THE IMPACT OF THEORY X AND THEORY Y

ASSUMPTIONS ON HUMAN RELATIONS

IN TWO ELEMENTARY SCHOOLS

by

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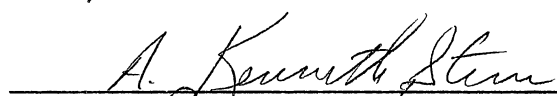of DOCTOR OF EDUCATION
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CHAPTER I

INTRODUCTION

Concepts of educational leadership and administration are varied and continually changing. Since 1925, hundreds of studies on human relations, leader behavior, group characteristics, and organizations have been added to the development of a body of knowledge related to the practice of educational administration. Significant leader behavior research has been conducted by the staff of organizations such as the National Training Laboratories, the Personnel Research Board at The Ohio State University, the Yale Labor and Management Center, the Research Center for Group Dynamics at the University of Michigan, and the Laboratory of Social Relations at Harvard University.

While educational administrative leadership has been the focus of research since early in the century, this research has not brought general concensus to the definition of a key term: leader. The concept of leadership has many definitions, espoused by many different researchers and theorists. Lipham (1964) held that there should be a basic distinction established between leader and administrator. He saw the leader as a change agent and the administrator as

one who simply maintains the organization. Getzels (1971),
who criticized Lipham's definition of leadership, was quoted
by Morphet.

> The missing ingredient is recognition
> that leadership depends on followership, and
> that the followership determining the leadership
> is a function of cooperation or mutuality with
> the leader rather than the forcible domination
> and coercion by the leader (Morphet, 1982, p. 96).

Burns has another definition of leadership, Morphet quoted
Burns.

> I define leadership as leaders inducing
> followers to act for certain goals that rep-
> resent the values and the motivation-the wants
> and needs, the aspirations and expectations
> of both leaders and followers . . . Leadership,
> unlike naked power-wielding, is thus inseparable
> from followers needs and goals (Morphet, 1982,
> p. 97).

In 1977, Hoy and Miskel, after conducting extensive
research on leadership, concluded that these are but a few
examples of the fact that there is yet no single
comprehensive, empirically tested leadership theory (Morphet,
1982).

In 1971, a Phi Delta Kappa-sponsored symposium on
leadership and leadership research yielded two commonly
agreed upon characteristics of leadership.

> 1. Leadership is not domination or coercion
> but the promotion of followership.
> 2. Leadership promotes change but it may also
> resist change to maintain the school social
> system from forces both within and external
> to the system which are pressing for
> undesirable change (Morphet, 1982, p. 96).

Leadership is conceptualized by many researchers as influencing the beliefs, actions, behaviors, and goals of one actor in a social system by another actor, with the willing cooperation of the actor being influenced (Burns, 1978). Although the concepts and definitions of educational leadership are varied, and sometimes conflicting, its importance in determining the quality of the educational system is generally accepted by researchers, theorists, and practitioners in the educational field.

One of the leaders of the human relations movement, Douglas McGregor, considered the contrasting theories of management. The product of his research has become known as Theory X and Theory Y. This particular theory is useful as a classification instrument for studying important leader behaviors and leaders' assumptions about their followers. Theory X is based on the following leader assumptions.

> 1. The average human being has an inherent dislike of work and will avoid it if he can.
> 2. Because of this human characteristic of dislike of work, most people must be coerced, controlled, directed, threatened with punish- ment to get them to put forth adequate effort toward the achievement of organizational objectives.
> 3. The average human being prefers to be directed, wishes to avoid responsibility, has relatively little ambition, wants security above all (McGregor, 1960, p. 34).

Theory Y is then based upon a contrasting set of three leader assumptions.

> 1. The expenditure of physical and mental effort in work is as natural as play or

rest.
2. Commitment to objectives is a function
of the rewards associated with their
achievement.
3. The average human being learns,
under proper conditions, not only to
accept but to seek responsibility
(McGregor, 1960, p. 47).

It has been noted that there are similarities both
between the assumptions of the Theory X leader and
bureaucratic organizations and between Theory Y and collegial
organizations (Morphet, 1982, p. 87). A number of
researchers of education and leadership, including McGregor,
Maslow, and Morphet, would agree that most educational
organizations tend to function in a bureaucratic fashion.

Statement of the Problem

A problem faced by many schools across our nation is how
to be both effective and efficient. Many schools are
struggling to achieve the goals of the school while
maintaining a high level of job satisfaction among their
teachers and other staff members.

A very important prerequisite for successf in high
schools and colleges is a successful elementary education.
The elementary school lays the foundation for the remainder
of the student's educational experience. If the foundation
is not a solid and successful one, then the rest of the
education will be weak, or won't be acquired at all.
American elementary schools establish the students' basic

skills, cognitive knowledge bases, reasoning and thinking skills, and attitude toward life and learning.

As noted earlier, research has promoted the fact that educational leadership is extremely important to the success of any educational endeavor. This is especially true at the elementary level. The school's climate and direction are directly affected by the perspective of the elementary principal who is thus instrumental in the degree of success and of satisfaction in the lives of students, teachers, and parents.

> Educational organiztions are in dire
> cicumstances today. The financial bind
> is worsening as enrollments dwindle and
> citizens rebel against heavier local tax
> burdens. Ath the same time, the public is
> pressing for educational accountability
> and improvement; and teachers, feeling that
> their basic needs are being threatened by
> both taxpayers and Theory X leaders, have
> made their unions strong and militant.
> Theory X leadership has helped to bring
> education to the brink of disaster. It
> is time for Theory Y (Mattaliano, 1982, p. 40).

The investigative purpose of this study was to examine administrative assumptions about staff and how those assumptions influence the effectiveness and efficiency of elementary schools. Two schools were selected for study, based upon the principal's scores on the Administrative Questionnaire (Appendix A), indicating an orientation toward Theory X or Theory Y assumptions about followers. The two schools selected were those whose principals scored at the

extremes on the Administrative Questionnaire, indicating the greatest orientation toward and away from Theory Y assumptions about followers.

Research questions which helped to focus the study were as follow.

1. How does the Theory X school compare to the Theory Y school in terms of reaching written goals?

2. How does the Theory X school compare to the Theory Y school regarding teacher job satisfaction?

3. Is there a difference between the two schools in regards to organizational structure and operation?

Significance of the Study

Schools are presently struggling to meet the needs of society, providing productive members for the job market, as well as to meet the needs of the individual students. Through continuing investigation of theories of management and organizational structures, researchers may facilitate efforts to satisfy the needs of the society in which we live, as well as the needs of students, parents, and staff members. Then we might truly have successful schools.

As significant theories of management and organizational structure that lead to successful schools are identified, they may be able to be applied to other schools in efforts to

improve their effectiveness and efficiency. In short, if it is possible to explain what makes a school successful, it then might also be possible to predict those factors associated with success and failure in schools and thus avoid that which is not "good for kids."

Limitations of the Study

The application of the conclusions from this study may be limited because of the following factors.

1. The sample for this study consists of only two schools drawn from a population limited to the public elementary schools of Central City, a large urban school district, in a Great Plains state.

2. Much of the data have been obtained through individual interviews and observations and could be subject to interviewer bias. A different observer, operating from different assumptions and/or seeking to focus on different elements, might well have found different data and/or arrive at different interpretations and conclusions.

Assumptions

Due to the subjective nature of this research it is imperative that the researcher provide the reader with a set of assumptions regarding the focus of the study. It is critical that the belief system of the researcher be

displayed to provide a frame of reference for the reader to use in analyzing the data produced. While every effort has been made to record accurately the data observed, an observer obviously cannot record every detail of every scene. Therefore, the possibility cannot be eliminated that these assumptions have had some impact on the record or analysis of observations.

1. Theory X organizations will be more bureaucratic than Theory Y organizations.

2. Theory X organizations will have members with lower job satisfaction than Theory Y organizations.

3. There will be more two-way communication in organizations that are Theory Y-oriented as opposed to Theory X-oriented organizations.

Definition of Terms

In reviewing the literature regarding educational leadership, it is apparent that a number of terms are used differently by various theorists and researchers. For purposes of this study, the following definitions have been used to enhance clarity and to maintain consistency.

Theory X. One of the two components of a management theory, developed by McGregor, wherein the leader operates from assumptions, about the followers or members of the organization, which characterize the followers as desiring to

be directed, having little ambition, avoiding responsibility, and seeking security above all else.

Theory Y. The second of the two components of a management theory, developed by McGregor, wherein the leader operates from assumptions, about the followers or members of the organizations, which characterize the followers as perceiving work as play, committed to objectives, and seeking responsibility.

Job Satisfaction. The level or degree to which a teacher feels fulfilled, needed, and appreciated.

Collegial School. A school in which there is a sharing of power in regard to the development of school policy and program (Thompson, 1965).

Bureaucratic School. A school which is structured so that all power flows from supervisors to subordinates.

Effective. As used by Barnard (1938), a term describing an organization in which written goals are achieved.

Efficient. A school in which, according to Barnard's (1938) description of organizations, individual needs are being met.

Summary

A problem faced by many schools today is how to meet the written goals of the school and, at the same time, maintain a high level of job satisfaction among the teaching staff. The

investigative purpose of this study was to examine the administrative assumptions about staff and how those assumptions influence the effectiveness and efficiency of elementary schools. As significant theories of management and organizational structure that lead to successful schools are identified, they may be able to be applied to other schools in efforts to improve their effectiveness and efficiency.

The remaing contents of this thesis has been organized according to the following the format. Chapter II contains a review of pertenant literature, particularly focusing on the work of Douglas McGregor. Chapter III is a detailed description of the methods and procedures utilized in this study. Chapter IV contains the report and analysis of the data collected while the contents of Chapter V include a summary, the conclusions and recommendations drawn from the findings, and a concluding commentary.

CHAPTER II

REVIEW OF THE LITERATURE

In examining the literature relative to theories of leadership, the focus has clearly been on leaders, their attitudes and behaviors. The way that leaders perceive the nature of their task, policies, procedures, and people will determine their leadership style (McGregor, 1960). McGregor discovered that two major groups of managers operated in the organizational world, Theory X and Theory Y managers. These managers held two very different sets of assumptions regarding their workers. McGregor postulated that production was an issue associated with the manager's ability to maximize human resource potential.

This chapter contains a review of the fundamental theoretical constructs of McGregor's Theory X/Theory Y model. Literature is then reported in regard to related studies including those of Mayo, Argyris, Likert, Herzberg, and Ouchi.

Assumptions

McGregor's Theory X, is a traditional view of direction and control, assuming that behind every leader's actions are

certain beliefs and assumptions. Following are the basic assumptions which support Theory X. (McGregor, 1960).

> 1. The average human being has an inherent dislike of work and will avoid it if he can (McGregor, 1960, p. 33).

This assumption is rooted in the Bible. The punishment for Adam and Eve was banishment from the Garden of Eden and into a harsh world in which they had to work to eat (McGregor, 1960). Theory X managers stress concepts such as productivity, a fair day's work, the evils of "featherbedding," and rewards for performance. On the surface, this theory looks logical, since it reflects an underlying belief that leadership must counteract an innate human tendency to avoid work. The correctness of this assumption to many leaders is without question (McGregor, 1960).

> 2. Because of this human characteristic of dislike of work, most people must be co-erced, controlled, directed and threatened with punishment to get them to put forth adequate effort toward the achievement of organizational objectives (McGregor, 1960, p. 34).

Theory X leaders operate from the assumption that the dislike of work is so strong that even positive reinforcement is generally not enough to overcome it. People will receive the rewards they need and yet demand increasingly greater ones. Rewards are thus not considered to be strong enough, by themselves, to produce the necessary effort. Only the

threat of punishment, or negative reinforcement, will
accomplish desired levels of worker productivity (McGregor,
1960).

> 3. The average human being prefers to be
> directed, wishes to avoid responsibility,
> has relatively little ambition, wants
> security above all (McGregor, 1960, p. 34).

This leadership assumption is a reflection of an
attitude that most people have mediocre values and
aspirations. Few leaders would openly admit to this
attitude, but it can be seen in their policies and practices
(McGregor, 1960).

Many fringe benefits like overtime pay, vacations,
health and medical benefits, retirement plans, and profit-
sharing opportunities are likely to yield needed satisfaction
only when the worker leaves the job. Yet, almost
universally, these benefits, along with wages, are among the
major rewards offered for effort. Therefore, it is not
surprising that many individuals within an organization see
work as a form of punishment, as the price that must be paid
to receive the various kinds of rewards from the job. To the
extent that this is a workers' perception, it is unlikely
that such individuals would undergo more of this punishment
than absolutely necessary (McGregor, 1960).

The" carrot and stick" theory of management and
motivation (Theory X) works reasonably well under certain

circumstances. The means for satisfying an individual's physiological and safety needs can be provided or withheld by management. Employment itself is such a means, also are wages, working conditions, and fringe benefits. These means can control people only so long as they are struggling for subsistence (McGregor, 1960).

Theory X leadership is generally characterized by authoritarian and bureaucratic policies and procedures (Morphet, 1982). Since Theory X leaders don't really trust their followers, there is very little real powersharing, democratic decision making, or collegial, professional activities in their organizations (McGregor, 1960).

McGregor's Theory Y is significantly different from Theory X. Following are the leadership assumptions that are supportive of the Theory Y leadership style.

> 1. The expenditure of physical and mental effort in work is as natural as play or rest (McGregor, 1960, p. 47).

This assumption perceives humans, the workers, as a naturally industrious individuals, accepting their Biblical plight of needing to work their for bread (McGregor, 1960).

> 2. External control and the threat of punishment are not the only means for bringing about effort toward organ-izational objectives. Man will exercise self-direction and self-control in the service of objectives to which he is committed" (McGregor, 1960, p. 47).

This component of Theory Y postulates that men are self-willed and capable of aligning themselves with more than a selfish desire to escape punishment and to seek pleasure (McGregor, 1960).

> 3. Commitment to objectives is a
> function of the rewards associated
> with their achievement (McGregor,
> 1960, p. 47).

This assumption, again, points to a higher level of human potentiality. This assumption, when held by a leader, would indicate faith that followers enjoy accomplishing objectives simply because of the satisfaction attained in reaching a stated goal (McGregor, 1960).

> 4. The average human being learns,
> under proper conditions, not only to
> accept but to seek responsibility...
>
> 5. The capacity to exercise a relat-
> ively high degree of imagination,
> ingenuity, and creativity in the
> solution of organizational problems
> is widely, not narrowly distributed
> in the population (McGregor, 1960,
> p. 48).

This assumption is a statement about the belief in inherent, positive human characteristics. Humans are are considered to be generally creative and committed to a greater entity than themselves, in this case, the organization (McGregor, 1960).

> 6. Under the conditions of modern
> industrial life, the intellectual
> potentiality of the average human
> being is only partially utilized
> (McGregor, 1960, p. 48).

These six assumptions are a radical departure from the assumptions of Theory X. They are dynamic as opposed to static, they imply the possibility of human growth and development, and they stress situational leader follower relations as opposed to absolute control by an authoritarian leader. Ultimately, the assumptions of Theory Y point out the fact that the limits of human collaboration in the organizational setting are not limits on human nature but of leader's ability to utilize the potential represented by their human resources (McGregor, 1960).

Theory X offers leaders an easy alternative for ineffective productivity: it's due to the nature of the people with whom leaders must work. Theory Y, on the other hand, puts the responsibility squarely on leaders. If staff members are lazy, indifferent, unwilling to take responsibility, uncreative,or uncooperative, Theory Y implies that the challenge is with their leaders (McGregor, 1960).

The central principle of organization through Theory X is that of control through the exercise of authority. The central principle of organization by which Theory Y operates is that of integration. In an organization that is integrated, members of the organization can best achieve their own goals by directing their efforts toward the accomplishment of the goals of the organization (McGregor, 1960). It is important when thinking about or discussing

Theory X and Theory Y that one does not fall into a trap of drawing conclusions that Theory X is bad and Theory Y is good (Hersey & Blanchard, 1977).

Background

Douglas McGregor was a writer, researcher, and theorist who conducted a number of research studies in the late 1950s and 1960s . In 1954, the Alfred P. Sloan Foundation made a grant to Alex Bavelas and Douglas McGregor to study successful managers and the assumptions by which they worked. By studying large industrial companies, they sought a more adequate theory of management than those in existence, in the social sciences, in the 1950s (McGregor, 1960).

In 1956, Theodore M. Alfred and Douglas McGregor conducted comparative studies of the operation of management development programs in a number of large companies. These studies produced McGregor's most noted work, The Human Side of Enterprise (McGregor, 1960). It was out of these studies that McGregor developed his now classic Theory X and Theory Y sets of management assumptions.

The work of Elton Mayo may have paved the way for McGregor's Theory X and Theory Y (Hersey & Blanchard, 1977). In 1924, Mayo had been invited by efficiency experts to study worker behavior in the Western Electric Hawthorne Plant. Mayo, and other researchers, found that worker production

increased as various working conditions were altered. However, the most important finding of the Hawthorne studies was that production increased regardless of whether or not working conditions were altered. Mayo, and others, concluded that worker increased because of the extra attention that was given to the workers by the researchers (Hersey & Blanchard, 1977).

The Hawthorne studies pointed researchers and theorists in the direction of studying human relationships and their connection with effective organizations (Mayo, 1945). Mayo discovered that when workers identified with management, productivity went up (Hersey & Blanchard, 1977). Conversely, when workers felt that their own goals were in opposition to the goals of the organization, productivity dropped (Mayo, 1945).

The findings of Mayo, and the other researchers at the Harvard Graduate School of Business Administration, "encouraged management to involve workers in planning, organizing, and controlling their own work in an effort to secure their positive cooperation" (Hersey & Blanchard, 1977, p. 53).

Mayo observed that many managers held assumptions about workers that were negative in nature (Mayo, 1945). These managers described workers as unorganized, selfish, lazy, greedy, or contemptable. Mayo labelled these

assumptions as the "Rabble Hypothesis" (Hersey & Blanchard, 1977, p. 54).

Development

Douglas McGregor was a theorist who had far reaching effects in the field of organizational theory. His Theory X/Theory Y concept was a launching pad from which a number of theorists departed (Hersey & Blanchard, 1977). This portion of the chapter contains a review of the work that was developed from McGregor's foundational studies.

Argyris (1971) recognized the difference between attitude and behavior as he identified behavior patterns A and B in relation to Theory X and Theory Y. Pattern A represents the interpersonal behavior, group dynamics, and norms of the organization that Argyris' resaearch had found to be associated with Theory X (Hersey & Blanchard, 1977). Pattern B represents the same organizational characteristics as associated with Theory Y (Argyris, 1971). In pattern A, individuals are closely supervised and controlled, with a high degree of structure. In pattern B, individuals are less closely controlled and supervised.

The individual's behavior in Pattern A or in Pattern B is quite different (Argyris, 1971). In Pattern A, individuals are not open, reject experimentation, do not own up to feelings, and don't help others to engage in these

behaviors. In Pattern B individuals are open, experiment, own up to feelings, and help others to engage in these behaviors.

Argyris (1971) postulated that a manager's assumptions about workers created behavior patterns that could, in turn, confirm the manager's assumptions. In combining these two patterns Argyis found that XA and YB are usually associated together. However, that is not always the case. An XB manager may have negative assumptions about people, yet at the same time be acting in a supportive and facilitating manner (Hersey & Blanchard, 1977). This situation finds the workers responding by being open, experimenting, etc. YA managers assume that their workers are self-directed. However, the YA managers may in reality be exercising a high degree of control because they work for supervisors who demand control from them or they are exercising control in an effort to cause growth and maturity in their workers so that the degree of control can be lessened at a later date (Argyris, 1971).

Argyris also elaborated on the basic Theory X/Theory Y assumptions by comparing the "Bureaucratic/Pyramidal Value System" (Theory X) with the "Humanistic/Democratic Value System" (Theory Y) (Hersey & Blanchard, 1977). Argyris postulated that many of America's organizational problems were the result of the Bureaucratic/Pyramidal Value System

being the dominant value system in American organizations.

This bureaucratic system did not provide safe and natural

freedom of expression of feelings by workers. Since this

system did not allow for development of interpersonal

competence in the individuals of an organization, the

organization was a veritable hotbed of mistrust, rigidity,

and intergroup conflict (Argyris, 1971).

Fredrick Herzberg, while developing his motivator-

hygiene theory, displayed the importance that he placed on

knowledge about human nature, motivation, and needs.

> To industry, the payoff for a study of
> job attitudes would be increased pro-
> ductivity, decreased absenteeism, and
> smoother working relations. To the
> individual, an understanding of the
> forces that lead to improved morale
> would bring greater happiness and
> greater self-realization (Hersey &
> Blanchard, 1977, p. 65).

Herzberg (1966) concluded from his research that, in

relation to their work, people have essentially two

categories of needs that are independent from one another.

He found that, when people are unhappy with their jobs, they

talked about their working environment.

When people perceived their jobs in a positive manner, they

discussed the work itself.

Herzberg identified one category, that which deals with

environmental needs, as the hygiene factors. The other

category, those needs pertaining to the work itself, was

considered to be the motivators, due to the fact that these factors seemed to motivate workers toward increased performance (Hersey & Blanchard, 1977).

Herzberg, in his research, found that gratification of the motivators increased job satisfaction beyond a neutral feeling (Morphet, 1982). He also found that hygiene factors, when not sufficiently gratified, created negative attitudes which increased job dissatisfaction. Morphet postulated that the motivators in Herzberg's two-factor theory are more likely to be "gratified in educational organizations by the pluralistic, collegial organization than by the monocratic, bureaucratic organization" (p. 89).

Rensis Likert (1967) emphasized the need to properly manage two types of assets as resources: capital resources and human resources. After conducting behavioral research studies of numerous organizations, Likert instituted various organizational change programs in many industrial settings. Instead of two categories like Theory X and Theory Y, Likert developed four categories that he called systems. Likert then used these four systems to explain management-worker relationships (Hersey & Blanchard, 1977).

System 1 is a style in which management is viewed as having no trust in subordinates and in which there is very little interaction between superiors and subordinates. The interaction that does exist is usually characterized by fear

and mistrust (Hersey & Blanchard, 1977). System 2 is a management style that has "condescending confidence" as a salient characteristic. Decisions and goals are set by superiors. While control is still concentrated in top management in System 2, however, some of the control process is delegated to middle and lower levels. In System 3, management style that has a relatively high level of trust in subordinates. The communication in System 3 organizations flows both up and down and there is a moderate amount of superior-subordinate interaction, characterized by a fair amount of confidence. Finally System 4 is a system which is characterized by having complete confidence and trust in the subordinates. Decision making, as well as communication, is widely spread. There is a high level of superior-subordinate communication, evidenced by high levels of trust and good will.

System 1 is a highly structured, task-oriented, authoritarian system that appears to be associated with assumptions similar to those of McGregor's Theory X McGregor's Theory X (Hersey & Blanchard, 1977). System 4, which is a relationship-oriented system based on mutual confidence between superiors and subordinates, teamwork, and trust, appears to be closely aligned with Theory Y. Systems 2 and 3 are then intermediate management styles, drawing from assumptions between the two polar extremes of the continuum

Ouchi (1982) brought the concept of Theory Z to the forefront of contemporary organizational theory. He argued that the usefulness of the Theory Z approach to productivity is that it should help individuals realize that all social in-stitutions, educational or corporate, are complex. The focal point upon which long-lasting, and true, effectiveness rests is the ability to coordinate and synchronize the goals, procedures, organization, and leadership of the institution so that harmony, rather than disharmony, results.

McGregor's Theory X and Theory Y model, founded on Mayo's earlier studies, was thus instrumental in helping spawn numerous other organizational theories. McGregor's dissatisfaction with contemporary organizational theory inspired other theorists such as Argyis, Likert, Herzberg, Mattaliano, Ouchi, and Semlak to develop theories that further enhanced an understanding of the various paradigms of organizational behavior.

CHAPTER III

METHOD AND PROCEDURES

The investigative purpose of this study was to examine administrative assumptions about staff and how those assumptions influence the effectiveness and efficiency of elementary schools. The research questions which helped to focus the study are as follow.

1. How does the Theory X school compare to the Theory Y school in terms of reaching written goals?

2. How does the Theory X school compare to the Theory Y school regarding teacher job satisfaction?

3. Is there a difference between the two schools in regards to organizational structure and operation?

Population and Sample

The population for this study consisted of all 56 elementary schools in the Central City School District. The district, located in a Great Plains state, has more than 50 elementary schools. The sample consisted of two elementary schools, the prinicpals of which had the most extreme scores on a Theory X/Theory Y-based instrument.

Instruments

An Administrative Questionnaire (see Appendix A) was designed to assess the degree to which the more than 50 principals in the Central City school district agreed with McGregor's Theory X or Theory Y leader assumptions about followers. Both Theory X and Theory Y statements are contained in the questionnaire. The principals were asked to respond to each statement on a five-point Likert-type scale.

Included in the questionnaire are four statements that deal with actual operation of a school. These "reality" statements were included to assess the degree to which principals' practices were consistent with Theory X or Theory Y assumptions. For example, Question 3 on the Administrative Questionnaire reads as follows.

> If attendance is not taken at staff meet-
> ings teachers will forget to attend.

Questions 5, 6, 9, and 12, are the other reality questions, dealing with control of supplies, input regarding decisions, and lesson plans.

The Administrative Questionnaire was reviewed by a panel of experts in administrative theory and practice to determine the validity of the instrument. The instrument was reviewed to incorporate suggestions from these individuals.

The Administrative Questionnaire was scored in such a manner that the higher the principal's score, the more the

principal was oriented toward Theory X. The highest score
that a principal could have received was 60 and the lowest
possible score was 12.

After scoring the questionnaires, the two principals with the
lowest and the highest scores were selected for research in
their schools. "Principal A" scored a 33 on the
questionnaire, while "Principal B" scored a 15.

The Confidential Teacher Survey was also developed
specifically for this research. This instrument was designed
to allow teachers to express their opinions regarding their
level of job satisfaction and their involvement in decision
making in their schools (see Appendix B). The survey was
open-ended in structure.

The instructions to the teachers indicated that they
were to fill out the survey in private and that their
responses would be kept confidential. Teachers were then to
seal the surveys in the envelopes which were provided. Once
sealed, the envelopes containing the surveys were to be taken
to the respective school offices.

Data Collection and Analysis

Once the two principals and their respective schools
were identified, surveys, interviews, and observations were
conducted at each school site. These activities were
conducted over a period of three weeks, in each school during

February and March of 1990. Due to the teachers' work
schedules, most of the time spent in each school was before
and after the school day.

Interviews were conducted with both of the principals,
using the protocol shown in Appendix C. The principals were
formally interviewed for approximately 10 minutes each,
although many informal observations were made during the
course of the research. The intent of the principal
interviews was to obtain a better understanding of the
principal's philosophy of education and assumptions about
teachers and other staff members.

The Confidential Teacher Survey (see Appendix B) was
distributed to the teachers by the principals, and the
teachers returned the written surveys to their respective
principals upon completion.

The formal teacher interviews lasted approximately 15
minutes each. These interviews were conducted privately,
one-on-one, in the teachers' repective classrooms. The
teachers were asked based upon the interview protocol shown
in Appendix D. This face-to-face technique allowed for
individual teachers to express verbally what they might not
have been able to express in writing. The teachers were
assured that their responses would be held in strictest
confidence. Verbal responses were written down during the
course of the interview, and observations regarding the

interviews were added at a later time. A sample of interview notes is contained in Appendix E. Interviews were not recorded on tape in order to allow the teachers to be as comfortable and forthright as possible.

Observations were made before, during, and after school at both school sites. Observations were made on the playgrounds, in the school offices, hallways, and classrooms of both schools. The main purpose of the observations was to ascertain the atmosphere of the schools by noting facial expressions, body posture, language, physical activity, building conditions, and gereral behavior of students, parents, and staff members. Notes were written down regarding these observations immediately after leaving the school sites.

The school effectiveness programs that were reviewed for both schools contained six objectives that are targeted at improving various aspects of each school. These effectiveness programs are mandated by the Central City school district, and developed at the school sites.

The information gathered through the surveys, interviews, and observations were then analyzed by categorizing the data as positive or negative in relation to the subjects of principal, other staff members, students, parents, decision making and job satisfaction.

Summary

This study focused on two contrasting sets of management assumptions and the manner in which the asumptions have affected the effectiveness and job satisfaction in two elementary schools. The primary method involved observations of and personal interviews with principals, teachers, students, and other individuals pertinent to this study. A written survey was also completed by teachers from each school. The data thus gathered were analyzed in an attempt to answer the four research questions.

CHAPTER IV

PRESENTATION AND ANALYSIS OF DATA

In this chapter are reported the results of the
Administrative Questionnaire, the data and analysis from
observations of the selected schools, and finally a
comparison of the two schools which were studied regarding
the research questions and other pertinent components. As
noted in Chapter III, each of the elementary principals in
Central City was asked to complete the Administrative
Questionnaire. From those results, two schools were selected
as the sample. Data were collected from each school through
the Confidential Teacher Survey, interviews with the
principals and the teachers, and observations. The format of
Chapter IV provides first a description of the results of the
Administrative Questionnaire, followed by a description of
School A, including the community, physical plant, principal,
students, teachers, other staff, and other pertinent
informantion. Then School B will be described in the same
fashion. At the conclusion of Chapter IV, the similarities
and differences between the two schools will be summarized.

Administrative Questionnaire

As noted in Chapter III, the over 50 elementary

34

principals in the Central City District were each given a
copy of the Administrative Questionnaire (see Appendix A).
This instrument was scored to determine the degree to which
each principal agreed with Theory X or Theory Y assumptions
about followers. The possible range of scores was 12 to 60.
It was assumed that the principals' scores would be
distributed throughout that range and that the two extreme
scores would be used to identify the principals of the two
schools to be studied. One principal would then be the
administrator who most agreed with Theory Y assumptions while
the other would be likely to operate from Theory X
assumptions.

Figure 1 shows that the scores were grouped by Theory Y.

```
          12 |           +---+ +---+
   s            |           |   | |   |
   l        10 |           |   | |   |
   a            |           |   | |   |
   p         8 |           |   | |   |
   i            |           |   | |   |
   c         6 |           |   | |   |
   n            |           |   | |   |
   i         4 |           |   | |   |
   r            |           |   | |   |  +---+
   P         2 +---+       |   | |   |  |   |
              |   |        |   | |   |  |   |
   f       0_|___|_|_|___|_|___|_|_|___|_____
   o          12-17 18-23 24-29 30-35 36-41 42-47 48-53 54-60
              Theory Y Assumptions        Theory X Assumptions
```
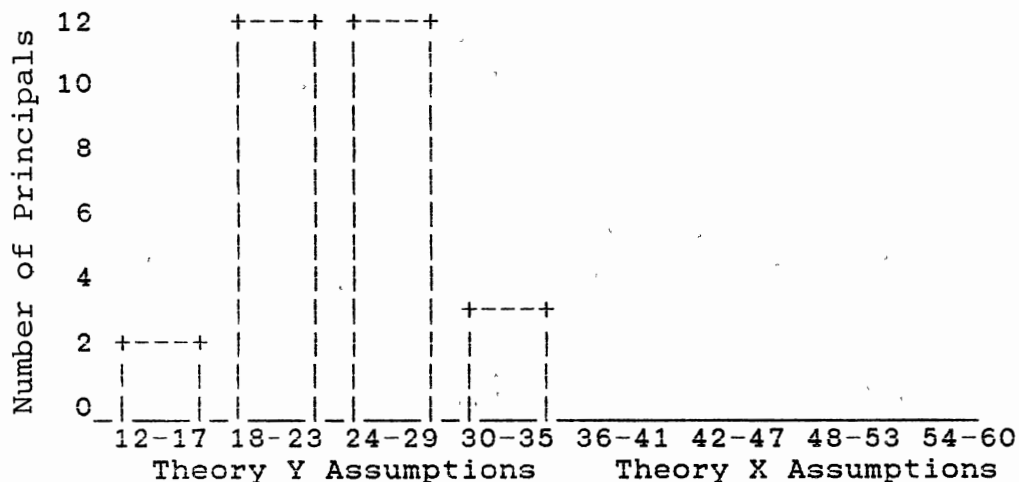
Figure 1. Administrative Questionnaire Scores

Figure 1 displays the distribution of the scores on the
Administrative Questionnaire. The range was from 15 to 33.
Of the 29 principals, 24 had scores in the range of 18 to 29.
Principal A, who scored 33, was selected , then, not to
represent a true Theory X orientation, but rather as the
principal with the least agreement with Theory Y assumptions.
Principal B, who scored 15, represents a strong orientation
toward Theory Y.

Table I provides the mean score and the range on each of
the 12 items on the Administrative Questionnaire.

TABLE I

ADMINISTRATIVE QUESTIONNAIRE DATA

Question	Mean Score	Range
1	1.68	1-4
2	3.57	1-5
3	1.53	1-2
4	1.92	1-4
5	3.28	1-5
6	2.00	1-4
7	3.96	1-5
8	1.42	1-4
9	4.64	4-5
10	4.17	2-5
11	4.03	2-5
12	2.39	1-5

The individual item scores tended to reflect relatively

strong positions, with items 1, 3, 4, 8, 9, 10, and 11
showing the most extreme mean scores. Only item 12 had a
mean close to the actual mid-point on the Likert-type scale.

Four items had responses covering a range of four points
on the five-point scale. Three of these items (2, 5, and 7)
dealt directly with Theory X-Theory Y assumptions, focusing
on commitment to objectives; exercise of imagination,
ingenuity, and creativity; and the expenditure of physical
and mental effort. The remaining item (12) dealt with
practice, focusing on the use of lesson plans. Two items (3
and 9), both focusing on practice, had the most limited
range. These items concerned attendance at staff meetings
and teacher input in administrative decisions.

The principal designated as "Theory Y" scored 15, this
score represents a strong orientation toward Theory Y. The
principal designated as "Theory X" scored 33, this score
represents a weak orientation toward Theory Y, but not
actually a Theory X orientation. The principal who has been
designated as Theory X, for the purposes of this study,
scored 3 points below the midpoint score for the
Administrative Question of 36.

The widest ranges were on questions: 2, 5, 7, and 12.
The narrowest ranges were on questions 3 and 9. Listed below
are the questions with the widest and narrowest ranges.

> 2. Committment to objectives is a function of the
> rewards associated with their achievement.

5. The capacity to exercise a relatively high degree of
of imagination, ingenuity, and creativity in the
solution of organized problems is widely, not narrowly,
distributed in the population.

7. The expenditure of physical and mental effort in work
is as natural as play or rest.

12. Lesson plans must be checked regularly to insure
that quality instruction does not suffer.

3. If attendance is not taken at staff meetings teachers
will forget to attend.

9. Taking advice and input from the teachers helps me to
make better administrative decisions.

School A

This school was selected for research because the
principal of School A had the highest score on the
Administrative Questionnaire. This high score indicated a
somewhat neutral position in relation to Theory X and Theory
Y assumptions.

School A is located approximately five miles from the
central business district of Central City. As one approaches
the school the terrain becomes barren, and devoid of
cultivated landscape. The highway begins to dip and raise as
one's car ascends and descends the rolling hills that lead to
School A.

On the East side of the highway there is a community of
small, white-board houses that are in ill repair.

School A sets on a knoll with acres of rolling, treeless
landscape surrounding it. The playground equipment is scarce

and seems dwarfed by the tremendous amount of land that it sets on. There is no fence. School A was built in the 1950s era. It has the flat, box-type architecture so characteristic of that time. The exterior is a tan, flagstone-brick, with dark brown trim on the main doors. The chains that dangle from the handles of the main doors indicate a need for tight security.

The hallways and interior of the school are clean and well kept. The lighting is extremely dim, and the tan and green coloration creates a soft, comfortable impression.

The office of School A is simple and seemingly efficient, although definitely not streamlined or modern in appearance. The blond-wood counter is aged and worn, and too tall for most of the students. There is a bulletin board next to the teachers' boxes, located just to the left of the counter. The bulletin board is colorful, and full of notices.

The classrooms of School A are small, and filled with students, and furniture. This school is overcrowded. The majority of students are primarily Black. Their desks are in tight rows.
The walls of the classrooms are covered with posters that depict Black heroes or Black history. The rooms are colorful and contain an abundance of visual aids. They lack neatness. Book shelves contain books, papers, jump ropes,

and other miscellaneous items, all delicately balanced in place. The school is huge in a physical sense. However, there are many classrooms that are vacant. While the furniture in the classrooms is old and worn, some has been repainted various bright colors.

The teachers of School A seem to be a very dedicated, hard-working group. They are very heterogeneous mix, in relation to ethnic background, years of experience, and physical appearance. All members of the teaching staff are female. The teachers are approximately 40% black and 60% White. The age range is from early twenties to early sixties.

The students are clean and well-dressed. The behavior of students, overall, appears to be orderly. They raise their hands to talk out in class, and the respect for the teachers is strong. Some of the students slouch in their desks, looking bored or tired. In some of the classes there is a sense of excitement about learning. In most of the rooms, however, there is a perception of minimal compliance.

The community of School A is predominately (96%) Black. The socioeconomic level is low. Most of the students are on the free lunch program. As the 377 students come to school in the morning it is clear that most walk to school from the white-board houses on the east side of the highway.

According to the secretary, principal, and teachers,

School A's neighborhood has many problems. The majority of parents are single. Poverty is a major problem, illiteracy is another. Children, according to the staff of School A are exposed to violence, drugs, sex, and abuse of every kind.

The secretary of School A is in her early fifties, gray-blond, wears glasses, and comfortable clothing. She is friendly, yet cautious. The secretary is efficient and nuturing toward the students.

Principal A is a well-groomed, conservatively dressed Black man in his early forties. His demeanor is kind, and soft spoken. He speaks in short, choppy sentences that are quick and to the point. He is a man who appears to be busy, cooperative, confident, and friendly.

Principal A consented to allow me to observe his school, distribute the written survey to the teachers, and conduct personal interviews. He was very insistent on establishing exact times and dates that I would be at his school and interviewing his teachers. He also systematically escorted me to each teacher who I was to interview. I later found out that some of the teachers were not selected for me to interview.

Principal A has been the principal of School A for 10 years. He operates the school with confidence and strength. Principal A always appeared calm and in control of himself, as well as, the educational environment. His office,

although simple, was well-organized and extremely functional.

Principal A seemed to be very secure in his role as principal. His relationship with students, parents, and staff, according to observations, was clearly defined.

Principal A seemed to be characterized by a conservative, traditional approach to education. School A took on this conservative, traditional personality in the atmosphere of the classrooms, hallways, office, and playground.

When Principal A was asked to describe his management style, he said: "Be a positive person in dealing with parents." When asked about his assumptions regarding his staff, Mr. A responded that "I believe in shared decision making. This is the best faculty I've ever worked with." Principal A reported that his philosophy of education was to "Teach the students to be positive about life. Teach the students that they are going to be the leaders of tomorrow."

The following are some quotes about their principal, from the teachers at School A, as taken from the written survey.

Mr. A is easy to work for. He truly cares about his staff.

Mr. A uses the team approach, so everyone has a hand in decision making here.

He is a very fair man and is considerate of everyone's feelings-which is very hard to do.

> I feel that we have a supportive principal and
> a good staff.
>
> I also feel that I can talk to Mr. A about any-
> thing that I feel isn't right. Mr. A is very
> open to input.
>
> He's honest and understanding. He supports the
> teachers because there is mutual trust.

The following are examples of the comments made by members of

the teaching staff during the personal interview time.

> Mr. A is fantastic-he's always there when I
> need him.
>
> Mr. A allows us to voice our opinions at faculty
> meetings.
>
> Mr. A is very open. The principal treats us like
> professionals.

When Dr. A, the part-time counselor, was asked about

Principal A, she responded that "Mr. A is a controller-

supporter. Parents and staff feel that Mr. A is very

supportive and creates trust."

The Confidential Teacher Survey was distributed to the

teachers in School A. Respones were received from 12

teachers for a response rate of 63%. Following are the

results of the survey.

In Question 1 the teachers were asked to comment about

how they felt about being a teachr at School A. The

following are quotes that represent clusters of feeling

indicating how School A teachers feel about being at their

school.

I feel that we have a supportive principal and
a good staff. I feel that we have many troubled
children and unconcerned parents.

The principal and faculty really make a difference.
we know we have a principal who works hard for
us as well as the school. The faculty has had
very few problems working together, you have
to expect some because of the variety of
personalities.

I enjoy working at School X because the staff
gets along with each other. If you need help
it is always there.

As represented by the above quoted statements, by far

the most common responses indicated positive teacher feelings

about Principal A and the other teachers at School A.

However, as shown by the following quotes, School A teachers

responded to Question 1 with indications of frustration or

concern.

Frustrated! I am at this school because I
requested placement in this part of Central
City. I feel these children deserve the
best teachers, and many times we are the
only bright light in their otherwise dismal
lives. Yet it is extremely difficult. You
spend so much of your day with discipline that
it takes away from the learning time.

Good but tired. It is a real challenge to
motivate.

Being a teacher in a low income, high crime
area is both rewarding and frustrating.
Rewarding in the sense that I know I am
helping students whom truly need help.
Frustrating in the sense of wondering if
you can make a difference.

In regards to Question 1, most of the School A teachers'

responses fell into one of two clusters. While the first

cluster contained expressions of positive feelings about
School A because of the principal and/or other staff, the
other cluster of responses contained expressions of
ambivalence toward being a teacher at School A because of the
students. Some teachers expressed frustration regarding the
students: it seems that the teachers perceive that the
students are in great physical and economic need, and
sometimes express concern that the behavior and attitudes of
the students present barriers to reaching and teaching the
students to the maximum of their potential.

Teachers were asked in Question 2 to indicate what they
liked most about being a teacher at School A. The most
common responses to this question could be entitled
"supportive principal and staff."

> Mr. X is easy to work for. He truly cares
> about his staff.

> The relaxed atmosphere in which to work. I
> have a supportive principal. I do not feel
> pressured about the duties and responsibilities
> I have been given to carry out.

> Having Mr. X for a principal and congenial
> colleagues.

While this cluster of responses represents the majority of
teachers, approximately one third of the teachers answered
Question 2 with responses which could be termed "enjoyment of
teaching children."

> I love the respones I get from my children.
> It seems like they need so much. I fill
> some of that space.

> Hopefully making a difference in the lives
> and education of the future youths of our
> city. Working with children who want to
> learn, and who really appreciate what you
> are trying to do. Second, the faculty and
> support personnel are great to work with at
> School A.

> I realize that I may be one of the only
> positive influences in a child's day. So my
> work is more important here than in a school
> where children have a good home life. My work
> counts for something.

These responses indicated a high level of regard for the
students of School A, with what appears to be compassion for
the home life of School A students.

In Question 3, the teachers of School A were asked to
respond to what they liked least about being a teacher at
their school. The cluster of responses that represents the
unanimous perspective could be termed " negative
community/negative students."

> It is very draining to be in a situation where
> there is so much hate, violence and aggression.
> Every class has 5 or 6 students, at least,
> who are severe behavior problems. These
> students have to be controlled in order for
> learning to take place, and it takes sometimes
> too much energy and creativity, and patience
> to get them under control each day.

> Some of the dangerous situations I have been
> put in after school. It deals with the middle
> school we are located by.

> The constant struggle to overcome outside in-
> fluences in the childrens' lives. Many stu-
> dents are from very poor homes, drug and alcohol
> abuse families, lots have family members in
> jail, etc. It is hard to teach students who are
> preoccupied with their family problems, and

have emotional problems themselves. Maintain-
ing good discipline is hard with children who
are not disciplined at home properly.

These children come from such negative, hateful
and violent backgrounds that sometimes it is
hard to keep my chin up. They have little or
no respect for authority or other people, and
I find myself scolding at them alot. With all
the negative it takes a conscious effort to give
positive reinforcement.

Question 4 was focused on the teachers' role regarding

sharing in the decision making of their school. Every

teacher who responded to the Confidental Teacher Survey

answered positively about being able to have input and to

share in the decision making process.

Yes, as far as my class is concerned I am
free to run things as I choose. The upper
grade teachers seem to decide all school wide
matters.

Most definitely-we have special committees
which govern all activities. In addition to
this, we have frequent faculty meetings to
discuss any and all concerns within the school.

Yes! Mr. A uses the team approach, so everyone
has a hand in decision making here. He is a
very fair man and is considerate of everyone's
feelings-which is very hard to do.

In summary, the responses to the Confidential Teacher

Survey revealed that most of the teachers at School A feel

positive about being at their school because of their

supportive principal and staff. The majority of teachers at

School A see the community environment that their students

live in as a negative influence on their students' lives.

The School A teachers reportedly feel good about giving to

children who have such severe needs. All School A teachers commented that they have a part in the decision making of their school.

Seventeen teachers were interviewed at School A. Principal A arranged a specific time and place for each interview. The teachers who responded were frank and open regarding their answers. The interviews were conducted face-to-face, in the privacy of the teachers' classrooms or the counselor's office.

The first question that teachers were asked dealt with their level of job satisfaction. Following are teachers' responses regarding the topic.

> If a teacher doesn't like teaching, then she shouldn't be in the profession. Mr. X is fantastic.

> I'm frustrated at times. When a student catches on to something it really gives me a sense of accomplishment. The principal is always there when you need him.

> I asked to come here. I felt like these students need the best teachers. I requested this area of Central City. Mr. A is very open.

> These kids really need the best teachers. I feel fulfilled in teaching here. Mr. X is a wonderful principal, very supportive.

> Sometimes I go home and think I'll never come back. The class size needs to be reduced.

> I'm fairly satisfied at this school. My students need all the love and care they can get.

I like being a teacher, but the things the
children have to deal with bring you down.
Mr. A really works with us.

Teachers are the foundation of the school.
We are meeting our goals. We have gone from
an "at risk" school to the top elementary
school on this side of the district.

I enjoy teaching. I like working with the
kids.

I've been very successful here, this is my
9th year. I'm needed here more than at other
places. Mr. A's support has made me stay.

I've been here 15 years. The kids are the
hard part of the job. I like the staff and
the principal.

Working at School A is a pleasure. The principal
is great.

I'm very satisfied. Most teachers are. The
principal is very responsive.

My job satisfaciton level is 80%, because I
really enjoy teaching. The lack of parent
involvement accounts for 20% lack of satis-
faction.

Teaching overall I rate high. Since being at
this school low. The kids have many problems.

I feel very fulfilled, because I know that I'm
needed. Mr. A supports me.

I feel good about being a teacher here. I like
the relaxed atmosphere. I have good rapport
with the principal.

Upon review of these comments certain salient

characteristics of the teachers' attitudes emerged. For the

most part, School A teachers enjoy teaching, enjoy working at

School A, have a high level of positive regard for Principal

A, have ambivalent feelings about their students, and have a
negative feeling about parent involvement and community.
Every teacher interviewed responded in a positive manner in
regard to teacher input and decision making.

Table II reflects that the graduating 5th graders in
School X have improved in their performance on the SRA test
scores over the last three years.

TABLE II

SCHOOL A SRA SCORES

	Number of Fifth Grade Students		
Range	1986-87	1987-88	1988-89
High	8	11	11
Average	33	13	22
Low	2	10	8

The School A Effectiveness Program is a set of six
educational objectives targeted at various components of the
educational program of School A. The effectiveness program
is developed on site by the educational team at School A.
The effectiveness program concept is mandated by Central City
District.

The first objective of the School A Effectiveness Program deals with the site budget committee, specifically letting committee members voice their opinions on how funds should be spent. Interviews and surveys confirmed that this objective was being fully attained.

The second objective of the School A Effectiveness Program focuses on the development of high expectations for learning among all students, parents, and staff members. Interviews, surveys and observations confirmed that this objective is partially being met. There are mechanisms in place to honor those students who attain academic excellence. However, the community issues that many of the students must deal with on a daily basis may overshadow the positive efforts of the School A educational team. With high expectations is a component of Objective 2, the self images of the majority of the students at School A are not positive. The development of better self images and high expectations is in process, and according to observations, interviews, and surveys, self images are improving. Staff members of School A voiced concern over the effectiveness of the current recognition programs and indicated that upgrading of these programs is currently underway.

Objective 3 of the School A Effectiveness Program deals with the creation of an orderly environment for learning. Observations, interviews, and surveys confirmed that this

objective was being fully attained. Although many teachers seemed to feel that there are major discipline problems in each class, this was not confirmed through observations. The hallways, offices, classrooms, and playgrounds were orderly and peaceful.

The fourth objective of the School A Effectiveness Program deals with emphazing learning, particularly the basic skills. Observations, SRA test scores, interviews, and surveys confirm that this objective is being fully attained.

The fifth objective of the effectiveness program focuses on monitoring student progress. Observations, SRA test scores, interviews, and surveys confirm that this objective is being fully attained.

The final objective of the School A Effectiveness Program deals with encouraging strong parental and community support. Interviews, surveys, and observations confirm that School A staff members are encouraging parental and community support. The actual manifestation of parent support and community involvement in School A, however, appears to be lacking. School A teachers, all had more negative comments about parents than positive comments. This objective was reported to be the objective that needed the greatest amount of action. The negative community atmosphere of School A is a great impact on the condition of the school.

Table III summarizes the comments made by the teachers during the personal interviews and on the written survey.

TABLE III

SUMMARY OF SCHOOL A TEACHER COMMENTS

Subject	Positive Comments		Negative Comments	
	Survey	Interview	Survey	Interview
Principal	21	17	0	0
Students	7	7	8	7
Other Teachers	13	11	0	0
Parents	0	0	6	5
Instructional Method	0	0	0	0
Decision Making	14	18	0	0
Job Satisfaction	13	15	2	0

Positive comments from Schoo A teachers totaled 136, while the total number of negative comments was only 28.

School B

School B was selected for study because the principal scored the closest to the Theory Y orientation toward management assumptions out of all of the Central City

elementary principals who answered the Administrative Questionnaire.

School B is tightly nestled in a neighborhood approximately one mile from downtown Central City. The houses surrounding School B are large, white-board house with front porches and neo-Grecian columns. The houses are faded and in ill-repair.

School B is set on top of a hill, hidden by houses on three sides with only the west side of the school open. There is a tidy, 50-car parking lot set behind the school. The parking lot and the school yard are fenced. Playground equipment is scarce.

The front of the school is open and spacious. It really looks like a different school from the front. There is a large circular driveway for buses and a small visitor parking lot in the front.

The architecture of School B is out of the early seventies, basically square, yet interestingly irregular. It is built out of attractive and rich-looking red and black bricks. As one approaches the main entrance to the school there is a very nice stone walk and contemporary-style planter box. The doors to the school are colorful, brightly painted, and there are no chains. Once inside School B, the first impression is one of orderliness, color, industrious sounds, and intense activity.

The office is busy, neatly organize, computerized, colorful, and large enough to comfortably accommodate the four secretaries. There is a sense of cooperation and business in this office. These secretaries are well-trained.

The classrooms of School B are open: no walls, colorful, organized, exciting, and spacious. The furniture is in good repair and arranged in various configurations. Some desks are in rows, some are clustered. There are computers seemingly everywhere. All of the classrooms are unique, neat, and intriguing. The posters on the walls are colorful, interesting, and well-placed. There are listening centers, activity centers, and a large amount of hands-on material in each room.

The community that immediately surrounds School B is predominately Black and the socioeconomic level is low. The houses seem to be right on top of the school. The Black children from the neighborhood comprise 54% of School B's population. The other major component of School B's population, 46% to be exact, are White, middle-class students who are bused to School B from another part of Central City.

There aree many cliques within the two ethnic groups, and very few students cross the ethnic-socioeconomic barrier to true friendship. While the students are friendly and obedient to their teachers, they are very noisy and active.

However, their activity appears to be healthy and is motivated by all the creative activities and excitement for learning. Fifty percent of School B's 580 students are eligible for the free lunch program.

According to the principal, teachers, and students, and my observations, less than one mile from this school are street scenes that reflect extreme poverty, unemployment, and crime. More than half of this school's population walks home to a potentially dangerous environment each afternoon, according to the sources mentioned above.

The teaching staff at School B is a heterogeneous mix. The age range is from early twenties to early forties. There are two men on staff, the rest are female. There are two Blacks among the 22 teachers. The staff members' experience ranges from first year teachers to 24 years in the classroom. There seems to be attitudes of progressiveness and creativity that characterize the majority of the teaching team. The dress of the teachers ranges from colorful-contemporary to conservative.

Principal B is a white woman in her mid-thirties. She is of average size and build. She wears her brown hair in a simple, shoulder-length cut. Her dress is colorful and contemporary, without being distracting. There is a soft kindness about her, undergirded with endurance. Principal B smiles often, listens carefully, and talks

intelligently. She was very gracious and allowed open access to the school, virtually unlimited freedom.

Principal B's office is colorful. There is a walnut desk, loaded with papers, that is adjacent to a fabric-covered loveseat and two matching chairs. Contemporary posters decorate the freshly painted, charcoal colored walls. During the interview Principal B sat on the loveseat, not behind her desk. She poured coffee and provided a name tag that read "I am a welcome visitor." Mrs. B has been principal at this school for three years. She has been in education for 15 years, most of that time as an administrator.

When Mrs. B was asked to describe her management style, she said the following.

> I have a strong belief in paticipatory manage-
> ment. My staff has input to decisions because
> it effects them. Team leaders are used. I
> make final decisions when I must, in emerge-
> ncies, etc.

When asked about her assumptions regarding staff, Mrs. B provided the following responses.

> We have a very dedicated, hard-working staff.
> They spend more time here than required, always
> working toward professional development. They
> are an exciting group of people-good ideas, many
> will progress to principalships.
> This school is a training ground. They work to-
> gether as a team. Most have a good, positive
> attitude about working here. They always seem
> to need more support from the community, admin-
> istration, and each other.

Principal B described her philosophy of education as follows.

> One of our missions is to serve as a place to
> teach others about the diversity of people and
> cultures; teach people about one another. All
> children can learn-always looking for new and
> innovative ways to teach them. It's important
> to work to be the best-push for excellence.
> Child-centered curriculum is important. Take
> students where they are and teach them as much
> as they can learn. I like to place a strong
> emphasis on the arts, literature, and the
> humanities.

The following are representative of the teachers' responses,

on the written survey, and on interviews.

> The principal asks for input on many decisions
> which involve the school as a whole.

> Our principal always asks our opinions. Major
> decisions are made by our principal and others.

> Our principal is organized and lets us partic-
> ipate in running the school.

> Our principal throws everything out to us and
> most of us teachers feel she needs to make a
> lot of the decisions she presents to us.

> My principal is supportive and appreciative.

> Our principal is very supportive. She is on
> the side of the teachers. We have a great
> level of input.

> Sometimes our principal asks us questions when
> she should probably make the decisions herself.

> My principal is listening. The ultimate decisions
> are made by the principal-sometimes our ideas
> are better.

> A lot of support from (Principal B) it's never
> like a closed door.

> We meet once a week with our principal, and once a week
> with our team.

In Question 1, of the Confidential Teacher Survey, the teachers were asked to respond to how they felt about being a teacher at School B. Following are quotes from some of the teachers that represent how School B teachers feel about being at their school.

> I feel comfort teaching at this school. I feel I am a success, but that I can't stop there. It's hard work yet I'm having fun along the way.

> I love teaching here! All of the teachers I work with are excited about teaching! We work together and share ideas.

> Very professional-the staff is very dedicated-everyone seems to stay abreast of current educational trends and philosophies.

Approximately one half of the teachers who responded to the survey indicated positive feelings about School B primarialy due to being involved with other positive staff members. The other half of the teachers who responded with comments that could be termed as ambivalent or negative.

> Thrilled and exhausted! It's great working in teams, but very time demanding.

> The open-concept school is a terrible place to teach as well as to learn. The noise level is bad all over the school.

> It is rewarding for the most part. It can have its highs and lows-very diverse population. It is a challenge and a place where innova-tions are acceptable. I am in charge of my own curriculum and my expertise is appreciated.

The teachers were asked in Question 2 to comment about what they liked most about being a teacher at School B. The

most common responses to this question concerned "positive team-teaching." Other responses could be clustered around the topics of "positive students" and "educational freedom."

Following are a few of the answers to Question 2 that are representative of the responses.

The team-teaching. And our principal!

Teaming, sharing ideas!

I like team-teaching with other teachers.
Our school is an open school with more
than one class and teachers in an area. I
feel that working with other teachers brings
out the best in me. We share ideas and learn
from each other.

Most students try to do a good job for me.

I like watching the children blossoming when you help
them to succeed.

Everyone here focuses on the needs of children.
Freedom to be creative. The whole language
approach has allowed me to do something in
teaching reading and other skills which other-
wise I might not be able to fit into my curric-
ulum.

I teach what I love to teach. I am appreciated.
The principal at times will write a note of
appreciation. A good pat on the back goes a
long way from my comrades which I receive.

1. Control of my setting, 2. learning in curric-
ulum and school atmosphere, 3. Challenges.

In Question 3 the teachers were asked to respond to what they liked least about being a teacher at their school. One half of the teachers responded to Question 3 with a response that could be termed "negative open design." The

next largest cluster of responses could be termed "negative discipline."

> Open design is often very noisy. When you
> share a room or an area there are times when
> you can't do what you want. Many times I feel
> like I'm teaching in a fish bowl.

> The open design and not having a break all day.

> No room!

> We have an open concept. Students adapt much
> better than I do.

> Lack of discipline control. Feeling that the
> principal is not very supportive of her teachers.

> The discipline problems of some of the neighborhood
> children.

> Discipline problems by certain students.

Question 4 was focused on how the teachers of School B feel regarding their role in decision making. The teacher responses to Question 4 were grouped into two clusters entitled "positive input" and "negative principal." The positive input cluster represents approximately two thirds of the responses.

> Definitely yes! Our principal asks our opinions.
> I always feel as though I have input, and that
> is rare from what I here about other schools.

> Yes, general input is given by all teachers
> in decision making, example-schedules.

> Yes, I'm on the site budget committee, which
> meets once a month. The principal asks for
> input on many decisions which involve the
> school as a whole.

> To some extent. Share in decision making
> for minor details. Major items are decided
> by principal and others. Many times I feel
> my decisions regarding discipline are undermined.
>
> Yes, our principal throws everything out to
> us and most of us teachers feel she needs to
> make a lot of the decisions she presents to us.

In summary, the responses to the Confidental Teacher Survey revealed that one half of the teachers at School B feel positive about being a teacher at their school. The supportive reason for these responses is the opportunity to teach with other positive staff members. The other half of the teachers at School B have either ambivalent or negative feelings about being a teacher at their school. These ambivalent or negative feelings were generated by teachers who like the educational freedom, as well as the innovative and creative asmosphere of the school, but either do not like the open-concept or are troubled by a perceived lack of support for discipline.

All of the teachers at School B reported that they have freedom to give input to the principal and have a share in the decisions that are made. However, approximately one third of the teachers commented that they were asked to make decisions that should have been made by Principal B.

Twenty teachers were interviewed at School B. The teachers who responded were frank and open regarding their answers. The interviews were conducted face-to-face, in the privacy of the teachers' classrooms.

The first question that teachers were asked dealt with their level of job satisfaction. Following are the responses to that question.

Parental support is strong. Staff must work together.

Been here eleven years, I love the feeling here among the teachers and children.

Everyone works hard because we know that's expected.

I did my student teaching here in 1978. I fell in love with the team-teaching and open-concept.

I like it here. I have been supported.

I feel more satisfied than my first job. My first principal was oppressive.

I love what I do but the circumstances are stressful. Society places too high of a level of expectancy on teachers.

I really like it here. I get tired of Chapter I reading class four or five times a day.

You have your rough days and you have your good days. I like it.

I feel isolated from the staff. I'm kind of a loaner.

Great degree of cooperation and openess.

It depends on the day that you talk to me.

I enjoy working with professional staff. We have a lot of those here at this school.

It's a frustrating job. All the things that you are supposed to be. There is not enough time to do all the things that I would like.

It's a great place to work, if you like to work hard. Sometimes the meetings seem like they get in the way.

We have a very dedicated staff. Most teachers
stay at school until 4:30-5:00 pm.

It's a good school, bad pay. Communication
is not so good, because of the bureaucracy in
a big system.

I have mixed feelings about being here. I am
ready to leave here.

I don't think this school is the best any more,
past 2nd grade.

What we have here is desegregation not integration.

Because we are homogeneously grouped, according
to ability, the students are ethnically segregated
within the school.

The majority of School B teachers expressed, during the
interviews, that they were pleased with teacher input and
shared decision making at their school. Four teachers
expressed negative feelings that there were too many
decisions to be made by teachers and too many meetings
scheduled to make those decisions.

Upon review of the surveys and interviews, certain
salient characteristics of the teachers' attitudes regarding
their jobs surfaced. The majority of School B teachers
apparently enjoy working at their school and enjoy working
with other professional staff members. Many of the teachers
had mixed feelings about teaching at School B. The sources
of those feelings seemed to focus on lack of time, too many
meetings, and excessively high expectations.

Table IV summarizes the comments made by the teachers during the personal interview, and on the written survey.

TABLE IV

SUMMARY OF SCHOOL B TEACHER COMMENTS

Subjects	Positive Comments		Negative Comments	
	Survey	Interview	Survey	Interview
Principal	9	7	6	2
Students	3	1	4	1
Other Teachers	16	13	0	1
Parents	0	3	5	9
Instructional Method	4	3	4	10
Decision Making	10	9	4	4
Job Satisfaction	9	6	9	8

There were a total of 93 positive comments made by School B teachers, while the negative comments totaled 58.

Listed below in Table V are the SRA test scores for School B's fifth grade students for the last three years. They confirm the fact that student progress is being monitored as outlined in the School Y Effectiveness Program.

TABLE V

SCHOOL B SRA SCORES

Range	Number of Fifth Grade Students		
	1986-87	1987-88	1988-89
High	33	35	30
Average	43	41	47
Low	24	24	23

According to the principal and teachers School B, as well as SRA test scores and observations, most of the objectives of the School B Effectiveness Program (see Appendix G) were being met.

The first objective of the program deals with strengthening administrative leadership. An interview with the principal revealed that this objective was not being met in accordance with the guidelines established in the Effectiveness Program. The principal was designated to teach a classroom lesson once a week. Principal B stated that she didn't have time to accomplish this objective.

Objective 2 of School B's Effectiveness Program deals with developing high expectations for learning among all students, parents, and staff members. Observations, interviews, and surveys revealed that this objective was being fully attained.

Objective 3 deals with creating an orderly environment. Teachers organized new rules and seating arrangements for the cafeteria and implemented a teacher advisory time to achieve full compliance with this objective.

Objective 4 calls for an emphasis on learning the basic skills. The staff implemented the whole language approach in an effort to reach full attainment of Objective 4.

Systematic monitoring student progress is the focus of Objective 5. This objective has been met fully by teachers' anecdotal records on student performance and student maintenance of daily logs.

Objective 6 deals with encouraging strong parental support. Observations, interviews, and surveys confirmed that parental support for School B was found to be exceptionally positive.

Comparison

School A and School B are two very different schools. However, they also have some common characteristics. In this concluding portion of the chapter these similarities and differences, are summarized. The similarities between School A and School B are as follows.

1. Both schools are located in low socioeconomic communities.

2. Both schools have a majority of Black students.

3. Both schools have a majority of students who go home to potentially dangerous environments.

4. Both schools have Theory Y oriented principals. However, Principal B scored in the strong Theory Y end of the spectrum, while Principal A was very close to the dividing line between Theory X and Theory Y.

5. Both schools have dedicated, hardworking, professional teachers. The teachers at both schools were observed putting in long, quality hours for the students.

6. Both schools are meeting the goals of their School Effectiveness Programs. School B is deficient in only one objective.

7. Both schools are structured and function in a collegial manner. Both schools have various teachers' committees that are designed to receive and give teacher input, as well as to make recommendations to their respective principals.

8. Both schools have teachers who are slightly more negative about their students and parents than positive. At both schools there are challenges with certain students and parents.

9. Both schools have teachers with positive feelings about their peers. The main source of the School B teachers' Positive job satisfaction level is related to working with other dedicated professional teachers.

10. Both schools have teachers who have a more positive feeling about their school than a negative one. School A teachers have a higher level of job satisfaction than School B teachers, primarily due to a higher regard for Principal A by School A teachers.

The differences between School A and School B are as follow.

1. School B has a more heterogenous student and staff population than School A. All of School A students belong the local neighborhood, whereas in School B almost one half of the students are bused in from another part of the district.

2. Principal B is more Theory Y-oriented than Principal A. Principal B's score on the Administrative Quesionnaire was 15, Principal A's score was 33.

3. School A teachers have a higher regard for their principal than do School B teachers. Principal A received 38 positive comments, in teacher interviews and surveys, and no negative comments. Principal B received 16 positive comments from and 8 negative comments.

4. School B functions according to the open-space concept, while School A classrooms are self-contained. School A was observed to be more traditionally-oriented in its educational approach than School B.

5. School A teachers have a higher level of job satisafaction than School B teachers. The total number of

positive comments for School A was 136, with 28 negative comments. School B's total number of positive comments on was 93, with 58 negative comments.

6. School B is newer and better maintained than School A. Observations

7. School B has more and better educational equipment in its classrooms than School A. Observations of the two schools revealed an apparent imbalance in money invested in these two schools.

8. Teachers in School A have a more positive feeling about decision making than do School B teachers. The results indicate that School A teachers feel good about their level of involvement in decision making. School B teachers, on the other hand, are less positive. Some of the teachers felt that more decisions should be made by the principal.

9. School A has a more harmonious atmosphere than School B. Body posture, facial expressions, and noise level were but a few of the variables that revealed a much more peaceful atmosphere at School A. Survey results, and interviews were also consistent with observations regasrding atmosphere.

CHAPTER V

SUMMARY, CONCLUSIONS, RECOMMENDATIONS
AND COMMENTARY

A problem faced by many schools across our nation is how
to be both effective and efficient. Many principals are
struggling to achieve the goals of the school while
maintaining a high level of job satisfaction among teachers
and other staff members. The assumptions which these
principals hold in regard to their staff members may have a
significant impact upon the degree to which they are
successful in providing the leadership necessary to achieve
an effective and efficient school.

The work of Douglas McGregor led to the development of
the Theory X and Theory Y sets of assumptions about the way
in which leaders regard their followers. While Theory X
assumptions regard humans as avoiding work, requiring
coercive management, preferring direction, and avoiding
responsibility, Theory Y provides a picture of humans as
committed to achieving objectives, perceiving work as a
natural endeavor, and seeking responsibility.

The investigative purpose of this study was to examine
administrative assumptions about staff, and how those

assumptions influence the effectiveness and efficiency of elementary schools. Specifically, two schools were selected for study, based upon their principals' scores on an instrument designed to measure the degree to which they agreed with Theory X or Theory Y assumptions. The research questions which guided this study were as follow.

1. How does the Theory X school compare to the Theory Y school in terms of reaching written goals?

2. How does the Theory X school compare to the Theory Y school regarding teacher job satisfaction?

3. Is there a difference between the two schools in regards to organizational structure and operation?

The population for this study consisted of the more than 50 elementary schools in the Central City School District. Central City is a major metropolitan center in a Great Plains state. The sample consisted of two elementarky schools, the principals of which had the most extreme scores on the Administrative Questionnaire, indicating opposing assumptions regarding followers.

After the two schools had been identified, data gathering at each site was done through a survey of teachers, interviews with the principal and teachers, and observations. Data were then analyzed, categorized, and compared.

The study found, first, that none of the elementary principals exhibited evidence of Theory X assumptions. In

fact, the most extreme score away from Theory Y was near the midpoint of the possible range of scores. Therefore, the two principals would more properly be considered "strong Theory Y" and "neutral" rather than "Theory X" and "Theory Y."

As noted in Chapter IV, there were both similarities and differences between the two schools. Similarities included achievement of written goals, segments of student populations, neighborhood environment, and collegial structure. Among the differences were those dealing with the principal's race and assumptions about followers, the regard teachers had for the principal, classroom environment, teachers' job sastisfaction, and teachers' participation in decision making.

Conclusions

Based upon the analysis of the data, the following conclusions were made. It should be noted, again, that these conclusions are based upon data obtained through studies of only two elementary schools, in one urban school district.

1. School A and School B are both attaining their written goals, as outlined in their respective School Effectiveness Plans. This conclusion is based upon observations, SRA test scores, principal interviews, and teacher interviews and surveys.

2. School A teachers have a higher level of job

satisfaction than School B teachers. The positive comments regarding job satisfaction for School A teachers numbered 28; negative comments numbered only 2. The positive comments regarding job satisfaction by School B teachers numbered 15; negative comments numbered 17.

3. School A teachers have a more positive feeling about their role in decision making than do School B teachers. Both schools are organized and function in a democratic and collegial manner. However, the organizational structure of School B appeared to be too committee-oriented. School B teachers complained of too many teams, too many meetings, and too many decisions. This was not the case with regard to School A teachers and their comments regarding decision making. There were 32 positive comments regarding decision making made by School A teachers, with no negative comments. At School B the positive comments regarding decision making numbered 19; the negative comments numbered 8.

4. The atmosphere of School A is more harmonious than School B. This conclusion is based upon the observations, as well as teacher, principal, and counselor interviews and surveys.

5. School A teachers have a higher regard for Principal A than School B teachers have for Principal B. The positive comments regarding the principal in School A numbered 38; the negative comments numbered 0. On the other hand, there were

only 16 positive comments regarding the principal of School B, while there were 8 negative comments.

6. Principal A's management assumptions, which are operationalized through his management style, are a better fit for the students, staff, and community of School A than Principal B's managements assumptions are for her students, staff, and community. This conclusion is based upon the observations and the analysis of the data collected through principal, teacher, and counselor interviews and surveys.

Recommendations

This study points to many avenues of further research. Among them are the following.

1. Can the democratic process be measured in such a way as to insure an optimal balance in the roles of teachers and principals?

2. Is there a relationship between leaders who are sensitive to followers' needs and successful schools?

3. Is there a relationship between leaders who are sensitive to followers' needs and leader job satisfaction?

4. Is the open-spaced classroom concept more effective than the self-contained classroom concept in terms of school success?

5. Is there an effective technique for determining leader/follower compatibility?

6. Is there a relationship between schools that are ethnically and socieconomically homogeneous and school success?

7. Is there a relationship between the leader's years of experience and sensitivity to followers needs?

8. Is there a relationship between the leader's amount of training and the appropriate manager/follower fit?

Commentary

According to McGregor, sensitive leadership is not likely to come out of a leader who opperates from Theory X assumptions. Principal A, who was actually a weak Theory Y principal, was extremely sensitive to the needs of students, staff, and community in his school. This quality of leader sensitivity is a prerequisite to choosing the situationally correct management style.

Principals must be sensitive to student, staff, and community needs. They must learn how to diagnose the needs of their followers so that the goals of the school are attained, as well as are the needs of the people that are associated with the school. This means that principals need to be equipped and ready with a set of management styles that will be an appropriate fit for individuals within the school, as well as for the other groups of people associated with the school.

The following recommendations for practice would appear to be supported by the results of this study.

1. Conduct extensive staff development sessions in the area of interpersonal relationships for principals and teachers.

2. Do quarterly, confidential assesments of staff morale to determine areas where adjustments should be made.

3. Employ techniques such as quality circle, democratic decision making, peer coaching, and clinical supervision in schools to maximize teacher effectiveness, harmony, and quality interpersonal relationships among staff members.

4. Institute awareness programs that strengthen students, parents, and staff members in the areas of ethnic and culture appreciation, and school involvement.

5. Develop a comprehensive assessment program that would measure the effectiveness of district office personnel, principals, and teachers, by the constituency that they serve.

When one looks at the concept of management assumptions, whether those assumptions be Theory X, Theory Y, or Theory Z, one is really looking at a perspective on life, or world view orientation. This researcher believes that leaders will see followers in the same light as that in which they see themselves. If a leaders see themselves in a world where it is most advantageous to be selfish, lazy, greedy, and

insensitive to others, then their perceptions of followers will be consistent with this view. Consequently, they will treat their followers in relation to this perception of themselves.

Conversely, if leaders see themselves in a world where it is advantageous to be unselfish, industrious, generous, and sensitive to the needs of others, they will see their followers in this light; and treat them accordingly.

As this world view is brought down to a final conclusion, it is really a matter of love. The reason that School A teachers have more positive regard for Principal A than School B teachers have for their principal, is that there is more love between Principal A and his teachers than is the case at School B. Does this mean that there is no love at School B? Absoutely not! School B teachers love their students and principal, however, the intensity level is lower than at School A. This researcher believes that this relationship is true in regard to the issues of satisfaction with decision making and overall job satisfaction, as well. When a teacher feels loved and appreciated, then there is a greater appreciation for self, students, parents, other staff, and the work itself.

The Bible says that God is love. Jesus said that the greatest commandment of them all is: to love the Lord your God with all of your heart, and love your neighbor as yourself.

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APPENDIXES

ADMINISTRATIVE QUESTIONNAIRE

Principal's Name_____ Date_____
Please read the following statements, and rate your feelings
about these statements according to the following scale:
Strongly Agree=5
Agree=4
Neutral=3
Disagree=2
Strongly Disagree=1

_____1) The average human being has an inherent dislike of
work and will avoid it if he can.

_____2) Commitment to objectives is a function of the rewards
associated with their achievement.

_____3) If attendance is not taken at staff meetings teachers
will forget to attend.

_____4) The average human being prefers to be directed,
wishes to avoid reponsibility, has relatively little
ambition, wants security above all.

_____5) The capacity to exercise a relatively high degree of
imagination, ingenuity, and creativity in the solution of
organized problems is widely, not narrowly, distributed in
the population.

_____6) Strict control of the teachers' materials and
supplies is an important component in maintaining school
financial stability.

_____7) The expenditure of physical and mental effort in work
is as natural as play or rest.

_____8) Because human beings do not like work, most people
must be coerced, controlled, directed, threatened with
punishment to get them to put forth adequate effort toward
the achievement of organizational objectives.

_____9) Taking advice and input from the teachers helps me to
make better administrative decisions.

_____10) The average human being learns, under proper
conditions, not only to accept but to seek responsibility.

_____11) External control and the threat of punishment are
not the only means of bringing about effort toward
organizational objectives. Man will exercise self-direction
and self-control in the service of objectives to which he is
committed.

_____12) Lesson plans must be checked regularly to insure
that quality instruction does not suffer.

APPENDIX B

CONFIDENTIAL TEACHER SURVEY

Directions: Please take a few moments to honestly answer the
four questions below. Your truthful, spontaneous responses
are extremely important to my research. Upon compoetion of
this survey, please place it in the envelope provided and
return it to your principal. Thank you in advance for your
cooperation.

1) How do you feel about being a teacher at your school?
Please explain:_____
_____
_____
_____
_____

2) What do you like most about being a teacher at your
school?_____
_____
_____
_____
_____

3) What do you like least about being a teacher at your
school?_____
_____
_____
_____
_____

4) Do you feel that you share in any of the decision making
at your school? Please explain:_____
_____
_____
_____
_____
_____

APPENDIX C

PROTOCOL OF PRINCIPALS' QUESTIONS

In private interviews with each principal the following

questions were asked.

    1. How many years have you been the principal of this
    school?
    2. How many students do you have in your school
    presently?
    3. How would you describe the socioeconomic composite of
    your school?
    4. How would you describe the ethnic composite of your
    school?
    5. How do you describe your educational management
    style?
    6. What are some of your assumptions about your teachers
    and other staff members?
    7. What is your educational philosophy?

APPENDIX D

PROTOCOL OF TEACHERS' QUESTIONS

In private interviews with 17 teachers from School X,
and 20 teachers from School Y the following questions were
asked.

> 1. What is your level of job satisfaction at this
> school; how do you feel about being a teacher here?
> 2. Do you feel that you have input into the decisions
> that are made regarding your school?

The average teacher interview length was approximately
fifteen minutes.

APPENDIX E

TEACHER INTERVIEW NOTES

Chapter IV quotes (example from page 59)

I like team-teaching with other teachers.
Our school is an open school with more than
one class and teacher in an area. I feel that
working with other teachers brings out the
best in me. We share ideas and learn from
each other.

Most students try to do a good job for me.

I like watching the children blossoming when
you help them to succeed.

Freedom to be creative. The whole language
approach has allowed me to do something in
teaching reading and other skills which other-
wise I might not be able to fit into my
curriculum.

APPENDIX F

SCHOOL A EFFECTIVENESS PROGRAM

Goal: To provide optimal learning for each student.

Objective 1: To strengthen the administrative leadership of this school.

A. Continue with the site budgeting committee and let the committee voice their opinion how funds should be spent.

Objective 2: To development high expectations for learning among all students, parents, and staff members in this school.

A. Principal/Counselor Honor Roll Club for students grades 3-5 with an "A" or "B" average.

B. Honor boy/girl of the month for good citizenship, academic and behavioral growth for studsents K-5.

C. Counselor/student conference throughout the year focusing on academic and behavioral growth for students 1-5.

Objective 3: To create in this school an orderly environment for learning.

A. To continue the use of the "time-out" point system and the notification of parents by hand delivered

bulletins.

B. In addition to this system, an after-school detention for students with re-occuring behavior problems.

Objective 4: To emphasize learning, particularly of the basic skills, as the first priority of this school.

A. All grades self-contained with strong emphasis on the basics.

B. Continue the developmental first grade.

C. Continuing home instruction for parents of pre-school youth. (Hippy)

D. Extension of Hippy Program to Kindergarten and First Grade.

E. Reinstatement of all day Kindergarten Program.

Objective 5: To systematically monitor progress of all students in this school toward the achievement of specific instructional objectives.

A. Student Metropolitan and SRA scores will be reviewed to identify areas of weakness. We will continue the use of the M-Micro Reading management program in grades 2-5 and the Writing to Read program in grades K-1. Continuous use of the end of book test for the basal readers, and keep up to date the mastery of skills on the reading record cards. Teachers will keep progress charts for individual progress for certain skills on classroom assignments.

Students in Special Education will be given the Brigance

Individual Achievement Test and teachers will keep up to

date and use the IEP's.

B. Give pre and post tests at the end of each chapter.

Do periodic checks for recall of basic facts. Teachers

in grades 1-5 will use a math management system.

Students in Special Education will be given the Brigance

Test, and teachers will use the IEP's.

Objective 6: To encourage strong support from parents and

the community:

A. Sept.   PTA

B. Oct.   Halloween Carnival

C. Dec.   Christmas Program

D. Jan.   Spelling Bee

E. Feb.   6th Annual Chili Supper

F. Feb.   Black Heritage Month

G. March   Grandparents Day

H. April   Talent/Fashion Show

I. May   Track & Field Day

J. May   Young Author's Conference

K. June   Fifth Grade Graduation

APPENDIX G

SCHOOL B EFFECTIVENESS PROGRAM

Objective 1: To strengthen the administrative leadership of
this school. The principal will teach a classroom lesson
once a week. (Teachers will visit other classrooms in the
building.)

Objective 2: To develop high expectations for learning among
all students, parents, and staff members in this school. The
staff will familarize parents about whole language at 'Back-
to-School' night.

Objective 3: To create in this school an orderly environment
for learning. 1-Organize and implement a new arrangement,
rules and procedures for the cafeteria. 2-The staff will
organize and implement a Teacher Advisory Time.

Objective 4: To emphasize learning, particularly of the
basic skills, as the first priority in this school. The
staff will implement the whole language approach to reading.

Objective 5: To monitor, systematically, the progress of all
students in this school toward the achievement of specific
instructional objectives. 1-Teachers will keep anecdotal
records as part of whole language. 2-The children will keep
logs which will include readings (at home and at school),

homework notes, test and assignment scores and grades, etc.
Objective 6: To encourage strong support from parents and
the community. The staff and P.T.A. will organize and
implement a 'Spirit Week'.

VITA

David Leon Ward

Candidate for the Degree of

Doctor of Education

Thesis: THE IMPACT OF THEORY X AND THEORY Y ASSUMPTIONS
        ON HUMAN RELATIONS IN TWO ELEMENTARY SCHOOLS
Major Field: Educational Administration

Biographical:

    Personal Data: Born in Carnegie, Oklahoma, October 16,
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    Education: Graduated from McLane Senior High School,
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        Bachelor of Arts Degree in Psychology from
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        completed requirements for the Master of Science
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    Professional Experience: Teaching Experience, Clovis
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        Clovis Unified, Dry Creek Elementary, Clovis,
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        July, 1990.