

A SURVEY OF THE PROCEDURES FOR EVALUATING
THE PERFORMANCE OF SECONDARY PUBLIC
SCHOOL PRINCIPALS IN MICHIGAN

By

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ABSTRACT

A SURVEY OF THE PROCEDURES FOR EVALUATING THE PERFORMANCE OF SECONDARY PUBLIC SCHOOL PRINCIPALS IN MICHIGAN

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The Problem

This study was designed to determine the status of performance evaluation of secondary public school principals in Michigan as perceived by the principals; to obtain criticisms, suggestions, and recommendations for the improvement of evaluation techniques; to evaluate these data and use the results to suggest implications for performance evaluation improvement; and to gather additional data for later analysis.

The Method

A research instrument was developed to collect data from a random stratified sample of secondary public school principals in Michigan. Each public high school was ordered by Michigan Education Association geographical region and by Michigan Athletic Enrollment Classification. A random stratified sample consisting of 50 per cent of the public secondary schools in each strata was then drawn.

Completed instruments were returned from 254 principals. This number represented approximately 87 per cent of the sample.

Responses to the questionnaires were coded for computer use. The Control Data Corporation 6500 computer was used to tabulate and analyze the data. Tables of distribution recording the frequency, percentage, and standard deviation were constructed for several items in the instrument. Chi-square tables of distribution and the one-way analysis of variance statistical technique were used for data comparisons. The .05 alpha level was chosen as the criterion for determining statistical significance.

Findings of the Study

Thirty-eight per cent of the respondent schools indicated the use of formal performance evaluation procedures. This included 71 per cent of the Class A school respondents, 38 per cent of the Class B school respondents, 31 per cent of the Class C school respondents, and 7 per cent of the Class D school respondents.

Fifty-six per cent of the metro county school respondents and 23 per cent of the nonmetro county school respondents reported the use of formal performance evaluation procedures.

The prescribed rating scale method of formal performance evaluation was reported used by 42 per cent

of the respondents. Thirty-eight per cent of the respondents indicated the use of the performance objective method of evaluation.

A significant relationship at the .05 alpha level was found between school athletic enrollment classification and the principals' perception of whether formal performance evaluations help to improve their administrative efficiency. Seventy per cent of the 96 respondents indicated that evaluations helped to improve their administrative efficiency.

Ninety-six per cent of the 96 principals who indicated the use of formal performance evaluations, reported they favor formal evaluations of secondary public school principals. This included 100 per cent of the Class C-D school respondents.

A significant relationship at the .05 alpha level was found between principals' perceptions of whether formal evaluations help improve administrative efficiency and principals' support of formal evaluations. One hundred per cent of the principals who support formal evaluations also indicated that evaluations helped them improve their efficiency as an administrator.

Suggestions offered by respondents dealt with such concerns as bargaining units for administrators, incorporating due process in the use of evaluations, statewide use of evaluations to improve administrative

performance, and a close working relationship with the board of education to allow for formal evaluations in informal settings.

Conclusions

1. Principals who have experienced formal performance evaluations strongly support the concept of administrative evaluations.
2. Principals who have experienced formal performance evaluations consider evaluations to be helpful in their administrative efficiency.
3. The prescribed rating scale method of evaluation was used slightly more often than the performance objective method of evaluation.
4. Principals indicated a high level of interest in administrative formal performance evaluation as evidenced by the percentage of respondents and the many requests for the results of the study.

Recommendations

1. Local school districts should give careful consideration to the establishment of formal performance evaluation procedures for administrators.
2. Evaluation philosophy and technique of the smaller schools should be studied in order to

identify those characteristics which contribute to the strong support by the principals of these schools.

3. The evaluatee should be directly involved and have considerable input in the evaluation technique.
4. Formal performance evaluation techniques should be designed and developed specifically for the purpose of promoting performance effectiveness.
5. Schools should seriously consider the performance objective method approach to the formal performance evaluation of school administrators.

DEDICATION

This dissertation is dedicated to my parents, Walker and Ruth Towns, for their abiding love, patience, support, and understanding. Without their influence and example this study would not have been possible.

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CHAPTER I

NATURE OF THE STUDY

The Problem

Introduction

Public schools in the seventies are being confronted with the accountability syndrome. Client reaction to school systems has been expressed by the term accountability. While the word "accountability" has several interpretations, one of its implications is that schools today are not functioning in the role of outstandingly effective delivery systems in terms of their major purposes. Clients are demanding better schools and school officials are seeking better appraisal systems to assist them in the process of motivating administrative personnel to consistently higher levels of performance. As Nicholson observes, the connotations of "accountability in education" have been broadened to include evaluation of administrative performance.¹

¹Everett W. Nicholson, "The Performance of Principals in the Accountability Syndrome," The Bulletin of the National Association of Secondary School Principals, LVI (May, 1972), 94.

The purpose of this exploratory study is to examine the status of performance evaluation of secondary public school principals in Michigan as perceived by the principals and to provide preliminary criteria for developing improved techniques of evaluation based on an analysis of the responses given to a questionnaire.

Nicholson,¹ Redfern,² Barrilleaux,³ Castetter and Heisler,⁴ Niehaus,⁵ DeVaughn,⁶ and Stufflebeam⁷ variously

¹Ibid., p. 96.

²George B. Redfern, "Principals: Who's Evaluating Them, Why, and How?" The Bulletin of the National Association of Secondary School Principals, LVI (May, 1972), 86-87.

³Louis E. Barrilleaux, "Accountability Through Performance Objectives," The Bulletin of the National Association of Secondary School Principals, LVI (May, 1972), 105.

⁴William B. Castetter and Richard S. Heisler, "Approving and Improving the Performance of School Administrative Personnel," Center for Field Studies, Graduate School of Education, University of Pennsylvania, pp. 9-10.

⁵Stanley W. Niehaus, "The Anatomy of Evaluation," The Clearing House, XLII (February, 1968), 332.

⁶J. Everett DeVaughn, "Policies, Procedures, and Instruments in Evaluation of Teacher and Administrator Performance" (paper presented at AASA Annual Convention, Atlantic City, N.J., February 16, 1972), p. 3.

⁷Daniel Stufflebeam, "The Relevance of the CIPP Evaluation Model for Educational Accountability" (paper presented at the Annual Meeting of the American Association of School Administrators, Atlantic City, N.J., February 24, 1971), p. 14.

support the theme that principal performance can be evaluated and that principals must be highly involved and have considerable input in the evaluation technique.

The concept of administrative performance evaluation and principal involvement in the procedure is succinctly stated by Nicholson when he writes:

So what can secondary principals do at this time? Probably the most important thing is to be active in the process of developing accountability schemes for the secondary school principalship. The types of principal evaluation formats will be numerous and fittingly adapted in large measure to local conditions. Whatever the scheme is, however, the principal must be highly involved and have considerable input; for who knows better than the principal himself what criteria should be utilized in the determination of effective administrative performance?¹

Need for the Study

Strickler observes that evaluation, when properly implemented, is a useful tool for self-improvement. "Evaluation," he continues, "as an end unto itself is meaningless, but as a means whereby an individual is able to judge, initially and periodically, his progress toward established goals, it has an importance that cannot be exaggerated."²

¹Nicholson, "The Performance of Principals in the Accountability Syndrome," p. 97.

²Robert W. Strickler, "The Evaluation of the Public School Principal," The Bulletin of the National Association of Secondary School Principals, XL (February, 1957), 55.

Howsam and Franco further emphasize the importance of evaluation of administrative performance when they write:

If evaluation is concerned with the improvement of service, the consequences of neglect are serious. If it is concerned with deciding who should be allowed to continue to administer, failure to evaluate will have tragic long-term consequences. In any event, what is done, should be by design rather than by default. And it should be based on the soundest evidence that is available.¹

The need for a study like this is further supported by DeV Vaughn who states:

Most appraisal procedures and instruments have been inadequate and highly subjective and have been administered under an assumption that the superior somehow possessed the required competence to make the correct judgment, usually without the involvement of the evaluatee in the process through self-appraisal, when the evaluatee perhaps best knows his strengths and weaknesses and could adequately state his professional need for help if invited to do so in an open, relatively threat-free climate.²

Redfern suggests that defining leadership productivity in education is more complex than in many other managerial endeavors. Principalship productivity cannot be measured in terms of units produced. The need to assess the principal's productivity, despite the inherent perplexities, is of the utmost urgency. Methods must be

¹Robert B. Howsam and John M. Franco, "New Emphasis in Evaluation of Administrators," National Elementary Principal, XLIV (April, 1965), 36.

²DeVaughn, "Policies, Procedures and Instruments in Evaluation of Teacher and Administrator Performance," p. 4.

found to evaluate leadership output and to stimulate higher levels of achievement.¹

The implications of accountability are so inclusive that it is important for educators not to move in haste without serious debate and thought. Barrilleaux² further observes that despite caution, the accountability movement is sufficiently massive that principals should not consider themselves immune to its immediate effects.

Secondary school principals have an important role in the development of evaluative techniques. It seems imperative that they be active in the process of developing accountability schemes for the secondary school principalship. The principal knows best what criteria should be utilized in the determination of effective administrative performance.

If school systems are to remain viable and relevant to the society which they serve, the necessity is at hand for engaging in a process of evaluating principals.

¹Redfern, "Principals: Who's Evaluating Them, Why, and How?" p. 87.

²Barrilleaux, "Accountability Through Performance Objectives," p. 103.

Purpose of the Study

The purpose of this study was:

- (1) To determine the status of performance evaluation of secondary public school principals in Michigan;
- (2) To obtain criticism, suggestions, and recommendations for the improvement of evaluation techniques;
- (3) To evaluate these data and use the results to suggest implications for performance evaluation improvement;
- (4) To gather additional data for later analysis.

Questions for Study

The questions this study attempted to answer were:

1. How do secondary public schools with formal evaluation procedures distribute themselves in terms of school enrollment, geographic area, and metro/nonmetro status?
2. What is the relationship between the method of formal evaluation practices as experienced by principals and school enrollment?
3. What are principals' perceptions of formal evaluations as expressed by their responses to (a) the role of formal evaluations in improving

administrative efficiency, (b) their support of formal evaluations, and (c) the role of formal evaluations in offsetting negative unofficial informal evaluations?

4. How are the number of years formal evaluations have been practiced and the frequency of formal evaluations related to school enrollment?
5. What is the relationship between the purposes for which principals are formally evaluated and the purposes for which principals feel evaluations ideally should be used?
6. What is the relationship between grievance procedures as experienced by principals and the use of evaluations to establish evidence where dismissal from service is an issue?
7. How are those who evaluate secondary public school principals and the method of evaluation related to principals' support of formal evaluations?
8. How are those who evaluate secondary public school principals and the purposes for which principals are formally evaluated related to the principals' perceived improvement in administrative efficiency?

9. How do schools which use a prescribed rating scale method of evaluation differ from schools which use the performance objective method of evaluation in terms of enrollment, geographic area, and metro/nonmetro status?
10. What is the relationship between comprehensive evaluation technique scores and school enrollment?
11. How are comprehensive evaluation technique scores related to principals' perceptions of whether formal evaluations help improve administrative efficiency and to principals' support of formal evaluations?

Limitations of the Study

This study was limited to include only the principals of secondary public schools in Michigan (N=583).¹ Principals of the public junior high schools and elementary schools were excluded. No attempt was made to generalize beyond the total population included in the study.

The survey questionnaire was constructed according to prescribed principals for such instruments which were found to have support in the literature reviewed² and

¹Michigan Education Directory and Buyers Guide (Michigan Education Directory, 701 Davenport Building, Lansing, Michigan, 1972-73).

²Infra., pp. 12-16.

thus makes claim to face validity. The committee and the researcher decided that this kind of validity met the requirement for this study.

Assumptions Underlying the Study

The following assumptions are essential to this study:

- (1) That principals have insights and/or perceptions which they will share concerning the characteristics of administrative performance evaluations they have experienced;
- (2) That principals' perceptions, while they may be influenced by personal experiences and current personal situations at the time of responding, will be honestly shared;
- (3) That survey questionnaires, when carefully designed, have certain face value, thus making possible the use of data so gathered for purposes of analyzing administrative performance evaluations.

Definition of Terms

Metropolitan Area.--A metropolitan area is a county or group of contiguous counties which contains at least one central city of 50,000 inhabitants or more. Counties contiguous to the one containing such a city

are included in a standard metropolitan area if they are essentially metropolitan in character and socially and economically integrated with the central city.¹

Evaluation.--"Consideration of evidence in the light of value standards and in terms of the particular situation and the goals which the group or individual is striving to attain."²

Questionnaire.--The questionnaire refers to a document containing a list of planned, written questions which required a response from the secondary school principal. For the purposes of this project, the term "questionnaire" was used interchangeably with the term "diagnostic instrument."

Secondary School Principal.--The secondary school principal was the administrator directly responsible for the management and supervision of the secondary school program involving grades 7-12, 8-12, 9-12, or 10-12.

Comprehensiveness.--"That characteristic of a point of view which strives for a maximum of inclusiveness so that the whole picture rather than scattered or isolated segments is in view."³

¹Carter V. Good, ed., Directory of Education (New York: McGraw-Hill Book Company, Inc., 1959), p. 345.

²Ibid., p. 209.

³Ibid., p. 117.

Comprehensive Evaluation Technique Score.--The sum of weighted responses to questionnaire items five and six.

Michigan Athletic Enrollment Classification.--The Michigan Athletic Enrollment Classification is a ranking (A, B, C, D) of all public high schools in the state of Michigan according to the number of students enrolled in grades 9-12 by the fourth Friday of the school year. The Michigan Athletic Enrollment Classification hereafter will be referred to as school classification or school enrollment. A description of these classification categories is listed in Table 1.1.

TABLE 1.1.--Michigan athletic enrollment classification

Class	Number of Students
A	1361 or more students
B	651 to 1360 students
C	339 to 650 students
D	Less than 339 students

Organization of the Study

Chapter I presents an introduction to the study and a discussion of the need for such a study. This is followed by a statement concerning the purpose of the study and a listing of questions for which answers were sought. The limitations and underlying assumptions of

the study are presented. The special terms used in the study are defined and the chapter closes with an overview of the organization of the study.

Chapter II reviews selected literature under the following headings: (1) the survey method of research, (2) questionnaire development, (3) questionnaire returns, (4) the purposes of evaluation, and (5) the review of related studies.

A conceptual frame of reference is developed for application in the analysis of the data.

Chapter III describes the design of the study, the development of the questionnaire, data collection procedures, and the plan for the analysis of the data. The design describes the population selected, and a description of the sampling technique used. The section on data collection procedures describes the administration of the questionnaire and methods of tabulation. The plan for analysis describes the ways in which recommendations and suggestions will be examined.

Chapter IV contains the presentation and analysis of the data.

Chapter V summarizes the study and draws conclusions from the analysis of the data. Recommendations are made for further study and some possible improvements of evaluation procedures are suggested.

Copies of the questionnaire, the cover letter, the follow-up letter, Michigan Education Association geographic regions, a map of the metro/nonmetro counties, a sampling distribution map and a list of sample schools are included in the Appendices.

CHAPTER II

REVIEW OF SELECTED LITERATURE

Introduction

This chapter presents a review of selected literature and attempts to develop a theoretical framework in which to study selected aspects of the status of performance evaluation of secondary public school principals in Michigan. The chapter is sub-divided under the following topics: (1) Survey method of research, (2) Questionnaire development, (3) Questionnaire returns, (4) Purposes of evaluation, and (5) Review of related studies.

Survey Method of Research

For certain kinds of educational research, the survey method of research is especially recommended. Good, Barr and Scates suggest that "the normative-survey approach is appropriate whenever the objects of any class vary among themselves and one is interested in knowing the extent to which different conditions obtain among

these objects!"¹ They further point out that the term "survey" suggests the gathering of data about current conditions. The term "normative" suggests an attempt to ascertain what is the normal or typical condition or practice.

"The survey attack is always appropriate," they continue, "when information concerning current conditions is desired in any field, however well explored, in which there are changes of condition or changes of population frequently from time to time."²

Herriott refers to the survey research method as a form of scientific inquiry. He notes that it is particularly useful in the study of social and social-psychological relationships. In descriptive survey research, he writes,

The sample is selected to describe a well-defined population in terms of its characteristics, attitudes, or behavior. . . . Probability theory is utilized to assess the sampling error surrounding these descriptions.

The most basic element in the survey research method is that of "reasoning." Through this process the survey objectives and design are determined. In descriptive studies, reasoning may involve merely the

¹Carter V. Good, A. S. Barr, and Douglas E. Scates, The Methodology of Educational Research (New York: Appleton-Century-Crofts, Inc., 1941), p. 289.

²Ibid., p. 295.

careful identification of the population to be described and the variables on which this description is to take place.¹

Herriott further suggests that in survey research the investigator faces a complex problem of reducing his data to reliable and valid indexes of the concepts suggested by his reasoning. The researcher must usually develop his own measures of key concepts. This can be done in an ad hoc manner by assigning assumed numerical weights to different responses chosen in terms of their "face validity" and summing them to form a "total score" for a particular index.²

Slonim³ suggests some advantages in using the sampling technique. He lists such advantages as: (1) reduced costs, (2) reduced manpower, (3) gathering initial information more quickly, (4) obtaining data unavailable otherwise, and (5) an actual increase of the accuracy in some instances. The risk that an estimate made from sample data does not truly represent the total population under study can be greatly reduced if probability sampling methods are combined with a sufficiently large

¹Robert E. Herriott, "Survey Research Method," Encyclopedia of Educational Research, ed. by Robert L. Ebel (4th ed.; New York: The Macmillan Company, 1969), p. 1400.

²Ibid., p. 1402.

³Morris James Slonim, Sampling in a Nutshell (New York: Simon and Shuster, 1960), pp. 3, 7.

sample. He further suggests that "sampling is only one component, but undoubtedly the most important one, of that broad field of scientific method known as statistics."

Slonim lists the following steps in the development of a sample survey: "(1) determine as precisely as possible the population, or universe, to be surveyed, (2) set up a sampling 'frame,' (3) give thought to the questionnaire, (4) carry out a small-scale pretest, and (5) conduct the survey."¹

Questionnaire Development

The literature reviewed indicated that questionnaires were used frequently in a variety of research studies. Good, Barr, and Scates² quote Koos' report that out of 581 studies of all kinds which he has reviewed, one-fourth had made use of the questionnaire.

Several lists of criteria which provided guidelines³ for the construction of questionnaires were discovered in the literature. Wise, Nordburg, and Reitz presented the following set of guidelines:

¹Ibid., p. 19.

²Good, Barr, and Scates, Methodology of Educational Research, p. 325.

³See also Carter V. Good, Essentials of Educational Research (New York: Appleton-Century-Crofts, 1966), p. 221.

1. Individual items should be phrased or expressed so that they are easily understood by the respondent.
2. The questions should be programmed in such a manner that the sequence of questions helps the respondent.
3. Questionnaire items should assist the respondent to determine the character of his response.
4. Questions should not invite bias or prejudice or predetermine the respondent's answer.
5. The questionnaire should not be constructed in such a way that it appears to over-burden the respondent.
6. The items on a questionnaire should never alienate the respondent.
7. The respondent ought to be made to feel that he is an important part of the research project.¹

Good² suggests that the responses to the questionnaire should be valid so that the entire body of data taken as a whole will answer the basic question for which it is designed. He then presents a series of questions dealing with decisions about question content, question wording, and form of response to the question.³ Validity should also be considered when constructing a questionnaire. The following questions, Good feels, should be considered in any attempt to establish validity:

1. Is the question on the subject?
2. Is the question perfectly clear and unambiguous?
3. Does the question get to something stable, which is typical of the individual or of the situation?

¹John E. Wise, Robert Nordburg, and Donald J. Reitz, Methods of Research in Education (Boston: D. C. Heath and Company, 1967), p. 101.

²Good, Essentials, p. 223.

³Ibid., pp. 223-24.

4. Does the question pull or have extractive power? Will it be answered by a large enough proportion of respondents to have validity?
5. Do the responses show a reasonable range of variation?
6. Is the information consistent, in agreement with what is known, and in agreement with expectancy?
7. Is the item sufficiently inclusive?
8. Is there a possibility of obtaining an external criteria to evaluate the questionnaire?¹

Wise, Nordburg, and Reitz² claim that a balanced questionnaire should include some open-end questions which are more likely to shed light on the respondent's true feelings.

Questionnaire Returns

Herriott³ observes that the major weakness of the questionnaires is the low percentage of return to the researcher.

Purcel, Nelson, and Wheeler⁴ report that Scott found, in his study of incentives, that stamped envelopes and official sponsorship were effective in securing

¹Ibid., pp. 224-25.

²Wise, Nordburg, and Reitz, Methods of Research, p. 100.

³Herriott, "Survey Research Method," p. 1402.

⁴David J. Purcel, Howard F. Nelson, and David N. Wheeler, Questionnaire Follow-Up Returns as a Function of Incentives and Responder Characteristics (Minnesota: University of Minnesota, Project MINI-SCORE, 1970), p. 2.

returns. A study by Orr and Neyman¹ found that the length of the questionnaire affected the return rate. A 37 per cent response to a four-page questionnaire as compared to a 30 per cent response to an eight-page questionnaire was reported. They also found that the peak return rate occurred twelve days after mailing.

Analysis of the time interval data seems to indicate that the greatest response comes near the end of the second week after the mailing of the questionnaire. As the number of incentives were increased the time interval was shortened slightly.²

Sex seems also to be a factor in the likelihood that questionnaires will be returned. Purcel, et al., report that in one sample period 60 per cent of females had responded versus 41 per cent of males.³ Incentives were found to be more effective with males than with females.

Other researchers found that: (1) a typewritten letter of transmittal increased the return rate significantly over a duplicated letter; (2) the nature of the appeal for assistance made in the cover letter affected the rate of return, with the most effective for his group of former college students being an appeal to help improve

¹Ibid.

²Ibid., p. 12.

³Ibid., p. 8.

education for others; (3) whether or not the respondent was asked to sign the questionnaire made little difference in item response.¹

Based on the findings of Purcel, Nelson, and Wheeler there was both evidence and opinion that returns would be increased by constructing a questionnaire that:

(1) is logical in question organization; (2) is clear and unambiguous in wording--unbiased in phrasing; (3) is non-repetitive and non-trivial; (4) is as brief as possible; (5) is attractively reproduced; (6) avoids the use of the word "questionnaire"; (7) keeps directions brief, clear and distinct; (8) is printed on colored paper.²

In studies where questionnaires were used, concern for follow-up procedures was found to be necessary. The literature suggested that certain procedures were more likely to result in a higher return rate than others. The following procedures were recommended: (1) include a return self-addressed stamped envelope, (2) use a stamped rather than a business reply envelope, (3) include official sponsorship by a party respected by the potential respondent, (4) include a personalized accompanying letter, (5) consider the time (day of week and time of year) of mailing the questionnaire, (6) include assurance

¹Studies by Moore; Sletto; and Gerberich and Mason cited by Purcel, Nelson, and Wheeler, Questionnaire, p. 2.

²Purcel, Nelson, and Wheeler, Questionnaire, p. 3.

of confidentiality, (7) offer a summary of results, and (8) contain a deadline date for returning.¹

Good and Scates support the questionnaire as a tool for research when they write:

The use of a questionnaire in descriptive-survey studies extends the investigators' powers of observation by serving to remind the respondent of each item, to help insure response to the same item from all cases, and to keep the investigator from collecting only the unique, exceptional or unusual facts particularly interesting to him. The questionnaire tends to standardize and objectify the observations of different enumerators, by singling out particular aspects of the situation.²

Purposes of Evaluation

Concern for the purposes of evaluation of professional performance was quite evident in the literature. An attempt was made in this review of literature to briefly survey this issue, with special interest in the purposes of performance evaluation of the principalship.

The theme of performance effectiveness as the goal of evaluation was found repeatedly in the literature.

Campbell and Gregg³ suggest that the general purpose of evaluation is to improve the effectiveness of

¹Ibid.

²Carter V. Good and Douglas E. Scates, Methods of Research (New York: Appleton-Century-Crofts, Inc., 1954), p. 606.

³Roald F. Campbell and Russell T. Gregg, eds., Administrative Behavior in Education (New York: Harper and Brothers, Publisher, 1957), p. 312.

goal achievement. By means of the evaluating process, strengths can be discovered and maintained, weaknesses can be identified and minimized. They conclude that effective evaluation should result in the continuing improvement of organizational plans and procedures and of individual and group efforts in the accomplishment of accepted purposes.

Strickler supports the theme of performance effectiveness through evaluation when he writes:

If the assumption that the principalship is one of the most important positions of educational leadership in the public system is valid, it must follow that continuous professional and personal development is prerequisite to the fulfillment of his responsibilities. It also follows that he must not only be encouraged and stimulated to improve; the school system which he serves must also provide for an evaluation of his principalship to insure the professional and personal growth the position demands.¹

Howsam and Franco² and Tolle³ also stress the theme that evaluation should emphasize the improvement of performance effectiveness.

¹Robert W. Strickler, "The Evaluation of the Public School Principal," The Bulletin of the National Association of Secondary School Principals, XLI (February, 1957), 55.

²Robert B. Howsam and John M. Franco, "New Emphasis in Evaluation of Administrators," National Elementary Principal, XLIV (April, 1965), 37.

³Donald J. Tolle, "Evaluation: Who Needs It?" (paper presented at a faculty workshop held at Mineral Area College, Flat River, Missouri, September 3, 1970), p. 3.

Iwamoto and Hearn¹ observe that evaluation in education is becoming increasingly important. Educators are being called upon to prove the merit of their programs with objective evidence. They further note that evaluation is more than a measure of past progress. It is the basis for building better programs in the future.

Niehaus declares that "an evaluation must be an illuminating thing, and as it illuminates, it must yield understanding, knowledge, and a realistic sense of security and an awareness of fulfillment of what has already been accomplished."² He also observes that if those who are charged with responsibility in educational research or other kinds of operational programs do not evaluate appropriately, someone will evaluate for them. Unfortunately, the degree and intensity of noise which some evaluations generate are by no means predicated by qualifications of the evaluators. Educators must evaluate to know where they have been, to know at what point they have arrived, and to have an idea of where they are going.

Niehaus concludes that "there is specific need for some new and practical innovations in evaluation

¹David Iwamoto and Norman E. Hearn, "Evaluation Is A Full Time Job," American Education, U.S. Department of Health, Education, and Welfare, V (April, 1969), 18-19.

²Stanley W. Niehaus, "The Anatomy of Evaluation," The Clearing House, XLII (February, 1968), 332.

procedures. Structured evaluation instruments must yield objective, definitive, and clear-cut information. They must illuminate rather than compound and confuse."¹

Nolte² suggests the appraisal of administrators should be done in terms of process and of outcomes. Means and ends cannot be evaluated separately. How we do what we do conditions the ends which will be secured and, since the ends of the education effort are often far removed and subtle in character, appraisal of administration through the study of outcome alone is not possible.

In an analysis of major principles of the evaluation process, Lewis³ makes note that a major concern is the role of a given value system in the establishment of goals and in the assessment of their attainment. Heier⁴ suggests the use of training programs to explain the

¹Ibid., p. 334.

²M. Chester Nolte, An Introduction to School Administration (New York: The Macmillan Company, 1967), p. 133.

³Leslie Lewis, "Evaluation: A Relationship of Knowledge, Skills, and Values" (from the Symposium "An Interdisciplinary Look at Evaluation," presented at the Joint Annual Meeting of the American Education Research Association and the National Council on Measurement in Education, Minneapolis, Minnesota, March, 1970).

⁴H. D. Heier, "Implementing an Appraisal-By-Results Program," Personnel, XLVII (November-December, 1970), 25.

evaluation process including the results expected, administrative procedures, dates and time frames, and the use of forms required in the evaluation process.

In his comments on the purpose of evaluation, Kelly¹ observes that the evaluator needs to learn how to guard against over-simplification. To do this means to be able to describe complexity. He continues, "to borrow a phrase from the researcher, within the development process the evaluator must work to avoid the type one error or the too quick rejection of the null hypothesis that says: no difference."²

Kelly further argues that developmental evaluation works to guard against over-simplification. He concludes that the evaluator must develop a series of data sets that will allow judgments to be made as to whether or not the intentions of development have been fulfilled in practice. It is in this way that the evaluator will guard against over-simplification. He will guard against the notion that wishing makes it so.³

¹Edward F. Kelly, "Extending the Countenance: A Comment for Evaluators" (paper presented at the Association for Educational Communications and Technology Annual Convention, Minneapolis, Minnesota, April 16, 1972), p. 2.

²Ibid.

³Ibid., p. 6.

Demeke¹ presents the theme that evaluation should be developed in terms of specifically explained areas of competence. He lists seven specific areas of competence to be used as evaluation criteria while Adams² suggests fourteen criteria to be included in the evaluation procedure.

Culbreth declares that "if we misjudge the capacity and performance of our subordinates, we will fail to develop their full potential and fail to realize the full benefit of a valuable asset."³

The National Education Association and the American Association of School Administrators have supported the evaluation of educational services.

The National Education Association believes that it is a major responsibility of the teaching profession, as of other professions, to evaluate the quality of its services. To enable educators to meet this responsibility more effectively, the Association calls for continued research and

¹Howard J. Demeke, "Guidelines for Evaluation: The School Principalship--Seven Areas of Competence," Department of Educational Administration and Supervision, Arizona State University, Tempe, Arizona, 1971.

²Velma A. Adams, "In West Hartford It's the Kids That Count," School Management, XV (September, 1971), 22.

³George Culbreth, "Appraisals That Lead to Better Performance," Supervisory Management, XVI (March, 1971), 8.

experimentation to develop means of objective evaluation of the performance of all professional personnel. . . .¹

The American Association of School Administrators has declared:

If growth is not static, sporadic, or unilinear, then the appraisal of what is happening becomes more important than what has happened. If this is true, then evaluation is an integral part of the whole process of becoming.

Evaluation processes are significant factors in the development of the person who accepts and understands the process of becoming.

Evaluation should be a continuous examination of the immediate experience rather than a procedure used at the end of a unit of work or at a specified time.²

Engleman, Cooper, and Ellena describe evaluation in terms of (1) determining the extent to which objectives have been attained, (2) pointing out the discrepancies between the results obtained and the standards set for each objective, and (3) interpreting the results.³ They suggest that effective evaluation is a continuous,

¹National Education Association, Addresses and Proceedings of the 105th, Annual Meeting (Minneapolis, Minnesota, July, 1967), p. 498.

²American Association of School Administrators, "Inservice Education for School Administrators" (Report of the AASA Commission on Inservice Education for School Administrators, Washington, D.C., 1963), p. 194.

³Francis E. Engleman, Shirley Cooper, and William J. Ellena, Vignettes on the Theory and Practice of School Administration (New York: The Macmillan Company, 1963), p. 58.

comprehensive, cooperative process¹ and predict that through adequate evaluation depicting strengths and weaknesses in existing practice, the exceptional practice of today will become the common practice of tomorrow.²

Culbreth continues support of the theme that performance effectiveness is the goal of evaluation when he argues that making objective setting a part of every appraisal interview will improve the effectiveness of goal achievement. He suggests two kinds of objectives: (1) improvement goals that will help administrators become more productive in their present position and (2) personal development goals that will help the administrator achieve the private growth to which he aspires.³

Both the organization and the individual are helped through evaluation according to Castetter and Burchell.

The organization is able to communicate to individuals the goals of the system, the specific objectives of the position, the plans which have been made to support the individual as he performs his role, the standards of performance the organization has established, the criteria it will employ in assessing the performance, the information it will gather to make the evaluation, and the steps it will take to improve individual effectiveness on the basis of the appraisal.

The individual will be helped by the appraisal by providing him with information and counsel on changes which may be needed in his performance and

¹Ibid., p. 62.

²Ibid., p. 63.

³Culbreth, "Appraisals That Lead to Better Performance," p. 10.

methods for implementing the changes. There is also value in the opportunity the administrator has to feed back to the evaluator, facts and feelings about obstacles which prevent more effective individual performance. The evaluation process is conducive to creating better understanding between evaluator and evaluatee and to developing a positive influence on the feelings of evaluatees.¹

Stufflebeam defines evaluation as "the process of delineating, obtaining, and providing useful information for judging decision alternatives."² He suggests three points for consideration: (1) evaluation is conceived of as a systematic, continuing process, (2) the evaluation process includes three basic steps, (a) the delineation of questions to be answered and information to be obtained, (b) the obtaining of relevant information, and (c) the providing of information to decision makers so that they can use it to make decisions and thereby improve on-going programs, and (3) evaluation is conceived of as a process to serve decision making.³

The concept that evaluation and accountability are interrelated is supported by Stufflebeam. He defines

¹William B. Castetter and Helen R. Burchell, "Educational Administration and the Improvement of Instruction," Educational Research and Service Bureau, Graduate School of Education, University of Pennsylvania, p. 62.

²Daniel Stufflebeam, "The Relevance of the CIPP Evaluation Model for Educational Accountability" (paper read at the Annual Meeting of the American Association of School Administrators, Atlantic City, N.J., February 24, 1971), p. 4.

³Ibid.

accountability as "the ability to account for past actions in terms of the decisions which precipitated the actions, the wisdom of those decisions, the extent to which they were adequately and efficiently implemented and the value of their effects."¹ He concludes that "evaluation studies provide the kind of information needed for accountability."² The four kinds of evaluation serve particular accountability needs.³

Lessinger defines accountability

. . . as the product of a process. At its most basic level, it means that an agent, public or private, entering into a contractual agreement to perform a service will be held answerable for performing according to agreed-upon terms within an established time period, and with a stipulated use of resources and performance standards.⁴

Howsam and Franco suggest that evaluation has two fundamental concerns, responsibility and accountability. They identify the basic questions to be answered as (1) the nature and extent of the responsibility undertaken by the evaluatee and (2) the ability of the evaluatee to account for his execution of the responsibility.⁵

¹Ibid., p. 14.

²Ibid., p. 18.

³The acronym CIPP was derived from the first letters of the names of four kinds of evaluation; context, input, process, and product.

⁴Leon Lessinger, "Engineering Accountability for Results in Public Education," Phi Delta Kappan, LII (December, 1970), 217.

⁵Howsam and Franco, "New Emphasis in Evaluation of Administrators," p. 37.

Young declares that accountability is causing many educators to think more precisely about their goals, how they can be achieved, and how they can determine the degree to which they have been achieved. In the past, quality in education has been described in terms of input--courses, dollars spent, and numbers of teachers. Today, the public is concerned about output--the results in terms of actual student learning. People want to know the quality of the return on their educational investment.¹

The major reasons, according to Young, for the call for accountability include the high costs of education and low pupil achievement.

Stenner² discusses education in terms of big business.

A Gallop Poll of public attitudes toward education has shown that Americans rate the financial crisis as the number one problem of the public schools.³ Local taxpayers want to know how wisely their education dollars are being spent.

¹Stephen Young, "Accountability and Evaluation in the 70's: An Overview" (paper presented at the Annual Meeting of the Speech Communication Association, San Francisco, California, December 27, 1971), p. 2.

²Jack Stenner, "Accountability by Public Demand," American Vocational Journal, XLVI (February, 1971), 34.

³George Gallup, "The Third Annual Survey of the Public's Attitudes Toward the Public Schools, 1971," Phi Delta Kappan, LIII (September, 1971), 35.

We do not know what it costs on the average to increase a student's reading ability by one year. All we know is what it costs to keep him seated for one year. Advocates of accountability feel it would make more sense if we moved from a "per-pupil" cost to a "learning unit" cost.¹ One reason for demanding accountability is to determine the cost-effectiveness of the schools.

Young further suggests that educators have made few moves to measure results and proclaim their success in terms of output--the performance of students. At the same time, educational failures have been glaringly recognized.²

Lessinger³ suggests that high dropout rates are one indicator of low pupil achievement.

As further evidence of low pupil achievement, Lessinger cites the 30,000 plus functional illiterates--people with less than a fifth-grade reading ability--in the U.S. today who hold high school diplomas.⁴

¹Leon M. Lessinger, "Robbing Dr. Peter to Pay Paul: Accounting for Our Stewardship of Public Education," Educational Technology, XI (January, 1971), 11.

²Young, "Accountability and Evaluation in the 70's: An Overview," p. 6.

³Lessinger, "Robbing Dr. Peter to Pay Paul: Accounting for Our Stewardship of Public Education," p. 12.

⁴Leon M. Lessinger, "Accountability for Results: A Basic Challenge for America's Schools," American Education, V (June-July, 1969), 2.

Many schools are not providing the kind of education that provides rational, responsible citizens. Ivor Berg's thesis is that public education does not give students the skills they need.¹

While educators have avoided the measurement and display of their success, their failures have been measured and displayed outside the school system.

Culbreth warns of the basic faults of evaluation programs when he lists the following items.

1. Overemphasis on forms--If forms take precedence, an appraisal becomes a report card. Through this the evaluator may lose sight of the objective, proper evaluation with an eye to improvement.
2. Poor communication--There must be two-way communication. The evaluatee needs to explain why he performed the way he did. The evaluator needs to listen objectively and with an open mind. Reason, not emotion, should guide the discussion.
3. Adhering to the once-a-year approach--The appropriate time for an evaluation rarely if ever coincides with a timetable.
4. Looking to the past and ignoring the future--Goals should be set for future development. Evaluation should motivate evaluatee toward improvement.²

Review of Related Studies

The purpose of this section of the review was to examine related studies. Based on the review of the

¹Ivor Berg, Education and Jobs: The Great Training Robbery (New York: Prueger Publishers, 1970).

²George Culbreth, "Appraisals That Lead to Better Performance," Supervisory Management, XVI (March, 1971), 8-9.

literature, very few studies have been done for the purpose of examining the status of performance evaluation of secondary public school principals. The studies that were reviewed dealt with limited aspects of performance evaluation and were indirectly related to the specific interests of this study.

In the field of business and industrial personnel management, stress is given to the necessity of accurate evaluations for salary purposes. Thus the popularity of such techniques as the rank order method, paired comparison techniques, and others which result in a list of employees in order of desirability.

There is a good deal of discussion both in educational literature and outside the profession which stresses that evaluation of personnel is likely to do more harm than good in terms of productivity and morale if its primary objective is not to improve performance.

As early as 1897, Brooks¹ reported the reaction of teachers to supervision, merely generalizing her presentation of conclusions reached through analysis of accumulated data.

¹Sarah Brooks, "Supervision as Viewed by the Supervised," National Education Association Proceedings (Washington, D.C., 1897), pp. 225-32.

Bird¹ sought to discover some of the qualities of supervisors most appreciated by teachers by obtaining the reactions of experienced teachers enrolled in various college classes.

Bell,² Nutt,³ and Saunders⁴ carried on similar studies but obtained their data directly from teachers in service.

Gist and King⁵ utilized a questionnaire to obtain information from Seattle teachers with respect to how principals may be most helpful.

Gray⁶ gathered similar information from teachers regarding help received from principals.

¹G. E. Bird, "Teachers' Estimates of Supervisors," School and Society, V (June 16, 1917), 717-20.

²A. D. Bell, "Grade Principal as Seen From the Teacher's Desk," Popular Education, XLII (September, 1924), 12-13.

³H. W. Nutt, "The Attitude of Teachers Toward Supervision," Education Research Bulletin, Ohio State University (February 6, 1924), 59-64.

⁴Olga Saunders, "What Teachers Want from the Principal in His Capacity as a Supervisor," School Review, XXX (October, 1925), 610-15.

⁵A. S. Gist and W. A. King, "The Efficiency of the Principal from the Standpoint of the Teacher," Elementary School Journal, XXIII (October, 1922), 120-26.

⁶W. S. Gray, "Methods of Improving the Technique of Teaching," Elementary School Journal, XX (December, 1919), 273-75.

Hubbard¹ used a questionnaire to obtain from Detroit teachers what they expected from supervisors. Hart² used the same technique to sample teachers' appraisal of supervision by the high school principal.

Kyte³ used the questionnaire technique to obtain teachers' appraisal of the helpfulness of principals.

Strickler⁴ reports the following analysis of a questionnaire study in regard to principal evaluation among school districts of a population over 100,000 for the school year 1955-56.

The questionnaire was sent to 81 school districts of a population of 100,000 to 499,999, and to 17 school districts of a population over 500,000, a total of 98 districts. The questionnaire was returned by 52 of the 81 districts (64.2%), by 14 of the 17 districts (82.4%), a total return of 66 of 98 districts or 67.3 per cent.

¹Evelyn B. Hubbard, "What Teachers Expect of Supervisors," Detroit Journal of Education, III (May, 1923), 416-17.

²M. C. Hart, "Supervision from the Standpoint of the Supervised," School Review, XXXVII (September, 1929), 537-40.

³G. C. Kyte, "The Elementary School Principal as a Builder of Teacher Morale," First Yearbook of the Department of Elementary School Principals (Michigan Education Association, 1927), pp. 44-52.

⁴Strickler, "The Evaluation of the Public School Principal," pp. 55-58.

The analysis of the data indicated no significant difference in evaluation procedure between the school systems of the two sizes. Consequently, for schools of over 100,000 student population, practically all systems, over 96 per cent, do evaluate the principal and the majority of school districts make the evaluation at regular intervals throughout his tenure of office. The evaluation is infrequently done according to a rating scale or device and more often represents a purely subjective judgment on the part of the individuals making the evaluation. The evaluation is based, with few exceptions, upon the principal's executive ability, professional leadership, community leadership, professional growth and personal qualities. The purpose of the evaluation is generally to determine the principal's retention in the position or his promotion within the system. Salary advancement is very seldom based upon the evaluation.

Strickler, in his conclusions, suggests the need for two specific studies: one of the attitudes of the public school principal toward his evaluation and a second to establish criteria for the evaluation of the principalship and their application to an experimental group of public school principals.¹

¹Ibid., p. 58.

Educational Research Service has conducted three surveys on procedures for evaluating the performance of administrators and supervisors in local school systems. ERS Circular No. 5, 1964, identified only 50 plans for appraising administrative personnel, and some of the plans were quite informal.¹ A 1968 survey of all systems enrolling 25,000 or more pupils and a selected group of 31 smaller systems uncovered 62 formal programs of administrative evaluation.² For the 1971 survey, the decision was made to limit the mailing list only to systems enrolling 25,000 or more pupils, omitting the sampling of smaller systems included in the previous surveys.³

Although the sample and the number of replies in the 1971 survey were less than in the 1968 survey, the 1971 survey revealed 84 systems which have formal

¹Educational Research Service, American Association of School Administrators and NEA Research Division, Evaluation of School Administrative and Supervisory Personnel, ERS Circular No. 5 (Washington, D.C., the Service, October, 1964), pp. 1-40.

²Educational Research Service, American Association of School Administrators and NEA Research Division, Evaluating Administrative Performance, ERS Circular No. 7 (Washington, D.C., the Service, November, 1968), pp. 1-56.

³Educational Research Service, American Association of School Administrators and NEA Research Division, Evaluating Administrative/Supervisory Performance, ERS Circular No. 6 (Washington, D.C., the Service, November, 1971), pp. 1-60.

procedures for assessing the performance of administrative/supervisory personnel. These 84 represent 54.5 per cent of the 154 responding systems, whereas the 62 systems identified in 1968 were only 39.5 per cent of the total response in that survey. The 1971 survey figures appear to indicate that the larger the school system, the more likely it is to have an evaluation program for administrative and supervisory employees.¹ From the responses of this survey, it is evident that in educational circles administrative evaluations are seldom used to make salary determinations. Only 12 of the 84 systems indicated that evaluations are used to determine regular or merit increments in salary.²

There are 12 general types of evaluation procedures identified by ERS among the 84 submitted. The 12 procedures are grouped into two general types--those which assess the evaluatee against prescribed performance standards (indicators of character, skill, and performance which have been chosen as standards against which all personnel in a similar position will be assessed); and procedures which are based on individual job targets or performance goals, against which each evaluatee will be

¹Ibid., p. 1.

²Ibid., p. 3.

rated as to degree of accomplishment of each goal (management by objective approach).¹

Despite the difficulty in developing and implementing a performance goals procedure, a growing number of systems are adopting it in one form or another--25 per cent (21 systems) in the 1971 survey, as compared with 13 per cent (8 systems) in the 1968 study and only one system in 1964.

Bernstein and Sawyer² advocate the job-target approach to the evaluation of principals. They suggest that the contemporary principal's success should be measured by how well he performs the activities and discharges the responsibilities encompassed in his assignment. A traditional problem is that this measurement has been made by means of objective evaluation instruments.³ When measured by these standards, the principal is generally regarded solely as an administrator by objective, i.e., he is evaluated according to the degree to which he satisfies pre-determined task-performance criteria. The principal's true effectiveness often

¹Ibid., p. 6.

²Julius C. Bernstein and Willard Sawyer, "Evaluating The Principal," The Principalship: Job Specifications and Considerations for the 70's (Washington, D.C., National Association of Secondary School Principals, 1970), pp. 11-18.

³Ibid., p. 11.

depends on how well he administers by exception, i.e., how he anticipates, identifies, and copes with the myriad of intangible but critical factors that influence the achievement of successful job-targets.¹

A "task" is defined as some concrete duty that the principal must perform as part of his ordinary, day-to-day routine. They may not be closely related to the larger issues of education; indeed they might impede the principal as he tries to address these issues. A "job-target" is defined as an objective that relates to the long-range issues of school improvement. "Job-targets" are likely to have significant impact on such areas as curriculum or community relations. They are goals that are worthy of being the core concerns of the modern principal.² The modern principal should be evaluated in terms of how well he organizes the resources at his command, first to define and then to achieve truly important job-targets.

Summary

This review of literature was divided into four areas of concern. There was general agreement that the survey method of research was an acceptable way to gather data. Questionnaires were found to be used frequently in all kinds of research. There are certain guidelines

¹Ibid.

²Ibid.

which, when followed, tend to produce better and more reliable results. A low rate of return was one of the major problems experienced in the use of questionnaires. Here also the literature suggests ways of improving the percentage of return. The use of probability theory in selecting the sample has greatly increased the value of the findings of studies of questionnaires.

The literature emphasized concern for the purposes of evaluation of professional performance. The theme of performance effectiveness as the goal of evaluation was found repeatedly in the literature. Evaluation is more than a measure of past progress; it is the basis for building better programs in the future.

There was general agreement that there is specific need for some new and practical innovations in evaluation procedures.

Evaluation and accountability are interrelated. Evaluation studies provide the kind of information needed for accountability.

Very few studies have been conducted for the purpose of examining the status of performance evaluation of secondary public school principals. The studies that were reviewed dealt with limited aspects of performance evaluation.

There was general agreement that evaluation of personnel is likely to do more harm than good in terms

of productivity and morale if its primary objective is not to improve performance.

CHAPTER III

METHODS OF PROCEDURE

Introduction

This chapter provides a detailed presentation of the research design, including: (1) selection of the sample of public high schools, (2) description of the sampling technique used, (3) outline of the sampling distribution by area, (4) the questionnaire approach, (5) development of the questionnaire, (6) questions for study, (7) data collection procedures, (8) treatment of the data, and (9) summary.

Selection of the Sample

A random stratified sample of secondary public school principals in the state of Michigan comprised the population of this study. The basic sampling unit was the public high school, not the school district.

The public high schools listed in the 1972-73 "Michigan Education Directory and Buyer's Guide"¹

¹Michigan Education Directory and Buyer's Guide (Michigan Education Directory, 701 Davenport Building, Lansing, Michigan, 1972-73).

comprised the total population (N=583) of this study. A random stratified sample (n=293) of public high schools from this population was chosen for study. The rationale for the random stratified sample of public high schools was derived from Sampling Opinions¹ by E. J. Stephen and P. J. McCarthy and Sample-Size Determination² by Arthur E. Mace.

Each public high school in Michigan is classified by the Michigan High School Athletic Association as either A, B, C, or D according to the number of pupils enrolled.³ "Michigan Statistical Abstracts"⁴ identifies the type of counties, metro or nonmetro, where each public high school in the state was located. A list of the metro counties is found in Table 3.1 and the nonmetro counties in Table 3.2. Appendix A identifies the Michigan Education Association geographical regions. Appendix B contains a map of the metro and nonmetro counties in Michigan.

¹E. J. Stephen and P. J. McCarthy, Sampling Opinions (New York: John Wiley and Sons, 1958), pp. 103-18.

²Arthur E. Mace, Sample-Size Determination (New York: Reinhold Publishing Co., 1964), pp. 2-3.

³Michigan High School Athletic Association Bulletin, Directory Issue 1972-1973 School Year, XLIX, November, 1972, No. 5 (Michigan High School Athletic Association), 245-50.

⁴Michigan Statistical Abstracts (Michigan State University, Graduate School, Business Administration, 1968), pp. 535-36.

TABLE 3.1.--Metro counties in the state of Michigan

Clinton	Jackson	Macomb	Ottawa
Eaton	Kalamazoo	Monroe	Saginaw
Genesee	Kent	Muskegon	Washtenaw
Ingham	Lapeer	Oakland	Wayne

TABLE 3.2.--Nonmetro counties in the state of Michigan

Alcona	Clare	Keweenaw	Oceana
Alger	Crawford	Lake	Ogemaw
Allegan	Delta	Leelenaw	Ontonagon
Alpena	Dickinson	Lenawee	Osceola
Antrim	Emmet	Livingston	Oscoda
Arenic	Gladwin	Luce	Otsego
Baraga	Gogebic	Mackinac	Presque Isle
Barry	Grand Traverse	Manistee	Roscommon
Bay	Gratiot	Marquette	Sanilac
Benzie	Hillsdale	Mason	Schoolcraft
Barrien	Houghton	Mecosta	Shiawassee
Branch	Huron	Menominee	St. Clair
Calhoun	Ionia	Midland	St. Joseph
Cass	Iosco	Missaukee	Tuscola
Charlevoix	Iron	Montcalm	Van Buren
Cheboygan	Isabella	Montmorency	Wexford
Chippewa	Kalkaska	Newago	

The public high schools were then grouped into strata according to the Michigan Education Association geographical regions and further grouped into the four athletic enrollment classifications A, B, C, and D within each stratum respectively.

The population percentage for each Michigan Education Association geographical region was then computed. Listed in Table 3.3 are the population and sample percentages according to the Michigan Education Association geographical regions. Each population figure represents the percentage of public high schools in the state and each sample figure represents the percentage of public high schools in the study for each Michigan Education Association geographical region.

A random stratified sample representing 50 per cent of the public high schools in each athletic enrollment classification was then drawn. The population and sample percentages according to the athletic enrollment classification is included in Table 3.4.

The sample drawn was then sub-divided into categories based on the Michigan Education Association geographical regions with data identifying the Athletic classification of each school selected and the metro or nonmetro county in which the school selected was located. A random stratified sample of 293 public high schools was drawn. This design enabled reliable

TABLE 3.3.--Michigan Education Association geographical regions listing population and sample percentages

MEA Geographical Regions	Population	Sample
Region 1	4.28%	4.43%
Region 2	7.03%	7.16%
Region 3	7.54%	7.50%
Region 4	4.45%	4.43%
Region 5	7.89%	7.84%
Region 6	5.31%	5.46%
Region 7	6.51%	6.48%
Region 8	6.34%	6.48%
Region 9	8.74%	8.87%
Region 10	5.14%	4.77%
Region 11	7.54%	7.16%
Region 12	4.80%	4.77%
Region 13	6.34%	6.48%
Region 14	4.45%	4.43%
Region 15	3.77%	3.75%
Region 16	2.05%	2.38%
Region 17 and 18	7.71%	7.50%
Totals	99.89%*	99.89%*

* Due to rounding

TABLE 3.4.--Michigan athletic enrollment classification listing population and sample percentages

Athletic Enrollment Classification	Population	Sample
Class A	28.3%	28.6%
Class B	27.6%	27.6%
Class C	23.0%	22.8%
Class D	21.1%	21.0%
Totals	100.0%	100.0%

descriptive statistical comparisons to be made for each of the Michigan Education Association geographical regions outlined, and for the different classifications of public high schools as determined by the athletic conference enrollment classification.

Description of the Sampling Technique Used

All public high schools in the state of Michigan comprised the population (N=583) of this study. A stratified random sample (n=293) from this population was chosen for study. Each public high school in the state of Michigan was ordered by the Michigan Education Association geographical region and Michigan High School Athletic Association classification. Each public high school in a given region and athletic classification category had equal probability of being selected. This technique was derived from the texts, Statistics¹ by Hays, and Statistical Analysis and Inference² by Armore.

Sampling Distribution by Area in the State

A sample of 293 public high schools in Michigan was drawn, using the technique as outlined above. A

¹William L. Hays, Statistics (New York: Holt, Rinehart and Winston, 1963), pp. 64, 215.

²Sidney J. Armore, Introduction to Statistical Analysis and Inference (New York: John Wiley and Sons, Inc., 1967), pp. 236-37, 309.

sampling distribution map of public high schools selected was then developed, showing the distribution of selected schools. This sampling distribution map is found in Appendix C. It should be noted that the concentration of schools in the southeast portion of the state, as illustrated on the sampling distribution map, directly reflects the large population of public high schools located in this geographic area.

The Questionnaire Approach

It was decided to use the questionnaire approach in gathering data from the 293 secondary school principals selected in the random stratified sample of public high schools in the state of Michigan.

The survey of literature provided the rationale for the questionnaire approach. The writing of Good and Scates exemplifies this rationale.

The questionnaire is a major instrument for data gathering in descriptive-survey studies and is used to secure information from varied and widely scattered sources. The questionnaire is particularly useful when one cannot readily see personally all of the people from whom he desires responses or where there is no particular reason to see the respondent personally. This technique may be used to gather data from any range of territory, sometimes national or international.¹

¹Carter V. Good and Douglas E. Scates, Methods of Research (New York: Appleton-Century-Crofts, Inc., 1954), p. 52.

The validity of the questionnaire in a descriptive-survey was pointed out by Spahr and Swenson.¹ Remmers² also indicated that the questionnaire approach is a useful method for the collection of data. The use of the questionnaire approach in research studies has been endorsed by Parten,³ Cronback,⁴ and Scates and Yeomans⁵ as an effective method for the collection of information.

Development of the Questionnaire

An opinion survey type questionnaire was designed to gather information concerning the status of performance evaluation of secondary public school principals in Michigan as perceived by the principals.

¹Walter E. Spahr and Rinehart J. Swenson, Methods and Status of Scientific Research (New York: Harper and Brothers, 1930), pp. 232-33.

²H. H. Remmers, Introduction to Opinion and Attitude Measurement (New York: Harper and Brothers, 1954), p. 52.

³Mildred Parten, Surveys, Polls, and Samples--Practical Procedures (New York: Harper and Brothers, 1950), p. 57.

⁴Lee J. Cronback, Essentials of Psychological Testing (New York: Harper and Brothers, 1960), p. 405.

⁵Douglas E. Scates and Alice V. Yeomans, The Effect of the Questionnaire Form on Course Requests of Employed Adults (Washington, D.C.: American Council on Education, 1960), pp. 2-4.

The questionnaire included the following content areas: (1) practices included in evaluation procedures, (2) purposes for which principals are evaluated, (3) recommended purposes for which evaluations should ideally be used, (4) principals' opinions of evaluations, (5) personnel who serve as evaluators, and (6) the status of written grievance procedures for principals.

A review of the literature¹ dealing with the development of questionnaires provided the necessary theoretical background. A number of questionnaires, used to gather data in similar types of studies, were reviewed and items for possible use were selected. These items were circulated among fellow administrators in the Beecher School District where comments and suggestions were solicited.

A rough draft of the questionnaire was prepared incorporating the suggestions offered by fellow administrators. Fifteen public high school principals were asked to respond to the questionnaire. Following this preliminary trial administration of the questionnaire the participants were encouraged to react verbally to the instrument. Several helpful suggestions were made and later incorporated into a further revision.

Consultations with members of the researcher's doctoral committee and with staff members from the Office

¹See Chapter II for the review of the literature.

of Research Consultation resulted in still further revisions of certain questions prior to the pilot administration.

Pilot Administration

Printed copies of the revised questionnaire were presented personally to twelve secondary school principals in Genesee County. The pilot study involved three secondary school principals in each of the four athletic enrollment classifications, namely class A, B, C, and D size schools. The selection process involved a random sample of secondary school principals in Genesee County not previously selected in the study sample. The purpose of the pilot study was to refine the questionnaire as an instrument to be used in gathering data for the study.

The results of the responses were carefully tallied, analyzed, and combined with the suggestions of several colleagues. These suggestions resulted in some minor changes in the general format of the questionnaire along with the deletion of some items and the addition of others.

Questionnaire Format

The final form of the questionnaire is presented in Appendix D. The questionnaire included the following content areas:

- (1) Demographic Data
- (2) Practices included in evaluation procedures
- (3) Purposes for which principals are evaluated
- (4) Purposes for which principal performance evaluations should ideally be used
- (5) Principals' opinions of performance evaluations
- (6) Personnel, by position, who serve as evaluators
- (7) Status of written grievance procedures for principals

Three types of questions were used in the instrument. In the first type the respondent provided the requested short-answer response. The second type asked the respondent to check all responses that apply to him. In the third type, the respondent was requested to check the yes or no response.

Two preliminary information statements were included at the beginning of the questionnaire requesting school enrollment and the Michigan Education Association Region of the school.

Questionnaire item one relates to research question one. This item is combined with the responses from the preliminary information statements (see above) and provides data concerning characteristics of schools with evaluation procedures as compared to characteristics of schools which do not have evaluation procedures.

Questionnaire item five deals with specific practices of evaluation procedures and provides information to research question two. Items eight, nine, and eleven provide data about the principals' opinion of evaluations and relate to research question three.

Research question four was answered through data gathered by responses to questionnaire items two and four. These items deal with the period of time evaluations have been used and the frequency of evaluations.

Questionnaire items six and seven deal with evaluation purposes experienced and evaluation purposes recommended. These items provide data for research question five.

Research question six deals with the relationship between grievance procedures experienced by principals and the role of evaluations in the dismissal process. This question relates to items six-f and twelve in the questionnaire.

Research question seven was answered through data gathered from questionnaire items five, nine, and ten. Questionnaire items six, eight, and ten provide the data which relate to research question eight.

Questionnaire items five-a and five-b provide data for research question nine which asks for the basic type of evaluation form used in each school. Questionnaire items five and six provide an answer to research

question ten which asks for the relationship between comprehensive evaluation technique scores and school enrollment.

Research question eleven dealt with the relationship between comprehensive evaluation technique scores and principals' opinions of performance evaluations. The response was provided through data gathered from items five, six, eight, and nine.

Questions for Study

This study attempted to answer these questions:

1. How do secondary public schools with formal evaluation procedures distribute themselves in terms of school enrollment, geographic area, and metro/nonmetro status?
2. What is the relationship between the method of formal evaluation practices as experienced by principals and school enrollment?
3. What are principals' perceptions of formal evaluations as expressed by their responses to (a) the role of formal evaluations in improving administrative efficiency, (b) their support of formal evaluations, and (c) the role of formal evaluations in offsetting negative unofficial informal evaluations?

4. How are the number of years formal evaluations have been practiced and the frequency of formal evaluations related to school enrollment?
5. What is the relationship between the purposes for which principals are formally evaluated and the purposes for which principals feel evaluations ideally should be used?
6. What is the relationship between grievance procedures as experienced by principals and the use of evaluations to establish evidence where dismissal from service is an issue?
7. How are those who evaluate secondary public school principals and the method of evaluation related to principals' support of formal evaluations?
8. How are those who evaluate secondary public school principals and the purposes for which principals are formally evaluated related to the principals' perceived improvement in administrative efficiency?
9. How do schools which use a prescribed rating scale method of evaluation differ from schools which use the performance objective method of evaluation in terms of enrollment, geographic area, and metro/nonmetro status?

10. What is the relationship between comprehensive evaluation technique scores and school enrollment?
11. How are comprehensive evaluation technique scores related to principals' perceptions of whether formal evaluations help improve administrative efficiency and to principals' support of formal evaluations?

Data Collection Procedures

Administration of the Questionnaire

A revised, printed copy of the questionnaire (see Appendix D), together with a cover letter (see Appendix E), and a stamped, self-addressed envelope was mailed to the 293 secondary public school principals in Michigan who were included in the sample.

The questionnaires were mailed on May 10, 1973. Consideration was given to the choice of mailing time and date as suggested in the literature. Each questionnaire was coded to identify the following: (1) name of the high school, (2) athletic classification by student enrollment, and (3) metro or nonmetro county in which the school was located. A follow-up letter (see Appendix F), another copy of the questionnaire, and a second stamped, self-addressed envelope were mailed on May 24, 1973, to those who had not responded.

Considerable interest was indicated by the respondents. Eighty-seven per cent of the sample (n=254) responded. The number and percentage of response by athletic enrollment classification are shown in Table 3.5. The number and percentage of response by Michigan Education Association Region¹ are shown in Table 3.6. The number and percentage of response by metro/nonmetro county are shown in Table 3.7.

See Appendix G for the sample schools.

TABLE 3.5.--Response distribution by athletic enrollment classification

Athletic Enrollment Classification	Number in Sample	Number of Respondents	Percentage
Class A	83	59	71.1
Class B	76	76	100.0
Class C	78	75	96.2
Class D	56	44	78.2
Total	293	254	86.7

Treatment of the Data

The data of this research project were treated with descriptive statistics. Procedures recommended through consultations from the Office of Research

¹The Michigan Education Association geographic regions were grouped into ten areas to provide a minimum of two public high schools in each athletic class category. (See Appendix G)

TABLE 3.6.--Response distribution by Michigan Education Association Region

MEA Area	Number in Sample	Number of Respondents	Percentage
Area I (MEA Regions 1, 2, 3)	56	47	83.9
Area II (MEA Region 4)	13	10	76.9
Area III (MEA Region 5)	23	20	86.9
Area IV (MEA Regions 6, 7)	35	26	74.3
Area V (MEA Region 8)	19	17	89.5
Area VI (MEA Region 9)	26	21	80.8
Area VII (MEA Regions 10, 11)	35	35	100.0
Area VIII (MEA Regions 12, 13)	33	31	93.9
Area IX (MEA Regions 14, 15)	24	19	79.2
Area X (MEA Regions 16, 17, 18)	29	28	96.6
Total	293	254	86.7

TABLE 3.7.--Response distribution by metro/nonmetro county

Variable	Number in Sample	Number of Respondents	Percentage
Metro	137	114	83.9
Nonmetro	156	140	90.4
Total	293	254	86.7

Consultation, College of Education, Michigan State University, were used to establish the plan for the analysis and treatment of the data.

The data from the questionnaires were key punched into computer data cards. The Michigan State University Control Data Corporation 6500 computer was used to tabulate and analyze the data.

The methods used to analyze the data obtained from the questionnaires were: (1) tables of distribution recording the frequency, percentage, and standard deviation, (2) chi-square tables, and (3) one-way analysis of variance.

The .05 alpha level was chosen for this research study to establish statistical significance. This level indicated that the observed differences between groups was likely to occur by chance only five times out of every 100 cases.

No hypotheses were tested since it was agreed by the research committee that the study was a normative survey and was exploratory in nature.

Summary

The population and design of the study, development and administration of the questionnaire, data collection procedures, and treatment of data were described in this chapter.

This was a normative survey study. A questionnaire was used to gather data through a random stratified sample of secondary public school principals in Michigan. Data were gathered in six areas: (1) practices included in evaluation procedures, (2) purposes for which principals are evaluated, (3) purposes for which evaluations should ideally be used as perceived by principals, (4) principals' opinions of evaluations, (5) personnel who serve as evaluators, and (6) the status of written grievance procedures for principals.

Three methods of analysis were described: (1) tables of distribution providing the frequency, percentage, and standard deviation, (2) chi-square tables, and (3) the one-way analysis of variance.

CHAPTER IV

PRESENTATION AND ANALYSIS OF DATA

Introduction

This chapter presents the results of the study according to the data received from the principals. The respondents were secondary school principals in the state of Michigan. Data are presented from the responses of the ninety-six principals who indicated the use of formal performance evaluation procedures.

Purpose of the Study

The purpose of this study was:

- (1) To determine the status of performance evaluation of secondary public school principals in Michigan;
- (2) To obtain criticisms, suggestions, and recommendations for the improvement of evaluation techniques;
- (3) To evaluate these data and use the results to suggest implications for performance evaluation improvement;
- (4) To gather additional data for later analysis.

This chapter presents the results of the study in terms of responses received from the principals included in the sample who reported the use of formal performance evaluation procedures.

Preliminary Information Statements

Through demographic data and interpretation of the returned questionnaires, several bits of information were solicited from the respondents. These data are presented in Table 3.5, Table 3.6, and Table 3.7, but are summarized here in order to describe the sample.

Table 3.5 gives the response distribution by athletic enrollment classification. There were fifty-nine Class A school respondents which represented slightly over 71 per cent of the schools in the Class A sample. One hundred per cent of the seventy-six Class B schools in the sample responded to the questionnaire while 96.2 per cent of the seventy-eight Class C schools in the sample responded. Forty-four Class D schools responded which represented 78.2 per cent of the schools in the Class D sample.

Table 3.6 indicates the response distribution by Michigan Education Association Region. In MEA Regions 4, 6, 7, 14, and 15, 74 to 80 per cent of the sample schools responded to the questionnaire while 80 to 90 per cent of the sample schools responded in MEA Regions 1, 2, 3, 5, 8, and 9. In MEA Regions 12 and 13,

93.9 per cent of the sample schools responded while 96.6 per cent of the sample schools responded in MEA Regions 16, 17, and 18. In MEA Regions 10 and 11, 100 per cent of the 35 sample schools responded to the questionnaire.

Table 3.7 gives the response distribution by metro and nonmetro county. There were 114 metro county school respondents which represented 83.9 per cent of the metro school sample. Ninety per cent of the 156 nonmetro county sample schools responded to the questionnaire.

The preliminary information presented above has been summarized from Table 3.5, Table 3.6, and Table 3.7 in order to describe the sample. The remaining portion of the chapter will present an analysis of the data gathered from the respondents (n=96) who reported the use of a formal method of performance evaluation of secondary public school principals.

Questions for Study

This study attempted to answer these questions:

1. How do secondary public schools with formal evaluation procedures distribute themselves in terms of school enrollment, geographic area, and metro/nonmetro status?

2. What is the relationship between the method of formal evaluation practices as experienced by principals and school enrollment?
3. What are principals' perceptions of formal evaluations as expressed by their responses to (a) the role of formal evaluations in improving administrative efficiency, (b) their support of formal evaluations, and (c) the role of formal evaluations in offsetting negative unofficial informal evaluations?
4. How are the number of years formal evaluations have been practiced and the frequency of formal evaluations related to school enrollment?
5. What is the relationship between the purposes for which principals are formally evaluated and the purposes for which principals feel evaluations ideally should be used?
6. What is the relationship between grievance procedures as experienced by principals and the use of evaluations to establish evidence where dismissal from service is an issue?
7. How are those who evaluate secondary public school principals and the method of evaluation related to principals' support of formal evaluations?

8. How are those who evaluate secondary public school principals and the purposes for which principals are formally evaluated related to the principals' perceived improvement in administrative efficiency?
9. How do schools which use a prescribed rating scale method of evaluation differ from schools which use the performance objective method of evaluation in terms of enrollment, geographic area, and metro/nonmetro status?
10. What is the relationship between comprehensive evaluation technique scores and school enrollment?
11. How are comprehensive evaluation technique scores related to principals' perceptions of whether formal evaluations help improve administrative efficiency and to principals' support of formal evaluations?

Question One

Question One

1. How do secondary public schools with formal evaluation procedures distribute themselves in terms of school enrollment, geographic area, and metro/nonmetro status?

The first question was analyzed by describing secondary public schools that have formal evaluation procedures according to their athletic enrollment classification, geographic area, and metro/nonmetro status.

Table 4.1 shows the distribution of schools with formal evaluation procedures¹ according to their athletic enrollment classification. Including all athletic enrollment classifications, 37.8 per cent (n=96) of the respondent schools (n=254) reported the use of some type of formal evaluation procedure. Class A school respondents indicated a 71.2 per cent use of formal evaluation procedures. Class B school respondents show a 38.2 per cent use of evaluation procedures while 30.7 per cent of the Class C school respondents indicated the use of evaluation procedures. Class D school respondents indicated a 6.8 per cent use of formal evaluation procedures.

Due to the low frequency of response from Class D schools (3), hereafter, athletic enrollment classification will be redefined as; Class A schools, Class B schools, and Class C and D schools combined.

Table 4.2 presents the distribution of schools with formal evaluation procedures according to their

¹The term "formal evaluation procedures" refers to the procedures for evaluating the performance of secondary public school principals in Michigan.

TABLE 4.1.--Distribution of schools with formal evaluation procedures by athletic enrollment classification

Athletic Enrollment Classification	Number in Sample	Number of Respondents	Number of Respondent Schools with Formal Evaluation Procedures	Percentage of Respondent Schools with Formal Evaluation Procedures
Class A	83	59	41	71.2
Class B	76	76	29	38.2
Class C	78	75	23	30.7
Class D	56	44	3	6.8
Total	293	254	96	37.8

TABLE 4.2.--Distribution of schools with formal evaluation procedures by geographic area

MEA Area	Number in Sample	Number of Respon- dents	Number of Respondent Schools with Formal Evaluation Procedures	Percentage of Respondent Schools with Formal Evaluation Procedures
Area I (MEA Regions 1, 2, 3)	56	47	25	53.2
Area II (MEA Region 4)	13	10	3	30.0
Area III (MEA Region 5)	23	20	9	45.0
Area IV (MEA Regions 6, 7)	35	26	16	61.5
Area V (MEA Region 8)	19	17	6	35.3
Area VI (MEA Region 9)	26	21	8	38.1
Area VII (MEA Regions 10, 11)	35	35	9	25.7
Area VIII (MEA Regions 12, 13)	33	31	10	32.3
Area IX (MEA Regions 14, 15)	24	19	6	31.6
Area X (MEA Regions 16, 17, 18)	29	28	4	14.3
Total	293	254	96	37.8

Michigan Education Association geographic area.¹ The percentage of respondent schools with formal evaluation procedures ranged from a low of 14.3 for Area X (MEA Regions 16, 17, 18) to a high of 61.5 for Area IV (MEA Regions 6, 7). Ranging from 25 to 35 per cent of respondent schools with formal evaluation procedures were Areas II, V, VII, VIII, and IX. Area VI had 38 per cent of respondent schools with formal evaluation procedures while Area III had 45 per cent and Area I had 53 per cent.

Table 4.3 shows the distribution of schools with formal evaluation procedures according to their metro/nonmetro county status. The metro county school respondents indicated a 56.1 per cent use of formal evaluation procedures while 22.9 per cent of the nonmetro county school respondents indicated the use of formal evaluation procedures.

This question was answered by presenting the number of schools in the sample, the number of respondents, and the number and percentage of respondent schools with formal evaluation procedures for each of the athletic enrollment classifications, the geographic areas, and the metro/nonmetro county status. Class A schools located in Detroit and in the metropolitan counties of Wayne, Washtenaw, Jackson,

¹Supra., p. 52.

Monroe, Lenawee, Oakland, Macomb, and St. Clair have better than a 50 per cent possibility of having formal evaluation procedures. This compares to a 37.8 per cent possibility for the 254 respondent schools.

TABLE 4.3.--Distribution of schools with formal evaluation procedures by metro/nonmetro county status

County Status	Number in Sample	Number of Respondents	Number of Respondent Schools with Formal Evaluation Procedures	Percentage of Respondent Schools with Formal Evaluation Procedures
Metro	137	114	64	56.1
Nonmetro	156	140	32	22.9
Total	293	254	96	37.8

Question Two

Question Two

2. What is the relationship between the method of formal evaluation practices as experienced by principals and school enrollment?

Because each principal could indicate use of more than one of the fourteen stated methods of evaluation, the researcher attempted to answer this general question by looking at fourteen different relationships (the relationship between the use of a particular method

of evaluation and the school athletic enrollment classification). Each relationship was analyzed by using the chi-square statistic.

Table 4.4 presents the sample distribution of enrollment classification by use of a particular evaluation method for each of the fourteen methods of evaluation. Included in the table is the chi-square statistic for each relationship (use of a particular method of evaluation and school enrollment classification), the number of schools and the percentage of schools. The only significant relationship at the .05 alpha level was for the evaluation procedure wherein the evaluatee signs the evaluation form. Contributing to this is the fact that a greater percentage of Class A schools marked the "evaluatee signs the evaluation form" category than did those in Class B and Class C-D schools. There were forty-one Class A school respondents, twenty-nine Class B school respondents, and twenty-six Class C-D school respondents. Eight of the fourteen methods of evaluation were reported used by over 50 per cent of the Class A school respondents. Five of the fourteen methods of evaluation were reported used by over 50 per cent of the Class B schools and four of the fourteen methods of evaluation were reported used by over 50 per cent of the Class C-D schools. Data from the ninety-six respondent schools indicate that the lowest percentage

TABLE 4.4.--Distribution of the methods of evaluation and the school enrollment classification

Method of Evaluation		School Enrollment Classification						Chi-Square Statistic
		A		B		C-D		
		%	n	%	n	%	n	
1. Prescribed rating scale	Yes	46	(19)	38	(11)	38	(10)	.65
	No	54	(22)	62	(18)	62	(16)	
2. Performance objec- tives	Yes	44	(18)	28	(8)	42	(11)	2.12
	No	56	(23)	72	(21)	58	(15)	
3. Narrative form	Yes	44	(18)	59	(17)	54	(14)	1.59
	No	56	(23)	41	(12)	46	(12)	
4. Self-evaluation	Yes	51	(21)	38	(11)	50	(13)	1.34
	No	49	(20)	62	(18)	50	(13)	
5. Pre-evaluation conference	Yes	27	(11)	14	(4)	15	(4)	2.26
	No	73	(30)	86	(25)	85	(22)	
6. Conference during evaluation process	Yes	51	(21)	55	(16)	31	(8)	3.82
	No	49	(20)	45	(13)	69	(18)	
7. Post evaluation conference	Yes	68	(28)	66	(19)	88	(23)	4.43
	No	32	(13)	34	(10)	12	(3)	
8. Automatic evalu- ation review by third party	Yes	24	(10)	28	(8)	31	(8)	.33
	No	76	(31)	72	(21)	69	(18)	
9. Evaluatee receives copy of evaluation form	Yes	83	(34)	83	(24)	96	(25)	2.86
	No	17	(7)	17	(5)	4	(1)	
10. Evaluatee may only examine copy of evaluation form	Yes	5	(2)	0	(0)	0	(0)	2.74
	No	95	(39)	100	(29)	100	(26)	
11. Evaluatee signs evaluation form	Yes	83	(34)	52	(15)	54	(14)	9.52*
	No	17	(7)	48	(14)	46	(12)	
12. Evaluatee's signa- ture does not sig- nify agreement with evaluation	Yes	63	(26)	45	(13)	50	(13)	2.61
	No	37	(15)	55	(16)	50	(13)	
13. Evaluatee may file a dissenting statement	Yes	56	(23)	41	(12)	50	(13)	1.47
	No	44	(18)	59	(17)	50	(13)	
14. Evaluatee may discuss evaluation with evaluator's superior	Yes	54	(22)	34	(10)	50	(13)	2.65
	No	46	(19)	66	(19)	50	(13)	

* Statistically significant at the .05 alpha level.

of response was reported for the procedure whereby the evaluatee may only examine a copy of the evaluation form. Only 5 per cent of the ninety-six respondents indicated use of this method. Forty-two per cent of the total schools reported use of a prescribed rating scale while 38 per cent indicated use of performance objectives. A narrative form of evaluation was reported used by 51 per cent of the respondents while 47 per cent indicated the use of self-evaluation. Pre-evaluation conferences were reported by 20 per cent of the schools, 47 per cent indicated the use of conferences during the evaluation and 73 per cent reported the use of post evaluation conferences. The evaluation is automatically reviewed by a third party in 27 per cent of the schools while the evaluatee receives a copy of the evaluation form in 86 per cent of the schools. The evaluatee's signature does not signify agreement with the evaluation in 54 per cent of the schools. Fifty per cent of the schools indicated they may file a dissenting statement to the evaluation while 47 per cent reported they may discuss the evaluation with the evaluator's superior.

The frequency of the common use of specific methods of evaluation was greatest for Class A school respondents. The frequency for Class B school respondents was slightly greater than Class C-D schools. Only three of the fourteen methods of evaluation were used by

over 50 per cent of all the schools in each of the three athletic enrollment classifications.

Question Three

Question Three

3. What are principals' perceptions of formal evaluations as expressed by their responses to (a) the role of formal evaluations in improving administrative efficiency, (b) their support of formal evaluations, and (c) the role of formal evaluations in offsetting negative unofficial informal evaluations?

The overall objective of this question was to look at the principals' perceptions of formal evaluations. The respondents were the principals who indicated the use of formal evaluation procedures. To fulfill this objective, respondents were instructed to answer (yes, no) the three separate questions stated above in question three. The relationship between their answer to each question and their schools' athletic enrollment classification was then described. Each relationship was tested, using the chi-square statistic.

Table 4.5 shows the sample distribution of the principals' perceptions of formal evaluations and the three school enrollment classifications. The table includes the chi-square statistic for each relationship,

TABLE 4.5.--Distribution of the principals' perceptions of formal evaluations and the school enrollment classification

Principals' Perception of Formal Evaluations		School Enrollment Classification						Chi-Square Statistic
		A		B		C-D		
		%	n	%	n	%	n	
1. Role of evaluations in improving admin- istrative efficiency	Yes	56	(23)	72	(21)	88	(23)	8.04*
	No	44	(18)	28	(2)	12	(3)	
2. Support of evalu- ations	Yes	93	(38)	96	(27)	100	(26)	2.15
	No	7	(3)	4	(1)	0	(0)	
3. Role of evaluations in offsetting nega- tive unofficial informal evaluations	Yes	63	(26)	63	(17)	83	(19)	2.97
	No	37	(15)	37	(10)	17	(4)	

* Statistically significant at the .05 alpha level.

the number of principal responses, and the percentage of principal responses. The only significant relationship at the .05 alpha level was found between school enrollment classification and the principals' perception of the role of evaluations in improving administrative efficiency. Seventy per cent of the ninety-six principals indicated that evaluations helped to improve their administrative efficiency. Contributing to this significance was the fact that within Class A schools only about half the principals (56%) indicated that formal evaluations improved administrative efficiency, while within both Class B and Class C-D schools a very high percentage of principals indicated that formal evaluations improved administrative efficiency.

Within each of the three athletic enrollment categories, a very high percentage of the principals (96%) indicated that they favored formal evaluations.

Sixty-eight per cent of the principals indicated that official positive evaluations helped them offset unofficial negative informal evaluations. Sixty-three per cent was the lowest affirmative response and was reported by both the Class A and the Class B principals. Class C-D principals reported an 83 per cent affirmative response.

Principals in Class C-D schools reported a greater affirmative response to all three categories

thus indicating a more positive perception of formal evaluations than reported by principals in Class A and Class B schools.

Also of interest is the relationship between the responses to each of the three questions which indicate the principals' perceptions of formal evaluations. Seventy-one per cent of the principals who favor formal evaluations also agree that official positive formal evaluations help offset unofficial negative informal evaluations. One hundred per cent of the principals who support formal evaluations also indicate that evaluations helped them improve their efficiency as an administrator. Seventy-nine per cent of the principals who indicate that evaluations help improve administrative efficiency also report that official positive formal evaluations help offset unofficial negative informal evaluations.

Through the principals' (yes, no) responses to the three separate questions, it was determined that 78 per cent of the ninety-six respondents indicating use of formal evaluation procedures have a favorable perception of formal evaluations.

Question FourQuestion Four

4. How are the number of years formal evaluations have been practiced and the frequency of formal evaluations related to school enrollment?

The objective of this question was to determine if the period of time formal evaluations have been practiced in each of the respondent schools or if the number of times formal evaluations occur are directly or indirectly related to the enrollment of the school. Respondents were instructed to answer, in terms of years, the period of time formal evaluations have been practiced in their school. The frequency of evaluations in their schools was analyzed in terms of the number of formal evaluations experienced each year. Each relationship was tested by the one-way analysis of variance technique.

Table 4.6 shows the relationship between enrollment classification and the number of years evaluations have been practiced. Class A schools ($\bar{X}=3.63$) have used evaluations slightly longer than Class C-D schools ($\bar{X}=3.23$). Class B schools ($\bar{X}=2.72$) were found to have used formal evaluations for the shortest period of time. The average mean years ($\bar{X}=3.19$) suggests that secondary

public school principal performance evaluation is a relatively recent development in Michigan.

TABLE 4.6.--Comparative data on the number of years evaluations have been used according to the school enrollment classification

Athletic Enrollment Classification	n	Mean	Standard Deviation
Class A	41	3.63	2.80
Class B	29	2.72	1.77
Class C-D	26	3.23	1.77

Table 4.7 shows no significant relationship between school enrollment classification (category variable) and the number of years evaluations have been used (dependent variable). The number of years secondary public school principal performance evaluations have been used in a school does not seem to be directly or indirectly related to the school size factor.

Table 4.8 presents the summary of data for school enrollment classification and the frequency of secondary public school principal evaluations per year. Class B schools have a slightly higher ($\bar{X}=1.22$) frequency of evaluations per year than Class A and Class C-D schools. The average mean frequency ($\bar{X}=1.18$) suggests that secondary public school principals are evaluated slightly more than once each year. It is noted that

TABLE 4.7.--One-way analysis of variance of school enrollment classification and the number of years evaluations have been practiced

Source of Variation	d.f.	M.S.	F Statistic	p <
Between Categories	2	7.04	1.36	0.26
Within Categories	93	5.16		
Total	95			

TABLE 4.8.--Comparative data on the frequency of evaluations per year according to the school enrollment classification

Athletic Enrollment Classification	n	Mean	Standard Deviation
Class A	39	1.15	0.54
Class B	27	1.22	0.58
Class C-D	21	1.19	0.68

there is missing data for nine respondents who were excluded from this analysis.

Table 4.9 shows that there was no significant relationship between school enrollment classification (category variable) and the frequency of principal evaluations per year (dependent variable). A school's athletic enrollment classification does not appear to relate directly or indirectly to the number of years formal evaluations have been used in a school or to the frequency of formal evaluations.

TABLE 4.9.--One-way analysis of variance of school enrollment classification and the frequency of evaluations per year

Source of Variation	d.f.	M.S.	F Statistic	p <
Between Categories	2	0.04	0.11	0.90
Within Categories	84	0.35		
Total	86			

Question Five

Question Five

5. What is the relationship between the purposes for which principals are formally evaluated and the purposes for which principals feel evaluations ideally should be used?

Respondents were instructed to answer (yes, no) to the six purposes for which principals in their school are formally evaluated and to answer (yes, no) if in their opinion, each of the same six purposes should ideally be used for formal evaluations. Because each principal could indicate use and support of more than one of the six purposes of evaluation, an attempt was made to answer this question by looking at the six different relationships between purposes for which principals are evaluated and principals' opinions of these purposes as being ideally used in evaluations. Each relationship was analyzed by using the chi-square statistic.

Table 4.10 shows the relationships between the purposes for which principals are evaluated and the purposes for which principals feel evaluations ideally should be used. There is a significant relationship between each of the six purposes of evaluation and principals' opinions of these purposes as ideally being used in formal evaluations. Included in the table is the chi-square statistic for each comparison and the frequency and percentage of responses for evaluation purposes as experienced by principals and as recommended for being ideally used in evaluations.

There was a total of ninety-six respondents in this category. Ninety-five per cent of the respondents

TABLE 4.10.--Comparison of evaluation purposes as experienced by principals and purposes for which principals feel evaluations ideally should be used

Purposes of Evaluation	Responses to Experienced and Recommended Purposes of Evaluations				
	Agree*		Disagree		Chi-Square Statistic
	n	%	n	%	
1. Assessing the evaluatee's present performance in accordance with prescribed standards	67	70	29	30	14.07**
2. Helping the evaluatee establish relevant performance goals	59	62	37	38	9.20**
3. Identifying areas in which improvement is needed	87	91	9	9	8.11**
4. Determining qualifications for permanent status	68	71	28	29	11.03**
5. Keeping records of performance to determine qualifications for promotion	55	53	41	47	8.07**
6. Establishing evidence where dismissal from service is an issue	64	67	32	33	15.61**
Total	400	70	176	30	

* Indicates either positive or negative response to both of the corresponding experienced and recommended purposes of evaluation.

** Statistically significant at the .05 alpha level.

who experienced the use of evaluations in assessing the evaluatee's performance in accordance with prescribed standards recommended that evaluations be used for this purpose while 98 per cent of those who experienced the use of evaluations in helping the evaluatee establish relevant performance goals recommended that evaluations include this factor. Ninety-eight per cent of the respondents who experienced the use of evaluations to identify areas in which improvement is needed suggested this to be an ideal role of evaluations.

Table 4.10 indicates that principals tend to strongly agree that the evaluation purposes which they have experienced, as identified in the table, should ideally be a part of evaluation purposes.

A very high percentage of the respondents (95-100 per cent) who experienced evaluations to assess performance in accordance with prescribed standards, to establish relevant performance goals, and to identify areas in which improvement is needed indicated these same purposes should ideally be used in evaluations.

Question Six

Question Six

6. What is the relationship between grievance procedures as experienced by principals and the use

of evaluations to establish evidence where dismissal from service is an issue?

The objective of this question was to compare the specific grievance procedure accessible to each respondent with the use of evaluations in the dismissal process in the respondent's school. Respondents were instructed to identify the grievance procedure used in their school or to indicate that principals are not covered by the grievance procedure and to answer (yes, no) if evaluations are used to establish evidence where dismissal from service is an issue in their school. This question was tested by the one-way analysis of variance technique.

Table 4.11 presents the relationships between the use of evaluations in establishing evidence where dismissal from service is an issue and the grievance procedures accessible to principals. Included in this table are the frequency and percentage responses of grievance procedures experienced by principals according to the use of evaluations in the dismissal process.

There were ninety-five respondents in this analysis. Thirty-three respondents indicated the use of evaluations in the dismissal process. Twenty-five of these thirty-three respondents were not covered by any grievance procedure. An additional forty respondents, also not covered by any grievance procedure, reported they had not experienced the use of evaluations in the

TABLE 4.11.--Comparative data on the grievance procedures accessible to principals and the use of evaluations in establishing evidence where dismissal from service is an issue

Principal Grievance Procedures	Use of Evaluations in the Dismissal Process			
	Yes		No	
	n	%	n	%
1. Principals are covered by their own grievance procedure	3	3.2	14	14.8
2. Principals are covered by a grievance procedure which covers all professional personnel	2	2.1	8	8.4
3. Principals are covered by a grievance procedure which covers all school employees	2	2.1	0	0.0
4. Principals are covered by the teachers' grievance procedure but only in grievances involving teachers	1	1.1	0	0.0
5. Principals are not covered by any grievance procedure	25	26.0	40	42.1
Total	33	34.5	62	65.3

dismissal process. Seventeen respondents reported they had formal grievance procedures specifically designed for principals. Fourteen of these seventeen reported they had not experienced the use of evaluations in the dismissal process.

Thirty of the ninety-five respondents reported they had access to a formal written grievance procedure. Twenty-two of the thirty principals indicated that evaluations are not used to establish evidence for dismissal from service. Sixty-five of the ninety-five respondents reported they were not covered by any grievance procedure. Forty of the sixty-five principals reported that evaluations are not used to establish evidence for dismissal from service.

Table 4.12 shows that there was no significant relationship between grievance procedures accessible to principals (dependent variable) and the use of evaluations in establishing evidence where dismissal from service is an issue (category variable).

TABLE 4.12.--One-way analysis of variance of grievance procedures accessible to principals and the use of evaluations in the dismissal process

Source of Variation	d.f.	M.S.	F Statistic	p <
Between Categories	1	7.58	2.80	.098
Within Categories	93	2.71		
Total	94			

The use of evaluations in the dismissal process does not appear to be directly or indirectly related to grievance procedures accessible to principals.

Question Seven

Question Seven

7. How are those who evaluate secondary public school principals and the method of evaluation related to principals' support of formal evaluations?

The objective of this question was to determine if the principals' support of formal evaluations is directly or indirectly related to those who evaluate the principals or to the method of evaluation used. Respondents were instructed to answer (yes, no) for each of the fourteen methods of evaluation, for each of the eight listed evaluators, and to indicate support or opposition to formal evaluations of secondary public school principals. Each relationship was tested, using the chi-square statistic.

Table 4.13 presents the relationship between those who evaluate secondary public school principals and principals' support of formal performance evaluations of secondary public school principals. Respondents to "those who evaluate principals" were instructed to indicate all evaluators that apply to their school.

In the analysis of data, when a respondent reported the use of two or more evaluators, the evaluator with the highest professional position was tabulated. The only listed nonprofessional evaluator was the "community" which was not reported as being used by any of the ninety-five respondents. All respondents reported "those who evaluate" in either the superintendent or assistant superintendent category.

TABLE 4.13.--Comparison of those who evaluate principals and principals' support of formal evaluations

Evaluators by Position	Principals' Support of Formal Evaluations			
	<u>Yes</u>		<u>No</u>	
	n	%	n	%
Superintendent	67	74	4	100
Assistant Superintendent	24	26	0	0
Chi-Square Statistic: 1.412				

Ninety-one (96%) of the ninety-five respondents indicated support of formal evaluations. Seventy-four per cent (n=67) of these ninety-one respondents reported evaluations by the superintendent. Four respondents expressed a negative opinion of formal evaluations. Each of the four reported evaluations by the superintendent. Table 4.13 shows no significant relationship between those who evaluate principals and principals' support of formal evaluations.

Table 4.14 shows the relationship between each method of evaluation (yes, no, for each method of evaluation) and principals' support (yes, no) of formal evaluations. The table includes the chi-square statistic for each of the fourteen comparisons, the number and percentage of principals experiencing the stated method of evaluation who support formal evaluations and the number and percentage who oppose formal evaluations. The table shows the following two significant relationships. The use of the narrative form of evaluation was reported by forty-nine of the ninety-five respondents, each of whom indicated support of formal evaluations. The practice wherein the evaluatee may file a dissenting statement to the evaluation was reported by forty-eight of the ninety-five respondents, forty-four of whom also indicated support of formal evaluations. Principals tend to favor support of formal evaluations when given an opportunity to respond to the narrative style of evaluation.

Eighty-six per cent (n=78) of those principals who support formal evaluations (n=91) reported experiencing the method of evaluation wherein the evaluatee receives a copy of the evaluation, while 75 per cent (n=68) of those principals who support formal evaluations reported experiencing the post evaluation conference

TABLE 4.14.--Comparison of methods of evaluation and principals' support of formal evaluations

Method of Evaluation		Principals' Support of Formal Evaluations				Chi-Square Statistic
		Yes		No		
		n	%	n	%	
1. Prescribed rating scale	Yes	38	95	2	5	.11
	No	53	96	2	4	
2. Performance objectives	Yes	37	100	0	0	2.66
	No	54	93	4	7	
3. Narrative form	Yes	49	100	0	0	4.45*
	No	42	91	4	9	
4. Self-evaluation	Yes	43	96	2	4	.01
	No	48	96	2	4	
5. Pre-evaluation conference	Yes	18	95	1	5	.07
	No	73	96	3	4	
6. Conference during evaluation process	Yes	43	96	2	4	.01
	No	48	96	2	4	
7. Post evaluation conference	Yes	68	97	2	3	1.21
	No	23	92	2	8	
8. Automatic evaluation review by third party	Yes	24	92	2	8	1.08
	No	67	97	2	3	
9. Evaluatee receives copy of evaluation form	Yes	78	95	4	5	.66
	No	13	100	0	0	
10. Evaluatee may only examine copy of evaluation form	Yes	2	100	0	0	.09
	No	89	96	4	4	
11. Evaluatee signs evaluation form	Yes	59	94	4	6	2.12
	No	32	100	0	0	
12. Evaluatee's signature does not signify agreement with evaluation	Yes	48	92	4	8	3.45
	No	43	100	0	0	
13. Evaluatee may file a dissenting statement	Yes	44	91	4	9	4.09*
	No	47	100	0	0	
14. Evaluatee may discuss evaluation with evaluator's superior	Yes	41	93	3	7	1.38
	No	50	98	1	2	

* Statistically significant at the .05 alpha level.

method. Principals who are involved in follow-up techniques of evaluations tend to be supportive of formal evaluations.

The use of a prescribed rating scale was reported by forty of the ninety-five respondents, thirty-eight of whom indicated support of formal evaluations. In comparison, the use of performance objectives was reported by thirty-seven of the ninety-five respondents, each of whom indicated support of formal evaluations. Principals evaluated by the use of performance objectives reported just slightly greater support of formal evaluations than did principals evaluated by a prescribed rating scale.

The four respondents opposing formal evaluations indicated common use of four of the fourteen stated methods of evaluation and no use of three of the fourteen stated methods of evaluation.

The support of formal evaluations by principals who indicated the use of formal performance evaluation procedures does not appear to be directly or indirectly related to either the one who evaluates principals or to the method of evaluation.

Question Eight

Question Eight

8. How are those who evaluate secondary public school principals and the purposes for which

principals are formally evaluated related to the principals' perceived improvement in administrative efficiency?

The purpose of this question was to determine if improvement in administrative efficiency, as perceived by the principals involved in formal evaluation procedures, is directly or indirectly related to those who formally evaluate secondary public school principals or to the purposes for which principals are evaluated. Respondents were instructed to answer (yes, no) to each of the six purposes of evaluation, to each of the eight listed evaluators, and to indicate support or opposition to formal evaluations of secondary public school principals. Each relationship was tested by the chi-square statistic.

Table 4.15 shows the comparison between those who evaluate secondary public school principals and improvement in administrative efficiency as perceived by the principals. Respondents to "those who evaluate principals" were instructed to indicate all evaluators that apply to their school. In the analysis of data, when a respondent reported the use of two or more evaluators, the evaluator in the highest professional position was tabulated. All respondents reported "those who evaluate" in either the superintendent or assistant superintendent category.

TABLE 4.15.--Comparison of those who evaluate and improvement in administrative efficiency as perceived by the principals

Evaluators by Position	Perceived Improvement in Administrative Efficiency			
	<u>Yes</u>		<u>No</u>	
	n	%	n	%
Superintendent	51	76	21	72
Assistant Superintendent	16	24	8	28
Chi-Square Statistic: .148				

There was a total of ninety-six respondents. Sixty-seven (70%) of the respondents indicated evaluations helped to improve their administrative efficiency. Fifty-one (76%) of these sixty-seven respondents reported evaluations by the superintendent. Twenty-nine respondents reported evaluations did not help to improve their administrative efficiency. Twenty-one (72%) of these twenty-nine respondents reported evaluations by the superintendent. Table 4.15 shows no significant relationship between "those who evaluate principals" and improvement in administrative efficiency as perceived by the principals involved in the formal evaluation procedure.

Table 4.16 presents the relationships between purposes for which principals are evaluated and improvement in administrative efficiency as perceived by the

TABLE 4.16.--Comparison of purposes for which principals are evaluated and improvement in administrative efficiency as perceived by the principals

Purposes for Which Principals Are Evaluated		Improvement in Adminis- trative Efficiency				Chi-Square Statistic
		Yes		No		
		n	%	n	%	
1. Assessing the evaluatee's present performance in accordance with prescribed standards	Yes	42	75	14	25	1.73
	No	25	63	15	27	
2. Helping the evaluatee establish relevant per- formance goals	Yes	37	74	13	26	.88
	No	30	65	16	35	
3. Identifying areas in which improvement is needed	Yes	62	71	25	29	.96
	No	5	56	4	44	
4. Determining qualifications for permanent status	Yes	8	73	3	27	.05
	No	59	69	26	31	
5. Keeping records of per- formance to determine qualifications for pro- motion	Yes	21	81	5	19	2.04
	No	46	66	24	34	
6. Establishing evidence where dismissal from service is an issue	Yes	24	73	9	27	.21
	No	43	68	20	32	

principals. The table includes the chi-square statistic for the above relationships, the number and percentage of principals indicating the use of the stated purpose of evaluation who perceive improvement in administrative efficiency and those who perceive no improvement in administrative efficiency. The table shows no significant relationship between purposes for which principals are evaluated and improvement in administrative efficiency as perceived by the respondents. The percentage of principals who experienced the stated purpose of evaluation and who perceived improvement in administrative efficiency ranged from 71 per cent to 81 per cent. Seventy-one per cent (n=62) of those principals who indicated the use of the purpose of evaluation of "identifying areas in which improvement is needed" (n=87) indicated they perceived improvement in administrative efficiency. Seventy-five per cent (n=42) of those principals who indicated the use of the purpose of evaluation of "assessing the evaluatee's present performance in accordance with prescribed standards" (n=56) also perceived improvement in administrative efficiency. Eighty-one per cent (n=21) of those principals who indicated the use of the purpose of evaluation of "keeping records of performance to determine qualifications for promotions" (n=26) indicated they perceived improvement in administrative efficiency.

Ninety-three per cent (n=62) of those principals who perceived improvement in administrative efficiency (n=67) reported the use of the evaluation purpose of "identifying areas in which improvement is needed." When evaluations are used to identify areas in which improvement is needed, principals tend to perceive improvement in their administrative efficiency.

Improvement in administrative efficiency, as perceived by the principals involved in formal evaluation procedures, does not appear to be directly or indirectly related to those who formally evaluate principals or to the purposes for which principals are evaluated.

Question Nine

Question Nine

9. How do schools which use a prescribed rating scale method of evaluation differ from schools which use the performance objective method of evaluation in terms of enrollment, geographic area, and metro/nonmetro county status?

This question was analyzed by describing secondary public schools that use the prescribed rating scale method of evaluation and schools that use the performance objective method of evaluation according to their athletic enrollment classification, geographic area, and metro/nonmetro county status. Respondents were instructed to

answer (yes, no) to the prescribed rating scale method of evaluation or the performance objective method of evaluation if either method was used in their school. Due to the nature of these two methods of evaluation, they could not be used simultaneously.

The prescribed rating scale method of evaluation refers to the evaluation procedure whereby the evaluatee is assessed by prescribed performance standards, such as indicators of character, skill, and performance, which have been chosen as standards against which all personnel in a similar position will be assessed. Performance objectives method of evaluation refers to evaluation procedures which are based on individual job targets or performance goals, against which each evaluatee will be rated as to the degree of accomplishment of each goal.

Table 4.17 presents the distribution of schools using a prescribed rating scale method of evaluation and schools using performance objectives method of evaluation according to their athletic enrollment classification. Eighty-one per cent (n=77) of the ninety-six respondents reported using either a prescribed rating scale or performance objectives in their evaluation procedure. Class A school respondents indicated that thirty-seven of forty-one schools (90%) use either the prescribed rating scale method (n=19) or performance objectives (n=18). Eleven of the twenty-nine Class B school

TABLE 4.17.--Distribution of schools using the prescribed rating scale method of evaluation and schools using performance objective method of evaluation by athletic enrollment classification

Athletic Enrollment Classification	Number of Respondents	Respondents Using Prescribed Scale		Respondents Using Performance Objectives		Respondents Using Other Methods of Evaluation	
		n	%	n	%	n	%
A	41	19	46	18	44	4	10
B	29	11	38	8	28	10	34
C-D	26	10	38	11	42	5	20
Total	96	40	42	37	39	19	19

respondents reported using a prescribed rating scale while eight of the twenty-nine respondents indicated use of performance objectives. Ten of the twenty-six Class C-D school respondents reported use of the prescribed rating scale while eleven of the twenty-six respondents indicated use of performance objectives. Respondents from Class A and Class C-D schools, who marked one of the two categories, were nearly evenly divided in their use of the two stated methods of evaluation. Class B school respondents slightly favored the use of the prescribed rating scale method of evaluation.

Table 4.18 shows the distribution of schools using a prescribed rating scale method of evaluation and schools using performance objectives method of evaluation according to their Michigan Education Association geographic area (see Appendix A). Respondents using a prescribed rating scale method of evaluation ranged from a low of 17 per cent for Area IX (MEA Regions 14, 15) to a high of 67 per cent for Area II (MEA Region 4). Respondents using the performance objectives method of evaluation ranged from nonuse for Area II (MEA Region 4) to a high of 52 per cent for Area I (MEA Regions 1, 2, 3). Schools in the Southeast section of the state (Areas I and IV) favor the use of the performance objective evaluation method (see Appendix A). Other geographic areas

TABLE 4.18.--Distribution of schools using the prescribed rating scale method of evaluation and schools using performance objective method of evaluation by geographic area

Geographic Area	Number of Respondents	Respondents Using Prescribed Scale		Respondents Using Performance Objectives		Respondents Using Other Methods of Evaluation	
	n	n	%	n	%	n	%
Area I (MEA Regions 1, 2, 3)	25	11	44	13	52	1	4
Area II (MEA Region 4)	3	2	67	0	0	1	33
Area III (MEA Region 5)	9	5	56	3	33	1	11
Area IV (MEA Regions 6, 7)	16	5	31	9	56	2	19
Area V (MEA Region 8)	6	3	50	2	33	1	17
Area VI (MEA Region 9)	8	5	63	3	37	0	0
Area VII (MEA Regions 10, 11)	9	2	22	2	22	5	56
Area VIII (MEA Regions 12, 13)	10	4	40	2	20	4	40
Area IX (MEA Regions 14, 15)	6	1	17	1	17	4	66
Area X (MEA Regions 16, 17, 18)	4	2	50	2	50	0	0
Total	96	40	42	37	39	19	19

of the state do not show a clear preference between the two methods of evaluation.

Table 4.19 presents the distribution of schools using a prescribed rating scale and schools using performance objectives according to their metro/nonmetro status. Eighty-one per cent (n=51) of the sixty-three metro school respondents and 79 per cent (n=26) of the thirty-three nonmetro school respondents reported using either the prescribed rating scale method of evaluation or performance objective method of evaluation. Twenty-seven metro school respondents and thirteen nonmetro school respondents reported using the prescribed rating scale method in the evaluation procedure while twenty-four metro schools and thirteen nonmetro schools indicated the use of performance objective method of evaluation. The use of the prescribed rating scale was slightly favored by the metro school respondents while the nonmetro school respondents were evenly divided between the two methods.

The use of the prescribed rating scale method of evaluation and the use of the performance objective method of evaluation do not appear to be directly or indirectly related to the school athletic enrollment classification.

Schools in the Southeast section of the state (Geographic Areas I and IV) favor the use of the

performance objective method of evaluation (see Appendix A). Other geographic areas of the state do not show a clear preference between the two methods of evaluation.

TABLE 4.19.--Distribution of schools using the prescribed rating scale method of evaluation and schools using performance objective method of evaluation by county status

County Status	Number of Respondents	Respondents Using Prescribed Scale Method of Evaluation		Respondents Using Performance Objective Method of Evaluation		Respondents Using Other Methods of Evaluation	
		n	%	n	%	n	%
Metro	63	27	43	24	38	12	19
Nonmetro	33	13	39	13	39	7	22
Total	96	40	42	37	39	19	19

Metro school respondents using one of the two methods of evaluation slightly favor the prescribed rating scale method of evaluation while nonmetro schools were evenly divided between the two methods.

Of the seventy-seven respondents using one of the two methods of evaluation, 42 per cent (n=40) reported using the prescribed rating scale while 40 per cent (n=37) indicated using the performance objective method of evaluation. Nineteen respondents reported using other methods of evaluation.

Question TenQuestion Ten

10. What is the relationship between comprehensive evaluation technique scores and school enrollment?

The comprehensive evaluation technique score is defined as the sum of responses to the fourteen stated practices which are included in the respondents' evaluation procedures and the seven stated purposes for which the respondents are evaluated. Responses were weighted according to the researcher's assessed importance of the item in determining the comprehensiveness of the evaluation technique. Eight evaluation practices (items 5a-5h) were weighted with a value of 2 (see Appendix D). The remaining six evaluation practices (items 5i-5n) and each of the seven stated evaluation purposes (items 6a-6g) were assigned a value of 1 by the researcher (see Appendix D). Respondents were instructed to answer (yes, no) to each of the stated practices included in their evaluation procedures and to each of the stated purposes for which they are evaluated. Three basic evaluation forms were listed (items 5a-5c) from which respondents made a single choice. In accordance with the weighted items and respondents' choice of one of the three basic evaluation forms, 25 was established by the researcher as the maximum comprehensive evaluation technique score.

The objective of this question was to determine if the comprehensiveness of the evaluation technique, as measured by the comprehensive evaluation technique score, was directly or indirectly related to the school athletic enrollment classification. This question was tested by the one-way analysis of variance technique.

Table 4.20 shows the relationship between the school athletic enrollment classification and the comprehensive evaluation technique score. Class A school respondents ($\bar{X}=13.73$) and Class C-D school respondents ($\bar{X}=13.38$) reported comprehensive evaluation technique scores slightly higher than Class B school respondents ($\bar{X}=11.90$). The average mean score was ($\bar{X}=13.08$) for the ninety-six respondents.

TABLE 4.20.--Comparative data on the comprehensive evaluation technique scores according to the school athletic enrollment classification

Athletic Enrollment Classification	n	Mean	Standard Deviation
Class A	41	13.73	4.36
Class B	29	11.90	3.61
Class C-D	26	13.38	4.67

Table 4.21 shows no significant relationship between school athletic enrollment classification (category variable) and the comprehensive evaluation technique scores (dependent variable) at the .05 alpha level.

TABLE 4.21.--One-way analysis of variance of school enrollment classification and the comprehensive evaluation technique scores

Source of Variation	d.f.	M.S.	F Statistic	p <
Class Size	2	30.22	1.68	.192
Within Categories	93	17.97		

The comprehensive evaluation technique score does not appear to be directly or indirectly related to the school athletic enrollment classification.

Question Eleven

Question Eleven

11. How are comprehensive evaluation technique scores related to principals' perceptions of whether formal evaluations help improve administrative efficiency and to principals' support of formal evaluations?

The objective of this question was to determine if the comprehensiveness of the evaluation technique was directly or indirectly related to principals' perceptions of whether formal evaluations help to improve their administrative efficiency and to principals' support of formal evaluations. Respondents were instructed to answer (yes, no) to each of the stated evaluation practices used in their evaluation procedures and (yes, no)

to each of the stated purposes for which they are evaluated. The comprehensive evaluation technique score was determined by summing the (yes, no) responses on a weighted basis. Twenty-five was established as the maximum comprehensive evaluation technique score.

Respondents were instructed to answer (yes, no) to their perceptions of whether evaluations help to improve their administrative efficiency and to their support of formal evaluations. This question was tested by using two one-way analyses of variance techniques.

Table 4.22 shows the relationship between comprehensive evaluation technique scores and principals' perceptions of whether evaluations help improve their administrative efficiency. Twenty-five was established as the maximum comprehensive evaluation technique score.

TABLE 4.22.--Comparative data on the comprehensive evaluation technique scores and principals' perceptions of whether formal evaluations help improve administrative efficiency

Perception of Evaluations on Administrative Efficiency	n	Mean	Standard Deviation
Improvement	67	13.58	4.39
No Improvement	29	11.93	3.81

Sixty-seven (70%) of the ninety-six respondents reported that evaluations helped to improve their administrative efficiency. These respondents (\bar{X} =13.58)

reported comprehensive evaluation scores slightly higher than the twenty-nine respondents ($\bar{X}=11.93$) who indicated evaluations did not help to improve their efficiency.

The average mean score ($\bar{X}=13.08$) for the ninety-six respondents was slightly above one-half of the maximum possible score.

Table 4.23 shows no significant relationship at the .05 alpha level between comprehensive evaluation technique scores (dependent variable) and principals' perceptions (yes, no) of improved administrative efficiency (category variable) resulting from formal evaluations.

TABLE 4.23.--One-way analysis of variance of principals' perceptions of whether formal evaluations help to improve administrative efficiency and comprehensive evaluation technique scores

Source of Variation	d.f.	M.S.	F Statistic	p <
Perception of Evaluations on Administrative Efficiency	1	55.17	3.09	.082
Within Categories	94	17.83		

Table 4.24 shows the relationship between comprehensive evaluation technique scores and principals' support (yes, no) of formal evaluations. The maximum evaluation technique score was 25.

Ninety-one (96%) of the ninety-five respondents indicated support of formal evaluations. These

respondents ($\bar{X}=13.21$) reported comprehensive evaluation scores slightly higher than the four respondents ($\bar{X}=12.50$) who did not support formal evaluations.

TABLE 4.24.--Comparative data on the comprehensive evaluation technique scores and principals' support of formal evaluations

Principals' Support of Formal Evaluations	n	Mean	Standard Deviation
Support	91	13.21	4.27
Oppose	4	12.50	1.00

Table 4.25 shows no significant relationship at the .05 alpha level between comprehensive evaluation technique scores (dependent variable) and the support of formal evaluations (category variable).

The comprehensive evaluation technique score does not appear to be directly or indirectly related to principals' perceptions of whether formal evaluations help improve administrative efficiency or to principals' support of formal evaluations.

TABLE 4.25.--One-way analysis of variance of principals' support of formal evaluations and comprehensive evaluation technique scores

Source of Variation	d.f.	M.S.	F Statistic	p <
Principals' Support of Formal Evaluations	1	1.92	.11	.742
Within Categories	93	17.70		

Responses to Write-in Statements

The three write-in statements were analyzed by grouping the write-in responses for the purpose of reporting general trends.

Purposes for Which Principals Are Evaluated

Thirty per cent of the ninety-six principals responded to this item which asked for purposes of evaluation in addition to the six purposes listed in the questionnaire.

Nineteen respondents reported they had experienced formal evaluations for the purpose of determining salary increments while ten respondents indicated they had experienced formal evaluations to comply with school board policy.

Purposes for Which Evaluations Ideally Should be Used

Sixteen per cent of the ninety-six principals responded to this item which asked for purposes for which evaluations ideally should be used in addition to the six purposes stated in the questionnaire.

Thirteen of the respondents reported they felt the ideal use of evaluations includes the determination of salary increments while two respondents indicated compliance with board policy to be an ideal use of evaluations.

Comments and Remarks

Thirty-four per cent of the principals responded to this item which requested general comments and remarks.

An area of concern expressed by several principals was the need for administrators to have their own bargaining units. The lack of being organized was a prime concern expressed by several respondents. The poor quality of evaluations and the absence of formal grievance procedures were expressed as reasons of concern in suggesting the development of bargaining units. As one respondent stated, "Principals must organize as collective bargaining units if they are to survive."

Other comments included such things as: (1) the main purpose of evaluation is for merit pay, (2) the job of being principal is a thankless one, (3) teachers are not performing the same quality of service they once did, (4) parents do not support principals in their efforts, (5) every principal should ask for an annual evaluation to help protect his job and to help him improve, (6) evaluations should incorporate due process to avoid being used capriciously, (7) evaluations are desirable only when the principal is not functioning effectively, (8) evaluations get in the way of good communication, (9) a close working relationship with superintendent and board of education allows for a formal evaluation in an informal setting.

Summary

Chapter IV has presented the analysis of the data gained through responses to the research questionnaire. The methods used to analyze data obtained from the questionnaires were: (1) tables of distribution recording the frequency, percentage, and standard deviation, (2) the chi-square statistic, and (3) the one-way analysis of variance statistical technique. The write-in responses were analyzed in a descriptive manner.

The preliminary information responses provided the basis for a description of the sample. Responding to the mailed questionnaire was 86.7 per cent of the sample (n=254). The respondents included 71 per cent (n=59) of the schools in the Class A sample, 100 per cent (n=76) of the schools in the Class B sample, 96 per cent (n=75) of the schools in the Class C sample, and 78 per cent (n=44) of the schools in the Class D sample. Response by Michigan Education Association Region ranged from 74 to 80 per cent for five regions, 80 to 90 per cent for six regions, 94 to 97 per cent for five regions, and 100 per cent for two regions. The respondents by metro/nonmetro county status included 83.9 per cent (n=114) of the metro county schools in the sample and 90.4 per cent (n=140) of the nonmetro county schools in the sample.

Summary of Findings

1. Thirty-eight per cent (n=96) of the respondent schools (n=254) indicated the use of formal evaluation procedures. This included 71.2 per cent of Class A school respondents (n=41), 38.2 per cent of Class B school respondents (n=29), 30.7 per cent of Class C school respondents (n=23), and 6.8 per cent of Class D school respondents (n=3). Due to the low frequency of evaluation procedures in Class D schools, Class C and D schools were combined in all future treatment of data involving enrollment classification.
2. Respondent schools with formal evaluation procedures according to their Michigan Education Association geographic area ranged from a low of 14.3 per cent for Area X to a high of 61.5 per cent for Area IV. Ranging from 25 to 35 per cent of respondent schools with evaluation procedures were Areas II, V, VII, VIII, and IX. Area VI had 38 per cent of respondent schools with formal evaluations while Area III had 45 per cent and Area I had 53 per cent.
3. Fifty-six per cent of the metro county school respondents (n=64) and 22.9 per cent of the

nonmetro county school respondents (n=32) reported the use of formal evaluation procedures.

4. Eight of the fourteen methods of formal evaluation were used by over 50 per cent of Class A school respondents, five of the fourteen methods were used by over 50 per cent of the Class B school respondents, and four of the fourteen methods were used by over 50 per cent of the Class C-D respondents. Forty-two per cent of the total respondents reported use of the prescribed rating scale method of evaluation while 38 per cent indicated use of the performance objective method of evaluation. Seventy-three per cent reported use of post evaluation conferences. A significant relationship at the .05 alpha level was found between school athletic enrollment classification and the evaluation practice wherein the evaluatee signs the evaluation form.
5. A significant relationship at the .05 alpha level was found between school athletic enrollment classification and the principals' perception of whether formal evaluations help to improve administrative efficiency. Seventy per cent of the ninety-six principals indicated that evaluations helped to improve their administrative efficiency. The lowest affirmative response

was 56 per cent of the forty-one Class A principals who indicated agreement while the highest affirmative response was 88 per cent of the twenty-six Class C-D principals who concurred.

6. Ninety-six per cent of the ninety-six principals indicating use of formal evaluations reported they favor formal evaluations of secondary public school principals. The highest percentage of affirmative response (100%) came from Class C-D principals while the lowest percentage of affirmative response (93%) came from Class A principals.
7. Sixty-eight per cent of the ninety-six principals reporting use of formal evaluations indicated that official positive evaluations helped them offset unofficial negative informal evaluations.
8. Principals in Class C-D schools reported a more favorable response in their perceptions of formal evaluations than Class A and B school principals.
9. Seventy-one per cent of the ninety-six principals indicating use of formal evaluations, who favor formal evaluations, also agree that official positive formal evaluations help offset unofficial negative informal evaluations.
10. A significant relationship at the .05 alpha level was found between principals' perceptions of

whether formal evaluations help improve administrative efficiency and principals' support of formal evaluations. One hundred per cent of the principals who support formal evaluations also indicated that evaluations helped them improve their efficiency as an administrator.

11. A significant relationship at the .05 alpha level was found between principals' perceptions of whether formal evaluations help to improve administrative efficiency and principals' perceptions that official positive formal evaluations help offset unofficial negative informal evaluations.
12. No significant relationship at the .05 alpha level was found between school enrollment classification and the number of years evaluations have been used ($\bar{X}=3.19$).
13. No significant relationship at the .05 alpha level was found between school enrollment classification and the frequency of principal evaluations per year ($\bar{X}=1.18$).
14. A significant relationship at the .05 alpha level was found between each of the six stated evaluation purposes experienced by the principals and the six stated evaluation purposes which

principals felt should ideally be used. Ninety-five per cent of the respondents who experienced the use of evaluations in assessing the evaluatee's performance in accordance with prescribed standards recommended that evaluations be used for this purpose. Ninety-eight per cent of those who experienced the use of evaluations in helping the evaluatee establish relevant performance goals recommended that evaluations include this factor. Ninety-eight per cent of the respondents who experienced the use of evaluations to identify areas in which improvement is needed suggested this to be a proper role of evaluations.

15. No significant relationship at the .05 alpha level was found between grievance procedures experienced by principals and the use of evaluations in the dismissal process.
16. No significant relationship at the .05 alpha level was found between those who evaluate and principals' support of formal evaluations. Significant relationships at the .05 alpha level were discovered in the following aspects of the comparison of evaluation practices and principals' support of formal evaluations: (1) the use of the narrative form of evaluation, and (2) the practice wherein the evaluatee may file

a dissenting statement to the evaluation. Principals evaluated by the use of the performance objective method of evaluation reported just slightly greater support of formal evaluations than did principals evaluated by a prescribed rating scale method of evaluation.

17. No significant relationship at the .05 alpha level was found between those who evaluate and improvement in administrative efficiency as perceived by the principals involved in formal evaluations.
18. No significant relationship at the .05 alpha level was found between purposes for which principals are formally evaluated and improvement in administrative efficiency as perceived by the principals involved in formal evaluations. The percentage of principals who experienced any of the stated purposes of evaluation and perceived improvement in administrative efficiency ranged from 71 per cent to 81 per cent. Ninety-three per cent of those principals who perceived improvement in administrative efficiency reported experiencing the stated purpose of identifying areas in which improvement is needed.

19. Respondents from Class A and Class C-D schools were nearly evenly divided in their use of the prescribed rating scale method of evaluation and performance objectives method of evaluation. Class B school respondents slightly favored the use of the prescribed rating scale method of evaluation.
20. Schools in the Southeast section of the state (Areas I and IV) favor the use of the performance objective evaluation method while other geographic areas of the state do not show a clear preference between the two methods of evaluation.
21. The use of the prescribed rating scale method of evaluation was slightly favored by the metro school respondents while the nonmetro school respondents were evenly divided between the two methods.
22. No significant relationship at the .05 alpha level was found between school athletic enrollment classification and the comprehensive evaluation technique scores. Twenty-five was established as the maximum evaluation technique score with ($\bar{X}=13.08$) as the average mean score.
23. No significant relationship at the .05 alpha level was found between comprehensive evaluation .

technique scores and principals' perceptions of improved administrative efficiency.

24. No significant relationship at the .05 alpha level was found between comprehensive evaluation technique scores and principals' support of formal evaluations.
25. Write-in purposes for which principals are evaluated.
 - a. Nineteen respondents reported they had experienced formal evaluations for the purpose of determining salary increments.
 - b. Ten respondents indicated they had experienced formal evaluations to comply with school board policy.
26. Write-in purposes for which evaluations ideally should be used.
 - a. Thirteen respondents reported the determination of salary increments to be an ideal use of evaluations.
 - b. Two respondents indicated compliance with board policy to be an ideal use of evaluations.
27. General comments and remarks on formal evaluations.

- a. Administrators need to have their own bargaining units due to the poor quality of evaluations and the absence of formal grievance procedures.
- b. The main purpose of evaluation is for merit pay.
- c. Every principal should ask for an annual evaluation to help protect his job and to help him improve.
- d. Evaluations should incorporate due process to avoid being used capriciously.
- e. Evaluations are desirable only when the principal is not functioning effectively.
- f. Evaluations get in the way of good communication.
- g. A close working relationship with the superintendent and board of education allows for a formal evaluation in an informal setting.

CHAPTER V

SUMMARY, CONCLUSIONS, RECOMMENDATIONS, AND IMPLICATIONS FOR FURTHER RESEARCH

Chapter V summarizes the study in its entirety. It briefly reviews the purposes of the study, the sample used, the research instrument and how it was developed, and the results of the study. This chapter also contains the conclusions, recommendations, and implications for further research.

Purpose of the Study

The purpose of this study was (1) to determine the status of performance evaluation of secondary public school principals; (2) to obtain criticism, suggestions, and recommendations for the improvement of evaluation techniques; (3) to evaluate these data and use the results to suggest implications for performance evaluation improvement; and (4) to gather additional data for later analysis.

The study gathered and analyzed data on selected aspects of formal performance evaluations of secondary public school principals as perceived by the principals

and provided preliminary criteria for developing improved techniques of evaluation based on an analysis of the responses given to a questionnaire.

The Sample

The population used in the study consisted of a random stratified sample of secondary public school principals in the state of Michigan (n=293).

Eighty-seven per cent of those receiving the questionnaire satisfactorily completed and returned it (254). The two mailings were concluded in May, 1973.

Questions for Study

The questions this study attempted to answer were:

1. How do secondary public schools with formal evaluation procedures distribute themselves in terms of school enrollment, geographic area, and metro/nonmetro status?
2. What is the relationship between the method of formal evaluation practices as experienced by principals and school enrollment?
3. What are principals' perceptions of formal evaluations as expressed by their responses to (a) the role of formal evaluations in improving administrative efficiency, (b) their support

of formal evaluations, and (c) the role of formal evaluations in offsetting negative unofficial informal evaluations?

4. How are the number of years formal evaluations have been practiced and the frequency of formal evaluations related to school enrollment?
5. What is the relationship between the purposes for which principals are formally evaluated and the purposes for which principals feel evaluations ideally should be used?
6. What is the relationship between grievance procedures as experienced by principals and the use of evaluations to establish evidence where dismissal from service is an issue?
7. How are those who evaluate secondary public school principals and the method of evaluation related to principals' support of formal evaluations?
8. How are those who evaluate secondary public school principals and the purposes for which principals are formally evaluated related to the principals' perceived improvement in administrative efficiency?
9. How do schools which use a prescribed rating scale method of evaluation differ from schools

which use the performance objective method of evaluation in terms of enrollment, geographic area, and metro/nonmetro status?

10. What is the relationship between comprehensive evaluation technique scores and school enrollment?
11. How are comprehensive evaluation technique scores related to principals' perceptions of whether formal evaluations help improve administrative efficiency and to principals' support of formal evaluations?

Design and Procedures

In brief, the design of the study consisted of five phases. First was the identification of the sample; second, the formation of a questionnaire which would accomplish the purposes of the study; third, the pilot testing and reshaping of the instrument; fourth, the surveying of the sample; and fifth, the tallying of the results and the use of statistical analyses which would most accurately examine and clearly present the results.

The research instrument was an original questionnaire which was constructed after reviewing the literature on questionnaire construction, examining and selecting items from other questionnaires used in similar studies, and constructing several items specifically suited to this study. From these sources, several questions were

developed. These items were reviewed by fellow administrators in the Beecher School District. A draft of the questionnaire was prepared incorporating the suggestions by fellow administrators. The instrument was administered on a trial basis to several public secondary school principals. Their suggestions were combined with those of staff members from the Office of Research Consultation at Michigan State University after which a second draft was prepared. A pilot study was conducted to further refine the instrument. This study resulted in a few minor modifications and the preparation of the final draft.

The format of the instrument included the following content areas: (1) demographic data, (2) practices included in evaluation procedures, (3) purposes for which principals are evaluated, (4) purposes for which principal performance evaluations should ideally be used, (5) principals' opinions of performance evaluations, (6) personnel, by position, who serve as evaluators, and (7) the status of written grievance procedures for principals. The research instrument also incorporated three open-ended questions to gain further information that could not be gathered through the other kinds of questions.

Statistical analysis for this study of the procedures for evaluating the performance of secondary public school principals was conducted in three parts.

1. A frequency distribution was developed for several separate variables in the questionnaire. The purpose of the frequency distribution was to present the data in a manner that would show responses to each of the selected questionnaire items. The percentage and number of the total respondents to each particular item was shown.
2. The chi-square statistic was used for analyzing several relationships in the questionnaire. The purpose of the chi-square statistic was to provide data to show the difference between the expected frequency and the observed frequency.
3. The one-way analysis of variance was the third statistical technique applied to the data for purposes of comparison. Its purpose was the determination of statistically significant relationships in the responses to the research instrument. The .05 alpha level was established as the criterion for determining statistical significance.

Results of the Analysis

Question One.--How do secondary public schools with formal evaluation procedures distribute themselves in terms of school enrollment, geographic area, and metro/nonmetro status?

Ninety-six (38%) of the respondent schools (n=254) reported the use of formal performance evaluation procedures. In terms of school enrollment this included 71.2 per cent of the Class A school respondents (n=41), 38.2 per cent of Class B school respondents (n=29), 30.7 per cent of Class C school respondents (n=23), and 6.8 per cent of Class D school respondents (n=3). Due to the low frequency of evaluation procedures reported in Class D schools, in all future treatment of data involving enrollment classification, responses from Class C and D schools were combined.

According to their Michigan Education Association geographic area, respondent schools with formal performance evaluation procedures ranged from a low of 14.3 per cent for Area X to a high of 61.5 per cent for Area IV. Geographic areas II, V, VII, VIII, and IX ranged from 25 to 35 per cent of respondent schools with formal evaluation procedures. Thirty-eight per cent of respondent schools in geographic area VI, 45 per cent in Area III and 53 per cent in Area I reported use of formal evaluation procedures (see Appendix G).

In terms of their metro/nonmetro county status, 56 per cent of the metro county school respondents (n=64) and 23 per cent of the nonmetro county school respondents (n=32) reported the use of formal evaluation procedures.

Over 50 per cent of the Class A schools located in Detroit and in eight metropolitan counties in the Southeast section of the state (Wayne, Washtenaw, Jackson, Monroe, Lenawee, Oakland, Macomb, and St. Clair) reported the use of formal evaluation procedures. This compares to a 37.8 per cent reported use of formal evaluations by the total respondent schools (n=254).

Question Two.--What is the relationship between the method of formal evaluation practices as experienced by principals and school enrollment?

Over 50 per cent of the Class A school respondents reported the use of eight of the fourteen stated methods of formal evaluation while five of the fourteen stated methods were used by over 50 per cent of the Class B school respondents and four of the fourteen stated methods of formal evaluation were used by over 50 per cent of the Class C-D school respondents.

The prescribed rating scale method of formal evaluation was reported used by 42 per cent of the ninety-six respondents while 38 per cent of the respondents indicated use of the performance objective method of formal evaluation.

Of the fourteen stated methods of evaluation, three of the stated methods were used by over 50 per cent of the total respondent schools (n=96) in each of the three athletic enrollment classifications.

Question Three.--What are principals' perceptions of formal evaluations as expressed by their responses to (a) the role of formal evaluations in improving administrative efficiency, (b) their support of formal evaluations, and (c) the role of formal evaluations in offsetting negative unofficial informal evaluations?

Seventy per cent of the ninety-six principals reporting the use of formal evaluation procedures indicated that formal evaluations helped to improve their administrative efficiency.

Ninety-six per cent of the ninety-six principals indicating the use of formal evaluations reported they favor formal evaluations of secondary public school principals while 68 per cent of the ninety-six principals indicated that official positive formal evaluations helped them offset unofficial negative informal evaluations.

Principals in Class C-D schools reported a more favorable response in their perceptions of formal evaluations than Class A and Class B school principals.

Seventy-one per cent of the respondents who favored formal evaluations also agreed that official positive formal evaluations help offset unofficial negative informal evaluations.

One hundred per cent of the principals who support formal evaluations also indicated that evaluations helped them improve their efficiency as an administrator.

Seventy-eight per cent of the ninety-six respondents reported a favorable perception of formal evaluations in terms of (a) the role of formal evaluations in improving administrative efficiency, (b) their support of formal evaluations, and (c) the role of formal evaluations in offsetting negative unofficial informal evaluations.

Question Four.--How are the number of years formal evaluations have been practiced and the frequency of formal evaluations related to school enrollment?

Class A schools ($\bar{X}=3.63$ years) have used evaluations slightly longer than Class C-D schools ($\bar{X}=3.23$ years). Class B schools ($\bar{X}=2.72$ years) were found to have used formal evaluations for the shortest period of time. The number of years secondary public school principal performance evaluations have been used in secondary schools in Michigan ($\bar{X}=3.19$) did not appear to be directly or indirectly related to school enrollment.

Class B schools ($\bar{X}=1.22$) have a slightly higher frequency of evaluations per year than Class A schools ($\bar{X}=1.15$) and Class C-D schools ($\bar{X}=1.19$). The frequency of formal evaluations ($\bar{X}=1.18$) did not appear to be directly or indirectly related to school enrollment.

Question Five.--What is the relationship between the purposes for which principals are formally evaluated and the purposes for which principals feel evaluations ideally should be used?

A significant relationship at the .05 alpha level was found between each of the six stated evaluation purposes experienced by principals and the six stated evaluation purposes which principals reported should ideally be used. A very high percentage of the respondents (95-100%) who experienced evaluations to assess performance in accordance with prescribed standards, to establish relevant performance goals, and to identify areas in which improvement is needed indicated these same purposes should ideally be used in evaluations.

Question Six.--What is the relationship between grievance procedures as experienced by principals and the use of evaluations to establish evidence where dismissal from service is an issue?

Twenty-five of the thirty-three respondents who indicated the use of formal evaluations in the dismissal

process were not covered by any grievance procedure. Fourteen of the seventeen respondents who reported they had formal grievance procedures specifically designed for principals had not experienced the use of evaluations in the dismissal process. Sixty-five of the ninety-five respondents reported they were not covered by any grievance procedure. Forty of the sixty-five principals reported that evaluations are not used to establish evidence for dismissal from service.

The use of formal evaluations in the dismissal process did not appear to be directly or indirectly related to grievance procedures accessible to principals.

Question Seven.--How are those who evaluate secondary public school principals and the method of evaluation related to principals' support of formal evaluations?

Ninety-one (96%) of the ninety-five respondents indicated support of formal evaluations. Seventy-four per cent (n=67) of the ninety-one respondents reported evaluations by the superintendent. The principals' support of formal evaluations did not appear to be directly or indirectly related to those who evaluate secondary public school principals.

Principals evaluated by the use of the performance objective method of evaluation reported just slightly

greater support of formal evaluations than did principals evaluated by the prescribed rating scale method of evaluation.

The support of formal evaluations by principals who indicated the use of formal performance evaluation procedures did not appear to be directly or indirectly related to the method of evaluation.

Question Eight.--How are those who evaluate secondary public school principals and the purposes for which principals are formally evaluated related to the principals' perceived improvement in administrative efficiency?

Sixty-seven (70%) of the ninety-six respondents reported evaluations helped to improve their administrative efficiency. Fifty-one (76%) of the sixty-seven respondents reported evaluations by the superintendent. Twenty-nine (30%) of the ninety-six respondents reported evaluations did not help to improve their administrative efficiency. Twenty-one (72%) of the twenty-nine respondents reported evaluations by the superintendent.

Improvement in administrative efficiency, as perceived by the respondents, ranged from 71 per cent to 81 per cent for each of the six stated purposes of evaluation. Ninety-three per cent (n=62) of those principals who perceived improvement in administrative

efficiency (n=67) reported experiencing the stated purpose of identifying areas in which improvement is needed.

Improvement in administrative efficiency, as perceived by the principals involved in formal evaluation procedures, did not appear to be directly or indirectly related to those who formally evaluate principals or to the purposes for which principals are evaluated.

Question Nine.--How do schools which use a prescribed rating scale method of evaluation differ from schools which use the performance objective method of evaluation in terms of enrollment, geographic area, and metro/nonmetro county status?

Of the seventy-seven respondents who reported using one of the two above stated methods of evaluation, 42 per cent (n=40) indicated the use of the prescribed rating scale method of evaluation while 40 per cent (n=37) reported the use of the performance objective method of evaluation. Nineteen respondents reported the use of other methods of evaluation.

Respondents from Class A and Class C-D schools were nearly evenly divided in their use of the two above stated methods of formal evaluation while Class B school respondents slightly favored the use of the prescribed rating scale method of evaluation.

Schools in the Southeast section of the state (Michigan Education Association Regions 1, 2, 3, 6, 7)

favor the use of the performance objective method of evaluation (see Appendix A). Other geographic areas of the state did not show a clear preference between the two above stated methods of evaluation.

Twenty-seven metro school respondents and thirteen nonmetro school respondents reported using the prescribed rating scale method of evaluation while twenty-four metro school respondents and thirteen nonmetro school respondents indicated the use of the performance objective method of evaluation.

The use of the prescribed rating scale method of evaluation was slightly favored by the metro school respondents while the nonmetro school respondents were evenly divided between the two methods.

Question Ten.--What is the relationship between comprehensive evaluation technique scores and school enrollment?

The comprehensive evaluation technique score was defined as the sum of responses to the fourteen stated practices which were included in the respondents' evaluation procedures and the seven stated purposes for which the respondents were evaluated. Responses were weighted according to the researcher's assessed importance of each item in determining the comprehensiveness of the

evaluation technique. Twenty-five was established as the maximum evaluation technique score with (\bar{X} =13.08) being the average mean score.

No significant relationship at the .05 alpha level was found between school enrollment and the comprehensive evaluation technique scores.

Question Eleven.--How are comprehensive evaluation technique scores related to principals' perceptions of whether formal evaluations help improve administrative efficiency and to principals' support of formal evaluations?

Sixty-seven (70%) of the ninety-six respondents reported that formal evaluations helped to improve their administrative efficiency. These respondents (\bar{X} =13.58) reported comprehensive evaluation technique scores slightly higher than the twenty-nine respondents (\bar{X} =11.93) who indicated evaluations did not help to improve their efficiency. No significant relationship at the .05 alpha level was found between comprehensive evaluation technique scores and principals' perceptions of whether formal evaluations help improve administrative efficiency.

Ninety-one (96%) of the respondents indicated their support of formal evaluations of secondary public school principals. These respondents (\bar{X} =13.21) reported comprehensive evaluation technique scores slightly higher than the four respondents (\bar{X} =12.50) who did not

indicate support of formal evaluations. No significant relationship at the .05 alpha level was found between comprehensive evaluation technique scores and principals' support of formal evaluation of secondary public school principals.

Responses to Write-in Statements.--Purposes for which principals are evaluated included: determining salary increments was reported by nineteen respondents, and compliance with school board policy was reported by ten respondents.

Purposes for which evaluations ideally should be used included: determining salary increments was reported by thirteen respondents, and compliance with board policy was reported by two respondents.

General comments and remarks on formal evaluations included: due to the poor quality of formal evaluations and the absence of formal grievance procedures, administrators need to have their own bargaining units; evaluations should incorporate due process to avoid being used capriciously; every principal should ask for an annual evaluation to help protect his job and to help him improve; evaluations are desirable only when the principal is not functioning effectively; and, a close working relationship with the superintendent and board of education allows for a formal evaluation in an informal setting.

Conclusions

The following conclusions were reached after thorough examination of the data and findings of the study. The data were gathered from the responses of the ninety-six principals who indicated the use of formal performance evaluation procedures:

1. It was evident that schools with larger student enrollments (over 1360 students) use formal performance evaluations of secondary public school principals to a much greater extent than do schools with smaller student enrollments. Seventy-one per cent of the Class A school respondents (1361 or more students) reported using formal evaluation procedures. Thirty-eight per cent of Class B school respondents (651-1360 students), 31 per cent of Class C school respondents (339-650 students), and 7 per cent of Class D school respondents (less than 339 students) reported the use of formal performance evaluations of secondary public school principals. This conclusion is supported by the fact that 56 per cent of the respondents in the more populous metro county schools reported the use of formal performance evaluation procedures, while 23 per cent of the nonmetro county school respondents indicated the use of formal

performance evaluation procedures. This conclusion seems to support the findings reported by the Educational Research Service that the larger the school system, the more likely it is to have an evaluation program for administrative employees.¹

2. It was further evident that principals (96%) who indicated the use of formal performance evaluations strongly support the concept of administrative evaluations. Principals from the smaller schools (Class B, C, D schools) give greater support to formal evaluations than principals from the larger schools (Class A schools).
3. Secondary public school principals who are evaluated consider formal performance evaluations to be helpful in improving their administrative efficiency. This conclusion is supported by the fact that 70 per cent of the respondents stated evaluations helped them to be more efficient as an administrator. It seems to support the findings of Strickler² that evaluation, when properly implemented, is a useful tool for self-improvement.

¹Educational Research Service, American Association of School Administrators and NEA Research Division, Evaluating Administrative/Supervisory Performance, ERS Circular No. 6 (Washington, D.C., the Service, November, 1971), p. 1.

²Strickler, "The Evaluation of the Public School Principal," p. 55.

4. It was concluded that formal performance evaluations of secondary public school principals in Michigan is a relatively recent development. Class A schools (\bar{X} =3.63 years) were found to have used evaluations slightly longer than Class B schools (\bar{X} =2.72 years) and Class C-D schools (\bar{X} =3.23 years). This conclusion seems to support the findings reported by the Educational Research Service that a growing number of school systems are implementing formal performance evaluations of secondary public school principals.¹
5. It was evident that annual evaluations are the most common practice among secondary public school principals in Michigan. The determination of the frequency of evaluations is not related to the size of the school.
6. It was evident that principals strongly support the purposes for which they are evaluated. Over 85 per cent of the principals stated they supported the use of five of the six stated purposes for which they are evaluated. Ninety-eight per cent of the respondents who experienced the use of evaluations to establish relevant performance

¹Educational Research Service, Evaluating Administrative/Supervisory Performance, p. 1.

goals and to identify areas of performance in which improvement is needed indicated their support of these purposes of evaluations.

7. It was concluded that the use of evaluations to establish evidence for dismissal from service is not related to the accessibility principals have to grievance procedures. Thirty of the ninety-five respondents reported they had access to a formal written grievance procedure. Twenty-two of the thirty indicated that evaluations are not used to establish evidence for dismissal from service. Of the sixty-five principals not covered by any grievance procedure, forty reported that evaluations are not used to establish evidence for dismissal from service.
8. Principals strongly support the use of formal performance evaluations regardless of the specific method of evaluation used in the evaluation procedure. Significant relationships at the .05 alpha level were found with only two of the fourteen stated methods of evaluation. Principals evaluated by the use of performance objectives reported just slightly greater support of formal evaluations than did principals evaluated by a prescribed rating scale.

9. It was concluded that evaluations are used more often to strengthen rather than threaten the role of the principal. Those evaluation purposes designed to strengthen the role of the principal were reported used in evaluation procedures by 64 per cent of the ninety-six respondents. Twenty-four per cent of the respondents reported the use of those evaluation purposes which tend to threaten the role of the principal.
10. It was concluded that the larger schools (Class A and B schools) slightly favored the use of the prescribed rating scale method of evaluation while the smaller schools (Class C and Class D schools) slightly favored the use of the performance objective method of evaluation. In the larger schools an evaluator would have to spend an inordinate amount of time in conferences with the many individuals under him in order to utilize the job targets approach. This conclusion seems to support the findings reported by the Educational Research Service.¹
11. It was evident the degree of comprehensiveness of the evaluation technique is not influenced by the school enrollment. Several of the smaller

¹Ibid., p. 8.

schools utilize a more comprehensive evaluation procedure, as defined in this study, than the larger schools.

12. It was concluded that secondary public school principals are extremely interested in the status of principal performance evaluation in secondary schools. This conclusion is supported by the percentage (87%) who responded to the questionnaire and the many requests for the results of the study.

Recommendations

The results and conclusions of this study prompted several recommendations which, if followed, could improve the professional performance of public school administrators.

1. As suggested by principals and supported in the literature, it is recommended that local school districts give careful consideration to the establishment of formal performance evaluation procedures for administrators. It is imperative that principals be directly involved and have considerable input in the evaluation technique. The type of evaluation format should be adapted in large measure to local conditions.

2. Since principals from smaller schools give greater support to formal evaluations than principals from the larger schools, it is recommended that evaluation philosophy and technique of the smaller schools be studied in order to identify those characteristics which contribute to the strong support by the principals. This information should be made accessible to those school districts who will be involved in the development of formal performance evaluation techniques.
3. As suggested by principals and supported in the literature, formal performance evaluation techniques should be developed and designed specifically for the purpose of promoting performance effectiveness. School systems have a responsibility to provide formal performance evaluation procedures to insure the professional and personal growth the position demands.
4. Since the respondents indicated weaknesses in the evaluation process that need to be avoided in order to increase the value of the evaluation experience, it is recommended that schools look carefully at such problems as the overemphasis on forms, poor communication which does not allow the evaluatee to explain why he performed

the way he did, strict adherence to a timetable for formal evaluations, and looking to the past while ignoring the future including the establishment of goals for future development.

5. In spite of the difficulty in developing and implementing a performance objective method of evaluation, it is recommended that schools seriously consider this approach to the formal performance evaluation of school administrators. The principal's real effectiveness often depends on how well he administers by exception. This may include how he anticipates, identifies, and handles the many intangible but critical factors that influence the successful achievement of performance objectives.
6. As suggested by principals and supported in the literature, it is recommended that schools utilize those methods of formal evaluation which directly involve the participation of the evaluatee. This may include the use of performance objectives, pre-evaluation and post evaluation conferences, good communication between evaluator and evaluatee, and the opportunity for the evaluatee to discuss the evaluation with the evaluator's superior.

7. Since principals indicated that formal performance evaluations are an important factor in improving administrative efficiency, it is recommended that school systems consider carefully those individuals who are assigned the task of conducting formal performance evaluations. The role of the evaluator is important in terms of the success of the true purpose of the evaluation.
8. It is finally recommended that the findings of this study be carefully examined and that the suggestions for improvement be considered in the context in which they have been presented.

Implications for Further Research

The literature reviewed and the findings of the study have illustrated the need for further study of the performance evaluation of public school administrators.

1. An in-depth study of the status of formal performance evaluation for all administrative personnel needs to be done so that other aspects of the impact of the evaluation experience can be measured. This should include both building administrators and central office personnel.
2. A study to establish criteria for the evaluation of the principalship and the application of these

criteria to an experimental group of principals would be of value. This approach could be applied to other administrative personnel.

3. A characteristic of this study was the use of an instrument which provided no comparative data so that the findings could be matched with the data from other states. A study using standardized data would provide useful information about the impact of evaluation procedures on the evaluatee and on the school system.
4. A study of other aspects of formal performance evaluation should be carried out. No attempt was made in this study to examine the role of the evaluator. Since some authorities claim that evaluation is concerned with deciding who should be allowed to continue to administer, it would appear that this aspect of formal evaluation would be potentially dynamic.
5. A similar study should be done periodically to permit the maintenance of a current view of the status of formal performance evaluation procedures of public school administrators.

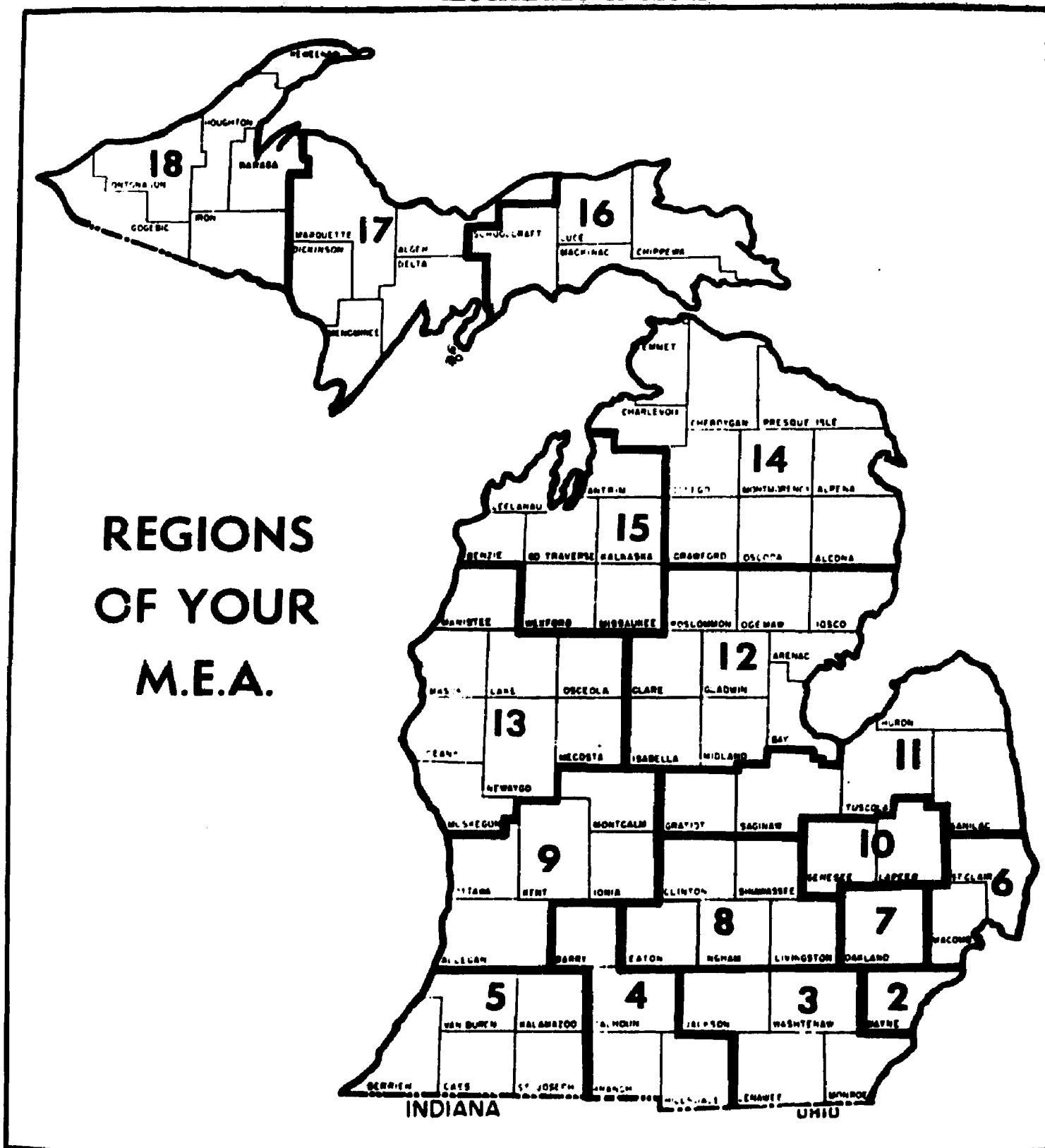
APPENDICES

APPENDIX A

**MICHIGAN EDUCATION ASSOCIATION
GEOGRAPHIC REGIONS**

APPENDIX A

MICHIGAN EDUCATION ASSOCIATION GEOGRAPHIC REGIONS



APPENDIX B

MAP OF METRO/NONMETRO COUNTIES

1918 NOVEL

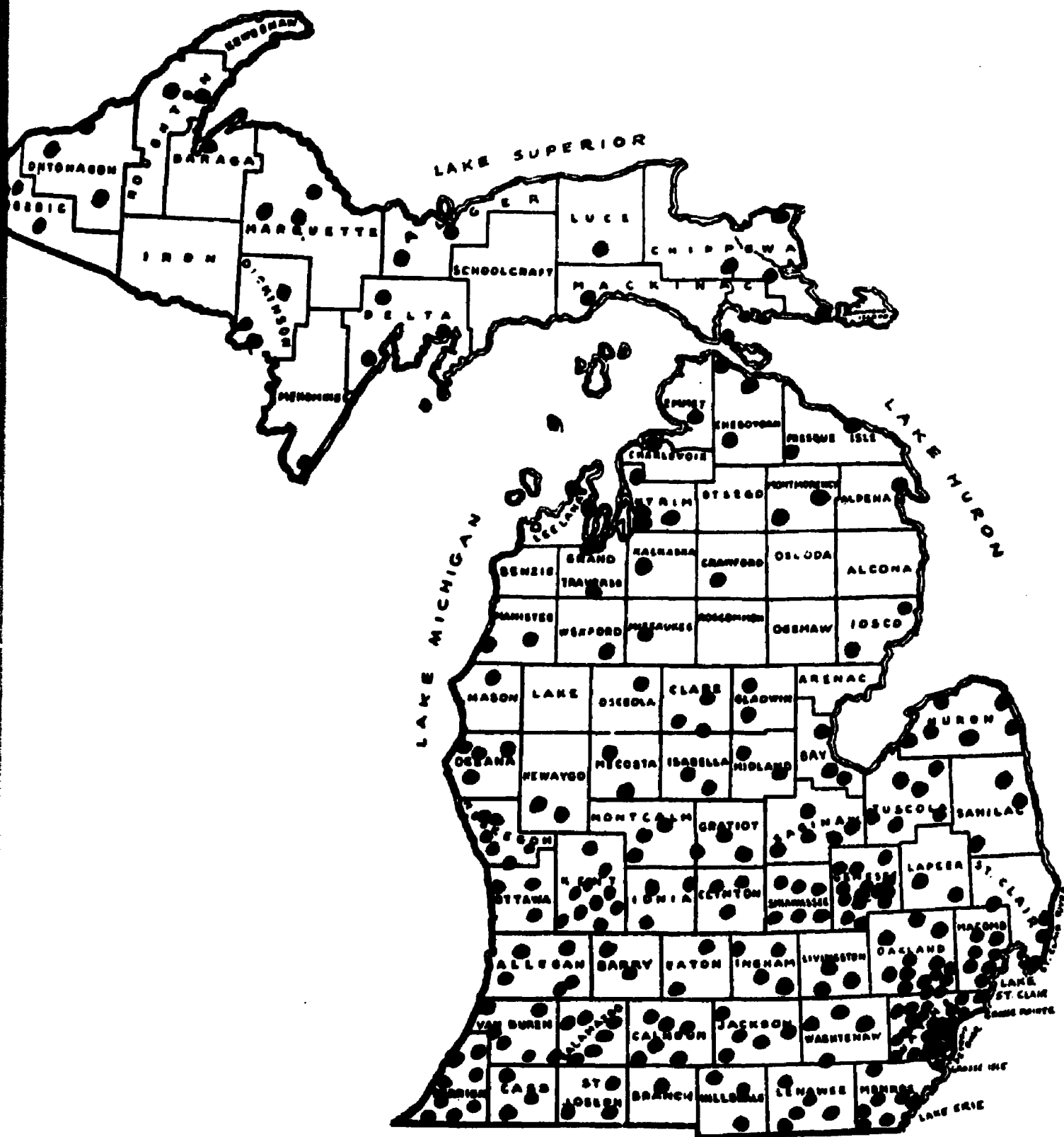
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Metropolitan
counties

APPENDIX C

SAMPLING DISTRIBUTION MAP OF PUBLIC HIGH SCHOOLS SELECTED FOR THE STUDY

SAMPLING DISTRIBUTION MAP OF PUBLIC HIGH SCHOOLS SELECTED FOR THE STUDY



APPENDIX D

**PRINCIPAL'S PERFORMANCE EVALUATION
QUESTIONNAIRE**

APPENDIX D

PRINCIPAL'S PERFORMANCE EVALUATION QUESTIONNAIRE

May 10, 1973

High School Enrollment_____.

MEA Region of your school_____.

1. Does your school system have a formal method of periodically evaluating the performance of high school principals?

YES _____ NO _____

If NO, please so indicate and return the questionnaire in the self-addressed stamped envelope.

If YES, please complete the remainder of the questionnaire and return it in the self-addressed stamped envelope.

2. How long has your school used a formal evaluation procedure for high school principals?

_____ years.

3. Must high school principals serve a probationary period?

YES _____, for a _____ year period.

NO _____

4. How frequent are evaluations for high school principals?

During probation, how often? _____

Thereafter, how often? _____

5. Which of the following practices are included in your evaluation procedures? CHECK ALL THAT APPLY

____ a. Use form which calls for rating in terms of a prescribed scale.

____ b. Use form which calls for specific performance objectives.

- ☐ c. Use narrative form (providing space for evaluator's comments only).
- ☐ d. Self-evaluation is required.
- ☐ e. Conference on the upcoming evaluation is held before the evaluation period begins.
- ☐ f. Informal evaluator-evaluated "conferences" are held during the evaluation process.
- ☐ g. Conference is held after evaluation is completed.
- ☐ h. Evaluation is automatically reviewed by someone other than the original evaluator.
- ☐ i. The evaluatee receives a copy of the completed evaluation for his files.
- ☐ j. The evaluatee is shown, but may not keep, a copy of the evaluation.
- ☐ k. The evaluatee signs the evaluation form.
- ☐ l. The evaluatee's signature does not signify that he concurs with the assessment.
- ☐ m. If he is not satisfied with the assessment, the evaluatee may file a dissenting statement, which is appended to the evaluation form.
- ☐ n. The evaluatee may request a conference with the evaluator's superior if he is not satisfied with the evaluation.

6. For what purposes are principals evaluated? (In the list below, please check each purpose for which, in your experience, evaluations have actually been applied in your system--NOT the purposes for which evaluations ideally should be used.)

- ☐ a. To assess the evaluatee's present performance in accordance with prescribed standards.
- ☐ b. To help the evaluatee establish relevant performance goals.
- ☐ c. To identify areas in which improvement is needed.
- ☐ d. To determine qualifications for permanent status.

- ☐ e. To have records of performance to determine qualifications for promotion.
 - ☐ f. To establish evidence where dismissal from service is an issue.
 - ☐ g. Other, e.g. salary increments, compliance with board policy (please specify):
-
-

7. For what purposes do you feel evaluations ideally should be used? (In the list below, CHECK ALL THAT APPLY.)

- ☐ a. To assess the evaluatee's present performance in accordance with prescribed standards.
 - ☐ b. To help the evaluatee establish relevant performance goals.
 - ☐ c. To identify areas in which improvement is needed.
 - ☐ d. To determine qualifications for permanent status.
 - ☐ e. To have records of performance to determine qualifications for promotion.
 - ☐ f. To establish evidence where dismissal from service is an issue.
 - ☐ g. Other, e.g. salary increments, compliance with board policy (please specify):
-

8. Have evaluations helped to improve your efficiency as an administrator?

YES _____ NO _____

9. Do you favor formal evaluations of high school principals?

YES _____ NO _____

10. Who formally evaluates high school principals in your school? CHECK ALL THAT APPLY:

The Superintendent _____ Supervisors _____

Assistant Superintendent _____ Teachers _____

Other Principals _____ Students _____

Assistant Principals _____ Community _____

Others, including central office personnel (please list):

11. Do official positive formal evaluations help you offset unofficial negative informal evaluations?

YES _____ NO _____

12. Are high school principals in your school covered by a formal, written grievance procedure?

- ____ a. Principals are covered by their own grievance procedure.
- ____ b. Principals are covered by a grievance procedure which covers all professional personnel.
- ____ c. Principals are covered by a grievance procedure which covers all school employees.
- ____ d. Principals are covered by the teachers' grievance procedure but only in grievances involving teachers.
- ____ e. Principals are not covered by any grievance procedure.

13. Comments / Remarks:

APPENDIX E

COVER LETTER

APPENDIX E

COVER LETTER

May 10, 1973

Dear Principal:

Your school has been selected as part of a state-wide sample based upon enrollment and geographical location to participate in a study concerning evaluation of secondary public school principals in Michigan.

This study is being conducted to identify the current procedures for evaluating the performance of secondary public school principals in Michigan and to provide preliminary criteria for developing improved techniques of evaluation. Principals are the only personnel being surveyed for this study.

Please return the completed questionnaire in the enclosed self-addressed stamped envelope. It has been designed so that it can be completed in approximately six minutes. Your responses will remain both confidential and anonymous. Questionnaires are coded only for statistical purposes. No school or principal will be individually identified.

In order that the study be meaningful, it is important for you to participate. Your cooperation and assistance are greatly appreciated.

If you would like to examine the results of the study, please so indicate in item 13 of the questionnaire.

Sincerely yours,

Robert M. Towns, Principal
Beecher High School

APPENDIX F

FOLLOW-UP LETTER

APPENDIX F

FOLLOW-UP LETTER

May 24, 1973

Dear Principal:

To date, the completed Principal's Performance Evaluation Questionnaire mailed on May 10, 1973, has not been returned.

Please find enclosed, for your convenience, a second questionnaire and a self-addressed stamped envelope.

Your response is urgently needed in order for the study to be meaningful.

Your assistance in completing and returning the enclosed questionnaire will be sincerely appreciated and will contribute greatly in defining the status of secondary school principal evaluation procedures in Michigan.

This study is being conducted to provide data for my doctoral dissertation at Michigan State University under the direction of Dr. Van Johnson in the Department of Administration and Higher Education.

Sincerely yours,

Robert M. Towns, Principal
Beecher High School

APPENDIX G

SAMPLE OF PUBLIC HIGH SCHOOLS

APPENDIX G
SAMPLE OF PUBLIC HIGH SCHOOLS

Name of School	County	Athletic Classifi- cation	MEA Region	Grades	Metro/ Non- Metro
AREA 1 (MEA Regions 1, 2, and 3)					
<u>Region #1</u>					
Detroit, Cass Tech- nical	Wayne	A	1	9-12	M
Detroit, Central	Wayne	A	1	9-12	M
Detroit, Cody	Wayne	A	1	10-12	M
Detroit, Denby	Wayne	A	1	9-12	M
Detroit, Finney	Wayne	A	1	9-12	M
Detroit, Ford	Wayne	A	1	10-12	M
Detroit, Mackenzie	Wayne	A	1	9-12	M
Detroit, Mumford	Wayne	A	1	9-12	M
Detroit, North- western	Wayne	A	1	10-12	M
Detroit, South- eastern	Wayne	A	1	9-12	M
Detroit, South- western	Wayne	A	1	9-12	M
Detroit, Western	Wayne	A	1	9-12	M
Ecorse	Wayne	B	1	8-12	M
<u>Region #2</u>					
Allen Park	Wayne	A	2	10-12	M
Dearborn, Fordson	Wayne	A	2	10-12	M
Garden City, Garden City East	Wayne	A	2	10-12	M

Name of School	County	Athletic Classifi- cation	MEA Region	Grades	Metro/ Non- Metro
Garden City, West Senior	Wayne	A	2	10-12	M
Grosse Pointe, Grosse Pointe North	Wayne	A	2	10-12	M
Inkster, Cherry Hill	Wayne	A	2	9-12	M
Lincoln Park	Wayne	A	2	10-12	M
Livonia, Bentley	Wayne	A	2	10-12	M
Livonia, Stevenson	Wayne	A	2	10-12	M
Melvindale	Wayne	A	2	9-12	M
Plymouth	Wayne	A	2	10-12	M
Southgate, Schafer	Wayne	A	2	9-12	M
Taylor, John F. Kennedy	Wayne	A	2	10-12	M
Wayne, John Glenn	Wayne	A	2	9-12	M
Wyandotte, Theo- dore Roosevelt	Wayne	A	2	10-12	M
Dearborn Heights, Riverside	Wayne	B	2	8-12	M
Flat Rock	Wayne	B	2	10-12	M
Grosse Isle	Wayne	B	2	10-12	M
Inkster	Wayne	B	2	9-12	M
Livonia, Churchill	Wayne	A	2	10-12	M
Rockwood, Calson	Wayne	B	2	7-12	M
<u>Region #3</u>					
Adrian	Lenawee	A	3	9-12	M
Ann Arbor, Pioneer	Washtenaw	A	3	10-12	M

Name of School	County	Athletic Classifi- cation	MEA Region	Grades	Metro/ Non- Metro
Monroe	Monroe	A	3	9-12	M
Temperance, Bedford	Monroe	A	3	10-12	M
Blissfield	Lenawee	C	3	9-12	NM
Chelsea	Washtenaw	B	3	9-12	M
Dexter	Washtenaw	B	3	9-12	M
Jackson, North- west	Jackson	B	3	10-12	M
Milan	Washtenaw	B	3	9-12	M
Monroe, Jefferson	Monroe	B	3	10-12	M
Parma, Western	Jackson	B	3	10-12	M
Clinton	Lenawee	C	3	7-12	NM
Concord	Jackson	C	3	9-12	M
Dundee	Monroe	C	3	7-12	M
Grass Lake	Jackson	D	3	7-12	M
Morenci	Lenawee	C	3	9-12	NM
Onsted	Lenawee	C	3	7-12	NM
Ottawa Lake, White- ford	Monroe	C	3	7-12	M
Sand Creek	Lenawee	D	3	9-12	M
Springport	Jackson	C	3	9-12	M
Petersburg, Sum- merfield	Monroe	D	3	9-12	M
Whitmore Lake	Washtenaw	C	3	7-12	M

Name of School	County	Athletic Classifi- cation	MEA Region	Grades	Metro/ Non- Metro
<u>AREA 2</u> (MEA Region 4)					
<u>Region #4</u>					
Hastings	Barry	B	4	9-12	NM
Battle Creek, Harper Creek	Calhoun	B	4	10-12	NM
Battle Creek, Pennfield	Calhoun	B	4	9-12	NM
Coldwater	Branch	B	4	10-12	NM
Marshall	Calhoun	B	4	9-12	NM
Battle Creek, Springfield	Calhoun	C	4	9-12	NM
Jonesville	Hillsdale	C	4	7-12	NM
Middleville	Barry	C	4	9-12	NM
Olivet	Eaton	C	4	7-12	M
Athens	Calhoun	C	4	8-12	NM
Litchfield	Hillsdale	D	4	8-12	NM
Tekonsha, Rose D. Warwick	Calhoun	D	4	7-12	NM
Waldron	Hillsdale	D	4	7-12	NM
<u>AREA 3</u> (MEA Region 5)					
<u>Region #5</u>					
Kalamazoo, Loy Norrix	Kalamazoo	A	5	10-12	M
Niles	Berrien	A	5	10-12	NM
St. Joseph	Berrien	A	5	10-12	NM
Comstock	Kalamazoo	B	5	9-12	M

Name of School	County	Athletic Classifi- cation	MEA Region	Grades	Metro/ Non- Metro
Dowagiac, Union	Cass, Berrien Van Buren	B	5	10-12	NM
Edwardsburg	Cass	B	5	9-12	NM
South Haven	Van Buren	B	5	9-12	NM
Stevensville, Lakeshore	Berrien	B	5	10-12	NM
Three Oaks, River Valley	Berrien	B	5	9-12	NM
Vicksburg	Kalamazoo	B	5	9-12	M
Cassopolis	Cass	C	5	9-12	NM
Colon	St. Joseph	D	5	7-12	NM
Constantine	St. Joseph	C	5	9-12	NM
Decatur	Van Buren	C	5	7-12	NM
Eau Claire	Berrien	C	5	9-12	NM
Gobles	Van Buren	D	5	7-12	NM
Hartford	Van Buren	C	5	7-12	NM
Watervliet	Berrien	C	5	9-12	NM
Burr Oak	St. Joseph	D	5	9-12	NM
Climax, Climax- Scott	Kalamazoo	D	5	7-12	M
Covert	Van Buren	D	5	9-12	NM
Galien	Berrien	D	5	7-12	NM
Schoolcraft	Kalamazoo	D	5	9-12	M

Name of School	County	Athletic Classifi- cation	MEA Region	Grades	Metro/ Non- Metro
<u>AREA 4 (MEA Regions 6 and 7)</u>					
<u>Region #6</u>					
Center Line	Macomb	A	6	10-12	M
Mt. Clemens	Macomb	A	6	9-12	M
Roseville	Macomb	A	6	10-12	M
St. Clair, South Lake	Macomb	A	6	9-12	M
Warren	Macomb	A	6	10-12	M
Warren, Cousino	Macomb	A	6	10-12	M
Warren, Fitz- gerald	Macomb	A	6	7-12	M
Warren, Lincoln	Macomb	A	6	10-12	M
Warren, Warren Woods	Macomb	A	6	9-12	M
Algonac	St. Clair	B	6	9-12	NM
Mt. Clemens, Chippewa	Macomb	B	6	9-12	M
Mt. Clemens, Clintondale	Macomb	A	6	9-12	M
Richmond	Macomb	C	6	7-12	M
St. Clair, St. Clair	St. Clair	B	6	9-12	NM
Armada	Macomb	C	6	8-12	M
Memphis	St. Clair	C	6	8-12	NM
<u>Region #7</u>					
Berkley	Oakland	A	7	10-12	M

Name of School	County	Athletic Classifi- cation	MEA Region	Grades	Metro/ Non- Metro
Birmingham, Ernest W. Sea- holm	Oakland	A	7	10-12	M
Bloomfield Hills, Andover	Oakland	A	7	10-12	M
Bloomfield Hills, Lahser	Oakland	A	7	10-12	M
Clarkston	Oakland	A	7	10-12	M
Clawson	Oakland	A	7	10-12	M
Farmington, North Farm- ington	Oakland	A	7	10-12	M
Hazel Park	Oakland	A	7	10-12	M
Madison Heights, Lamphere	Oakland	A	7	10-12	M
Oak Park	Oakland	A	7	10-12	M
Rochester	Oakland	A	7	9-12	M
Royal Oak, Dondero	Oakland	A	7	9-12	M
Royal Oak, Kim- ball	Oakland	A	7	9-12	M
Walled Lake, Walled Lake Central	Oakland	A	7	9-12	M
Walled Lake, Walled Lake Western	Oakland	A	7	9-12	M
Auburn Heights, Avondale	Oakland	B	7	10-12	M
Holly	Oakland	B	7	9-12	M
Madison Heights, Madison	Oakland	B	7	9-12	M

Name of School	County	Athletic Classifi- cation	MEA Region	Grades	Metro/ Non- Metro
Ortonville, Brandon	Oakland	C	7	9-12	M
<u>AREA 5 (MEA Region 8)</u>					
<u>Region #8</u>					
Grand Ledge	Eaton	A	8	9-12	M
Howell	Livingston	A	8	10-12	NM
Lansing, Waverly	Ingham	A	8	10-12	M
Owosso	Shiawassee	A	8	9-12	NM
Brighton	Livingston	B	8	9-12	NM
Corunna	Shiawassee	B	8	9-12	NM
Durand	Shiawassee	B	8	9-12	NM
Pickney	Livingston	B	8	9-12	NM
St. Johns	Clinton	B	8	10-12	M
Byron	Shiawassee	C	8	7-12	NM
Dewitt	Clinton	C	8	9-12	M
Haslett	Ingham	C	8	9-12	M
Perry	Shiawassee	C	8	7-12	NM
Pewamo, Pewamo- Westphalia	Clinton	C	8	9-12	M
Stockbridge	Ingham	C	8	7-12	M
Ashley	Gratiot	D	8	7-12	NM
Dansville	Ingham	D	8	7-12	M
Fowler	Clinton	D	8	7-12	M
Morrice	Shiawassee	D	8	9-12	NM

Name of School	County	Athletic Classifi- cation	MEA Region	Grades	Metro/ Non- Metro
<u>AREA 6 (MEA Region 9)</u>					
<u>Region #9</u>					
Grand Haven	Ottawa	A	9	10-12	M
Grand Rapids, East Grand Rapids	Kent	A	9	9-12	M
Grand Rapids, Forest Hills	Kent	B	9	9-12	M
Grand Rapids, Union	Kent	A	9	10-12	M
Ionia	Ionia	B	9	9-12	NM
Caledonia	Kent	C	9	9-12	M
Cedar Springs	Kent	B	9	9-12	M
Coopersville	Ottawa	B	9	9-12	M
Greenville	Montcalm	B	9	9-12	NM
Hudsonville	Ottawa	B	9	9-12	M
Jenison	Ottawa	B	9	7-12	M
Lake Odessa, Lakewood	Ionia	B	9	9-12	NM
Lowell	Allegan	B	9	9-12	M
Wayland, Wayland Union	Allegan	B	9	9-12	NM
Wyoming, Godwin	Kent	B	9	9-12	M
Wyoming, Rogers	Kent	B	9	10-12	M
Byron Center	Kent	C	9	9-12	M
Carson City, Carson City Crystal	Montcalm	C	9	7-12	NM

Name of School	County	Athletic Classifi- cation	Mea Region	Grades	Metro/ Non- Metro
Comstock Park	Kent	C	9	9-12	M
Edmore	Montcalm	C	9	9-12	NM
Fennville	Allegan	C	9	9-12	NM
Hamilton	Allegan	C	9	7-12	NM
Lakeview	Montcalm	C	9	7-12	NM
Martin	Allegan	D	9	7-12	NM
Wyoming, Kent Occupational	Kent	D	9	10-12	M

AREA 7 (MEA Regions 10 and 11)Region #10

Flint, Clio	Genesee	A	10	10-12	M
Flint, Kearsley	Genesee	A	10	10-12	M
Flint, South- western	Genesee	A	10	10-12	M
Flushing	Genesee	A	10	9-12	M
Grand Blanc	Genesee	A	10	9-12	M
Lapeer	Lapeer	A	10	9-12	M
Swartz Creek	Genesee	A	10	9-12	M
Fenton, Lake Fenton	Genesee	B	10	7-12	M
Flint, Ainsworth	Genesee	B	10	9-12	M
Flint, Hamady	Genesee	B	10	9-12	M
Linden	Genesee	B	10	9-12	M
Otisville, Lakeville Memorial	Genesee- Lapeer	B	10	9-12	M

Name of School	County	Athletic Classifi- cation	MEA Region	Grades	Metro/ Non- Metro
Almont	Lapeer	D	10	8-12	M
Flint, Bendle	Genesee	C	10	10-12	M
<u>Region #11</u>					
Bridgeport	Saginaw	A	11	9-12	M
Saginaw, Arthur Hill	Saginaw	A	11	10-12	M
Bad Axe	Huron	C	11	9-12	NM
Birch Run	Saginaw	B	11	9-12	M
Caro	Tuscola	B	11	9-12	NM
Ithaca	Gratiot	C	11	9-12	NM
Pigeon, Laker	Huron	B	11	9-12	NM
Vassar	Tuscola	B	11	9-12	NM
Brown City	Sanilac	C	11	7-12	NM
Cass City	Tuscola	C	11	9-12	NM
Deckerville	Sanilac	C	11	7-12	NM
Fairgrove, Akron-Fairgrove	Tuscola	D	11	9-12	NM
Frankenmuth	Saginaw	B	11	9-12	M
Harbor Beach	Huron	C	11	7-12	NM
Reese	Tuscola	C	11	7-12	NM
St. Charles	Saginaw	C	11	9-12	M
Carsonville	Sanilac	D	11	K-12	NM
Caseville	Huron	D	11	7-12	NM
Kingston	Tuscola	D	11	7-12	NM

Name of School	County	Athletic Classifi- cation	MEA Region	Grades	Metro/ Non- Metro
Port Hope	Huron	D	11	K-12	NM
Sebewaing	Tuscola- Huron	C	11	7-12	NM

AREA 8 (MEA Regions 12 and 13)Region #12

Bay City, Handy	Bay	A	12	9-12	NM
Midland	Midland	A	12	10-12	NM
Bay City, John Glenn	Bay	A	12	9-12	NM
Clare	Clare	C	12	7-12	NM
Gladwin	Gladwin	C	12	9-12	NM
Oscoda	Iosco	B	12	9-12	NM
Pinconning	Bay	B	12	7-12	NM
Beaverton	Gladwin	C	12	9-12	NM
Coleman	Midland	C	12	9-12	NM
Farwell	Clare	C	12	7-12	NM
Harrison	Clare	C	12	9-12	NM
Shepherd	Isabella	C	12	9-12	NM
Mt. Pleasant, Beal City	Isabella	D	12	9-12	NM
Whitemore, Whitemore- Prescott	Iosco	D	12	7-12	NM

Region #13

Muskegon	Muskegon	A	13	10-12	M
Big Rapids	Mecosta	B	13	9-12	NM

Name of School	County	Athletic Classifi- cation	MEA Region	Grades	Metro/ Non- Metro
Fremont	Newaygo	B	13	10-12	NM
Fruitport	Muskegon	B	13	9-12	M
Manistee	Manistee	B	13	7-12	NM
North Muskegon, Reeths-Puffer	Muskegon	B	13	10-12	M
Whitehall	Muskegon	B	13	9-12	M
Hart	Oceana	C	13	7-12	NM
Morley	Mecosta	C	13	7-12	NM
Newaygo	Newaygo	C	13	9-12	NM
North Muskegon	Muskegon	C	13	7-12	M
Ravenna	Muskegon	C	13	9-12	M
Reed City	Osceola	C	13	9-12	NM
Shelby	Oceana	C	13	9-12	NM
Brethren	Manistee	D	13	7-12	NM
Freesoil	Mason	D	13	9-12	NM
Marion	Osceola	D	13	7-12	NM
Pentwater	Oceana	D	13	7-12	NM
Walkerville	Oceana	D	13	7-12	NM

AREA 9 (MEA Regions 14 and 15)

Region #14

Alpena	Alpena	A	14	10-12	NM
Cheboygan	Cheboygan	B	14	7-12	NM
Rogers City	Presque Isle	C	14	9-12	NM
Charlevoix	Charlevoix	C	14	9-12	NM

Name of School	County	Athletic Classifi- cation	MEA Region	Grades	Metro/ Non- Metro
Grayling	Crawford	C	14	7-12	NM
Onaway	Presque Isle- Cheboygan	C	14	9-12	NM
Atlanta	Montmorency	D	14	9-12	NM
Genesee	Otsego	D	14	7-12	NM
Hillman	Montmorency	D	14	7-12	NM
Indian River	Cheboygan	D	14	7-12	NM
Mackinaw City	Cheboygan	D	14	7-12	NM
Pellston	Emmet- Cheboygan	D	14	9-12	NM
Posen	Presque Isle	D	14	9-12	NM
<u>Region #15</u>					
Traverse City	Grand Traverse	A	15	10-12	NM
Cadillac	Wexford	B	15	10-12	NM
Kalkaska	Kalkaska	C	15	9-12	NM
Bellaire	Antrim	D	15	7-12	NM
Central Lake	Antrim	D	15	9-12	NM
Ellsworth	Antrim	D	15	9-12	NM
Kingsley	Gd. Traverse	D	15	7-12	NM
Lake City	Missaukee	D	15	9-12	NM
Leland	Leelanau	D	15	7-12	NM
Mancelona	Antrim	D	15	7-12	NM
Suttons Bay	Leelanau	D	15	7-12	NM

Name of School	County	Athletic Classifi- cation	MEA Region	Grades	Metro/ Non- Metro
<u>AREA 10 (MEA Regions 16, 17, and 18)</u>					
<u>Region #16</u>					
Sault Ste. Marie	Chippewa	A	16	9-12	NM
Newberry	Luce	C	16	7-12	NM
Rudyard	Chippewa	C	16	9-12	NM
Detour Village	Chippewa	D	16	9-12	NM
Engadine	Mackinac	D	16	7-12	NM
Mackinac Island	Mackinac	D	16	K-12	NM
Pickford	Chippewa	D	16	7-12	NM
<u>Regions 17 and 18</u>					
Escanaba	Delta	A	17	9-12	NM
Iron Mountain	Dickinson	B	17	9-12	NM
Ironwood, Luther L. Wright	Gogebic	B	18	9-12	NM
Kingsford	Dickinson	B	17	10-12	NM
Menominee	Menominee	B	17	9-12	NM
Negaunee	Marquette	B	17	7-12	NM
Bessemer	Gogebic	D	18	7-12	NM
L'Anse	Baraga	C	18	7-12	NM
Munising, William G. Mather	Alger	C	17	7-12	NM
Ontonagon	Ontonagon	C	18	9-12	NM
Champion	Marquette- Baraga	B	17	7-12	NM
Chassel	Houghton	D	18	7-12	NM

Name of School	County	Athletic Classifi- cation	MEA Region	Grades	Metro/ Non- Metro
Eben Junction, Eben	Alger	D	17	7-12	NM
Ewen, Ewen- Trout Creek	Ontonagon	D	18	9-12	NM
Felch	Dickinson	D	17	7-12	NM
Morenisco, Roosevelt	Gogebic	D	18	K-12	NM
Cooks, Big Bay DeNoc	Delta- Schoolcraft	D	17	8-12	NM
National Mine	Marquette	B	17	7-12	NM
Painsdale, Jeffers	Houghton	D	18	6-12	NM
Perkins	Delta	D	17	7-12	NM
Wakefield	Gogebic	D	18	7-12	NM
White Pine	Ontonagon	D	18	7-12	NM

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