

A STUDY OF THE PERCEPTIONS OF TEACHERS AND ADMINISTRATORS  
ON THE EFFECTIVENESS OF SELECTED PERSONNEL SERVICES  
IN THE KANAWHA COUNTY SCHOOL SYSTEM

by

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## TABLE OF CONTENTS

	Page
LIST OF TABLES . . . . .	vi
 Chapter	
1. INTRODUCTION . . . . .	1
STATEMENT OF THE PROBLEM . . . . .	4
SIGNIFICANCE OF THE STUDY . . . . .	6
DEFINITION OF TERMS . . . . .	6
LIMITATIONS . . . . .	8
PROCEDURES FOR THE STUDY . . . . .	9
ORGANIZATION OF THE STUDY . . . . .	10
2. REVIEW OF THE LITERATURE AND RESEARCH . . . . .	11
ORGANIZATIONAL STRUCTURE . . . . .	12
STAFF PROCUREMENT . . . . .	17
STAFF SELECTION . . . . .	19
STAFF DEVELOPMENT . . . . .	21
CONDITIONS OF SERVICE . . . . .	25
SUMMARY . . . . .	30
3. RESEARCH PROCEDURES . . . . .	32
POPULATION . . . . .	33
SAMPLING PROCEDURES . . . . .	34
DATA COLLECTION . . . . .	35
Conditions . . . . .	35
Instrument . . . . .	36

Chapter	Page
Procedures . . . . .	38
DATA PROCESSING . . . . .	38
4. RESULTS OF THE STUDY . . . . .	40
EMPLOYEES' PERCEPTIONS OF SELECTED PERSONNEL SERVICES . . . . .	43
Question Number One . . . . .	44
Organizational structure . . . . .	44
Staff procurement . . . . .	45
Staff selection . . . . .	45
Staff development . . . . .	48
Conditions of service . . . . .	48
Question Number Two . . . . .	51
Organizational structure . . . . .	51
Staff procurement . . . . .	54
Staff selection . . . . .	54
Staff development . . . . .	57
Conditions of service . . . . .	57
Question Number Three . . . . .	60
Organizational structure . . . . .	60
Staff procurement . . . . .	63
Staff selection . . . . .	63
Staff development . . . . .	66
Conditions of service . . . . .	66
Question Number Four . . . . .	72
Organizational structure . . . . .	72
Staff procurement . . . . .	72

Chapter	Page
Staff selection . . . . .	74
Staff development . . . . .	74
Conditions of service . . . . .	77
Question Number Five . . . . .	79
Organizational structure . . . . .	79
Staff procurement . . . . .	83
Staff selection . . . . .	83
Staff development . . . . .	83
Conditions of service . . . . .	86
Question Number Six . . . . .	88
Organizational structure . . . . .	92
Staff procurement . . . . .	93
Staff selection . . . . .	95
Staff development . . . . .	97
Conditions of service . . . . .	99
Question Number Seven . . . . .	104
Organizational structure . . . . .	107
Staff procurement . . . . .	107
Staff selection . . . . .	109
Staff development . . . . .	111
Conditions of service . . . . .	117
Question Number Eight . . . . .	132
5. SUMMARY, CONCLUSIONS AND IMPLICATIONS . .	135
SUMMARY . . . . .	135
CONCLUSIONS . . . . .	140

Chapter	Page
IMPLICATIONS . . . . .	142
BIBLIOGRAPHY . . . . .	144
APPENDIXES . . . . .	148
A. LETTER ACCOMPANYING QUESTIONNAIRE . . . . .	149
B. FOLLOW-UP LETTER . . . . .	150
C. QUESTIONNAIRE . . . . .	151
D. STANDARDS FOR SCHOOL PERSONNEL ADMINISTRATION . . . . .	161
E. TABLE OF THE TOTAL POPULATION, NUMBER OF EMPLOYEES SURVEYED, NUMBER RESPONDING, AND PERCENTAGE OF RESPONSES . . . . .	164
F. TABLE OF INTERCORRELATION BETWEEN DEMOGRAPHIC VARIABLES AND PERCEPTIONS OF SELECTED PERSONNEL SERVICES BY THE GROUPS OF EMPLOYEES SURVEYED . . . . .	165
VITA . . . . .	168
ABSTRACT	

## LIST OF TABLES

Table	Page
1. Elementary Teachers' Responses to Selected Personnel Services in Organizational Structure . . . . .	46
2. Elementary Teachers' Responses to Selected Personnel Services in Staff Procurement . . . . .	47
3. Elementary Teachers' Responses to Selected Personnel Services in Staff Selection . . . . .	49
4. Elementary Teachers' Responses to Selected Personnel Services in Staff Development . . . . .	50
5. Elementary Teachers' Responses to Selected Personnel Services in Conditions of Service . . . . .	52
6. Elementary Principals' Responses to Selected Personnel Services in Organizational Structure . . . . .	55
7. Elementary Principals' Responses to Selected Personnel Services in Staff Procurement . . . . .	56
8. Elementary Principals' Responses to Selected Personnel Services in Staff Selection . . . . .	58
9. Elementary Principals' Responses to Selected Personnel Services in Staff Development . . . . .	59
10. Elementary Principals' Responses to Selected Personnel Services in Conditions of Service . . . . .	61
11. Secondary Teachers' Responses to Selected Personnel Services in Organizational Structure . . . . .	64

Table	Page
12. Secondary Teachers' Responses to Selected Personnel Services in Staff Procurement . . . . .	65
13. Secondary Teachers' Responses to Selected Personnel Services in Staff Selection . . . . .	67
14. Secondary Teachers' Responses to Selected Personnel Services in Staff Development . . . . .	68
15. Secondary Teachers' Responses to Selected Personnel Services in Conditions of Service . . . . .	70
16. Secondary Principals' Responses to Selected Personnel Services in Organizational Structure . . . . .	73
17. Secondary Principals' Responses to Selected Personnel Services in Staff Procurement . . . . .	75
18. Secondary Principals' Responses to Selected Personnel Services in Staff Selection . . . . .	76
19. Secondary Principals' Responses to Selected Personnel Services in Staff Development . . . . .	78
20. Secondary Principals' Responses to Selected Personnel Services in Conditions of Service . . . . .	80
21. Central Office Administrators' Responses to Selected Personnel Services in Organizational Structure . . . . .	82
22. Central Office Administrators' Responses to Selected Personnel Services in Staff Procurement . . . . .	84
23. Central Office Administrators' Responses to Selected Personnel Services in Staff Selection . . . . .	85

Table	Page
24. Central Office Administrators' Responses to Selected Personnel Services in Staff Development . . . . .	87
25. Central Office Administrators' Responses to Selected Personnel Services in Conditions of Service . . . . .	89
26. Similar Positive (P) and Negative (N) Responses of more than 65% on Selected Personnel Services in Organizational Structure . . . . .	94
27. Similar Positive (P) and Negative (N) Responses of more than 65% on Selected Personnel Services in Staff Procurement . . . . .	96
28. Similar Positive (P) and Negative (N) Responses of more than 65% on Selected Personnel Services in Staff Selection . . . . .	98
29. Similar Positive (P) and Negative (N) Responses of more than 65% on Selected Personnel Services in Staff Development . . . . .	100
30. Similar Positive (P) and Negative (N) Responses of more than 65% on Selected Personnel Services in Conditions of Service . . . . .	102
31. The Importance of Each Personnel Service as Indicated by the Mean of the Item Which Was Calculated from the Responses of the Five Groups Surveyed . . . . .	105
32. Percentages of Significant Different Responses in Item One in the Area of Staff Procurement Which Focused on the Use of Job Descriptions for Vacancies . .	108
33. Percentages of Significant Different Responses in Item Two in the Area of Staff Selection Which Focused on Written, Probationary Appraisals Being Made and Discussed with Employees . .	110



34.	Percentages of Significant Different Responses in Item Three in the Area of Staff Selection Which Focused on Adequate Orientation, Supervision, and Inservice Training During the Probationary Period . . . . .	112
35.	Percentages of Significant Different Responses in Item Three in the Area of Staff Development Which Focused on the Availability of General School Policies to Employees . . . . .	113
36.	Percentages of Significant Different Responses in Item Six in the Area of Staff Development Which Focused on the Employee Appraisal Being Based on Specific Job Objectives . . . . .	115
37.	Percentages of Significant Different Responses in Item Seven in the Area of Staff Development Which Focused on the Establishment of Periodic Conferences on Employee Progress . . . . .	116
38.	Percentages of Significant Different Responses in Item Eight in the Area of Staff Development Which Focused on the Availability to the Employee of the Final Appraisal Form . . . . .	118
39.	Percentages of Significant Different Responses in Item One in the Area of Conditions of Service Which Focused on a Good Fringe Benefit Program . . . . .	120
40.	Percentages of Significant Different Responses in Item Four in the Area of Conditions of Service Which Focused on a Good Retirement Program . . . . .	121
41.	Percentages of Significant Different Responses in Item Six in the Area of Conditions of Service Which Focused on the Establishment of Leave Time for Professional Meetings . . . . .	123

Table	Page
42. Percentages of Significant Different Responses in Item Eleven in the Area of Conditions of Service Which Focused on the Competitiveness of the Salary Schedule with Other Local School Systems and Businesses . . . . .	124
43. Percentages of Significant Different Responses in Item Twelve in the Area of Conditions of Service Which Focused on the Development and Distribution of Written Grievance Procedures . . . . .	126
44. Percentages of Significant Different Responses in Item Thirteen in the Area of Conditions of Service Which Focused on Employee Input into the Formulation and Revision of Grievance Procedures . .	128
45. Percentages of Significant Different Responses in Item Fourteen in the Area of Conditions of Service Which Focused on the Development of Several Steps in the Grievance Procedures . . . . .	129
46. Percentages of Significant Different Responses in Item Seventeen in the Area of Conditions of Service Which Focused on Providing Adequate Assistance Before Employee Termination . . . . .	131

## Chapter 1

### INTRODUCTION

Education is a process of learning in which success depends on the quality of personnel in the school system. Therefore, one of the top priorities of a school system should be the development of effective practices which will enable it to recruit, develop, and retain productive personnel.

From the 1930's to the 1960's, programs of school personnel administration arose from near obscurity to programs which included the following: placement, assignment, staff development, evaluation, policy and procedure formulation, salary administration, record keeping, adjustment counseling, negotiations, and a variety of other activities.<sup>1</sup> In the past decade, school personnel administration programs have become even more complex because of legal and social factors.

Federal laws and controlling agencies have affected personnel practices in school systems. In 1967, the Fair Labor Standards Act, which included guidelines on minimum wages, overtime, and equal pay programs, was made

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<sup>1</sup>  
American Association of School Administrators, Profiles of the Administrative Team (Washington, D.C., 1971), pp. 76-77.

applicable to school employees.<sup>2</sup> In 1972, the Federal Government amended the Civil Rights Act of 1964 to include public school employees. Title VII of this Act established the Equal Employment Opportunity Commission (EEOC) to assist in the enforcement of guidelines which were developed to insure equal employment practices for all employees.<sup>3</sup> The Department of Labor also established the Office of Federal Contract Compliance (OFCC) to administer government regulations which provide equal employment opportunities in the area of government contracting. In some areas, Affirmative Action Programs were required to insure fair employment practices.<sup>4</sup>

Social factors in the school system have also affected personnel programs. In recent years, the emphasis on accountability in education has been of primary concern to school personnel administration programs. New activities such as differentiated staffing, grievance procedures, and collective negotiations have mainly been the responsibility

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<sup>2</sup>  
U.S. Department of Labor, Elementary and Secondary Schools Under the Fair Labor Standards Act, May, 1972 (Washington: Government Printing Office, 1972), pp. 3-9.

<sup>3</sup>  
U.S. Equal Employment Opportunity Commission, Affirmative Action and Equal Employment (Washington: Government Printing Office, 1973), 1, 4.

<sup>4</sup>  
Thompson Powers (ed.), Equal Employment Opportunity: Compliance and Affirmative Action (Washington, D.C.: National Association of Manufacturers and Plans for Progress, 1969), p. 17.

of the personnel office. The increase of teacher militancy, which has changed the entire decision-making process, has been a chief factor in the personnel program. The expansion of the educational program to include such areas as day-care services, vocational training, and community education has broadened the base of personnel programs.

The enlargement of school personnel programs and the influence of legal and social factors have created the need for school systems to review their personnel practices. Good employee morale in a school system often depends on successful development and implementation of effective personnel services. Castetter emphasized that one of the best methods to use in working on new problems in personnel administration is to adopt the best personnel practices available.<sup>5</sup>

By 1960, expansion of school personnel administration programs necessitated the development and adoption of national standards for personnel administration services by the American Association of School Personnel Administration (AASPA). In the following decade, these national standards were revised to meet the new legal and social factors which challenged school systems in the area of

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<sup>5</sup>  
William B. Castetter, *The Personnel Function in Educational Administration* (New York: The Macmillan Company, 1971), p. 8.

personnel administration.

In 1972, the Kanawha County School System, located in the vicinity of Charleston, West Virginia, completely reorganized its personnel administration program to provide more effective services to its employees. This study was developed to supply the Kanawha County School System with information on its employees' perceptions of the effectiveness of selected personnel services.

#### STATEMENT OF THE PROBLEM

The problem of this study was twofold. The first problem was to determine whether differences existed between elementary teachers, elementary principals, secondary teachers, secondary principals, and central office administrators in terms of their perceptions as to the effectiveness of selected personnel services in the Kanawha County School System. The second problem was to determine the relationship between selected personal characteristics of elementary teachers, elementary principals, secondary teachers, secondary principals, and central office administrators in the Kanawha County School System and their perceptions of the effectiveness of selected personnel services. The following questions were formulated as a guide for the development and implementation

of the study:

1. Which personnel services do elementary teachers perceive as being in the most and least need of improvement?
2. Which personnel services do elementary principals perceive as being in the most and least need of improvement?
3. Which personnel services do secondary teachers perceive as being in the most and least need of improvement?
4. Which personnel services do secondary principals perceive as being in the most and least need of improvement?
5. Which personnel services do central office administrators perceive as being in the most and least need of improvement.
6. Which perceptions of elementary teachers, elementary principals, secondary teachers, secondary principals, and central office administrators are similar regarding selected personnel services most and least in need of improvement?
7. Which perceptions of elementary teachers, elementary principals, secondary teachers, secondary principals, and central office administrators are different regarding selected personnel services most and least in need of improvement?

8. What are the relationships between the personal characteristics of the elementary teachers, elementary principals, secondary teachers, secondary principals, and central office administrators and their perceptions regarding selected personnel services most and least in need of improvement?

#### SIGNIFICANCE OF THE STUDY

This study was conducted in an attempt to provide the Kanawha County Board of Education with pertinent information to be used in evaluating the effectiveness of personnel services in the School System. Data were gathered from five professional groups of employees in the Kanawha County School System to aid the personnel department in planning and implementing new personnel services for county employees and to determine which personnel services currently in operation were perceived to be effective.

#### DEFINITION OF TERMS

For the purpose of this study, the following definitions were formulated:

Elementary teacher. A person certified by the state and employed on a full-time basis by the public school system to teach students in a school which housed



grades K through six.

Elementary principal. The individual designated by the board of education as the chief administrative officer in a school which housed grades K through six.

Secondary teacher. A person certified by the state and employed on a full-time basis by the public school system to teach students in a school which housed grades seven through twelve.

Secondary principal. The individual designated by the board of education as the chief administrative officer in a school which housed grades seven through twelve.

Central office administrator. Any person who has the position of superintendent, associate superintendent, assistant superintendent, director, coordinator, administrative assistant, or consultant in the school system.

Selected personnel services. Specific activities engaged in by the employing agency of the school system which were identified in the literature and by the American Association of School Personnel Administration as being important to the effectiveness of school personnel administration.

Perception. An individual's interpretation of a situation. In this study it was the interpretation of

elementary teachers, elementary principals, secondary teachers, secondary principals, and central office administrators of the effectiveness of selected personnel services in the Kanawha County School System.

Standards for school personnel administration. A list of goals established by the American Association of School Personnel Administration which have been determined to be general guidelines by which a personnel program should be operated. The five areas of personnel administration for which these goals have been established were: (1) organizational structure; (2) staff procurement; (3) staff selection; (4) staff development; and (5) conditions of service.

Personal characteristics. The selected personal characteristics of the school personnel used in this study were:

1. Job experience. The number of years in which a person had been employed in the Kanawha County School System.
2. Educational level. The highest degree held by the person being surveyed.

#### LIMITATIONS

This study was limited to the perceptions of elementary teachers, elementary principals, secondary teachers, secondary principals, and central office

administrators in the public schools of Kanawha County. This study was limited to one school district. It was assumed that the perceptions of school employees are affected by so many internal factors that it would be difficult to make comparisons between school districts. In addition, all classified personnel, vice principals, and counselors in the Kanawha County School System were excluded from the study.

#### PROCEDURES FOR THE STUDY

A study of the literature was made on selected personnel services. The selected personnel services were drawn from national standards established by the American Association of School Personnel Administration. Empirical data were collected from elementary teachers, elementary principals, secondary teachers, secondary principals, and central office administrators in the Kanawha County School System. First, the data were analyzed to determine the differences in perceptions of elementary teachers, elementary principals, secondary teachers, secondary principals, and central office administrators on the effectiveness of selected personnel services in the Kanawha County School System. Second, the data were analyzed to determine the relationship between selected personal characteristics of elementary teachers, elementary principals, secondary teachers, secondary principals, and central office

administrators in the Kanawha County School System and their perceptions of the effectiveness of selected personnel services. Conclusions and implications on personnel services for the Kanawha County School System were generalized from the data.

#### ORGANIZATION OF THE STUDY

Chapter 1 contained the introduction, the statement of the problem, and the questions of the study. The significance of the study, limitations, and the procedures of the study were also presented. Chapter 2 reviewed the literature relevant to selected services of personnel administration. The description of the research design was presented in Chapter 3. This procedure included population, procedures, the instrument used to collect and process the data, and the analytical process which was used. Chapter 4 contained the analysis and interpretation of the data. The summary, conclusions, and implications of the study were presented in Chapter 5. The bibliography and the appendix completed the study.

## Chapter 2

### REVIEW OF THE LITERATURE AND RESEARCH

A review of the literature was conducted to determine the views of authorities on selected areas of school personnel administration. The areas of school personnel administration which were selected for study were drawn from national standards (see Appendix D) which were adopted by the most prestigious national organization in school personnel administration, the American Association of School Personnel Administration (AASPA). This Association has been meeting more than three decades in an effort to improve administrative services in the area of personnel administration. In 1960, AASPA developed standards to aid school systems in the improvement of their personnel programs. During the 1960's, teacher militancy, public demand for accountability, increased salary and fringe benefit demands, and school bond failures created the need for school personnel programs to make significant changes. Because of these conditions, the AASPA in 1971, approved a set of revised standards which could be used as a guide to improve personnel programs in school systems.<sup>1</sup>

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<sup>1</sup> Standards for School Personnel Administration  
(Walnut Creek, California: 1972), pp. 5-6.

The five broad areas of school personnel administration designated by AASPA were: (1) organizational structure, (2) staff procurement, (3) staff selection, (4) staff development, and (5) conditions of service.<sup>2</sup>

#### ORGANIZATIONAL STRUCTURE

The area of organizational structure includes a brief study of some specific duties of the board of education, superintendent, and chief personnel administrator in the area of personnel administration. The first duty of a school board, according to Heald and Moore, is the establishment of local operational policy.<sup>3</sup> A school system's department of personnel administration is directed by policies which are adopted by the board of education. Board policies should be clearly written to insure their proper execution. It is the purpose of policies to establish the direction of the school system, but not to indicate procedures necessary to implement those policies.<sup>4</sup> Policy making, policy review, and policy revision should be a continuous process for the board of education.<sup>5</sup>

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<sup>2</sup> Ibid., p. 15.

<sup>3</sup> James E. Heald and Samuel A. Moore, II, The Teacher and Administrative Relations in School Systems (New York: The Macmillan Company, 1968), p. 112.

<sup>4</sup> Ibid.

<sup>5</sup> Roald F. Campbell and others, The Organization and Control of American Schools (Columbus, Ohio: Charles E. Merrill Publishing Company, 1965), p. 182.

The policies developed by a board of education provide direction to the superintendent and other staff members. The staff members, however, must formulate internal procedures to govern their department or school in relationship to the entire school system.<sup>6</sup> Heald and Moore defined the role of the superintendent as the executive agent employed by the board of education and stressed that his first major responsibility was the execution of board policy.<sup>7</sup>

In recent years, the superintendent's position in large systems has become so complex and demanding that specialists have been employed by the superintendent in a variety of areas to increase efficiency. In many of these school districts, the superintendent has made the chief personnel administrator an integral part of his administrative team.<sup>8</sup>

In 1972, in a speech to the annual convention of school personnel administrators, Bernard W. Kaye cited fifteen basic responsibilities of a chief personnel administrator in a school system. The second basic responsibility

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<sup>6</sup> James A. Van Zwoll, School Personnel Administration (New York: Meredith Publishing Company, 1964), p. 12.

<sup>7</sup> Heald and Moore, pp. 124-25.

<sup>8</sup> American Association of School Administrators, Profiles of the Administrative Team (Washington, D.C., 1971), p. 90.

listed was:

The chief personnel administrator should have the responsibility of seeing that there are written personnel policies which furnish guidelines for administrative procedures relating to personnel matters.<sup>9</sup>

In discussing employer and employee relationships, Van Zwoll has stressed that this relationship can best be expressed in written policy. He stated further that written policy assures consistency, promotes security,<sup>10</sup> and avoids the drawbacks related to expediency.

In order to formulate adequate personnel policies, it is important for teachers and administrators to be involved in the formulation procedures. Van Zwoll has stated, "Policy formulation is most functionally a cooperative activity."<sup>11</sup> Employee involvement in policy formulation enables the chief personnel administrator to utilize the front-line employees in order to understand the pertinent issues and allow them to provide their judgments as to the best methods of meeting those issues.<sup>12</sup> Decisions on policies and procedures are decided cooperatively to insure a balance of judgment on the issues.<sup>13</sup>

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<sup>9</sup> Bernard W. Kaye, "The Superintendent and his Chief Personnel Administrator: Putting it all Together" (A paper presented to the American Association of School Administrators, Atlantic City, New Jersey, February 12-16, 1972).

<sup>10</sup> Van Zwoll, p. 6. <sup>11</sup> Ibid., p. 13.

<sup>12</sup> Ibid.

<sup>13</sup> American Association of School Administrators, p. 84.



Well-structured, written personnel policy is often negated because of a failure by the personnel office to interpret and explain the policy at regular intervals. It is essential that the personnel office make statements on policy and procedures available to all personnel.<sup>14</sup> Written and oral communication between the personnel department and other employees for the interpretation of personnel policies and practices is necessary on a regular basis.<sup>15</sup> With continuous change related to personnel actions occurring in education today, it is necessary that periodic review and revision be made on personnel policies. Participation of employees in policy formulation and policy evaluation adds greatly to their understanding and acceptance of the policies.<sup>16</sup>

According to Redfern, the earliest form of school personnel administration was record keeping.<sup>17</sup> With the oversupply of teachers today and the demand for effective evaluation of employees, the record keeping process has become an enormous job for the personnel division of a

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<sup>14</sup> Oliver R. Gibson and Herold C. Hunt, The School Personnel Administrator (Boston: Houghton Mifflin, 1965), p. 367.

<sup>15</sup> American Association of School Administrators, p. 85.

<sup>16</sup> Gibson and Hunt, p. 367.

<sup>17</sup> George B. Redfern, "Personnel Administration to Motivate Faculty and Staff," School Executive's Guide (Englewood Cliffs, New Jersey: Prentice-Hall Publisher, 1970), p. 5.

school system. Bernard W. Kaye also cited record keeping as one of the fifteen major areas of responsibility for the school personnel administrator. He noted that all personnel records should be maintained by the chief personnel administrator.<sup>18</sup> Because of the importance of personnel records for decision making, Castetter emphasized that records should be protected against fire,<sup>19</sup> theft, and examination by unauthorized persons. In large school districts the increased volume of data collection has required the use of automatic data processing. Data processing provides fast, effective services in the collection and tabulation of data.<sup>20</sup>

Personnel operations should be conducted in a manner that provides an effective and friendly employer-employee relationship. Fairness to employees is an important factor in staff relations.<sup>21</sup> The personnel office must deal with individuals in the school system in order to understand their needs. Gibson and Hunt emphasized the fact that the personnel administrator must develop an approach which will result "in the creative and productive performance which promotes the goals of the school and

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<sup>18</sup>

Kaye, p. 12.

<sup>19</sup>

William B. Castetter, Administering the School Personnel Program (New York: The Macmillan Company, 1962), p. 301.

<sup>20</sup>

Van Zwoll, p. 374.

<sup>21</sup>

Ibid., p. 184.

is satisfying to individuals."<sup>22</sup>

### STAFF PROCUREMENT

Recruitment of good employees should be a top priority with any school system. Recruitment has been defined as a "process whereby qualified personnel are made interested enough in a position to apply for it."<sup>23</sup> The recruitment of effective, certified personnel is important to the success of a school system. Wennerstrom stated that "the worth of the system depends upon the quality of its teachers."<sup>24</sup> Cabe agreed in noting that the success of American education is dependent on effective teachers.<sup>25</sup>

In order for the school personnel office to have a successful recruitment program, there must be a systematic plan to locate and attract highly competent employees. A good recruitment program should have written definitions of each position and the qualifications which are necessary

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<sup>22</sup>

Gibson and Hunt, p. 420.

<sup>23</sup>

Donald E. Davis and Neal C. Nickerson, Critical Issues in School Personnel Administration (Chicago: Rand McNally and Company, 1968), p. 18.

<sup>24</sup>

Lillian Wennerstrom, "Personnel Interdependency," Education, LXXV (December, 1954), p. 233.

<sup>25</sup>

Ernest W. Cabe, Jr., "The Functions of Administration of Educational Personnel," Education, LXXV (December, 1954), p. 218.

to fill the position.<sup>26</sup> In addition, attractive brochures and leaflets which accurately depict the more favorable aspects of the school system can be helpful in the recruitment process.<sup>27</sup> To insure fair employment practices, interviews should be conducted with all potential employees,<sup>28</sup> including those already employed by the school system. Therefore, it is necessary to post notices of vacancies so that all individuals who are qualified can have the opportunity to apply.<sup>29</sup>

The application form should be adapted to meet the needs of the school system. Some of the essential items in the form should be: items arranged to aid in reading and analyzation, instructions to secure transcripts and certification, and allocation of space for listing previous employment. If the school system has data processing equipment, the application form should be coded for easy processing. References can be useful to supplement the information contained on the application form and provided in the interview.<sup>30</sup>

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<sup>26</sup>

Davis and Nickerson, p. 20.

<sup>27</sup>

Jay E. Greene, School Personnel Administration (New York: Chilton Book Company, 1971), p. 104.

<sup>28</sup>

Davis and Nickerson, p. 22.

<sup>29</sup>

Harold E. Moore, The Administration of Public School Personnel (New York: The Center for Applied Research in Education Inc., 1966), p. 55.

<sup>30</sup>

Greene, pp. 104-08.

## STAFF SELECTION

Staff selection is the process of choosing persons for available jobs who are competent and seem to require the least amount of training, retraining, and supervision. Each candidate should be required to follow the policies established for the selection process before being considered for employment. One of the steps in the selection process is the employment interview.<sup>31</sup> A group interview of the candidate is desirable since it provides more than one opinion on the fitness of the candidate.<sup>32</sup> To optimize staff cooperation in the selection process, the individual who will be responsible for the new employee should be involved in the final decision for employment.<sup>33</sup>

In order for the selection process to be successful, the board of education should adopt policies which will guide the employment process and place itself in a position to approve recommendations of the superintendent and his staff.<sup>34</sup> Another important factor in the selection process is the health examination. Some school systems have their own physicians examine the applicants or require another physician to complete the examination using an established form.<sup>35</sup> In order to maintain the health standards of school

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<sup>31</sup> Moore, pp. 40-42.

<sup>33</sup> Gibson and Hunt, p. 166. <sup>34</sup> Moore, p. 41

<sup>35</sup> Greene, p. 144.

<sup>32</sup> Davis and Nickerson, p. 30.

employees, post-employment examinations should be required as a condition of employment.<sup>36</sup>

Even before employment, it is customary to require evidence that the candidate has acquired certification or licensing required by law and essential for the position.<sup>37</sup> This helps insure fairness of evaluation during the probationary period. Other measures which should be taken by the organization during the probationary period to promote the performance of employees are effective orientation, developmental inservice programs, systematic appraisal procedures, and counseling sessions for job adjustment.<sup>38</sup>

Transfer is the shift of an employee to a job of equal status, pay, and responsibility in the school system.<sup>39</sup> Clearly written policy should be available to all staff members for making or requesting transfers.<sup>40</sup> The primary reason for transfer should be to improve the operation or efficiency of the school system. A corollary to that factor is placement of the employee where he can best fulfill his own objectives.<sup>41</sup> No transfer should be made arbitrarily or vindictively. Causes for transfer

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<sup>36</sup> Van Zwoll, p. 318.

<sup>37</sup> William B. Casterter, The Personnel Function in Educational Administration (New York: The Macmillan Company, 1971), p. 210.

<sup>38</sup> Ibid., p. 306.

<sup>40</sup> Moore, p. 53.

<sup>39</sup> Van Zwoll, p. 266.

<sup>41</sup> Van Zwoll, p. 267.

should be reasonable and should be understood by the parties involved in the process.<sup>42</sup>

### STAFF DEVELOPMENT

Orientation, inservice education, appraisal, and morale are all functions of staff development. Orientation is the process by which the individual becomes aware of the various aspects of his school employment and the implications of his assignment.<sup>43</sup> Cabe emphasized that a school system owes a new teacher a well-organized plan of orientation. He said:

Unless we have an organized plan of induction, the problems of the new teacher can easily be overlooked or remain undiscovered during the critical period when habits and attitudes...are being formed.<sup>44</sup>

The orientation program should be structured so that it is a continuous process throughout the year. Because much of the induction process goes on in the school where the teacher is employed, the principal and professional staff should orient the new teacher to the school program.<sup>45</sup> A well-structured orientation program should supply the new employee with helpful literature, such as a handbook which includes the school's philosophy, objectives, regulations, schedules, and methods of operation.<sup>46</sup>

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<sup>42</sup>

Moore, p. 52

<sup>44</sup>

Cabe, p. 221.

<sup>46</sup>

Van Zwoll, p. 139.

<sup>43</sup>

Van Zwoll, p. 135.

<sup>45</sup>

Moore, pp. 46-7.

The implementation of a sound inservice program is an important phase of employee development. In addition, employee involvement in the development of the inservice program is vital to its success. Harris and Bessent stressed that in the inservice program "from initial planning to final evaluation, the staff members must be intimately involved in the activities of a program in a meaningful way."<sup>47</sup> Louis J. Rubin emphasized that teachers in the inservice education program are powerful instruments in attacking real educational problems.<sup>48</sup> Teachers and staff members should be involved in the development and implementation of inservice education. The personnel department has the responsibility to see that personnel development serves the best interest of the school system; therefore, its role should be one of cooperation with other departments in the coordination of various inservice programs.<sup>49</sup>

Employee appraisal is a significant aspect of employee development. According to Lewis, teacher appraisal is the judgment by one or more educators of the manner in

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<sup>47</sup>  
Ben M. Harris, et. al., Inservice Education: A Guide to Better Practice (Englewood Cliffs, New Jersey: Prentice Hall Inc., 1969), p. 9.

<sup>48</sup>  
Louis J. Rubin (ed.), Improving Inservice Education (Boston: Allyn and Bacon Inc., 1971), p. 13.

<sup>49</sup>  
Gibson and Hunt, p. 225.



which the teacher fulfills his professional responsibilities  
 in the school district.<sup>50</sup> The planning of the appraisal  
 program should be a cooperative effort between representa-  
 tives of employees and employers.<sup>51</sup> One of the major  
 prerequisites of the evaluation program is that the eval-  
 uator and the evaluatee know the objectives of the program  
 and base the evaluation on the fulfillment of those  
 objectives.<sup>52</sup>

Lewis emphasized that the most significant phase  
 of the appraisal program is the post-appraisal conference.  
 He stressed the fact that the teacher and the administrator  
 should review the appraisal form before the conference.<sup>53</sup>  
 During the conference, the evaluator and the evaluatee  
 discuss the evaluation; moreover, if both agree on the  
 assessment, they sign the instrument.<sup>54</sup> Rose felt that  
 most teachers would welcome evaluation "if the major focus  
 is on improving teaching rather than on inspectorial fault-  
 finding; if the information produced is meaningful and

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<sup>50</sup>  
 James Lewis, Jr., Appraising Teacher Performance  
 (New York: Parker Publishing Company Inc., 1973), p. 23.

<sup>51</sup>  
 Jerry J. Herman, Developing an Effective School  
 Evaluation Program (New York: Parker Publishing Company  
 Inc., 1973), p. 11

<sup>52</sup> Ibid., pp. 70-1. <sup>53</sup> Lewis, pp. 31-2.

<sup>54</sup>  
 Staynor Brighton and Gale Rose, Increasing Your  
 Accuracy in Teacher Evaluation (Englewood Cliffs, New  
 Jersey: Prentice-Hall Inc., 1965), p. 49.

useful to the teacher...."<sup>55</sup>

The administrator appraisal program is much like the teacher appraisal program. A pre-appraisal planning conference should be held between the appraiser and appraisee to explain the appraisal process. Next, the appraiser observes the performance of the appraisee; at the same time, the appraisee makes a self-appraisal. A performance progress review conference is held to exchange information relating to performance. The appraiser and the appraisee establish an individual development program to work toward the resolution of problems which are noted in the appraisal.<sup>56</sup>

One of the major responsibilities of the personnel administrator is to develop and retain high morale among employees. Promotion practices are a significant part of personnel administration, and they have a definite affect on staff morale.<sup>57</sup> Notices of all vacancies should be posted so that qualified personnel have the opportunity to apply for promotions. A school system should have a

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<sup>55</sup>

Gale W. Rose, "Establish and Maintain an Effective Teacher Evaluation Program," School Executive's Guide (Englewood Cliffs, New Jersey: Prentice-Hall Inc., 1970), p. 67.

<sup>56</sup>

William B. Castetter and Richard S. Heisler, Appraising and Improving the Performance of School Administration Personnel (University of Pennsylvania, Graduate School of Education, 1971), p. 38.

<sup>57</sup>

Castetter, The Personnel Function in Educational Administration, p. 323.

systematic promotional policy which includes in its process the early identification of those potentially qualified for promotions.<sup>58</sup> This promotion policy should be organized so that promotions are based on merit and achievement.<sup>59</sup> Another important phase of staff morale is counseling. The employee should have the freedom to approach administrators for help and counsel.<sup>60</sup>

### CONDITIONS OF SERVICE

The broad area in personnel administration which is entitled conditions of service includes the fringe benefit programs, leaves of absence, salary schedules, job descriptions, grievance procedures, employee resignations, and employee terminations.

One of the major purposes of a good fringe benefit program in a school system is recruiting and retaining good employees. Most fringe benefit programs contain various forms of group insurance for school personnel.<sup>61</sup> Recently, credit unions and tax sheltered annuities have developed as part of fringe benefit programs.<sup>62</sup> By 1946, all states had a teacher retirement program. Although the

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<sup>58</sup>

Moore, pp. 54-5.

<sup>60</sup>

Van Zwoll, pp.171,185. Greene, pp. 240, 255.

<sup>62</sup>

Percy E. Burrup, The Teacher and the Public School System (New York: Harper & Row Publishers, 1972), pp. 365-66.

<sup>59</sup>

Gibson and Hunt, p. 423.

<sup>61</sup>

state retirement programs vary, one of the major characteristics is that membership is required for all new teachers.<sup>63</sup> The role of the personnel office in the retirement process is to establish a program which will be adequate for all employees.<sup>64</sup>

Another necessary part of the general area of conditions of service for the employee is the leave of absence regulations. Leave of absence plans are developed to improve employment conditions, to increase productivity, and to develop job satisfaction. Every school district needs leave policies and procedures for personnel.<sup>65</sup> In many school districts, the office of school personnel administration provides limited professional leave without sacrifice of pay for the attendance at professional conferences, conventions, and other activities. At times, the leave policy is not invoked, but personnel are allowed to improve themselves by visitation to other schools. Personal leaves are provided in some school systems today, and these leaves include such areas as family illness, paternity, religious holidays, and emergencies. The policy concerning leaves should be as specific as possible; nevertheless, the employee's immediate supervisor should be

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<sup>63</sup>

Ibid., p. 359.

<sup>64</sup>

Gibson and Hunt, p. 312.

<sup>65</sup>

Castetter, The Personnel Function in Educational Administration, pp. 286-87.

allowed to consider special requests for a leave.<sup>66</sup>

One of the major concerns of the employee is his salary. The most essential factors in determining the salary schedule for employees are years of experience, preparation, and professional growth.<sup>67</sup> Since there is no area more sensitive than salary administration, it is the responsibility of the personnel department to identify deficiencies in the salary schedule and to propose revisions.<sup>68</sup> Salary compensation policy guides should be developed in local school districts. One of the policies should require position descriptions for use in the determination of a salary.<sup>69</sup> The position specifications should include not only purposes, duties, and relationships of the position, but also results which are expected from the employee in the position.<sup>70</sup> In order for a school system to recruit and retain competent employees, the salary schedule must be competitive with other school systems and businesses in the locality.

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<sup>66</sup>

Van Zwoll, pp. 359-60.

<sup>67</sup>

Eric F. Rhodes, "Determining Practical Salary Schedules," School Executive's Guide, p. 124.

<sup>68</sup>

American Association of School Administrators, p. 83.

<sup>69</sup>

Castetter, The Personnel Function in Educational Administration, p. 126.

<sup>70</sup>

Ibid., p. 204.

In the past decade, teachers have organized to such a degree that many school systems have developed grievance procedures to insure a system of local due process for employees. A grievance has been defined as an alleged violation, misinterpretation, or misapplication of personnel policies or nonwritten policy which has been practiced in the past.<sup>71</sup> Grievance procedures provide a system of appeals designed to assure equity in the implementation of board policies.<sup>72</sup> The theory of the grievance procedure implies that the problem should be handled first by the supervisor who is closest to its origin.<sup>73</sup> Administrator and employee representatives should establish grievance procedures.<sup>74</sup> Furthermore, these procedures should be clearly stated so that the employee and his superior know what is to be done, when, and by whom.<sup>75</sup>

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Frank W. Lutz, et. al. Grievances and Their Resolutions (Danville, Illinois: The Interstate Printers and Publishers Inc., 1967), p. 74.

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Ibid., p. 73.

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Charles T. Schmidt, Jr., et. al. A Guide to Collective Negotiations in Education (East Lansing, Michigan: Social Science Research Bureau, 1967), p. 69.

74

David A. Pyle, Jr. "Grievance Procedures," Professional Negotiations and the Principalship (Washington, D.C.: National Education Association, 1969), pp. 189-90.

75

Myron Lieberman and Michael H. Moskow, Collective Negotiations for Teachers (Chicago: Rand McNally and Company, 1966), p. 360.

Procedures should be distributed to all personnel in written form, and every person should be aware of successive steps of appeal to the higher levels of authority.<sup>76</sup>

Grievances should be settled as quickly as possible because dissatisfaction may spread to other employees.<sup>77</sup> The success of any grievance procedure depends on good procedural operations. Steps should be established and followed from the origin of all complaints to the settlement of the grievance with an effort to improve the efficiency of the procedure.<sup>78</sup>

State laws and school board policies usually provide guidelines for separation policies such as resignation and termination. Most resignations are voluntary and are based on just reasons. However, at times a resignation is demanded due to the lack of a desire to go through dismissal proceedings.<sup>79</sup> The exit interview has been implemented to determine reasons for resignation and to identify any matters related to the resignation which might require attention.<sup>80</sup>

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<sup>76</sup>

Lutz, p. 75.

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John E. Massey, "Contract Administration and Grievance Procedures," The Collective Dilemma: Negotiations in Education, Patrick W. Carlton and Harold I. Goodwin (eds.) (Worthington, Ohio: Charles A. Jones Publishing Co., 1969), p. 215.

<sup>78</sup>

Pyle, pp. 190-92.

<sup>79</sup>

Moore, pp. 56-7.

<sup>80</sup>

Gibson and Hunt, pp. 312-13.

Termination of an employee is a serious step which should only be taken after a continuous appraisal of the individual reveals that he has not performed adequately. Counseling and guidance services should be available to personnel to help them overcome weaknesses which are cited in the appraisal.<sup>81</sup> A teacher who is being dismissed should be provided, by certified mail, a written statement of all charges and the time and place of a hearing.<sup>82</sup> In order to avoid problems, school boards and educational administrators should abide by guidelines on teacher dismissal established by state laws.<sup>83</sup>

#### SUMMARY

The review of the literature and research was presented on selected personnel services which were drawn from national standards adopted by AASPA. One of the most significant aspects of school personnel administration which prevailed in the literature was that the employee or a representative should be involved in the development,

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<sup>81</sup>

Castetter, The Personnel Function in Educational Administration, p. 326.

<sup>82</sup>

Hendrik C. de Bruin, "Due Process: Rights of the Non-Tenured Teacher," The Clearing House, XLV (February, 1971), 371.

<sup>83</sup>

John C. Davis, "Legal Trends in Teacher Dismissal Procedures," NASSP Bulletin, LV, (December, 1971), 55.



initiation, and revision of the personnel services which are provided by a school system.

In the study, the duties of members of a board of education, a superintendent of schools, and a chief personnel administrator in the area of personnel administration were explored. Operational definitions for such terms as recruitment, grievance, teacher appraisal, employee orientation, and staff selection were presented. The examination of the literature and research established that there were specific personnel services, within the five broad areas of school personnel administration, which optimized the success of a personnel program.

## Chapter 3

### RESEARCH PROCEDURES

In this study descriptive research describes the type of general procedures which were utilized to complete the work. The specific classification of the type of descriptive research employed in this study was survey research. Carter Good emphasized that descriptive-survey investigations have these two objectives: to collect evidence on current conditions of a situation and to identify standards with which to compare present conditions so that the future might be charted.<sup>1</sup> The purpose of this study was to determine whether differences exist between elementary teachers, elementary principals, secondary teachers, secondary principals, and central office administrators in terms of their perceptions as to the effectiveness of selected personnel services in the Kanawha County School System. The study was also undertaken to determine the relationship between selected personal characteristics of elementary teachers, elementary principals, secondary teachers, secondary principals, and central office administrators in Kanawha County and their perceptions of the effectiveness of selected personnel services. National

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<sup>1</sup>

Carter V. Good, Essentials of Educational Research (New York: Appleton-Century-Crofts, 1972), p. 208.

standards on personnel administration adopted by the American Association of School Personnel Administration were selected for use in the study.

To accomplish the purposes of this study, the following research procedures were utilized. Populations were identified for the study, and existing conditions were described as they related to data collection. Sampling procedures were reviewed to insure adequate returns. The instrument for data collection was constructed and reviewed by a group of experts, and their recommended changes were implemented. The instrument was mailed to each person selected in the population. After the questionnaires were returned, the data were analyzed, tabulated, and recorded. The data were analyzed by using data processing equipment, and the statistical procedures utilized were frequency distributions, percentages, means, chi squares, and Pearson Product Moment Correlation Coefficients. The preceding research procedures provided the basis for the development of the study.

#### POPULATION

The source of data for this study was the population composed of elementary teachers, elementary principals, secondary teachers, secondary principals, and central office administrators employed by the Kanawha County School System during the 1974-75 school year. Teachers included all

persons certified by the state and employed by the Kanawha County School System to teach students. Principals were individuals identified by the Board of Education as chief administrators in the schools. Teachers and principals were classified as being employed in an elementary or secondary school. The elementary category included teachers and principals who worked primarily with students enrolled in grades K through six. The secondary category included teachers and principals who worked primarily with students enrolled in grades seven through twelve. Central office administrators included any person employed by the School System in the position of superintendent, associate superintendent, assistant superintendent, director, coordinator, administrative assistant, or consultant.

The total population of the study was 2,436. This included 2,230 teachers and 112 principals. In these two categories were 1,045 elementary teachers, 1,185 secondary teachers, 78 elementary principals, and 34 secondary principals. There were also 94 central office administrators in the population.

#### SAMPLING PROCEDURES

The total population of elementary and secondary principals was used for the study. The Kanawha County School System had 112 principals employed in the 1974-75 school year. The entire classification of employees identified as

central office administrators was also surveyed for this study. This employee classification totaled 94.

A stratified random selection was made of the elementary and secondary teachers identified in the population. A table of random numbers was utilized, and the table was entered in an unsystematic manner. Ary and others noted that the major advantage to stratified random sampling was that it guaranteed representation of defined groups in the population. These authors also stressed that in descriptive research, a ten to twenty percent of the accessible population should be used for the sample.<sup>2</sup> In this study ten percent of the elementary teachers (1,045) and secondary teachers (1,185) were randomly selected and surveyed. The teacher sample consisted of 105 elementary teachers and 119 secondary teachers. Therefore, the total number of teachers surveyed was 224.

## DATA COLLECTION

### Conditions

The conditions at the time of data collection in the study were:

1. In 1971, AASPA adopted a newly revised set of national standards which could be used by

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<sup>2</sup>  
Donald Ary, et. al., Introduction to Research in Education (New York: Holt, Rinehart and Winston, 1972), p. 167.

school systems to improve their personnel administration programs.

2. During the 1972-73 school year, the Kanawha County School System implemented numerous changes in the personnel administration program in an attempt to deliver more effective services to employees.
3. In 1974-75, the Kanawha County School System employed over 2,000 professional employees; nevertheless, the personnel department did not have information concerning these employees' perceptions of the personnel administration program.

### Instrument

One self-report questionnaire was developed to gather pertinent information from randomly selected teachers, all principals, and all central office administrators in the Kanawha County School System. (see Appendix C) The questionnaire was organized in two sections. Section A of the questionnaire was constructed to gather data on personal characteristics of the elementary teachers, elementary principals, secondary teachers, secondary principals, and central office administrators who were selected for the study. Section B of the questionnaire was developed to determine the

perceptions of elementary teachers, elementary principals, secondary teachers, secondary principals, and central office administrators as to the effectiveness of selected personnel services in the Kanawha County School System. Section B required the selected participants to check the responses which best described their perceptions of the effectiveness of personnel services. The range of possible responses was as follows: (a) not present; (b) weakly present; (c) adequately present; and (d) strongly present. In Section B the subjects were also asked to rate the importance of each personnel service. The range of possible responses was as follows: (a) low importance; (b) average importance; and (c) high importance.

The questionnaire was developed from selected personnel services identified by national standards adopted by AASPA and the survey of pertinent literature. Experts in the fields of educational research, education administration, and curriculum and instruction reviewed the questionnaire and changes were recommended. In addition, the Superintendent and Assistant Superintendent in charge of Personnel in the Kanawha County School System reviewed the questionnaire and made recommendations to improve its adaptability to the Kanawha County School System. Recommended changes were made in the questionnaire, and it was reproduced for the survey.

## Procedures

The self-report questionnaire was mailed on March 5, 1975, with a cover letter and a self-addressed return envelope. The questionnaire packets were sent through the Kanawha County School System's mail service. On April 2, 1975, follow-up letters, with a copy of the questionnaire, were sent to the population to increase the percentage of completed questionnaires.

After the questionnaires were returned, the data were given to a keypunch operator for tabulation on cards. The returns were charted on a daily basis, and the survey was concluded on April 25, 1975.

## DATA PROCESSING

The data cards were submitted to the computer center for the information to be processed by use of the following statistical techniques: frequency distribution, percentage, mean, chi square, and the Pearson Product Moment (P-P-M) Correlation Coefficient. The statistical techniques were provided by using the computer program entitled Statistical Package for the Social Sciences (SPSS)<sup>3</sup>. The SPSS program recorded the frequency and percentage of responses for all subjects in the study according to

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Norman Nie, Statistical Package for the Social Sciences (New York: McGraw-Hill Book Company, 1970), pp. 115-151.



their present classification of employment. The SPSS program also computed the mean of each item which indicated the importance of each service to the five groups surveyed. The results of the frequency distributions, percentages, and the means provided the data to answer questions one through six in the study.

The SPSS program was also used to calculate the chi square of each item. This statistic was used to determine whether the response on each item was independent<sup>4</sup> of the group to which the respondent belonged (alpha = .01). These data were used to provide the information needed to answer question seven in the study.

The SPSS program was also used to compute the P-P-M Correlation Coefficient on each item.<sup>5</sup> This statistic was used to determine if a relationship existed between responses of the groups surveyed and the selected personal characteristics of the subjects in the study.

A correlation coefficient of  $+.30$  was required to indicate whether the relationship between a personal characteristic and the responses of the groups was of any practical importance, in addition to the statistical significance. These data were used to answer question

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<sup>4</sup>  
Ibid., pp. 115-25.

<sup>5</sup>  
Ibid., pp. 143-51.

## Chapter 4

### RESULTS OF THE STUDY

The results of the study were organized and presented in accordance with the dual purpose of the study and the eight pertinent questions. The first purpose of the study was to determine whether differences existed between elementary teachers, elementary principals, secondary teachers, secondary principals, and central office administrators in terms of their perceptions as to the effectiveness of selected personnel services in the Kanawha County School System. Seven questions were developed to facilitate this part of the study. The second purpose was to determine the relationship between selected personal characteristics of elementary teachers, elementary principals, secondary teachers, secondary principals, and central office administrators in the Kanawha County School System and their perceptions of the effectiveness of selected personnel services. One question was formulated to facilitate the second part of the study.

The population of the study was composed of teachers, principals, and central office administrators in the Kanawha County School System during the 1974-75 academic school year. There were 2,230 teachers, 112 principals,

and 94 central office administrators in the total population of the study. A stratified random sample was selected which contained 105 elementary teachers and 119 secondary teachers. All of the 78 elementary principals, 34 secondary principals, and 94 central office administrators were selected for the study. All subjects in the study were sent a questionnaire to collect empirical data which were used to answer the questions developed for the study. Responding to the survey were sixty-six percent of the elementary teachers, seventy-two percent of the elementary principals, seventy-six percent of the secondary teachers, eighty-eight percent of the secondary principals, and seventy-six percent of the central office administrators. (see Appendix E)

The data from the questionnaire were recorded and analyzed to produce the results of the study. A frequency distribution and percentage analysis were computed through the SPSS computer program.<sup>1</sup> Before the responses were recorded, an arbitrary decision was made to note any personnel service which received a sixty-six percent rating of "strongly present" or "adequately present." These personnel services were cited for least improvement. In the same manner, a sixty-six percent response on a personnel service in the section marked "not present" or "weakly present"

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<sup>1</sup>  
Norman Nie, Statistical Package for the Social Sciences (New York: McGraw-Hill Book Company, 1970), pp. 115-25.

indicated a strong need for improvement. (see Appendix C) The personnel services most and least in need of improvement were identified according to the responses of each group surveyed. Next, the percentages of responses were reviewed to determine which groups responded similarly to the personnel services. The persons surveyed were also asked to rate the importance of each personnel service. The mean was tabulated on each item by using the SPSS computer program.<sup>2</sup> The levels of importance of the means which were arbitrarily established were: items which showed a mean 2.50-3.00 were deemed to be of high importance; items which showed a mean 1.50-2.49 were considered of average importance; and items which showed a mean of less than 1.50 were considered to be of low importance.

The next research procedure employed was the chi square, again using the SPSS computer program.<sup>3</sup> The significant chi squares were identified for each item. (alpha = .01) This statistical process indicated which responses were not independent, but rather, dependent on group membership. Since the responses were dependent on group membership, this indicated that different groups responded differently to the items which were significant.

The last research procedure employed was the Pearson

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<sup>2</sup>

Ibid., pp. 143-51.

<sup>3</sup>

Ibid., pp. 115-25.

Product Moment (P-P-M) Correlation Coefficient, using the SPSS computer program.<sup>4</sup> This statistical process was used to determine the extent to which a relationship existed between selected personal characteristics of the groups surveyed and their perceptions of the personnel services. An arbitrary decision was made to establish a correlation coefficient of  $\pm .30$  or greater as being the level which would indicate a significant correlation. The results of the statistical procedures constitute the findings of this study.

#### EMPLOYEES' PERCEPTIONS OF SELECTED PERSONNEL SERVICES

The frequency and percentage of responses by the elementary teachers, elementary principals, secondary teachers, secondary principals, and central office administrators in the Kanawha County School System are presented in Tables 1 through 25. In each table, the total number of subjects, the number responding, and the percentage of responses for each group of employees surveyed are shown. The possible choices of responses are given below the tables. In the tables, the personnel services to which sixty-six percent of the group responded "not present" or "weakly present" are indicated as being in the most need of improvement. In the same manner, if sixty-six percent of the group

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<sup>4</sup>

Ibid., pp. 143-51.

surveyed responded that the personnel service was "adequately present" or "strongly present," the service was considered to be in the least need of improvement. Circled are items in the most and least need of improvement. The personnel services are presented according to the following five areas of personnel administration: organizational structure, staff procurement, staff selection, staff development, and conditions of service.

#### Question Number One

Which personnel services do elementary teachers perceive as being in the most and least need of improvement?

Organizational structure. The frequency and percentage of responses on selected personnel services in the area of organizational structure by the elementary teachers in the Kanawha County School System are presented in Table 1. The results in Table 1 indicate that elementary teachers perceived item six as most in need of improvement. This item emphasized the review and revision of personnel policies by employees. In the same Table, elementary teachers' responses indicate that personnel services in items one, three, and seven were least in need of improvement. Item one concerned the board of education's development of general operational policies for the personnel department, and item three stressed the

superintendent's inclusion of the chief personnel administrator on his administrative team. Item seven indicated that the personnel department should have responsibility for all personnel records.

Staff procurement. The frequency and percentage of responses on selected personnel services in the area of staff procurement by the elementary teachers in the Kanawha County School System are presented in Table 2. No personnel service in this area was considered to be in need of improvement by these teachers. The two services which were rated in least need of improvement were explained in items three and five. These two services dealt respectively with the improvement of the recruitment process by collecting information through personal interviews and a good application form.

Staff selection. The frequency and percentage of responses on selected personnel services in the area of staff selection by the elementary teachers in the Kanawha County School System are presented in Table 3. There were no personnel services in this area cited for needing improvement. The personnel services described in items two, four, and five received a significant positive response by these teachers which indicated that those services were in the least need of improvement. The services included written appraisals during the

Table 1

Elementary Teachers' Responses to  
Selected Personnel Services in  
Organizational Structure\*

Number Surveyed									105
Number Responded									69
Percent Responded									66%
Responses	A	B	C	D	A%	B%	C%	D%	
1	4	14	36	15	6	20	52	22**	
2	4	20	31	14	6	29	45	20	
I 3	9	14	32	14	13	20	47	20	
T 4	12	22	25	10	17	32	36	15	
E 5	11	29	22	7	16	42	32	10	
M 6	22	32	12	3	32	47	17	4	
S 7	2	8	32	27	3	12	46	39	
8	14	17	24	14	20	25	35	20	
9	14	17	25	13	20	25	36	19	
10	4	25	28	12	6	36	41	17	

\*Responses are defined as follows:

- A - Not present
- B - Weakly present
- C - Adequately present
- D - Strongly present

\*\*Circled are A and B or C and D responses which total more than 65%



Table 2

Elementary Teachers' Responses to  
Selected Personnel Services in  
Staff Procurement\*

Number Surveyed										105
Number Responded										69
Percent Responded										66%
Responses		A	B	C	D	A%	B%	C%	D%	
I	1	15	17	26	11	22	24	38	16	
T	2	14	20	21	14	20	29	31	20	
E	3	4	11	22	32	6	16	32	46**	
M	4	14	25	17	13	20	36	25	19	
S	5	4	4	23	38	6	6	33	55	

\*Responses are defined as follows:

- A = Not present
- B = Weakly present
- C = Adequately present
- D = Strongly present

\*\*Circled are A and B or C and D responses which total more than 65%

probationary period, proper employee placement, and periodic health examinations.

Staff development. The frequency and percentage of responses on selected personnel services in the area of staff development by the elementary teachers in the Kanawha County School System are presented in Table 4. The three personnel services in this area which received responses noting a need for improvement were items one, two, and eleven. Item one indicated a need for a yearly orientation program. Item two emphasized that the proper personnel should conduct the orientation program in order to make it relevant. Item eleven concerned employment counseling. The one personnel service which was rated as being in the least need of improvement was item four, employee utilization in developing inservice programs.

Conditions of service. The frequency and percentage of responses on selected personnel services in the area of conditions of service by elementary teachers in the Kanawha County School System are presented in Table 5. The exit interview process, described in item fifteen, was identified as the only area where there is need for improvement. There are four personnel services in this area which were considered effective. Item two, group insurance, was rated extremely high. Item three, tax sheltered annuities and credit plans, also received a strong positive rating.

Table 3

Elementary Teachers' Responses to  
Selected Personnel Services in  
Staff Selection\*

Number Surveyed									105
Number Responded									69
Percent Responded									66%
Responses		A	B	C	D	A%	B%	C%	D%
	1	13	13	28	15	19	19	40	22
I	2	7	13	25	24	10	19	36	35**
T	3	9	21	24	15	13	30	35	22
E	4	6	14	37	12	9	20	54	17
M	5	2	4	19	44	3	6	27	64
S	6	20	16	23	10	29	23	33	15
	7	15	22	24	8	22	32	35	11
	8	11	22	29	7	16	32	42	10

\*Responses are defined as follows:

- A - Not present
- B - Weakly present
- C - Adequately present
- D - Strongly present

\*\*Circled are A and B or C and D responses which total more than 65%

Table 4

Elementary Teachers' Responses to  
Selected Personnel Services in  
Staff Development\*

Number Surveyed									105
Number Responded									69
Percent Responded									66%
Responses	A	B	C	D	A%	B%	C%	D%	
1	23	29	14	3	33	42	** 20	5	
2	21	27	18	3	31	39	26	4	
3	16	18	27	8	23	26	39	12	
I 4	5	13	32	19	7	19	46	28	
T 5	16	23	22	8	23	33	32	12	
E 6	8	22	28	11	12	32	40	16	
M 7	19	25	23	2	28	36	33	3	
S 8	13	12	23	21	19	17	33	31	
9	14	26	22	7	20	38	32	10	
10	19	15	28	7	27	22	41	10	
11	20	30	17	2	29	43	25	3	

\*Responses are defined as follows:

- A = Not present
- B = Weakly present
- C = Adequately present
- D = Strongly present

\*\*Circled are A and B or C and D responses which total more than 65%

In item eight, the personnel department was recognized for allowing immediate supervisors to grant personal leave. Last, the elementary teachers responded in item nine that the salary schedule was based on qualifications, performance, and experience.

In conclusion, the elementary teachers indicated very little need of improvement on personnel services in the areas of organizational structure, staff procurement, staff selection, and conditions of service. In staff development, this group of employees did cite four of the personnel services as being in need of improvement.

#### Question Number Two

Which personnel services do elementary principals perceive as being in the most and least need of improvement?

Organizational structure. The frequency and percentage of responses on selected personnel services in the area of organizational structure by the elementary principals in the Kanawha County School System are presented in Table 6. Table 6 shows that the principals believed that item six, employee review and revision of personnel policies, was in the most need of improvement. This group responded positively in items one and two that the board of education developed operational policies for the personnel department, and the superintendent

Table 5

Elementary Teachers' Responses to  
Selected Personnel Services in  
Conditions of Service\*

Number Surveyed									105
Number Responded									69
Percent Responded									66%
Responses	A	B	C	D	A%	B%	C%	D%	
1	12	22	24	11	17	32	35	16	
2	1	0	15	53	1	0	22	77**	
3	2	4	24	39	3	6	35	56	
4	9	22	19	19	13	31	28	28	
5	4	25	25	15	6	36	36	22	
I 6	12	13	27	17	17	19	39	25	
T 7	4	20	18	27	6	29	26	39	
E 8	7	6	26	30	10	9	38	43	
M 9	9	12	20	28	13	17	29	41	
S 10	9	18	28	14	13	26	41	20	
11	17	23	23	6	25	33	33	9	
12	14	20	23	12	20	29	33	18	
13	18	25	19	7	26	36	28	10	
14	16	22	23	8	23	32	33	12	
15	30	18	18	3	44	26	26	4	

Table 5 (continued)

Number Surveyed										105
Number Responded										69
Percent Responded										66%
Responses		A	B	C	D	A%	B%	C%	D%	
I										
T	16	21	17	23	8	30	25	33	12	
E										
M	17	15	19	19	16	21	28	28	23	
S										

\*Responses are defined as follows:

- A = Not present
- B = Weakly present
- C = Adequately present
- D = Strongly present

\*\*Circled are A and B or C and D responses which total more than 65%

executed these policies. This group also noted in item three that the chief personnel administrator was an integral part of the superintendent's team. In items seven and eight, the personnel department was credited with maintaining all employees' records in a safe manner.

Staff procurement. The frequency and percentage of responses on selected personnel services in the area of staff procurement by the elementary principals in the Kanawha County School System are presented in Table 7. The principals did not cite a personnel service in need of improvement in this area. These principals indicated that items one, three, and five were in the least need of improvement. Item one was the service indicating that written job descriptions were used in the recruitment process. Items three and five respectively dealt with providing personal interviews for employment and developing an effective application form.

Staff selection. The frequency and percentage of responses on selected personnel services in the area of staff selection by the elementary principals in the Kanawha County School System are presented in Table 8. These principals did not indicate a service in need of improvement in this area. This group indicated a positive response to items two, four, five, and eight which dealt



Table 6

Elementary Principals' Responses to  
Selected Personnel Services in  
Organizational Structure\*

Number Surveyed									78
Number Responded									56
Percent Responded									72%
Responses	A	B	C	D	A%	B%	C%	D%	
1	3	12	30	11	5	21	54	20**	
2	4	12	27	13	7	22	48	23	
I 3	3	7	19	27	5	13	34	48	
T 4	3	28	20	5	5	50	36	9	
E 5	2	25	26	3	4	45	46	5	
M 6	7	31	15	3	13	55	27	5	
S 7	0	3	25	28	0	5	45	50	
8	4	11	24	17	7	20	43	30	
9	4	17	20	15	7	30	36	27	
10	3	19	24	10	5	34	43	18	

\*Responses are defined as follows:

- A = Not present
- B = Weakly present
- C = Adequately present
- D = Strongly present

\*\*Circled are A and B or C and D responses which total more than 65%

Table 7

Elementary Principals' Responses to  
Selected Personnel Services in  
Staff Procurement\*

Number Surveyed										78
Number Responded										56
Percent Responded										72%
Responses		A	B	C	D	A%	B%	C%	D%	
I	1	8	11	26	11	14	20	46	20	**
T	2	11	18	21	6	20	32	37	11	
E	3	4	5	22	25	7	9	39	45	
M	4	6	16	17	17	11	29	30	30	
S	5	2	2	25	27	4	4	44	48	

\*Responses are defined as follows:

- A = Not present
- B = Weakly present
- C = Adequately present
- D = Strongly present

\*\*Circled are A and B or C and D responses which total more than 65%

with probationary appraisals, employee assignments, periodic health examinations, and employee transfer clearance respectively.

Staff development. The frequency and percentage of responses on selected personnel services in the area of staff development by the elementary school principals in the Kanawha County School System are shown in Table 9. This group cited for improvement items one, ten, and eleven. Their responses indicated that the yearly orientation program, the promotional procedures, and the employment counseling were ineffective. In Table 9, it is shown that the elementary principals responded that there were two effective services in this area. These were presented in items four and eight which were the utilization of employees in the inservice programs and the availability of the appraisal form to the employee.

Conditions of service. The frequency and percentage of responses on selected personnel services in the area of conditions of service by the elementary principals in the Kanawha County School System are presented in Table 10. The principals did not identify any service in need of improvement in this area. The responses in Table 10 indicated a positive feeling toward the majority of services in this area. The principals responded positively to items one through nine. These services dealt

Table 8

Elementary Principals' Responses to  
Selected Personnel Services in  
Staff Selection \*

Number Surveyed									78
Number Responded									56
Percent Responded									72%
Responses		A	B	C	D	A%	B%	C%	D%
	1	7	19	20	10	12	34	36	18
I	2	6	6	23	21	11	11	41	37**
T	3	2	23	23	8	4	41	41	14
E	4	5	9	29	13	9	16	52	23
M	5	4	5	13	34	7	9	23	61
S	6	10	15	23	8	18	27	41	14
	7	4	19	25	8	7	34	45	14
	8	3	11	35	7	5	20	63	12

\*Responses are defined as follows:

- A - Not present
- B = Weakly present
- C = Adequately present
- D = Strongly present

\*\*Circled are A and B or C and D responses which total more than 65%

Table 9

Elementary Principals' Responses to  
Selected Personnel Services in  
Staff Development\*

Number Surveyed									78
Number Responded									56
Percent Responded									72%
Responses	A	B	C	D	A%	B%	C%	D%	
1	13	26	15	2	23	46**	27	4	
2	11	20	23	2	19	36	41	4	
3	9	21	23	3	16	38	41	5	
I 4	2	15	29	10	3	27	52	18	
T 5	8	23	24	1	14	41	43	2	
E 6	7	18	28	3	13	32	50	5	
M 7	9	17	26	4	16	30	47	7	
S 8	4	8	22	22	7	14	40	39	
9	6	21	21	8	10	38	38	14	
10	12	26	13	5	21	47	23	9	
11	13	28	12	3	23	50	22	5	

\*Responses are defined as follows:

- A = Not present
- B = Weakly present
- C = Adequately present
- D = Strongly present

\*\*Circled are A and B or C and D responses which total more than 65%

with the fringe benefit programs, personal leave, and the bases of the salary schedule. Elementary principals also responded positively to the development and distribution of the proper grievance procedures to the employee as mentioned in items twelve through fourteen. Item seventeen, which showed a positive response, was the termination procedure used with employees.

In conclusion, the elementary principals responded favorably to the personnel services in the areas of organizational structure, staff procurement, staff selection, and conditions of service. However, three of the eleven items in the area of staff development were cited as needing improvement by the elementary principals.

### Question Number Three

Which personnel services do secondary teachers perceive as being in the most and least need of improvement?

Organizational structure. The frequency and percentage of responses on selected personnel services in the area of organizational structure by the secondary teachers in the Kanawha County School System are presented in Table 11. Secondary teachers rated items five and six as the services most in need of improvement. Item five was the interpretation of personnel policies by

Table 10

Elementary Principals' Responses to  
Selected Personnel Services in  
Conditions of Service\*

Number Surveyed									78
Number Responded									56
Percent Responded									72%
Responses	A	B	C	D	A%	B%	C%	D%	
1	2	17	24	13	4	30	43	23**	
2	2	0	13	41	4	0	23	73	
3	3	5	13	35	5	9	23	63	
4	3	6	18	29	5	11	32	52	
5	3	4	30	19	5	7	54	34	
I 6	2	6	21	27	4	11	37	48	
T 7	2	7	19	28	4	12	34	50	
E 8	6	4	17	29	11	7	30	52	
M 9	4	10	26	16	7	18	46	29	
S 10	4	19	23	10	7	34	41	18	
11	5	21	24	6	9	37	43	11	
12	2	3	20	31	4	5	36	55	
13	5	12	31	8	9	21	56	14	
14	3	3	29	21	5	5	52	38	
15	20	16	15	5	36	28	27	9	

Table 10 (continued)

Number Surveyed										78
Number Responded										56
Percent Responded										72%
Responses		A	B	C	D	A%	B%	C%	D%	
I										
T	16	7	21	24	4	12	38	43	7	
E										
M	17	1	6	30	19	2	11	53	34	
S										

\*Responses are defined as follows:

- A = Not present
- B = Weakly present
- C = Adequately present
- D = Strongly present

\*\*Circled are A and B or C and D responses which total more than 65%



members of the personnel department, and item six was the review and revision of personnel policies by employees. On the positive side, these teachers recognized in items one, two, and three that the board of education, the superintendent, and the chief personnel administrator work well in their roles. Table 11 also illustrates that the secondary teachers rated positively item seven, the personnel department's handling of the personnel records.

Staff procurement. The frequency and percentage of responses on selected personnel services in the area of staff procurement by the secondary teachers in the Kanawha County School System are presented in Table 12. No service was indicated as being in need of improvement in this area. The results indicated that the secondary teachers gave positive responses to items three and five which focused on personal interviews and pertinent application information for prospective employees respectively.

Staff selection. The frequency and percentage of responses on selected personnel services in the area of staff selection by the secondary teachers in the Kanawha County School System are presented in Table 13. The secondary teachers did not record a service in this area in need of improvement. Table 13 indicated that the

Table 11

Secondary Teachers' Responses to  
Selected Personnel Services in  
Organizational Structure\*

Number Surveyed					119				
Number Responded					91				
Percent Responded					76%				
Responses	A	B	C	D	A%	B%	C%	D%	
1	6	13	52	20	7	14	57	22**	
2	8	23	45	15	9	25	50	16	
I	3	16	45	22	9	18	49	24	
T	4	23	28	30	10	25	33	11	
E	5	22	38	26	5	24	42	29	
M	6	36	34	19	2	40	37	21	
S	7	4	12	44	31	4	13	49	
8	15	23	43	10	17	25	47	11	
9	18	20	40	13	20	22	44	14	
10	16	39	31	5	18	43	34	5	

\*Responses are defined as follows:

- A = Not present
- B = Weakly present
- C = Adequately present
- D = Strongly present

\*\*Circled are A and B or C and D responses which total more than 65%

Table 12

Secondary Teachers' Responses to  
Selected Personnel Services in  
Staff Procurement\*

Number Surveyed										119
Number Responded										91
Percent Responded										76%
Responses		A	B	C	D	A%	B%	C%	D%	
I	1	30	27	24	10	33	30	26	11	
T	2	30	28	22	11	33	31	24	12	
E	3	11	17	31	32	12	19	34	35**	
M	4	22	30	25	14	24	33	28	15	
S	5	1	3	30	57	1	3	33	63	

\*Responses are defined as follows:

- A = Not present
- B = Weakly present
- C = Adequately present
- D = Strongly present

\*\*Circled are A and B or C and D responses which total more than 65%

three services receiving favorable responses were items two, four, and five. These items stated that the personnel department provided effective services in probationary appraisal, employee assignments, and periodic health examinations.

Staff development. The frequency and percentage of responses on selected personnel services in the area of staff development by the secondary teachers in the Kanawha County School System are presented in Table 14. These teachers indicated that the personnel services listed in items one, two, seven, ten, and eleven were in need of improvement. In items one and two, the secondary teachers cited weaknesses in the yearly orientation programs and the lack of the proper person to conduct these programs. Item seven concerned periodic progress conferences for employees. Secondary teachers also questioned the bases for promotion presented in item ten, and the employment counseling program explained in item eleven. On the positive side of the responses, Table 14 illustrates that the secondary teachers responded favorably to item three. This item focused on providing information to employees in the school system.

Conditions of service. The frequency and percentage of responses on selected personnel services in the area of conditions of service by the secondary teachers in the

Table 13

Secondary Teachers' Responses to  
Selected Personnel Services in  
Staff Selection\*

Number Surveyed									119
Number Responded									91
Percent Responded									76%
Responses	A	B	C	D	A%	B%	C%	D%	
1	26	26	32	7	29	29	35	7	
I 2	8	23	34	26	9	25	37	29	**
T 3	12	44	26	9	13	48	29	10	
E 4	8	21	46	16	9	23	50	18	
M 5	2	10	28	51	2	11	31	56	
S 6	24	27	33	7	26	30	36	8	
7	19	36	28	8	21	39	31	9	
8	20	34	25	12	22	37	28	13	

\*Responses are defined as follows:

- A = Not present
- B = Weakly present
- C = Adequately present
- D = Strongly present

\*\*Circled are A and B or C and D responses which total more than 65%

Table 14

Secondary Teachers' Responses to  
Selected Personnel Services in  
Staff Development\*

Number Surveyed									119
Number Responded									91
Percent Responded									76%
Responses	A	B	C	D	A%	B%	C%	D%	
1	32	33	20	6	35	36	** 22	7	
2	22	41	21	7	24	45	23	8	
3	15	13	38	25	16	14	42	28	
I 4	9	23	38	21	10	25	42	23	
T 5	26	29	30	6	29	32	33	6	
E 6	19	32	34	6	21	35	37	7	
M 7	30	40	17	4	33	44	19	4	
S 8	21	24	28	18	23	26	31	20	
9	27	32	27	5	30	35	30	5	
10	26	37	25	3	29	40	28	3	
11	42	31	13	5	46	34	14	6	

\*Responses are defined as follows:

- A = Not present
- B = Weakly present
- C = Adequately present
- D = Strongly present

\*\*Circled are A and B or C and D responses which total more than 65%

Kanawha County School System are presented in Table 15. This table shows that secondary teachers expect improvement on services in items eleven, thirteen, and fifteen. The responses to item eleven indicated that teachers felt that the salary schedule of the school system was not competitive with other businesses and school systems in the locality. The responses recorded in item thirteen suggested that the teachers believed that employees did not have input into the formulation of grievance procedures. Item fifteen, the exit interview, also drew significant negative responses from secondary teachers. In Table 15, significant positive responses by the teachers were recorded in items two, three, seven, and eight. Items two and three included group insurance, tax sheltered annuities, and credit plans. The availability of personal leave and the immediate supervisor's approval of the leave, identified in items seven and eight respectively, were given positive responses by the secondary teachers.

In conclusion, the secondary teachers indicated that most of the personnel services in the areas of organizational structure, staff procurement, and staff selection were in little need of improvement. In the area of staff development, five of the eleven personnel services were cited for improvement by the group. The secondary teachers also indicated need for improvement in three of the seventeen items in the area of conditions

Table 15

Secondary Teachers' Responses to  
Selected Personnel Services in  
Conditions of Service\*

Number Surveyed									119
Number Responded									91
Percent Responded									76%
Responses	A	B	C	D	A%	B%	C%	D%	
1	24	33	24	10	26	37	26	11	
2	0	2	20	69	0	2	22	76**	
3	5	7	27	52	5	8	30	57	
4	11	23	28	29	12	25	31	32	
5	10	22	31	28	11	24	34	31	
I	6	8	28	33	22	9	31	36	24
T	7	1	16	30	44	1	18	33	48
E	8	5	7	44	35	5	8	48	39
M	9	21	15	28	27	23	16	31	30
S	10	20	31	33	7	22	34	36	8
11	33	28	27	3	36	31	30	3	
12	21	30	26	14	23	33	29	15	
13	32	38	16	5	35	42	18	5	
14	21	30	32	8	23	33	35	9	
15	46	25	18	2	51	27	20	2	



Table 15 (continued)

Number Surveyed										119
Number Responded										91
Percent Responded										76%
Responses		A	B	C	D	A%	B%	C%	D%	
I										
T	16	24	35	28	4	26	39	31	4	
E										
M	17	20	29	31	11	22	32	34	12	
S										

\*Responses are defined as follows:

- A = Not present
- B = Weakly present
- C = Adequately present
- D = Strongly present

\*\*Circled are A and B or C and D responses which total more than 65%

of service.

#### Question Number Four

Which personnel services do secondary principals perceive as being in the most and least need of improvement?

Organizational structure. The frequency and percentage of responses on selected personnel services in the area of organizational structure by the secondary principals in the Kanawha County School System are presented in Table 16. The responses by the principals identify a weakness in employee review and revision of personnel policies as listed in item six. This group responded favorably to the services identified in items one, two, three, and seven. The first three items explained the roles of the board of education, the superintendent, and the chief personnel administrator as they relate to personnel administration. The last personnel service in item seven dealt with the personnel department's maintaining the responsibility for all personnel records.

Staff procurement. The frequency and percentage of responses on selected personnel services in the area of staff procurement by the secondary principals in the Kanawha County School System are presented in Table 17. There was no personnel service in need of improvement

Table 16

Secondary Principals' Responses to  
Selected Personnel Services in  
Organizational Structure\*

Number Surveyed									34
Number Responded									30
Percent Responded									88%
Responses	A	B	C	D	A%	B%	C%	D%	
1	2	7	15	6	7	23	50	20**	
2	2	4	16	8	7	13	53	27	
I 3	1	3	12	14	3	10	40	47	
T 4	3	14	9	4	10	47	30	13	
E 5	3	13	12	2	10	43	40	7	
M 6	9	12	6	3	30	40	20	10	
S 7	1	2	11	16	3	7	37	53	
8	2	12	10	6	7	40	33	20	
9	4	7	11	8	13	23	37	27	
10	3	12	10	5	10	40	33	17	

\*Responses are defined as follows:

- A = Not present
- B = Weakly present
- C = Adequately present
- D = Strongly present

\*\*Circled are A and B or C and D responses which total more than 65%

in this area. The principals responded positively to three personnel services. In item one, the secondary principals agreed that job descriptions were used as guides in the recruitment process. In items three and five in this area, principals recognized that personal interviews and efficient application forms were used effectively by the personnel department.

Staff selection. The frequency and percentage of responses on selected personnel services in the area of staff selection by the secondary principals in the Kanawha County School System are presented in Table 18. The responses by the principals indicated a need for improvement in item six which stated that written policies on transfers were provided to all employees. The personnel services which were considered to be in least need of improvement were probationary appraisal and providing health examinations to employees, explained in items two and five respectively.

Staff development. The frequency and percentage of responses in selected personnel services in this area of staff development by the secondary principals in the Kanawha County School System are presented in Table 19. The results in Table 19 indicated that the secondary principals cited a need for improvement on several of the services. They stressed a weakness in the orientation

Table 17

Secondary Principals' Responses to  
Selected Personnel Services in  
Staff Procurement\*

Number Surveyed										34
Number Responded										30
Percent Responded										88%
Responses		A	B	C	D	A%	B%	C%	D%	
I	1	3	7	14	6	10	23	47	20**	
T	2	1	10	16	3	3	33	54	10	
E	3	3	6	10	11	10	20	33	37	
M	4	4	8	10	8	13	27	33	27	
S	5	1	3	15	11	3	10	50	37	

\*Responses are defined as follows:

- A = Not present
- B = Weakly present
- C = Adequately present
- D = Strongly present

\*\*Circled are A and B or C and D responses which total more than 65%

Table 18

Secondary Principals' Responses to  
Selected Personnel Services in  
Staff Selection\*

Number Surveyed									34
Number Responded									30
Percent Responded									88%
Responses	A	B	C	D	A%	B%	C%	D%	
1	3	10	11	6	10	33	37	20	
I 2	1	9	12	8	3	30	40	27**	
T 3	3	15	10	2	10	50	33	7	
E 4	2	10	13	5	7	33	43	17	
M 5	1	1	12	16	3	3	40	54	
S 6	6	15	6	3	20	50	20	10	
7	9	10	9	2	30	33	30	7	
8	7	8	11	4	23	27	37	13	

\*Responses are defined as follows:

- A = Not present
- B = Weakly present
- C = Adequately present
- D = Strongly present

\*\*Circled are A and B or C and D responses which total more than 65%

program in items one and two. The lack of the availability of an employee handbook of general school policies was indicated by the principals' responses in item three. Items seven and eleven, periodic progress conferences for employees and employment counseling, were other areas which were suggested for improvement. The only service which was determined effective in Table 19 by the secondary principals was item eight. This item stated that the final employee appraisal form was available to the employee.

Conditions of service. The frequency and percentage of responses on selected personnel services in the area of conditions of service by the secondary principals in the Kanawha County School System are presented in Table 20. The only personnel service which was noted by the principals as being in need of improvement was the exit counseling procedures identified in item 15. In items two through eight, the secondary principals responded that personnel services dealing with group insurance, tax sheltered annuities, credit plans, and personal leave were effective. The group also indicated that the personnel service related to the development and distribution of good grievance procedures, as explained in items twelve and fourteen, were being properly conducted by the personnel department. Item seventeen, procedures for termination also received a

Table 19

Secondary Principals' Responses to  
Selected Personnel Services in  
Staff Development\*

Number Surveyed										34
Number Responded										30
Percent Responded										88%
Responses		A	B	C	D	A%	B%	C%	D%	
	1	9	16	4	1	30	54**	13	3	
	2	9	13	7	1	30	44	23	3	
	3	12	8	6	4	40	27	20	13	
I	4	4	12	11	3	13	40	37	10	
T	5	7	12	9	2	23	40	30	7	
E	6	8	10	10	2	27	33	33	7	
M	7	6	18	5	1	20	60	17	3	
S	8	2	7	15	6	7	23	50	20	
	9	3	12	9	6	10	40	30	20	
	10	8	11	10	1	27	37	33	3	
	11	9	12	8	1	30	40	27	3	

\*Responses are defined as follows:

- A = Not present
- B = Weakly present
- C = Adequately present
- D = Strongly present

\*\*Circled are A and B or C and D responses which total more than 65%



positive rating.

In conclusion, the secondary principals indicated that little improvement was needed in the personnel services in all the areas of personnel administration except staff development. In the area of staff development, this group cited five of the eleven personnel services for improvement.

#### Question Number Five

Which personnel services do central office administrators perceive as being in the most and least need of improvement?

Organizational structure. The frequency and percentage of responses in selected personnel services in the area of organizational structure by the central office administrators in the Kanawha County School System are presented in Table 21. The central office administrators indicated a need for improvement in the employee review and revision of personnel policies which was explained in item six. This group responded positively in items one, two, and three. These items defined the roles of the board of education, the superintendent, and the chief personnel administrator in the area of school personnel administration related to organizational structure. Another positive response was found in item seven, the personnel department's control of all personnel records.

Table 20

Secondary Principals' Responses to  
Selected Personnel Services in  
Conditions of Service\*

Number Surveyed									34
Number Responded									30
Percent Responded									88%
Responses	A	B	C	D	A%	B%	C%	D%	
1	4	13	8	5	13	43	27	17	
2	1	2	3	24	3	7	10	80**	
3	1	2	4	23	3	7	13	77	
4	3	3	7	17	10	10	23	57	
5	0	9	12	9	0	30	40	30	
I 6	0	4	10	16	0	13	33	54	
T 7	1	4	5	20	3	13	17	67	
E 8	1	4	7	18	3	13	24	60	
M 9	7	4	9	10	23	13	30	34	
S 10	5	13	11	1	17	43	37	3	
11	4	15	11	0	13	50	37	0	
12	2	3	6	19	7	10	20	63	
13	5	6	11	8	16	20	37	27	
14	1	3	11	15	3	10	37	50	
15	12	13	4	1	40	44	13	3	

Table 20 (continued)

Number Surveyed										34
Number Responded										30
Percent Responded										88%
Responses		A	B	C	D	A%	B%	C%	D%	
I										
T	16	5	11	14	0	16	37	47	0	
E										
M	17	1	4	14	11	3	13	47	37	
S										

\*Responses are defined as follows:

- A = Not present
- B = Weakly present
- C = Adequately present
- D = Strongly present

\*\*Circled are A and B or C and D responses which total more than 65%

Table 21

Central Office Administrators' Responses to  
Selected Personnel Services in  
Organizational Structure\*

Number Surveyed									94
Number Responded									71
Percent Responded									76%
Responses	A	B	C	D	A%	B%	C%	D%	
1	0	24	32	16	0	33	45	22**	
2	6	19	30	17	8	26	42	24	
I 3	7	8	24	33	10	11	33	46	
T 4	17	26	20	9	24	36	28	12	
E 5	8	36	23	5	11	50	32	7	
M 6	25	25	18	4	35	35	25	5	
S 7	5	10	27	30	7	14	37	42	
8	12	19	28	13	17	26	39	18	
9	10	15	30	17	14	21	42	23	
10	10	29	25	8	14	40	35	11	

\*Responses are defined as follows:

- A = Not present
- B = Weakly present
- C = Adequately present
- D = Strongly present

\*\*Circled are A and B or C and D responses which total more than 65%

Staff procurement. The frequency and percentage of responses on selected personnel services in the area of staff procurement by the central office administrators in the Kanawha County School System are presented in Table 22. This table indicates that the group recognized a need for improvement in item two. This item stated that potential employees are provided written information on the school system. This table also shows that the group considered items three and five in the least need of improvement. These items dealt with personal interviews and proper application forms respectively.

Staff selection. The frequency and percentage of responses in selected personnel services in the area of staff selection by the central office administrators in the Kanawha County School System are presented in Table 23. The responses by this group in item three showed a need for improvement. This item stated that during the probationary period an employee was provided adequate orientation, supervision, and inservice training. The only service in this area which was recognized as being effective was item five which discussed the requirement of a periodic health examination for employees.

Staff development. The frequency and percentage of responses on selected personnel services in the area of staff development by the central office administrators

Table 22

Central Office Administrators' Responses to  
Selected Personnel Services in  
Staff Procurement\*

Number Surveyed										94
Number Responded										71
Percent Responded										76%
Responses		A	B	C	D	A%	B%	C%	D%	
I	1	5	21	32	14	7	29	45	19	
T	2	22	26	21	3	31	36**	29	4	
E	3	9	11	35	17	12	15	49	24	
M	4	6	23	27	16	8	32	38	22	
S	5	5	10	29	28	7	14	40	39	

\*Responses are defined as follows:

- A = Not present
- B = Weakly present
- C = Adequately present
- D = Strongly present

\*\*Circled are A and B or C and D responses which total more than 65%

Table 23

Central Office Administrators' Responses to  
Selected Personnel Services in  
Staff Selection\*

Number Surveyed									94	
Number Responded									71	
Percent Responded									76%	
Responses	A	B	C	D	A%	B%	C%	D%		
1	14	25	25	8	19	35	35	11		
I	2	14	28	22	8	19	39	31	11	
T	3	15	37	18	2	21	51	**	25	3
E	4	2	27	34	9	3	38	47	12	
M	5	10	6	20	36	14	8	28	50	
S	6	18	29	16	9	25	40	22	13	
7	9	28	28	7	12	39	39	10		
8	12	25	26	9	17	35	36	12		

\*Responses are defined as follows:

- A = Not present
- B = Weakly present
- C = Adequately present
- D = Strongly present

\*\*Circled are A and B or C and D responses which total more than 65%

in the Kanawha County School System are presented in Table 24. Several services in this area were cited for improvement by this group. The orientation program identified in items one and two was given significant negative responses. The central office administrators also indicated that improvement was needed in the employee handbook, identified in item three. Item five, which stressed the review of the employee appraisal program by joint representation of employees and employers, was marked by this group to be in need of improvement. Responses were recorded in items six and seven which indicated a need for improvement in the appraisal procedures and the periodic progress conferences. Employment counseling, explained in item eleven, was also marked as an ineffective service by the central office administrators. This group did not cite an effective service in this area.

Conditions of service. The frequency and percentage of responses on selected personnel services in the area of conditions of services by the central office administrators in the Kanawha County School System are presented in Table 25. The only personnel service which was cited for improvement in this area was the exit interview explained in item fifteen. Central office administrators indicated that the fringe benefit program, group insurance, tax sheltered annuities, credit plans, and retirement programs mentioned in items one through four were excellent services. Items



Table 24

Central Office Administrators' Responses to  
Selected Personnel Services in  
Staff Development\*

Number Surveyed									94
Number Responded									71
Percent Responded									76%
Responses	A	B	C	D	A%	B%	C%	D%	
1	29	31	10	2	40	43**	14	3	
2	23	36	10	3	32	50	14	4	
3	32	22	16	2	44	31	22	3	
I 4	7	20	34	11	10	28	47	15	
T 5	29	30	12	1	40	42	17	1	
E 6	24	30	15	3	33	42	21	4	
M 7	23	40	7	2	32	55	10	3	
S 8	28	16	20	8	39	22	28	11	
9	11	24	32	5	15	33	45	7	
10	11	30	26	5	15	42	36	7	
11	28	26	15	3	39	36	21	4	

\*Responses are defined as follows:

- A = Not present
- B = Weakly present
- C = Adequately present
- D = Strongly present

\*\*Circled are A and B or C and D responses which total more than 65%

six through eight, which dealt with personal leave policies, were also given high ratings by the central office administrators. In the area of grievance procedures, this group acknowledged in items twelve and fourteen that grievance procedures, with several steps for solutions, were presented to the employee.

In conclusion, the central office administrators indicated that most personnel services were in little need of improvement in the areas of organizational structure, staff procurement, and conditions of service. In the area of staff selection, only two items received a significant percentage of responses. One item was found to be in great need of improvement, and the other item was in little need of improvement. In the area of staff development, the central office administrators identified a need for improvement on eight of the eleven personnel services.

A review of the responses of the five groups surveyed generally indicates that in the areas of organizational structure, staff procurement, staff selection, and conditions of service a majority of the personnel services were perceived to be in little need of improvement. However, in the area of staff development, each group cited a need for improvement on several of the personnel services.

#### Question Number Six

Which perceptions of elementary teachers, elementary

Table 25

Central Office Administrators' Responses to  
Selected Personnel Services in  
Conditions of Service\*

Number Surveyed									94
Number Responded									71
Percent Responded									76%
Responses	A	B	C	D	A%	B%	C%	D%	
1	4	20	27	21	6	28	37	29**	
2	4	1	14	53	6	1	19	74	
3	7	2	16	47	10	3	22	65	
4	4	10	18	40	5	14	25	56	
5	6	19	26	21	8	27	36	29	
I 6	1	15	29	27	1	21	40	38	
T 7	4	5	21	42	6	7	29	58	
E 8	1	6	28	37	1	8	39	52	
M 9	14	24	21	13	20	33	29	18	
S 10	9	23	32	8	13	32	44	11	
11	12	23	32	5	17	32	44	7	
12	2	12	23	35	3	17	32	48	
13	11	28	25	8	15	39	35	11	
14	4	9	26	33	6	12	36	46	
15	35	20	15	2	48	28	21	3	

Table 25 (continued)

Number Surveyed										94
Number Responded										71
Percent Responded										76%
Responses		A	B	C	D	A%	B%	C%	D%	
I										
T	16	14	29	22	7	19	40	31	10	
E										
M	17	9	17	29	17	12	24	40	24	
S										

\*Responses are defined as follows:

- A = Not present
- B = Weakly present
- C = Adequately present
- D = Strongly present

\*\*Circled are A and B or C and D responses which total more than 65%

principals, secondary teachers, secondary principals, and central office administrators are similar regarding selected personnel services most and least in need of improvement?

In Tables 26 through 30 the significant similar positive and negative responses on selected personnel services by the elementary teachers, elementary principals, secondary teachers, secondary principals, and central office administrators in the Kanawha County School System are presented. A significant response was recorded when sixty-six percent of the responses on an item had been marked in the sections of the survey entitled "strongly present" and "adequately present" or in the sections entitled "not present" and "weakly present." The responses recorded in the "strongly present" and "adequately present" sections were considered positive because they indicated that the personnel service was effective. The responses marked in the "not present" and "weakly present" areas were labeled negative because these personnel services were considered in need of improvement. In the tables, the letter P was used to indicate a significant positive response on a personnel service by a group of employees. In the same manner, the letter N was used to identify a significant negative response on a personnel service. The total percentage of the positive or negative responses of each group is shown

in the tables. Furthermore, in Tables 26 through 30, the items which have a significant chi square value ( $\alpha = .01$ ) are indicated. Each item with a significant chi square value is reviewed in question seven of this study.

In Table 31, the importance of each personnel service is presented by computing the mean of the item. Each subject surveyed rated the personnel services of low importance, average importance, or high importance. (see Appendix C) The mean of each item was computed from the responses of the entire population, and arbitrary limits were established to indicate the level of importance for each item.

The data from Tables 26-31 are presented according to the five designated areas of personnel administration: organizational structure, staff procurement, staff selection, staff development, and conditions of service.

Organizational structure. In Table 26, the significant, similar positive and negative responses of the elementary teachers, elementary principals, secondary teachers, secondary principals, and central office administrators in the Kanawha County School System in the area of organizational structure are presented. In this area, the table indicates that all five groups responded similarly on items one, three, six, and seven. Item six, the personnel service which focused on employee involvement in

the review and revision of personnel policies, was indicated to be in great need of improvement. The personnel services in items one, three, and seven in this area received a strong positive rating from all five groups of employees. Item one suggested that the board of education develop operational policies for the personnel department. This item was considered to be in little need of improvement. The establishment of the chief personnel administrator as part of the superintendent's administrative team was the effective service presented in item three. Item seven received positive responses from all groups which ranged from seventy-nine percent by central office administrators to ninety-five percent by the elementary principals. The item stressed that the personnel department should be in charge of all personnel records. Item two in this area also received significant similar positive responses from all the groups except the elementary teachers. After reviewing Table 1, page 46, it was noted that the elementary teachers did respond to item two with a sixty-five percent positive response. The superintendent's execution of operational policies for the personnel department in item two was the personnel service considered to be in little need of improvement by the groups surveyed.

Staff procurement. In Table 27, the significant similar positive and negative responses of the elementary teachers, elementary principals, secondary teachers,

Table 26

Similar Positive (P) and Negative (N) Responses of more than 65% on  
Selected Personnel Services in Organizational Structure

Item	Elementary Teachers	Elementary Principals	Secondary Teachers	Secondary Principals	Central Office	Significant Chi Square (Alpha=.01)
1	74% P*	74% P	79% P	70% P	67% P	
2		71% P	66% P	80% P	66% P	
3	67% P	82% P	73% P	87% P	79% P	
4						
5			66% N**			
6	79% N	68% N	77% N	70% N	70% N	
7	85% P	95% P	83% P	90% P	79% P	
8		73% P				
9						
10						

\*P = Item marked adequately present or strongly present

\*\*N = Item marked not present or weakly present



secondary principals, and central office administrators in the Kanawha County School System in the area of staff procurement are presented. In this Table, items three and five were given strong similar positive responses by the five groups surveyed. The personnel service identified in item three was that a personal interview was given to all potential employees. The development of a good application form found in item five received a strong positive rating which ranged from seventy-nine percent to ninety-six percent. Both of these services were considered extremely effective. Item one in this area, the use of job descriptions in the recruitment process, had a significant chi square value ( $\alpha = .01$ ) and is discussed in question seven of this study.

Staff selection. In Table 28, the significant similar positive and negative responses of the elementary teachers, elementary principals, secondary teachers, secondary principals, and central office administrators in the Kanawha County School System in the area of staff selection are presented. In item five, all five groups indicated similar positive responses. This effective personnel service was the periodic health examination for employees. Elementary teachers, elementary principals, secondary teachers, and secondary principals also responded in item two that there was little need for improvement in

Table 27

Similar Positive (P) and Negative (N) Responses of more than 65% on Selected Personnel Services in Staff Procurement

Item	Elementary Teachers	Elementary Principals	Secondary Teachers	Secondary Principals	Central Office	Significant Chi Square (Alpha=.01)
1		66% P*		67% P		X
2					67% N**	
3	78% P	84% P	69% P	70% P	73% P	
4						
5	88% P	92% P	96% P	87% P	79% P	

\*P = Item marked adequately present or strongly present

\*\*N = Item marked not present or weakly present

written appraisal procedures which were developed for the employee's probationary period. Item three, which identified the programs of orientation, supervision, and inservice training for employees during the probationary period, had a significant chi square value ( $\alpha = .01$ ) and is discussed in question seven of this study.

Staff development. In Table 29, the significant, similar positive and negative responses of the elementary teachers, elementary principals, secondary teachers, secondary principals, and central office administrators in the Kanawha County School System in the area of staff development are presented. In this table, item one, a yearly orientation program, and item eleven, the employment counseling program, were perceived to be in strong need of improvement by all groups surveyed. Item two, the use of proper personnel in the orientation program, was identified for improvement by all the groups except the elementary principals. The elementary principals and secondary teachers also responded that the bases for promotions found in item ten were in need of improvement. Elementary teachers and elementary principals responded similarly to the personnel service in item four. These groups indicated that the utilization of employees in the inservice program, item four, was an effective personnel service. In this area, items three, six, seven, and eight had significant

Table 28

Similar Positive (P) and Negative (N) Responses of more than 65% on Selected Personnel Services in Staff Selection

Item	Elementary Teachers	Elementary Principals	Secondary Teachers	Secondary Principals	Central Office	Significant Chi Square (Alpha=.01)
1						
2	71% P*	78% P	66% P	67% P		X
3					72% N**	X
4	71% P	75% P	68% P			
5	91% P	84% P	87% P	94% P	78% P	
6				70% N		
7						
8		75% P				

\*P = Item marked adequately present or strongly present

\*\*N = Item marked not present or weakly present

chi square values ( $\alpha = .01$ ). These items dealt with employee information, appraisal objectives, progress conferences, and the availability of final appraisal forms respectively and are reviewed in question seven of this study.

Conditions of service. In Table 30, the significant, similar positive and negative responses of the elementary teachers, elementary principals, secondary teachers, secondary principals, and central office administrators in the Kanawha County School System in the area of conditions of service are presented. In Table 30, the five groups indicated a similar response in several personnel services. The exit interview, item fifteen, was rated in need of improvement by all the groups surveyed except the elementary principals. In Table 10, page 61, elementary principals gave this item a sixty-four percent negative rating, which is close to the level necessary for a significant response. The other services which received similar responses in this area were indicated to be in little need of improvement. All five groups responded that group insurance, tax sheltered annuities, and credit plans in items two and three respectively were effective services. Elementary principals and secondary principals concurred positively about item five which stressed distribution of leave policies to all employees. In Table 30, item seven, the availability of personal leave to all

Table 29

Similar Positive (P) and Negative (N) Responses of more than 65% on  
Selected Personnel Services in Staff Development

Item	Elementary Teachers	Elementary Principals	Secondary Teachers	Secondary Principals	Central Office	Significant Chi Square (Alpha=.01)
1	75% N**	69% N	71% N	84% N	83% N	
2	70% N		69% N	74% N	82% N	
3			70% P*	67% N	75% N	X
4	74% P	70% P				
5					82% N	
6					75% N	X
7			77% N	80% N	87% N	X
8		79% P		70% P		X
9						
10		68% N	69% N			
11	72% N	73% N	80% N	70% N	75% N	

\*P = Item marked adequately present or strongly present

\*\*N = Item marked not present or weakly present

employees was given a significant positive rating by all groups except the elementary teachers. In Table 5, page 52, this group gave the item a sixty-five percent positive rating. Also in the area of personal leave, all five employee groups gave a strong positive response to item eight, the approval of personal leave by the immediate supervisor. The last personnel service to receive a significant similar response by two groups in this area was identified in item nine. The elementary teachers and elementary principals indicated that the bases for the salary schedule, explored in item nine, was in little need of improvement. In the area of conditions of service, Table 30 shows that items one, four, six, eleven, twelve, thirteen, fourteen, and seventeen had a significant chi square value ( $\alpha = .01$ ). These items are discussed in question seven of the study.

In conclusion, the groups of employees surveyed indicated similar positive or negative responses on twenty-one of the fifty-one selected personnel services. Fifteen of the services were given significant positive responses by two or more groups of employees, which indicated they were in little need of improvement. Six personnel services were given significant negative responses by two or more groups of employees which indicated they were in need of improvement. In twelve of the twenty-one items, which were given similar

Table 30

Similar Positive (P) and Negative (N) Responses of more than 65% on  
Selected Personnel Services in Conditions of Service

Item	Elementary Teachers	Elementary Principals	Secondary Teachers	Secondary Principals	Central Office	Significant Chi Square (Alpha=.01)
1		66% P*			66% P	X
2	99% P	96% P	98% P	90% P	93% P	
3	91% P	86% P	87% P	90% P	87% P	
4		84% P		80% P	81% P	X
5		88% P		70% P		
6		85% P		87% P	78% P	X
7		84% P	81% P	84% P	87% P	
8	81% P	82% P	87% P	84% P	91% P	
9	70% P	75% P				
10						
11			67% N**			X
12		91% P		83% P	80% P	X
13		70% P	77% N			X



Table 30 (continued)

Item	Elementary Teachers	Elementary Principals	Secondary Teachers	Secondary Principals	Central Office	Significant Chi Square (Alpha=.01)
14		90% P		87% P	82% P	X
15	70% N		78% N	84% N	76% N	
16						
17		87% P		84% P		X

\*P = Item marked adequately present or strongly present  
 \*\*N = Item marked not present or weakly present

significant responses, all five groups of employees indicated a significant positive or negative response on the items.

In Table 31, the importance of each item was indicated by calculating the mean of the item from the responses of all five groups surveyed. The arbitrary levels which were established to determine the importance of the items were: means less than 1.50 indicated items of low importance; means 1.50-2.49 indicated items of average importance; and means 2.50-3.00 indicated items of high importance. Table 31 shows that only thirteen personnel services of the fifty-one were considered to be of average importance. The remaining thirty-eight services were rated of high importance by the subjects in the study. This indicates that the personnel services for this study were pertinent items. Due to the fact that seventy-five percent of the personnel services were of high importance and twenty-five percent were of average importance, there was no attempt made in this study to indicate a major difference in the importance of the items. However, in the area of staff development eight of the eleven items were indicated to be of average importance.

#### Question Number Seven

Which perceptions of elementary teachers, elementary principals, secondary teachers, secondary principals, and

Table 31

The Importance of Each Personnel Service as Indicated by the Mean of the Item Which Was Calculated from the Responses of the Five Groups Surveyed\*

Organizational Structure	Staff Procurement	Staff Selection	Staff Development	Conditions of Service
1 = 2.50	1 = 2.69	1 = 2.47	1 = 2.43	1 = 2.58 10 = 2.76
2 = 2.63	2 = 2.69	2 = 2.56	2 = 2.47	2 = 2.59 11 = 2.71
3 = 2.57	3 = 2.75	3 = 2.59	3 = 2.48	3 = 2.42 12 = 2.73
4 = 2.72	4 = 2.59	4 = 2.60	4 = 2.36	4 = 2.68 13 = 2.62
5 = 2.67	5 = 2.58	5 = 2.51	5 = 2.31	5 = 2.72 14 = 2.72
6 = 2.64		6 = 2.51	6 = 2.47	6 = 2.62 15 = 2.36
7 = 2.73		7 = 2.48	7 = 2.36	7 = 2.79 16 = 2.59
8 = 2.69		8 = 2.59	8 = 2.54	8 = 2.58 17 = 2.67
9 = 2.31			9 = 2.50	9 = 2.78
10 = 2.75			10 = 2.59	
			11 = 2.47	

\*Mean of High Importance = 2.50-3.00  
 Mean of Average Importance = 1.50-2.49  
 Mean of Low Importance = 0.00-1.49

central office administrators are different regarding selected personnel services most and least in need of improvement?

Tables 32 through 46 were developed from the items on personnel services in the study which had a significant chi square value ( $\alpha = .01$ ). The significant chi square value on an item indicated that the responses on the item were not independent, but were dependent on group membership. Since the responses were dependent on group membership, this implies that different groups responded differently to the items which had significant chi square values. There were fifteen items in the study with a significant chi square value, and a table was developed for each item. Therefore, Tables 32 through 46 provide an analysis of the important different responses of the elementary teachers, elementary principals, secondary teachers, secondary principals, and central office administrators in the Kanawha County School System on each item.

An analysis of the responses in the tables illustrates the significant difference of responses by the five groups surveyed. In the items a majority of responses by the subjects surveyed in the section marked "adequately present" or "strongly present" indicated little need of improvement in that personnel service. On the other hand, a majority of responses by the subjects surveyed in the

section of the item marked "not present" or "weakly present" indicated that the item was in a considerable need of improvement. The information on this question is presented according to the following areas of personnel administration: organizational structure, staff procurement, staff selection, staff development, and conditions of service.

Organizational structure. In this area, no item had a significant chi square value. This implies that the responses by the subjects on the personnel services in this area were independent of group membership.

Staff procurement. In Table 32, the percentages of significant different responses in item one in the area of staff procurement by elementary teachers, elementary principals, secondary teachers, secondary principals, and central office administrators in the Kanawha County School System are presented. The personnel service in item one was the use of job descriptions for vacancies. On this personnel service, elementary principals, secondary principals, and central office administrators indicated there was little need of improvement. However, secondary teachers gave the personnel service a negative rating of sixty-three percent which indicated a need for improvement. Elementary teachers were divided in their responses on item one.

Table 32

Percentages of Significant Different Responses in Item One  
in the Area of Staff Procurement Which Focused on  
the Use of Job Descriptions for Vacancies

Responses	Not Present	Weakly Present	Adequately Present	Strongly Present
Employees				
Elementary Teachers	22%	24%	38%	16%
Elementary Principals	14%	20%	46%	20%
Secondary Teachers	33%	30%	26%	11%
Secondary Principals	10%	23%	47%	20%
Central Office	7%	29%	45%	19%

Staff selection. In Table 33, the percentages of significant different responses in item two in the area of staff selection by the elementary teachers, elementary principals, secondary teachers, secondary principals, and central office administrators in the Kanawha County School System are presented. The personnel service identified in item two of this area focused on written, probationary appraisals being made and discussed with employees. Elementary teachers, elementary principals, secondary teachers, and secondary principals perceived this personnel service to be in little need of improvement. The range of their percentages was sixty-seven to seventy-eight percent. However, fifty-eight percent of the central office administrators indicated that this item was in need of improvement.

In Table 34, the percentages of significant different responses in item three in the area of staff selection by the elementary teachers, elementary principals, secondary teachers, secondary principals, and central office administrators in the Kanawha County School System are presented. Adequate orientation, supervision, and inservice training during the probationary period were personnel services presented in item three of this area. A review of the percentages of responses indicates that a majority of the elementary teachers and elementary principals rated this service in little need of improvement,

Table 33

Percentages of Significant Different Responses in Item Two  
in the Area of Staff Selection Which Focused on  
Written, Probationary Appraisals Being  
Made and Discussed with  
Employees

Responses	Not Present	Weakly Present	Adequately Present	Strongly Present
Employees				
Elementary Teachers	10%	19%	36%	35%
Elementary Principals	11%	11%	41%	37%
Secondary Teachers	9%	25%	37%	29%
Secondary Principals	3%	30%	40%	27%
Central Office	19%	39%	31%	11%



while a majority of the secondary teachers and secondary principals perceived the item to be in need of improvement. Central office administrators also concurred by a seventy-two percent response that the item was in need of improvement.

Staff development. In Table 35, the percentages of significant different responses in item three in the area of staff development by the elementary teachers, elementary principals, secondary teachers, secondary principals, and central office administrators in the Kanawha County School System are presented. The personnel service identified in this item was the availability of general school policies to employees. Secondary teachers perceived the item to be in little need of improvement with a seventy percent positive response. Secondary principals and central office administrators indicated by sixty-seven percent and seventy-five percent respectively that the service was in great need of improvement. Elementary teachers and elementary principals were divided in their responses to this item.

In Table 36, the percentages of significant different responses in item six in the area of staff development by the elementary teachers, elementary principals, secondary teachers, secondary principals, and central office administrators in the Kanawha County School

Table 3<sup>4</sup>

Percentages of Significant Different Responses in Item Three  
in the Area of Staff Selection Which Focused on  
Adequate Orientation, Supervision, and  
Inservice Training During the  
Probationary Period

Responses	Not Present	Weakly Present	Adequately Present	Strongly Present
Employees				
Elementary Teachers	13%	30%	35%	22%
Elementary Principals	4%	41%	41%	14%
Secondary Teachers	13%	48%	29%	10%
Secondary Principals	10%	50%	33%	7%
Central Office	21%	51%	25%	3%

Table 35

Percentages of Significant Different Responses in Item Three  
in the Area of Staff Development Which Focused on  
the Availability of General School  
Policies to Employees

Responses	Not Present	Weakly Present	Adequately Present	Strongly Present
Employees				
Elementary Teachers	23%	26%	39%	12%
Elementary Principals	16%	38%	41%	5%
Secondary Teachers	16%	14%	42%	28%
Secondary Principals	40%	27%	20%	13%
Central Office	44%	31%	22%	3%

System are presented. This item focused on the personnel service which stated that employee appraisals are based on specific job objectives. Elementary teachers and elementary principals indicated by a majority response that this service was in little need of improvement. Secondary teachers, secondary principals, and central office administrators indicated that the item was in considerable need of improvement by fifty-six, sixty, and seventy-five percent respectively.

In Table 37, the percentages of significant different responses in item seven in the area of staff development by the elementary teachers, elementary principals, secondary teachers, secondary principals, and central office administrators in the Kanawha County School System are presented. Periodic progress conferences for employees was the personnel service identified in item seven. The table indicates that elementary teachers, secondary teachers, secondary principals, and central office administrators perceived this service to be in need of improvement. In fact, secondary principals and central office administrators gave a negative response of eighty percent or more. However, elementary principals responded by fifty-four percent that the service was in little need of improvement.

In Table 38, the percentages of significant different responses in item eight in the area of staff

Table 36

Percentages of Significant Different Responses in Item Six  
in the Area of Staff Development Which Focused on  
the Employee Appraisal Being Based on  
Specific Job Objectives

Responses	Not Present	Weakly Present	Adequately Present	Strongly Present
Employees				
Elementary Teachers	12%	32%	40%	16%
Elementary Principals	13%	32%	50%	5%
Secondary Teachers	21%	35%	37%	7%
Secondary Principals	27%	33%	33%	7%
Central Office	33%	42%	21%	4%

Table 37

Percentages of Significant Different Responses in Item Seven  
in the Area of Staff Development Which Focused on  
the Establishment of Periodic Conferences  
on Employee Progress

Responses	Not Present	Weakly Present	Adequately Present	Strongly Present
Employees				
Elementary Teachers	28%	36%	33%	3%
Elementary Principals	16%	30%	47%	7%
Secondary Teachers	33%	44%	19%	4%
Secondary Principals	20%	60%	17%	3%
Central Office	32%	55%	10%	3%

development by the elementary teachers, elementary principals, secondary teachers, secondary principals, and central office administrators in the Kanawha County School System are presented. The availability of the final appraisal form to the employee is the personnel service identified in item eight. In this table, it is noted that the elementary teachers, elementary principals, and secondary principals believed this item to be in little need of improvement. The range of these positive responses was from sixty-four percent to seventy-nine percent. Nevertheless, central office administrators perceived this item to be in need of improvement by a sixty-one percent negative response. Secondary teachers were more evenly divided in their responses on this item.

Conditions of service. In Table 39, the percentages of significant different responses in item one in the area of conditions of service by the elementary teachers, elementary principals, secondary teachers, secondary principals, and central office administrators in the Kanawha County School System are presented. Item one focused on a good fringe benefit program for employees. Elementary principals and central office administrators agreed in their responses that this item was in little need of improvement. Secondary teachers and secondary principals indicated in their responses that the service was

Table 38

Percentages of Significant Different Responses in Item Eight  
in the Area of Staff Development Which Focused on  
the Availability to the Employee of the  
Final Appraisal Form

Responses	Not Present	Weakly Present	Adequately Present	Strongly Present
Employees				
Elementary Teachers	19%	17%	33%	31%
Elementary Principals	7%	14%	40%	39%
Secondary Teachers	23%	26%	31%	20%
Secondary Principals	7%	23%	50%	20%
Central Office	39%	22%	28%	11%



ineffective and needed improvement. Elementary teachers were more evenly divided in their responses to the item.

In Table 40, the percentages of significant different responses in item four in the area of conditions of service by the elementary teachers, elementary principals, secondary teachers, secondary principals, and central office administrators in the Kanawha County School System are presented. A good retirement program for employees was the service presented in this item. Although all five groups surveyed indicated by a majority response that the item was in little need of improvement, the significance is found in the percentage differences between groups. Elementary principals, secondary principals, and central office administrators gave the item an eighty percent or above positive rating. Elementary teachers and secondary teachers supported the service with positive ratings of only fifty-six percent and sixty-three percent respectively.

In Table 41, the percentages of significant different responses in item six in the area of conditions of service by the elementary teachers, elementary principals, secondary teachers, secondary principals, and central office administrators in the Kanawha County School System are presented. Item six focused on the provision to grant leaves to employees for professional meetings. On this item, the five groups surveyed perceived by a

Table 39

Percentages of Significant Different Responses in Item One  
in the Area of Conditions of Service Which Focused  
on a Good Fringe Benefit Program

Responses	Not Present	Weakly Present	Adequately Present	Strongly Present
Employees				
Elementary Teachers	17%	32%	35%	16%
Elementary Principals	4%	30%	43%	23%
Secondary Teachers	26%	37%	26%	11%
Secondary Principals	13%	43%	27%	17%
Central Office	6%	28%	37%	29%

Table 40

Percentages of Significant Different Responses in Item Four  
in the Area of Conditions of Service Which Focused  
on a Good Retirement Program

Responses	Not Present	Weakly Present	Adequately Present	Strongly Present
Employees				
Elementary Teachers	13%	31%	28%	28%
Elementary Principals	5%	11%	32%	52%
Secondary Teachers	12%	25%	31%	32%
Secondary Principals	10%	10%	23%	57%
Central Office	5%	14%	25%	56%

majority response that the item was in little need of improvement. However, the percentage in each group varied to such a great extent that there was a significant difference in the responses. Elementary principals, secondary principals, and central office administrators gave the item a strong positive rating of eighty-five, eighty-seven, and seventy-eight percent respectively. Elementary and secondary teachers provided a positive response of sixty-four percent and sixty percent respectively.

In Table 42, the percentages of significant different responses in item eleven in the area of conditions of service by the elementary teachers, elementary principals, secondary teachers, secondary principals, and central office administrators in the Kanawha County School System are presented. This item pertained to the competitiveness of the salary schedule with other local school systems and businesses. Elementary teachers, secondary teachers, and secondary principals provided a negative response which indicated the service was ineffective. However, elementary principals responded with a positive rating of fifty-four percent. Central office administrators were more evenly divided in their responses to the item.

In Table 43, the percentages of significant different responses in item twelve in the area of conditions of service by the elementary teachers, elementary

Table 41

Percentages of Significant Different Responses in Item Six  
in the Area of Conditions of Service Which Focused  
on the Establishment of Leave Time  
for Professional Meetings

Responses	Not Present	Weakly Present	Adequately Present	Strongly Present
Employees				
Elementary Teachers	17%	19%	39%	25%
Elementary Principals	4%	11%	37%	48%
Secondary Teachers	9%	31%	36%	24%
Secondary Principals	0%	13%	33%	54%
Central Office	1%	21%	40%	38%

Table 42

Percentages of Significant Different Responses in Item Eleven  
in the Area of Conditions of Service Which Focused  
on the Competitiveness of the Salary  
Schedule with Other Local  
School Systems and  
Businesses.

Responses	Not Present	Weakly Present	Adequately Present	Strongly Present
Employees				
Elementary Teachers	25%	33%	33%	9%
Elementary Principals	9%	37%	43%	11%
Secondary Teachers	36%	31%	30%	3%
Secondary Principals	13%	50%	37%	0%
Central Office	17%	32%	44%	7%

principals, secondary teachers, secondary principals, and central office administrators in the Kanawha County School System are presented. Item twelve focused on the development and distribution of written grievance procedures to employees. This table indicates a difference of response by the groups surveyed. Elementary principals, secondary principals, and central office administrators provided positive responses of ninety-one, eighty-three, and eighty percent respectively. This meant that these groups perceived the service to be in little need of improvement. On the other hand, only fifty-one percent of the elementary teachers responded that the service was in little need of improvement. The secondary teachers' responses varied further because only forty-four percent of the responses indicated little need for improvement in the services.

In Table 44, the percentages of significant different responses in item thirteen in the area of conditions of service by the elementary teachers, elementary principals, secondary teachers, secondary principals, and central office administrators in the Kanawha County School System are presented. This item also dealt with the area of grievance procedures, and it stressed employee input into the formulation and revision of grievance procedures. The table illustrates that differences existed between teachers' and principals' perceptions on this item. Elementary principals and secondary principals provided

Table 43

Percentages of Significant Different Responses in Item Twelve  
in the Area of Conditions of Service Which Focused  
on the Development and Distribution of  
Written Grievance Procedures

Responses	Not Present	Weakly Present	Adequately Present	Strongly Present
Employees				
Elementary Teachers	20%	29%	33%	18%
Elementary Principals	4%	5%	36%	55%
Secondary Teachers	23%	33%	29%	15%
Secondary Principals	7%	10%	20%	63%
Central Office	3%	17%	32%	48%



positive responses of sixty-nine and sixty-four percent respectively. To the principals, the item was in little need of improvement. Conversely, elementary teachers gave the item a negative rating of sixty-two percent. Secondary teachers strongly concurred with this position with a seventy-seven percent negative response. Central office administrators were more evenly divided in their response to this item.

In Table 45, the percentages of significant different responses in item fourteen in the area of conditions of service by the elementary teachers, elementary principals, secondary teachers, secondary principals, and central office administrators in the Kanawha County School System are presented. The development of several steps in grievance procedures was the personnel service identified in item fourteen. The division between teachers and administrators' perceptions was evident again in this item. Elementary principals, secondary principals, and central office administrators perceived the service to be in little need of improvement by positive responses which ranged from eighty-two percent to ninety percent. Nevertheless, elementary and secondary teachers responded negatively to the effectiveness of this personnel service by fifty-five and fifty-six percent respectively.

In Table 46, the percentages of significant different responses in item seventeen in the area of

Table 44

Percentages of Significant Different Responses in Item Thirteen  
in the Area of Conditions of Service Which Focused on  
Employee Input into the Formulation and  
Revision of Grievance Procedures

Responses	Not Present	Weakly Present	Adequately Present	Strongly Present
Employees				
Elementary Teachers	26%	36%	28%	10%
Elementary Principals	9%	21%	56%	14%
Secondary Teachers	35%	42%	18%	5%
Secondary Principals	16%	20%	37%	27%
Central Office	15%	39%	35%	11%

Table 45

Percentages of Significant Different Responses in Item Fourteen  
in the Area of Conditions of Service Which Focused on  
the Development of Several Steps in  
the Grievance Procedures

Responses	Not Present	Weakly Present	Adequately Present	Strongly Present
Employees				
Elementary Teachers	23%	32%	33%	12%
Elementary Principals	5%	5%	52%	38%
Secondary Teachers	23%	33%	35%	9%
Secondary Principals	3%	10%	37%	50%
Central Office	6%	12%	36%	46%

conditions of service by the elementary teachers, elementary principals, secondary teachers, secondary principals, and central office administrators in the Kanawha County School System are presented. Item seventeen focused on providing adequate assistance to the employee before termination procedures were initiated. Again, this item illustrated a division between teachers' and administrators' perceptions. Strong positive ratings of eighty-seven percent by elementary principals, eighty-four percent by secondary principals, and sixty-four percent by central office administrators indicated little need of improvement in this service. Elementary and secondary teachers responded less favorably to the service. Only fifty-one percent of the elementary teachers and forty-six percent of the secondary teachers surveyed rated the personnel service in need of improvement.

In conclusion, personnel services identified in the fifteen items used to answer question seven indicated differences in the perceptions of the groups of employees surveyed. After analyzing the results of these differences, it was noted that in the area of conditions of service a pattern developed in the perceptions of the groups of employees. Personnel services identified in items four, six, twelve, thirteen, fourteen, and seventeen of conditions of service showed that elementary and secondary principals indicated little need of improvement on these items. On the

Table 46

Percentages of Significant Different Responses in Item Seventeen  
in the Area of Conditions of Service Which Focused on  
Providing Adequate Assistance Before  
Employee Termination

Responses	Not Present	Weakly Present	Adequately Present	Strongly Present
Employees				
Elementary Teachers	21%	28%	28%	23%
Elementary Principals	2%	11%	53%	34%
Secondary Teachers	22%	32%	34%	12%
Secondary Principals	3%	13%	47%	37%
Central Office	12%	24%	40%	24%

other hand, elementary and secondary teachers provided less favorable responses as to the effectiveness of the personnel services. Central office administrators concurred with the principals on all services but the one found in item thirteen, employee input into the formulation and review of grievance procedures.

In reviewing the specific items in the area of conditions of service where the pattern developed, it was determined that items twelve, thirteen, and fourteen focused on grievance procedures in the school system, and item four focused on the retirement program for employees. Providing personal leave for employees to attend professional meetings was the service identified in item six, and item seventeen stressed assistance to employees before termination.

#### Question Number Eight

What are the relationships between the personal characteristics of the elementary teachers, elementary principals, secondary teachers, secondary principals, and central office administrators and their perceptions regarding selected personnel services most and least in need of improvement?

In the data collection instrument, subjects in the population not only recorded their perceptions of the selected personnel services, but also indicated their

responses on two personal characteristics. The first personal characteristic listed in the questionnaire was the highest degree the subject had received. The second personal characteristic was the respondent's length of service in the Kanawha County School System. (see Appendix B) The Pearson Product Moment Correlation Coefficient was computed on the five groups of employees' perceptions of each personnel service and their responses to each personal characteristic.

A correlation coefficient of  $\pm .30$  or higher was established as the level necessary to indicate a relationship between the perceptions of the selected personnel services by the five groups surveyed and the two personal characteristics. After reviewing the correlation coefficient on each variable, it was determined that there was not a correlation coefficient of  $\pm .30$  or higher. (see Appendix F) Therefore, the implication for this part of the study was that no significant relationship existed between the perceptions of elementary teachers, elementary principals, secondary teachers, secondary principals, and central office administrators in the Kanawha County School System regarding the effectiveness of selected personnel services and their personal characteristics.

The findings of the first part of the study and the seven pertinent questions indicated that differences existed between elementary teachers, elementary principals,

secondary teachers, secondary principals, and central office administrators in terms of their perceptions as to the effectiveness of selected personnel services in the Kanawha County School System. The data indicated that in fifteen items (29%) the perceptions of the five groups surveyed were significantly different. However, the findings also indicated that in twenty-two items (43%) the perceptions for the five groups of employees indicated some significant similar responses. In addition to these findings, it was also determined that the five groups of employees indicated a need for improvement in the personnel services explained in the area of staff development. It was further noted, however, that a majority of the items in this area were rated of only average importance by the groups of employees.

The results of the second part of the study discussed in the one pertinent question revealed that there was no significant relationship between selected personal characteristics of elementary teachers, elementary principals, secondary teachers, secondary principals, and central office administrators in the Kanawha County School System and their perceptions of the effectiveness of selected personnel services.



## Chapter 5

### SUMMARY, CONCLUSIONS AND IMPLICATIONS

#### SUMMARY

The purpose of this study was twofold. The first problem was to determine whether differences existed between elementary teachers, elementary principals, secondary teachers, secondary principals, and central office administrators in terms of their perceptions as to the effectiveness of selected personnel services in the Kanawha County School System. The second problem was to determine the relationship between selected personal characteristics of elementary teachers, elementary principals, secondary teachers, secondary principals, and central office administrators in the Kanawha County School System and their perceptions of the effectiveness of selected personnel services.

A review of the literature was conducted to provide current information on the important personnel services in the area of school personnel administration. The literature review revealed that one of the most important aspects in school personnel administration was that the employee or his representative should be involved in the development and revision of personnel services provided in

a school system. In the literature, duties of the board of education members, superintendent, and chief personnel administrator in the area of school personnel administration were studied. Operational definitions on such items as recruitment, grievances, teacher appraisals, employee orientation, and staff selection were presented. Furthermore, it was discovered in the literature that there were several personnel services which would enhance a school system's personnel administration program if they were used effectively.

The next step in studying the two aspects of the problem was to identify the population for the study. Elementary teachers, elementary principals, secondary teachers, secondary principals, and central office administrators in the Kanawha County School System were selected for the study. The sample included a ten percent stratified random sample of the elementary and secondary teachers. All principals and central office administrators were identified for the sample.

A questionnaire was constructed and mailed to all subjects in the study to collect the empirical data. The data on the questionnaire were recorded and analyzed to answer the eight questions in the study. Frequency distribution and percentage analysis were performed on all items to provide the data needed to answer the first six questions of the study. The subjects in the population

also rated the importance of each item. The means were computed to determine the importance of each service. The chi square value for each item was computed to provide the data necessary to answer question seven in the study. The seven questions were used to examine whether differences existed in the perceptions of personnel services of elementary teachers, elementary principals, secondary teachers, secondary principals, and central office administrators.

The data gathered to answer questions one through five of the study indicated which personnel services were perceived to be in the most and least need of improvement by the five groups of employees in the Kanawha County School System. In reviewing the findings from these data, it was determined that the five groups indicated a majority of personnel services in the areas of organizational structure, staff procurement, staff selection, and conditions of service were in little need of improvement. However, in the area of staff development a majority of personnel services which received significant responses (66%) from the employee groups were determined to be in considerable need of improvement.

The findings from the information collected on question six of the study showed which perceptions of the elementary teachers, elementary principals, secondary teachers, secondary principals, and central office

administrators in the Kanawha County School System were similar regarding selected personnel services most and least in need of improvement. The results revealed that in twenty-one (41%) of the items, five groups of employees surveyed responded similarly. It was further noted that in fifteen (29%) of the items, two or more groups of employees surveyed indicated that the personnel service in the item was in little need of improvement.

From the responses of the population on the importance of the services, it was noted that the means of the items indicated that the selected personnel services were important to the employees. It was further noted that in the area of staff development, a majority of the items were rated of only average importance.

Question seven of the study revealed which selected personnel services had significant different responses from the five groups surveyed. The findings revealed that in fifteen (29%) of the items, there was a significant difference of perceptions on the selected personnel services by the five groups of employees. It was further shown that in the area of personnel administration entitled conditions of service, principals and central office administrators indicated by the responses, little need for improvement to those services relating to grievance procedures, employee termination, the retirement program, and leaves for professional meetings. On the

contrary, elementary and secondary teachers provided less favorable responses as to the effectiveness of these personnel services.

The results of the first seven questions of the study indicated that there were differences existing between elementary teachers, elementary principals, secondary teachers, secondary principals, and central office administrators in terms of their perceptions as to the effectiveness of selected personnel services in the Kanawha County School System. It was also determined that several personnel services in the area of staff development were in need of improvement, but these services had been indicated to be of only average importance.

In question eight of the study, data were gathered and analyzed to determine if a relationship existed between selected personal characteristics of elementary teachers, elementary principals, secondary teachers, secondary principals, and central office administrators in the Kanawha County School System and their perceptions of the effectiveness of selected personnel services. The Pearson Product Moment Correlation Coefficiency was computed on each variable, the two selected personal characteristics, and the perceptions of the selected personnel services by the groups of employees surveyed. The findings on this question and the second part of the study indicated that there was no

significant relationship between selected personal characteristics of the five groups surveyed and their perceptions of the effectiveness of selected personnel services.

Finally, the conclusions and implications were developed. In this study, it was determined that differences did exist between the five groups surveyed in terms of their perceptions as to the effectiveness of selected personnel services. The study also found there was no significant relationship between selected personal characteristics of the respondents and their perceptions of the effectiveness of selected personnel services.

#### CONCLUSIONS

On the basis of the findings of this study, the following conclusions were drawn:

1. It was concluded that the five groups of employees surveyed responded similarly to several of the items in their perceptions of the personnel services most and least in need of improvement. Those items which the five groups rated at a level (66% or greater) as being in the most need of improvement were:
  - a. Organizational structure--employee review and revision of personnel policies; and
  - b. Staff development--yearly orientation program

and employment counseling.

The items which were rated at a level (66% or greater) as being in the least need of improvement were:

- a. Organizational structure--roles of the board of education and chief administrator in personnel administration;
  - b. Staff procurement--personal interview and application form in the recruitment process;
  - c. Staff selection--periodic health examination for employees; and
  - d. Conditions of service--group insurance, credit plans, and personal leave approval.
2. It was concluded that the five groups of employees perceived a need for improvement in selected personnel services related to the area of staff development. In addition to the items in the area of staff development listed in conclusion number one, the selected personnel services in need of improvement in this area focused on the use of relevant personnel in the orientation program and the bases for promotion of employees.
3. It was also concluded in this study that there were significant differences in responses as to the effectiveness of selected personnel services by the teachers and administrators surveyed,

and these differences were particularly evident in the area of personnel administration which related to conditions of service. The items in this area which indicated a significant difference of response by the five groups focused on the retirement program, personal leave, competitive salary schedule, grievance procedures, and employee termination.

4. It was further concluded in this study that no significant relationship existed between selected personal characteristics of the five groups surveyed and their perceptions of the effectiveness of selected personnel services.

#### IMPLICATIONS

There was little evidence to indicate that the educational level or length of service of the five groups surveyed in the Kanawha County School System had any significant relationship to their perceptions of the effectiveness of selected personnel services most and least in need of improvement.

There was, however, considerable empirical evidence to suggest a need for improvement of the personnel services in the area of staff development in the Kanawha County School System. The Kanawha County School System should review its staff development program and alter its



direction in order to provide more effective services in this area. The specific personnel services which should be considered for study in this area are the orientation program, employment counseling, and promotional procedures.

The differences in the perceptions by the five groups of employees surveyed on personnel services most and least in need of improvement were significant enough to warrant further study by the Kanawha County School System. Although each personnel service which drew a significantly different response from the groups surveyed should be analyzed, particular attention should be given to the personnel services in the area of conditions of service which indicated a pattern of disagreement between administrators and teachers. The specific items which illustrated this pattern in this area were related to the retirement program, personal leave, grievance procedures, and employee termination.

The results of this study are valuable only if they are used, and they have the potential for giving suggestions as to possible directions which the Kanawha County School System may take.

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**APPENDIXES**

APPENDIX A

Dunbar High School  
Dunbar, West Virginia  
March 5, 1975

Dear Colleague:

In various meetings, employees in our school system have suggested general improvements which they would like to see in the personnel administration program. Due to the extensiveness of the area of personnel administration, these suggestions have to be systematically collected from the employees to aid the Personnel Department in the determination of the proper direction which should be taken in its program.

This survey is being conducted with the approval of John Santrock, Superintendent of Schools, and Ben Caldwell, Assistant Superintendent for Personnel. The results of the survey will be made available to the Personnel Department and to the Superintendent for the purpose of developing more effective personnel services for the employees of the Kanawha County School System.

Responses from individual employees and specific schools will remain anonymous. The three groups being surveyed are teachers, principals, and central office administrators. The data will be reported from these three groups of employees.

The enclosed survey instrument has two parts. Please respond to all of the items on the survey instrument according to your knowledge and feelings about personnel services. I have enclosed an envelope with my address. Please return the completed questionnaire by way of the pony mail service. Your cooperation on this project is greatly appreciated.

Sincerely yours,

Jack C. McClanahan, Principal

APPENDIX B

Dunbar High School  
Dunbar, West Virginia  
April 2, 1975

Dear Colleague:

Approximately three weeks ago, I sent you a survey on the personnel services in the Kanawha County School System. If you have returned the survey, I would like to thank you for your immediate response. It is possible that due to your busy schedule you have not had time to complete the survey form. I have enclosed a second copy of the survey in case your first copy has been misplaced. Please use the enclosed envelope and return the completed questionnaire by the pony mail service.

Since only a few employees were selected for the study, your immediate response is important in the study of personnel services in your county school system. Your cooperation on this project is greatly appreciated.

Sincerely yours,

Jack C. McClanahan



APPENDIX C

PERSONNEL ADMINISTRATION SURVEY FORM

PASF

To be completed by elementary teachers, elementary principals, secondary teachers, secondary principals, and central office administrators.

## PART A

INSTRUCTIONS: Place a check (✓) in the blank by the one response under each item which best describes you in your employment at this time.

1. My highest educational level is:

- (a) High school graduate  
 (b) Bachelor's degree  
 (c) Master's degree  
 (d) Doctor's degree

2. The total number of years I have been employed in the Kanawha County School System is:

- (a) 0 to 1 year  
 (b) 2-4 years  
 (c) 5-10 years  
 (d) 11-20 years  
 (e) Over 20 years

## PART B

INSTRUCTIONS: The items on personnel administration in Part B were constructed into five categories: organizational structure, staff procurement, staff selection, staff development, and conditions of service.

You should mark each question with two responses. Your first response should be based on your knowledge and feelings of how the Kanawha County Personnel Department is providing the service which has been described. Your second response should indicate the importance which you place on the personnel service which has been described. Please place a check (✓) in one blank in each area to mark your response.

Each item should be answered with one response in each of the two areas.

(PART B Continued)

Each item should be answered with one response in each of the two areas.

Presence of the Service

- A--Not present
- B--Weakly present
- C--Adequately present
- D--Strongly present

Importance of the Service

- A--Low importance
- B--Moderate importance
- C--High importance

ORGANIZATIONAL STRUCTURE

PRESENCE

IMPORTANCE

- |   |   |                                     |
|---|---|-------------------------------------|
| 1. The Board of Education establishes the general policies for the operation of the Department of Personnel Administration.                       | A <u>  </u> B <u>  </u> C <u>  </u> D <u>  </u> | A <u>  </u> B <u>  </u> C <u>  </u> |
| 2. The Superintendent provides the leadership in the execution of Board Policies for the development and improvement of Personnel Administration. | A <u>  </u> B <u>  </u> C <u>  </u> D <u>  </u> | A <u>  </u> B <u>  </u> C <u>  </u> |
| 3. The chief personnel administrator is a part of the Superintendent's administrative team.   | A <u>  </u> B <u>  </u> C <u>  </u> D <u>  </u> | A <u>  </u> B <u>  </u> C <u>  </u> |
| 4. Written personnel policies are made available to all employees.  | A <u>  </u> B <u>  </u> C <u>  </u> D <u>  </u> | A <u>  </u> B <u>  </u> C <u>  </u> |
| 5. Members of the Personnel Department explain and interpret personnel policies to appropriate staff members.                                     | A <u>  </u> B <u>  </u> C <u>  </u> D <u>  </u> | A <u>  </u> B <u>  </u> C <u>  </u> |
| 6. Personnel policies are continuously reviewed by employees and recommendations are made for revision.   | A <u>  </u> B <u>  </u> C <u>  </u> D <u>  </u> | A <u>  </u> B <u>  </u> C <u>  </u> |

Each item should be answered with one response in each of the two areas.

Presence of the Service

- A--Not present  
 B--Weakly present  
 C--Adequately present  
 D--Strongly present

Importance of the Service

- A--Low importance  
 B--Moderate importance  
 C--High importance

- |  | <u>PRESENCE</u>         | <u>IMPORTANCE</u> |
|--|-------------------------|-------------------|
| 7. The Personnel Department has the responsibility for personnel records of all school employees.  | A ___ B ___ C ___ D ___ | A ___ B ___ C ___ |
| 8. The Personnel Department provides safeguards against the loss or damage of personnel records.   | A ___ B ___ C ___ D ___ | A ___ B ___ C ___ |
| 9. Data processing is used to provide more effective processing and integration of employee information.   | A ___ B ___ C ___ D ___ | A ___ B ___ C ___ |
| 10. The Personnel Administrative Department conducts its business in such a manner that it provides effective and friendly employee relationships. | A ___ B ___ C ___ D ___ | A ___ B ___ C ___ |

STAFF PROCUREMENT

- |  |                         |                   |
|--|-------------------------|-------------------|
| 1. In the recruitment process written job descriptions are used as guides for all vacancies.   | A ___ B ___ C ___ D ___ | A ___ B ___ C ___ |
| 2. All interested candidates for employment are provided written information on the employment requirements and on the school system's philosophy. | A ___ B ___ C ___ D ___ | A ___ B ___ C ___ |

Each item should be answered with one response in each of the two areas.

	<u>Presence of the Service</u>	<u>Importance of the Service</u>
	A--Not present B--Weakly present C--Adequately present D--Strongly present	A--Low importance B--Moderate importance C--High importance
		<u>PRESENCE</u> <u>IMPORTANCE</u>
3.	All interested potential employees are given a personal interview.	A _ B _ C _ D _                      A _ B _ C _
4.	All vacancies are posted so that all interested parties can apply for available positions.	A _ B _ C _ D _                      A _ B _ C _
5.	The application form asks for pertinent information such as a candidate's training, references, and academic record.	A _ B _ C _ D _                      A _ B _ C _

#### STAFF SELECTION

1.	Every potential employee follows the same general selection procedures.	A _ B _ C _ D _                      A _ B _ C _
2.	During the probationary period, written appraisals of the employee are made and discussed with him.	A _ B _ C _ D _                      A _ B _ C _
3.	During the probationary period, the employee is provided with adequate orientation, supervision, and in-service training.	A _ B _ C _ D _                      A _ B _ C _
4.	New employees are placed in positions and given assignments which are in line with their qualifications.	A _ B _ C _ D _                      A _ B _ C _

Each item should be answered with one response in each of the two areas.

	<u>Presence of the Service</u>	<u>Importance of the Service</u>
	A--Not present B--Weakly present C--Adequately present D--Strongly present	A--Low importance B--Moderate importance C--High importance
	<u>PRESENCE</u>	<u>IMPORTANCE</u>
5. All employees are required to take periodic health examinations and tuberculin tests.	A ___ B ___ C ___ D ___	A ___ B ___ C ___
6. Written policies on transfers are provided to all employees.	A ___ B ___ C ___ D ___	A ___ B ___ C ___
7. The two prime considerations given in a transfer request are the effective operation of the school program and the interests of the employee.	A ___ B ___ C ___ D ___	A ___ B ___ C ___
8. In most transfer cases, all parties have a general understanding before the transfer is made.	A ___ B ___ C ___ D ___	A ___ B ___ C ___

#### STAFF DEVELOPMENT

1. The orientation program for all new employees is conducted throughout the year.	A ___ B ___ C ___ D ___	A ___ B ___ C ___
2. Orientation is conducted by personnel who can make the orientation relevant to the needs of the new employee.	A ___ B ___ C ___ D ___	A ___ B ___ C ___

Each item should be answered with one response in each of the two areas.

Presence of the ServiceImportance of the Service

A--Not present  
 B--Weakly present  
 C--Adequately present  
 D--Strongly present

A--Low importance  
 B--Moderate importance  
 C--High importance

- |  | <u>PRESENCE</u> | <u>IMPORTANCE</u> |
|--|-----------------|-------------------|
| 3. All new employees are provided information (ex. handbook) which describes the educational philosophy, personnel practices, and general policies of the school system. | A _ B _ C _ D _ | A _ B _ C _       |
| 4. Employees are utilized in the development of inservice programs.  | A _ B _ C _ D _ | A _ B _ C _       |
| 5. An appraisal program for an employee is developed and periodically reviewed by employee representatives and the supervisors in the school system.                     | A _ B _ C _ D _ | A _ B _ C _       |
| 6. The appraisal of the employee is based on specific objectives identified in his job.  | A _ B _ C _ D _ | A _ B _ C _       |
| 7. Periodic conferences are held on the progress of the employee.  | A _ B _ C _ D _ | A _ B _ C _       |
| 8. The final appraisal form is available to the employee.  | A _ B _ C _ D _ | A _ B _ C _       |
| 9. Promotional opportunities are widely publicized.  | A _ B _ C _ D _ | A _ B _ C _       |
| 10. Promotions are based on qualifications, achievement, and preestablished job standards.   | A _ B _ C _ D _ | A _ B _ C _       |

Each item should be answered with one response in each of the two areas.

Presence of the Service

Importance of the Service

- A--Not present
- B--Weakly present
- C--Adequately present
- D--Strongly present

- A--Low importance
- B--Moderate importance
- C--High importance

- |     |  |   |                                     |
|-----|--|---|-------------------------------------|
| 11. | Employment counseling is provided to all employees to assist them with problems which arise in relationship to their jobs. | <u>PRESENCE</u>                                 | <u>IMPORTANCE</u>                   |
|     |  | A <u>  </u> B <u>  </u> C <u>  </u> D <u>  </u> | A <u>  </u> B <u>  </u> C <u>  </u> |

CONDITIONS OF SERVICE

- |    |   |   |                                     |
|----|---|---|-------------------------------------|
| 1. | A good fringe benefit program is established to attract and retain employees.                       | A <u>  </u> B <u>  </u> C <u>  </u> D <u>  </u> | A <u>  </u> B <u>  </u> C <u>  </u> |
| 2. | Group insurance is available to all employees.  | A <u>  </u> B <u>  </u> C <u>  </u> D <u>  </u> | A <u>  </u> B <u>  </u> C <u>  </u> |
| 3. | Tax sheltered annuities and credit plans are available to all employees.                            | A <u>  </u> B <u>  </u> C <u>  </u> D <u>  </u> | A <u>  </u> B <u>  </u> C <u>  </u> |
| 4. | A sound retirement program exists for all employees who made a career in education.                 | A <u>  </u> B <u>  </u> C <u>  </u> D <u>  </u> | A <u>  </u> B <u>  </u> C <u>  </u> |
| 5. | Leave policies for employees are established, published, and distributed by the Board of Education. | A <u>  </u> B <u>  </u> C <u>  </u> D <u>  </u> | A <u>  </u> B <u>  </u> C <u>  </u> |
| 6. | Leaves are provided to employees for their participation in professional meetings.                  | A <u>  </u> B <u>  </u> C <u>  </u> D <u>  </u> | A <u>  </u> B <u>  </u> C <u>  </u> |
| 7. | All employees have personal leave available.  | A <u>  </u> B <u>  </u> C <u>  </u> D <u>  </u> | A <u>  </u> B <u>  </u> C <u>  </u> |



Each item should be answered with one response in each of the two areas.

Presence of the ServiceImportance of the Service

A--Not present  
 B--Weakly present  
 C--Adequately present  
 D--Strongly present

A--Low importance  
 B--Moderate importance  
 C--High importance

- |  | <u>PRESENCE</u> | <u>IMPORTANCE</u> |
|--|-----------------|-------------------|
|  | A   B   C   D   | A   B   C         |
| 8. The immediate supervisor of an employee approves requests for personal leave.   | A   B   C   D   | A   B   C         |
| 9. The salary schedule of the employee is based on his qualifications, performance, and experience.                                | A   B   C   D   | A   B   C         |
| 10. Clearly defined statements of duties, minimum requirements, and responsibilities are available for each type of position.      | A   B   C   D   | A   B   C         |
| 11. The salary schedule is competitive with other school systems and businesses in the locality.                                   | A   B   C   D   | A   B   C         |
| 12. Written grievance procedures have been established and distributed to all employees.   | A   B   C   D   | A   B   C         |
| 13. Employees have input into the formulation and revision of grievance procedures.  | A   B   C   D   | A   B   C         |
| 14. The grievance procedures have several steps to insure a solution to the problem.   | A   B   C   D   | A   B   C         |
| 15. An exit interview is provided when an employee resigns to discuss re-employment, reinstatement, or retirement fund withdrawal. | A   B   C   D   | A   B   C         |

Each item should be answered with one response in each of the two areas.

Presence of the Service

- A--Not present
- B--Weakly present
- C--Adequately present
- D--Strongly present

Importance of the Service

- A--Low importance
- B--Moderate importance
- C--High importance

16. The Personnel Department has established effective procedures for employment termination.

PRESENCE

IMPORTANCE

A \_ B \_ C \_ D \_

A \_ B \_ C \_

17. An employee is terminated only after serious efforts have been made to assist the employee.

A \_ B \_ C \_ D \_

A \_ B \_ C \_

## APPENDIX D

### STANDARDS FOR SCHOOL PERSONNEL ADMINISTRATION

#### I. Organizational Structure

- A. The basic function of the Board of Education is policy-making and review of the total educational program.
- B. The superintendent of schools furnishes the professional leadership for the development and improvement of a personnel program to meet the objectives of the school system.
- C. Written personnel policies furnish guidelines for the administrative procedures relating to personnel matters.
- D. The personnel department is that section of the administrative structure established to carry out responsibility for fulfilling the personnel activities of the school system.
- E. Personnel operations are conducted in a manner that provides for effective and friendly employee relationships.

#### II. Staff Procurement

- A. The recruitment process provides qualified personnel with information on available positions and allows interested personnel the opportunity to compete for vacancies.
- B. The application form contains information necessary to facilitate initial screening and contribute to sound decision-making on final recommendation for appointment.

#### III. Staff Selection

- A. Decisions involving staff selection are based upon a carefully planned program of investigation, screening appointment and probation.

- B. Placement, assignment, and transfer of personnel is a basic administrative responsibility that balances school system needs with the desires and qualifications of the individual.

#### IV. Staff Development

- A. Orientation of teachers is a continuing process based upon a planned program designed to acquaint the teacher with his responsibilities toward the student, school, and community.
- B. Inservice education programs are designed to assist the teacher with continued professional growth by keeping the teacher aware of new developments and means for implementation of curricular innovations.
- C. Appraisal of teaching performance is a cooperative process designed to improve the quality of teaching.
- D. Administrative appraisal programs aim to improve the quality of administrative leadership by improving individual performance.
- E. High staff morale and the leadership, effectiveness, and influence of the personnel department call for individuals in professional staffs to be recognized for excellence and promoted on the basis of competency, qualifications, fitness for the job, and promise of future growth and development regardless of age, sex, religion, national origin, or ethnic heritage.

#### V. Conditions of Service

- A. A fringe benefits program that meets the particular needs of the staff should be established within the constraints of local and state laws.
- B. Regulations covering the various types of absences, with or without pay, are made available to the staff and are fairly administered by the personnel department.
- C. Salary schedules that place the school board in a favorable competitive position and salary policies that encourage professional growth and personal improvement in service are essential elements of personnel administration.

- D. An orderly procedure for the hearing and adjustment of employee's grievances should be adopted, publicized, and implemented.
- E. Regulations governing resignations should provide an orderly means of termination of service, with a minimum of dislocation to the school system and a minimum of inconvenience to the employee.
- F. The personnel administrator should establish procedures for expeditiously terminating an employee's services or for taking corrective actions when the employee's performance or conduct is unsatisfactory.

(Taken from Standards for School Personnel Administration, Walnut Creek, California, 1972, pp. 19-35.)

APPENDIX E

Table of the Total Population, Number of Employees Surveyed, Number Responding, and Percentage of Responses

Employees	Total Population	Number Surveyed	Number Responding	Percentage of Responses
Elementary Teachers	1,045	105	69	66%
Elementary Principals	78	78	56	72%
Secondary Teachers	1,185	119	91	76%
Secondary Principals	34	34	30	88%
Central Office	94	94	71	76%

APPENDIX F

Table of Intercorrelation Between Demographic Variables  
and Perceptions of Selected Personnel Services  
by the Groups of Employees Surveyed

Item	Educational Degree		Length of Service	
1	r=.0616*	p=.275**	r=.1150	p=.041
2	r=.1312	p=.020	r=.1056	p=.061
3	r=.1340	p=.017	r=.1799	p<.001
4	r=.0851	p=.131	r=.0609	p=.280
5	r=.0744	p=.187	r=.1164	p=.039
6	r=.0825	p=.143	r=.1177	p=.037
7	r=.1000	p=.076	r=.1327	p=.018
8	r=.1218	p=.030	r=.1693	p=.003
9	r=.1494	p=.008	r=.0937	p=.096
10	r=.0165	p=.771	r=.0075	p=.895
11	r=.1134	p=.044	r=.1744	p=.002
12	r=.0259	p=.646	r=.0598	p=.289
13	r=.0474	p=.401	r=.0477	p=.398
14	r=.0468	p=.407	r=.1589	p=.005
15	r=.1100	p=.051	r=.1073	p=.057
16	r=.0149	p=.792	r=.0582	p=.303
17	r=.0694	p=.219	r=.0504	p=.372
18	r=.0520	p=.357	r=.0643	p=.254

Table of Intercorrelation (continued)

Item	Educational Degree		Length of Service	
19	$r = -.0921$	$p = .102$	$r = -.1104$	$p = .050$
20	$r = -.0935$	$p = .097$	$r = -.1184$	$p = .035$
21	$r = .0332$	$p = .557$	$r = .1231$	$p = .029$
22	$r = .0078$	$p = .890$	$r = .0466$	$p = .409$
23	$r = -.0131$	$p = .817$	$r = .0173$	$p = .759$
24	$r = .0411$	$p = .467$	$r = .0769$	$p = .173$
25	$r = .0018$	$p = .974$	$r = .0537$	$p = .341$
26	$r = -.0924$	$p = .101$	$r = -.0294$	$p = .603$
27	$r = -.0446$	$p = .430$	$r = -.0052$	$p = .927$
28	$r = -.0677$	$p = .230$	$r = -.0172$	$p = .761$
29	$r = -.1106$	$p = .050$	$r = -.0800$	$p = .156$
30	$r = -.0024$	$p = .966$	$r = -.0069$	$p = .903$
31	$r = .0117$	$p = .836$	$r = -.0552$	$p = .328$
32	$r = .0478$	$p = .397$	$r = .0594$	$p = .292$
33	$r = .0198$	$p = .726$	$r = -.0148$	$p = .794$
34	$r = -.0376$	$p = .506$	$r = .0455$	$p = .420$
35	$r = .0086$	$p = .879$	$r = -.0052$	$p = .927$
36	$r = -.0587$	$p = .298$	$r = -.0431$	$p = .446$
37	$r = .0088$	$p = .877$	$r = .0450$	$p = .425$
38	$r = .0399$	$p = .480$	$r = .0602$	$p = .286$
39	$r = .1066$	$p = .058$	$r = .1707$	$p = .002$
40	$r = .1484$	$p = .008$	$r = .1465$	$p = .009$



Table of Intercorrelation (continued)

Item	Educational Degree		Length of Service	
41	r=.0921	p=.102	r=.0169	p=.764
42	r=.0060	p=.915	r=.1151	p=.041
43	r=.0309	p=.585	r=.0132	p=.815
44	r=.0402	p=.476	r=.0690	p=.221
45	r=.0646	p=.252	r=.0301	p=.594
46	r=.2560	p<.001	r=.2408	p<.001
47	r=.2584	p<.001	r=.1845	p<.001
48	r=.2988	p<.001	r=.1950	p<.001
49	r=.0610	p=.279	r=.0373	p=.509
50	r=.0709	p=.161	r=.0818	p=.147
51	r=.1694	p=.003	r=.1918	p<.001

\*r = correlation coefficient

\*\*p = probability

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A STUDY OF THE PERCEPTIONS OF TEACHERS AND ADMINISTRATORS  
ON THE EFFECTIVENESS OF SELECTED PERSONNEL SERVICES  
IN THE KANAWHA COUNTY SCHOOL SYSTEM

by

Jack C. McClanahan

(ABSTRACT)

The problem of this study was twofold. The first problem was to determine whether differences existed between elementary teachers, elementary principals, secondary teachers, secondary principals, and central office administrators in terms of their perceptions as to the effectiveness of selected personnel services in the Kanawha County School System. The second problem was to determine the relationship between selected personal characteristics of elementary teachers, elementary principals, secondary teachers, secondary principals, and central office administrators in the Kanawha County School System and their perceptions of the effectiveness of selected personnel services.

A questionnaire on selected personnel services was developed from the relevant literature and national standards adopted by the American Association of School Personnel Administration. The statistical procedures used on the responses to the questions were frequency,

distribution, percentage, chi square, mean, and the Pearson Product Moment Correlation Coefficient. A series of tables was developed to present the data collected from the responses.

The results of the first part of the study indicated that differences existed in the perceptions of the effectiveness of selected personnel services by the five groups surveyed. The differences were particularly noted between teachers and administrators in the area of personnel administration entitled conditions of service. The second part of the study revealed that no significant relationship existed between selected personal characteristics of the five groups surveyed and their perceptions of the effectiveness of selected personnel services.