70-9598

MAXCY, Jr., Horace P., 1939-
DIMENSIONS OF THE EDUCATIONAL PLANNING PROCESS: A STUDY OF EDUCATIONAL PLANNING PROCESSES IN SELECTED MICHIGAN SCHOOL DISTRICTS.

Michigan State University, Ph.D., 1969
Education, administration

University Microfilms, A XEROX Company, Ann Arbor, Michigan

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By

Horace P. Maxcy, Jr.

A THESIS

Submitted to
Michigan State University
in partial fulfillment of the requirements
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DOCTOR OF PHILOSOPHY

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DIMENSIONS OF THE EDUCATIONAL PLANNING PROCESS:
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The purpose of this study was to explore the educational planning processes utilized by the local school districts in renewing and giving direction to their educational program.

Literature cited provided social, economic, and political perspectives of the educational planning process. It further was employed to define the four major variables of educational planning investigated: The extent of comprehensive planning, involvement in planning, the planning process, and attitudes toward planning.

The population consisted of nineteen superintendents of schools in Kent County, Michigan during the school year 1968-69. The population of school districts represented ranged from highly urban to rural in composition.

The Educational Planning Interview was designed to elicit information concerning school district planning activities. An Educational Planning Inventory was used to record responses to sixteen planning dimensions on five point ordinal scales.

Data analysis included a profile analysis to explain responses for the population to the dimensions of educational planning investigated. Two nonparametric statistical tests were used to explain the relationships among the sixteen planning dimensions under investigation.

Findings of the Study

1. Comprehensive educational planning is not generally practiced in local school districts at the present time.

2. Those effected by the educational program are not adequately involved in the planning of programs.

3. Planning carried on by local school districts lacks systematic organization.

4. Superintendents were both supportive of planning and positive in their attitude toward planning.

5. The four major variables -- the extent of comprehensive planning, the involvement in planning, the planning process, and the superintendents' attitudes toward planning -- are positively correlated.

6. Ten of the sixteen planning dimensions were found to be significantly interrelated.

7. The other dimensions were found to be significantly related to each other in a definite pattern.

ACKNOWLEDGEMENT

The writer is appreciative of the support and assistance of those who made this investigation possible.

Dr. Carl L. Midjaas, committee chairman, and Dr. Samuel A. Moore, II, Dr. Dale V. Alam, and Dr. Sheldon G. Lowry, committee members willingly gave their assistance and support in directing this study.

Dr. Maryellen McSweeney and Dr. David E. Murphy provided direction and assistance in the design of the statistical analysis for this study.

Horace P. Maxcy, Sr., Superintendent of Schools, Principal, and teacher, whose work to improve the quality of education in the state of Maine, served as an impetus for my graduate study.

My wife Marjorie's encouragement, understanding, and help made these years of graduate study an enjoyable and rewarding experience.

TABLE OF CONTENTS

TABLE OF CONTENTS CON'T.

LIST OF TABLES

LIST OF APPENDICES

CHAPTER I

INTRODUCTION

The Problem

Responsibility for education in the United States has been reserved to the individual states. The states have in turn delegated much of this responsibility to the local school districts. Traditionally the state governments have been involved in setting minimum educational standards and controlling subsidies to the local school districts. The past decade has been one in which the federal and state governments have begun to assume a leadership role in setting educational objectives. However, local school districts continue to maintain significant autonomy in the planning and developing of their educational program. Are the local school districts involved in educational planning beyond the day-to-day administration of the schools that will enable them to effectively rejuvenate the educational program?

Today's high school seniors were in kindergarten when Sputnik went into orbit around the earth. Kindergarten students in 1969 have witnessed astronauts circling the moon. The advances in technological knowledge that have made these achievements possible are only a forerunner to what today's

school child will experience in his lifetime. The knowledge and skills acquired during formal schooling can serve only as a base for continued learning in the face of rapid technological and social change. The individual's failure to continually reeducate himself will result in his becoming a dysfunctional member of society. The extent to which schools renew their educational program will have a profound effect on the ability of society to cope with the technological and social changes presently taking place.

Change in educational programs was encouraged with the advent of Sputnik; the results were new programs in the mathematics and the sciences. President Eisenhower, in a message to Congress in 1959, gave impetus to the development of new science programs.

> In the face of Soviet challenges, the security and continued well-being of the United States depends, as never before, on the extension of scientific knowledge. ...To this end I am recommending an expanded program for the National Science Foundation and a new program for the Department of Health, Education and Welfare. (14)

A less immediate effect has been a movement on the part of concerned educators and citizens to develop and to implement new programs in the language arts and social sciences. This, too, is a reflection of a growing concern regarding man's ability to understand himself in relation to the changing technology of the world.

Accompanying the new programs have been a number of innovative practices in organizing and presenting instruction. Programmed instruction, computer-assisted instruction, team

teaching, flexible modular scheduling, and continuous progress education are being incorporated into the school operation. A myriad of new electronic devices are being produced to aid the teacher in the presentation of material to the student. The quest to present the learner with the most effective means and materials is the foundation for the decades ahead.

One would be in error to assume that new programs and innovative practices are common in all schools. Many schools have added new programs to already crowded curricula; others are going through the motions of attempting innovation; others have made little substantive change since the turn of the century. School systems have improved programs and added new programs in isolation without considering the effect upon the total educational program. The total educational program has a synergistic effect on the student. Emphasis or neglect of the educational program becomes an expression of value which is conveyed to the student.

Gaining a total perspective of the educational program is a complex and endless task, but in reality neither improvement nor new direction in the program can be achieved without undertaking this task. "The concept 'need' has no meaning except in relation to goals or objectives, and this is no less true of education than any other category of needs." (41) One school district recently studied by Michigan State University's Educational Planning Services lacked any philosophy or objectives upon which to base the educational program. The same district spent less than

four days per year in which the professional staff was involved with in-service education activities that might clarify the ends and strengthen the means of the educational program.

The school district just described, like others throughout the country, is pressed for solutions to social and economic problems and must cope with the explosion of knowledge which has taken place in the world.

> Today's educators have a formidable task in seeking to select what to teach, especially in cumulative fields such as natural science. If this accumulation is plotted on a time line, beginning with the birth of Christ, it is estimated that the first doubling of knowledge occurred in 1750, the second in 1900, the third in 1950, and the fourth in 1960. (19)

Students and faculties are verbalizing a relevance which must be attained by the educational program. There is no innovational panacea which will assure relevance within the school organization. Schools have yet to unleash the human potential to search out that which is relevant in education and to continue that never ending process of searching.

> The public agencies and associations, unlike business and industrial organizations, have perceived themselves as being so sacrocanct that they have refused to accept the premise of pending obsolescence even for examination and for experimental tests of updating kinds of innovations. (46)

Making the assumption that the public schools of this country can or cannot revitalize their educational programs to meet the changes of the society would seem unwise. One must first investigate the extent to which schools are involved in activities designed to renew and change the educational program.

The Purpose of the Study

The broad purpose of this study is to explore the educational planning processes utilized by the local school districts in renewing and giving direction to their educational program. In analyzing the educational planning activities, four specific areas are examined. The areas are studied to:

1. determine the extent to which school districts are engaged in comprehensive planning of the educational program;
2. determine the involvement of staff, teachers, students, and citizens in the educational planning efforts of the school district;
3. determine the organizational pattern of the planning processes as employed by the school district; and
4. identify the attitudes held by superintendents toward the planning process.

The Need for the Study

Schools are faced with the necessity of revitalizing the educational program to meet the needs of a changing society. For change to be effective, it must have direction.

1. Rapid changes in society make continual planning for renewal necessary.
2. The scope and direction of educational planning on the local level are not well defined.

3. Only limited data are available indicating educational planning activities within local school districts.
4. Research is needed to isolate the dimensions in educational planning that increase effective implementation of educational programs.

This study is designed to supply agencies or individuals with diagnostic information concerning the educational planning processes employed by school administrators at the present time. "Once we have agreed upon the necessity for improving American education systematically, we are faced with the need for creating a 'system' for handling the task." (6) Before any individual or agency can provide leadership in the field of educational planning, it must have an information base from which it can effectively assist the administrator who is experiencing the planning problems.

Limitations of the Study

This study of educational planning practices is limited in the following manner.

1. The study is limited to nineteen superintendents of schools in Kent County, Michigan.
2. The study is limited in that information was obtained from only one source in each school district.
3. The study is limited in that information on planning practices was collected from a limited geographical region.

4. The study is limited in that information was collected from school districts varying in size, wealth, and social composition.
5. The study is limited due to each superintendent's individual perspective and problems at the time of the interview.

Definition of Terms

Comprehensive educational planning: Planning which encompasses the entire educational venture including educational programs, operations, and facilities.

Educational planner: One who coordinates the educational planning process or who acts as a catalyst in the process of educational planning.

Educational planning: The study of educational needs culminating in decisions which provide a basis for action that effects change in the educational program.

Educational planning process: The future oriented, decision making procedure to achieve the goals of the educational program.

Educational program or curriculum: Terms used interchangeably to refer to learning activities to which learners are exposed.

Innovation: Making a change in an educational practice which is new or not in common use.

In-service education program: A program of reeducation designed to inform teachers and staff of current methodology and techniques.

Positive change: A new direction taken or program implemented that will aid achievement of the institutional goals.

Methods and Procedures Used

The following statements are an overview of the methods and procedures utilized in the study.

1. A population of superintendents of school was selected for the study of educational planning practices because of their responsibility for the total educational program. The population included the nineteen superintendents of schools in Kent County, Michigan, who were responsible for administering school districts that ranged from highly urban to rural.

2. A structured interview was designed to elicit the data related to their educational planning practices. A thirty to forty minute personal interview was held with each of the nineteen superintendents.

3. An Educational Planning Inventory was designed to classify each interviewee's responses within the four areas of inquiry related to the purpose of the study.

4. A profile analysis was computed for comparative purposes. A nonparametric statistical test was used to show association among the variables. Additionally, a nonparametric test was used to check the rater's reliability for consistency over time.

5. An interpretation was made of the statistical and descriptive data. Conclusions and recommendations were made on the basis of the data.

Organization

The study is organized into five chapters:

Chapter I: The problem, objectives of the study, scope and limitations, and technical terms are defined.

Chapter II: Perspectives of educational planning are explored in relation to the four educational variables under investigation.

Chapter III: The methodology includes a definition of the population, the design of the study, a description of the instruments, and a description of the techniques used in statistical analysis of the data.

Chapter IV: The analysis of the data includes a profile analysis of responses and a factor analysis of the relationships existing between the planning variables.

Chapter V: A summary of the findings, discussion of the findings, implications for educational planning, and suggestions for further research are presented.

CHAPTER II

EDUCATIONAL PLANNING: PERSPECTIVES AND PROCESS

The scope of educational planning is today largely undefined. Anderson and Bowman (1) affirm that most educators do agree that decisions regarding education should be made "planfully" rather than ad hoc. The Review of Educational Research (11) indicates that research into the defining of the scope and dimensions of educational planning are diverse probes. The research has explored the areas of curriculum development, physical facility design, and the financing of education. In a statement applying to local school districts, Lecht (29) defines educational planning as a means of stating the nation's (or state's) priorities in education and designing programs which could achieve them. Castetter and Burchell (9) define planning as a method of thinking out purposes or acts beforehand. According to Edgar Morphet:

> Planning is not a process of speculating on probable developments and preparing a theoretical blueprint for meeting needs. Rather it is a process of attempting to determine appropriate goals and objectives, obtaining and analyzing pertinent information that will bring into focus present and emerging problems and needs, and obtaining agreement on steps and procedures that are designed to meet those needs so the objectives can be attained. (40)

Perhaps the most concise definition has been adopted by Anderson and Bowman (1) who define educational planning as the process of preparing a set of decisions for future action pertaining to education. The possible scope or direction of educational planning is not limited by its definition.

Much of the expanding body of literature concerning educational planning has been fostered by the International Institute for Educational Planning founded in 1963. The IIEP is a semi-autonomus body created by UNESCO and financially supported by the World Bank; the aim of the institute is to increase knowledge and supply educational planning experts to assist in educational development on a national level. Social and economic development among the nations is the desired end of the IIEP. (48) This literature has little direct relevance to the educational planning done by local school districts in the United States as it is concerned with the development of new educational programs in underdeveloped nations. Additionally, the IIEP is concerned with developing educational programs at the national level.

In the United States at the state level, a significant study in educational planning began in 1967. Designing Education for the Future (38, 39, 40) an eight-state project which includes Arizona, Colorado, Idaho, Montana, Nevada, New Mexico, Utah, and Wyoming is a cooperative study to determine common problems relating to future change in education and its implications. The emphasis of the study has been on the responsibilities of the states in education. The purpose of the study was:

> To assist each of the participating states to anticipate the changes that are likely to take place in this country, in the eight-state area, and within the state during the next ten to fifteen years, and to plan and implement changes and improvements that should be made in the educational organization and program during that period. (38)

Such a planning effort should give impetus for change within the local school districts.

Virtually no empirical data are available relating directly to educational planning efforts of local school districts to increase their effectiveness. After examining the comprehensive planning efforts of local school districts and the new programs that they have developed to improve their educational program, Chase (10) concludes that:

> Without an adequate understanding of the forces influencing change in education or the processes through which the institutions of education interact with the culture and society, it is difficult to predict the direction and amount of future change or to specify the factors which are likely to determine changes in the future. Consequently, attempts to intervene in educational change processes are likely to be inept and ineffective. (10)

Educational planning being largely undefined creates the need to examine its possible scope and direction from three perspectives as well as the need to explore the emerging thought in relation to the four areas of inquiry in the study. The three perspectives of educational planning examined are the social, the economic, and the political. The extent of comprehensive planning, the involvement in planning, the planning process, and the superintendent's attitudes are explored individually forming a basis upon which to interpret the data involved in the study.

Perspectives on Educational Planning: Social, Economic, and Political

Educational planning on the national and international level is described by some writers as an integral part of economic planning. Current literature is considering educational planning as a separate entity of which economic planning is only one element. Educational planning is becoming as complex as the function education must perform in society. Anderson and Bowman (2) stress that the focus in education should be more on people and less on the production of "human resources."

Extensive descriptions of the social, economic, and political forces which are influencing our educational system have been made. From selected descriptions of these interrelated forces, a summation of the possible scope of educational planning is made.

Gow, Holzner, and Pendleton (16), examining education from a social perspective, state that no realm of American society is more directly affected by recent social change than the educational system at all levels. They continue that only through the effective educational system can the maximum number of persons be incorporated into the mainstream of the modern society. The educational system remains a prime means for transmitting the social and cultural values of the society. Miller (37), in examining factors that influence change, indicated that democracy as a process fosters vigorous ideas and competition in ideas to improve society.

Rudman (44) stresses the social challenge that is facing American education.

> The schools must make their students literate, productive citizens of the community and must instill in them an understanding not only of differences among Americans but also of those differences that distinguish the peoples of the rest of the world. ...the American citizen, regardless of his heritage, will have to become better. Upon the schools--more than any other social agency--rests the responsibility for bringing this about. (44)

Our educational institutions are being asked to take a leadership role in the effort to eliminate poverty, to effect racial integration, and to ease the adjustment to metropolitanism. Spodek (47) speaks of the sixties as the decade in which society is concerned for the disadvantaged and the establishment of conditions which tend to perpetuate poverty. Educational planning faces the challenge of developing programs to break the pattern of continued poverty. The Coleman Report (12) on the Equality of Educational Opportunity sharply attacks the inequalities which exist within present educational opportunities for minority groups. Although in 1954 the Supreme Court stated that separate schools for Negro and white students were inherently unequal, American public education in all regions where Negroes are a significant portion of the population remain unequal. The social implication of integration extends deeper than the moving of attendance boundries. Educational planning faces the task of developing means for successful integration.

Havighurst (23), focusing on the growing trend toward metropolitanism, outlines the role of the school in

familiarizing children with the concept of being citizens of a metropolitan area as opposed to only a small segment of it. Adjusting to the concept of metropolitan living has ramifications for all phases of life. Education should play a significant role in the adjustment process.

Gow, Holzner, and Pendleton (16) sum up the influence of economics on our school systems as the only means of realizing the nation's full economic potential. Educational planning is concerned with the role education is to play in the developing economy of the nation. Education is viewed by the economist as the means for developing human resources to spur economic growth. Anderson and Bowman (1) maintain that educational planning is the scheduling of the flow of raw material through the educational agencies and into the economy as specified kinds of manpower. Parnes (41) points out that manpower development is one of the functions of an educational system and it must be able to meet this obligation. Additionally he notes the interrelation of economic needs and the cultural needs of the society, and the difficulty separating the two. Anderson, Bowman, Davis, and Parnes (1, 2, 15, 40) view manpower planning as a means of educational planning that can stifle creativity and innovation. There is a need to plan

> ...for flexibility, both in the human resources we create and in the scope for future revision of plans. It must be evident also that however skilled the planner-technicians, most important of all is men wise enough not only to plan for others but also to plan so as to encourage others to plan for themselves, whether in a socialist state or a welfare state. (2)

Educational planning on the state, regional, and local level will be affected by the economic projections and priorities on the national level but will also be affected by economic conditions that are peculiar in the regions. Colm (13) examines two economic factors brought about by the rapid advances in technology and which will have increasing impact on the educational system of the future. Increasing automation is reducing the manpower needed to maintain production and unemployment will result unless production is expanded. These technological advances are decreasing some need for unskilled labor while creating the need for a labor force that has basic skills and is easily adjustible to new working conditions. Colm (13) describes the implications for education as extending beyond the technical and utilitarian to the humanitarian. Without such knowledge the achievements of the technological age will be lost.

The political influence (16) in the schools is increasing as the schools have become the change agent for implementing public policy formulated by the government at various levels. The political forces are increasing their role in setting the direction for the schools. Two implications for educational planning are noted: first, the utilization of the schools to achieve national, state, and local goals; second, current movement of centralization and decentralization of school districts.

The increased role of the federal and state governments in formulating educational policy reflects a concern for the welfare and security of the country.

> The new programs extend far beyond the earlier federal educational commitment in which the three largest federal programs were surplus property, school lunches and special milk--which are obviously only indirectly related to educational goals. The new programs include such basic educational components as programs for books and materials, student support, teaching equipment and provisions for training personnel. (33)

New patterns of interrelationships are being formed between the various levels of governments which will affect educational planning on all levels. These policy changes are urban oriented and

> ...can be classified into several different patterns of inter-governmental involvement, including federal aids designed to strengthen state departments of education, aid to schools through state education departments, aids through other state agencies, and direct federal assistance to school systems to develop innovative ways to meet pressing education problems. (3)

The total educational program as well as its segments has definite implications for the future social, economic, and political life in a community. Educational planning must consider these interrelated implications in the development of new programs and in the renewal of existing programs. The ultimate measure of the school's success will be the number of its students who become functional and contributing members of this complex society.

Educational Planning: Process

The broad purpose of the study is to explore the educational planning practices of a population of Michigan school superintendents. The following section examines the

literature as it relates to the four specific areas of inquiry in the study.

Objective I

The first objective of this study is to determine the extent to which school districts are engaged in comprehensive planning of the educational program.

John I. Goodlad (18), in speaking of the need for a continual process of curriculum revision, declares that

> ...curriculum, then, becomes a major focal point in determining the extent to which young persons are being brought into possession of their culture. It is the curriculum that is most susceptible to ossification and it is the curriculum that must be continuously rejuvenated through innovation, now more urgently than yesterday.

The literature generally indicates that educators have not accepted the need for comprehensive and long-range planning. Plans are made--but too frequently the plans for tomorrow include that which was completed yesterday. Jesser (26) accuses educators of not looking at future situations and designing the most reasonable approach to meeting these problems. Sower (46) explains that human service organizations such as the educational system are prohibited by their complexity from utilizing the body of new knowledge that would allow them to improve themselves.

Industry and government have been involved in comprehensive and long-range planning for many years but, as the literature cited indicated, education is only starting to consider the planning process as a means of self-renewal. The local school districts in the United States are in a

unique position in the process of rejuvenation because of the autonomy for program change allowed by the federal and state governments.

Goodlad (17) describes forces for reform movement in curriculum as primarily coming from outside the realm of educators. The movement is national in scope but is not under direct government control. Miles (34) emphasizes schools as social institutions which will change more rapidly during periods of general change. The impetus to change has come from an aroused awareness of the people of the need to improve and of the desire to meet national challenges.

The challenge of the space race resulted in significant content and organization changes within science and mathematics curricula. The National Science Foundation was founded in 1950 by an Act of Congress as scientists, educators, and politicians were becoming aware of the need for increasing the interest and manpower in science. The NSF has been the major funding agent of research, development, and implementation of new science and math programs. The programs, initially focused on secondary education, have extended downward to the elementary schools. Jacobson (25), in examining the evaluative procedures of the NSF, finds the information concerning the success of the efforts inadequate. Evaluation money has been spent on the improvement of the products rather than on determining the extent of success in student's learning.

An awareness of the need for changes in the social studies and language arts is necessary to meet the challenges

of the move to metropolitanism.

> Metropolitanism is the result of a process of redistribution of people and jobs which has taken place during the present century. Since World War I, people have moved from the open country and the small towns and cities to the larger cities where the jobs were in a rapidly industrializing society. Then, from the cities, they streamed into the suburbs to live and often to work, as decentralization of industry and business took place after World War II. (23)

The fact of metropolitanism with its benefits and problems tends to clarify new challenges for youth in communications and human understanding. The need for change is evidenced in the literature but the extent of comprehensive planning for change has thus far been limited.

It is within the scope of educational planning to exploit the human resources, social skills, and communicativeness of the school organization in developing alternatives in meeting the challenge of a changing society. There is no clearly defined set of educational problems in any local school districts, so each district must develop an awareness of those unique problems facing it and plan for their solution.

The complexity of planning the educational program has been reduced to capsule form. The task of putting the total educational program into perspective is the initial function of educational planning. This process must be continuous if the educational system is to influence the solution of current and future problems facing society. If planning is to effectively renew the educational program, then it will have to be viewed as a process that explores the alternatives and results in rational decisions as to direction.

The direction must not be interpreted as an unalterable plan.

Objective II

The second objective of the study is to determine the level of involvement of staff, teachers, students, and citizens in the educational planning efforts of the school districts.

Educational planning is carried on at different levels; national, state, regional, and local. The type and level of involvement in educational planning activities will differ at various levels. This study examines only the educational planning activities within the local school district. The most significant differences in educational planning may occur as the result of the type of theoretical organization of the school's administration rather than as the result of the varying size of the school operation.

McGregor (8, 32) describes two contrasting theoretical concepts of organization; Theory X is the traditional concept of organization and Theory Y is the emerging, modern concept of organization.

In a Theory X organization, management is responsible for and directs all facets of the operation of the organization. The employees' efforts are directed, motivated, and controlled by the management. The management assumes that people are passive and resistant to change. Theory X would focus planning activities in a school district at the top of the hierarchy. The planning and decision-making process

would be located within the central office administrative staff. No involvement of the teaching staff would occur in the planning of new programs and communication concerning new programs would flow from the central office downward.

In a Theory Y organization, management remains responsible for all operational facets of the program. However, the employees are not assumed to be passive or resistant to change and are self-motivated, responsible members of the organization. It is management's responsibility to bring about these conditions. Participation or involvement in planning activities is maximized. Within the school organization, all persons touched by the educational program would be involved in the planning and decision-making process.

Likert (30) defines a concept of organization similar to Theory X as Exploitive Authoritative or System 1 type of organization which allows no involvement in developing goals and objectives. Little influence, formal or informal, is exerted by those not in the organizations hierarchy. The Participation Group or System 4 concept is similar to Theory Y and employs group planning and decision-making with involvement in the process widely diffused throughout the organization. Both Likert (30) and McGregor (32) see organizations operating on a continuum moving toward the System 4 or Theory Y concept of organization. Likert (30) describes the intermediate systems of organization as Benevolent Authoritative and Consultative; each system is oriented toward greater roles in planning and decision making by the staff.

The Theory Y or System 4 of administration with its emphasis on utilizing the human resources or organizations in goal setting and decision making to achieve higher output seems to be indicative of the movement of present-day organizations. Miles (35) cites the human resources approach as emerging from the human relations movement of the 1920's; the distinction being that the human relations model offers involvement as a means of improving morale as opposed to the human resource concept which involves staff as a means of utilizing their fullest potential in achieving higher output. Miles surveyed the beliefs and opinions of 215 middle- and upper-level managers of companies and 300 administrators from public agencies. His findings indicated that managers generally accept the concept of involvement or participation, but at the same time doubt their subordinates' ability to be self-directing and contributing members of the organization.

Staff responsible for executing comprehensive plans should be given responsibilities for the proposing of the plans. (24) Hartley (21) indicates that participatory planning involving those affected by the projected changes has a number of benefits. Such planning reduces the ambiguity of directions and dysfunctional policy as well as the alienation, apathy, dislike, and ambivalent feelings that result from noninvolvement in the development of new programs. Hartley cites six members of the school organization who should be involved in the planning process.

1. Students: the client served by the school;
2. Teachers: the major element of the professional staff;
3. Building Administrators: principals and supervisors;
4. Central Office Administrators: superintendents and assistants;
5. Board of Education: representing the public; and
6. Paraprofessionals and other employees: supporting and services. (21)

This study is designed to determine the extent the groups mentioned above are included in the educational planning activities of the local school districts. Citizens were included in the study and are only represented indirectly through the Board of Education in the listing above. Kimbrough (28) cites the involvement of citizen leadership within the community. He also noted that citizens often see the Board of Education as an interest group and are frequently suspicious of their decisions.

Objective III

The third objective of the study is to determine the organizational pattern of the planning process employed by the school district.

The rapid growth of school systems and the increasing demands placed on the school systems to add to the educational program have fostered efforts to improve the planning methods used in education. The military and industry have long been involved in comprehensive short- and long-range planning on an

extensive scale but educators have been reticent to adopt their methods. The outputs in the educational enterprise are to a great extent less easily quantifiable and on the whole educators have not attempted to employ systematic and comprehensive processes to establish goals, priorities, and future direction. Hartley (21), in developing a systems approach to planning, defines planning as "a rational means-ends assessment of resources and objectives by all interested parties, although some cynics contend that in education, there are only means, no ends."

Bidwell (5) notes empirical literature concerning the organization of schools is fragmentary. Specific data relating to educational planning practices of local school districts is not available. Studies relating to the long- and short-range planning of budgets and facilities are available but relate only indirectly to the concept of comprehensive planning for an educational program. These are, in fact, sub-units of planning done to establish goals and priorities for the total educational program.

Huefner (24) sees good planning as a management tool to be used as a process in selecting courses of action for the achievement of goals.

> The aims of educational planning are to formulate a system-wide philosophy, general goals, and instructional objectives; determine personnel, space, and material requirements; examine alternative procedures and establish priorities; provide the communications and information retrieval for the system; analyze financial resources; evaluate how well objectives are being met; look to the future; and review the system continually to ensure that objectives are being reformulated and that the system is dynamic and innovative rather than static and rigid. (21)

There are no procedures agreed on for carrying out the educational planning process; however, there are basic elements which are generally common to the various approaches.

Planning is a future oriented decision-making process so it cannot be divorced from the literature that has been written on the art of decision-making. According to Griffiths (20), decisions may adjust a present course of action, correct it, or permit a present course of action to continue. Adjusting the course of action infers the variable of planned change and a major portion of the literature deals with the planning as it relates to change and the process of change. Chirikos and Wheeler (11), in the Review of Educational Research 1968, state that planning is a technical process related to the decision-making process.

Bhola and Blanke (6) cite the need for continuous educational improvement and pose the question of the nature of the organization needed. Systems planning for education is a concept that has been given impetus by the increasing complexity of demands on education and the limited human, financial, and physical resources available to carry out needed programs. Efforts toward more systematic planning processes seem to be evolving from a humanistic or behavioral viewpoint and from a mechanistic or rational viewpoint. These two views are not completely incompatible and in practice will probably become integrated.

Behavioral scientists including Bennis, Chin (4), Lippitt (31), and Likert (30) are concerned with the effect of planned change on people, groups, and organizations.

> The decision to make a change may be made by the system itself, after experiencing pain (malfunctioning) or discovering the possibility of improvement, or by an outside agent who observes the need for change in a particular system and takes the initiative in establishing a helping relationship with that system. (31)

Lippitt (31) devised a system of planning for change that employed the concept of a change agent who assisted a client system in the solution of problems. The system is described in seven phases. The client system sees need for assistance, sometimes with stimulation by the change agent. A helping relationship is established and defined. Then the change problem is identified and clarified. Several possibilities for change are examined and goals are established. In the "real" situation change efforts are attempted. The change is stabilized, and lastly, the helping relationship is ended or a different continuing relationship is established. This model is only one of many change models that have been proposed. Bennis (4) points out that all change is not "planned change" as the term implies a mutual goal setting and deliberate effort to change. This would involve McGregor's (32) Theory Y type of involvement.

Systems analysis is a tool for the educational planner or the school administrator allowing him to view parts of his school system as they relate to the total operation of the educational program.

> Systems analysis in education is an extension of man's ability to reason. ...As a rational framework for planning, it imposes no particular

> dogma, educational philosophy, or curriculum. It offers a blueprint for planning, but there is no assurance that the pedagogue-architect's specifications will be followed in each system. (22)

Jesser (26) simply describes the "systems" approach to planning as a way of insuring "good planning" by combining the necessary ingredients and relationships systematically. He breaks down the process into three basic phases. The analysis phase includes defining the problem and interpretation of the data, and development of alternatives. Planning and designing phase includes collecting relevant information from the total environment affected, designing a model of the proposed change, and running of a pilot test on the model. Implementation and evaluation phase includes making the plan an integral and operational part of the program, and evaluation of the plan's degree of success in problem solution.

Planning-programming-budgeting system (PPBS), one of several systems developed by the federal government and industry, is being adopted by public school systems. Hartley (22), warning of the limitations of this system, notes that the articles on the subject discuss details of implementation of the program but lack critical appraisal. Confusion over terminology, problems in adopting models, measurement of the unmeasureable, shortage of trained personnel, and resistance to planned change were among twenty-five limitations of the systems approach which were cited.

The educational planning process is viewed as a future oriented, decision-making process. The increasing complexity

of the educational program and its operation is demanding the development of more precise and effective means of planning. The emerging process attacks the problem from humanistic and mechanistic vantage points. Educational outputs are difficult to quantify and have caused school systems to avoid highly systematic planning procedures. New models for planning indicate a movement toward an integration of the two approaches to planning. The problem is not one of developing a particular model for education, but one of establishing a systematic and comprehensive planning process for educational change.

Objective IV

The fourth objective of the study is to identify the attitudes of superintendents toward the educational planning process.

> An attitude is a relatively enduring organization of beliefs around an object or situation predisposing one to respond in some preferential manner. (42)

The superintendent, from his past experience with the organizational management of the schools, has formed some enduring attitudes about the school's operation and particularly concerning its future oriented planning. As the educational leader of the school district, one assumes that the superintendent's attitudes influence the educational planning activities.

The leadership style of the superintendent in planning will reflect his attitudes towards his staff. Miles (36)

related the attitudes leaders possess in terms of traditional and the human resources models of organizations. Traditional leadership attitudes assume people inherently dislike work, have little creativity, and have little self-direction. The emerging or human resources oriented leadership attitudes assume people want to contribute, are creative, and are self-directed. The attitudes concerning others will affect the extent to which a staff is involved in planning activities.

According to Rokeach (43), attitudes represent a clustering of beliefs in relation to some object or situation. The content of these beliefs describes a situation as being either true or false and evaluates it in terms of being good or bad. These clustered beliefs in the form of attitudes will result in an action to be taken. Thus, a superintendent will evaluate the planning process in terms of being worthwhile or not, and consequently will act or fail to act in support of the planning process.

Attitudes are ambiguous and often difficult to analyze. This is no less true when looking at the superintendent's function in the role of an educational leader. His attitudes are assumed to influence his behavior in being supportive of a planning program or rejecting it as unwise or unnecessary. His attitudes toward the planning program, positive or negative, will influence the extent of comprehensive planning and the effectiveness of the planning process.

Summary

The literature has been explored as it relates to the four variables in the study: the extent of comprehensive planning, the involvement in planning, the planning process, and the superintendent's attitudes toward planning. A comprehensive approach in educational planning is necessary if the educational program is to meet the priorities in the total societal need. A participative approach to planning involving those affected by the change seems essential to sound planning. A systematic planning process integrating the humanistic and the mechanistic orientations serves as a rational base from which future decisions can be made. A superintendent's attitudes toward planning will result in his promoting or stifling the planning program.

CHAPTER III

THE METHODOLOGY

Definition of the Population

The population was composed of the nineteen superintendents of schools in Kent County, Michigan. There were two important considerations in the selection of the population for this study. First, a population which provided a spectrum from urban to rural school districts was selected to maximize the usefulness of the study to various sized school districts. Second, a population of school districts which was small enough to allow the investigator to conduct a personal interview with each superintendent of schools. The superintendent was selected for the interview because of his responsibility for the total school program and to its future direction.

Kent County, Michigan was selected because it contains a large urban area with surrounding suburbs and an urban-rural fringe. The nineteen school districts range in size from 34,000 students to less than 1,500 students. The state equalized valuation per resident member ranged from less than $7,000 per pupil to over $24,000 per pupil. The range included a school district that ranks 509th in the state in level of local support to one that ranks 22nd in the state in level of local support (see Appendix A).

Procedure

Pilot Study

After initial design of the instruments to be used in the investigation, a pretest of the devices was made. The Educational Planning Interview was pre-tested with two superintendents of schools who have responsibilities similar to those in the population that would be interviewed. These respondents were rated on the Educational Planning Inventory that was developed for use in this study. A panel of three judges reviewed the second pre-test and rated the respondents on the inventory. On the basis of the two pre-tests, revisions were made in both the interview questions and the inventory.

Correspondence

A letter was sent to each of the nineteen superintendents explaining the purpose of the study and asking for their cooperation (see Appendix B). Each superintendent was then contacted by phone and an interview appointment was scheduled. At the conclusion of the study a summary of the study findings was sent to each superintendent.

Interviews

The nineteen superintendents were interviewed in their respective school districts. Each interview lasted thirty-five to forty minutes and was conducted on a day between April 9, 1969 and April 22, 1969. The interviews followed a

structured format and were tape recorded for later analysis. The superintendents were advised that the interview would be kept confidential and that reporting would be abstract statistical and descriptive data. They were also informed that the tape recording would be erased upon completion of the study.

Description of the Instrument

The instruments designed to explore educational planning on the local school district level were developed for the study by the investigator. Two instruments were developed; a structured interview to elicit information concerning the educational planning activities, and an inventory to evaluate the educational planning activities using common criteria.

The structured Educational Planning Interview was developed to explore four areas at the local level; the extent of planning activities, the level of human involvement in planning, the educational planning processes, and the attitudes of the superintendents of schools toward planning (see Appendix C). The questions probed planning activities attempting to focus on the current year's activities. The administrators were asked to answer the questions extemporaneously within the context of their current planning for the total educational program.

The Educational Planning Inventory was developed to provide a means for evaluating the information elicited in

the Educational Planning Interview. It reduced the four areas of inquiry sought in the interview to sixteen separate scales (see Appendix D). Each scale is based on a continuum from one to five and defines one dimension of educational planning. Each scale was rated by the investigator; descriptive and statistical data were abstracted. A reliability test was made on selected interview inventories to establish a consistency of rating over time by the investigator.

Reliability

The reliability of the Educational Planning Inventory was determined by measuring the consistency of the judge's ratings. The Kendall Coefficient of Concordance was used for this purpose. (45) A coefficient of .70 was selected as the minimal level of acceptance. (7) Reliability coefficients for the four major variables ranged from .70 to .99.

The over-all coefficient obtained for the total inventory (.95) exceeded the .05 level of significance. Reliability coefficients for each of the sixteen dimensions ranged from .33 to .99. In four dimensions (administrator involvement level, citizen involvement level, cooperative planning, and range of planning), the significance level failed to equal or exceed the minimal acceptance level (refer to Table 1).

The findings in Table 1 reveal an acceptance level of reliability for the major variables included in the Educational Planning Inventory. However, these dimensions are subject to potential inconsistency of measurement when treated separately:

administrator involvement level, citizen involvement level, cooperative planning, and range of planning.

TABLE 1

RELIABILITY COEFFICIENT (W) BASED ON AGREEMENT OF JUDGES' RATINGS

Dimensions	Coefficient	
The Extent of Comprehensive Planning	.70	+
1. extent of planning	.86	+
2. impact of planning	.70	+
Involvement in Planning	.86	+
Level of Involvement		
3. administrators	.33	-
4. teachers	.81	+
5. students	.94	+
6. citizens	.54	-
Nature of Involvement		
7. administrators	.75	+
8. teachers	.95	+
9. students	.99	+
10. citizens	.70	+
11. cooperative planning	.36	-
The Planning Process	.93	+
12. planning process	.80	+
13. range of planning	.60	-
14. planning assistance	.71	+
Superintendent's Attitudes Toward Planning	.99	+
15. support of planning	.95	+
16. attitudes toward planning	.93	+
Total Inventory	.95	+

Statistical Analysis

The statistical technique utilized in the analysis of the data was nonparametric. The rationale for the use of non-parametric statistical tests follows:

1. The population of nineteen school district superintendents did not have well-defined parameters. The assumption was made that the observations were independent and the variables under study were continuous.
2. The ratings of the variables studied were made on an ordinal scale of one to five rather than on an interval scale.
3. Nonparametric statistics provide a means of making broad generalities from a small population.

The distributions of responses pertaining to each rating scale are presented by number and percentage in order to profile the sixteen dimensions of planning.

The Kendall Coefficient of Concordance (W) was used to determine the degree of association among the sixteen planning dimensions. A Spearman Rank Correlation was used to discern the various interrelationships among the sixteen planning variables. Tied scores were expected in computing the data; therefore, the form of the tests used was corrected for ties.

CHAPTER IV

ANALYSIS OF THE DATA

Three modes of analysis were used to examine the data. A profile analysis was made to determine the pattern of responses for each variable and dimension included in the inventory. A multiple correlation analysis was conducted in order to discern the degree of association among the sixteen planning dimensions. Finally, a factor analysis was utilized to examine the pattern of interrelationships among the sixteen dimensions.

Profile Analysis

The following profile analysis explains population responses as they pertain to the four major variables and the sixteen dimensions of educational planning. The data is summarized by number and by the percent of responses at each level.

The comprehensive planning variable involves two dimensions: extent of planning and impact of planning. The results in Table 2 indicate that the population of schools is not generally involved in comprehensive planning of the total educational program. Only one of the respondents was

TABLE 2

DISTRIBUTION OF RESPONSES TO THE DIMENSIONS: COMPREHENSIVE PLANNING

Rating	Extent of Planning			Impact of Planning		
1	No planning projects in the past year.	1	(4.13%)	(4.13%)	1	No significant impact on the educational program.
2	Limited planning projects in scope and number; no major projects.	6	(31.69%)	(26.31%)	5	Limited impact on parts of the educational program.
3	Moderate planning projects in scope and number; one major planning project.	6	(31.69%)	(21.05%)	4	Moderate impact on parts of the educational program.
4	Continuous project and program planning; more than one major planning project.	5	(26.31%)	(47.37%)	9	Significant impact on the total educational program.
5	Continuous comprehensive planning of total educational program.	1	(4.13%)		0	Significant impact on the total educational program.

rated as having continuous and comprehensive planning of the total educational program. Five or 26.31% of the respondents conducted continuous project and program planning and had more than one current major planning project; six or 31.69% conducted a moderate number of planning projects; six or 31.69% had limited planning projects in scope and number and had no major planning projects; and one or 4.13% had no planning projects during the year. In no instance was planning shown to have a significant impact on the total educational program. Nine or 47.37% of the respondents were evaluated as having planning programs that had significant impact on parts of the educational program; five or 25.31% of the respondents were evaluated as having planning programs which had limited impact on the educational program; and one or 4.13% of the respondents planning had no impact on the educational program.

The involvement variable of planning includes nine dimensions. Four dimensions examine the involvement levels of administrators, teachers, students, and citizens; four dimensions consider the manner in which administrators, teachers, students, and citizens participate in planning; and one dimension appraises the degree to which cooperative planning occurs between the school and other agencies.

Table 3 shows inconsistent patterns of response to the level, nature, and cooperative involvement in educational planning. Administrators tend to be most extensively involved in the planning, decision-making, and implementing of

TABLE 3

DISTRIBUTION OF RESPONSES TO THE DIMENSIONS:
INVOLVEMENT IN PLANNING

Rating Variable:	1	2	3	4	5
Level of Involvement					
	No involvement in planning	Limited involvement in planning	Moderate involvement in planning	High involvement in planning	Extensive involvement in planning
Administrators	1 (4.13%)	1 (4.13%)	5 (26.31%)	4 (21.05%)	8 (42.11%)
Teachers	1 (4.13%)	7 (36.89%)	7 (36.84%)	3 (15.79%)	1 (4.13%)
Students	13 (68.42%)	6 (31.69%)	0	0	0
Citizens	6 (31.69%)	11 (57.89%)	2 (10.52%)	0	0

	1	2	3	4	5
Nature of Involvement					
	Informed of decisions	Involved in advisory role	Involved in planning of programs	Involved in planning of programs & decision making	Involved in planning of programs, decision making, and implementation of programs
Administrators	1 (4.13%)	0	2 (10.52%)	7 (36.84%)	9 (47.37%)
Teachers	1 (4.13%)	3 (15.79%)	7 (36.84%)	5 (26.31%)	3 (15.79%)
Students	15 (78.95%)	3 (15.79%)	1 (4.13%)	0	0
Citizens	6 (31.69%)	11 (57.89%)	2 (10.52%)	0	0

TABLE 3 CON'T.

Rating Variable:	1	2	3	4	5
Cooperative Planning	No cooperative planning	Limited cooperative planning (1 or 2 isolated projects)	Moderate cooperative planning (3 or more isolated projects)	Extensive cooperative planning on all projects	Very extensive cooperative planning of the total educational program
	1 (4.13%)	9 (47.37%)	7 (36.84%)	7 (36.84%)	2 (10.52%)

educational programs. Over 63% of the respondents indicate high administrator involvement in these tasks.

Teacher involvement in planning related to educational programs tends to be moderate. The majority of teachers are not involved in the tasks of program decision-making and implementation.

Student and citizen involvement tended to be either limited or non-existent. Involvement usually occurred in advisory roles.

Cooperative planning with outside agencies was limited. Two or 10.52% of the respondents were found to have extensive cooperative planning on all projects; seven or 36.84% of the respondents were found to be moderately cooperative with outside agencies having three or more isolated areas of cooperation in planning; nine or 47.37% of the respondents were cooperative in a limited way with no more than two isolated cooperative planning projects; one or 4.13% of the respondents did not cooperate with any outside agency in planning projects.

The organizational variable involves three dimensions: process, range, and assistance. The results on Table 4 indicate that planning tends to be moderately organized and systematic. Six or 31.84% of the respondents had organized and systematic approaches to planning problems; seven or 36.84% of the respondents were organized for planning but their program was weak and inconsistent; five or 26.34% of the respondents planned programs without any organized or

TABLE 4

DISTRIBUTION OF RESPONSES FOR THE DIMENSIONS:
ORGANIZATION OF PLANNING

Rating Variable:	1	2	3	4	5
The Planning Process	No planning process	Unorganized; no systematic process	Organized, but weak inconsistant planning	Organized, systematic planning processes	Highly organized systematic planning processes
	1 (4.13%)	5 (26.34%)	7 (36.34%)	6 (31.69%)	0
Range of Planning	No planning of programs	Crisis to crisis planning of programs	Short-range planning (1-3 years in advance on programs	Long-range planning in isolated areas of educational program (4 or more years in advance)	Long-range planning of the total educational program
	2 (10.25%)	4 (21.05%)	8 (42.11%)	5 (26.31%)	0
Planning Assistance from University or State	No assistance in planning programs	Limited assistance (1 or 2 brief consultations)	Moderate assistance (3 or more brief or 1 extended consultation)	Numerous brief or several extended consultations)	Extended consultations of several parts or a comprehensive study of the total educational program
	0	10 (52.63%)	4 (21.05%)	5 (26.31%)	0

systematic process; one or 4.13% of the respondents had no developed planning processes.

Planning tended to be more immediate and problem oriented as opposed to long-range in nature. None of the nineteen respondents was engaged in comprehensive long-range planning of the educational program. Five or 26.31% of the respondents were engaged in long-range planning in isolated areas of the educational program; eight or 42.11% of the respondents were engaged in short-range planning (one to three years in advance) of programs; four or 21.05% of the respondents were planning on a crisis level; two or 10.52% of the respondents had no future orientated planning program.

Outside assistance from the state department of education or the universities in planning tended to be limited. None of the school districts indicated comprehensive planning assistance during the past year. Five or 26.31% of the respondents had received planning assistance on numerous occasions or for more than one extended period of assistance; four or 21.05% of the respondents had received moderate assistance (three or more brief or one extended consultation) in planning; and ten or 52.63% of the respondents had only received limited assistance (one or two brief consultations) in planning.

The administrator variable indicates two dimensions: the degree to which the superintendent is supportive of the planning process and the degree to which the superintendent expresses a positive attitude toward planning. Table 5 reveals

TABLE 5

DISTRIBUTION OF RESPONSES:
ADMINISTRATOR DIMENSIONS OF PLANNING

Rating	Support of Planning			Attitude Toward Planning		
1	Not supportive of planning.	0			0	Highly negative toward planning.
2	Limited support of planning.	4	(21.05%)		0	Negative attitude toward planning.
3	Moderately supportive of planning.	7	(36.84%)	(36.84%)	7	Neutral attitude toward planning.
4	Very supportive of planning.	7	(36.84%)	(57.89%)	11	Positive attitude toward planning.
5	Highly supportive of planning.	1	(4.13%)	(4.13%)	1	Highly positive attitude toward planning.

superintendents are relatively positive in their attitudes toward and support of planning. More than 78% of the superintendents interviewed were at least moderately supportive of planning. Approximately 60% expressed positive attitudes towards planning; 37% were neutral. None of the superintendents expressed a negative attitude toward planning.

Multiple Correlation Analysis

Results of the Kendall Coefficient, Table 6, revealed a W value of .4538. The corresponding chi square value, 136.45, with eighteen degrees of freedom exceeds the theoretical value of chi square at the .001 level of confidence. Thus, the obtained coefficient of concordance is significantly different from zero.

The results in Table 7 indicate that a statistically significant relationship exists among the sixteen planning dimensions. These findings suggest that ratings pertaining to two or more of the sixteen planning dimensions do tend to vary according to a pattern of mutual agreement.

TABLE 6

KENDALL COEFFICIENT OF CONCORDANCE FOR SIXTEEN PLANNING DIMENSIONS

W	x^2	df	significance level
.4738	136.45	18	.001

w = coefficient of concordance

x^2 = chi square

df = degrees of freedom

Factor Analysis

A factor analysis of the sixteen planning dimensions was made using the Spearman Rank Correlation Coefficient method. (45) Obtained rho values ranged from .14 to .99. Coefficients were subjected to the Kendall test of significance for rank correlations. (27) A critical value of t=1.740 with seventeen degrees of freedom was selected as the critical value of rejection at the .05 level of significance from the one-tailed test. Significant relationships were revealed for ninety-one of the one hundred twenty dimension sets.

Tables 7, 8, 9, and 10 present the obtained correlation coefficients for each dimension set organized according to the four major variables in the study. (See Appendix E for summary of the correlation matrix.) Those correlation values enclosed in parentheses fail to equal or exceed the .05 level of significance.

The extent of planning dimension is significantly related to each of the other fifteen dimensions. Correlation values range from .54 to .92 with the dimensions; impact of planning, planning process, and teacher involvement being most highly correlated. Impact of planning is significantly related to all dimensions except cooperative planning which revealed a value of .37. The impact of planning is correlated with the level of teacher involvement at .87 (refer to Table 7). The high degree of relationship between the dimensions extent of planning and impact of planning, and the other dimensions

TABLE 7

RELATIONSHIPS BETWEEN DIMENSIONS:
EXTENT OF PLANNING AND IMPACT OF PLANNING

	Extent of Planning	Impact of Planning	Level of Involvement				Nature of Involvement				Cooperative Planning	Planning Process	Range of Planning	Planning Assistance	Supt. Attitudes	
			Administrators	Teachers	Students	Citizens	Administrators	Teachers	Students	Citizens					Support of Planning	Positive or Negative
Extent of Planning		.39	.63	.92	.54	.59	.62	.75	.60	.59	.59	.89	.59	.58	.65	.47
Impact of Planning	.89		.63	.37	.65	.64	.74	.82	.40	.72	(.36)	.78	.57	.57	.41	.54

( ) = fails to equal or exceed .05 level of significance

indicates that the variable of comprehensive planning is related to the other variables in the study.

Involvement was examined from two major dimensions: the level of involvement and the nature of involvement with administrators, teachers, students, and citizens each examined as an independent dimension. The level of administrator involvement is significantly correlated with twelve of the planning dimensions but does not relate significantly to the level of citizen involvement (.37), cooperative planning (.21), support of planning (.31), and attitude toward planning (.30). Teachers' level of involvement is significantly related to all dimensions with correlation values ranging from .49 to .92. The level of student involvement correlated significantly with all dimensions except cooperative planning (.31). Citizen level of involvement related to all except these dimensions: the level of involvement (.37), cooperative planning (.23), planning assistance (.30), support of planning (.36), and attitudes toward planning (.26) (refer to Table 8).

The nature of administrator involvement is significantly related to all but these dimensions: cooperative planning (.21), planning assistance (.35), support of planning (.14), and attitudes toward planning (.22). Teachers and students nature of involvement are significantly related to all dimensions except cooperative planning (.17 and .30), planning assistance (.26 and .36), and attitudes toward planning (.37 and .38). Citizens' nature of involvement is significantly correlated to all dimensions except cooperative

TABLE 8

RELATIONSHIPS BETWEEN DIMENSIONS CONCERNING THE LEVEL AND NATURE OF INVOLVEMENT

		Extent of Planning	Impact of Planning	Level of Involvement				Nature of Involvement				Cooperative Planning	Planning Process	Range of Planning	Planning Assistance	Supt. Attitudes	
				Administrators	Teachers	Students	Citizens	Administrators	Teachers	Students	Citizens					Support of Planning	Postive or Negative
Level of Involvement	Administrators	.63	.68		.73	.57	(.37)	.86	.70	.47	.42	(.27)	.69	.40	.55	(.31)	(.30)
	Teachers	.92	.87	.73		.74	.61	.70	.84	.74	.61	.50	.87	.47	.63	.59	.49
	Students	.54	.65	.57	.74		.61	.83	.64	.67	.58	(.31)	.81	.51	.43	.44	.57
	Citizens	.59	.64	(.37)	.61	.61		.57	.64	.62	.99	(.23)	.66	.49	(.30)	(.36)	(.26)

( ) = fails to equal or exceed .05 level of significance

TABLE 8 CON'T.

		Extent of Planning	Impact of Planning	Level of Involvement				Nature of Involvement				Cooperative Planning	Planning Process	Range of Planning	Planning Assistance	Supt. Attitudes	
				Administrators	Teachers	Students	Citizens	Administrators	Teachers	Students	Citizens					Support of Planning	Positive or Negative
Nature of Involvement	Administrators	.62	.74	.86	.70	.83	.57		.68	.43	.61	(.21)	.70	.39	(.35)	(.14)	(.22)
	Teachers	.75	.82	.70	.84	.64	.64	.68		.53	.64	(.17)	.83	(.25)	(.26)	.39	(.37)
	Students	.60	.40	.47	.74	.67	.62	.43	.53		.61	(.30)	.70	(.30)	(.36)	.53	(.38)
	Citizens	.59	.72	.42	.61	.58	.99	.61	.64	.61		(.23)	.66	.53	(.36)	(.36)	(.33)
Cooperative Planning		.59	(.36)	(.27)	.50	(.31)	(.23)	(.21)	(.17)	(.30)	(.23)		.48	.61	.63	(.34)	(.19)

( ) = fails to equal or exceed .05 level of significance

planning (.23), planning assistance (.36), support of planning (.36), and attitudes toward planning (.33). Cooperative planning is significantly related to only these dimensions: the extent of planning (.59), the level of teacher involvement (.50), cooperative planning (.48), range of planning (.61), and planning assistance (.63). Although the pattern of significant relationships is varied, the overall level and nature of involvement has significance for the other variables in the study.

The planning dimension concerning the process of planning is significantly related to all dimensions investigated with a range of correlation values from .40 to .89. The highest correlation was with the planning dimension accounting for the extent of planning. The range of planning is significantly related to all dimensions except the nature of teacher and student involvement (.25 and .30). The dimension planning assistance related to all dimensions except those included in the nature of involvement and the level of citizen involvement with the lowest level of relationship being a value of .26. The planning process and the range of planning are significantly related to the variables but the dimension planning assistance seems to have little relationship to the nature of involvement in planning (refer to Table 9).

The administrator dimensions of planning support and attitudes toward planning had less relationship to the nature of involvement than to other dimensions. The level and nature of administrator involvement is not significantly related to

TABLE 9

RELATIONSHIPS BETWEEN DIMENSIONS
CONCERNING THE PLANNING PROCESS

	Extent of Planning	Impact of Planning	Level of Involvement				Nature of Involvement				Cooperative Planning	Planning Process	Range of Planning	Planning Assistance	Supt. Attitudes	
			Administrators	Teachers	Students	Citizens	Administrators	Teachers	Students	Citizens					Support of Planning	Positive or Negative
Planning Process	.89	.78	.69	.87	.81	.66	.70	.83	.79	.66	.48		.61	.50	.60	.40
Range of Planning	.59	.57	.40	.47	.51	.49	.39	(.25)	(.30)	.53	.61	.61		.60	.47	.45
Planning Assistance	.58	.57	.55	.63	.43	(.30)	(.35)	(.26)	(.36)	(.36)	.63	.50	.60		.42	.42

( ) = fails to equal or exceed .05 level of significance

TABLE 10

RELATIONSHIPS OF DIMENSIONS:
SUPERINTENDENTS' ATTITUDES TOWARD PLANNING

		Extent of Planning	Impact of Planning	Level of Involvement				Nature of Involvement				Cooperative Planning	Planning Process	Range of Planning	Planning Assistance	Supt. Attitudes	
				Administrators	Teachers	Students	Citizens	Administrators	Teachers	Students	Citizens					Support of Planning	Positive or Negative
Supt. Attitudes	Supportive of Planning	.65	.41	(.31)	.59	.44	(.36)	(.14)	.39	.53	(.36)	(.34)	.60	.47	.42		.70
	Positive or Negative	.47	.54	(.30)	.49	.57	(.26)	(.22)	(.37)	.38	(.33)	(.19)	.40	.45	.42	.70	

( ) = fails to equal or exceed .05 level of significance

the administrator dimensions or to citizen involvement. The dimensions were significantly related to each other at a level of .70 (refer to Table 10).

Summary

The data were analyzed in three modes: a profile analysis of the responses, a multiple correlation analysis of the four major variables, and a factor analysis of the sixteen educational planning dimensions.

The profile analysis explained the responses to the four major variables and sixteen planning dimensions. The data indicated a limited activity in comprehensive planning for the educational program, a low level of teacher, student, and citizen involvement in planning, a lack of systematic planning procedures, and a positive superintendent's attitude toward planning.

The multiple correlation of the four variables and the sixteen dimensions revealed a significant relationship among them. A further factor analysis described the relationships between sets of dimensions. Nine of the educational planning dimensions were positively interrelated and others were related in definite patterns.

CHAPTER V

SUMMARY AND DISCUSSION

Summary

Purpose of the Study

The broad purpose of this study is to explore the educational planning processes utilized by the local school districts in renewing and giving future direction to their educational program. In analyzing the educational planning activities, four specific areas were examined to:

1. Determine the extent to which school districts are engaged in comprehensive planning of the educational program.
2. Determine the involvement of administrators, teachers, students, and citizens in the educational planning efforts of the school district.
3. Determine the organizational pattern of the planning processes employed by the school districts.
4. Identify the attitudes held by superintendents toward the planning process.

A review of the literature revealed no studies directly relating to educational planning practices in the local school districts. Limited research and theoretical development has been done on a national and a state level. The emerging thought in organizational and behavioral sciences was examined for comparative purposes.

Methodology

The population selected for study was the nineteen superintendents of public schools in Kent County, Michigan. The superintendent was selected because of his responsibility for the development of the educational program. Kent County provided school districts ranging from highly urban to rural in composition.

A structured interview was conducted with each of the superintendents. The Educational Planning Interview was then analyzed on the Educational Planning Inventory and the information reported as statistical and descriptive data.

Using a five point ordinal scale, the Educational Planning Inventory measured sixteen dimensions of the educational planning process which related to the extent of comprehensive planning, the level of human involvement in planning, the planning process, and the superintendents' attitudes toward planning.

Data analysis included a profile analysis to explain the responses of the population to the dimensions of educational planning investigated and the nonparametric tests of

Kendall Coefficient of Concordance (W) and Spearman Rank Correlation Coefficient (r_s) to explain the relationships among the sixteen dimensions of educational planning.

Findings of the Study

The profile analysis of the responses to the four major variables and the sixteen dimensions in the investigation of educational planning revealed these findings.

1. School districts in the population studied are not conducting comprehensive planning for developing the educational program. However, school districts studied are involved in planning new programs as over sixty percent of the districts were involved in one or more major planning projects. These projects did not have a significant impact on the total educational program but had moderate to significant impact on isolated parts of the educational program. (Table 2)

2. School districts in the population studied involved administrators in planning activities to a greater extent than other groups affected by the school organization. Teachers were moderately involved in planning activities while student and citizen involvement was very limited.

Administrators were more often involved in all phases of the planning process (planning, decision making, implementation, and evaluation) than teachers. Citizens were involved in an advisory role in planning while students generally were informed of decisions.

School districts engaged to only a limited extent in cooperative program planning with agencies outside the school organization. (Table 3)

3. The educational planning efforts of the school districts in the population studied were not highly organized or systematic in their approach. Over 60% of the school districts had an organized planning program but their attack on planning problems tended to be inconsistent.

None of the school districts were engaged in long-range comprehensive planning. The majority of the school districts were involved in short-range planning (one to three years) and crisis-to-crisis planning as the need arose.

Over 50% of the school districts studied received only limited planning assistance (one or two brief consultations) with persons representing the state department of education or universities. (Table 4)

4. Superintendents questioned in the study were at least moderately supportive of educational planning and expressed a positive attitude toward planning processes. (Table 5)

A factor analysis of the four major variables and the sixteen dimensions of educational planning revealed these relationships (see Appendix F for summary).

1. The four major variables--the extent of comprehensive planning, the involvement in planning, the planning process, and the superintendents' attitudes toward planning--are positively correlated.

2. The extent of educational planning activities is positively correlated with the other fifteen dimensions examined.

3. The impact of educational planning on the educational program is related to all dimensions examined except cooperative planning.

4. The level of administrator involvement in planning is related to all dimensions examined except the level of citizen involvement, cooperative planning, and the administrator dimensions of support of planning and attitudes toward planning.

5. The level of involvement of teachers in educational planning is positively correlated with all of the dimensions of planning investigated.

6. The level of involvement of students in educational planning is positively correlated to all the dimensions investigated except cooperative planning.

7. The level of citizen involvement in educational planning is positively correlated to all except these dimensions: the level of administrator involvement, cooperative planning, and the administrator dimensions of support of planning and attitudes toward planning.

8. The nature of involvement in educational planning for administrators, teachers, students, and citizens correlated positively with all except these dimensions: cooperative planning, planning assistance, range of planning, and superintendents' attitudes. The administrator involvement does relate to the range of planning.

9. Cooperative planning only correlated positively with the dimensions of extent of planning, level of teacher involvement, the planning process, and the range of planning.

10. The planning process correlated positively with all of the dimensions of educational planning investigated.

11. The range of involvement in planning correlated positively with all dimensions except the nature of teacher and student involvement.

12. Assistance in planning is positively correlated with all the dimensions except the level of citizen involvement and the dimensions included in the nature of involvement.

13. The superintendent's support of planning is positively correlated to all except the level and nature of administrator and citizen involvement, and cooperative planning.

14. The superintendent's attitudes toward planning correlated positively with all the dimensions except the level of involvement of administrators and citizens, the four dimensions relating to the nature of involvement, and cooperative planning.

Discussion

Within the scope of this study on educational planning the following is of value in the effort to improve the educational planning processes as they are practiced in local school districts.

1. Comprehensive educational planning is not generally practiced in local school districts at the present time.

Planning seems to effect only isolated parts of the educational program. The nature of new programs tends to add to the present program rather than to bring about structural change which might lead to increased efficiency in the achievement of goals. If school districts are to improve the educational program, they must view it as an entity. This infers movement to a systematic approach for planning and change.

2. Those effected by the educational program are not adequately involved in the planning of programs. The human resources available to the school are not utilized in meeting the increasing social, economic, and political challenges which mean continual change and revitalization of the educational program. If schools are to cope with these challenges effectively, a human resource approach to planning is necessary.

3. It is evident that the planning carried on by school districts lacks systematic organization. There is little evidence of systematic planning, implementing, or evaluating of new or restructured programs. Planning tended to be short-range; superintendents attempting longer range planning indicated that they were often caught in crisis-to-crisis planning. If school districts are to plan more effectively, procedures allowing efficient handling of data, analysis, decision making, implementation, and evaluation must be adopted. A financial commitment to research and development is needed to develop sound planning processes.

4. Superintendents were both supportive of planning and positive in their attitudes toward the planning process.

One can conclude that administrators, if trained in specific planning skills, might increase their efforts in directing the planning process. Achieving a reduction in the resistence of administrators to change may be accomplished by increasing their effectiveness in planning.

The positive relationships existing among the four major variables and the sixteen dimensions of those variables begin to define the factors essential to the productive educational planning program.*

1. School districts actively engaged in planning activities will score high in all variables; conversely districts with little planning activity will score low in all categories. School districts attempting to continually renew their educational program will tend to engage in comprehensive planning, have a high degree of meaningful involvement in planning, have a systematic planning procedure, and be positively influenced by the superintendent's attitudes.

2. Most of the sixteen dimensions examined were positively related. The extent of planning activities is positively related to all dimensions investigated inferring that in order to maintain an active planning program all the dimensions investigated are needed either to support it or are a result of it.

3. The dimension of impact on the planning effort is positively related to all dimensions except cooperative

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*However, it should be noted that these generalizations are made on the basis of data collected from a limited population.

planning. Those districts actively planning are likely to make more significant content and structural changes in their educational program. The dimension of cooperative planning is not related to the impact dimension as schools have tended to plan independently of agencies outside the school organization.

4. The level and nature of involvement in educational planning are related to most of the planning dimensions investigated. Administrator involvement is not significantly related to the level of citizen involvement, possibly reflecting the administrator's role of direct involvement as opposed to the citizen's role as a volunteer. The lack of a significant relationship between administrator involvement and cooperative planning indicated that administrators tend to close the system to outside resources in the planning process. The lack of relationship existing between administrator involvement and the superintendent's support of and attitude toward planning may be the result of administrators' banding together to cope with the shifting of power from administrators to teachers within the organization.

5. The level of teacher involvement is significantly related to all dimensions and the nature of their involvement is related to twelve of the dimensions. This suggests that increased responsibility in planning would enhance the productivity of the planning efforts and upholds the value of the participative concept. The relationship of teachers' involvement to cooperative planning indicates that teachers

are likely to seek out resources in the community. The level of teacher involvement related to the superintendents' attitudes does not apply to the nature of their involvement indicating that the superintendents' attitudes become less influential after involvement in the planning process has been initiated.

6. The relationship of the level and nature of student involvement to other dimensions indicates that student involvement would strengthen the planning process. Districts engaged in extensive planning are most likely to involve students but few districts have utilized this potentially productive resource in their planning processes.

7. The involvement of citizens in planning activities is positively related to all of the planning dimensions except the administrator dimensions, administrator involvement, and cooperative planning. Although citizen involvement could be beneficial to planning efforts, they are utilized only to a limited extent. Citizen involvement seems to be unrelated to superintendents' attitudes perhaps reflecting the voluntary nature of their participation. For similar reasons, significant relationships do not exist with assistance in planning and cooperative planning.

8. Cooperative planning with outside agencies has significant relationships with those dimensions not related to the level and nature of involvement. Those districts extensively engaged in planning also engage in cooperative planning; yet, few districts involve other service agencies

in cooperative planning for the solution of common problems. Superintendents indicated that such cooperation was informal and intermittent.

9. The planning process dimension is positively correlated with all the dimensions studied. Those districts active in planning tend to be more systematic in their approach to it. The procedure formulated for planning is the controlling factor in the development of an effective planning program. The extent and impact of planning are highly related to the planning process indicating the merit of a well conceived procedure for planning. Systems approaches to educational planning are providing districts with the framework for effective planning.

10. The range of planning is significantly related to all dimensions except those concerned with involvement and attitudes of the superintendent. Again those more actively planning tend to be engaged in a sound planning program encompassing both short- and long-range planning. Those less actively involved plan only for short periods of time and extend little effort toward long-range planning.

11. Dimensions of planning assistance from the universities and the state department of education relate significantly to all dimensions not concerned with involvement in planning. Consultants tend to be utilized by those districts already engaged in extensive planning. The data indicates districts needing planning assistance neither seek it nor are given any assistance regardless of their needs.

Superintendents conveyed that university assistance was too expensive. They were either unaware of any available state department assistance or felt their own staff was as competent as the state department personnel. In no case did they indicate that a consultant was operating in a manner that would strengthen their planning program.

12. The relationship of the administrator dimensions to the extent school districts participate in planning activities is significant. Other factors including the nature of involvement are less related to these dimensions. Beyond initiating and being supportive of planning, the superintendent's influence in effecting the planning process becomes diffused. Further examination of the leadership role of the superintendent is needed.

Implications for Educational Planning

These implications for the future direction of educational planning are drawn from the data presented.

1. The present level of educational planning in school districts is inadequate to keep school systems attuned to the changing needs of their community and the nation. Adoption of comprehensive planning procedures is necessary to revitalize and continue to maintain an educational program.

2. It is evident that administrators lack the skills to initiate a systematic program of educational planning. Means must be devised to communicate these skills to administrators if the adequacy level of educational planning is to be improved.

3. The human resources of the school districts are not being utilized to their fullest potential in the educational planning effort. The movement toward a participative type of planning process which fosters the creative talents of teachers, students, and citizens in solving educational problems is necessary.

4. The cooperative efforts of service and other agencies are virtually excluded from planning to meet common problems facing the school and the community. The school should take a leadership role in coordinating planning efforts to meet community needs.

5. The role of educational consultants and planners has little effect upon the school districts beyond the solution of immediate problems under its present mode of operation. Beyond the immediate task facing the consultant or planner is the necessity to develop the skills necessary to permit the school district to continue solving its future problems independently. This involves the adoption of a concept of planning <u>with</u> school districts instead of <u>for</u> them.

Suggestions for Further Research

The findings of this study indicate inadequacy in the educational planning practices of local school districts. The study revealed that relationships do exist among and between the variables explored in educational planning. From these findings it is evident that further research is needed

to define and improve educational planning practices at the local school district level.

1. Further studies, similar to this one, should examine the educational planning processes of local school districts of like size and composition. The educational planning activities should be studied from the differing perspectives of administrators, teachers, students, and citizens.

2. The procedural inadequacies of educational planning should be studied to devise means of facilitating effective planning processes. Planning models implemented experimentally by school districts could be analyzed for efficiency and effectiveness in achieving desired planning goals. As an integral part of this, patterns of involvement could be examined to determine effective utilization of human resources in planning tasks.

3. Simulations of planning problems could be utilized in determining where administrators commonly fail to employ adequate planning procedures. This type of research could be used to further define the parameters of educational planning.

4. The role of the consultant in effectively assisting the school district in developing skills for continuous planning should be carefully examined.

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A P P E N D I C E S

APPENDIX A

The following school districts are included in the sample population:

	Membership
Grand Rapids City School District	34,656
Goodwin Heights Public Schools	3,300
Northview Public Schools	3,373
Wyoming Public Schools	7,850
Byron Community Schools	1,536
Caledonia Community Schools	2,085
Cedar Springs Public Schools	2,150
Comstock Park School District	2,043
East Grand Rapids Public Schools	3,841
Forest Hills Public Schools	3,845
Godfrey Lee Public School District	1,417
Grandville Public Schools	4,227
Kellogsville Public Schools	2,595
Kenowa Hills Public Schools	3,356
Kent City Community Schools	1,418
Kentwood Public Schools	5,207
Lowell Area Schools	2,569
Rockford Public Schools	3,567
Sparta Area Schools	2,900

APPENDIX B

MICHIGAN STATE UNIVERSITY EAST LANSING • MICHIGAN 48823

COLLEGE OF EDUCATION • DEPARTMENT OF ADMINISTRATION AND HIGHER EDUCATION
ERICKSON HALL 424 (517) 355-2395

March 14, 1969

Dear Mr. _____

The Department of Administration and Higher Education at Michigan State University is undertaking a study of current administrative practices of superintendents of schools. Data obtained in this study will be utilized by the department in improving its services to practicing administrators in Michigan. The changing role of the superintendent requires new insights if it is to be maintained as a viable and effective segment of the school operation.

Kent County was selected for this study because of the variety of school districts it contains. A 30 to 40 minute personal interview is desired with each superintendent in the county. The data will be analyzed and categorized to establish relationships and divergencies in administrative practices. The information received from each respondent will be kept confidential and will appear only as statistical and abstract descriptive data. Your openness in responding to the questions will determine the success of this study.

Mr. Horace P. Maxcy will be conducting this study for the Department of Administration and Higher Education. He will contact you by phone within the next week to arrange for a personal interview. Your cooperation in this study is appreciated.

Sincerely,

Carl L. Midjaas, Director
Educational Planning Services

CLM:ag

APPENDIX C

STRUCTURED INTERVIEW
EDUCATIONAL PLANNING

1. The extent of involvement in planning:
   A. Would you describe briefly the new programs in curriculum or in some phase of your school operation that have the most impact on your educational program? (These may already be implemented or may still be in the development stages.)
   B. Have you undertaken a comprehensive study of your school system or any part of it? When? (Would you describe the study?)

2. The level of involvement of staff and others:
   A. In your _____ study, who was involved?
      1. Did they initiate the program? (Where was it initiated?)
      2. How were the people involved or utilized in carrying out the study? (Describe how they functioned.)
      3. Did they make the final decisions to implement the program?
      4. Were the recommendations from the study group carried out? If they were changed, why?
   B. Do you plan programs cooperatively with other agencies? (Local, state, and national.)
   C. How do your in-service education programs relate to the implementation of new programs? (What kind of in-service education programs do you provide?)

3. The planning process:
   A. Who is responsible for the planning activities in your organization? (Is the position formally defined?)

B. Would you describe the organizational structure of the _____ study that you described earlier? (Committees, chairman, coordination, etc.)

C. What procedures were employed in carrying out the study? (Data collection, analysis, interpretation, etc.)

D. To what extent do you engage in long-range planning?

E. What assistance in planning new programs do you receive from the State Department of Education or the universities?

4. Superintendent's attitude toward planning:

A. What percentage of your time is spent planning for future programs?

B. What percentage of your operation funds are allocated for planning projects?

C. What do you think your role should be in the planning of new programs?

APPENDIX D

EDUCATIONAL PLANNING INVENTORY

Directions: Circle the number which best describes the interviewee's responses.

Objective #1: Determine the extent to which school districts are committed to and involved in comprehensive planning of the total educational program.

Extent of Planning

1	2	3	4	5
No planning projects in the past year.	Limited planning projects in scope and number; no major projects.	Moderate planning projects in scope and number; one major planning project.	Continuous project and program planning; more than one major planning project.	Continuous comprehensive planning of total educational program.

Impact of Planning

1	2	3	4	5
No significant impact on the educational program.	Limited impact on parts of the educational program.	Moderate impact on parts of the educational program.	Significant impact on parts of the educational program.	Significant impact on the total educational program.

Objective #2: Determine the level of involvement of staff, teachers, and lay citizens in the planning efforts of the school district.

Level of Involvement

	1	2	3	4	5
Administrators					
Teachers					
Students					
Citizens					
	No involvement in planning.	Limited involvement in planning.	Moderate involvement in planning.	High involvement in planning.	Extensive involvement in planning.

APPENDIX D CON'T.

Objective #2 Con't.

Nature of Involvement

	1	2	3	4	5
Administrators	Informed of decisions.	Involved in an advisory role.	Involved in planning of programs.	Involved in planning of programs and decision making.	Involved in planning of programs, decision making, & implementation of programs.
Teachers					
Students					
Citizens					

Cooperative Planning with Agencies Outside the School

1	2	3	4	5
No cooperative planning.	Limited cooperative planning (1 or 2 isolated projects).	Moderate cooperative planning (3 or more isolated projects).	Extensive cooperative planning on all projects.	Very extensive cooperative planning of the total educational program.

Objective #3: Determine the organizational pattern of the planning process employed by the school districts.

The Planning Process

1	2	3	4	5
No planning process.	Unorganized; no systematic process.	Organized, but weak inconsistant planning.	Organized, systematic planning processes.	Highly organized systematic planning processes.

Objective #3 Con't.

Range of Planning

1	2	3	4	5
No planning of programs.	Crisis-to-crisis planning of programs.	Short-range planning (1-3 years in advance) on programs.	Long-range planning in isolated areas of educational program (4 or more years in advance).	Long-range planning of the total educational program.

Planning Assistance from University or State

1	2	3	4	5
No assistance in planning programs.	Limited assistance (1 or 2 brief consultations).	Moderate assistance (3 or more brief or 1 extended consultation).	Numerous brief or several extended consultations.	Extended consultations of several parts or a comprehensive study of the total educational program.

Objective #4: Identify the attitudes held by superintendents toward the planning process.

Superintendent's Attitude

1	2	3	4	5
Not supportive of planning.	Limited support of planning.	Moderately supportive of planning.	Very supportive of planning.	Highly supportive of planning.

1	2	3	4	5
Highly negative attitude toward planning.	Negative attitude toward planning.	Neutral attitude toward planning.	Positive attitude toward planning.	Highly positive attitude toward planning.

APPENDIX E

SUMMARY OF THE SPEARMAN CORRELATIONS

		Extent of Planning	Impact of Planning	Level of Involvement				Nature of Involvement				Cooperative Planning	Planning Process	Range of Planning	Planning Assistance	Supt. Attitudes	
				Administrators	Teachers	Students	Citizens	Administrators	Teachers	Students	Citizens					Support of Planning	Positive or Negative
Extent of Planning			.89	.63	.92	.54	.59	.62	.75	.60	.59	.59	.89	.59	.58	.65	.47
Impact of Planning				.68	.87	.65	.64	.74	.82	.40	.72	(.36)	.78	.57	.57	.41	.54
Level of Involvement	Administrators				.73	.57	(.37)	.86	.70	.47	.42	(.27)	.69	.40	.55	(.31)	(.30)
	Teachers					.74	.61	.70	.84	.74	.61	.50	.87	.47	.63	.59	.49
	Students						.61	.83	.64	.67	.58	(.31)	.81	.51	.43	.44	.57
	Citizens							.57	.64	.62	.99	(.23)	.66	.49	(.30)	(.36)	(.26)

( ) = fails to equal or exceed .05 level of significance

APPENDIX E CON'T.

		Extent of Planning	Impact of Planning	Level of Involvement: Administrators	Level of Involvement: Teachers	Level of Involvement: Students	Level of Involvement: Citizens	Nature of Involvement: Administrators	Nature of Involvement: Teachers	Nature of Involvement: Students	Nature of Involvement: Citizens	Cooperative Planning	Planning Process	Range of Planning	Planning Assistance	Supt. Attitudes: Support of Planning	Supt. Attitudes: Positive or Negative
Nature of Involvement	Administrators								.68	.43	.61	(.21)	.70	.39	(.35)	(.14)	(.22)
	Teachers									.53	.64	(.17)	.83	(.25)	(.26)	.39	(.37)
	Students										.61	(.30)	.70	(.30)	(.36)	.53	(.38)
	Citizens											(.23)	.66	.53	(.36)	(.36)	(.33)
Cooperative Planning													.48	.61	.63	(.34)	(.19)
Planning Process														.61	.50	.60	.40

( ) = fails to equal or exceed .05 level of significance

APPENDIX E CON'T.

		Extent of Planning	Impact of Planning	Level of Involvement				Nature of Involvement				Cooperative Planning	Planning Process	Range of Planning	Planning Assistance	Supt. Attitudes	
				Administrators	Teachers	Students	Citizens	Administrators	Teachers	Students	Citizens					Support of Planning	Positive or Negative
Range of Planning															.60	.47	.45
Planning Assistance																.42	.42
Supt. Attitudes	Support of Planning																.70
	Positive or Negative																

( ) = fails to equal or exceed .05 level of significance

APPENDIX F

SUMMARY OF POSITIVE LEVELS OF SIGNIFICANCE

		Extent of Planning	Impact of Planning	Level of Involvement: Administrators	Level of Involvement: Teachers	Level of Involvement: Students	Level of Involvement: Citizens	Nature of Involvement: Administrators	Nature of Involvement: Teachers	Nature of Involvement: Students	Nature of Involvement: Citizens	Cooperative Planning	Planning Process	Range of Planning	Planning Assistance	Supt. Attitudes: Support of Planning	Supt. Attitudes: Positive or Negative
Extent of Planning			+	+	+	+	+	+	+	+	+	+	+	+	+	+	+
Impact of Planning				+	+	+	+	+	+	+	+	-	+	+	+	+	+
Level of Involvement	Administrators				+	+	-	+	+	+	+	-	+	+	+	-	-
	Teachers					+	+	+	+	+	+	+	+	+	+	+	+
	Students						+	+	+	+	+	-	+	+	+	+	+
	Citizens							+	+	+	+	-	+	+	-	-	-

\+ = relationships exceed .05 level of significance.
\- = relationships fail to exceed .05 level of significance.

APPENDIX F CON'T.

		Extent of Planning	Impact of Planning	Level of Involvement: Administrators	Level of Involvement: Teachers	Level of Involvement: Students	Level of Involvement: Citizens	Nature of Involvement: Administrators	Nature of Involvement: Teachers	Nature of Involvement: Students	Nature of Involvement: Citizens	Cooperative Planning	Planning Process	Range of Planning	Planning Assistance	Supt. Attitudes: Support of Planning	Supt. Attitudes: Positive or Negative
Nature of Involvement	Administrators								+	+	+	-	+	+	-	-	-
	Teachers									+	+	-	+	-	-	-	-
	Students										+	-	+	-	-	+	-
	Citizens											-	+	+	-	-	-
Cooperative Planning													+	+	+	-	-
Planning Process														+	+	+	+

\+ = relationships exceed .05 level of significance.
\- = relationships fail to exceed .05 level of significance.

APPENDIX F CON'T.

		Extent of Planning	Impact of Planning	Level of Involvement				Nature of Involvement				Cooperative Planning	Planning Process	Range of Planning	Planning Assistance	Supt. Attitudes	
				Administrators	Teachers	Students	Citizens	Administrators	Teachers	Students	Citizens					Support of Planning	Positive or Negative
Renge of Planning															+	+	+
Planning Assistance																+	+
Supt. Attitudes	Support of Planning																+
	Positive or Negative																

+ = relationships exceed .05 level of significance.
- = relationships fail to exceed .05 level of significance.