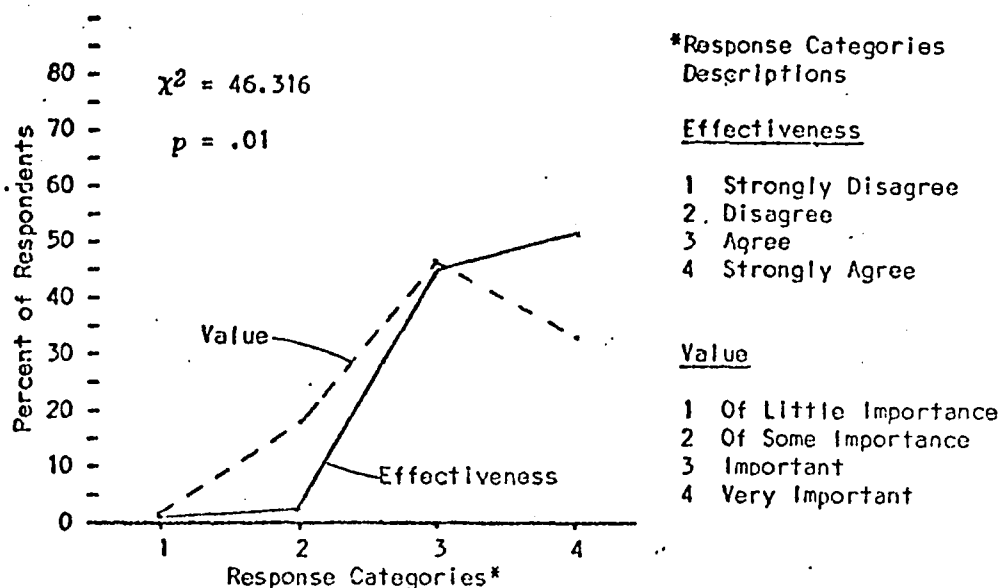


Figure 5.4. Factor 38 -- Standard school regulations and management procedures are clearly written in a staff handbook.

as important, but less so than the relative effectiveness reported by teachers.

Objective 5 is an expectation of the Management and Accountability System which does not involve the principals directly with personnel in specific ways nor does it involve him in the instructional functions of the classroom. The objective outlines routine management activities and organization. This was the only objective of the five considered in this study where the responses of the teachers reporting the effectiveness of the principals in getting the job done were essentially congruent overall with the value principals placed on the objective. This evidence is in support of the research hypothesis. While several internal criteria of the objective showed differences between effectiveness and value, the overall assessment by teachers and principals was not significantly

different. The hypothesis that there was no difference of significance stands for this objective. It was probably true that there are not significant differences between the principals' effectiveness and the value they assigned to the objective to provide in the school clearly written, effective management organization procedures which were consistent with the established procedures and regulations of the school district. Because of the limitation engendered by the assemblage of data and the statistical treatment utilized, this particular finding may have been colored by the type two research error. Since the findings for principals were not matched directly to their respective faculties, it could have been possible for diametrically different responses from a principal and his staff to have been lost in the grouping of data and thereby have been unrecognized in the statistical analysis of the results. At least, such a possibility could not be ruled out.

Non-hypothesized Findings

There were some findings of this study which were not specifically hypothesized, but did shed light on answering the question of the relationship between the effectiveness of principals and the value they assigned to objectives of the Management and Accountability System.

A Summary of All Objectives. Table 6.0 shows that when the responses to all objectives were combined statistically (even though such a grouping was not a functional approach of the System), there was a significant difference between the value and effectiveness relationship. This difference was found to be significant at the .01 level of confidence.

The graphic representation of these responses, shown in Figure 6.0,

Table 6.0. Principals' effectiveness (E*) versus value (V*) for all objectives.

| Objective | * | Percent of Respondents in Each Response Category** | | | | Mean Response | χ^2 | p |
|----------------------------|---|--|------|-------|-------|---------------|----------|-----|
| | | 1 | 2 | 3 | 4 | | | |
| Summary of all objectives. | E | 1.26 | 4.98 | 43.66 | 49.90 | 3.424 | 62.861 | .01 |
| | V | 1.18 | 8.47 | 44.08 | 46.27 | 3.355 | | |

**Response Categories Descriptions

| Effectiveness | Value |
|---------------------|------------------------|
| 1 Strongly Disagree | 1 Of Little Importance |
| 2 Disagree | 2 Of Some Importance |
| 3 Agree | 3 Important |
| 4 Strongly Agree | 4 Very Important |

is very narrow empirically, but was significant statistically. This would indicate that teachers perceived principals to be overall more effectively implementing the objectives of the Management and Accountability System than could have been anticipated by the degree of importance principals attached to the System's objectives overall had the null hypothesis been true.

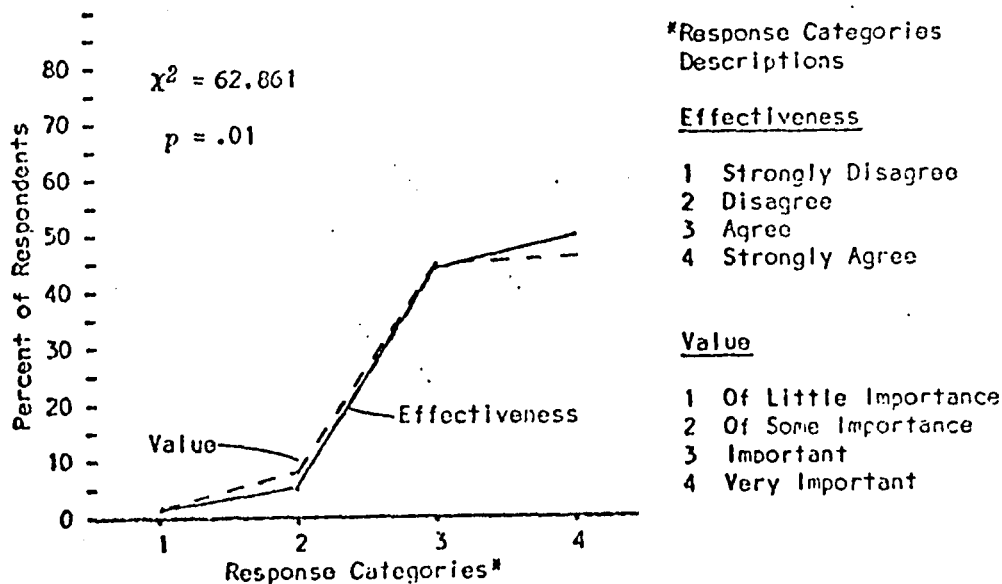


Figure 6.0. Summary of all objectives -- principals' effectiveness versus value.

Effectiveness. The principals' effectiveness in implementing the objectives of the Management and Accountability System gave indication of the extent nomothetic expectations of the System were being met. Table 7.0 displays these data. These findings demonstrate that teachers agreed that principals were effectively implementing each of the objectives studied, i.e., the mean response for each objective was statisti-

Table 7.0. Principals' effectiveness--Comparison of objectives.

| Objective | Mean Response | χ^2 to Objct. 1 | χ^2 to Objct. 2 | χ^2 to Objct. 3 | χ^2 to Objct. 4 | χ^2 to Objct. 5 |
|---|---------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|
| 1 A management system providing for needs assessments, priority objectives and plans, monitoring and evaluating by results is effectively used by the principal and teachers. | 3.421 | | 63.366 $p = .01$ | 124.278 $p = .01$ | 28.290 $p = .01$ | 121.851 $p = .01$ |
| 2 Personnel management procedures prescribed by law, regulation, and contract are effectively administered by the principal. | 3.477 | 63.366 $p = .01$ | | 79.224 $p = .01$ | 135.321 $p = .01$ | 206.575 $p = .01$ |
| 3 Staff effectiveness and morale are promoted by the principal through proper application of proven principles of leadership and management. | 3.447 | 124.278 $p = .01$ | 79.224 $p = .01$ | | 128.316 $p = .01$ | 92.980 $p = .01$ |
| 4 Community confidence in the school is established and maintained. | 3.377 | 28.290 $p = .01$ | 135.321 $p = .01$ | 128.316 $p = .01$ | | 49.880 $p = .01$ |
| 5 Management organization and procedures for the school are clearly written, effective and consistent with the established procedures and regulations of the district. | 3.372 | 121.851 $p = .01$ | 206.575 $p = .01$ | 92.980 $p = .01$ | 49.880 $p = .01$ | |

cally in the "agree" category. While this may have been true, there were some differences between the objectives when they were compared one with another.

A simple ranking of the objectives by mean responses resulted in this order, reflecting the effectiveness of the principals:

Ranked 1st: Objective 2--personnel management procedures are administered.

Ranked 2nd: Objective 3--staff effectiveness and morale are promoted.

Ranked 3rd: Objective 1--a management system is used.

Ranked 4th: Objective 4--community confidence is maintained.

Ranked 5th: Objective 5--management organization and procedures
are established.

As seen above in Table 7.0, an analysis of each objective compared to each of the others demonstrated the significance of this ranking. There was a 1% probability of error in such comparisons. Therefore, it can confidently be said that while teachers believed principals were effectively implementing all the school operation objectives of the Management and Accountability System, they perceived them to most effectively implement Objective 2--the management of personnel according to the prescribed procedures of the law, the district regulations, and the contract.

Teachers perceived principals to be least effective in implementing Objective 5, i.e., implementing management organization and procedures which were clearly written, consistent with the established procedures and regulations of the district.

Value. The same types of comparisons were made regarding principals'

perception of the importance of the objectives. These data are presented in Table 8.0. It was shown that principals perceive each of the objectives of the System to be statistically in the "Important" category, but that they have value of meaningful difference when compared to one another, at least in eight of the ten possible comparisons.

Table 8.0. Principals' value--Comparison of objectives.

| Objective | Mean Response | χ^2 to Objct. 1 | χ^2 to Objct. 2 | χ^2 to Objct. 3 | χ^2 to Objct. 4 | χ^2 to Objct. 5 |
|---|---------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|
| 1 A management system providing for needs assessments, priority objectives and plans, monitoring and evaluating by results is effectively used by the principal and teachers. | 3.171 | | 21.144 $p = .01$ | 65.394 $p = .01$ | .374 | 21.944 $p = .01$ |
| 2 Personnel management procedures prescribed by law, regulation, and contract are effectively administered by the principal. | 3.387 | 21.144 $p = .01$ | | 11.391 $p = .01$ | 16.256 $p = .01$ | .332 |
| 3 Staff effectiveness and morale are promoted by the principal through proper application of proven principles of leadership and management. | 3.501 | 65.394 $p = .01$ | 11.391 $p = .01$ | | 52.650 $p = .01$ | 11.262 $p = .05$ |
| 4 Community confidence in the school is established and maintained. | 3.188 | .374 | 16.256 $p = .01$ | 52.650 $p = .01$ | | 17.105 $p = .01$ |
| 5 Management organization and procedures for the school are clearly written, effective and consistent with the established procedures and regulations of the district. | 3.385 | 21.944 $p = .01$ | .332 | 11.252 $p = .05$ | 17.105 $p = .01$ | |

When the objectives were ranked by value, this order occurred:

- Ranked 1st: Objective 3--staff effectiveness and morale are promoted.
- Ranked 2nd: Objective 2--personnel management procedures are administered.
- Ranked 3rd: Objective 5--management organization and procedures are
established.
- Ranked 4th: Objective 4--community confidence is maintained.
- Ranked 5th: Objective 1--the management system is used.

It was apparent, as measured in this study, that while principals believed all of the studied objectives were "important," they considered Objective 3 to be "very important" (at least statistically). Of all the operational tasks outlined by the Management and Accountability System for administering the elementary schools in Clark County, the task of promoting staff effectiveness and morale through leadership and management was considered by the principals to be most important. They assigned this a relatively high idiographic value.

There was no significant difference between the importance assigned to Objectives 2 and 5, but these were ranked significantly higher than were both Objective 4 or 1 (between which there existed no significant difference either). Principals believed that both the task of establishing and maintaining community confidence in the school as the task of implementing the management system were least important of the objectives studied. While these lowest objectives were considered statistically "important," their idiographic implementation value was relatively low.

Summary of Findings

Of the five objectives of the Management and Accountability System

which were considered in this study, four were found to have response patterns significantly different in regards to effectiveness of principals and the value the principals placed on the objectives, thus, the null hypothesis was rejected as probably false for these objectives. One objective was found to reflect no significant difference between effectiveness and value of the principals. In this particular finding, the possibility of an error of the second type was not ruled out.

Those objectives for which the null hypothesis was rejected were Objective 1--concerning the effective use of the management system providing for needs assessment and priority planning--effectiveness being higher than value ($p = .01$); Objective 2--concerning the effective administration of personnel as prescribed by law, regulation, and contract--effectiveness being higher than value ($p = .01$); Objective 3--concerning the principals' promoting staff effectiveness and morale--value being higher than effectiveness ($p = .05$); and Objective 4--concerning the establishment and maintenance of community confidence in the school--effectiveness being higher than value ($p = .01$).

There was found to be no difference which was statistically significant for Objective 5--concerning the establishment of management organization and procedures in the school which were clearly written, effective, and consistent with the district regulations--although several internal criteria reflected significant differences. With the possibility of a type two research error, the null hypothesis was not rejected for this objective.

Non-hypothesized findings showed that principals' value rating of the

objectives associated into three clusters. First, principals rated the personnel leadership role high in relative importance, specifically the promotion of morale and staff effectiveness. Correspondingly, teachers perceived personnel functions to be the most effectively operationalized, more particularly, however, the management of personnel. Second, principals ranked in a median position the functions of personnel management and routine school-plant management, and, while teachers perceived effectiveness in personnel management to be somewhat higher, there was no significant difference in value and effectiveness for routine school-plant management activities. Third, principals rated in the lowest cluster the importance of establishing community confidence in the school and the importance of utilizing the management by objectives model prescribed by the System. Teachers, however, perceived principals to relatively more effectively implement these objectives, significantly so.

Conclusions and Implications.

By assessing teachers' perception of the extent principals operationalized certain selected objectives of a specific MBO system and comparing those data with the value principals assigned to those same objectives, this study attempted to find an answer to this question:

What is the relationship between principals' effectiveness in implementing certain objectives and the importance they attach to those objectives?

The findings of this study led to the conclusion that the relationship as questioned above was positive, i.e., the response patterns to questionnaires assessing the effectiveness and value of principals were

essentially parallel, the differences were empirically narrow, and in the case of each objective were both skewed negatively. Even though significant differences were found in the response patterns to several objectives, the overall pattern persuaded the conclusion that a positive relationship existed between value and effectiveness. The extent of the relationship was tempered by the value and effectiveness factors as statistically reported herein, but a negative relationship was ruled out, and a neutral relationship was rejected. The research hypothesis was found to stand for four of the five objectives of the System.

However, in making such conclusions, it was recognized that the statistical procedure used in this study was inferential. Cause and effect phenomenon was not concluded by these findings. To say that if value was high, effectiveness would result could not necessarily be concluded by the findings reported herein. In four of the five cases that relationship did appear empirically and was inferred statistically, but a safe conclusion regarding cause and effect was not secure.

Analysis of each objective considered in this study suggested certain inferences and conclusions and promoted several implications.

Objective 1--"the management system providing for needs assessments, priority objectives and plans, monitoring and evaluating by results is effectively used." It was inferred from the findings that while principals believed it was important to implement a management system which provided for those criterion, their idiographic disposition was not highly involved with this objective. The fact that the null hypothesis was rejected for this objective in that principals' effectiveness was signifi-

cantly higher than their value rating, and that this objective was ranked by principals as being one of the two least important objectives, implied that the objective was nomothetically implemented, but elicited little idiographic leadership behavior. It could be inferred that if the Management and Accountability System did not require the implementation of these management functions, principals would not likely operationalize them to any great extent.

Objective 2--"personnel management procedures prescribed by law, regulation, and contract are effectively administered." The expectations of this objective are clearly nomothetic. The regulations of the district are specific, procedures are thoroughly presented through district administrative channels, the principals' activities in this regard are supervised and monitored. The principals' role as managers of personnel procedures has been established with all necessary bureaucratic accouterments. Teachers perceived this management task as the most effectively operationalized objective of the System, but principals saw it, relative to their effectiveness, as somewhat less important.

The conclusion was drawn that principals were utilizing the established system for personnel documentation, supervision, and evaluation; were effectively holding employees accountable for applicable obligations; were oriented to objective analyses of personnel performance in relation to established expectancies; and were doing so in ways which often reflected their own personality and needs disposition.

This could likely have been a result of the administrative response to the tenacious position the teachers' association has held in collective

negotiations. As the association demanded and got increased benefits and more accommodating working conditions, the administration countered by tightening the personnel performance expectations, the most effective disciplinary prerogative available to the administration. The observed high perception of implementation was voiced by the teachers. Principals considered it an important objective, hence this objective served both a nomothetic purpose and facilitated idiographic needs.

Objective 3--"staff effectiveness and morale are promoted through proper application of proven principles of leadership and management." Of the several objectives of the Management and Accountability System considered in this study, this objective provides for the greatest degree of idiographic leadership style. To accomplish the objective effectively, the principals must express their own leadership behaviors and employ techniques for actualizing their own style. Principals considered this objective to be very important, indicating a consensus that their role as the leader should be, in their opinion, expressed most capably in promoting positive morale and effectiveness in those who work under their direction. Research has shown that the principal, in his relation with his staff, is probably the most influential individual affecting the morale of the teachers. This appears to have been reflected and supported in this study; principals apparently recognized this and employed a willingness to operationalize it. This finding appeared to point out that principals recognized and acknowledged the need for leadership in efforts directed to improve teacher competency and attitudes.

While the principals' value rating of this objective was higher

significantly than their effectiveness rating, it must be recognized they were, even so, perceived by teachers as being effective, in fact, teachers ranked this objective as the second highest of the five. Apparently teachers perceived the principals as being sensitive to their concerns, as being aware of and concerned for their general morale, as being open to discuss important matters which concern the teachers, and as promoting confidence and trust.

It was concluded from this finding that principals recognized the importance of this leadership objective, saw it as a challenge to their idiographic behavior, and hence, identified their leadership functions with it more than with any of the other objectives of the System, and were considered by the teachers as being effective in their efforts.

Objective 4--"community confidence in the school is established and maintained." Though the effectiveness rating was significantly higher than the importance rating, both respondent groups gave this objective a relatively low rank standing--fourth place. The thrust of the objective is to provide opportunity and methods for the school community to be involved in the goings-on of the school--a much touted objective in school administration theories. While principals were perceived as effective and rated the objective as important, its relative position in the findings could be considered to imply that the principals did not recognize this concept to be as essential as the theory implied it was. This could have been fostered by a district policy which provides for the transfer of principals from a particular school to another after as few as five years. It may have been that because of this, principals did not estab-

lish an enduring proprietary interest in the community of the school location. They had little durable motivation to establish a reputation based on longevity relationships with the clientele. It also may have been a function of a system (such as the Clark County School District) which became highly bureaucratized. As a district grows it becomes fractionalized. The school board finds it difficult to represent numerous communities, thus "a community" no longer exists in its eyes, a phenomenon which permeates through administrative lines. Hence, there is not much incentive to rank community involvement high. Or it could have been a reflection of the notion that parental involvement in routine school functions is window dressing and is less important in actuality than implied by the System, or at least so considered by the principals.

Objective 5--"management organization and procedures for the school are clearly written, effective and consistent with the established procedures and regulations of the district." This objective requires routine school-plant management activities of the principal, activities which are not involved directly with personnel, activities not specifically associated with technical curricular skills, activities only indirectly related to the instructional functions of the school. Some school administration strategists have suggested these tasks could be performed by a "school manager," one without technical educational training.

Principals ranked this objective as third (i.e., the objective occurred third in a simple ranking, but is statistically commensurate with the objective in second place, Objective 2, in that there was no significant statistical difference between the value assigned to Objective 2 and

5). Teachers ranked the principals' effectiveness for this objective as last of the five. Even so, the difference in ranking being what it was, there was no significant difference between the value and effectiveness measured by this study. As has been stated earlier, an error of the second type may have affected this finding.

The conclusion was drawn that teachers perceived the principals to operationalize all other objectives of the Management and Accountability System more effectively than this objective, the one which required less educational expertise, or from the other point of view, teachers perceived principals to more effectively implement those objectives requiring technical skills in dealing with professional personnel and educational functions than the one which required none or at least few of these skills, and principals assigned to it a concordant value. However, principals gave a relatively higher ranking to being effective as an office manager, significantly higher than such objectives as promoting community confidence in the school or utilizing effectively the management system model provided by the central administration.

General Conclusions. There were three overall conclusions promoted by the findings of this study. One was that the relationship between the effectiveness in operationalizing the objectives of the Clark County School District's Management and Accountability System for Elementary Schools and the value assigned to those objectives by the elementary principals was positive, i.e., when value was high, generally effectiveness was essentially corresponding. While this was hypothesized by the research hypothesis, cause and effect relationships could only be inferred.

Another conclusion was that for practical application, principals' value and effectiveness were essentially equal in implementing the personnel leadership objectives and in operationalizing routine school-plant management tasks, and were less equal in regards to establishing community confidence in the school and utilizing the prescribed model for management.

The third conclusion was that even though differences in value and effectiveness existed as discussed above, teachers considered principals as effectively implementing each of the objectives, and principals valued each of the objectives as being important (or very important in the case of Objective 3).

General Implications. The overall implications were three. First, central administrators can utilize these findings to guide them in making decisions intended to generate increased operationalization of the Management and Accountability System. It appeared that in areas where increased effectiveness may be desired--if nomothetic attention needs to be increased--procedures should be utilized to increase the value principals assign to those areas. It was inferred that value rating could be raised by increasing awareness of needs and conditions--identifying what is and what ought to be, and by motivating principals to identify with those assessments. The findings suggested that this may be particularly indicated for Objectives 1 and 4.

Second, because personnel management was effectively implemented by principals generally, and considered important by them, administrative attention to those objectives should profitably be given for maintenance

and only specifically in cases of identified exceptions at the building level.

Third, the building principals and central administrators could utilize the findings of this study for direction and emphasis which they may contemplate in individual schools or throughout the district. This could be done by assigning a weighting factor to each objective to reflect the value assigned to that objective by the principals. For example, Objective 3 has the highest value and could be assigned a weight factor of 1.0. Objective 4 is of a lower value, in fact is 91.06% the value of Objective 3. Therefore, the results of the teachers' questionnaire measuring principals' effectiveness for Objective 4 would be multiplied by .9106 to find its weighted standing. This could be done for each objective. Objective 1 would have a value weight of .9057, Objective 2 of .9674, Objective 3 of 1.000, Objective 4 of .9106, and Objective 5 of .9669. Such application would place the principals' effectiveness for each objective in perspective to its value. This of course would be done under the assumption that the effectiveness in implementing the objectives should be modified by the degree of value assigned to them. Where objectives have high value, the value weight would be higher, and thus, effectiveness assessments would be considered more consentaneously; where value was low, effectiveness would be modified to reflect that value. Such application would have the effect of relegating unimportant but effective activities to a more commensurate position, and elevating important activities to positions accordantly. Such an application could be made to findings district wide or to results of individual schools.

Recommendations for Further Study

The following recommendations for further study seem appropos:

1. This study should be replicated to determine the extent the findings persist.
2. A similar study should be conducted wherein analysis of data for each specific school can be examined to determine if individual principals and their teaching staffs have congruent value and effectiveness perceptions. (Does high value of objectives correspond to high implementation at individual schools?)
3. A similar study could be conducted to compare teachers' perception of principals' effectiveness with the principals' assessment of their own effectiveness in operationalizing the objectives studied herein. (Do teachers and principals agree on the principals' effectiveness?)
4. A study should be done to compare teachers' assessment of the value they assign to the objectives with the principals' value and/or effectiveness. (Do principals value and/or effectively implement objectives reflecting the teachers' value rating?)
5. Studies could be pursued to assess the extent principals value the objectives and compare that with their perception of their own effectiveness. (If one values the objectives, does he perceive himself to operationalize them effectively?)
6. Similar studies should be developed to measure the "Instructional

- objectives" of the Management and Accountability System, comparing effectiveness and value between the respondent groups.
7. Studies should be conducted to assess the cause and effect relationship between the value, effectiveness, and motivation of the respondent groups.
 8. The consistency between respondent groups in their interpretation of the objectives could be studied. (Where people using divergent interpretations of meaning are responding to the same objectives, inappropriate findings result.)
 9. Studies could be done to determine if and how activities of central administration have significant effect on changing the value principals assign to the objectives and/or change their effectiveness.
 10. Studies should be considered to assess the effect principals' value rating of the objectives and/or effectiveness in implementing them has on the achievement of the students.
 11. The extent to which principals repetitiously emphasize activities which they operationalize well and ignore or incidentally implement objectives at which they are less effective could be measured to ascertain if, indeed, such a hypothesis is true, and if so, if methods to divert the phenomenon could be developed.

Chapter Summary

The findings of this study rejected the null hypothesis for four of the five considered objectives selected from the Clark County School

District's Management and Accountability System for Elementary Schools. There were found to be significant differences between response patterns with .01 level of confidence for Objectives 1, 2, and 4, with effectiveness of the principals being higher than the value they assigned to the objectives in each case; and with a .05 level of confidence for Objective 3--value, in this case, being higher than perceived effectiveness. Except for Objective 3, these findings were predicted by the research hypothesis. No significant difference was found between principals' effectiveness and value in regards to Objective 5, and the null hypothesis was not rejected for that objective. The possibility of a type two error precluded judgment regarding this objective.

Non-hypothesized findings indicated that principals ranked the leadership responsibility of promoting morale and staff effectiveness significantly higher than other objectives of the System, placed in a median position routine personnel management and routine plant management tasks, and considered establishing community confidence in the school and utilizing the prescribed management model both to be of significantly lesser importance. Teachers perceived a significant difference between the effectiveness of principals for each objective, but ranked personnel administrative functions and leadership higher, and routine plant management in the lowest position, with principals' effectiveness in utilizing the management system and effectiveness in establishing community confidence in the central positions.

Three overall conclusions were drawn. First, while cause and effect characteristics were not firmly established, the relationships between

value and effectiveness was positive. Second, for practical application, effectiveness and value were essentially the same for each of two of the objectives--personnel leadership and routine personnel management--but were different in regards to establishing community confidence in the school and utilizing the management model prescribed by central administration. The third conclusion was that, even so, teachers considered principals as effectively implementing the objectives of the System and principals regarded them as important.

The study prompted three implications for application:

1. Central administrators can utilize the results of this study to give guidance to the emphasis placed on increasing the implementation of the System.
2. Personnel functions need only maintenance attention generally, and specific attention only in cases of building level exceptions.
3. Statistical application of the results of this study can be employed to modify future assessment results measuring principals' effectiveness by weighting the effectiveness factors by the value factor principals assigned to the objectives of the System.

Recommendations were made for continued studies, including replication and extension of the concepts studied herein.

APPENDICES

ELEMENTARY SCHOOL TEACHER QUESTIONNAIRE

To Elementary School Teachers:

The statements in this questionnaire represent certain conditions and objectives we would like to achieve in each school. Your responses will be compiled with those from the other teachers in the school and used by your principal and faculty to determine where progress has been made and where further improvement is needed. Please respond to each statement the way you perceive conditions to be in relation to yourself and your school.

Thank you.

Dr. Theron Swainston, Assistant Superintendent
Elementary Education, Clark County School District

| |
|---------------|
| School: _____ |
| Date: _____ |

A = Strongly Agree B = Agree C = Disagree D = Strongly Disagree

- | | | | | |
|--|---|---|---|---|
| 1. The principal is willing to make adjustments in plans to achieve the school's objectives that concern me when better methods are suggested. | A | B | C | D |
| 2. The principal assists me in identifying classroom priority objectives. | A | B | C | D |
| 3. The staff is provided with pertinent information regarding CCSD policies and regulations. | A | B | C | D |
| 4. The school has an effectively organized parent group. | A | B | C | D |
| 5. The principal reinforces good performance of teachers. | A | B | C | D |
| 6. The principal provides for interaction regarding the establishment of the school's priority objectives that concern me. | A | B | C | D |
| 7. Specific procedures are used by the principal to provide maximum staff input for decision-making. | A | B | C | D |
| 8. The parent-teacher conferences I have conducted have been valuable. | A | B | C | D |
| 9. Supervision of students during noninstructional time is appropriately managed. | A | B | C | D |
| 10. The principal provides training for the staff as needed. | A | B | C | D |
| 11. The community is kept well informed regarding school objectives, programs and procedures. | A | B | C | D |
| 12. When plans to achieve objectives that concern me are established in the school, they are implemented and followed to completion. | A | B | C | D |
| 13. The objectives for the school that concern me are clearly stated in measurable terms. | A | B | C | D |
| 14. The principal has implemented personnel management procedures which help to improve instruction. | A | B | C | D |
| 15. When making decisions, the principal is usually sensitive to teacher concerns. | A | B | C | D |

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- | | | | | | |
|-----|---|---|---|---|---|
| 16. | The principal's perception of the general morale of the teaching staff is usually accurate. | A | B | C | D |
| 17. | My teaching performance is evaluated in terms agreed upon in advance. | A | B | C | D |
| 18. | When students are referred to the office, appropriate action is taken by the principal. | A | B | C | D |
| 19. | Routine school management functions reflect efficient operating procedures. | A | B | C | D |
| 20. | The school's objectives that concern me are realistically obtainable. | A | B | C | D |
| 21. | Convenient means are provided for parents to express their opinions and suggestions regarding the school. | A | B | C | D |
| 22. | I am involved in developing plans to achieve the school's objectives that concern me. | A | B | C | D |
| 23. | The principal communicates his schoolwide assessment of instruction to the teaching staff. | A | B | C | D |
| 24. | The principal provides effective means for parents to be involved at the school. | A | B | C | D |
| 25. | The principal has a working knowledge of the CCSD curriculum guides. | A | B | C | D |
| 26. | I am committed to the school's objectives that concern me. | A | B | C | D |
| 27. | The school buildings and grounds appear clean and well maintained. | A | B | C | D |
| 28. | Purchased supplies and equipment are usually a reflection of identified instructional goals and priorities. | A | B | C | D |
| 29. | I use checklists of observable criteria to assess my instructional program. | A | B | C | D |
| 30. | The library resource center program of the school enhances the instructional activities of my classroom. | A | B | C | D |
| 31. | Supplies and equipment are made available on a reasonable basis. | A | B | C | D |
| 32. | The principal has a working knowledge of proven psychological principles of learning (Element No. 5). | A | B | C | D |

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33. The office personnel of the school are understanding and helpful. A B C D
34. There is good student discipline in the school. A B C D
35. The principal assists me in planning to achieve priority objectives that concern me. A B C D
36. Meetings directed by the principal are effective. A B C D
37. The principal assists me in obtaining the needed resources to achieve my objectives. A B C D
38. Standard school regulations and management procedures are clearly written in a staff handbook. A B C D
39. I feel free to discuss important issues with the principal. A B C D
40. The principal employs effective strategies in establishing and maintaining the confidence of the community. A B C D
41. The principal uses checklists of observable criteria to assess my instructional program. A B C D
42. The principal ensures that the school staff is held accountable for all applicable employee obligations. A B C D
43. The principal makes frequent visits to my classroom to directly observe the instructional program. A B C D
44. The principal promotes confidence and trust within the staff. A B C D
45. The principal's assessment of my instructional program is effectively communicated to me. A B C D

APPENDIX B

ELEMENTARY SCHOOL PRINCIPAL QUESTIONNAIRE

To Elementary School Principals:

The statements in this questionnaire represent certain conditions and objectives for the elementary school. Please respond to each statement in the way you perceive the IMPORTANCE to be in relation to yourself and your school. Thank you.

4 = Very Important 3 = Important 2 = Of Some Importance 1 = Of Little Importance

| OBJECTIVE OR CONDITION | IMPORTANCE RATING | | | |
|--|-------------------|---|---|---|
| HOW IMPORTANT IS IT: | | | | |
| 1. That the principal should be willing to make adjustments to plans to achieve the school's objectives when better methods are suggested? | 4 | 3 | 2 | 1 |
| 2. That the principal should assist the teachers in identifying classroom priority objectives? | 4 | 3 | 2 | 1 |
| 3. That the staff should be provided with pertinent information regarding District policies and regulations? | 4 | 3 | 2 | 1 |
| 4. That the school should have an effectively organized parent group? | 4 | 3 | 2 | 1 |
| 5. That the principal should reinforce good performance of teachers? | 4 | 3 | 2 | 1 |
| 6. That the principal should provide for interaction regarding the establishment of the school's priority objectives as they concern the teachers? | 4 | 3 | 2 | 1 |
| 7. That specific procedures should be used by the principal to provide maximum staff input for decision making? | 4 | 3 | 2 | 1 |
| 8. That parent-teacher conferences conducted by teachers should be valuable? | 4 | 3 | 2 | 1 |
| 9. That supervision of students during non-instructional time should be appropriately managed? | 4 | 3 | 2 | 1 |
| 10. That the principal should provide training for the staff as needed? | 4 | 3 | 2 | 1 |
| 11. That the community should be kept well informed regarding school objectives, programs and procedures? | 4 | 3 | 2 | 1 |
| 12. That when objectives are established in the school, plans to achieve them should be implemented and followed to completion? | 4 | 3 | 2 | 1 |

Elementary School Principal Questionnaire
Page Two

HOW IMPORTANT IS IT:

- | | | | | |
|--|---|---|---|---|
| 13. That objectives for the school should be clearly stated in measurable terms? | 4 | 3 | 2 | 1 |
| 14. That the principal should implement personnel management procedures which help to improve instruction? | 4 | 3 | 2 | 1 |
| 15. That the principal should be sensitive to teacher concerns when making decisions? | 4 | 3 | 2 | 1 |
| 16. That the principal should have an accurate perception of the general morale of the teaching staff? | 4 | 3 | 2 | 1 |
| 17. That teachers' performance should be evaluated in terms agreed upon in advance? | 4 | 3 | 2 | 1 |
| 18. That when students are referred to the office action should be taken by the principal? | 4 | 3 | 2 | 1 |
| 19. That routine school management functions should reflect efficient operating procedures? | 4 | 3 | 2 | 1 |
| 20. That the school's objectives should be realistically obtainable? | 4 | 3 | 2 | 1 |
| 21. That convenient means should be provided for parents to express their opinions and suggestions regarding the school? | 4 | 3 | 2 | 1 |
| 22. That teachers should be involved in developing plans to achieve the school's objectives that concern them? | 4 | 3 | 2 | 1 |
| 23. That the principal should communicate his school-wide assessment of instruction to the teaching staff? | 4 | 3 | 2 | 1 |
| 24. That the principal should provide effective means for parents to be involved at the school? | 4 | 3 | 2 | 1 |
| 25. That the principal should have a working knowledge of the adopted curriculum guides? | 4 | 3 | 2 | 1 |
| 26. That teachers should be committed to the school's objectives that concern them? | 4 | 3 | 2 | 1 |
| 27. That the school buildings and grounds should appear clean and well maintained? | 4 | 3 | 2 | 1 |
| 28. That supplies and equipment purchases should reflect identified instructional goals and priorities? | 4 | 3 | 2 | 1 |
| 29. That teachers should use the checklists of observable criteria to assess their instructional program? | 4 | 3 | 2 | 1 |

Elementary School Principal Questionnaire
Page Three

HOW IMPORTANT IS IT:

- | | | | | |
|--|---|---|---|---|
| 30. That the library resource center program of the school should enhance the instructional activities of the classroom? | 4 | 3 | 2 | 1 |
| 31. That supplies and equipment should be made available on a reasonable basis? | 4 | 3 | 2 | 1 |
| 32. That the principal should have a working knowledge of proven psychological principles of learning? | 4 | 3 | 2 | 1 |
| 33. That the office personnel of the school should be understanding and helpful? | 4 | 3 | 2 | 1 |
| 34. That there should be good student discipline in the school? | 4 | 3 | 2 | 1 |
| 35. That the principal should assist teachers in planning to achieve priority objectives that concern them? | 4 | 3 | 2 | 1 |
| 36. That meetings directed by the principal should be effective? | 4 | 3 | 2 | 1 |
| 37. That the principal should assist teachers in obtaining the needed resources to achieve their objectives? | 4 | 3 | 2 | 1 |
| 38. That standard school regulations and management procedures should be clearly written in a staff handbook? | 4 | 3 | 2 | 1 |
| 39. That teachers should feel free to discuss important issues with the principal? | 4 | 3 | 2 | 1 |
| 40. That the principal should employ effective strategies in establishing and maintaining the confidence of the community? | 4 | 3 | 2 | 1 |
| 41. That the principal should use the checklists of observable criteria to assess teachers' instructional programs? | 4 | 3 | 2 | 1 |
| 42. That the principal should ensure that the school staff is held accountable for all applicable employee obligations? | 4 | 3 | 2 | 1 |
| 43. That the principal should make frequent visits to classrooms to directly observe the instructional program? | 4 | 3 | 2 | 1 |
| 44. That the principal should promote confidence and trust within the staff? | 4 | 3 | 2 | 1 |
| 45. That the principal's assessment of the instructional program should be effectively communicated to the teachers? | 4 | 3 | 2 | 1 |

APPENDIX C

FORTY-FOUR SURVEY RESULTS
ALL SCHOOLS

ELEMENTARY SCHOOL ASSESSMENT -- 1976-77 -- TEACHER QUESTIONNAIRE
ELEMENT 6

| ITEM | CHOICE | TALLY | PERCENT | MEAN OR MODE | N-COUNT FOR THIS ITEM |
|---|---------------------|-------|---------|--------------|-----------------------|
| 1 THE PRINCIPAL IS WILLING TO MAKE ADJUSTMENTS IN PLANS TO ACHIEVE THE SCHOOL'S OBJECTIVES THAT CONCERN ME WHEN BETTER METHODS ARE SUGGESTED. | 1 STRONGLY DISAGREE | 22 | 1.55 | 3.887 | 1416 |
| | 2 DISAGREE | 57 | 4.02 | | |
| | 3 AGREE | 549 | 38.65 | | |
| | 4 STRONGLY AGREE | 791 | 55.78 | | |
| 2 THE PRINCIPAL ASSISTS ME IN IDENTIFYING CLASSROOM PRIORITY OBJECTIVES. | 1 STRONGLY DISAGREE | 14 | 0.99 | 3.480 | 1421 |
| | 2 DISAGREE | 42 | 2.86 | | |
| | 3 AGREE | 613 | 43.14 | | |
| | 4 STRONGLY AGREE | 752 | 52.92 | | |
| 12 WHEN PLANS TO ACHIEVE PRIORITY OBJECTIVES THAT CONCERN ME ARE ESTABLISHED IN THE SCHOOL, THEY ARE IMPLEMENTED AND FOLLOWED TO COMPLETION. | 1 STRONGLY DISAGREE | 7 | 0.50 | 3.365 | 1410 |
| | 2 DISAGREE | 57 | 4.04 | | |
| | 3 AGREE | 761 | 53.97 | | |
| | 4 STRONGLY AGREE | 585 | 41.49 | | |
| 13 THE OBJECTIVES FOR THE SCHOOL THAT CONCERN ME ARE CLEARLY STATED IN MEASURABLE TERMS. | 1 STRONGLY DISAGREE | 9 | 0.63 | 3.307 | 1419 |
| | 2 DISAGREE | 62 | 4.37 | | |
| | 3 AGREE | 719 | 50.67 | | |
| | 4 STRONGLY AGREE | 629 | 44.33 | | |
| 20 THE SCHOOL'S OBJECTIVES THAT CONCERN ME ARE REALISTICALLY OBTAINABLE. | 1 STRONGLY DISAGREE | 15 | 1.07 | 3.344 | 1406 |
| | 2 DISAGREE | 73 | 5.19 | | |
| | 3 AGREE | 732 | 52.06 | | |
| | 4 STRONGLY AGREE | 586 | 41.68 | | |
| 23 THE PRINCIPAL COMMUNICATES HIS SCHOOLPRACTICE ASSESSMENT OF INSTRUCTION TO THE TEACHING STAFF. | 1 STRONGLY DISAGREE | 9 | 0.64 | 3.475 | 1398 |
| | 2 DISAGREE | 68 | 4.86 | | |
| | 3 AGREE | 571 | 40.84 | | |
| | 4 STRONGLY AGREE | 750 | 53.65 | | |
| 28 PURCHASED SUPPLIES AND EQUIPMENT ARE USUALLY A REFLECTION OF IDENTIFIED INSTRUCTIONAL GOALS AND PRIORITIES. | 1 STRONGLY DISAGREE | 14 | 1.00 | 3.428 | 1403 |
| | 2 DISAGREE | 63 | 4.49 | | |
| | 3 AGREE | 634 | 45.19 | | |
| | 4 STRONGLY AGREE | 692 | 49.32 | | |
| 29 I USE CHECKLISTS OF OBSERVABLE CRITERIA TO ASSESS MY INSTRUCTIONAL PROGRAM. | 1 STRONGLY DISAGREE | 4 | 0.28 | 3.406 | 1404 |
| | 2 DISAGREE | 51 | 3.63 | | |
| | 3 AGREE | 720 | 51.28 | | |
| | 4 STRONGLY AGREE | 629 | 44.89 | | |
| 46 SUMMARY OF ALL ITEMS ABOVE FOR WHICH MEANS ARE GIVEN. | 1 | 94 | 0.63 | 3.421 | 11279 |
| | 2 | 473 | 4.19 | | |
| | 3 | 5298 | 46.97 | | |
| | 4 | 5414 | 48.00 | | |

FORTRAN-SURVEY RESULTS
ALL SCHOOLS

ELEMENTARY SCHOOL ASSESSMENT -- 1976-77 -- TEACHER QUESTIONNAIRE
ELEMENT 7

| ITEM | CHOICE | TALLY | PERCENT | MEAN OR MODE | N-COUNT FOR THIS ITEM |
|---|---------------------|-------|---------|--------------|-----------------------|
| 3 THE STAFF IS PROVIDED WITH PERTINENT INFORMATION REGARDING CCED POLICIES AND REGULATIONS. | 1 STRONGLY DISAGREE | 10 | 0.70 | 3.497 | 1421 |
| | 2 DISAGREE | 43 | 3.03 | | |
| | 3 AGREE | 599 | 42.15 | | |
| | 4 STRONGLY AGREE | 769 | 54.12 | | |
| 14 THE PRINCIPAL HAS IMPLEMENTED PERSONNEL MANAGEMENT PROCEDURES WHICH HELP TO IMPROVE INSTRUCTION. | 1 STRONGLY DISAGREE | 21 | 1.50 | 3.345 | 1403 |
| | 2 DISAGREE | 91 | 6.49 | | |
| | 3 AGREE | 674 | 48.04 | | |
| | 4 STRONGLY AGREE | 617 | 43.98 | | |
| 17 MY TEACHING PERFORMANCE IS EVALUATED IN TERMS AGREED UPON IN ADVANCE. | 1 STRONGLY DISAGREE | 20 | 1.43 | 3.410 | 1401 |
| | 2 DISAGREE | 62 | 4.43 | | |
| | 3 AGREE | 642 | 45.22 | | |
| | 4 STRONGLY AGREE | 677 | 48.32 | | |
| 35 THE PRINCIPAL ASSISTS ME IN PLANNING TO ACHIEVE PRIORITY OBJECTIVES THAT CONCERN ME. | 1 STRONGLY DISAGREE | 11 | 0.78 | 3.485 | 1410 |
| | 2 DISAGREE | 50 | 3.55 | | |
| | 3 AGREE | 593 | 42.06 | | |
| | 4 STRONGLY AGREE | 756 | 53.62 | | |
| 37 THE PRINCIPAL ASSISTS ME IN OBTAINING THE NEEDED RESOURCES TO ACHIEVE MY OBJECTIVES. | 1 STRONGLY DISAGREE | 11 | 0.78 | 3.492 | 1414 |
| | 2 DISAGREE | 45 | 3.18 | | |
| | 3 AGREE | 595 | 42.08 | | |
| | 4 STRONGLY AGREE | 763 | 53.96 | | |
| 41 THE PRINCIPAL USES CHECKLISTS OF OBSERVABLE CRITERIA TO ASSESS MY INSTRUCTIONAL PROGRAM. | 1 STRONGLY DISAGREE | 10 | 0.71 | 3.525 | 1405 |
| | 2 DISAGREE | 26 | 1.85 | | |
| | 3 AGREE | 586 | 41.71 | | |
| | 4 STRONGLY AGREE | 783 | 55.73 | | |
| 42 THE PRINCIPAL ENSURES THAT THE SCHOOL STAFF IS HELD ACCOUNTABLE FOR ALL APPLICABLE EMPLOYEE OBLIGATIONS. | 1 STRONGLY DISAGREE | 8 | 0.57 | 3.490 | 1409 |
| | 2 DISAGREE | 26 | 1.85 | | |
| | 3 AGREE | 643 | 45.64 | | |
| | 4 STRONGLY AGREE | 732 | 51.95 | | |
| 43 THE PRINCIPAL MAKES FREQUENT VISITS TO MY CLASSROOM TO DIRECTLY OBSERVE THE INSTRUCTIONAL PROGRAM. | 1 STRONGLY DISAGREE | 9 | 0.64 | 3.480 | 1409 |
| | 2 DISAGREE | 55 | 3.90 | | |
| | 3 AGREE | 596 | 42.30 | | |
| | 4 STRONGLY AGREE | 749 | 53.16 | | |
| 45 THE PRINCIPAL'S ASSESSMENT OF MY INSTRUCTIONAL PROGRAM IS EFFECTIVELY COMMUNICATED TO ME. | 1 STRONGLY DISAGREE | 19 | 1.34 | 3.564 | 1419 |
| | 2 DISAGREE | 33 | 2.33 | | |
| | 3 AGREE | 406 | 28.95 | | |
| | 4 STRONGLY AGREE | 871 | 61.38 | | |
| 45 SUMMARY OF ALL ITEMS ABOVE FOR WHICH MEANS ARE GIVEN. | 1 | 119 | 0.94 | 3.477 | 12691 |
| | 2 | 431 | 3.40 | | |
| | 3 | 5424 | 42.74 | | |
| | 4 | 6717 | 52.93 | | |

FORTRAN-SURVEY RESULTS
ALL SCHOOLS

ELEMENTARY SCHOOL ASSESSMENT -- 1976-77 -- TEACHER QUESTIONNAIRE
ELEMENT 8

| ITEM | CHOICE | TALLY | PERCENT | MEAN OR MODE | N-COUNT FOR THIS ITEM |
|--|---------------------|-------|---------|--------------|-----------------------|
| 5 THE PRINCIPAL REINFORCES GOOD PERFORMANCE OF TEACHERS. | 1 STRONGLY DISAGREE | 22 | 1.55 | 3.433 | 1419 |
| | 2 DISAGREE | 107 | 7.54 | | |
| | 3 AGREE | 528 | 37.21 | | |
| | 4 STRONGLY AGREE | 762 | 53.70 | | |
| 6 THE PRINCIPAL PROVIDES FOR IMPROVEMENT OF THE SCHOOL'S PRIORITY OBJECTIVES THAT CONCERN ME. | 1 STRONGLY DISAGREE | 9 | 0.64 | 3.423 | 1416 |
| | 2 DISAGREE | 72 | 5.08 | | |
| | 3 AGREE | 646 | 45.62 | | |
| | 4 STRONGLY AGREE | 689 | 48.66 | | |
| 7 SPECIFIC PROCEDURES ARE USED BY THE PRINCIPAL TO PROVIDE MAXIMUM STAFF INPUT FOR DECISION-MAKING. | 1 STRONGLY DISAGREE | 30 | 2.12 | 3.278 | 1415 |
| | 2 DISAGREE | 131 | 9.26 | | |
| | 3 AGREE | 669 | 47.28 | | |
| | 4 STRONGLY AGREE | 585 | 41.34 | | |
| 10 THE PRINCIPAL PROVIDES TRAINING FOR THE STAFF AS NEEDED. | 1 STRONGLY DISAGREE | 4 | 0.28 | 3.428 | 1412 |
| | 2 DISAGREE | 41 | 2.90 | | |
| | 3 AGREE | 713 | 50.50 | | |
| | 4 STRONGLY AGREE | 654 | 46.32 | | |
| 15 WHEN MAKING DECISIONS, THE PRINCIPAL IS USUALLY SENSITIVE TO TEACHER CONCERNS. | 1 STRONGLY DISAGREE | 34 | 2.41 | 3.439 | 1412 |
| | 2 DISAGREE | 98 | 6.94 | | |
| | 3 AGREE | 474 | 34.09 | | |
| | 4 STRONGLY AGREE | 786 | 55.67 | | |
| 16 THE PRINCIPAL'S PERCEPTION OF THE GENERAL MORALE OF THE TEACHING STAFF IS USUALLY ACCURATE. | 1 STRONGLY DISAGREE | 39 | 2.79 | 3.258 | 1397 |
| | 2 DISAGREE | 133 | 9.52 | | |
| | 3 AGREE | 653 | 46.74 | | |
| | 4 STRONGLY AGREE | 572 | 40.94 | | |
| 22 I AM INVOLVED IN DEVELOPING PLANS TO ACHIEVE THE SCHOOL'S PRIORITY OBJECTIVES THAT CONCERN ME. | 1 STRONGLY DISAGREE | 6 | 0.43 | 3.360 | 1396 |
| | 2 DISAGREE | 89 | 6.30 | | |
| | 3 AGREE | 698 | 50.00 | | |
| | 4 STRONGLY AGREE | 603 | 43.19 | | |
| 25 THE PRINCIPAL HAS A WORKING KNOWLEDGE OF THE CCSD CURRICULUM GUIDES. | 1 STRONGLY DISAGREE | 9 | 0.64 | 3.630 | 1406 |
| | 2 DISAGREE | 12 | 0.85 | | |
| | 3 AGREE | 469 | 33.76 | | |
| | 4 STRONGLY AGREE | 916 | 65.15 | | |
| 26 I AM COMMITTED TO THE SCHOOL'S PRIORITY OBJECTIVES THAT CONCERN ME. | 1 STRONGLY DISAGREE | 5 | 0.35 | 3.547 | 1406 |
| | 2 DISAGREE | 27 | 1.92 | | |
| | 3 AGREE | 568 | 40.40 | | |
| | 4 STRONGLY AGREE | 806 | 57.33 | | |
| 32 THE PRINCIPAL HAS A WORKING KNOWLEDGE OF PROVEN PSYCHOLOGICAL PRINCIPLES OF LEARNING (ELEMENT NO. 5). | 1 STRONGLY DISAGREE | 10 | 0.71 | 3.521 | 1406 |
| | 2 DISAGREE | 40 | 2.84 | | |
| | 3 AGREE | 563 | 40.04 | | |
| | 4 STRONGLY AGREE | 793 | 56.40 | | |

FORTRAN-SURVEY RESULTS
ALL SCHOOLS

ELEMENTARY SCHOOL ASSESSMENT -- 1976-77 -- TEACHER QUESTIONNAIRE
ELEMENT 8

(CONTINUED)

| ITEM | CHOICE | TALLY | PERCENT | MEAN OR MODE | N-COUNT FOR THIS ITEM |
|--|---------------------|-------|---------|--------------|-----------------------|
| 36 MEETINGS DIRECTED BY THE PRINCIPAL ARE EFFECTIVE. | 1 STRONGLY DISAGREE | 13 | 0.92 | 3.463 | 1418 |
| | 2 DISAGREE | 59 | 4.16 | | |
| | 3 AGREE | 604 | 42.60 | | |
| | 4 STRONGLY AGREE | 742 | 52.33 | | |
| 39 I FEEL FREE TO DISCUSS IMPORTANT ISSUES WITH THE PRINCIPAL. | 1 STRONGLY DISAGREE | 22 | 1.55 | 3.617 | 1420 |
| | 2 DISAGREE | 62 | 4.37 | | |
| | 3 AGREE | 354 | 24.93 | | |
| | 4 STRONGLY AGREE | 982 | 69.15 | | |
| 44 THE PRINCIPAL PROMOTES CONFIDENCE AND TRUST WITHIN THE STAFF. | 1 STRONGLY DISAGREE | 33 | 2.34 | 3.407 | 1410 |
| | 2 DISAGREE | 113 | 8.01 | | |
| | 3 AGREE | 511 | 36.24 | | |
| | 4 STRONGLY AGREE | 753 | 53.40 | | |
| 46 SUMMARY OF ALL ITEMS ABOVE FOR WHICH MEANS ARE GIVEN. | 1 | 236 | 1.29 | 3.447 | 18333 |
| | 2 | 984 | 5.37 | | |
| | 3 | 7470 | 40.75 | | |
| | 4 | 9643 | 52.60 | | |

FORTRAN SURVEY RESULTS
ALL SCHOOLS

ELEMENTARY SCHOOL ASSESSMENT -- 1976-77 -- TEACHER QUESTIONNAIRE
ELEMENT 9

| ITEM | CHOICE | TALLY | PERCENT | MEAN OR MODE | N-COUNT FOR THIS ITEM |
|--|---------------------|-------|---------|--------------|-----------------------|
| 4 THE SCHOOL HAS AN EFFECTIVELY ORGANIZED PARENT GROUP. | 1 STRONGLY DISAGREE | 58 | 4.14 | 3.163 | 1401 |
| | 2 DISAGREE | 176 | 12.56 | | |
| | 3 AGREE | 647 | 46.18 | | |
| | 4 STRONGLY AGREE | 520 | 37.12 | | |
| 6 THE PARENT-TEACHER CONFERENCES I HAVE CONDUCTED HAVE BEEN VALUABLE. | 1 STRONGLY DISAGREE | 9 | 0.64 | 3.469 | 1407 |
| | 2 DISAGREE | 39 | 2.77 | | |
| | 3 AGREE | 642 | 45.63 | | |
| | 4 STRONGLY AGREE | 717 | 50.96 | | |
| 11 THE COMMUNITY IS KEPT WELL INFORMED REGARDING SCHOOL OBJECTIVES, PROGRAMS AND PROCEDURES. | 1 STRONGLY DISAGREE | 11 | 0.78 | 3.375 | 1417 |
| | 2 DISAGREE | 68 | 4.80 | | |
| | 3 AGREE | 717 | 50.60 | | |
| | 4 STRONGLY AGREE | 621 | 43.82 | | |
| 21 CONVENIENT MEANS ARE PROVIDED FOR PARENTS TO EXPRESS THEIR OPINIONS AND SUGGESTIONS REGARDING THE SCHOOL. | 1 STRONGLY DISAGREE | 8 | 0.57 | 3.390 | 1406 |
| | 2 DISAGREE | 44 | 3.13 | | |
| | 3 AGREE | 746 | 53.06 | | |
| | 4 STRONGLY AGREE | 608 | 43.24 | | |
| 24 THE PRINCIPAL PROVIDES EFFECTIVE MEANS FOR PARENTS TO BE INVOLVED AT THE SCHOOL. | 1 STRONGLY DISAGREE | 8 | 0.57 | 3.419 | 1397 |
| | 2 DISAGREE | 71 | 5.08 | | |
| | 3 AGREE | 646 | 46.24 | | |
| | 4 STRONGLY AGREE | 672 | 48.10 | | |
| 40 THE PRINCIPAL EMPLOYS EFFECTIVE STRATEGIES IN ESTABLISHING AND MAINTAINING THE CONFIDENCE OF THE COMMUNITY. | 1 STRONGLY DISAGREE | 12 | 0.86 | 3.446 | 1401 |
| | 2 DISAGREE | 47 | 3.35 | | |
| | 3 AGREE | 646 | 46.11 | | |
| | 4 STRONGLY AGREE | 696 | 49.68 | | |
| 46 SUMMARY OF ALL ITEMS ABOVE FOR WHICH MEANS ARE GIVEN. | 1 | 106 | 1.26 | 3.377 | 8429 |
| | 2 | 445 | 5.28 | | |
| | 3 | 4044 | 47.98 | | |
| | 4 | 3834 | 45.49 | | |

FORTRAN-SURVEY RESULTS
ALL SCHOOLS

ELEMENTARY SCHOOL ASSESSMENT -- 1976-77 -- TEACHER QUESTIONNAIRE
ELEMENT 10

| ITEM | CHOICE | TALLY | PERCENT | MEAN OR MODE | N-COUNT FOR THIS ITEM |
|--|---------------------|-------|---------|--------------|-----------------------|
| 9 SUPERVISION OF STUDENTS DURING NONINSTRUCTIONAL TIME IS APPROPRIATELY MANAGED. | 1 STRONGLY DISAGREE | 30 | 2.11 | 3.289 | 1420 |
| | 2 DISAGREE | 93 | 6.55 | | |
| | 3 AGREE | 734 | 51.69 | | |
| | 4 STRONGLY AGREE | 563 | 39.65 | | |
| 18 WHEN STUDENTS ARE REFERRED TO THE OFFICE, APPROPRIATE ACTION IS TAKEN BY THE PRINCIPAL. | 1 STRONGLY DISAGREE | 33 | 2.37 | 3.285 | 1392 |
| | 2 DISAGREE | 141 | 10.13 | | |
| | 3 AGREE | 614 | 44.11 | | |
| | 4 STRONGLY AGREE | 604 | 43.39 | | |
| 19 POSITIVE SCHOOL MANAGEMENT FUNCTIONS REFLECT EFFICIENT OPERATING PROCEDURES. | 1 STRONGLY DISAGREE | 14 | 0.99 | 3.397 | 1408 |
| | 2 DISAGREE | 62 | 4.40 | | |
| | 3 AGREE | 683 | 48.51 | | |
| | 4 STRONGLY AGREE | 649 | 46.09 | | |
| 27 THE SCHOOL BUILDINGS AND GROUNDS APPEAR CLEAN AND WELL MAINTAINED. | 1 STRONGLY DISAGREE | 28 | 1.99 | 3.317 | 1408 |
| | 2 DISAGREE | 113 | 8.03 | | |
| | 3 AGREE | 652 | 46.31 | | |
| | 4 STRONGLY AGREE | 615 | 43.68 | | |
| 30 THE LIBRARY OR RESOURCE CENTER PROGRAM OF THE SCHOOL ENHANCES THE INSTRUCTIONAL ACTIVITIES OF THE CLASSROOM. | 1 STRONGLY DISAGREE | 36 | 2.56 | 3.555 | 1404 |
| | 2 DISAGREE | 110 | 7.83 | | |
| | 3 AGREE | 578 | 41.17 | | |
| | 4 STRONGLY AGREE | 680 | 48.43 | | |
| 31 SUPPLIES AND EQUIPMENT ARE MADE AVAILABLE ON A REASONABLE BASIS. | 1 STRONGLY DISAGREE | 18 | 1.26 | 3.441 | 1411 |
| | 2 DISAGREE | 73 | 5.17 | | |
| | 3 AGREE | 589 | 41.74 | | |
| | 4 STRONGLY AGREE | 731 | 51.81 | | |
| 33 THE OFFICE PERSONNEL OF THE SCHOOL ARE UNDERSTANDING AND HELPFUL. | 1 STRONGLY DISAGREE | 20 | 1.41 | 3.631 | 1419 |
| | 2 DISAGREE | 42 | 2.96 | | |
| | 3 AGREE | 379 | 26.71 | | |
| | 4 STRONGLY AGREE | 978 | 68.92 | | |
| 39 THERE IS GOOD STUDENT DISCIPLINE IN THE SCHOOL. | 1 STRONGLY DISAGREE | 53 | 3.76 | 3.154 | 1411 |
| | 2 DISAGREE | 158 | 11.20 | | |
| | 3 AGREE | 719 | 50.96 | | |
| | 4 STRONGLY AGREE | 481 | 34.09 | | |
| 38 STANDARD SCHOOL REGULATIONS AND MANAGEMENT PROCEDURES ARE CLEARLY WRITTEN IN A STAFF HANDBOOK. | 1 STRONGLY DISAGREE | 12 | 0.85 | 3.477 | 1410 |
| | 2 DISAGREE | 35 | 2.46 | | |
| | 3 AGREE | 631 | 44.75 | | |
| | 4 STRONGLY AGREE | 732 | 51.91 | | |
| 46 SUMMARY OF ALL ITEMS ABOVE FOR WHICH MEANS ARE GIVEN. | 1 | 244 | 1.92 | 3.372 | 12683 |
| | 2 | 827 | 6.52 | | |
| | 3 | 5579 | 43.99 | | |
| | 4 | 6033 | 47.57 | | |

FORTRAN-SURVEY RESULTS
ALL SCHOOLS

APPENDIX D

MANAGEMENT AND ACCOUNTABILITY SYSTEM--PRINCIPALS' QUESTIONNAIRE--1976-77
OBJECTIVE 1--A MANAGEMENT SYSTEM IS USED.

| ITEM | CHOICE | TALLY | PERCENT | MEAN OR MODE | N-COUNT FOR THIS ITEM |
|---|------------------------|-------|---------|--------------|-----------------------|
| 1 HOW IMPORTANT IS IT THAT THE PRINCIPAL SHOULD BE WILLING TO MAKE ADJUSTMENTS TO PLANS TO ACHIEVE THE SCHOOL'S OBJECTIVES WHEN BETTER METHODS ARE SUGGESTED. | 1 OF LITTLE IMPORTANCE | 0 | 0.00 | 3.236 | 55 |
| | 2 OF SOME IMPORTANCE | 7 | 12.73 | | |
| | 3 IMPORTANT | 28 | 50.91 | | |
| | 4 VERY IMPORTANT | 20 | 36.36 | | |
| 2 HOW IMPORTANT IS IT THAT THE PRINCIPAL SHOULD ASSIST THE TEACHERS IN IDENTIFYING CLASSROOM PRIORITY OBJECTIVES. | 1 OF LITTLE IMPORTANCE | 0 | 0.00 | 3.309 | 55 |
| | 2 OF SOME IMPORTANCE | 5 | 9.09 | | |
| | 3 IMPORTANT | 28 | 50.91 | | |
| | 4 VERY IMPORTANT | 22 | 40.00 | | |
| 12 HOW IMPORTANT IS IT THAT WHEN OBJECTIVES ARE ESTABLISHED IN THE SCHOOL PLANS TO ACHIEVE THEM SHOULD BE IMPLEMENTED AND FOLLOWED TO COMPLETION. | 1 OF LITTLE IMPORTANCE | 0 | 0.00 | 3.364 | 55 |
| | 2 OF SOME IMPORTANCE | 2 | 3.64 | | |
| | 3 IMPORTANT | 31 | 56.36 | | |
| | 4 VERY IMPORTANT | 22 | 40.00 | | |
| 13 HOW IMPORTANT IS IT THAT OBJECTIVES FOR THE SCHOOL SHOULD BE CLEARLY STATED IN MEASURABLE TERMS. | 1 OF LITTLE IMPORTANCE | 7 | 12.73 | 2.618 | 55 |
| | 2 OF SOME IMPORTANCE | 14 | 25.45 | | |
| | 3 IMPORTANT | 27 | 49.09 | | |
| | 4 VERY IMPORTANT | 7 | 12.73 | | |
| 20 HOW IMPORTANT IS IT THAT THE SCHOOL'S OBJECTIVES SHOULD BE REALISTICALLY OBTAINABLE. | 1 OF LITTLE IMPORTANCE | 0 | 0.00 | 3.418 | 55 |
| | 2 OF SOME IMPORTANCE | 5 | 9.09 | | |
| | 3 IMPORTANT | 22 | 40.00 | | |
| | 4 VERY IMPORTANT | 28 | 50.91 | | |
| 23 HOW IMPORTANT IS IT THAT THE PRINCIPAL SHOULD COMMUNICATE HIS SUPERVISORY ASSESSMENT OF INSTRUCTION TO THE TEACHING STAFF. | 1 OF LITTLE IMPORTANCE | 0 | 0.00 | 3.278 | 54 |
| | 2 OF SOME IMPORTANCE | 6 | 11.11 | | |
| | 3 IMPORTANT | 27 | 50.00 | | |
| | 4 VERY IMPORTANT | 21 | 38.89 | | |
| 28 HOW IMPORTANT IS IT THAT SUPPLIES AND EQUIPMENT PURCHASES SHOULD REFLECT IDENTIFIED INSTRUCTIONAL GOALS AND PRIORITIES. | 1 OF LITTLE IMPORTANCE | 1 | 1.82 | 3.218 | 55 |
| | 2 OF SOME IMPORTANCE | 6 | 10.91 | | |
| | 3 IMPORTANT | 28 | 50.91 | | |
| | 4 VERY IMPORTANT | 20 | 36.36 | | |
| 29 HOW IMPORTANT IS IT THAT TEACHERS SHOULD USE THE CHECKLISTS OF CREDEABLE CRITERIA TO ASSESS THEIR INSTRUCTIONAL PROGRAM. | 1 OF LITTLE IMPORTANCE | 4 | 7.27 | 2.927 | 55 |
| | 2 OF SOME IMPORTANCE | 13 | 23.64 | | |
| | 3 IMPORTANT | 21 | 38.18 | | |
| | 4 VERY IMPORTANT | 17 | 30.91 | | |
| 46 SUMMARY OF ALL ITEMS ABOVE FOR WHICH MEANS ARE GIVEN. | 1 | 12 | 2.73 | 3.171 | 439 |
| | 2 | 58 | 13.21 | | |
| | 3 | 212 | 48.29 | | |
| | 4 | 157 | 35.76 | | |

FOURTH-SURVEY RESULTS
ALL SCHOOLS

MANAGEMENT AND ACCOUNTABILITY SYSTEM--PRINCIPALS' QUESTIONNAIRE--1976-77
OBJECTIVE 2--PERSONNEL MANAGEMENT PROCEDURES ARE ADMINISTERED.

| ITEM | CHOICE | TALLY | PERCENT | MEAN OR MODE | N-COUNT FOR THIS ITEM |
|---|------------------------|-------|---------|--------------|-----------------------|
| 3 HOW IMPORTANT IS IT THAT THE STAFF SHOULD BE PROVIDED WITH PERTINENT INFORMATION REGARDING DISTRICT POLICIES AND REGULATIONS. | 1 OF LITTLE IMPORTANCE | 0 | 0.00 | 3.564 | 55 |
| | 2 OF SOME IMPORTANCE | 3 | 5.45 | | |
| | 3 IMPORTANT | 18 | 32.73 | | |
| | 4 VERY IMPORTANT | 34 | 61.82 | | |
| 34 HOW IMPORTANT IS IT THAT THE PRINCIPAL SHOULD IMPLEMENT PERSONNEL MANAGEMENT PROCEDURES WHICH HELP TO IMPROVE INSTRUCTION. | 1 OF LITTLE IMPORTANCE | 0 | 0.00 | 3.436 | 55 |
| | 2 OF SOME IMPORTANCE | 5 | 9.09 | | |
| | 3 IMPORTANT | 21 | 38.18 | | |
| | 4 VERY IMPORTANT | 29 | 52.73 | | |
| 37 HOW IMPORTANT IS IT THAT TEACHERS' PERFORMANCE SHOULD BE EVALUATED IN TERMS AGREED UPON IN ADVANCE. | 1 OF LITTLE IMPORTANCE | 2 | 3.70 | 3.278 | 54 |
| | 2 OF SOME IMPORTANCE | 4 | 7.41 | | |
| | 3 IMPORTANT | 25 | 46.30 | | |
| | 4 VERY IMPORTANT | 23 | 42.59 | | |
| 35 HOW IMPORTANT IS IT THAT THE PRINCIPAL SHOULD ASSIST TEACHERS IN PLANNING TO ACHIEVE PRIORITY OBJECTIVES THAT CONCERN THEM. | 1 OF LITTLE IMPORTANCE | 0 | 0.00 | 3.273 | 55 |
| | 2 OF SOME IMPORTANCE | 2 | 3.64 | | |
| | 3 IMPORTANT | 36 | 65.45 | | |
| | 4 VERY IMPORTANT | 17 | 30.91 | | |
| 37 HOW IMPORTANT IS IT THAT THE PRINCIPAL SHOULD ASSIST TEACHERS IN OBTAINING THE NECESSARY RESOURCES TO ACHIEVE THEIR OBJECTIVES. | 1 OF LITTLE IMPORTANCE | 0 | 0.00 | 3.585 | 55 |
| | 2 OF SOME IMPORTANCE | 2 | 3.64 | | |
| | 3 IMPORTANT | 21 | 38.18 | | |
| | 4 VERY IMPORTANT | 32 | 58.18 | | |
| 41 HOW IMPORTANT IS IT THAT THE PRINCIPAL SHOULD USE THE CHECK-LISTS OF OBSERVABLE CRITERIA TO ASSESS TEACHERS' INSTRUCTIONAL PROGRAMS. | 1 OF LITTLE IMPORTANCE | 1 | 1.82 | 3.109 | 55 |
| | 2 OF SOME IMPORTANCE | 13 | 23.64 | | |
| | 3 IMPORTANT | 20 | 36.36 | | |
| | 4 VERY IMPORTANT | 21 | 38.18 | | |
| 42 HOW IMPORTANT IS IT THAT THE PRINCIPAL SHOULD ENSURE THAT THE SCHOOL STAFF IS HELD ACCOUNTABLE FOR ALL APPLICABLE EMPLOYEE QUALIFICATIONS. | 1 OF LITTLE IMPORTANCE | 1 | 1.82 | 3.255 | 55 |
| | 2 OF SOME IMPORTANCE | 2 | 3.64 | | |
| | 3 IMPORTANT | 34 | 61.82 | | |
| | 4 VERY IMPORTANT | 18 | 32.73 | | |
| 43 HOW IMPORTANT IS IT THAT THE PRINCIPAL SHOULD MAKE FREQUENT VISITS TO CLASSROOMS TO DIRECTLY OBSERVE THE INSTRUCTIONAL PROGRAM. | 1 OF LITTLE IMPORTANCE | 0 | 0.00 | 3.465 | 55 |
| | 2 OF SOME IMPORTANCE | 4 | 7.27 | | |
| | 3 IMPORTANT | 22 | 40.00 | | |
| | 4 VERY IMPORTANT | 29 | 52.73 | | |
| 45 HOW IMPORTANT IS IT THAT THE PRINCIPAL'S ASSESSMENT OF THE INSTRUCTIONAL PROGRAM SHOULD BE EFFECTIVELY COMMUNICATED TO THE TEACHERS. | 1 OF LITTLE IMPORTANCE | 1 | 1.82 | 3.564 | 55 |
| | 2 OF SOME IMPORTANCE | 1 | 1.82 | | |
| | 3 IMPORTANT | 19 | 34.55 | | |
| | 4 VERY IMPORTANT | 34 | 61.82 | | |

FORTY-N-SURVEY RESULTS
ALL SCHOOLS

MANAGEMENT AND ACCOUNTABILITY SYSTEM--PRINCIPALS' QUESTIONNAIRE--1976-77
OBJECTIVE 2--PERSONNEL MANAGEMENT PROCEDURES ARE ADMINISTERED.

(CONTINUED)

| ITEM | CHOICE | TALLY | PERCENT | MEAN OR MODE | N-COUNT FOR THIS ITEM |
|--|--------|-------|---------|--------------|-----------------------|
| 46 SUMMARY OF ALL ITEMS ABOVE FOR WHICH MEANS ARE GIVEN. | 1 | 5 | 1.01 | 3.387 | 494 |
| | 2 | 36 | 7.29 | | |
| | 3 | 216 | 43.72 | | |
| | 4 | 237 | 47.98 | | |

FORTRAN-SURVEY RESULTS
ALL SCHOOLS

MANAGEMENT AND ACCOUNTABILITY SYSTEM--PRINCIPALS' QUESTIONNAIRE--1976-77
OBJECTIVE 3--STAFF EFFECTIVENESS AND MOJALE ARE PROMOTED.

| ITEM | CHOICE | TALLY | PERCENT | MEAN OR MODE | N-COUNT FOR THIS ITEM |
|------|------------------------|-------|---------|--------------|-----------------------|
| 5 | 1 OF LITTLE IMPORTANCE | 0 | 0.00 | 3.745 | 55 |
| | 2 OF SOME IMPORTANCE | 1 | 1.82 | | |
| | 3 IMPORTANT | 12 | 21.82 | | |
| | 4 VERY IMPORTANT | 42 | 76.36 | | |
| 6 | 1 OF LITTLE IMPORTANCE | 1 | 1.95 | 3.444 | 54 |
| | 2 OF SOME IMPORTANCE | 3 | 5.56 | | |
| | 3 IMPORTANT | 21 | 38.89 | | |
| | 4 VERY IMPORTANT | 29 | 53.70 | | |
| 7 | 1 OF LITTLE IMPORTANCE | 0 | 0.00 | 3.148 | 54 |
| | 2 OF SOME IMPORTANCE | 10 | 18.52 | | |
| | 3 IMPORTANT | 26 | 48.15 | | |
| | 4 VERY IMPORTANT | 18 | 33.33 | | |
| 10 | 1 OF LITTLE IMPORTANCE | 0 | 0.00 | 3.327 | 55 |
| | 2 OF SOME IMPORTANCE | 4 | 7.27 | | |
| | 3 IMPORTANT | 29 | 52.73 | | |
| | 4 VERY IMPORTANT | 22 | 40.00 | | |
| 15 | 1 OF LITTLE IMPORTANCE | 0 | 0.00 | 3.473 | 55 |
| | 2 OF SOME IMPORTANCE | 3 | 5.45 | | |
| | 3 IMPORTANT | 23 | 41.82 | | |
| | 4 VERY IMPORTANT | 29 | 52.73 | | |
| 16 | 1 OF LITTLE IMPORTANCE | 0 | 0.00 | 3.455 | 55 |
| | 2 OF SOME IMPORTANCE | 6 | 10.91 | | |
| | 3 IMPORTANT | 18 | 32.73 | | |
| | 4 VERY IMPORTANT | 31 | 56.36 | | |
| 22 | 1 OF LITTLE IMPORTANCE | 0 | 0.00 | 3.382 | 55 |
| | 2 OF SOME IMPORTANCE | 4 | 7.27 | | |
| | 3 IMPORTANT | 26 | 47.27 | | |
| | 4 VERY IMPORTANT | 25 | 45.45 | | |
| 25 | 1 OF LITTLE IMPORTANCE | 0 | 0.00 | 3.400 | 55 |
| | 2 OF SOME IMPORTANCE | 2 | 3.64 | | |
| | 3 IMPORTANT | 29 | 52.73 | | |
| | 4 VERY IMPORTANT | 24 | 43.64 | | |
| 26 | 1 OF LITTLE IMPORTANCE | 0 | 0.00 | 3.473 | 55 |
| | 2 OF SOME IMPORTANCE | 0 | 0.00 | | |
| | 3 IMPORTANT | 29 | 52.73 | | |
| | 4 VERY IMPORTANT | 26 | 47.27 | | |

FERTIN-SURVEY RESULTS
ALL SCHOOLS

MANAGEMENT AND ACCOUNTABILITY SYSTEM--PRINCIPALS' QUESTIONNAIRE--1976-77
OBJECTIVE 3--STAFF EFFECTIVENESS AND MORALE ARE PROMOTED.

(CONTINUED)

| ITEM | CHOICE | TALLY | PERCENT | MEAN OR MODE | N-COUNT FOR THIS ITEM |
|---|------------------------|-------|---------|--------------|-----------------------|
| 32 HOW IMPORTANT IS IT THAT THE PRINCIPAL SHOULD HAVE A WORKING KNOWLEDGE OF PROVEN PSYCHOLOGICAL PRINCIPLES OF LEARNING. | 1 OF LITTLE IMPORTANCE | 0 | 0.00 | 3.600 | 55 |
| | 2 OF SOME IMPORTANCE | 1 | 1.82 | | |
| | 3 IMPORTANT | 20 | 36.76 | | |
| | 4 VERY IMPORTANT | 34 | 61.82 | | |
| 36 HOW IMPORTANT IS IT THAT PETERS DIRECTED BY THE PRINCIPAL SHOULD BE EFFECTIVE. | 1 OF LITTLE IMPORTANCE | 0 | 0.00 | 3.491 | 55 |
| | 2 OF SOME IMPORTANCE | 1 | 1.82 | | |
| | 3 IMPORTANT | 26 | 47.27 | | |
| | 4 VERY IMPORTANT | 28 | 50.91 | | |
| 39 HOW IMPORTANT IS IT THAT TEACHERS SHOULD FEEL FREE TO DISCUSS IMPORTANT ISSUES WITH THE PRINCIPAL. | 1 OF LITTLE IMPORTANCE | 0 | 0.00 | 3.836 | 55 |
| | 2 OF SOME IMPORTANCE | 1 | 1.82 | | |
| | 3 IMPORTANT | 7 | 12.73 | | |
| | 4 VERY IMPORTANT | 47 | 85.45 | | |
| 48 HOW IMPORTANT IS IT THAT THE PRINCIPAL SHOULD PROMOTE CONFIDENCE AND TRUST WITHIN THE STAFF. | 1 OF LITTLE IMPORTANCE | 0 | 0.00 | 3.741 | 54 |
| | 2 OF SOME IMPORTANCE | 0 | 0.00 | | |
| | 3 IMPORTANT | 14 | 25.93 | | |
| | 4 VERY IMPORTANT | 40 | 74.07 | | |
| 46 SUMMARY OF ALL ITEMS ABOVE FOR WHICH MEANS WERE GIVEN. | 1 | 1 | 0.14 | 3.501 | 712 |
| | 2 | 36 | 5.06 | | |
| | 3 | 280 | 39.33 | | |
| | 4 | 395 | 55.48 | | |

FORTRAN-SURVEY RESULTS
ALL SCHOOLS

MANAGEMENT AND ACCOUNTABILITY SYSTEM--PRINCIPALS' QUESTIONNAIRE--1976-77
OBJECTIVE 4--COMMUNITY CONFIDENCE IS ESTABLISHED AND MAINTAINED.

| ITEM | CHOICE | TALLY | PERCENT | MEAN OR MODE | N-COUNT FOR THIS ITEM |
|--|------------------------|-------|---------|--------------|-----------------------|
| 4 HOW IMPORTANT IS IT THAT THE SCHOOL SHOULD HAVE AN EFFECTIVELY ORGANIZED PARENT GROUP. | 1 OF LITTLE IMPORTANCE | 3 | 5.45 | 2.836 | 55 |
| | 2 OF SOME IMPORTANCE | 17 | 30.91 | | |
| | 3 IMPORTANT | 21 | 38.18 | | |
| | 4 VERY IMPORTANT | 14 | 25.45 | | |
| 8 HOW IMPORTANT IS IT THAT PARENT-TEACHER CONFERENCES CONDUCTED BY TEACHERS SHOULD BE VALUABLE. | 1 OF LITTLE IMPORTANCE | 0 | 0.00 | 3.600 | 55 |
| | 2 OF SOME IMPORTANCE | 2 | 3.64 | | |
| | 3 IMPORTANT | 18 | 32.73 | | |
| | 4 VERY IMPORTANT | 35 | 63.64 | | |
| 11 HOW IMPORTANT IS IT THAT THE COMMUNITY SHOULD BE KEPT WELL INFORMED REGARDING SCHOOL OBJECTIVES, PROGRAMS, AND PROCEDURES. | 1 OF LITTLE IMPORTANCE | 2 | 3.64 | 3.218 | 55 |
| | 2 OF SOME IMPORTANCE | 3 | 5.45 | | |
| | 3 IMPORTANT | 31 | 56.36 | | |
| | 4 VERY IMPORTANT | 19 | 34.55 | | |
| 21 HOW IMPORTANT IS IT THAT CONVE-NIENT MEANS SHOULD BE PROVIDED FOR PARENTS TO EXPRESS THEIR OPINIONS AND SUGGESTIONS REGARD-ING THE SCHOOL. | 1 OF LITTLE IMPORTANCE | 0 | 0.00 | 3.164 | 55 |
| | 2 OF SOME IMPORTANCE | 8 | 14.55 | | |
| | 3 IMPORTANT | 30 | 54.55 | | |
| | 4 VERY IMPORTANT | 17 | 30.91 | | |
| 24 HOW IMPORTANT IS IT THAT THE PRINCIPAL SHOULD PROVIDE EFFEC-TIVE MEANS FOR PARENTS TO BE INVOLVED AT THE SCHOOL. | 1 OF LITTLE IMPORTANCE | 2 | 3.64 | 2.909 | 55 |
| | 2 OF SOME IMPORTANCE | 12 | 21.82 | | |
| | 3 IMPORTANT | 30 | 54.55 | | |
| | 4 VERY IMPORTANT | 11 | 20.00 | | |
| 40 HOW IMPORTANT IS IT THAT THE PRINCIPAL SHOULD EMPLOY EFFEC-TIVE STRATEGIES IN ESTABLISHING AND MAINTAINING THE CONFIDENCE OF THE COMMUNITY. | 1 OF LITTLE IMPORTANCE | 0 | 0.00 | 3.400 | 55 |
| | 2 OF SOME IMPORTANCE | 3 | 5.45 | | |
| | 3 IMPORTANT | 27 | 49.09 | | |
| | 4 VERY IMPORTANT | 25 | 45.45 | | |

| 45 SUMMARY OF ALL ITEMS ABOVE FOR WHICH MEANS ARE GIVEN. | TALLY | PERCENT | MEAN OR MODE | N-COUNT FOR THIS ITEM |
|--|-------|---------|--------------|-----------------------|
| 1 | 7 | 2.12 | 3.188 | 330 |
| 2 | 45 | 13.64 | | |
| 3 | 157 | 47.58 | | |
| 4 | 121 | 36.67 | | |

FORTRAN-SURVEY RESULTS
ALL SCHOOLS

MANAGEMENT AND ACCOUNTABILITY SYSTEM--PRINCIPALS' QUESTIONNAIRE--1976-77
OBJECTIVE 5--MANAGEMENT ORGANIZATION AND PROCEDURES ARE ESTABLISHED.

| ITEM | CHOICE | TALLY | PERCENT | MEAN OR MODE | N-COUNT FOR THIS ITEM |
|---|------------------------|-------|---------|--------------|-----------------------|
| 9 HOW IMPORTANT IS IT THAT SUPERVISOR'S VISITATION OF STUDENTS DURING NON-INSTRUCTIONAL TIME SHOULD BE APPROPRIATELY MANAGED. | 1 OF LITTLE IMPORTANCE | 0 | 0.00 | 3.455 | 55 |
| | 2 OF SOME IMPORTANCE | 3 | 5.45 | | |
| | 3 IMPORTANT | 24 | 43.64 | | |
| | 4 VERY IMPORTANT | 28 | 50.91 | | |
| 18 HOW IMPORTANT IS IT THAT WHEN STUDENTS ARE REFERRED TO THE OFFICE ACTION SHOULD BE TAKEN BY THE PRINCIPAL. | 1 OF LITTLE IMPORTANCE | 3 | 5.45 | 2.855 | 55 |
| | 2 OF SOME IMPORTANCE | 10 | 18.18 | | |
| | 3 IMPORTANT | 34 | 61.82 | | |
| | 4 VERY IMPORTANT | 8 | 14.55 | | |
| 19 HOW IMPORTANT IS IT THAT ROUTINE SCHOOL MANAGEMENT FUNCTIONS SHOULD REFLECT EFFICIENT OPERATING PROCEDURES. | 1 OF LITTLE IMPORTANCE | 0 | 0.00 | 3.345 | 55 |
| | 2 OF SOME IMPORTANCE | 4 | 7.27 | | |
| | 3 IMPORTANT | 28 | 50.91 | | |
| | 4 VERY IMPORTANT | 23 | 41.82 | | |
| 27 HOW IMPORTANT IS IT THAT THE SCHOOL BUILDINGS AND GROUNDS SHOULD APPEAR CLEAN AND WELL MAINTAINED. | 1 OF LITTLE IMPORTANCE | 0 | 0.00 | 3.333 | 54 |
| | 2 OF SOME IMPORTANCE | 4 | 7.41 | | |
| | 3 IMPORTANT | 28 | 51.85 | | |
| | 4 VERY IMPORTANT | 22 | 40.74 | | |
| 30 HOW IMPORTANT IS IT THAT THE LIBRARY RESOURCE CENTER PROGRAM OF THE SCHOOL SHOULD ENHANCE THE INSTRUCTIONAL ACTIVITIES OF THE CLASSROOM. | 1 OF LITTLE IMPORTANCE | 0 | 0.00 | 3.709 | 55 |
| | 2 OF SOME IMPORTANCE | 0 | 0.00 | | |
| | 3 IMPORTANT | 16 | 29.09 | | |
| | 4 VERY IMPORTANT | 39 | 70.91 | | |
| 31 HOW IMPORTANT IS IT THAT SUPPLIES AND EQUIPMENT SHOULD BE MADE AVAILABLE ON A REASONABLE BASIS. | 1 OF LITTLE IMPORTANCE | 0 | 0.00 | 3.463 | 54 |
| | 2 OF SOME IMPORTANCE | 0 | 0.00 | | |
| | 3 IMPORTANT | 29 | 53.70 | | |
| | 4 VERY IMPORTANT | 25 | 46.30 | | |
| 33 HOW IMPORTANT IS IT THAT THE OFFICE PERSONNEL OF THE SCHOOL SHOULD BE UNDERSTANDING AND HELPFUL. | 1 OF LITTLE IMPORTANCE | 0 | 0.00 | 3.509 | 55 |
| | 2 OF SOME IMPORTANCE | 2 | 3.64 | | |
| | 3 IMPORTANT | 23 | 41.82 | | |
| | 4 VERY IMPORTANT | 30 | 54.55 | | |
| 34 HOW IMPORTANT IS IT THAT THERE SHOULD BE GOOD STUDENT DISCIPLINE IN THE SCHOOL. | 1 OF LITTLE IMPORTANCE | 0 | 0.00 | 3.691 | 55 |
| | 2 OF SOME IMPORTANCE | 1 | 1.82 | | |
| | 3 IMPORTANT | 15 | 27.27 | | |
| | 4 VERY IMPORTANT | 39 | 70.91 | | |
| 38 HOW IMPORTANT IS IT THAT STAFFED SCHOOL REGULATIONS AND MANAGEMENT PROCEDURES SHOULD BE CLEARLY WRITTEN IN A STAFF HANDBOOK. | 1 OF LITTLE IMPORTANCE | 1 | 1.82 | 3.109 | 55 |
| | 2 OF SOME IMPORTANCE | 10 | 18.18 | | |
| | 3 IMPORTANT | 26 | 47.27 | | |
| | 4 VERY IMPORTANT | 18 | 32.73 | | |

FORTRAN-SUPVEY RESULTS
ALL SCHOOLS

MANAGEMENT AND ACCOUNTABILITY SYSTEM--PRINCIPALS' QUESTIONNAIRE--1976-77
OBJECTIVE 5--MANAGEMENT ORGANIZATION AND PROCEDURES ARE ESTABLISHED. (CONTINUED)

| ITEM | CHOICE | TALLY | PERCENT | MEAN OR MODE | N-COUNT FOR THIS ITEM |
|--|--------|-------|---------|--------------|-----------------------|
| 46 SUMMARY OF ALL ITEMS ABOVE FOR WHICH MEANS ARE GIVEN. | 1 | 4 | 0.81 | 3.385 | 493 |
| | 2 | 34 | 6.90 | | |
| | 3 | 223 | 45.23 | | |
| | 4 | 232 | 47.06 | | |

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A study of the Relationships of Principals' Values
to Effectiveness in a Selected MBO Program

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University of Nevada, Las Vegas, 1977

Chairman: Dr. George Kavina

ABSTRACT

Purpose

The Division of Elementary Education in the Clark County School District (Las Vegas, Nevada) utilizes a systems approach to managing elementary schools. Given the objectives of the system and the responsibility of the elementary principals to accomplish the expectations of the system, the purpose of this study was to seek an answer to the following question:

What is the relationship between principals' effectiveness in implementing certain objectives and the importance they attach to those objectives?

Procedure

Two groups of respondents were surveyed: the elementary teachers in Clark County, who reported their perception of existing conditions relating to the specified objectives, and the elementary principals in Clark County, who reported the value (importance) they assigned to those objectives. The results received an inferential statistical analysis utilizing the Chi-square test of significance. Differences at the .05 level were considered significant.

Findings

Of the five objectives analyzed by this study, four were found to have significantly different responses reporting effectiveness and value, i.e.,

principals' effectiveness in implementing these objectives was perceived as being higher than the value the principals placed on them. These four objectives dealt with: 1) using the management model, 2) managing personnel according to prescribed standards, 3) promoting staff effectiveness, and 4) establishing community confidence. No significant difference was found between effectiveness and value on one objective which dealt with school-plant management.

Conclusions

1. While cause and effect characteristics were not firmly established, the relationship between value and effectiveness was positive.
2. For practical application in this District, value and effectiveness were essentially the same overall for each of two objectives -- personnel leadership and routine personnel management -- but were different in regards to establishing community confidence and utilizing the management model.

Implications

1. Results could be used to guide decisions regarding increasing implementing of the system.
2. Personnel functions of schools using the system need only maintenance attention.
3. Statistical application of the results could be used to weight value and effectiveness considerations in assessing the utilization of the system.