



SCHOOL of
GRADUATE STUDIES
EAST TENNESSEE STATE UNIVERSITY

East Tennessee State University
**Digital Commons @ East
Tennessee State University**

Electronic Theses and Dissertations

Student Works

May 1980

Prioritization and Assessment of Educational Goals

Harriet D. Rogers

East Tennessee State University

Follow this and additional works at: <https://dc.etsu.edu/etd>



Part of the [Educational Administration and Supervision Commons](#)

Recommended Citation

Rogers, Harriet D., "Prioritization and Assessment of Educational Goals" (1980). *Electronic Theses and Dissertations*. Paper 2777.
<https://dc.etsu.edu/etd/2777>

This Dissertation - Open Access is brought to you for free and open access by the Student Works at Digital Commons @ East Tennessee State University. It has been accepted for inclusion in Electronic Theses and Dissertations by an authorized administrator of Digital Commons @ East Tennessee State University. For more information, please contact digilib@etsu.edu.

INFORMATION TO USERS

This was produced from a copy of a document sent to us for microfilming. While the most advanced technological means to photograph and reproduce this document have been used, the quality is heavily dependent upon the quality of the material submitted.

The following explanation of techniques is provided to help you understand markings or notations which may appear on this reproduction.

1. The sign or "target" for pages apparently lacking from the document photographed is "Missing Page(s)". If it was possible to obtain the missing page(s) or section, they are spliced into the film along with adjacent pages. This may have necessitated cutting through an image and duplicating adjacent pages to assure you of complete continuity.
2. When an image on the film is obliterated with a round black mark it is an indication that the film inspector noticed either blurred copy because of movement during exposure, or duplicate copy. Unless we meant to delete copyrighted materials that should not have been filmed, you will find a good image of the page in the adjacent frame.
3. When a map, drawing or chart, etc., is part of the material being photographed the photographer has followed a definite method in "sectioning" the material. It is customary to begin filming at the upper left hand corner of a large sheet and to continue from left to right in equal sections with small overlaps. If necessary, sectioning is continued again—beginning below the first row and continuing on until complete.
4. For any illustrations that cannot be reproduced satisfactorily by xerography, photographic prints can be purchased at additional cost and tipped into your xerographic copy. Requests can be made to our Dissertations Customer Services Department.
5. Some pages in any document may have indistinct print. In all cases we have filmed the best available copy.

University
Microfilms
International

300 N. ZEEB ROAD, ANN ARBOR, MI 48106
18 BEDFORD ROW, LONDON WC1R 4EJ, ENGLAND

8019809

ROGERS, HARRIET DIGBY

PRIORITIZATION AND ASSESSMENT OF EDUCATIONAL GOALS.

East Tennessee State University

Ed.D.

1980

University
Microfilms
International 300 N. Zeeb Road, Ann Arbor, MI 48106

PRIORITIZATION AND ASSESSMENT OF EDUCATIONAL GOALS

A Dissertation

Presented to the

Faculty of the Department of Supervision and Administration

East Tennessee State University

In Partial Fulfillment

of the Requirements for the Degree

Doctor of Education in Educational Administration

by

Harriet Digby Rogers

May, 1980

APPROVAL

This is to certify that the Graduate Committee of

HARRIET DIGBY ROGERS


met on the


21st day of May, 1980.

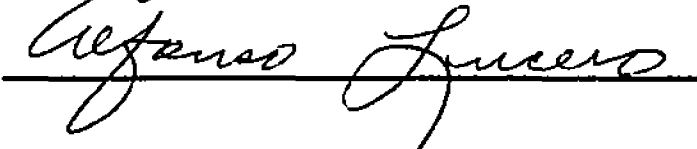
The committee read and examined her dissertation, supervised her defense of it in an oral examination, and decided to recommend that her study be submitted to the Graduate Council and the Dean of the School of Graduate Studies in partial fulfillment of the requirements for the degree Doctor of Education in Educational Administration.


Chairman, Graduate Committee









Signed on behalf of
the Graduate Council


Dean, School of Graduate Studies

Abstract

PRIORITIZATION AND ASSESSMENT OF EDUCATIONAL GOALS

by

Harriet D. Rogers

The problem of this study was to determine the prioritization and assessment of educational goals in a selected school system. The purpose of this study was to engage citizens, administrators, teachers, and students in the prioritization and assessment of unified educational goals for public schools.

The sample size for the study consisted of 117 participants in the following groups: (1) representative community group; (2) administrator group; (3) teacher group; and (4) student group. Separate meetings for each group were conducted, and each participant was asked to complete Phi Delta Kappa's Individual Goal Rating Sheet and the Individual Rating of the Level of Performance of Current School Programs.

Five research questions were tested to ascertain if a significant difference existed in the perceptions of community members, administrators, teachers, and students in the priority ranking and assessment ranking of 18 educational goals; to ascertain if a significant difference existed between the total mean priority ranking and the total mean assessment ranking of the educational goals; and to ascertain if a significant difference existed within the four participant groups in the priority ranking and assessment ranking of the educational goals. The Kruskal Wallis One-Way Analysis of Variance was used to test hypotheses 1 and 2. The t test for independent samples was used in testing hypothesis 3, and the Friedman Two-Way Analysis of Variance was used to test hypotheses 4 and 5.

The most significant findings of this study were: A significant difference was found in the priority ranking of 11 of the 18 educational goals. The student group differed the most in assigning priorities to the goals. Community members, administrators, and teachers ranked Goal 4, "Develop skills in reading, writing, speaking, and listening," as the top priority goal. Students ranked Goal 9, "Develop skills to enter a specific field of work," as the top priority. A significant difference was found in the assessment ranking of 3 of the 18 goals. Again, the students differed the most from the other three groups. A significant positive t value was found in four goals, which meant that the assessment mean was lower than the priority mean. A significant difference was found within each of the participant groups regarding the priorities given to the goals. A significant difference was found within the representative community group, the administrator group, and the teacher group--but not within the student group--regarding the assessment rankings given to the 18 educational goals.

Institutional Review Board

This is to certify that the following study has been filed and approved by the Institutional Review Board of East Tennessee State University.

Title of Grant or Project: Prioritization and Assessment of
Educational Goals

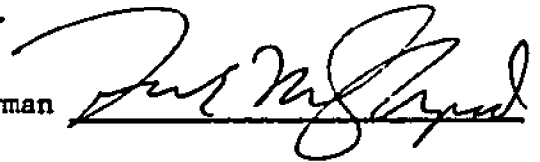
Principal Investigator: Harriet Digby Rogers

Department: Supervision and Administration

Date Submitted: July 23, 1979

Institutional Review Board Number: 80-137

Institutional Review Board Approval, Chairman



ACKNOWLEDGEMENTS

The author would like to express appreciation to her mother and children for their cooperation and help during the course of study.

Sincere appreciation is also extended to Dr. J. Howard Bowers for his direction, guidance, and assistance throughout the graduate program and in the writing of this dissertation.

But most of all, the author would like to express heart-felt thanks to her husband, Tom, for his support, motivation, and love which were never ceasing from the beginning of the graduate program to the end.

CONTENTS

	Page
APPROVAL	ii
ABSTRACT	iii
INSTITUTIONAL REVIEW BOARD APPROVAL	iv
ACKNOWLEDGEMENTS	v
LIST OF TABLES	x
PREFACE	xii
Chapter	
1. INTRODUCTION	1
Statement of the Problem	2
Subproblems	2
Significance of the Study	3
Purpose of the Study	4
Delimitation of the Study	4
Definitions of Terms	5
Assumptions	6
Hypotheses	7
Procedures	8
Organization of the Study	11
2. REVIEW OF RELATED LITERATURE	13
Historical Development of Goals	13
Colonial America	14
Nineteenth Century	15
Twentieth Century	17

Chapter	Page
Community Involvement.	27
National Education Association	28
American Association of School Administrators.	28
Parent-Teacher Association	29
Summary.	30
3. METHODS AND PROCEDURES	32
Target Population.	32
Representative Community	32
Administrators	33
Teachers	33
Students	34
Methods of Sampling.	34
Representative Community Group	34
Administrator Group.	37
Teacher Group.	37
Student Group.	38
Group Meetings	38
Representative Community Group	38
Administrator Group.	38
Teacher Group.	39
Student Group.	39
Data Collection Procedures	39
Goal Ranking Process	40
Goal Assessment Process	41
Summary	43

Chapter	Page
4. PRESENTATION AND ANALYSIS OF DATA	44
Group Participation	44
Representative Community	44
Administrators	46
Teachers	46
Students	47
Priority Ranking of Educational Goals	47
Assessment Ranking of Educational Goals	51
Test of the Hypotheses	56
Null Hypothesis 1.	56
Null Hypothesis 2.	61
Null Hypothesis 3.	64
Null Hypothesis 4.	71
Null Hypothesis 5.	76
Summary	90
5.. FINDINGS, IMPLICATIONS, AND RECOMMENDATIONS.	93
Findings	93
Implications	97
Implications for Board of Education Members.	97
Implications for Administrators.	99
Implications for Teachers.	100
Implications for Students.	102
Recommendations.	103
BIBLIOGRAPHY.	106

APPENDICES 110

 A. CORRESPONDENCE RELATED TO THE STUDY 111

 B. THE PURPOSES OF EDUCATION IN AMERICAN DEMOCRACY 123

 C. INDIVIDUAL GOAL RATING SHEET 125

 D. INDIVIDUAL RATING OF THE LEVEL OF PERFORMANCE
 OF CURRENT SCHOOL PROGRAMS 128

VITA 136

LIST OF TABLES

Table	Page
1. THE REPRESENTATIVE COMMUNITY GROUP.	36
2. PARTICIPATION OF COMMUNITY MEMBERS BY OCCUPATION, SEX, AND MINORITY	45
3. PARTICIPATION OF TEACHERS BY SCHOOL LEVEL	47
4. PRIORITY RANKING OF EDUCATIONAL GOALS BY PARTICIPANT GROUPS.	49
5. ASSESSMENT RANKING OF EDUCATIONAL GOALS BY PARTICIPANT GROUPS.	53
6. PRIORITY MEAN RANKS BY PARTICIPANT GROUPS	57
7. GOALS WITH SIGNIFICANT DIFFERENCE* IN PRIORITY RANKING BY PARTICIPANT GROUPS	59
8. ASSESSMENT MEAN RANKS BY PARTICIPANT GROUPS	62
9. GOALS WITH SIGNIFICANT DIFFERENCE* IN ASSESSMENT RANKING BY PARTICIPANT GROUPS	63
10. TOTAL PRIORITY MEAN RANK.	66
11. TOTAL ASSESSMENT MEAN RANK	67
12. COMPARISON OF TOTAL PRIORITY MEAN RANK AND TOTAL ASSESSMENT MEAN RANK.	69
13. FRIEDMAN TWO-WAY ANALYSIS OF EDUCATIONAL GOALS PRIORITY RANKED BY PARTICIPANT GROUPS	72
14. PRIORITY RATING* OF EDUCATIONAL GOALS BY COMMUNITY MEMBERS	74
15. PRIORITY RATING* OF EDUCATIONAL GOALS BY ADMINISTRATORS.	75
16. PRIORITY RATING* OF EDUCATIONAL GOALS BY TEACHERS . . .	77
17. PRIORITY RATING* OF EDUCATIONAL GOALS BY STUDENTS . . .	78

Table	Page
18. FRIEDMAN TWO-WAY ANALYSIS OF EDUCATIONAL GOALS ASSESSMENT RANKED BY PARTICIPANT GROUPS.	80
19. ASSESSMENT RATING* OF EDUCATIONAL GOALS BY COMMUNITY MEMBERS.	81
20. ASSESSMENT RATING* OF EDUCATIONAL GOALS BY ADMINISTRATORS	83
21. ASSESSMENT RATING* OF EDUCATIONAL GOALS BY TEACHERS. . .	86
22. ASSESSMENT RATING* OF EDUCATIONAL GOALS BY STUDENTS. . .	88

In short, in politics, in industry, in education, goals set without the participation of those affected will be increasingly hard to execute. The continuation of top-down technocratic goal-setting procedures will lead to greater and greater social instability, less and less control over the forces of change; and ever greater danger of cataclysmic, man-destroying upheaval.

To master change, we shall therefore need both a clarification of important long-range social goals and a democratization of the way in which we arrive at them.

The time has come for a dramatic reassessment of the directions of change, a reassessment made not by the politicians or the sociologists or the clergy or the elitist revolutionaries, not by technicians or college presidents, but by the people themselves.

Alvin Toffler

Future Shock

Chapter 1

INTRODUCTION

In the last quarter of the 20th Century, one of the most important contemporary educational problems was that of making decisions about the directions public schools should be heading. The many demands on education by society had served to make decision-making even more difficult. It had been said that appropriate decision-making for school districts could be facilitated through the use of such techniques as goal prioritizations and needs assessments. A school district could hardly be expected to proceed in an appropriate direction unless it first determined the difference between "what is" and "what ought to be." An educator once stated that perhaps the school's greatest weakness has been its ambition. "The school has tried to do it all, but has been accused of doing nothing. It now must show that it is doing something, after discovering what it is supposed to do" (Neff, 1973, p. 34).

To assist in the decision-making process, each school board needed to listen to the voices of community members, teachers, students, and administrators. The Educational Policies Commission (1961) observed that in any democracy, education must be bound to the wishes of the people as a whole, and in America this kind of bond has been unique. The American people have traditionally regarded education as a means for improving themselves and their society.

In relation to the determination of goals for schools, Kaufman (1969) stated that the first requirement for the design of a viable educational program is a set of realistic and precise goals to which the educational process is to be responsive. Perhaps the single most important task facing school administrators is the determination of content which is relevant.

Sanders (1977) concluded that education needed proper direction in order to be effective. Prioritization of goals and needs assessments was proven to be an effective step to establish the direction a school system should proceed to meet the educational expectations of society.

Statement of the Problem

The problem of this study was to determine the prioritization and assessment of educational goals in a selected public school system.

Subproblems

The following subproblems were considered necessary to solve the problem:

1. To identify and trace the development of educational goals and to indicate the importance of involving community members in the prioritization and assessment of educational goals for public schools;
2. To develop a research design to be used in gathering the data;
3. To analyze the following sets of data:

- a. priority ranking of the 18 Phi Delta Kappan educational goals in order of their importance as perceived by community members, administrators, teachers, and students;
- b. assessment ranking of how well current educational programs were meeting the 18 Phi Delta Kappan educational goals as perceived by the four participant groups;
- c. comparison of the rank order of priority with the rank order of assessment of the 18 Phi Delta Kappan educational goals by the four participant groups.

Significance of the Study

With the recent establishment of the proficiency testing requirement by the Tennessee State Board of Education and the passage of the Professional Negotiations Act, major differences of opinion were in evidence among educators, boards of education, and the general public about what results public schools were producing or should be producing. It appeared that communities were not clearly formulating and communicating objectives that should be met by the schools.

Educators, on the other hand, did not seem to be specifying objectives currently in effect and were not reporting adequately on accomplishments toward achieving them. This lack of communication could have been the reason for the low ratings given to public schools by the general public. According to the 10th Annual Gallup Poll, the 1978 ratings of public schools by the general public had declined as follows:

<u>Ratings Given the Public Schools</u>	<u>% 1978</u>	<u>% 1977</u>	<u>% 1976</u>	<u>% 1975</u>	<u>% 1974</u>
A rating	9	11	13	13	18
B rating	27	26	29	30	30
C rating	30	28	28	28	21
D rating	11	11	10	9	6
FAIL	8	5	6	7	5
Don't know/no answer	15	19	14	13	20

Communication was considered a key factor in the educational process. Ascertaining "what is" and "what ought to be" as perceived by citizens, educators, and students was considered an effective way to bridge the gap and unify efforts toward program improvement.

Purpose of the Study

The purpose of this study was to engage citizens, administrators, teachers, and students in the prioritization and assessment of unified educational goals for public schools--thereby providing needed information which could assist school board members in their decision-making on the future directions of a selected school system.

Delimitations of the Study

The study was delimited to the perceptions of the following participants:

- (1) Forty-two community members living in a selected school system;
- (2) Twenty-five administrators employed by the selected school system;

- (3) Twenty-five teachers employed by the selected school system;
- (4) Twenty-five students in the twelfth grade attending the high school servicing the selected school system.

The study was delimited to the instruments developed and field tested by the Northern California Program Development Center at Chico, California. The materials were distributed by the Commission on Educational Planning of Phi Delta Kappa, Inc.

Definitions of Terms

Administrators

Administrators in this study referred to central office personnel and supervisors related to the academic school program, principals, and assistant principals representing each educational grade level.

Assessment

Assessment was defined as "determining how well current educational programs are meeting selected goals" (Bugher, 1978, p. 7).

Educational grade level

Educational grade level referred to the four following school levels: Elementary school level--grades K-6; Junior high school level--grades 7-9; High school level--grades 10-12; and Vocational-technical school.

Goal Statement

Goal statement was used as a statement of broad direction or intent; not concerned with achievement within a specified time (Smith, 1978).

Goal prioritization

Goal prioritization was used to describe the process of ranking goals of education in order of importance (Sanders, 1977).

Goals of agreement

Goals of agreement referred to those goals which were within two priority or assessment rankings as designated by the participant groups.

Goals of disagreement

Goals of disagreement referred to those goals which were more than two priority or assessment rankings as designated by the participant groups.

Perception

For the purposes of this study, perception was defined as "a continuous process of integration of present and past sensory impressions" (Good, 1973, p. 413).

Phi Delta Kappa Educational Planning Model

The Phi Delta Kappa Educational Planning Model was used to describe a long-range planning model designed to involve community members, professional staff, and students in the decision-making process (Bugher, 1978).

Assumptions

It was assumed that there was a need for a study to determine whether a disparity existed between what community members, school

personnel, and students perceived that the schools should accomplish and what the schools were actually accomplishing.

It was assumed that the selection strategies employed in this study resulted in a representative sample of the true population.

It was assumed that the prioritization and assessment of the 18 selected educational goals reflected the participants' true feelings.

It was assumed that twelfth-grade students were:

- (1) able to read and understand the instruments used in this study;
- (2) able to complete the prioritization and assessment process;
- (3) able to reflect the perceptions of the student population in a selected high school.

It was assumed that community members, educators, and students were capable of ranking educational goals and assessing how well the present school programs were meeting these goals.

Hypotheses

The hypotheses tested in this study were:

- H₁ There will be a significant difference in the expressed perceptions of community members, administrators, teachers, and students in the priority ranking of the 18 selected educational goals.
- H₂ There will be a significant difference in the expressed perceptions of community members, administrators, teachers, and students in the assessment ranking of the 18 selected educational goals.

- H₃ There will be a significant difference between the total mean priority ranking and the total mean assessment ranking of the 18 selected educational goals.
- H₄ There will be a significant difference within the representative community group, the administrator group, the teacher group, and the student group regarding the priority ranking of the 18 selected educational goals.
- H₅ There will be a significant difference within the representative community group, the administrator group, the teacher group, and the student group regarding the assessment ranking of the 18 selected educational goals.

Procedures

The problem of this study was to determine the prioritization and assessment of educational goals in a selected public school system. In solving this problem, the following procedures were used:

Subproblem One

To identify and trace the development of educational goals and to indicate the importance of involving community members in the prioritization and assessment of educational goals for public schools. An extensive review of related literature furnished information as to the history of educational goals and the need to involve people in the community in identifying goals for public schools.

Subproblem Two

To develop a research design to be used in gathering the data.

The Phi Delta Kappan Educational Planning Model used for the prioritization and assessment of educational goals in this study was described. The design of the study dealt with the target population, the methods of sampling, the scheduled group meetings, and the data collection procedures.

Target population. The total working population of the area encompassing the selected school system was 11,904 people, which represented the target population for the representative community group. The selected school system employed 26 administrators, which represented the administrator target population, and 350 teachers, which represented the teacher target population. The high school serving the selected school system had 69 twelfth-grade students who were 18 years of age or older, which represented the student target population.

Methods of Sampling. The following methods of sampling were used to select participants reflecting each population group:

The 75 representative community group members were selected by use of a proportionately stratified selected sample strategy.

The 26 administrator group members represented all principals reflecting every educational grade level and all central office personnel connected with the academic school program.

The 35 teacher group members were selected by use of a proportionately stratified random sample strategy.

The 25 student group members were selected by use of a random selection strategy of twelfth-grade students.

Scheduled Group Meetings. Separate meetings were scheduled for each of the four participant groups. The representative community group met for an evening meeting. With the support of the superintendent, the administrator group met at a specially called meeting. The teacher group met during an in-service activity. With the support and assistance of the high school principal, the selected high school seniors met at a specified class period.

Data Collection Methods. The following procedures were used in collecting the data for the study:

Notification was given to the selected group members and receipt of their acceptance to participate on the committees was recorded.

Notification of a meeting together with a copy of the 18 selected educational goals used in this study were mailed to each participant.

A separate meeting of each participant group--the representative community group, the administrator group, the teacher group, and the student group--was conducted to:

- (1) complete the Individual Goal Rating Sheet (see Appendix C);
- (2) complete the Individual Rating of the Level of Performance of the Current School Program (see Appendix C).

Subproblem Three

To analyze the following sets of data: (a) priority ranking of the 18 Phi Delta Kappan educational goals in order of their importance as perceived by community members, administrators, teachers, and students; (b) assessment ranking of how well current educational

programs were meeting the 18 Phi Delta Kappan educational goals as perceived by the four participant groups; and (c) comparison of the rank order of priority with the rank order of assessment of the 18 Phi Delta Kappan educational goals by the four participant groups.

The Kruskal-Wallis One-Way Analysis of Variance was used to test the first two hypotheses. The t test for independent samples was used in testing hypothesis 3, and the Friedman Two-Way Analysis of Variance was used to test hypotheses 4 and 5. The Computer Services Division of East Tennessee State University assisted in computing the significance levels in the five hypotheses.

The rankings according to the prioritization and assessment of the 18 selected educational goals were compared, analyzed, and presented in tabular and narrative form.

Organization of the Study

Chapter 1 includes an introduction to the problem, the statement of the problem, the significance of the problem, the purpose of the study, the delimitations of the study, the definitions, the assumptions, and the research hypotheses. The chapter also includes the procedures and sources of data and the organization of the study.

Chapter 2 includes the identification and tracing of the development of educational goals and the importance of involving the community in determining goals for public schools.

Chapter 3 includes the research design and the procedures used in gathering the data for the study.

Chapter 4 includes the presentation and analysis of the data.

Chapter 5 contains the findings, implications, and recommendations of the study.

Chapter 2

REVIEW OF RELATED LITERATURE

The review of related literature for this study was focused on the historical development of educational goals in America and on literature which supported the importance of involving community members in the prioritization and assessment of educational goals for public schools. The writer found extensive literature on the subject and selected that literature which was most applicable to the goals and objectives of this study.

For the purposes of this study, a functional definition of goals was deemed necessary. Goals, aims, purposes, principles, tasks, needs, and outcomes as referred to in this chapter were considered as those ends toward which the efforts of a school were directed.

Historical Development of Goals

Attempts to state the goals, aims, and purposes of American public education are not new. Historically, the task of identifying the basic purposes of education has been considered important since the beginning of public education.

The goals and purposes of American public education have gradually changed over the years. Emphasis has shifted from the religious motive in education to the fulfillment of human potential. The shifting of emphasis in educational goals has generally come about because of

changing conditions in society (Franklin, 1974). Goals have reflected the "mood or tempo of the times" (Smith, 1978, p. 9).

Colonial America

The "Old Deluder Satan" Act. Documents during the colonial days revealed the dominance of religion as the motive in education. The Massachusetts law of 1642 encouraged education so that all may "read and understand the principles of religion and the capitall lawes of this country" (Johnson, Collins, Dupuis, Johansen, 1976, p. 317).

Five years later in 1647, the General Court of Massachusetts enacted another law which stated:

It being one chiefe proiect of y ould deluder, Satan, to keep men from the knowledge of y Scriptures. . . It is therefore orded (ordered), ye evy (every) towneship in this iurisdiction, aft y Lord hath increased y number of 50 houshold, shall then forthw appoint one w (with) in their towne to teach all such children as shall resort to him to write & reade. . . & it is furth ordered y where any towne shall increase to y numb (number) of 100 families or houshold, they shall set up a grammar schoole, y m (am) thereof being able to instruct youth so farr as they shall be fited for y university (Harvard). . . (Johnson et al., 1976, p. 310)

Other colonies soon followed the Massachusetts lead and enacted similar laws establishing schools in their township.

Nineteenth Century

The "Common School Movement." During a forty-year period beginning in 1830, a great revitalization of interest in public elementary schooling took place--the "common school movement." Church and Sedlak (1976) stated that the "movement" occurred in nearly every state in the Union and had two basic goals: (1) to provide a free elementary education for every white child living in the United States; (2) to create state control over local schools.

In 1852 Massachusetts passed the first compulsory elementary school attendance law, which required all children to attend common schools. Historically, the basic goal of elementary education in both private and public schools was to teach reading, writing, and arithmetic (Johnson et al., 1976). Schools became more secular than religious upon the passage of compulsory school attendance laws. Educational objectives, such as providing children with a common language, developing a feeling of national unity and common purpose, instilling a sense of patriotism, and providing the needed agricultural and technical training in a fast developing nation, became important tasks for the public schools (Johnson et al., 1976).

The "Committee of Ten." Due largely to the rise of cities and the dramatic increase in the industrial working class, attention began to be focused on improving public school education, not only on the elementary level, but also on the secondary level. In 1857 the National Teacher's Association was founded, which later became the National Education Association. A committee, known as the "Committee of Ten," was appointed by the NEA in 1892 to study the aims and purposes of the

American high school. In 1893 the Committee, directed by Charles W. Eliot, made the following recommendations: High schools should consist of grades seven through twelve. Courses should be arranged in sequential order. Students should be given very few electives in high school. A "Carnegie Unit" should be awarded for each separate course that a student takes each year (Johnson et al., 1976). Smith (1978) stated that the Committee identified nine subject matter areas for the high school curriculum: Latin, Greek, English, other modern languages, mathematics, physical science, natural history, history, and geography. The importance of the report by the Committee of Ten was indicated in the following statement by the then United States Commissioner of Education, William T. Harris:

The scheme of studies recommended by the Committee of Ten as Secondary School studies to the National Education Association has become the model for all secondary or high schools, public and private. It was the most important educational document ever published in this country. (Perkinson, 1976, p. 153)

Actually, the program of studies set forth by the Committee of Ten did not serve as a complete blueprint for the American high school. While the work of the Committee created greater opportunity for all to enter college, it did not provide for the development of vocational skills for those students desiring to enter the employment market (Perkinson, 1968).

Twentieth Century

The Emergence of the Junior High School. To meet the need of society for vocational skill development and training, several cities in 1910 created special "intermediate" schools called junior high schools. The junior high school consisted of grades seven through nine and offered three courses of study: the general, the commercial, or the industrial. The NEA officially endorsed the junior high school when in 1915 it passed a resolution approving "the increasing tendency to establish, beginning with the seventh grade, differentiated courses of study aimed more effectively to prepare the child for his probable future activities" (Perkinson, 1968, p. 147).

The "Seven Cardinal Principles." Up to this time, however, most educational aims and goals were not stated in precise terms, which meant that teachers had little direction in teaching. In 1918 the NEA's Commission on the Reorganization of Secondary Education, under the chairmanship of Clarence D. Kingsley, published a report entitled "The Cardinal Principles of Secondary Education." The "Seven Cardinal Principles," as they later became known, reflected what the Commission felt should constitute the main objectives of education. According to Mayer (1960) these principles stated that the student should receive an education in the following areas:

1. Health
2. Command of fundamental processes
3. Worthy home membership
4. Vocation

5. Citizenship
6. Worthy use of leisure time
7. Ethical character

While the report of the Commission endorsed vocational education, it rejected the notion of separate trade schools in the system of public education. The Commission advocated the comprehensive or cosmopolitan high school as the basic institution of secondary education (Smith, 1978).

French (1955) stressed the significance of the Cardinal Principles of Education when he stated:

. . . this was the first time in American Education that a responsible professional body had declared that the curriculum should be based upon an analysis of the life needs of adolescent youth and upon the needs of society rather than upon a traditional body of subject matter which has been transmitted as a part of the American cultural heritage.

(p. 43)

Impact of John Dewey. Largely due to the enormous influence of John Dewey, the school curriculum reflected a "new education" which was a response to the industrial changes in society. Perkinson (1976) stated that teachers shifted their concern with subject matter to a concern for children themselves--their needs, their problems, their interests. The school became "child-centered." Teachers tried to relate subject matter to the outside world--providing students with "real life educative experiences" (pp. 216-217).

The need for stated goals of education began to be recognized. Subsequent efforts to state educational goals showed distinct evidence of having been patterned after the Cardinal Principles of Education as reflected in the objectives stated by The Committee on Standards for Use in the Reorganization of Secondary School Curricula in 1920. This committee stated that the objectives of American secondary education were to maintain health and physical fitness; to use leisure in right ways; to sustain successfully certain definite social relationships--civic, domestic, and community; and to engage in exploratory-vocational and vocational activities (Johnson et al., 1976).

In 1937, H. R. Douglass gave a speech entitled "Secondary Education for Youth in Modern America" before the American Youth Commission of the American Council on Education. This speech led to the adoption by the American Youth Commission in 1937 of the objectives of secondary education for youth. The objectives were closely related to the "Seven Cardinal Principles" with the exception of two objectives: command of fundamental processes and development of ethical character. These two objectives were not stated in the American Youth Commission's report.

In the following year, the Progressive Education Association (1938) released the "needs of youth" which grew out of the Eight Year Study. They were stated as follows:

1. Physical and mental health
2. Self-assurance
3. Assurance of growth toward adult status
4. Philosophy of life

5. Wide range of personal interests
6. Esthetic appreciations
7. Intelligent self-direction
8. Maturity in social relations with age mates and adults
9. Wise use of goods and services
10. Vocational orientation
11. Vocational competence

These "needs" reflected the philosophy of John Dewey--that is, the objectives of self-assurance, assurance of growth toward adult status, philosophy of life, wide range of personal interests, intelligent self-direction, and maturity in social relations with age mates and adults.

The Educational Policies Commission. Historically instrumental in declaring and determining educational policy, the Educational Policies Commission of the National Education Association in 1938 set forth "The Purposes of Education in American Democracy." The objectives centered around the development of the person, his/her relationship to others, economic efficiency in society, and commitment to civic responsibility. The objectives were divided into four areas:

1. The Objectives of Self-Realization, which was a description of the educated person;
2. The Objectives of Human Relationships, which was a description of the educated member as he/she relates to family and community members;
3. The Objectives of Economic Efficiency, which was a description of an educated producer and consumer;

4. The Objectives of Civic Responsibility, which was a description of the educated citizen and his/her responsibilities to society.

A complete description of the objectives set forth by the Educational Policies Commission in 1938 has been included in Appendix B of this study.

According to Smith (1978), the most important aspects of the Commission's report was that it went beyond the traditional emphasis placed upon the three R's in elementary education; it went beyond a choice between specific vocational training and general education of a college preparatory nature in the secondary school; and it went beyond a distinction between professional and semi-professional training and a liberal education in a college or university. The objectives centered around the development of the whole person. Another important aspect of this report was that it reasserted the democratic ideal in American education. The objectives reflected what was happening in society during that period--the economic depression, the dictatorships in other parts of the world, and World War II.

The Educational Policies Commission in 1944 published another statement of educational objectives entitled "Education for All American Youth--A Further Look." Again, the Commission stated that every youth should experience a broad and balanced education, which included preparing him/her to enter an occupation and offering reasonable opportunity for personal growth and social usefulness; preparing him/her to assume full responsibilities of American citizenship;

giving him/her a fair chance to exercise the right to the pursuit of happiness through good mental and physical health; stimulating intellectual curiosity, engendering satisfaction in intellectual achievement, cultivating the ability to think rationally; and developing an appreciation of the ethical values which undergird all life in a democratic society.

The Sputnik I Crisis. With the launching of Sputnik I, the public demanded a goal priority focused on the sciences. Many Americans believed that the Russians had technological supremacy because they had better schools. During this storm of criticism appeared James B. Conant's book, The American High School Today. Conant set out to see whether the American comprehensive high school was satisfactorily fulfilling three functions:

Can a school at one and the same time provide a good general education for all the pupils as future citizens of a democracy, provide education programs for the majority to develop useful skills, and educate adequately those with a talent for handling advanced academic subjects--particularly, foreign languages and advanced mathematics. (Perkinson, 1976, p. 250)

Conant (1959) identified goals through a checklist for evaluation which placed priorities on: general education, non-academic programs (vocational), academic excellence, guidance, and peer understanding. Conant was concerned that the school curriculum did not place sufficient emphasis on the individual and his/her academic development.

In the second half of his book, Conant presented 21 recommendations for improving American secondary education, including a better counseling system, individualized programs for the academically talented, and suggestions to promote "mutual respect and understanding between students of different levels of academic ability" (pp. 19-20).

"The Imperative Needs of Youth." In 1952 another statement of educational objectives was issued by the Educational Policies Commission. This statement entitled "The Imperative Needs of Youth" included ten imperative needs which reflected the concerns of society at that time. This statement was similar to those of 1938 and 1944 with the exception of adding a new objective: "All youth need to understand the methods of science, the influence of science on human life, and the main scientific facts concerning the nature of the world and of man" (Johnson et al., 1976, p. 321). The addition of this objective clearly reflected the concern of the public for improvement in science education.

The Mid-Century Committee on Outcomes in Elementary Education in 1953 presented outcomes specifically for elementary education. They included: Physical Development, Health and Body Care; Ethical Behavior, Standards, and Values; Social Relations--Individual, Social, and Emotional Development; The Social World; Communication, Quantitative Relationships; Esthetic Development; and The Physical World. In this set of goals, emphasis was placed on social relations and living in a social, physical world, instead of understanding the methods of science as were stated in the "Imperative Needs of Youth."

In 1959 Downey saw a need to involve the community in determining the objectives of schools. In his dissertation for the University of Chicago entitled "The Task of the Public School as Perceived by Regional Sub-Publics," he ordered and synthesized the school tasks into four general dimensions: Intellectual Dimensions, which included (1) Possession of knowledge, (2) communication of knowledge, (3) Creation of knowledge, and (4) Desire for knowledge; Social Dimensions, which included (5) Man to man, (6) Man to "state," (7) Man to country, (8) Man to world; Personal Dimensions, which included (9) Physical, (10) Emotional, (11) Ethical, (12) Aesthetic; and Productive Dimensions, which included (13) Vocational guidance, (14) Vocational preparation, (15) Home and family, (16) Consumer. The survey instrument developed by Downey and others was one of the first of its kind and has since received national attention (Cole, 1974).

The nine "imperatives" of AASA. In 1964 President J. Win Payne of the American Association of School Administrators appointed a special commission and charged it with the responsibility for identifying and stating the major educational objectives as curriculums were modified, instructional methods revised, and organizational patterns reshaped in order to meet the educational needs of America during one of its most dynamic periods (Smith, 1978). Sanders (1977) reported the nine "imperatives" published by the American Association of School Administrators in 1966 as follows:

1. to make urban life rewarding and satisfying;
2. to prepare people for the world of work
3. to strengthen the moral fiber of society;
4. to discover and nurture creative talent;
5. to deal constructively with psychological tensions;
6. to keep democracy working;
7. to make intelligent use of natural resources;
8. to make the best use of leisure time;
9. to work with people of the world for human betterment.
(pp. 14-15)

These objectives clearly reflected a more complex and sophisticated society--a society that must deal with psychological tensions, that can make intelligent use of natural resources, and that can work with other people of the world.

The "Accountability Movement." By the mid 1960's, education in America entered a new phase in its history. Serious questions were being raised as to whether or not the schools were meeting the needs of local citizens. Taxpayers were starting to question the productivity of their schools. This concern became known as the "Accountability Movement."

As taxpayers reacted to the concern for accountability, so did state legislators. By 1973, more than half the states in the country had legislated an accountability program to be initiated at the local school district level. (Merrins, 1979). These programs called for educational goal setting by community members as an important step in determining community needs.

The Phi Delta Kappa Educational Planning Model. In 1971 the Northern California Program Development Center in Chico, California, through a grant from the United States Office of Education under the ESEA Title III, Section 306, developed a model which used community members and others to assist in the establishment of educational goals. In October, 1972, Phi Delta Kappa began disseminating the program, which was entitled "Educational Goals and Objectives: A Model Program for Community and Professional Involvement." In 1978 the model was revised by Wilmer K. Bugher and Carol E. Tippy for Phi Delta Kappa and was entitled the Educational Planning Model. The goal statements used in this program are shown in Appendix C of this study. Wilmer K. Bugher, Associate Executive Secretary for Phi Delta Kappa's Center for Dissemination of Innovative Programs, stated that the 18 goal categories which were developed in 1969 by the California School Boards Association, after a thorough analysis of goals from other states, pilot schools of California's Planning, Programming, Budgeting System, and other sources, were all encompassing and acceptable as a starting point for most citizens of the community. "From the many field tests which have been conducted using these 18 goals, they can be accepted as legitimate aims of educational institutions" (Bugher, 1979, p. 9).

Since its development, the Educational Planning Model gained national recognition. Merrins (1979) indicated in his dissertation that Phase I of the Model has been used in over 1,000 school districts in the country. Since Phase I of the Model is used in this study, a complete description of the prioritization and assessment process has been explained in Chapter 3.

Community Involvement

Until recently, the goal setting process was left in the hands of educators. However, through recent developments, such as the "Accountability Movement," public involvement in goal identification has been stimulated. Authors, such as Alvin Toffler (in Future Shock), have stated that educational institutions, and other public institutions as well, must be prepared to develop strategies to meet the changing societal pattern. Toffler (1970) suggested that community involvement in instructional goal setting is a must in order for public institutions to survive as a viable part of our society.

Greenfiels, House, Hickcox, and Buchanan (1969) found that "a school system is more likely to be effective if its purposes are clearly related to the needs of the society it serves" (p. 3).

Thayer and Levit (1966) stated that more attention should be focused on education because of increasing cost and the high degree of local self-determination to adapt their educational programs to the needs of their schools.

In relation to the determination of goals for public schools, Kaufman (1969) focused on a key question: Who are to be involved in the definition of educational goals to assure relevancy? If the school is to serve all individuals in society, then consideration and representation of all sub-groups in society must be included in the process of identification and determination of educational goals and needs.

National Education Association

The Educational Policies Commission of the National Education Association has historically supported community involvement in identifying the goals of public schools. The Commission in 1948 published "Education for All American Children," which declared:

Each member of a democratic society should participate, freely and intelligently, in the process of arriving at important decisions which affect the group of which he is a part. The social institutions which man has created are to be judged in accordance with their success in serving his needs. (p. 4)

In another paper entitled "The Central Purpose of American Education," the Commission (1961) stated that traditionally, the American people have regarded education as a means for improving society. Whenever an objective has been judged desirable for society, it has tended to be accepted as a valid concern of the school.

American Association of School Administrators

At the American Association of School Administrators' annual convention in Atlantic City in 1971, Herman Goldberg expressed the following concern:

. . . we need to involve parents, first, in defining the needs of their children and in determining how to do the job to meet these needs. Second, the goals need to be squared with reality. Parents should be made aware of what is reasonable from a cost standpoint, what is

academically sound, and what has already been tried with what results. Third, parents need to know where they fit in, where community control does indeed begin and end.

(p. 3)

Cole (1974) in his research study found that in the past, the collection of goal priorities information has traditionally been restricted to educators. However, it has become apparent in the past few years that goal priority information should also be collected from selected representatives of the total population being served by public education. This means that students, lay citizens, business people, educators, and/or any other important subgroup should be involved in the collection of goal priority information.

In order for a school system to be "accountable" to the community it serves, public school administrators must know the priority of educational goals that the community expects of its schools.

Parent-Teacher Association

Through the years, the PTA has played a major, uniquely constructive role in the school-city relationship. The national office, as well as state and local units, has urged participation by parents to get involved in the educational process by working on school committees and special school projects, becoming active in PTA membership, and attending school board meetings (Parent-Teacher Association, 1969).

Neff (1973) summarized the importance of involving the community in the prioritization and assessment of goals when he stated:

For a goal should not have high or low priority in a school system unless it reflects the priority determined by the people. Should the subjective evaluation by the people in the system appear inconsistent with any objective data, then perhaps the school has failed in communication with the public. Nevertheless, the leadership of a school system can plan more effectively if it is aware of the views of the public it serves. (p. 2)

Summary

The literature reviewed in this chapter focused on two areas: the historical development of educational goals in America and literature supporting the importance of involving community members in identifying goals for public schools.

The development of educational goals in America was traced from the colonial days of 1642, where the dominance of religion was the motive in education, to the 1970's where education was focused on meeting individual needs. As cities grew and became more industrialized and complex, attention began to be focused on improving education and defining the goals of public schools. Many professional associations appointed committees to study and recommend the basic aims and goals of public education.

This chapter contained the more significant events affecting the development of goals in America: beginning with the first state legislation affecting public school education, the "Old Deluder Satan"

Act, which occurred during the Colonial period; the "Common School Movement," the first compulsory elementary school attendance law, and the report of the "Committee of Ten," which occurred during the Nineteenth Century; and the emergence of the junior high school, the "Seven Cardinal Principles," the impact of John Dewey, the reports by the Educational Policies Commission, the "Sputnik" crisis, and the nine "imperatives" of the American Association of School Administrators, which occurred during the Twentieth Century.

As pointed out in the literature, goals reflected the need for education to cope with change and to identify educational goals which would deal with the pressures and tensions caused by a fast-changing society. As a result of the "Accountability Movement," serious concern was focused on whether or not the schools were actually meeting the needs of the community.

A key question focusing on the determination of goals for public schools was stated in this chapter: Who should be involved in the definition of educational goals to assure relevancy? The positions of the National Education Association, the American Association of School Administrators, and the Parent-Teacher Association regarding who should be involved in the determination of goals for public schools were stated in this chapter. The literature supported the importance of involving the community--lay citizens, students, business people, educators, and any other subgroup which was served by the school--in the educational process. It was pointed out that the leadership of a school system can plan more effectively if it was aware of the views of the public it served.

Chapter 3

METHODS AND PROCEDURES

The research design and procedures used in this study centered on the following:

- (1) the target population;
- (2) the methods of sampling;
- (3) the scheduled group meetings;
- (4) the data collection procedures.

Target Population

Representative Community

Citizens, as constituents of public education, have had a vested interest in the educational product. In an effort to ensure that all segments of the selected community were represented on the community committee, the researcher used the United States Census Bureau's General Characteristics of the Population (1972) to identify the target population. The Census reported that 11,904 people were employed in the area encompassing the selected school system. These people were classified in nine occupational areas: professional and technical, managers and administrators, sales workers, clerical workers, craftsmen and foremen, operatives, laborers, service workers, and private household workers.

Administrators

Principals, assistant principals, supervisors, and central office personnel have had a major role in the translation of educational goals and the implementation of instructional programs designed to achieve those goals. Administrators connected with the academic program were identified by the researcher and the superintendent of the selected school system. The school system employed 26 administrators and supervisors, which included the following: superintendent, assistant superintendent K-12, administrative assistant, elementary math supervisor, elementary language supervisor, special education supervisor, supervisor of attendance, vocational school director, vocational school assistant director, vocational school supervisor, high school principal, two high school assistant principals, two junior high school principals, two junior high school vice-principals, and nine elementary school principals.

Teachers

Teachers have had a direct association with the instructional program and have provided valuable input in the formulation of educational goals and the application of ideas to accomplish identified goals. The teacher target population in this study included: 26 vocational-technical teachers, 58 high school teachers, 89 junior high school teachers, and 177 elementary school teachers, totaling 350 teachers employed in the selected school system.

Students

As learners, students have had valuable perspectives regarding the educational needs of the school system. High school seniors, having completed several years in the school system and being faced with decisions about their future, were thought to be a necessary subgroup to participate in this study. The high school serving the selected school system had 69 seniors who were 18 years of age or older.

Methods of Sampling

Representative Community Group

An Indirect Control Selection Strategy, as recommended in the Educational Planning Model--Phase I Manual, was used in this study to select the members of the representative community group. To assist in the selection process, an "interim selection committee" was appointed by the following method. Each Board of Education member was asked to recommend 10 people to serve on the "interim selection committee" representing the following areas:

- 1 Board of Education member
- 1 Superintendent (or his designee)
- 1 Elementary supervisor/specialist
- 1 Secondary supervisor/specialist
- 1 Elementary school principal
- 1 Elementary school teacher
- 1 Junior high school principal
- 1 Junior high school teacher

1 High school principal

1 High school teacher

When the seven board members returned the recommendation form, the person in each area receiving the most votes was selected to serve on the "interim selection committee." In the case of a tie, the person in that specific category was selected at random.

Notification was given to each person selected to serve on the selection committee, and a meeting was scheduled to discuss his/her participation in the study.

The meeting was held to discuss:

- (1) the study and its importance to the community;
- (2) the nine occupational areas based on the U.S. Census;
- (3) the names and addresses needed for the study.

Each member of the selection committee was asked to recommend a specified number of people (19) in the occupations listed in Table 1. The number of people recommended in each occupation was determined by the percentage employed in that occupation. Each member was asked to recommend three people classified as professional or technical, two managers or administrators, two sales workers, three clerical workers, two craftsmen or foremen, three operatives, one laborer, two service workers, and one private household worker. Of the 19 people each committee member recommended, 18 people were required to be of Caucasian origin and one person of a racial/ethnic minority because the selected population area employed 7.6% minorities. Of the 19 people recommended, 11 people were required to be males and 8 females because the selected area employed 59% males and 41% females.

Table 1
THE REPRESENTATIVE COMMUNITY GROUP

Occupation	No. *	%	Each Mem. Rec.	N	RS
Professional & Technical	2,071	17	3 x 10 =	30	13
Managers & Administrators	1,229	10	2 x 10 =	20	7
Sales Workers	1,031	9	2 x 10 =	20	7
Clerical Workers	1,903	16	3 x 10 =	30	12
Craftsmen, Foremen	1,489	13	2 x 10 =	20	10
Operatives	1,892	16	3 x 10 =	30	12
Laborers	470	4	1 x 10 =	10	3
Service Workers	1,490	13	2 x 10 =	20	10
Private Household Workers	<u>282</u>	<u>2</u>	<u>1</u> x 10 =	<u>10</u>	<u>1</u>
Totals	11,904	100	19 x 10 =	190	75

*Source: United States Department of Commerce, Bureau of the Census, Census of Population: 1970, Volume I, Characteristics of the Population, Part 44 Tennessee (Washington: Government Printing Office, 1972), p. 44-290.

A total of 190 names and addresses was recommended by the 10-member selection committee. In the case of a duplication, another name was recommended by the committee.

Seventy-five names were selected by use of a proportionately stratified random selection procedure. The table of random numbers recommended by Popham and Sirotnik (1973) was used in making the selection. The number of people selected in each occupational area was as follows: 13 professional and technical; 7 managers and administrators; 7 sales workers; 12 clerical workers; 10 craftsmen and foremen; 12 operatives; 3 laborers; 10 service workers; and 1 private household worker.

Administrator Group

The total number of administrators and supervisors employed by the selected school system who were connected with the academic program (26 administrators and supervisors) represented the administrator group.

Teacher Group

Using a proportionately stratified random selection procedure, 35 teachers were selected to participate in this study. The total teacher population of 350 represented four educational grade levels: vocational-technical, high school, junior high school, and elementary school. The percentage of teachers in each educational grade level was used to indicate the number of teachers selected to participate in the study from each level. Using the table of random numbers, the teachers were selected as follows:

Vocational-Technical	26 Teachers	2 Selected
High School	58 Teachers	6 Selected
Junior High School	89 Teachers	9 Selected
Elementary School	177 Teachers	18 Selected

Student Group

The high school principal provided a list of seniors who were at least 18 years of age. Each name was assigned a number and 25 names were selected by use of the table of random numbers.

Group Meetings

Representative Community Group

A letter (see Appendix A) was mailed to each of the 75 people selected to represent the community. The letter explained the project, its importance to the community, and the need for community support. A self-addressed, stamped envelope was included for convenience in replying to the participation request. Many of those selected to participate in the study indicated that they were unable to attend the evening meeting. Therefore, notice of a second community meeting was mailed and additional follow-up efforts were made by a friendly reminder and by telephone (see Appendix A).

Administrator Group

With the support of the superintendent, a called meeting was scheduled and notification was given to central office administrators, supervisors, and principals of each educational grade level. Due to

scheduling conflicts, the assistant principals from each educational grade level met the same day but at a later time (see Appendix A).

Teacher Group

The selected teachers from the four educational grade levels were asked by memorandum to meet during an in-service activity period (see Appendix A).

Student Group

With the support and assistance of the high school principal, the selected students were asked to report to the meeting place at a specified class period.

Data Collection Procedures

The instruments used in this study were developed by the Northern California Program Development Center in Chico, California, and revised in 1978 by Wilmer K. Bugher and Carol E. Tippy for Phi Delta Kappa. In 1972 Phi Delta Kappa's Center for Dissemination of Innovative Programs began selling the materials to school systems throughout the country. The materials used in this study represented Phase I of the Educational Planning Model. This study utilized a strategy whereby members of the community, administrators, teachers, and students (1) ranked educational goals in order of importance, and (2) assessed how well current educational programs were meeting the goals. Eighteen goals (see Appendix C) were presented to the participants with the statement that goals may be deleted and additional goals added

according to the desires of each participant. Each group met separately to complete the prioritization and assessment activities.

Goal Ranking Process

The guidelines presented in the Educational Planning Model--Phase I Manual were followed explicitly--thereby resulting in the following step-by-step process:

- (1) A ten-minute orientation was given to welcome the participants, to explain the purpose of the meeting and the selection procedure, and to discuss the instruments to be completed.
- (2) The participants were seated individually and given (a) a display board with the 18 educational goals pasted on it in random order; (b) a set of 45 red colored discs in an envelope; (c) an individual goal rating sheet, and (d) an individual rating of the level of performance of current school programs form.
- (3) The participants were asked to read each goal statement carefully and the clarifying statements which further explained the goal statement. As the goal statement was read, each participant was instructed to ask himself/herself this question: "How important is this educational goal for our school system?"
- (4) The participants were asked to place a red disc by each goal in Column I of the display board as each goal statement was read.

- (5) Each participant was reminded that additional goals may be added if a desired goal was not included on the display board.
- (6) The participants were asked to reread the goal statements. For those goals believed to be more important, another red disc was to be placed beside each in Column 2.
- (7) Subsequently, the participants were asked to place a third red disc in Column 3 beside those goals considered to be more important than those with two red discs.
- (8) The participants were asked to continue the process until all 45 red discs were used.
- (9) It was stated to the participants that at least one goal must have five red discs beside it and that it was not necessary for a goal statement to have a red disc beside it.
- (10) The participants were asked to transfer the number of red discs for each goal to the "Individual Goal Rating Sheet" and to make sure that the total number of scores was 45.

Goal Assessment Process

Following the goal ranking process, each participant was asked to complete the "Individual Rating of the Level of Performance of Current School Programs" form (see Appendix C), following explicitly the guidelines presented on the first page of the form. In reading the goals, each participant was instructed to ask himself/herself: "In my opinion, how well are current programs meeting this goal?" The 18 goals used in the ranking process were also used in the assessment process.

The instrument utilized a rating scale from 0 to 5 with the following explanations:

<u>Scale</u>	<u>Description</u>
0	<p>NO RESPONSIBILITY means:</p> <p>I believe programs in this area are not the responsibility of the school.</p>
1	<p>EXTREMELY POOR means:</p> <p>I believe students are not being taught the skills necessary to meet this goal.</p> <p>This goal is the school's responsibility but almost nothing is being done to meet this goal.</p>
2	<p>POOR means:</p> <p>I believe programs designed to meet this goal are weak.</p> <p>I believe that much more effort must be made by the school to meet this goal.</p>
3	<p>FAIR -- BUT MORE NEEDS TO BE DONE means:</p> <p>I believe present programs are acceptable, but I would like to see more importance attached to this goal by the school.</p> <p>I would rate the school's job in this area as only fair; more effort is needed as far as I am concerned.</p>
4	<p>GOOD -- LEAVE AS IS means:</p> <p>I believe the school is doing a good job in meeting this goal.</p> <p>I am satisfied with the present programs which are designed to meet this goal.</p>
5	<p>TOO MUCH IS BEING DONE means:</p> <p>I believe the school is already spending too much time in this area.</p>

The participants were asked to circle the appropriate number on the scale and transfer that number to the summary sheet which was on the last page of the instrument. Opportunity was given to add desired goals which were not included in the original set of goals.

Summary

The research design and procedures presented in this chapter described the target population for the four participant groups--namely, the representative community group, the administrator group, the teacher group, and the student group. The methods used in selecting a random sample from the target population were discussed. The Indirect Control Selection Strategy used in this study for the selection of members of the representative community group was discussed in detail. The administrator group was composed of all the administrators and supervisors employed by the selected school system who were connected with the academic program. A proportionately stratified random selection strategy was used in the selection of teachers to represent the four educational grade levels. The student group consisted of high school seniors who were at least 18 years of age. A table of random numbers was used in the student selection process.

Two separate evening meetings were held for the representative community group to accomplish the prioritization and assessment of educational goals. The administrator group met at a special meeting scheduled by the superintendent. Teachers met at an in-service activity period, and students were called to meet in the cafeteria during a morning class period.

The instruments used in the prioritization and assessment of educational goals and the data collection procedures which were followed in this study were described in this chapter.

Chapter 4

PRESENTATION AND ANALYSIS OF DATA

The data collected in this study involved a two-month period whereby separate meetings were scheduled for each of the four participant groups: representative community group, administrator group, teacher group, and student group. Each participant was asked to:

- (1) arrange in priority the 18 Phi Delta Kappan educational goals.
- (2) assess how well current educational programs were meeting these goals.

Group Participation

Representative Community

Two community meetings were scheduled for community representation in the study. Of the 75 citizens invited to represent the selected area, 23 attended the first meeting, 14 attended the second meeting, and 5 people completed the two instruments on an individual basis. A total of 42 community members participated in the study, which resulted in a 56% citizen group response. The percentage of citizen response by occupation, sex, and minority is shown in Table 2. A greater percentage of people classified as professional/technical, sales workers, clerical workers, service workers, and private household workers participated in the study than were employed in that occupation by percentage, according to the latest Census report. Conversely, a lower percentage of

Table 2
 PARTICIPATION OF COMMUNITY MEMBERS
 BY OCCUPATION, SEX, AND MINORITY

Occupation	Number Participating	Participation Percentage	Census Percentage
Professional/Technical	12	28.6	17
Managers/Administrators	3	7.1	10
Sales Workers	5	11.9	9
Clerical Workers	7	16.7	16
Craftsmen/Foremen	4	9.5	13
Operatives	3	7.1	16
Laborers	1	2.4	4
Service Workers	6	14.3	13
Private Household Workers	1	2.4	2
<u>Sex</u>			
Male	19	45.2	57.9
Female	23	54.8	42.1
<u>Minority</u>			
Caucasian	38	90.5	92.1
Ethnic/Racial Minority	4	9.5	7.9

people participated in the study in occupations classified as managers/administrators, craftsmen/foremen, operatives, and laborers than were reflective of the latest Census report for the selected area. The participating community members reflected a larger female response, 54.8%, than the percentage of females employed in the selected community. Likewise, a larger percentage of ethnic/racial minority people, 9.5%, participated in the study than were employed in the selected area.

Administrators

Of the 26 administrators and supervisors selected to participate in the study, all but one principal responded, which reflected a 96% administrator group response. The participating administrators represented elementary, junior high, and high school grade levels, vocational-technical school, and central office personnel associated with the academic program.

Teachers

Thirty-five teachers were randomly selected using a stratified random sampling procedure. Of the 35 teachers selected to participate in the study, 25 attended the meeting, representing a 71.4% response. The 25 teachers represented the following grade levels: 2 vocational/technical, 3 high school, 8 junior high school, and 12 elementary school. The percentages of teacher participation and employment are shown in Table 3.

Table 3
PARTICIPATION OF TEACHERS
BY SCHOOL LEVEL

School Level	Number Participating	Percent Participation	Percent Employed
Vocational/Technical	2	8	8
High School	3	12	16
Junior High School	8	32	25
Elementary School	12	48	51

Students

The principal of the high school servicing the selected school system prepared a list of students who were 18 years of age or older and who were high school seniors. From that list, 25 students were selected using the table of random numbers. The 25 students selected met in the cafeteria and participated in the study.

Priority Ranking of Educational Goals

In Table 4 the 18 goal statements used in this study were arbitrarily assigned a number and listed chronologically for identification purposes. The rankings as presented in the table were based on mean score goal ratings as recommended in the Educational Planning Model--Phase I Manual. Participants assigned a priority score ranging from 0 to 5 to each of the 18 educational goals. The scores were then

totaled and a mean determined. The goal with the highest mean was ranked number 1. Accordingly, the remaining goals were ranked in order from the highest mean to the lowest for each group. Ties were assigned a median rank to indicate the relative position of the tied goals.

As seen in Table 4, community members and administrators were similar (within two priority rankings) in their ranking of Goal 1, "Learn how to be a good citizen;" Goal 2, "Learn how to respect and get along with people who think, dress, and act differently;" Goal 4, "Develop skills in reading, writing, speaking, and listening;" Goal 5, "Understand and practice democratic ideas and ideals;" Goal 9, "Develop skills to enter a specific field of work;" Goal 12, "Learn how to use leisure time;" Goal 16, "Develop pride in work and a feeling of self-worth;" Goal 17, "Develop good character and self-respect;" and Goal 18, "Develop skills in mathematics and science." Both groups ranked Goal 4, "Develop skills in reading, writing, speaking, and listening," as the top priority goal for the selected school system.

Community members and teachers were similar in their ranking of 10 goals: Goal 1, "Learn how to be a good citizen;" Goal 3, "Learn about and try to understand the changes that take place in the world;" Goal 4, "Develop skills in reading, writing, speaking, and listening;" Goal 6, "Learn how to examine and use information;" Goal 7, "Understand and practice the skills of family living;" Goal 9, "Develop skills to enter a specific field of work;" Goal 12, "Learn how to use leisure time;" Goal 14, "Appreciate culture and beauty in the world;" Goal 16, "Develop pride in work and a feeling of self-worth;" and Goal 18,

Table 4
PRIORITY RANKING OF EDUCATIONAL GOALS BY PARTICIPANT GROUPS

Goal No.*	Goal Statement	Community		Admin.		Teachers		Students	
		Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank
1	Citizenship	2.38	7	3.40	5	3.08	7	2.40	10.5
2	Respect other cultures	1.86	16	1.64	15	2.16	12	3.08	2.5
3	Understand change	1.95	15	1.20	18	1.76	16	2.24	12.5
4	Basic skills	4.71	1	4.28	1	4.32	1	2.96	6
5	Democratic ideals	2.12	10	2.04	9.5	2.04	13	1.84	17
6	Examine & use information	3.38	4	2.64	8	3.16	5	2.40	10.5
7	Family living	1.71	17	2.00	11.5	1.48	17	2.24	12.5
8	Respect workers/neighbors	2.14	9	3.84	2	3.12	6	3.04	4.5
9	Vocational education	2.10	11.5	2.04	9.5	2.24	11	3.28	1
10	Money management	2.02	14	2.00	11.5	2.28	10	3.04	4.5
11	Desire to learn	3.60	2	3.04	7	2.68	8	2.48	8.5
12	Use leisure time	1.21	18	1.40	16	.76	18	1.28	18
13	Health & safety	2.10	11.5	1.84	14	2.32	9	2.08	14.5
14	Culture & beauty	2.05	13	1.24	17	1.84	15	2.04	16
15	Job selection	2.17	8	1.96	13	1.88	14	2.48	8.5
16	Pride in work/self-worth	3.07	5	3.64	3	3.20	4	2.92	7
17	Character & self-respect	2.95	6	3.32	6	3.24	3	3.08	2.5
18	Mathematics & science	3.48	3	3.48	4	3.44	2	2.08	14.5

*Goals are listed chronologically for identification purposes. Ranking is based on mean score goal ratings. Ties are assigned a median rank.

"Develop skills in mathematics and science." Teachers agreed with community members and administrators that Goal 4, "Develop skills in reading, writing, speaking, and listening," was the top priority goal for the school system.

Community members and students ranked only three goals similarly-- Goal 12, "Learn how to use leisure time;" Goal 15, "Gain information needed to make job selections;" and Goal 16, "Develop pride in work and a feeling of self-worth." Having ranked only three goals similarly, the community group and the student group were the least congruent of the six comparison groups. It was interesting to note that the students ranked Goal 9, "Develop skills to enter a specific field of work," as the top priority goal for the selected school system.

Administrators and teachers were similar in their ranking of Goal 1, "Learn how to be a good citizen;" Goal 3, "Learn about and try to understand the changes that take place in the world;" Goal 4, "Develop skills in reading, writing, speaking, and listening;" Goal 9, "Develop skills to enter a specific field of work;" Goal 10, "Learn how to be a good manager of money, property, and resources;" Goal 11, "Develop a desire for learning now and in the future;" Goal 12, "Learn how to use leisure time;" Goal 14, "Appreciate culture and beauty in the world;" Goal 15, "Gain information needed to make job selections;" Goal 16, "Develop pride in work and a feeling of self-worth;" and Goal 18, "Develop skills in mathematics and science." Having ranked 11 goals similarly, the administrator group and the teacher group were the most congruent of the comparison groups.

Five goals were ranked similarly by administrators and students-- Goal 7, "Understand and practice the skills of family living;" Goal 11, "Develop a desire for learning now and in the future;" Goal 12, "Learn how to use leisure time;" Goal 13, "Practice and understand the ideas of health and safety;" and Goal 14, "Appreciate culture and beauty in the world."

Only four goals were ranked similarly by teachers and students-- Goal 11, "Develop a desire for learning now and in the future;" Goal 12, "Learn how to use leisure time;" Goal 14, "Appreciate culture and beauty in the world;" and Goal 17, "Develop good character and self-respect." Both teachers and students ranked Goal 12, "Learn how to use leisure time," as last in priority for the selected school system.

Assessment Ranking of Educational Goals

Each participant was asked to assess the perceived level of accomplishment of the 18 goals within the selected school system, kindergarten through twelfth grade. The scale used was presented in Chapter 3 and involved scores ranging from 0 to 5. A score of 0 was given when the participant felt that the school system had no responsibility toward accomplishing this goal. Therefore, scores of 0 were not computed in figuring the mean of each goal. This procedure was recommended in the Educational Planning Model--Phase I Manual. A mean was computed for each goal based on the total score given by the participants in each group. The highest mean was assigned the highest rank (1) which meant that this goal was being accomplished the most within the selected

school system. A rank of "2" meant that this goal was being accomplished second; a rank of "3," third in accomplishment by the total educational effort of the selected school system. Accordingly, goals were ranked 1 through 18. A median rank was assigned in cases of ties to indicate the relative position of the tied goals.

As seen in Table 5, community members and administrators were in agreement (that is, were within 2 rankings) in their assessment ranking of Goal 2, "Learn how to respect and get along with people who think, dress, and act differently;" Goal 5, "Understand and practice democratic ideas and ideals;" Goal 6, "Learn how to examine and use information;" Goal 9, "Develop skills to enter a specific field of work;" Goal 10, "Learn how to be a good manager of money, property, and resources;" Goal 11, "Develop a desire for learning now and in the future;" Goal 13, "Practice and understand the ideas of health and safety;" Goal 14, "Appreciate culture and beauty in the world;" Goal 15, "Gain information needed to make job selections;" and Goal 16, "Develop pride in work and a feeling of self-worth." Both groups ranked Goal 13, "Practice and understand the ideas of health and safety," as being accomplished the most by the selected school system. Likewise, both groups felt that Goal 9, "Develop skills to enter a specific field of work," was being accomplished second by the educational program of the school system.

Community members and teachers were similar in their assessment ranking of Goal 1, "Learn how to be a good citizen;" Goal 2, "Learn how to respect and get along with people who think, dress, and act differently;" Goal 6, "Learn how to examine and use information;"

Table 5
ASSESSMENT RANKING OF EDUCATIONAL GOALS BY PARTICIPANT GROUPS

Goal No.*	Goal Statement	Community		Admin.		Teachers		Students	
		Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank
1	Citizenship	3.12	7	2.96	10.5	3.00	9	2.48	17.5
2	Respect other cultures	3.20	4	3.20	3.5	3.21	4	2.63	15
3	Understand change	3.24	3	3.00	9	3.16	5.5	3.13	5
4	Basic skills	2.71	18	2.96	10.5	3.12	7.5	3.16	4
5	Democratic ideals	3.15	5	3.20	3.5	2.75	18	2.76	13
6	Examine & use information	2.86	13	2.84	12	2.88	14	2.64	14
7	Family living	3.09	8	2.44	18	2.84	16	2.50	16
8	Respect workers/neighbors	2.98	12	2.64	15	3.24	3	3.04	6
9	Vocational education	3.31	2	3.21	2	3.52	1	3.21	2
10	Money management	2.85	14	2.80	13	2.79	17	2.84	12
11	Desire to learn	2.79	16	2.56	17	2.88	14	2.48	17.5
12	Use leisure time	2.96	10	3.17	5	2.95	12	3.18	3
13	Health & safety	3.49	1	3.48	1	3.42	2	2.92	8.5
14	Culture & beauty	2.14	6	3.13	6	2.88	14	2.87	11
15	Job selection	3.02	9	3.08	7	3.12	7.5	2.92	8.5
16	Pride in work/self-worth	2.76	17	2.64	15	2.96	10.5	2.88	10
17	Character & self-respect	2.95	11	2.64	15	2.96	10.5	2.96	7
18	Mathematics & science	2.83	15	3.04	8	3.16	5.5	3.33	1

*Goals are listed chronologically for identification purposes. Ranking is based on mean score goal ratings. Ties are assigned a median rank.

Goal 9, "Develop skills to enter a specific field of work;" Goal 11, "Develop a desire for learning now and in the future;" Goal 12, "Learn how to use leisure time;" Goal 13, "Practice and understand the ideas of health and safety;" and Goal 17, "Develop good character and self-respect." As with the representative community group and the administrator group, teachers felt that Goals 9 and 13 were being well met by the school district.

Six goals were similarly assessed by community members and students-- Goal 3, "Learn about and try to understand the changes that take place in the world;" Goal 6, "Learn how to examine and use information;" Goal 9, "Develop skills to enter a specific field of work;" Goal 10, "Learn how to be a good manager of money, property, and resources;" Goal 11, "Develop a desire for learning now and in the future;" and Goal 15, "Gain information needed to make job selections." Students felt that Goal 18, "Develop skills in mathematics and science," was being accomplished the most by the school system and were in agreement with community members and administrators that Goal 9, "Develop skills to enter a specific field of work," was second in being accomplished by the school system.

Administrators and teachers were in agreement in the assessment of seven goals--Goal 1, "Learn how to be a good citizen;" Goal 2, "Learn how to respect and get along with people who think, dress, and act differently;" Goal 6, "Learn how to examine and use information;" Goal 7, "Understand and practice the skills of family living;" Goal 9, "Develop skills to enter a specific field of work;" Goal 13, "Practice

and understand the ideas of health and safety;" and Goal 15, "Gain information needed to make job selections."

Administrators and students were also in agreement on seven goals-- Goal 6, "Learn how to examine and use information;" Goal 7, "Understand and practice the skills of family living;" Goal 9, "Develop skills to enter a specific field of work;" Goal 10, "Learn how to be a good manager of money, property, and resources;" Goal 11, "Develop a desire for learning now and in the future;" Goal 12, "Learn how to use leisure time; and Goal 15, "Gain information needed to make job selections."

As shown in Table 5, teachers and students assessed similarly the following six goals: Goal 3, "Learn about and try to understand the changes that take place in the world;" Goal 6, "Learn how to examine and use information;" Goal 7, "Understand and practice the skills of family living;" Goal 9, "Develop skills to enter a specific field of work;" Goal 15, "Gain information needed to make job selections;" and Goal 16, "Develop pride in work and a feeling of self-worth."

The two comparison groups which were the most congruent in the assessment of the 18 educational goals were the representative community group and the administrator group, having assessed 10 of the 18 goals similarly. Conversely, the student group assessed only six goals similarly with the representative community group and the teacher group.

Test of the Hypotheses

Null Hypothesis 1

There will be no significant difference in the expressed perceptions of community members, administrators, teachers, and students in the priority ranking of the 18 selected educational goals.

The Kruskal Wallis One-Way Analysis of Variance was used to determine if a significant difference existed between the priority ranking of the goals by each group. When comparing the four groups, the null hypothesis was rejected as a significant difference was found in 11 of the 18 educational goals. As is shown in Table 6, a significant difference at the .05 level was found regarding the following goals:

- Goal 1 "Learn how to be a good citizen;"
- Goal 2 "Learn how to respect and get along with people who think, dress, and act differently;"
- Goal 3 "Learn about and try to understand the changes that take place in the world;"
- Goal 4 "Develop skills in reading, writing, speaking, and listening;"
- Goal 6 "Learn how to examine and use information;"
- Goal 8 "Learn to respect and get along with people with whom we work and live;"
- Goal 9 "Develop skills to enter a specific field of work;"
- Goal 10 "Learn how to be a good manager of money, property, and resources;"
- Goal 11 "Develop a desire for learning now and in the future;"

Table 6
PRIORITY MEAN RANKS BY PARTICIPANT GROUPS

Goal ^a	Goal Statement	Community	Admin.	Teachers	Students	H _c ^b	Sigs. ^c
1	Citizenship	49.51	74.98	67.68	50.28	12.87	.005 ^c
2	Respect other cultures	51.96	44.70	62.46	79.48	16.74	.001 ^c
3	Understand change	63.67	36.18	58.08	72.54	18.26	.000 ^c
4	Basic skills	71.64	62.14	61.44	32.18	27.63	.000 ^c
5	Democratic ideals	60.18	57.84	62.63	52.38	1.42	.701
6	Examine & use information	69.17	51.42	63.66	44.84	10.28	.016 ^c
7	Family living	53.21	60.70	50.73	70.14	5.82	.121
8	Respect workers/neighbors	39.56	80.18	66.00	61.44	26.25	.000 ^c
9	Vocational education	53.48	49.80	57.54	76.56	10.39	.016 ^c
10	Money management	52.85	49.56	57.32	80.46	15.17	.002 ^c
11	Desire to learn	72.62	59.74	51.70	42.68	14.34	.002 ^c
12	Use leisure time	58.63	62.40	44.75	65.56	6.30	.098
13	Health & safety	59.80	51.42	66.16	58.08	2.63	.451
14	Culture & beauty	64.52	40.70	60.46	64.30	10.54	.014 ^c
15	Job selection	58.68	52.74	54.35	67.94	3.32	.345
16	Pride in work/self-worth	55.96	70.70	60.64	50.76	5.09	.165
17	Character & self-respect	53.93	63.14	63.77	56.48	2.03	.567
18	Mathematics & science	65.63	66.20	63.72	35.94	15.44	.001 ^c

^aGoals are listed chronologically for identification purposes.

^bKruskal-Wallis H Test with correction for ties.

^cSignificant at the .05 level.

Goal 14 "Appreciate culture and beauty in the world;"

Goal 18 "Develop skills in mathematics and science."

A second Kruskal Wallis test was used to ascertain which groups differed significantly in the priority ranking of the 18 educational goals. Table 7 indicates where the significant difference was found in the priority ranking by the six comparison groups--the community group with the administrator group; the community group with the teacher group; the community group with the student group; the administrator group with the teacher group; the administrator group with the student group; and the teacher group with the student group.

In Goal 1, "Learn how to be a good citizen," a significant difference was found between community members and administrators and between administrators and students. Administrators gave a greater importance toward accomplishing this goal than did the community members or the students.

A significant difference was found in Goal 2, "Learn how to respect and get along with people who think, dress, and act differently," between community members and students, between administrators and students, and between teachers and students. Students, as a group, ranked this goal much higher in priority than did the community members, administrators, and teachers.

As the table indicates, a significant difference was found between administrators and students in Goal 3, "Learn about and try to understand the changes that take place in the world." Students ranked this goal high in priority, while the administrators ranked this goal low in priority.

Table 7
 GOALS WITH SIGNIFICANT DIFFERENCE*
 IN PRIORITY RANKING BY PARTICIPANT GROUPS

	Community Members	Administrators	Teachers	Students		Community Members	Administrators	Teachers	Students
<u>Priority Goal 1</u>		X			<u>Priority Goal 9</u>				
Community Members					Community Members				X
Administrators				X	Administrators				X
Teachers					Teachers				X
<u>Priority Goal 2</u>					<u>Priority Goal 10</u>				
Community Members				X	Community Members				X
Administrators				X	Administrators				X
Teachers				X	Teachers				X
<u>Priority Goal 3</u>					<u>Priority Goal 11</u>				
Community Members					Community Members			X	X
Administrators				X	Administrators				
Teachers					Teachers				
<u>Priority Goal 4</u>					<u>Priority Goal 14</u>				
Community Members				X	Community Members		X		
Administrators				X	Administrators				
Teachers				X	Teachers				
<u>Priority Goal 6</u>					<u>Priority Goal 18</u>				
Community Members				X	Community Members				X
Administrators					Administrators				X
Teachers					Teachers				X
<u>Priority Goal 8</u>									
Community Members		X	X	X					
Administrators									
Teachers									

*Kruskal-Wallis H Test with correction for ties. Significant at .05 level.

In Goal 4, "Develop skills in reading, writing, speaking, and listening," all three groups--representative community, administrators, and teachers--differed significantly from the priority ranking given by the students. The students ranked this goal much lower in priority than the other three groups.

No significant difference was found in Goal 5, "Understand and practice democratic ideas and ideals;" but in Goal 6, "Learn how to examine and use information, a significant difference was found between community members and students." The community members gave greater importance toward accomplishing this goal than did the students.

A significant difference was not found in Goal 7, "Understand and practice democratic ideas and ideals;" but in Goal 8, "Learn to respect and get along with people with whom we work and live," community members differed significantly from administrators, teachers, and students." Community members ranked this goal low in priority, while the other three groups ranked this goal high in priority.

In Goal 9, "Develop skills to enter a specific field of work," and Goal 10, "Learn how to be a good manager of money, property, and resources," a significant difference was found between students and the other three groups--representative community, administrators, and teachers. The students attached a greater importance to accomplishing these goals than did the other three groups.

Community members differed significantly from teachers and students in the priority given to Goal 11, "Develop a desire for learning now and in the future." The representative community group ranked this goal higher in priority than did the teacher group and the student group.

A significant difference was found in Goal 14, "Appreciate culture and beauty in the world," between community members and administrators. The administrator group ranked this goal very low in priority.

In Goal 18, "Develop skills in mathematics and science," once again the students differed significantly from community members, administrators, and teachers. The students ranked this goal lower in priority than did the other three groups.

Null Hypothesis 2

There will be no significant difference in the expressed perceptions of community members, administrators, teachers, and students in the assessment ranking of the 18 selected educational goals.

The assessment ranking of the 18 educational goals by community members, administrators, teachers, and students was tested for significance by the Kruskal Wallis One-Way Analysis of Variance. When comparing the four groups, the null hypothesis was rejected at the .05 level of significance. As seen in Table 8, a significant difference was found in the assessment ranking of three of the educational goals:

Goal 1 "Learn how to be a good citizen;"

Goal 8 "Learn to respect and get along with people with whom
we work and live;"

Goal 12 "Learn how to use leisure time."

The Kruskal Wallis test was used a second time to ascertain which group differed significantly in the assessment ranking of the 18 educational goals. Table 9 reflects where the significant difference was found in the assessment ranking by the six comparison groups--the

Table 8
ASSESSMENT MEAN RANKS BY PARTICIPANT GROUPS

Goal ^a	Goal Statement	Community	Admin.	Teachers	Students	H _c ^b	Sign. ^c
1	Citizenship	67.14	60.02	63.08	40.22	13.41	.004 ^c
2	Respect other cultures	60.89	64.18	62.14	47.50	4.35	.226
3	Understand change	62.56	54.76	62.12	54.14	1.81	.613
4	Basic skills	50.48	58.62	66.08	66.62	5.31	.121
5	Democratic ideals	63.00	66.86	51.24	52.18	4.72	.193
6	Examine & use information	61.00	58.80	61.66	53.18	1.22	.747
7	Family living	51.46	66.68	61.52	61.46	3.80	.294
8	Respect workers/neighbors	57.12	46.26	69.86	64.04	7.78	.050 ^c
9	Vocational education	61.07	55.46	65.40	52.66	2.51	.474
10	Money management	58.50	60.18	57.50	60.16	0.13	.988
11	Desire to learn	61.89	53.64	66.04	52.46	3.26	.353
12	Use leisure time	48.29	68.48	59.84	66.68	7.80	.050 ^c
13	Health & safety	63.32	63.16	58.94	47.64	4.78	.189
14	Culture & beauty	64.07	62.30	54.38	51.80	3.06	.383
15	Job selection	58.68	60.32	64.72	52.50	1.93	.387
16	Pride in work/self-worth	58.94	52.56	62.72	61.82	1.67	.644
17	Character & self-respect	59.08	52.38	60.32	64.16	1.80	.615
18	Mathematics & science	52.83	57.62	61.58	68.16	3.90	.272

^aGoals are listed chronologically for identification purposes.

^bKruskal Wallis H Test with correction for ties.

^cSignificant at .05 level.

Table 9

GOALS WITH SIGNIFICANT DIFFERENCE*

IN ASSESSMENT RANKING BY PARTICIPANT GROUPS

	Community Members	Administrators	Teachers	Students
<u>Assessment Goal 1</u>				
Community Members				X
Administrators				X
Teachers				X
<u>Assessment Goal 8</u>				
Community Members				
Administrators			X	X
Teachers				
<u>Assessment Goal 12</u>				
Community Members		X		X
Administrators				
Teachers				

*Kruskal-Wallis H Test with correction for ties. Significant at the .05 level.

community group with the administrator group; the community group with the teacher group; the community group with the student group; the administrator group with the teacher group; the administrator group with the student group; and the teacher group with the student group.

The students differed significantly in assessing Goal 1, "Learn how to be a good citizen," from the representative community group, the administrator group, and the teacher group. Students felt that this goal was not being accomplished adequately by the school system, whereas the other three groups gave this goal a higher assessment ranking.

In Goal 8, "Learn to respect and get along with people with whom we work and live," a significant difference was found between administrators and teachers and between administrators and students. Administrators gave a low assessment to this goal, whereas teachers and students gave a higher assessment to this goal.

Community members differed significantly from administrators and students in the assessment ranking of Goal 12, "Learn how to use leisure time." The representative community group gave a lower assessment of this goal than did the administrator group and the student group.

Null Hypothesis 3

There will be no significant difference between the total mean priority ranking and the total mean assessment ranking of the 18 educational goals.

In computing the total priority mean rank, the scores given to each goal by the four participant groups were totaled, and the mean for each goal was determined. The goals were then ranked from the highest mean

to the lowest mean. As shown in Table 10, community members, administrators, teachers, and students ranked Goal 4, "Develop skills in reading, writing, speaking, and listening, as the top priority in the educational program. Second in priority was Goal 16, "Develop pride in work and a feeling of self-worth;" and third, "Goal 18, "Develop skills in mathematics and science." Fourth in priority was Goal 17, "Develop good character and self-respect;" and fifth in priority was Goal 11, "Develop a desire for learning now and in the future." The last four goals ranked in priority were Goal 7, "Understand and practice the skills of family living," ranked fifteenth; Goal 14, "Appreciate culture and beauty in the world," ranked sixteenth; Goal 3, "Learn about and try to understand the changes that take place in the world," ranked seventeenth; and Goal 12, "Learn how to use leisure time," ranked last in priority. Having ranked these goals low in priority, the participants placed little responsibility on the school system in teaching these goals.

In computing the total assessment mean rank, a similar process used in priority mean rank was used in obtaining the assessment mean rank. The scores given to each goal by the four groups--representative community, administrator, teacher, and student--were totaled, and a mean for each goal was computed. Based on the computed mean, the goals were ranked from the highest mean to the lowest mean. As indicated in Table 11, Goal 13, "Practice and understand the ideas of health and safety, had the highest mean," which meant that the four groups felt this goal was being accomplished the most by the educational program. Second in rank was Goal 9, "Develop skills to enter a specific field of

Table 10
TOTAL PRIORITY MEAN RANK

Priority Rank	Goal No.	Goal Statement	Priority Mean
1	4	Develop skills in reading, writing, speaking, and listening	4.16
2	16	Develop pride in work and a feeling of self-worth	3.19
3	18	Develop skills in mathematics and science	3.17
4	17	Develop good character and self-respect	3.15
5	11	Develop a desire for learning now and in the future	3.02
6	6	Learn how to examine and use information	2.97
7	8	Learn to respect and get along with people with whom we work and live	3.93
8	1	Learn how to be a good citizen	2.75
9	9	Develop skills to enter a specific field of work	2.39
10	10	Learn how to be a good manager of money, property, and resources	2.29
11	2	Learn how to respect and get along with people who think, dress, and act differently	2.16
12	15	Gain information needed to make job selections	2.15
13	13	Practice and understand the ideas of health/safety	2.09
14	5	Understand and practice democratic ideas/ideals	2.04
15	7	Understand and practice the skills of family living	1.87
16	14	Appreciate culture and beauty in the world	1.85
17	3	Learn about and try to understand the changes that take place in the world	1.83
18	12	Learn how to use leisure time	1.19

Table II
TOTAL ASSESSMENT MEAN RANK

Assessment Rank	Goal No.	Goal Statement	Assessment Mean
1	13	Practice and understand the ideas of health/safety	3.35
2	9	Develop skills to enter a specific field of work	3.31
3	3	Learn about and try to understand the changes that take place in the world	3.15
4	2	Learn how to respect and get along with people who think, dress, and act differently	3.08
5	12	Learn how to use leisure time	3.07
6	18	Develop skills in mathematics and science	3.05
7	15	Gain information needed to make job selections	3.04
8	14	Appreciate culture and beauty in the world	3.03
9	5	Understand and practice democratic ideas and ideals	2.99
10	4	Develop skills in reading, writing, speaking, and listening	2.95
11	8	Learn to respect and get along with people with whom we work and live	2.94
12	1	Learn how to be a good citizen	2.92
13	6	Learn how to examine and use information	2.89
14	17	Develop good character and self-respect	2.88
15	10	Learn how to be a good manager of money, property, and resources	2.83
16	16	Develop pride in work and a feeling of self-worth	2.80
17	11	Develop a desire for learning now and in the future	2.69
18	7	Understand and practice the skills of family living	2.62

work;" and third, was Goal 3, "Learn about and try to understand the changes that take place in the world." Fourth in assessment rank was Goal 2, "Learn how to respect and get along with people who think, dress, and act differently;" and fifth, was Goal 12, "Learn how to use leisure time." The goals which received the lowest assessment were Goal 10, "Learn how to be a good manager of money, property, and resources," ranked fifteenth; Goal 16, "Develop pride in work and a feeling of self-worth," ranked sixteenth; Goal 11, "Develop a desire for learning now and in the future," ranked seventeenth; and Goal 7, "Understand and practice the skills of family living," ranked eighteenth.

An assessment mean from 2.00 to 2.99 meant that the school system apparently is not adequately meeting the expectations of the participants in the community. A mean from 3.00 to 3.99 meant that the school system was doing a fair job in accomplishing the goals but that more needs to be done. None of the goals received a mean of 4.00, which would have indicated that the school system was on target in meeting the expectations of the community. Likewise, none of the goals had a 5.00 mean, which would have indicated that the total group felt the school system was placing too much emphasis on the goal.

In testing Hypothesis 3, the t test for independent samples was used to determine if a significant difference existed between two means-- the total mean priority ranking and the total mean assessment ranking of the 18 educational goals. As shown in Table 12, the null hypothesis was rejected at the .05 level as a significant difference was found between the priority ranking and the assessment ranking of these goals:

Table 12
 COMPARISON OF TOTAL PRIORITY MEAN RANK
 AND TOTAL ASSESSMENT MEAN RANK

Goal No.	Priority Mean	Assessment Mean	t Value
1	2.75	2.92	-1.21
2	2.16	3.07	-6.32*
3	1.83	3.14	-9.96*
4	4.16	2.95	8.80*
5	2.04	3.00	-7.09*
6	2.97	2.81	1.09
7	1.87	2.71	-1.91
8	2.93	2.93	0.15
9	2.39	3.32	-5.85*
10	2.29	2.83	-4.26*
11	3.02	2.69	2.24*
12	1.19	3.09	-13.05*
13	2.09	3.35	-9.63*
14	1.85	3.03	-8.41*
15	2.15	3.04	-6.75*
16	3.19	2.80	2.66*
17	3.15	2.88	2.84*
18	3.17	3.05	0.73

*Significant at the .05 level.

- Goal 2 "Learn how to respect and get along with people who think, dress, and act differently;"
- Goal 3 "Learn about and try to understand the changes that take place in the world;"
- Goal 4 "Develop skills in reading, writing, speaking, and listening;"
- Goal 5 "Understand and practice democratic ideas and ideals;"
- Goal 9 "Develop skills to enter a specific field of work;"
- Goal 10 "Learn how to be a good manager of money, property, and resources;"
- Goal 11 "Develop a desire for learning now and in the future;"
- Goal 12 "Learn how to use leisure time;"
- Goal 13 "Practice and understand the ideas of health and safety;"
- Goal 14 "Appreciate culture and beauty in the world;"
- Goal 15 "Gain information needed to make job selections;"
- Goal 16 "Develop pride in work and a feeling of self-worth;"
- Goal 17 "Develop good character and self-respect."

A negative t value, as shown in Table 11 for goals 1, 2, 3, 5, 7, 9, 10, 12, 13, 14, and 15, indicates a higher assessment mean than the corresponding priority mean. Conversely, a positive t value, as shown for goals 4, 6, 8, 11, 16, 17, and 18, indicates a lower assessment mean than the corresponding priority mean. A significant positive t value was found in the following four goals: Goal 4, "Develop skills in reading, writing, speaking, and listening;" Goal 11, "Develop a desire for learning now and in the future;" Goal 16, "Develop pride in work

and a feeling of self-worth;" and Goal 17, "Develop good character and self-respect." Therefore, the priority mean for these goals was higher than their assessment mean.

Null Hypothesis 4

There will be no significant difference within the representative community group, the administrator group, the teacher group, and the student group regarding the priority ranking of the 18 selected educational goals.

The Friedman Two-Way Analysis of Variance was used to test whether or not a significant difference existed within the participant groups in terms of how each of the participants assigned priority ratings to the 18 educational goals. Since the data involved more than nine subjects, the Chi-Square Rank was computed, and the Chi-Square table was used in testing for significance.

As shown in Table 13, the null hypothesis was rejected at the .01 level of significance within all four of the groups--the representative community group, the administrator group, the teacher group, and the student group. The results found by use of this statistic indicated that there is a significant amount of disagreement within the four groups regarding the priorities given to the 18 educational goals. To indicate the amount of disagreement, the data presented in the next four tables provide information as to the percent each rating received by the participants within each group.

Table 13
 FRIEDMAN TWO-WAY ANALYSIS OF EDUCATIONAL GOALS
 PRIORITY RANKED BY PARTICIPANT GROUPS

Group	Chi-Square Rank	Degrees of Freedom	Subjects
Representative Community	206.40 [*]	17	41
Administrator	148.42 [*]	17	25
Teacher	112.33 [*]	17	23
Student	56.24 [*]	17	24

^{*}Significant at the .01 level.

In looking at the five top priority goals ranked by community members as shown in Table 14, a clear consensus is seen in Goal 4, "Develop skills in reading, writing, speaking, and listening," where 100% of the participants gave this goal a "3" or above priority rating. In Goal 11, "Develop a desire for learning now and in the future," which was the second priority goal, 81% of the participants gave this goal a "3" or above rating. In the third, fourth, and fifth priority goals--Goal 18, "Develop skills in mathematics and science," Goal 6, "Learn how to examine and use information," and Goal 16, "Develop pride in work and a feeling of self-worth," respectively--over 70% of the community members gave average to above importance to these goals. However, the remaining goals show a greater disparity as to the importance given to these goals by the community members. A significant difference was found in the rating of the educational goals by the representative community group.

As shown in Table 15, a significant degree of disparity existed within the administrator group in the rating given to the 18 educational goals. Goals ranked in priority one through eight received over 50% rating of a "3" or above, and goals ranked 15 through 18 received a high percentage of "2" or below ratings. However, beginning with priority goals 9.5, little agreement within the administrator group was shown as to the importance of the middle section of ranked goals.

As with the community members and administrators, the teachers rated Goal 4, "Develop skills in reading, writing, speaking, and listening," as the top priority goal for the selected school system,

Table 14

PRIORITY RATING* OF EDUCATIONAL GOALS BY COMMUNITY MEMBERS

Community Priority Rank	Goal No.	Goal Statement	0	1	2	3	4	5
1	4	Basic skills	0	0	0	5%	19%	76%
2	11	Desire to learn	0	5%	14%	33%	12%	36%
3	18	Mathematics & science	0	14%	14%	17%	19%	36%
4	6	Examine & use information	0	12%	14%	19%	33%	21%
5	16	Pride in work/self-worth	0	14%	14%	36%	21%	14%
6	17	Character & self-respect	2%	12%	26%	31%	5%	24%
7	1	Citizenship	2%	19%	40%	24%	5%	10%
8	15	Job selection	0	29%	43%	17%	7%	5%
9	8	Respect workers/neighbors	5%	24%	40%	17%	12%	2%
10	5	Democratic ideals	0	33%	38%	17%	7%	5%
11.5	9	Vocational education	2%	33%	31%	24%	5%	5%
11.5	13	Health & safety	0	26%	52%	10%	10%	2%
13	14	Culture & beauty	0	43%	29%	17%	5%	7%
14	10	Money management	2%	14%	62%	21%	0	0
15	3	Understand change	0	31%	43%	26%	0	0
16	2	Respect other cultures	10%	26%	38%	21%	5%	0
17	7	Family living	24%	29%	26%	5%	7%	10%
18	12	Use leisure time	21%	48%	21%	7%	2%	0

*5 = greatest importance

4 = above average in importance

3 = average in importance

2 = below average in importance

1 = very little importance

0 = no importance

Table 15
 PRIORITY RATING* OF EDUCATIONAL GOALS BY ADMINISTRATORS

Admin. Priority Rank	Goal No.	Goal Statement	0	1	2	3	4	5
1	4	Basic skills	0	4%	8%	8%	16%	64%
2	8	Respect workers/neighbors	4%	8%	4%	16%	20%	48%
3	16	Pride in work/self-worth	4%	0	12%	24%	32%	28%
4	18	Mathematics & science	4%	8%	12%	28%	8%	40%
5	1	Citizenship	8%	4%	12%	32%	4%	40%
6	17	Character & self-respect	0	16%	12%	16%	36%	20%
7	11	Desire to learn	4%	12%	24%	20%	16%	24%
8	6	Examine & use information	4%	16%	24%	32%	16%	8%
9.5	5	Democratic ideals	4%	36%	28%	20%	8%	4%
9.5	9	Vocational education	8%	44%	12%	16%	12%	8%
11.5	7	Understand family living	4%	44%	20%	12%	20%	0
11.5	10	Money management	4%	28%	44%	16%	4%	4%
13	15	Job selection	4%	40%	24%	24%	4%	4%
14	13	Health & safety	8%	40%	24%	16%	12%	0
15	2	Respect other cultures	16%	40%	20%	16%	4%	4%
16	12	Use leisure time	16%	52%	16%	12%	0	4%
17	14	Culture & beauty	8%	72%	12%	4%	4%	0
18	3	Understand change	12%	64%	16%	8%	0	0

* 5 = greatest importance
 4 = above average in importance
 3 = average in importance

2 = below average in importance
 1 = very little importance
 0 = no importance

with 92% of the teachers giving this goal average to above average rating (see Table 16). Priority goals receiving average to above average rating by more than 50% of the teachers were Goals 18, 17, 16, 6, 8, 1, and 11. However, a significant amount of disagreement existed within the teacher group as to the importance of the remaining goals, with the exception of Goal 12, "Learn how to use leisure time," where a clear concensus of the teachers, 100%, rated this goal below average in importance, making it last in priority.

The student group, as with the other three groups, disagreed in the priority rating given to the 18 educational goals as shown in Table 17. Only 56% of the student participants agreed with any one rating of a goal. Wide disparity existed in even rating the top priority goal--Goal 9, "Develop skills to enter a specific field of work," where only 40% gave this goal the most important rating, a "5". Goal 12, "Learn how to use leisure time," received a clear concensus from the students as 96% rated this goal below average to no importance, giving little priority toward including this goal in the educational program of the school system.

Null Hypothesis 5

There will be no significant difference within the representative community group, the administrator group, the teacher group, and the student group regarding the assessment ranking of the 18 selected educational goals.

Table 16
 PRIORITY RATING* OF EDUCATIONAL GOALS BY TEACHERS

Teacher Priority Rank	Goal No.	Goal Statement	0	1	2	3	4	5
1	4	Basic skills	0	4%	4%	8%	24%	60%
2	18	Mathematics & science	0	16%	8%	12%	44%	20%
3	17	Character & self-respect	4%	4%	24%	28%	12%	28%
4	16	Pride in work-self-worth	8%	8%	16%	24%	12%	32%
5	6	Examine & use information	4%	8%	20%	32%	8%	28%
6	8	Respect workers/neighbors	4%	4%	24%	32%	16%	20%
7	1	Citizenship	4%	4%	28%	28%	16%	20%
8	11	Desire to learn	4%	12%	24%	40%	12%	8%
9	13	Health & safety	4%	24%	28%	28%	12%	4%
10	10	Money management	4%	20%	44%	16%	8%	8%
11	9	Vocational education	12%	28%	16%	24%	8%	12%
12	2	Respect other cultures	16%	12%	28%	32%	8%	4%
13	5	Democratic ideals	12%	16%	40%	24%	4%	4%
14	15	Job selection	20%	12%	44%	12%	8%	4%
15	14	Culture & beauty	4%	52%	12%	20%	12%	0
16	3	Understand change	4%	40%	36%	16%	4%	0
17	7	Family living	28%	24%	28%	12%	8%	0
18	12	Use leisure time	40%	44%	16%	0	0	0

*5 = greatest importance
 4 = above average in importance
 3 = average in importance

2 = below average in importance
 1 = very little importance
 0 = no importance

Table 17
 PRIORITY RATING* OF EDUCATIONAL GOALS BY STUDENTS

Student Priority Rank	Goal No.	Goal Statement	0	1	2	3	4	5
1	9	Vocational education	0	12%	36%	4%	8%	40%
2.5	2	Respect other cultures	0	12%	28%	20%	20%	20%
2.5	17	Character & self-respect	0	8%	32%	20%	24%	16%
4.5	8	Respect workers/neighbors	0	12%	16%	44%	12%	16%
4.5	10	Money management	0	8%	24%	44%	4%	20%
6	4	Basic skills	0	16%	28%	24%	8%	24%
7	16	Pride in work/self-worth	0	8%	44%	20%	4%	24%
8.5	11	Desire to learn	0	12%	48%	24%	12%	4%
8.5	15	Job selection	0	24%	28%	28%	16%	4%
10.5	1	Citizenship	0	20%	40%	24%	12%	4%
10.5	6	Examine & use information	0	32%	24%	28%	4%	12%
12.5	3	Understand change	4%	20%	32%	36%	8%	0
12.5	7	Family living	4%	12%	56%	16%	8%	4%
14.5	13	Health & safety	0	36%	36%	16%	8%	4%
14.5	18	Mathematics and science	4%	40%	28%	8%	12%	8%
16	14	Culture & beauty	8%	28%	40%	12%	0	12%
17	5	Democratic ideals	8%	36%	32%	16%	4%	4%
18	12	Use leisure time	16%	44%	36%	4%	0	0

* 5 = greatest importance
 4 = above average in importance
 3 = average in importance

2 = below average in importance
 1 = very little importance
 0 = no importance

Table 18 shows the results of the Friedman Two-Way Analysis of Variance, which was the statistic used to test this hypothesis. Since the data involved more than nine subjects, the Chi-Square Rank was computed, and the Chi-Square table was used in testing for significance.

The null hypothesis was rejected at the .01 level of significance within the representative community group and the administrator group. The null hypothesis was rejected at the .05 level of significance within the teacher group. However, no significant difference was found within the student group, indicating that the students did not differ significantly in the assessment ranking of the 18 educational goals.

Further analysis of the assessment data is presented in Tables 19, 20, 21, and 22. The assessment percentages of the four groups are presented in these tables. Analysis was centered mainly on the assessment percentages of the five top priority goals ranked by each participant group.

As seen in Table 19, disagreement existed within the representative community group in assessing the top ranked goal, Goal 4, "Develop skills in reading, writing, speaking, and listening." Forty-eight percent of the community members assessed this goal as "Fair, but more needs to be done." Only 12% gave this goal a "Good--leave as is" rating, with 31% assessing this goal as "Poor" in being accomplished and 7% rating its accomplishment as "Extremely poor." One person, or 2% of the participants, felt that too much emphasis was being placed on this goal.

Table 18
 FRIEDMAN TWO-WAY ANALYSIS OF EDUCATIONAL GOALS
 ASSESSMENT RANKED BY PARTICIPANT GROUPS

Group	Chi-Square Rank	Degrees of Freedom	Subjects
Representative Community	72.97*	17	42
Administrator	42.25*	17	25
Teacher	31.74**	17	25
Student	25.262	17	25

*Significant at the .01 level.

**Significant at the .05 level.

Table 19

ASSESSMENT RATING* OF EDUCATIONAL GOALS BY COMMUNITY MEMBERS

Community Priority Rank	Goal No.	Goal Statement	0	1	2	3	4	5
1	4	Basic skills	0	7%	31%	48%	12%	2%
2	11	Desire to learn	0	7%	33%	33%	26%	0
3	18	Mathematics & science	0	10%	26%	36%	29%	0
4	6	Examine & use information	0	5%	21%	57%	17%	0
5	16	Pride in work/self-worth	0	12%	14%	60%	14%	0
6	17	Character & self-respect	10%	5%	21%	38%	26%	0
7	1	Citizenship	0	0	14%	6-7%	26%	0
8	15	Job selections	0	2%	29%	36%	31%	2%
9	8	Respect workers/neighbors	2%	12%	17%	41%	29%	0
10	5	Democratic ideals	2%	0	21%	41%	36%	0
11.5	9	Vocational education	0	2%	19%	24%	55%	0
11.5	13	Health & safety	2%	5%	5%	26%	62%	0
13	14	Culture & beauty	0	2%	19%	41%	38%	0
14	10	Money management	5%	0	31%	48%	17%	0
15	3	Understand change	0	2%	12%	45%	41%	0
16	2	Respect other cultures	5%	0	12%	52%	31%	0
17	7	Family living	45%	7%	5%	21%	19%	2%
18	12	Use leisure time	36%	2%	21%	17%	24%	0

*5 = "Too much is being done"

4 = "Good--leave as is"

3 = "Fair--but more needs to be done"

2 = "Poor"

1 = "Extremely poor"

0 = "No responsibility"

In the second priority goal--Goal 11, "Develop a desire for learning now and in the future," 33% of the community members rated this goal at only "fairly" accomplished and 33% rated it as "poorly" accomplished. Seven percent of the participants felt the accomplishment of this goal was "extremely poor." Only 26% of the community members felt that the emphasis placed on this goal in the educational program was "Good--leave as is."

Third in priority was Goal 18, "Develop skills in mathematics." Over half of the participants assessed this goal at either "Fair--but more needs to be done," 36%, or "Good--leave as is," 29%. However, 26% of the community members felt that this goal was "Poor" in accomplishment, with 10% giving it an "Extremely poor" assessment. Significant disagreement existed within the community members as to the assessment of the remaining goals. It should be noted the high percentage of "No responsibility" on the part of the school system toward accomplishing Goal 7, "Understand and practice the skills of family living," and Goal 12, "Learn how to use leisure time." A large percentage of the people in the community, 45% and 36%, respectively, felt that the school system had no responsibility to accomplish these two goals.

As with the community members, the administrator group ranked Goal 4, "Develop skills in reading, writing, speaking, and listening," as the top priority goal for the school system. The assessment percentage by administrators for this goal and the remaining goals can be seen in Table 20. A very high percentage of the administrators, 60%, assessed this goal as being accomplished "Fair--but more needs to be

Table 20
ASSESSMENT RATING* OF EDUCATIONAL GOALS BY ADMINISTRATORS

Admin. Priority Rank	Goal No.	Goal Statement	0	1	2	3	4	5
1	4	Basic skills	0	0	24%	60%	12%	4%
2	8	Respect workers/neighbors	0	4%	32%	60%	4%	0
3	16	Pride in work/self-worth	0	8%	32%	48%	12%	0
4	18	Mathematics & science	0	4%	8%	72%	12%	4%
5	1	Citizenship	0	0	12%	80%	8%	0
6	17	Character & self-respect	0	4%	36%	52%	8%	0
7	11	Desire to learn	0	8%	40%	40%	12%	0
8	6	Examine & use information	0	0	36%	44%	20%	0
9.5	5	Democratic ideals	0	0	24%	32%	44%	0
9.5	9	Vocational education	4%	4%	20%	24%	48%	0
11.5	7	Family living	0	20%	24%	48%	8%	0
11.5	10	Money management	0	4%	28%	52%	16%	0
13	15	Job selections	0	0	16%	60%	24%	0
14	13	Health & safety	0	0	12%	28%	60%	0
15	2	Respect other cultures	0	0	16%	48%	36%	0
16	12	Use leisure time	8%	4%	16%	32%	40%	0
17	14	Culture & beauty	4%	8%	12%	36%	40%	0
18	3	Understand change	0	8%	16%	44%	32%	0

*5 = "Too much is being done" 2 = "Poor"
 4 = "Good--leave as is" 1 = "Extremely poor"
 3 = "Fair--but more needs to be done" 0 = "No responsibility"

done;" 12% as "Good--leave as is;" and 4% as "Too much is being done." Only 24% assessed this goal as being poorly accomplished by the school system.

The same high percentage of administrators, 60%, assessed the second priority goal--Goal 8, "Learn to respect and get along with people with whom we work and live," as being accomplished "Fair--but more needs to be done." Only 4% gave this goal a "Good--leave as is" rating, with 32% assessing the accomplishment of this goal as "Poor" and 4% as "Extremely poor."

The third priority goal--Goal 16, "Develop pride in work and a feeling of self-worth," received 48% of the administrators rating its accomplishment as "Fair--but more needs to be done," with 32% assessing it as "Poor" and 8% as "Extremely poor." Twelve percent of the participants felt that the accomplishment of this goal by the school system was "Good--leave as is."

The fourth goal in priority by administrators was Goal 18, "Develop skills in mathematics and science." This goal was assessed as follows: 72% rated it "Fair--but more needs to be done;" 12% rated it "Good--leave as is." Only 4% rated the accomplishment of this goal as being "Too much is being done," with 8% rating its accomplishment as "Poor" and 4% as "Extremely poor."

Goal 1, "Learn how to be a good citizen, was fifth in prioritization by administrators and received a favorable assessment, wherein 80% of the participants assessed this goal as being fairly accomplished and 8% as being "Good--leave as is." Only 12% felt that this goal was being accomplished poorly by the school system.

Although administrators tended to be in more agreement as to the assessment of the goals than the representative community group, there still existed a significant difference within the administrator group as to the degree of accomplishment of the 18 educational goals.

Table 21 shows the assessment percentages of the 18 educational goals by the teacher group. As with community members and administrators, Goal 4, "Develop skills in reading, writing, speaking, and listening," was the top priority goal ranked by the teachers. Assessment of this goal was as follows: 48% rated it "Fair--but more needs to be done;" 28% rated it "Good--leave as is;" 4% felt that "Too much is being done;" 16% rated its accomplishment as "Poor;" and 4%, as "Extremely poor."

Goal 18, "Develop skills in mathematics and science," was second in priority ranking by the teachers. Sixty-four percent of the participants assessed this goal as being accomplished "Fair--but more needs to be done," with 20% rating it "Good--leave as is," and 4% indicating that too much emphasis has been placed on accomplishing this goal. The remaining 12% of the participants gave a "Poor" rating to the accomplishment of this goal.

Third in priority was Goal 17, "Develop good character and self-respect." The assessment of this goal was as follows: 52%, "Fair--but more needs to be done;" 20%, "Good--leave as is;" 16%, "Poor;" and 4%, "Extremely poor." Eight percent of the participants felt that the school had "No responsibility" toward accomplishing this goal.

Goal 16, "Develop pride in work and a feeling of self-worth," the fourth priority goal ranked by the teachers, had a similar assessment

Table 21
ASSESSMENT RATING* OF EDUCATIONAL GOALS BY TEACHERS

Teacher Priority Rank	Goal No.	Goal Statement	0	1	2	3	4	5
1	4	Basic skills	0	4%	16%	48%	28%	4%
2	18	Mathematics & science	0	0	12%	64%	20%	4%
3	17	Character & self-respect	8%	4%	16%	52%	20%	0
4	16	Pride in work/self-worth	4%	4%	16%	56%	20%	0
5	6	Examine & use information	0	4%	24%	52%	20%	0
6	8	Respect workers/neighbors	0	0	12%	52%	36%	0
7	1	Citizenship	0	4%	8%	72%	16%	0
8	11	Desire to learn	0	8%	20%	48%	24%	0
9	13	Health & safety	4%	0	16%	24%	56%	0
10	10	Money management	4%	4%	28%	48%	16%	0
11	9	Vocational education	0	0	4%	48%	40%	8%
12	2	Respect other cultures	4%	0	16%	44%	36%	0
13	5	Democratic ideals	4%	16%	20%	32%	28%	0
14	15	Job selections	0	8%	12%	40%	40%	0
15	14	Culture & beauty	0	8%	20%	52%	16%	4%
16	3	Understand change	0	8%	16%	28%	48%	0
17	7	Family living	24%	16%	12%	20%	24%	4%
18	12	Use of leisure time	16%	16%	12%	24%	24%	8%

*5 = "Too much is being done" 2 = "Poor"
 4 = "Good--leave as is" 1 = "Extremely poor"
 3 = "Fair--but more needs to be done" 0 = "No responsibility"

as the previous goal. Rating this goal as "Fair--but more needs to be done" were 56% of the participants, with 20% rating it "Good--leave as is," and 16% rating its accomplishment as "Poor." Only 4% of the participants rated this goal as "Extremely poor" in accomplishment, with 4% indicating that the school had "No responsibility" toward meeting this goal.

Fifth in priority was Goal 6, "Learn how to examine and use information." The teacher group assessed this goal as follows: 52% rated it "Fair, but more needs to be done;" 20% rated it "Good, leave as is;" 24% rated it "Poor;" and only 4% rated the accomplishment of this goal by the school system as "Extremely poor." It should be noted the high percentage of "No responsibility" which the teachers gave to the last two priority goals--Goal 7, "Understand and practice the skills of family living," which received 24% and Goal 12, "Learn how to use leisure time," which received 16% of the teacher participants indicating that the school system had no responsibility toward accomplishing these goals.

The student group's assessment percentages of the 18 educational goals are shown in Table 22. Top priority was given by the students to Goal 9, "Develop skills to enter a specific field of work." The students assessed this goal as follows: 48% rated it "Fair, but more needs to be done;" 24% rated it "Good, leave as is;" 12% rated it "Poor;" and 4%, "Extremely poor." Eight percent of the participants felt that too much emphasis was being placed on accomplishing this goal, and 4% felt that the school system had no responsibility toward meeting this goal.

Table 22
ASSESSMENT RATING* OF EDUCATIONAL GOALS BY STUDENTS

Student Priority Rank	Goal No.	Goal Statement	0	1	2	3	4	5
1	9	Vocational education	4%	4%	12%	48%	24%	8%
2.5	2	Respect other cultures	4%	24%	16%	28%	28%	0
2.5	17	Character & self-respect	0	4%	20%	56%	16%	4%
4.5	8	Respect workers/neighbors	0	8%	16%	40%	36%	0
4.5	10	Money management	0	8%	40%	16%	32%	4%
6	4	Basic skills	0	0	24%	40%	32%	4%
7	16	Pride in work/self-worth	0	4%	24%	52%	20%	0
8.5	11	Desire to learn	0	20%	24%	44%	12%	0
8.5	15	Job selection	4%	4%	16%	60%	16%	0
10.5	1	Citizenship	0	8%	52%	24%	16%	0
10.5	6	Examine & use information	0	12%	28%	44%	16%	0
12.5	3	Understand change	4%	0	20%	48%	24%	4%
12.5	7	Family living	12%	20%	24%	28%	12%	4%
14.5	13	Health & safety	0	16%	16%	28%	40%	0
14.5	18	Mathematics and science	4%	8%	12%	24%	44%	8%
16	14	Culture & beauty	8%	8%	32%	16%	36%	0
17	5	Democratic ideals	0	12%	20%	48%	20%	0
18	12	Use leisure time	12%	12%	20%	12%	28%	16%

*5 = "Too much is being done"
4 = "Good--leave as is"
3 = "Fair--but more needs to be done"

2 = "Poor"
1 = "Extremely poor"
0 = "No responsibility"

Goal 2, "Learn how to respect and get along with people who think, dress, and act differently," and Goal 17, "Develop good character and self-respect," both had the next highest priority mean, resulting in a tie for second priority ranking. Goal 2 was assessed by the students with 28% rating it as being accomplished "Fair, but more needs to be done;" 28% as "Good, leave as is;" 16% as "Poor;" 24% as "Extremely poor;" and 4% as "No responsibility" on the part of the school system. Goal 17 received 56% of the participants rating it as being accomplished "Fair, but more needs to be done;" 16% as "Good, leave as is;" 20% as "Poor;" and 4% as "Extremely poor." Four percent of the students felt that too much emphasis was being placed on this goal by the school system.

Having the same priority mean, Goal 8, "Learn to respect and get along with people with whom we work and live," and Goal 10, "Learn how to be a good manager of money, property and resources," tied for the fourth priority goal ranked by the students. As shown in Table 22, the student assessment of Goal 8 was as follows: 40% gave a "Fair, but more needs to be done" rating; 36% gave a "Good, leave as is" rating; 16% gave a "Poor" rating, and 8% rated this goal as "Extremely poor" in accomplishment. Goal 10 received a mixed assessment from the students in that 32% rated it "Good, leave as is;" 16%, "Fair, but more needs to be done," with 40% of the participants assessing this goal as being accomplished poorly and 8%, extremely poorly. Four percent of the students felt that too much emphasis was being placed on accomplishing this goal.

Summary

This chapter involved the presentation and analysis of the data collected in the study. Four main sections were discussed--Group Participation, Priority Ranking of Educational Goals, Assessment Ranking of Educational Goals, and Test of the Hypotheses.

The sample size for the study consisted of 117 participants in the following groups:

- (1) the representative community group--42 community members selected by an Indirect Control Selection Strategy;
- (2) the administrator group--25 administrators and supervisors connected with the academic program;
- (3) the teacher group--25 teachers selected by a proportionately stratified random selection procedure;
- (4) the student group--25 high school seniors who were 18 years of age or older selected by use of a table of random numbers.

Separate meetings for each group were conducted by the researcher. The study necessitated the cooperation of many people. A substantial amount of data was collected as a result of the fine cooperation received from all participants.

Major similarities were presented and discussed in the sections on priority ranking and assessment ranking of educational goals. Tables were presented reflecting the priority and assessment rank order given to the educational goals by the four participant groups.

Five research questions were tested: (1) to ascertain if a significant difference existed in the expressed perceptions of community members, administrators, teachers, and students in the priority ranking

of 18 selected educational goals; (2) to ascertain if a significant difference existed in the expressed perceptions of the four groups of people in the assessment ranking of the educational goals; (3) to ascertain if a significant difference existed between the total mean priority ranking and the total mean assessment ranking of the educational goals; (4) to ascertain if a significant difference existed within the four participant groups in the priority ranking of the educational goals; and (5) to ascertain if a significant difference existed within the four participant groups in the assessment ranking of the educational goals.

The Kruskal Wallis One-Way Analysis of Variance was used to test hypotheses 1 and 2. The t test for independent samples was used in testing hypothesis 3 and the Friedman Two-Way Analysis of Variance was used to test hypotheses 4 and 5.

The null hypotheses of no difference between the four participant groups were rejected at the .05 level of significance. It was found that the participants differed significantly in their priority ranking of 11 of the 18 educational goals and in their assessment ranking of 3 of the 18 goals.

A significant difference at the .05 level was found between the total mean priority ranking and the total mean assessment ranking of 13 of the 18 educational goals. Four goals were found to have significant positive t values, which means that these goals had a higher priority mean than the corresponding assessment mean.

In testing the fourth hypothesis, a significant difference was found at the .01 level within each of the participant groups in the priorities given to the 18 educational goals. The last null hypothesis was rejected at the .01 level as a significant difference was found within the representative community group and within the administrator group. Within the teacher group, the null hypothesis was rejected at the .05 level of significance. However, no significant difference was found within the student group, as students tended to agree on their assessment ranking of the 18 educational goals.

Also presented and discussed in this chapter were the priority and assessment percentages by group that each goal received from the participants. This analysis was included in this chapter to indicate the percent of agreement and disagreement that existed within each participant group.

Chapter 5

FINDINGS, IMPLICATIONS, AND RECOMMENDATIONS

The purpose of this study was to engage citizens, educators, and students in the prioritization and assessment of unified educational goals for public schools. Specifically, the study was undertaken to provide needed information which could assist school board members in their decision-making on the future directions of a selected school system.

The data collected in this study were tested and analyzed in the preceding chapter. This chapter will include the findings, implications, and recommendations for further research.

Findings

The findings of this study that were considered to be most significant are summarized below.

1. A significant difference was found in the priority ranking of 11 of the 18 educational goals. Students differed the most from the other three groups in assigning priorities to the educational goals.
2. In comparing priority ranks based on mean scores, community members, administrators, and teachers ranked Goal 4, "Develop skills in reading, writing, speaking, and listening," as the top priority goal for the selected school system. Students ranked Goal 9, "Develop skills to enter a specific field of work," as top priority.

3. Community members, teachers, and students ranked Goal 12, "Learn how to use leisure time," as last in priority. Administrators ranked Goal 3, "Learn about and try to understand the changes that take place in the world," as the lowest in priority.
4. Of the six comparison groups, administrators and teachers were the most congruent in ranking 11 of the 18 goals similarly. Community members and students were the least congruent in the priority ranking of the educational goals.
5. A significant difference was found in the assessment ranking of three of the educational goals: Goal 1, "Learn how to be a good citizen;" Goal 8, "Learn to respect and get along with people with whom we work and live;" and Goal 12, "Learn how to use leisure time." As with the priority rankings, the students differed the most from the other three groups in the assessments given to the goals.
6. In comparing assessment ranks based on mean scores, community members and administrators felt that Goal 13, "Practice and understand the ideas of health and safety," were being accomplished most in the educational program. Community members, administrators, and students ranked Goal 9, "Develop skills to enter a specific field of work," as second in accomplishment. The teachers also gave high assessments to these goals.
7. Community members felt that Goal 4, "Develop skills in reading, writing, speaking, and listening," their top priority goal, was being accomplished the least of the 18 educational goals.

8. Of the six comparison groups, community members and administrators were the most congruent in their assessment of the 18 educational goals--having assessed 10 of the 18 goals similarly. The students assessed only six goals similarly with the representative community group and the teacher group and were the least congruent of the comparison groups.
9. Of the five top priority goals, based on the total priority mean rank, the top priority goal--Goal 4, "Develop skills in reading, writing, speaking, and listening," and the third priority goal--Goal 18, "Develop skills in mathematics and science," were in the cognitive domain and had an academic orientation. The second priority goal--Goal 16, "Develop pride in work and a feeling of self-worth," the fourth priority goal--Goal 17, "Develop good character and self-respect," and the fifth priority goal--Goal 11, "Develop a desire for learning now and in the future," were in the affective domain.
10. Based on the total priority mean rank, only two of the first seven goals were similar to the famed Seven Cardinal Principles--command of fundamental processes and development of ethical character. The other cardinal principles--health, worthy home membership, vocation, citizenship, and worthy use of leisure time--were ranked lower in priority, with Goal 12, "Learn how to use leisure time," ranked last in priority.
11. Based on the total assessment mean rank, Goal 12, "Practice and understand the ideas of health and safety," had the highest

assessment mean, which meant that the four groups felt that this goal was being accomplished the most by the educational program. Second in assessment was Goal 9, "Develop skills to enter a specific field of work;" third, Goal 3, "Learn about and try to understand the changes that take place in the world;" fourth, Goal 2, "Learn how to respect and get along with people who think, dress, and act differently;" and fifth, Goal 12, "Learn how to use leisure time."

12. The five top priority goals received low assessment ratings from the four groups, which meant that the participants felt that the important goals were not being accomplished satisfactorily.
13. Four of the 18 educational goals received significant positive t values, which meant that the assessment mean was lower than the priority mean for each of the following goals: Goal 4, "Develop skills in reading, writing, speaking, and listening;" Goal 11, "Develop a desire for learning now and in the future;" Goal 16, "Develop pride in work and a feeling of self-worth;" and Goal 17, "Develop good character and self-respect."
14. A significant difference was found within each of the participant groups regarding the priorities given to the 18 educational goals.
15. A significant difference was found within the representative community group, the administrator group, and the teacher group regarding the assessment rankings given to the 18 educational

goals. However, no significant difference was found within the student group as students tended to assess the educational goals similarly.

Implications

Implications for Board of Education Members

The members of the Board of Education together with the superintendent are charged with the responsibility of providing quality education which meets the needs of the community it serves. Information as to the priorities placed on educational goals by the members in the community is essential to assist Board members in the decision-making process. Without this information the Board members have little knowledge as to whether or not the instructional program is meeting the needs of the community. The prioritization and assessment of educational goals completed in this study provide this information. The 18 educational goals were listed in priority as ranked by community members, administrators, teachers, and students. Dividing the 18 priority ranked goals into thirds for discussion purposes, the results of this study imply that the Board of Education has the support of community members, administrators, teachers, and students in implementing the top third priority ranked goals. This study also indicates those goals (the bottom third) which should have little emphasis placed on them in the instructional program. Community members, administrators, and teachers tended to agree on the prioritization and assessment of the top-ranked goals. Disagreement was mainly reflected in the student group.

Based on this study, the 18 educational goals received generally low assessment ratings from the four participant groups, which imply dissatisfaction on the part of the participants as to the degree of accomplishment of these goals. The Board of Education needs to identify target goals--those goals which received top priority but low assessment--and develop effective ways to better accomplish those goals. Four goals were identified in the findings of this study which might be considered as target goals: Goal 4, "Develop skills in reading, writing, speaking, and listening;" Goal 11, "Develop a desire for learning now and in the future;" Goal 16, "Develop pride in work and a feeling of self-worth;" and Goal 17, "Develop good character and self-respect."

The reasons behind the low assessment ratings were not ascertained in this study. However, the low assessment ratings may have been caused by insufficient funds to purchase needed instructional material; by lack of emphasis on accomplishing important goals; by poor organization, planning, and implementation; or by a lack of communication among all groups. Whatever the reasons, the results of this study imply that attention needs to be given to improving the channels of communication among community members, administrators, teachers, and students.

The moderate response by the community to participate in a study of this kind indicates a need to develop better public relations between the school system and the community. The Educational Planning Model provides effective ways to communicate to the public, the school staff, and the student body by including these people in the development of a quality educational program.

Implications for Administrators

Principals, assistant principals, supervisors, and central office personnel have a major role in the translation of educational goals and the implementation of instructional programs designed to achieve those goals. Unless the goals identified by the Board of Education are accepted as rational educational strategies by administrators, those goals have little chance in being effectively accomplished in the instructional program. This study provided input from administrators representative of all educational grade levels.

The results of this study indicate that administrators tended to agree with community members and teachers as to the prioritization and assessment of most of the 18 educational goals.

As found in this study, administrators and teachers agreed on the priority ranking of 11 of the 18 goals, which implies that both groups think similarly as to which goals are important for the school system.

However, as this study indicates, a significant difference was found within the administrator group on the prioritization and assessment of the educational goals. Administrators tended to agree on the top-ranked and bottom-ranked goals, but disagreed on the priorities given to the goals ranked in the middle section. The majority of administrators tended to rate the assessment of the educational goals as "Fair, but more needs to be done," which indicates dissatisfaction as to the level of accomplishment of the goals.

Administrators must work together with the Board members, the superintendent, and the teachers to better implement top priority goals.

Implications for Teachers

Teachers have a direct association with the instructional program and are designated to actually implement the curriculum. Accordingly, the teacher has the ultimate responsibility of correcting deficiencies in the teaching-learning process. The importance of the teacher's role in implementing curriculum policies cannot be overemphasized. Consequently, it is imperative that teachers be included in goal prioritization and assessment processes. This study included input from teachers at all educational grade levels.

As with the representative community group and the administrator group, the teacher group gave top priority rank to Goal 4, "Develop skills in reading, writing, speaking, and listening." The total rating given to this goal by the teachers resulted in a mean of 4.32, which implies that great importance should be given to this goal in the instructional program. Second in priority by the teacher group was Goal 18, "Develop skills in mathematics and science," which, coupled with Goal 4, is highly supportive of the "back-to-the-basics" movement.

This study found that the participating teachers were generally in agreement with community members and administrators in the priority ranking of the 18 educational goals. They agreed with the community members that Goal 12, "Learn how to use leisure time," should be last in priority.

In the assessment of goals, teachers were also in general agreement with community members and administrators in the assessment of most goals. They agreed with these two groups that Goal 9 "Develop skills

to enter a specific field of work," and Goal 13, "Practice and understand the ideas of health and safety," were accomplished the most by the school system.

A significant difference was found in this study from within the teacher group on the priority ranking of some of the 18 educational goals. General agreement was found in the top-ranked goals; however, teachers did not agree on the priorities given to the remaining goals with the exception of Goal 12, "Learn how to use leisure time," which was ranked last in priority by the teachers. All of the teachers who participated in this study rated Goal 12 below average in importance.

This study also found a significant difference within the teacher group on the assessment of the 18 educational goals. Of greatest significance, however, was the high percentage of teachers who gave a "No responsibility" rating to two goals: Goal 7, "Understand and practice the skills of family living," and Goal 12, "Learn how to use leisure time." Twenty-four percent of the teachers felt Goal 7 should not be the responsibility of the school system and 16% felt that Goal 12 should not be included in the curriculum.

As found in this study in the total mean priority ranking, three of the five most important goals selected by the participants are classified as affective-domain goals. This finding implies that teachers must be prepared to motivate students toward affective learning. Additional training, such as, in-service, may be necessary to implement affective-domain goals.

Implications for Students

The one who sits in the seat in the classroom is the most affected by the goals selected to be top priority. Those goals must fulfill the hierarchy of needs of the students. As learners, students have valuable perspectives regarding the educational needs of the school system.

As found in this study, the students ranked as the top priority goal, Goal 9, "Develop skills to enter a specific field of work." Obviously, students are concerned about--and therefore have placed major importance on--being able to get a job upon graduation. Goal 17, "Develop good character and self-respect," tied for second priority with Goal 2, "Learn how to respect and get along with people who think, dress, and act differently," which indicates that students are concerned about, and see a need for developing, these values.

As found in this study, the student group differed most from the representative community group, the administrator group, and the teacher group in both prioritization and assessment of the 18 educational goals.

A significant difference was found in the priorities given to the goals from within the student group but not in the assessment ratings of the goals. This finding is interesting as the student group was the only group to be in agreement on the assessment of the 18 educational goals.

To ascertain the reasons why the students differed so markedly from the other three groups in their prioritization and assessment of the goals was not within the scope of this study. Certainly it would behoove Board members, administrators, and teachers to find out why the students felt as they did toward the 18 educational goals.

Recommendations

Based on the findings, the following are recommendations for further study:

1. In view of the moderate response by the community members, especially in the occupations of craftsmen, operatives, and laborers, replication of this study is suggested with greater representation from these occupations.
2. Research studies are limited by many factors. Design variables such as the choice of school districts, the people sampled, and the instruments used are only three such factors which could be altered. Further research using the Educational Planning Model is highly recommended in other school districts.
3. Research should be directed to discover why students consistently differed from community members, administrators, and teachers in the priorities and assessments given to the educational goals. Are their views affected by their peers, by their parents, or by doing the opposite of what they think others will do?
4. This study involved Phase I of the Educational Planning Model. In view of the findings of this study, it is strongly recommended that Phase II and Phase III be implemented in the selected school system to bridge the gap between what is being done and what should be done according to the perceptions of the people in the community.

5. Further research needs to be done as to the reasons behind the low assessment ratings given to the 18 educational goals. Are the low ratings caused by insufficient funds to purchase needed instructional material; by lack of emphasis on accomplishing important goals; by poor organization, planning, and implementation; or by a lack of communication between the educators and the public?
6. Research is needed to determine effective ways to communicate to the public, the school staff, and the student body about programs which are implemented to meet the educational goals of the school system. Too often, new programs and methods are introduced and tried in school systems without emphasizing to the public the purposes of these programs. The Educational Planning Model offers excellent opportunity to develop better public relations with the members of the community, educators, and students. By working together in using this model, channels of communication are open. It is recommended that any school system seeking to gain public support for its programs should study and use the many opportunities suggested in this model to create better public relations in the community.

BIBLIOGRAPHY

References

- American Association of School Administrators. Imperatives in education. Washington, D. C.: American Association of School Administrators, 1966.
- Budnik, T. J. An estimate of the reliability of a technique of increasing educational accountability through goal and analysis involving community, staff, and students. Journal of Educational Research, 1978, 71, 251-261.
- Bugher, W. K. & Tippy, C. E. Educational planning model. Phase I manual. Bloomington, Indiana: Phi Delta Kappa, 1978.
- Church, R. L., & Sedlak, M. W. Education in the United States: An interpretive history. New York: The Free Press, 1976.
- Cole, W. L. The ranking & perceptions of educational goals as determined by groups within a high school district. Doctoral dissertation, Arizona State University, 1974.
- Conant, J. B. The American high school today. New York: McGraw-Hill, 1959.
- Douglass, H. R. Secondary education for youth in modern America. Washington, D. C.: A Report to the American Youth Commission of the American Council on Education, 1937.
- Downey, L. The task of the public school as perceived by regional sub-publics. Doctoral dissertation, University of Chicago, 1959.
- Educational Policies Commission. The purposes of education in American democracy. Washington, D. C.: American Council on Education, 1938.

- Educational Policies Commission. Education for all american youth--a further look. Washington, D.C.: National Education Association of the United States and American Association of School Administrators, 1944.
- Educational Policies Commission. Education for all american children. Washington, D.C.: National Education Association of the United States and American Association of School Administrators, 1952.
- Educational Policies Commission. The central purpose of american education. Washington, D.C.: National Education Association, 1961.
- Franklin, H. Community involvement and educational goal ranking and program assessment procedures in two Indiana school corporations. Doctoral dissertation, Indiana University, 1974.
- French, W. M. Education for all. New York: Odyssey, 1955.
- Gallup, G. H. The 10th annual Gallup poll. Phi Delta Kappan, 60:1:33-45, 1978.
- Goldberg, H. Community control at the crossroads. Presentation at the American Association of School Administrators' Annual Convention, Atlantic City, N.J., 1971.
- Good, C. V. Dictionary of education (3rd ed.). New York: McGraw-Hill, 1973.
- Greenfiels, T. B. and others. Developing school systems planning, organization and personnel. New York: McGraw-Hill, 1969.
- Kaufman, R. A. Educational system planning. Englewood Cliffs, New Jersey: Prentice Hall, Inc., 1972.

- Kaufman, R. A., & Harsh, J. R. Determining educational needs: An overview. Paper prepared for the Planned Leadership for Evaluative Development of Goals for Education (PLEDGE) Conference, San Dimas, October 8-11, 1969. (ERIC Document Reproduction Service No. ED 029-631).
- Johnson, J. A.; Collins, H. W., Dupuis, V. L., Johnssen, J. H. Introduction to the foundations of American education (3rd ed.) Boston: Allyn and Bacon, Inc., 1976.
- Mayer, F. History of educational thought. Columbus, Ohio: Merrill, 1960.
- Merrins, J. M. A national study of educational goals: The relationship among educational goal priorities and select demographic characteristics of urbanization and economic development. Doctoral dissertation, Indiana University, 1979.
- Neff, J. L. A study of the priorities of goals and needs in two selected school districts. Doctoral dissertation, Miami University, 1973
- Parent-Teachers Association. The poor, the school and the PTA. Chicago, Illinois: National Congress of Parents and Teachers, 1969.
- Perkinson, H. J. The imperfect panacea: American faith in education, 1865-1965. New York: Random House, 1968.
- Perkinson, H. J. Two hundred years of American educational thought. New York: David McKay Company, Inc., 1976.
- Popham, W. J., & Sirotnik, K. A. Educational statistics--Use and interpretation (3 ed). New York: Harper & Row, Publishers, 1973.

Rose, B. K., Bugher, W., Balasek, J., Kelleher, J., & Nelken, I.

Educational goals and objectives: A model program for community and professional involvement. Bloomington, Indiana: Phi Delta Kappa, 1972.

Sanders, R. E. Prioritization of education goals and assessment of needs in a selected school district in South Carolina. Doctoral dissertation, University of South Carolina, 1977.

Smith, M. M. A survey to identify and prioritize goals for the Bermudian educational system. Doctoral dissertation, Miami University, 1978.

Thayer, V. T., & Levit, M. The role of the school in American society. New York: Dodd, Mead & Company, 1966.

Toffler, A. Future shock. New York: Random House, 1970.

United States Department of Commerce, Bureau of the Census. Census of population: 1970. Volume 1, Characteristics of the population, part 44 Tennessee. Washington, D.C.: Government Printing Office, 1972.

APPENDICES

APPENDIX A

EAST TENNESSEE STATE UNIVERSITY
Johnson City, Tennessee
37601

COLLEGE OF EDUCATION
Department of Supervision and Administration

August 3, 1979

Mrs. Frank Knisley, Chairperson
Johnson City School System
Post Office Box 1517
Johnson City, TN 37601

Dear Mrs. Knisley:

As you know, I have been asked to assist Dr. J. Howard Bowers, Professor at East Tennessee State University, in the implementation of the first phase of the Educational Planning Model program. I am looking forward to working with the Board members, the administrators, the teachers, and the students in the prioritization and assessment of educational goals for Johnson City.

Presently, I am a candidate for the Doctorate in Educational Administration at E.T.S.U. A research study is required in this program. I would like permission from the Board of Education to use the data collected in the Phase I project as part of my research study. A copy of my prospectus is enclosed. You will notice that no mention will be made in the study of the school system involved or of the individual responses. Complete anonymity is guaranteed.

I would greatly appreciate receiving permission from the Johnson City School Board to use the Phase I information in my study. Upon its completion, a full report of the findings will be made to the Board at your request.

Sincerely,

Mrs. Harriet D. Rogers

Enclosure

M E M O R A N D U M

TO: Johnson City School Board

FROM: Dr. J. Howard Bowers and Mrs. Harriet Rogers

DATE: September 20, 1979

SUBJECT: Appointment of Team members

We would like for you to complete the attached form, which is the first step in the Educational Planning Project for Johnson City.

Each Board member is asked to recommend ten people--one for each position specified on the form. When the forms are received, the person recommended most for each specified position will be selected to be on the Board/Administrative/Faculty Team. The purpose of this Team will be to nominate people from the community to be on the Representative Community Committee. The members of this Committee will then be asked to participate in the prioritization and assessment of educational goals for Johnson City.

Please complete the attached form and return it to Dr. Beach by Monday, October 1, so that work on the project may begin.

BOARD/ADMINISTRATIVE/FACULTY TEAM

<u>Position</u>	<u>Recommended Person</u>
1 Board member	_____
1 Superintendent (or his designee)	_____
1 Elementary supervisor/specialist	_____
1 Secondary supervisor/specialist	_____
1 Elementary school principal	_____
1 Elementary school teacher	_____
1 Junior High school principal	_____
1 Junior High school teacher	_____
1 High school principal	_____
<u>1</u> High school teacher	_____
10 Total	

Signed: _____

**JOHNSON CITY
PUBLIC SCHOOLS**

P.O. BOX 1517, JOHNSON CITY, TENNESSEE 37501

TED A. BEACH, SUPERINTENDENT
PHONE: 929-9124

SCHOOL BOARD MEMBERS

MRS. JEANE C. KNISLEY, CHAIRMAN
JOHN C. HOWREN, VICE-CHAIRMAN
JOHN R. BELL, SECRETARY
JOSEPH W. TALBERT, D.D.
MRS. H. A. WILLIAMS
MRS. CAROLYN J. VERRYAY
HARRY GIBSON

September 21, 1979

Dr. Howard Bowers
East Tennessee State University
Johnson City, TN 37601

Dear Dr. Bowers:

Thank you for your attendance at our special Board meeting on 19 September. Please consider this letter as official notification that the Johnson City Board of Education at a special session on 19 September, unanimously approved the First Phase of the Prioritization and Assessment of Educational Goals project and the request by Mrs. Harriet Rogers to utilize the data elected in Phase I for the purposes and under the conditions stipulated in Mrs. Rogers' letter to the Board.

We appreciate your continued interest in this matter. In my judgment, upon completion, this project has the potential to have a tremendous impact upon the Johnson City Public Schools for many years to come.

Thank you again for your valuable assistance and information. We look forward to working with you and with Mrs. Rogers on this project.

Sincerely,



Ted A. Beach, Superintendent
Johnson City Public Schools

TAB/jh

CC: Mrs. Rogers

MEMORANDUM

TO: Board/Administrative/Faculty Team

FROM: Dr. J. Howard Bowers and Mrs. Harriet D. Rogers *HDR*

DATE: October 9, 1979

SUBJECT: Recommendation of the Representative Community Group Members

You have been asked by the Johnson City School Board to assist us in the Educational Planning Project for Johnson City. This project involves the prioritization and assessment of educational goals specifically for Johnson City. The materials to be used in this project are those disseminated by Phi Delta Kappa.

At the meeting scheduled for Thursday, October 11, 1979, at 4:00 p.m. in the Dunbar Materials Center, we will discuss your participation in the project. To assist us in obtaining a fair representation of residents of Johnson City, you will be asked to complete the attached form. Nineteen people from the community in specified occupational areas need to be recommended by each of you. From the total number of names recommended, seventy-five names will be selected at random using a table of random numbers. The people selected at random will be asked to participate as the representative community group members in the prioritization and assessment of educational goals for Johnson City.

Please complete this form at your earliest convenience and return it in the enclosed stamped, self-addressed envelope. If you have any questions regarding the completion of this form, please contact:

Mrs. Harriet D. Rogers
 Educational Planning Project Coordinator
 Office: 929-4431 or 929-4200 (ETSU)
 Home: 926-9224 (Johnson City)

hdr

Enclosures

NAME _____

JOHNSON CITY
REPRESENTATIVE COMMUNITY GROUP

<u>Occupation</u>	<u>Names and Addresses</u>	
<u>Professional &/or Technical</u> (3) (except public school educators)		
<u>Managers &/or Administrators</u> (2) (except public school educators)		
<u>Sales Workers</u> (2)		
<u>Clerical Workers</u> (3)		
<u>Craftsmen &/or Foremen</u> (2)		
<u>Operatives</u> (3)		
<u>Laborer</u> (1)		
<u>Service Workers</u> (2)		
<u>Private Household Worker</u> (1)		

Page 2

Johnson City
Representative Community Group

Of the 19 people recommended: 18 must be of Caucasian origin
1 must be of a racial/ethnic minority.

Of the 19 people recommended: 11 must be males
8 must be females.

If you have any questions regarding the completion of this form, please contact:

Mrs. Harriet D. Rogers
Educational Planning Project Coordinator
Office: 929-4431 or 929-4200 (ETSU)
Home: 926-9224 (Johnson City)

MEMORANDUM

TO: Central Office Personnel, Principals, and Assistant Principals
 FROM: Ted A. Beach, perintendent *TAB*
 DATE: October 19, 1979
 SUBJECT: Prioritization and Assessment of Educational Goals

The Board of Education is requesting your participation in the Educational Planning Project for Johnson City. This project involves the prioritization and assessment of educational goals by four separate groups of people: citizens, school administrators, teachers, and students. The materials to be used in this project are those disseminated by Phi Delta Kappa.

At the meeting scheduled for October 30 at 9:00 a.m. in the Dunbar Materials Center, you will be asked to participate in the prioritization of the 18 educational goals which are stated on the attached sheet. At that meeting, you will also be asked to look at each of the goals and answer the question: "In my opinion, how well are current programs meeting this goal?"

This is a very important meeting, and your participation in this project will assist us in establishing priority goals for our school system. If you have any questions regarding this project or cannot be present at the meeting, please contact:

Mrs. Harriet D. Rogers
 Educational Planning Project Coordinator
 Office: 929-4431 or 929-4200 (ETSU)
 Home: 926-9224 (Johnson City)

hdr

Enclosure

An additional meeting has been scheduled for 2:00 p.m. in the Dunbar Materials Center for Assistant Principals and other administrators who cannot attend the 9:00 a.m. meeting.

MEMORANDUM

TO: Selected Teachers
FROM: Ted A. Beach, Superintendent *TAB*
DATE: October 19, 1979
SUBJECT: Prioritization and Assessment of Educational Goals

The Board of Education is requesting your participation in the Educational Planning Project for Johnson City. This project involves the prioritization and assessment of educational goals by four separate groups of people: citizens, school administrators, teachers, and students. The materials to be used in this project are those disseminated by Phi Delta Kappa.

At the meeting scheduled for Wednesday, October 31, at 3:15 p.m. in the Dunbar Materials Center, you will be asked to participate in the prioritization of the 18 educational goals which are stated on the attached sheet. At that meeting, you will also be asked to look at each of the goals and answer the question: "In my opinion, how well are current programs meeting this goal?"

This is a very important meeting, and your participation in this project will assist us in establishing priority goals for our school system. If you have any questions regarding this project or cannot be present at the meeting, please contact:

Mrs. Harriet D. Rogers
Educational Planning Project Coordinator
Office: 929-4431 or 929-4200 (ETSU)
Home: 926-9224 (Johnson City)

hdr

Enclosure

October 18, 1979

Mrs. Wilma Miller
2607 Watauga Road
Johnson City, TN 37601

Dear Mrs. Miller:

The Johnson City Board of Education is requesting your participation in a valuable and unique process concerning the schools. Your assistance, in cooperation with other representative members of our community, is needed to help the district establish educational goals for learners.

We believe that this process will be different from many approaches to educational planning and will provide valuable information about directions the school system should be heading.

If you agree to provide this assistance to the district, we ask that you attend a community meeting scheduled on Tuesday, November 6, 1979, at 7:30 p.m. at the Science Hill High School cafeteria. The meeting will last approximately 1½ hours.

The purpose of this meeting is for a representative group from the community to arrange in priority 18 educational goals which are stated on the attached sheet. At that meeting, you will also be asked to look at each of the goals and answer the question: "In my opinion, how well are current programs meeting this goal?" We encourage you to discuss the goals with your friends and neighbors to get an idea of the goals which are important for the educational program for our schools.

We feel strongly that the schools belong to the people, that it is the responsibility of the members of the community to establish and rank educational goals. Once this is accomplished, it then becomes the responsibility of your school's professional staff to teach toward these goals.

We need your help, and we urge you to assist us in this vital activity by attending the meeting on November 6. Please take a moment now to tear off, complete, and mail in the enclosed stamped envelope the information at the bottom of this letter.

Sincerely,



Ted A. Beach, Superintendent
Johnson City Schools

hdr

Enclosures 2

MEMORANDUM

TO: Representative Community Committee

FROM: Ted A. Beach, Superintendent *T.A.B.*
Harriet D. Rogers, Project Coordinator

DATE: November 14, 1979

SUBJECT: Educational Planning Project

Many of you indicated that you would like to participate in the Johnson City Educational Planning Project but were unable to attend the meeting which was scheduled on November 6. We feel this project is of great importance in ascertaining what the community members feel are priority goals for the school system. For this reason, another meeting has been scheduled for Wednesday, November 14, at 7:30 p.m., in the Science Hill High School cafeteria. The meeting will last only one hour.

Our objective is to get a representative cross section of the citizens in our community. We need your help and assistance in this vital activity. Please plan to attend this very important meeting.

If you are unable to attend this meeting or would like further information concerning this project, please contact:

Mrs. Harriet D. Rogers
Office: 929-4431 (ETSU)
Home: 926-9224 (Johnson City)

hdr

APPENDIX B

The Purposes of Education in American Democracy

THE OBJECTIVES OF SELF-REALIZATION

The Inquiring Mind. The educated person has an appetite for learning.
Speech. The educated person can speak the mother tongue clearly.
Reading. The educated person reads the mother tongue efficiently.
Writing. The educated person writes the mother tongue effectively.
Number. The educated person solves problems of counting and calculating.
Sight and Hearing. The educated person is skilled in listening and observing.
Health and Knowledge. The educated person understands the basic facts concerning health.
Health Habits. The educated person protects his own health and that of his dependents.
Public Health. The educated person works to improve the health of the community.
Recreation. The educated person is participant and spectator in many sports and pastimes.
Intellectual Interests. The educated person has mental resources for the use of leisure.
Esthetic Interests. The educated person appreciates beauty.
Character. The educated person gives responsible direction to his own life.

THE OBJECTIVES OF HUMAN RELATIONSHIPS

Respect for Humanity. The educated person puts human relationships first.
Friendships. The educated person enjoys the rich, sincere, and varied social life.
Cooperation. The educated person can work and play with others.
Courtesy. The educated person observes the amenities of social behavior.
Appreciation of the Home. The educated person appreciates the family as a social institution.
Conservation of the Home. The educated person conserves family ideals.
Homemaking. The educated person is skilled in homemaking.
Democracy in the Home. The educated person maintains democratic family relations.

THE OBJECTIVES OF ECONOMIC EFFICIENCY

Work. The educated producer knows the satisfaction of good workmanship.
Occupational Information. The educated producer understands the opportunities for jobs.
Occupational Choice. The educated person has selected his occupation.
Occupational Efficiency. The educated producer succeeds in his chosen vocation.
Occupational Adjustment. The educated producer maintains and improves his own efficiency.
Occupational Appreciation. The educated producer appreciates the social value of his work.
Personal Economics. The educated consumer plans the economics of his own life.
Consumer Judgment. The educated consumer develops standards for guiding his expenditures.
Efficiency in Buying. The educated consumer is an informed and skillful buyer.
Consumer Protection. The educated consumer takes measures to safeguard his interests.

THE OBJECTIVES OF CIVIC RESPONSIBILITY

Social Justice. The educated citizen is sensitive to the disparities of human circumstance.
Social Activity. The educated citizen acts to correct unsatisfactory conditions.
Social Understanding. The educated citizen seeks to understand social structure and process.
Critical Judgment. The educated citizen has defenses against propaganda.
Tolerance. The educated citizen respects honest differences of opinion.
Conservation. The educated citizen has a regard for the nation's resources.
Social Application of Science. The educated citizen measures scientific advance.
World Citizenship. The educated citizen is a cooperating member of the world community.
Law Observance. The educated citizen respects the law.
Economic Literacy. The educated citizen is economically literate.
Political Citizenship. The educated citizen has unswerving loyalty to democratic ideals.

Note. Adapted from Johnson et al., 1976, pp. 319-320.

APPENDIX C

PLEASE NOTE:

Copyrighted materials in this document have not been filmed at the request of the author. They are available for consultation, however, in the author's university library.

These consist of pages:

126-135

University
Microfilms
International

300 N. ZEEB RD., ANN ARBOR, MI 48106 (313) 761-4700

VITA

HARRIET D. ROGERS

Personal Data: Date of Birth: May 1, 1945
 Place of Birth: Miami, Florida
 Marital Status: Married, Two Children

Education: University of Tennessee, Knoxville, Tennessee;
 Business Education, M.S., 1972.
 Florida State University, Tallahassee, Florida;
 Business Education, B.S., 1967.
 Miami-Dade Junior College, Miami, Florida;
 Executive Secretary, A.S., 1965.
 Public Schools, Miami, Florida.

Professional Experience: Assistant Professor, Southwest Virginia Community
 College, Richlands, Virginia, 1972-1976.
 Business Teacher, Knoxville Catholic High School,
 Knoxville, Tennessee, 1969-1971.

Honoraries and Citations: Phi Kappa Phi
 Phi Delta Kappa
 Delta Pi Epsilon

 Outstanding Young Woman of America, 1979.

 Outstanding Service Citation, VSSA, 1974.
 Commendation from Chancellor of Virginia Community
 College System, 1974.