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The effect of IGE on the use of MBO procedures in the Atlanta, Georgia middle schools

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THE EFFECT OF IGE ON THE USE OF MBO PROCEDURES
IN THE ATLANTA, GEORGIA MIDDLE SCHOOLS

AN ABSTRACT
SUBMITTED TO THE FACULTY OF THE SCHOOL OF EDUCATION,
ATLANTA UNIVERSITY IN PARTIAL FULFILLMENT OF THE
REQUIREMENTS FOR THE DEGREE OF
EDUCATION SPECIALIST

BY
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ATLANTA UNIVERSITY
ATLANTA, GEORGIA
MAY, 1980
ABSTRACT

Purpose of the Study

The purpose of this study is to determine the effects of the IGE program in developing management-by-objectives procedures for principals, carrying out their role as instructional leader and for teachers in developing better classroom MBO procedures.

Method of Research

The Descriptive Method of Research was used for this study. A questionnaire was used to collect the necessary data.

This study involved eight middle school principals and 400 middle school teachers. Six principals and 240 teachers returned usable questionnaires.

Findings

Some findings which have emerged from this study are listed below:

1. More principals and teachers "very often" and "always" used management-by-objectives procedures after entering the IGE program for planning, implementing, and evaluating the instructional program as compared to "sometimes" and "often" before entering the IGE program.
2. Teachers entering the IGE program on all twenty variables showed a noticeable improvement after entering the program.

3. Principals entering the IGE program on all twenty variables showed a noticeable improvement after entering the program.

Conclusions

An analysis of the findings of this study warrants the following conclusions:

1. Most teachers used MBO procedures "very often" and "always" as compared to "sometimes" and "often" before entering the IGE program.

2. Principals used MBO procedures "very often" and "always" after entering the IGE program.

3. The IGE program provided for monitoring on a regular basis.

4. The IGE created a conducive atmosphere for a better working relationship between principals and teachers.

Implications

1. The MBO procedure can aid in providing a better learning situation and the writer surmises that this is the major reason for the success of the IGE program.

2. Teachers and principals who had little or no management procedure developed more effective procedures for the classroom and office by using MBO.

Recommendations

In accordance with the findings, conclusions and implications, the recommendations are:

1. The Atlanta Public Schools continue to use management-by-objectives procedures as one component in its middle school curriculum.
2. A follow-up study be made of the effectiveness of management-by-objectives procedures in the IGE program.

3. Further investigation in regard to the total effects of IGE on teaching and learning in middle schools in Atlanta.
THE EFFECT OF IGE ON THE USE OF MBO PROCEDURES
IN THE ATLANTA, GEORGIA MIDDLE SCHOOLS

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TABLE OF CONTENTS

LIST OF TABLES ........................................ iv
DEDICATION .............................................. v
ACKNOWLEDGMENTS ....................................... vi

Chapter
I. INTRODUCTION ........................................ 1
   Rationale ............................................. 1
   Evolution of the Problem ............................... 3
   Statement of the Problem ............................... 4
   Purpose of the Study .................................. 4
   Definition of Terms ..................................... 5
   Method of Research ..................................... 5
   Description of Subjects ................................. 6
   Summary ............................................... 6

II. REVIEW OF RELATED LITERATURE ......................... 8
   Has Management-By-Objectives Enhanced
     the Quality of Education? ......................... 10
   MBO (Management-By-Objectives): Its Intent
     to Increase the Effectiveness in Reaching
     Its Stated Goals and to Extend
     Accountability Throughout the Division
     of Instruction Services ............................. 12
   Evaluating and Monitoring Management-By-
     Objectives ......................................... 13
   Summary ............................................... 18

III. RESEARCH DESIGN AND METHODOLOGY .................. 19
   Introduction .......................................... 19
   The Instrument ....................................... 19
   Selection of Subjects ................................ 20
   Treatment of Data ..................................... 21
   Summary ............................................... 21
### TABLE OF CONTENTS--Continued

#### IV. ANALYSIS AND DISCUSSION OF DATA

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers' Responses to Questionnaire</td>
<td>23</td>
</tr>
<tr>
<td>Principals' Responses to Questionnaire</td>
<td>29</td>
</tr>
</tbody>
</table>

#### V. SUMMARY OF FINDINGS, CONCLUSION, IMPLICATIONS AND RECOMMENDATIONS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>35</td>
</tr>
<tr>
<td>Summary of the Study</td>
<td>36</td>
</tr>
<tr>
<td>Data Finding</td>
<td>36</td>
</tr>
<tr>
<td>Conclusion</td>
<td>37</td>
</tr>
<tr>
<td>Implications</td>
<td>38</td>
</tr>
<tr>
<td>Recommendations</td>
<td>39</td>
</tr>
</tbody>
</table>

APPENDIX ............................ 40

BIBLIOGRAPHY .......................... 46
LIST OF TABLES

Table
1. Population of Study . . . . . . . . . . . . . . . . . . 22
2. Teachers' Responses to Variables Before
   Entering the IGE Program . . . . . . . . . . . . . . . . 23
3. Teachers' Responses to Variables After
   Entering the IGE Program . . . . . . . . . . . . . . . . 27
4. Principals' Responses to Variables Before
   Entering the IGE Program . . . . . . . . . . . . . . . . 31
5. Principals' Responses to Variables After
   Entering the IGE Program . . . . . . . . . . . . . . . . 35
DEDICATION

This writer wishes to dedicate this research project to his daughters, Melanie and Alfredia; sons, Andre and Patrick; and a special friend Sandra for their untiring patience, their never ceasing encouragement and their monumental inspiration.
ACKNOWLEDGMENTS

Research is so important to any study, it requires the utmost trained mind to conduct. The writer would like to thank all persons who participated and gave their time and assistance to this research project.

I would like to express my gratitude to Dr. Ronald Kilpatrick, Dr. Robert Hatch, and Dr. Ralph C. Frick who rendered invaluable service in assisting the writer in this research project.

Special thanks also goes to the writer's efficient typist, Ms. Selena Bell.
CHAPTER I

INTRODUCTION

Rationale

Students are the central focus of this plan for management by objectives in a school setting to find an effective professional appraisal and development program. There are strong forces both within and outside the field of education which are compelling education to initiate innovations and reforms in order that school clients might be better prepared to share in the extra modern and advancing society. The public clamor for improved student performance, shifting population from the core city to the suburbs, edicts of the courts asserting students' rights, Public Law 94-142 require each state to insure each student the right to attend the public schools and a minimum requirement of educational training. We must deal with Proposition 13. We see an eroding tax base all over the country, and increased demands from teachers and parents for a greater voice in the governance of the educative process have collaborated to induce an era of change and innovation in education. In the past ten years there has been a drastic decline in the areas of reading, reasoning abilities, verbal and mathematics scores on the Scholastic Aptitude Test.
In the early sixties a plethora of new programs was introduced in schools with Individually Guided Education (IGE) being one of the more frequently adopted change models in education in the United States. From its conception at the University of Wisconsin in 1966, through the involvement of the Institute for the Development of Educational Activities (I/D/E/A) in the development of an implementation strategy in 1969, the number of schools using the IGE change model had grown from thirteen in one state to over 700 in thirty-one states. By 1975, approximately 2,000 schools in thirty-seven states plus American sponsored schools in twenty-four other countries were in some phase of implementing IGE.

What is IGE?

Individual Guided Education (IGE) is an approach to schooling that provides a framework for individualizing instruction and for involving staffs in the schools in a systematic program of continuous self-improvement through the identification, development of skills, processes and understandings necessary for implementing an effective individualized program for each student. The popularity of the IGE can be attributed in great part to its emphasis on individualization. Another reason for its rapid adoption is the inclusion in its model of some of the best practices and concepts found in education today. IGE encompasses such innovations as team-teaching, multiage grouping, differentiated staffing, continuous progress curriculum, shared decision making, team administration, and
use of multi-media. These practices, coupled with the 35 outcomes or performance expectations which comprise the IGE model, focus on educational change and renewal in the total school environment rather than trying to modify separate parts. Through monitoring these outcomes, the degree to which an individual school is implementing IGE can be determined.

Many schools and corporations which have implemented MBO (Management-By-Objectives) procedures have done so out of the desire to find an effective professional appraisal and development program. This has often resulted in disenchantment with the traditional methods of operating. MBO procedures can be used to effectuate an effective planning program, increase the control and coordination of people and activities, maximize proper utilization of personnel, install more effective methods for appraising performance, and initiate an improved training and development program.

**Evolution of the Problem**

Presently, the writer is a classroom teacher. One of the most important things is to move the students from one level to the next, no matter what level they are when they enter the class. My major concern is that that the student improves his/her competence. There is no one way to accomplish this goal. Each student is a unique individual; therefore he must be taught according to his/her individual need. The IGE program has been a partial answer in accomplishing
these goals. Educators will continue to search for the answers, one of which may be the MBO procedure.

Statement of the Problem

The problem involved in this study is to analyze the IGE program and determine what effect it had on developing management-by-objectives procedures for administrators and teachers entering the IGE program from the years 1975-79 in the Atlanta Public Schools.

Purpose of the Study

The purpose of this study is to determine the effects of the IGE program in developing management-by-objectives procedures for principals, carrying out their role as the instructional leader, and for teachers in developing better classroom MBO procedures. This investigator proposes to:

1. Determine if teachers used MBO procedures for planning, evaluating and implementing their classroom procedures before entering the IGE program.

2. Determine if principals used MBO procedures for planning, implementing and evaluating the instructional program before entering the IGE program.


Definition of Terms

IGE (Individually Guided Education) - A management system and an approach to school that provides a framework for individualized instruction and continuous staff improvement.

PIC (Program Improvement Council) - The management program for IGE. This committee is composed of representatives from the L. C.'s (Learning Communities) as well as the principal, the counselor and the librarian. Soon to be added are student and parent representatives.

MBO (Management-By-Objectives) - The management process is an analytical system of organizing resources to get results, and it can be learned through study and discipline. It takes a lot of practice to do it well, but the rewards are enormous. Its chief advantage is that it forces you to verbalize exactly what it is you want to do before you jump into planning and actually doing the job. It forces you to go beyond declaring a general purpose or goal, and to state exactly what you want to achieve, by when, and how you expect to measure the results.

Curriculum - A well planned program offered by the school to achieve objective educational goals.

Method of Research

The Descriptive Survey Method of research was used for this study. A questionnaire designed by the researcher to achieve ten specific purposes of this study was used to collect the proper data. There were separate questionnaires for teachers and principals that include twenty items each. A rating scale from 1 to 5 was used. One refers to never, 2 sometimes, 3 often, 4 very often, 5 always. The teacher questionnaire dealt with classroom procedures of the teachers before and after entering the IGE program. The principal questionnaire dealt with the principal as the instructional leader both before and after the IGE program.
Subjects

The subjects of this study included eight middle school principals and 240 middle school teachers currently employed by the Atlanta School System. Each participated in the IGE program sometime between the years 1975-79.

Research Procedures

This research was conducted through the following steps:

1. Permission to conduct the study was secured through the proper authorities.

2. Individual questionnaires were sent to the persons selected for sampling.

3. A survey of related literature was presented as part of this study.

4. The researcher hand delivered the instrument to all middle school principals in the Atlanta Public Schools.

5. The data collected through the instrument were tabulated and computed. The primary statistics were used to interpret the data which were analyzed on a percentage basis.

6. The findings, conclusions, implications and recommendations from the analysis and interpretation of the data were presented.

Summary

In summary, Chapter 1 directs attention to the following aspects of the study: (1) the statement of the problem as it relates to management-by-objectives procedures for teachers and principals, (2) the significance and limitation of the study, (3) the description of the subjects and definition of terms, and (4) the methods, procedures, and general background information of the study.
Chapter 2 encompasses a review of relevant research under the following headings: (1) What is management-by-objectives, (2) Goal setting for Educational Accountability in the Instructional Process, and (3) Monitoring and evaluating management-by-objective procedures.

Chapter 3 discusses the methods and techniques used to collect and analyze the data.

Chapter 4 reports the findings of the study.

Chapter 5 contains the summary of purpose, the conclusions, implications of the study and recommendations which are the results of this study.
CHAPTER II

REVIEW OF RELATED LITERATURE

Chapter 2 examines the literature relevant to the research in the area of management-by-objectives. The literature for this study is limited to three main areas: (1) Has management-by-objectives enhanced the quality of education?; (2) Its intent to increase the effectiveness in reaching its stated goals and to extend accountability throughout the division of instruction services; and (3) Evaluating and monitoring management-by-objectives procedures.

**Has Management-By-Objectives Enhanced the Quality of Education?**

The formulation of a school management principle is the result of predetermining goals and objectives. Before initiating any effort, the goal or objective must be determined, clearly stated and understood.

Lewis' philosophy is that in order to develop a modern managerial theory that will lend itself to successful practices in the operation of American schools, a combination of objectives is required. Specific performance objectives must be developed and mutually agreed to by the parties concerned;
without them there can be little or no real basis for measuring the effectiveness of anyone who performs in our schools.¹

Management-by-objectives has made a difference in the quality of education our children have received. The term MBO (Management-By-Objectives) began its climb to popularity through the writings of Peter and Douglas McGregor during the 1950's. They believed that progress could best be in terms of what one is trying to make progress toward; that is, through the clarification of objectives. This approach is unique because less attention is devoted to how a job is done, and more emphasis is placed on what is accomplished by a stated time and within the resources allocated.

During the 1960's schools began to initiate MBO. Students are the central focus of this plan and it has enhanced the quality of educational activities--at all levels for boys and girls. Its intent is to increase the overall performance of all students' behavior.

There are three types of plan objectives I would like to share: product, process, and planning objectives. A product objective has an objectively measurable outcome. A process objective is measurable only indirectly through the accomplishment of a series of activities. A planning objective is perhaps preliminary to either of the above and results

in a plan for action. Any of these three types of objectives may be included in the MBO plan.

The appraisee should consider that there are external forces to be considered. A particular district thrust might influence an objective or a growth objective might be suggested by the appraiser. In addition, the individual might work to include a personal goal where a need for new skills is desired.

The management-by-objectives is nothing more than an analytical system of organizing resources to get results, and it can be learned through study and discipline. It takes a lot of practice to do it well, but the rewards are enormous. Its chief advantage is that it forces you to verbalize exactly what it is you want to do before you jump into planning and actually doing the job. It forces you to go beyond declaring a general purpose or goal, and to state exactly what you want to achieve, by when and how you expect to measure the results. There must be a declared objective to serve as a unifying point for organizing resources and activities.²

The definition most frequently used in reference to MBO is the following developed in 1965 by G. S. Odiorne:

The system of management-by-objectives can be described as a process whereby the

superior and subordinate jointly identify goals, define individual major areas of responsibility in terms of results expected of him, and use the measures as guides for operating the unit and assessing the contribution of each of its members.\(^3\)

This definition suggests how objectives are being determined jointly by the superior and subordinate. About five years later Odiorne offered a shorter definition of MBO as a system in which the first step of management is the clarification of corporate objectives and the breaking down of all subordinate activity into logical subdivisions that contribute to the major objectives.\(^4\)

Worell and Nelson contend that teachers will find out that they do not need to nag, scold, shout or threaten in order to get children to learn or to maintain a classroom atmosphere conducive to learning. Once they have mastered the basic principles involved in a behavioral approach to problem solving they can proceed with creative application of their own.\(^5\)

Schrieber and Sloan viewed MBO as a "management process by which work is organized in terms of achieving specific objectives by set times."\(^6\) Ryan was more concerned with


people, leadership and the team approach. According to him management-by-objectives is a method of leadership which successful executives have been using for generations. This approach requires the individual executive to develop his own managerial objectives as part of a team striving for a corporate objective agreed and understood by all. It allows the individual executive to accomplish the required results in his own way, so long as this does not interfere with achievement of his own or corporate objectives. The subordinates are organized in a manner that will aid in winning the objectives.7

MBO (Management-By-Objectives: Its Intent to Increase the Effectiveness in Reaching Its Stated Goals and to Extend Accountability Throughout the Division of Instruction Services)

The assessment program concerning the MBO will demonstrate that students progress from kindergarten through twelfth grade. The students are acquiring competencies which are consistent with the School Improvement Process Council targets. Curriculum directors and program managers will be held accountable for planning and developing instructional programs which reinforce the acquisition of basic skills.8

One of the most important competencies of the MBO is the human organization of the individual school, with its

unique set of values, beliefs, sentiments, goals and needs, is the strategic unit for understanding and effecting educational improvement. Each school contains all elements for carrying out instructional and learning functions: pupils, materials, equipment, teachers and instructional authority. It is believed that continuous school improvement begins by building an allegiance to norms and expectations that support each local school unit in its endeavor to optimize its effectiveness. The other assumption is that the nature and quality of leadership exhibited by the principal is important for initiating long-range change and improvement in education. The MBO focuses on all elements that influence the human organization of the school in its endeavors to meet the needs of its members and at the same time accomplish its task.9

Evaluating and Monitoring Management—By-Objectives

Monitoring is the basis for appraising progress toward goals and the accomplishment of objectives. Monitoring information is gathered from observations or review of data. This information is keyed to the objectives which specified planned activities or anticipated behavior. Further, it should provide insight into how well the personnel evaluation system is being implemented and the degree of which performance is progressing.

Objectives provide direction to the personnel evaluation effort and establish measurable expectations from which an individual's performance may be analyzed. It is crucial that objectives developed are stated early in the evaluation phase and that they be used as yardsticks to measure progress during the implementation phase. Now, in the appraisal phase, it becomes equally important to conduct a summative, or final evaluation of a student performance during a previous period. This is accomplished by assessing to what degree the evaluatee attained his/her objectives. This evaluation and monitoring can be centered around analysis of the objectives; generally as follows:

Performance Objectives

1. Did the expected learning or attitude changes specified in these objectives occur on the part of the evaluatee?

2. Did the evaluatee accomplish the critical activities specified in these objectives?

3. Did the expected learning specified in these objectives occur on the part of the students in the classroom of the evaluatee?

The final evaluation conference serves as a time when the culmination of data collected by the evaluator is presented for performance appraisal purposes to the evaluatee. In addition to an analysis of objectives, several topics should be discussed by the evaluator and evaluatee in regard to the data. Examples of some of the topics are:

1. Comment on the person's strengths

2. Recognition of progress made since the pre-conference
3. Statement of areas requiring assistance

4. Specific suggestions of measure which the person can take to improve his performance in areas where a deficiency is indicated and can be eliminated

5. Specific suggestions in regard to ways the school system can provide professional growth activities (in-service programs) to aid the person in making the suggested improvements and to enrich his educational opportunities at the local level.

A study was made by the AIR (American Institute for Research). They hypothesize that prior knowledge of educational objectives affects the practice and performance of student, the evidence presented in the concluding statements of this study indicated that students' knowledge of educational objectives prior to the study of an instructional unit increased the efficiency of student learning.\footnote{10}

Bryant conducted a similar study to determine if the expression of course objectives in behavioral terms had a significant effect on the achievement of students. Six teachers and 210 pupils were involved in the study. Three teachers were trained to develop behavioral objectives, and three received no training. A criterion test was developed by all six teachers to be administered to the pupils at the conclusion of the study. Experimental groups consisted of: (1) pupils and teachers who were given the course objectives, \footnote{11}

\begin{footnotesize}
\footnote{11} Charles Ransom Doty, "The Effect of Practice and Prior Knowledge of Educational Objectives on Performance" (Ph.D. dissertation, Ohio State University, 1968), p. 98.
\end{footnotesize}
(2) teachers who were given the objectives, (3) pupils who were given the objectives, (4) pupils and teachers who were not given the objectives. Analysis of covariance was used to determine the importance of treatment with the covariate being the students' intelligence quotient score. It was concluded that pupils taught by teachers trained in the use and development of behavioral objectives performed better on the criterion measure. In addition, providing students with the objectives improved their understanding of what was expected of them.  

Samples accepted the findings that gains have been made by students who knew the objectives they were to accomplish. He suggested that students should be free to design their own objectives.  

In 1962, Ammons stated that educational objectives benefit the classroom teacher: (1) in selecting instructional activities appropriate to the achievement of the objective, and (2) in selecting evaluation techniques suitable for assessing both student progress toward the objective and the general quality of the program.  


This position is supported by many authors. Consolvo\textsuperscript{15} stated that performance objectives are a prerequisite for valid assessment. Tyler\textsuperscript{16} is of the opinion that the learner can demonstrate mastery only if the teacher writes items that measure attainment of a particular objective. Engman\textsuperscript{17} places emphasis on the need for teachers to develop learning experiences around specific course objectives. McA Shan\textsuperscript{18} believed that writing behavioral objectives provides educators with a guide to the evaluation of programs and to the direction of future instruction.

Ojemann supported the conclusions of these studies when he stated that the lack of a clear understanding results many times in misdirected learning experiences, inappropriate evaluative measures, and confusion by the learner as to what is expected of him. He suggested that curricular objectives should be expressed in specific behavioral terms to avoid ambiguity.\textsuperscript{19}


\textsuperscript{17}Bill D. Engman, "Behavioral Objectives: Key to Planning," The Science Teacher 35 (October 1968): 86.


\textsuperscript{19}Ralph H. Ojemann, "Should Educational Objectives Be Stated in Behavioral Terms?" The Elementary School Journal 68 (February 1968): 225.
Summary

MBO (Management-By-Objectives) is a problem-solving system based upon logic. Our effectiveness as managers is predicated on our willingness to discipline ourselves to adhere to the system, processes and controls of the science. Goal setting for educational accountability under the MBO concept should begin with top management and filter down. Educational accountability should start at the top. Too frequently a school system or other educational institution attempts to begin accountability with teachers or the support staff.

The monitoring process should be dependent upon periodic reports for key supervisory and administrative personnel. Reporting is part of the communication system that informs key personnel of progress and facilitates decision making about whether or not the organization is locked into objectives or straying off course.
CHAPTER III

RESEARCH DESIGN AND METHODOLOGY

Introduction

This chapter describes the procedures followed in this study to determine the effects of the Individually Guided Educational Program in developing management-by-objectives procedures. Specifically, this chapter presents the research instrument, identifies the population, describes the collection treatment and analysis of the data. The basic design of this study was the descriptive survey method utilizing a questionnaire.

The Instrument

The data contained in this research was collected from a questionnaire designed by the researcher. It was field tested and reviewed by the researcher's advisor and other administrators and it was determined that it would convey the necessary data for this research. There were different questionnaires for teachers and principals. The instrument was a two part questionnaire reproduced on a single sheet of paper, front and back.

The second part of the teacher's questionnaire contained twenty (20) questions about classroom management-
by-objectives (MBO) procedures for the teacher to respond before and after entering the IGE program (see Appendix A). 

The second part of the principal's questionnaire contained twenty (20) questions about the principal as instructional leader before and after entering the IGE program (see Appendix B).

Selection of Subjects

This research involved six middle school principals (N=6) and 240 teachers in the Atlanta Public School System. Eight questionnaires were sent to principals, 400 questionnaires were sent to teachers specifically involved in the IGE program. Seventy-five percent of the principals returned questionnaires that were usable. Sixty percent of the teachers returned usable questionnaires.

Treatment of Data

Seventy-five (75) percent of the principals returned their questionnaires (N=6). Sixty (60) percent of the teachers returned their questionnaires (N=240). Then the data were converted to percentage bases, using the percentage for paired comparisons of the before and after responses of teachers and principals entering the IGE program during each year from 1975 to 1979. Each was compared with his/her own group.
Chapter 3 is a presentation of the design and methods used in this study with respect to (1) the treatment of the data, (2) the selection of the population, and (3) the instrument. The writer devised a questionnaire for principals and teachers consisting of twenty (20) items each, dealing specifically with classroom procedures for principals before and after entering the IGE program and for teachers before and after entering the IGE program. The total population consisted of eight principals and 400 teachers who had been part of the IGE program during the years 1975 to 1979. Respondents included six principals and 240 teachers. Percentage was used to determine the results.
CHAPTER IV

ANALYSIS AND DISCUSSION OF DATA

The purpose of this study was to present and analyze the data of the study as it pertained to the effects of the Individually Guided Educational program for the middle school's curriculum development program with respect to developing management-by-objective procedures.

The population of this study included eight middle school principals and 400 teachers. The questionnaire was developed by the writer. The results are as follows: Table 1 shows that 75.0 percent of the principals returned their questionnaires and 60 percent of the teachers returned their questionnaires.

TABLE 1

POPULATION OF STUDY

<table>
<thead>
<tr>
<th>Group</th>
<th>Number Sent</th>
<th>Number Returned</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers</td>
<td>400</td>
<td>240</td>
<td>60.0</td>
</tr>
<tr>
<td>Principals</td>
<td>8</td>
<td>6</td>
<td>75.0</td>
</tr>
<tr>
<td>Totals</td>
<td>408</td>
<td>246</td>
<td>60.3</td>
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### TABLE 2

TEACHERS' RESPONSES TO VARIABLES BEFORE ENTERING THE IGE PROGRAM

<table>
<thead>
<tr>
<th>Variables</th>
<th>Never %</th>
<th>Sometimes %</th>
<th>Often %</th>
<th>Very Often %</th>
<th>Always %</th>
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<td>1</td>
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<td>72</td>
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<td>2</td>
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<td>102</td>
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<td>50</td>
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<td>87</td>
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<td>19.2</td>
<td>100</td>
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<td>6</td>
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<td>98</td>
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<td>0</td>
<td>20</td>
<td>8.3</td>
<td>62</td>
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<td>5</td>
<td>25</td>
<td>10.4</td>
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<td>2</td>
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<td>62</td>
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</table>

Teachers' Responses to Questionnaire

The teachers' responses to the 20 variables before entering the IGE program are displayed in Table 2. The 20 variables are the same 20 questions that appeared on the questionnaire sent to each teacher. The five categories
(never, sometimes, often, very often and always) were the five choices for each of the 20 variables. On the questionnaire, the five choices were represented by numbers 1-5. One represented never, 2--sometimes, 3--often, 4--very often and 5--always.

Table 3 summarizes the responses of teachers after they entered the IGE program. It clearly shows that under the first two categories of "never and sometimes", there was a percentage decrease of responses by teachers after entering the IGE program. It further shows under the remaining three categories (often, very often, and always) a percentage increase of responses by teachers after entering the IGE program. The largest consistent increase appeared in the "always" category, followed by "very often" and "often".

TABLE 3
TEACHERS' RESPONSES TO VARIABLE AFTER ENTERING THE IGE PROGRAM

<table>
<thead>
<tr>
<th>Variables</th>
<th>Never</th>
<th>% Sometimes</th>
<th>% Often</th>
<th>% Very Often</th>
<th>% Always</th>
<th>%</th>
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<td>8.3</td>
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TABLE 3--Continued

<table>
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<th>Very Often</th>
<th>%</th>
<th>Always</th>
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<td>17.5</td>
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The primary purpose of this narrative is to give an analysis of tables 2 and 3. This research is action-oriented and attempts to provide answers about how teachers felt about the IGE program before they entered it, as opposed to how they felt after having participated in the program.

To insure the applicability of the results of the study, a total of 240 teachers presently operating in the IGE program were requested to cooperate by supplying selected data. A total of eight IGE schools were included in the study. The formal feedback relating to teacher outcomes after entering the IGE program has been very positive according to the data collected from the survey. In evaluating the attitudes of the teachers with respect to before and after entering the program, there was found to be an apparent difference in
opinion about the IGE's effect which were very positive and in favor of IGE.

Though the attitudes toward IGE were favorable, it must be remembered that these are new attitudes which took time to accomplish, because change for some is not always without trauma. The participants were not thoroughly informed of new methods of teaching; instead they learned new methods of disseminating information and drew upon the knowledge of their peers. The teachers in the IGE program felt that their principals were using instructional and self-improvement processes to a greater degree prior to entering the IGE program.

The teachers who had been involved in the IGE program discovered that they could use the instructional and self-improvement processes to a greater degree than before. A large percentage of the teachers related that the IGE program has allowed them to do a better job of teaching, in that they are more effective now than before entering the program. They would meet together at least once weekly to make decisions about broad educational goals and specific learning objectives to be attained within each instructional period. They assigned children to learning groups that were appropriate for the purpose at hand. The teachers meeting together to make decisions in a group suggested a concept of shared responsibility. As a faculty they responded to one another's needs and abilities. They developed
techniques of open communications, which led to an effective working relationship.

The teachers planned and implemented a program which provided a variety of learning activities using different media and modes of materials and resources. The varied medium of instruction used by teachers included textbooks, audiovisual materials, demonstrations, etc., that were appropriate to the individual learning styles of the students. The teachers were involved in a continuous assessment of learning programs using a variety of techniques. In the final analysis the data indicated that teachers worked together and improved together more than they did before entering the IGE program.

Table 3 showed that the opinions of the teachers showed a positive attitude towards implementation of the IGE program as opposed to a negative attitude in table 2 which inferred the MBO procedures was a contributing factor in the success or implementation of the IGE program.

There was a noticeable increase in the "always" category after entering the IGE program. The percentage ranged from 6.2 percent in table 2 to 78.3 percent in table 3. There was a tremendous increase in table 3 especially in variable 5. This inferred that IGE could very well have had an effect on implementation of the MBO procedures.

In the "sometimes" category after entering the IGE program the percentage ranged from 1.2 percent in table 3 to 35.8 percent in table 2. In the "never" category after
entering the IGE program the percentage ranged from 1.7 percent in table 2 to 4.2 percent in table 2. In the "very often" category after entering the IGE program the percentage ranged from 6.3 percent in table 2 through 33.3 percent in table 3. This percentage shows a noticeable percentage increase. This could very well be caused by the monitoring component that is part of the IGE procedure or the effects of MBO procedures.

In the "often" category after entering the IGE program the percentage ranged from 1.2 percent in table 3 through 41.7 percent in table 2. In the "often" category in table 2 showed a much higher percentage than table 3. The data revealed the teachers were involved in these variables before implementing the IGE program. This data inferred that teachers will get involved even if the system had not adopted a specific program to improve students' performances.

The responses of teachers after they entered the IGE program clearly shows that under the first two categories of "never" and "sometimes" there was a noticeable percentage decrease of responses by teachers after entering the IGE program. It further shows under the two categories ("very often" and "always") a noticeable increase of responses by teachers after entering the IGE program. The largest consistent increase appeared in the "always" category, followed by "very often". The "often" category was unique from the other four categories. The "often" category had a higher percentage in table 2 as compared to table 3.
Principals' Responses to Questionnaire

The principals' responses to the 20 variables before entering the IGE program are displayed in table 4. The 20 variables are the same questions that appeared on the questionnaire sent to each principal. The five categories (never, sometimes, often, very often, and always) were the five choices for each of the 20 variables.

TABLE 4

PRINCIPALS' RESPONSES TO VARIABLES BEFORE ENTERING THE IGE PROGRAM

<table>
<thead>
<tr>
<th>Variables</th>
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<th>Sometimes</th>
<th>%</th>
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<th>%</th>
<th>Very Often</th>
<th>%</th>
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<th>%</th>
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</tbody>
</table>

-29-
Table 5 summarizes the responses of principals after they entered the IGE program. It clearly shows that under the first two categories of "never" and "sometimes", there was a percentage decrease of responses by principals after entering the IGE program. It further shows under the three remaining categories (often, very often and always) a percentage increase of responses by principals entering the IGE program. The largest consistent increase appeared in the "always" category, followed by "very often" and "often".

**TABLE 5**

PRINCIPALS' RESPONSES TO VARIABLES AFTER ENTERING THE IGE PROGRAM

<table>
<thead>
<tr>
<th>Variables</th>
<th>Never</th>
<th>Sometimes</th>
<th>%</th>
<th>Often</th>
<th>%</th>
<th>Very Often</th>
<th>%</th>
<th>Always</th>
<th>%</th>
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</tbody>
</table>
More principals responded to "sometimes" and "often" categories before entering the IGE program as compared to "very often" and "always" categories after entering the IGE program. This has been attributed to the monitoring component that is part of the MBO procedures of the IGE program.

Principals and teachers alike now realize that IGE is a management system, a process that provides a systematically designed framework for administrative and curricular implementation. From the data collected it is the contention that our middle schools have benefited most from this process. It engenders a closeness between administrators, teachers,
and students previously beyond the middle school level as certified personnel other than teachers participating in this process. The IGE schools moved from an administratively controlled school to one that involved, accepted and shared the input and planning from a cross-sectional core group. Through this democratic process, school staffs discovered and solved more problems.

The principal identified content persons to be responsible for each content area within the curriculum. The data collected revealed that the IGE program provided a smooth transition from the department to learning communities. It enveloped strategies for team teaching, cooperatively planning, weekly meetings and quarterly conferences with teachers, parents and students. The principal monitored all activities that was requested of teachers in regard to the school's instructional program and objectives. From the data collected the system needed a better mechanism that could better organize, evaluate, revitalize, and perpetuate itself. However, the system is fortunate to have adopted an excellent and exceptional management system.

There is conclusive evidence that change is taking place in the schools. It is verified that attitudes toward IGE were overwhelmingly favorable. The general trends reported in the principal's survey were consistently favorable. The responses were positive, with few exception. The attitudes expressed after entering the IGE program were more
positive than those collected before entering the IGE program. The principals positively reported that their schools had continuity and consistency since entering the IGE program. Principals continued to identify many benefits derived from implementing IGE.

These are a few selected statements that attributed to their involvement in the IGE program. The relationships between teachers were strengthened because the teachers worked together more interdependently. The focus of the instructional program was on the individual student rather than a group of students. Teachers are now planning together and making suggestions to improve each other's plans. The relationships between the school and parents are now very positive. Teachers feel that what they are doing now is more important than in the past. The parents are more involved with teachers and the instructional program than in the past.

The principals indicated that student information is being systematically gathered and used in designing learning programs. They also reported that teachers are using several criteria when they select learning activities for individual students. Most principals reported greater involvement of the teachers in issues that affect their roles. Table 5 indicated that the differences in the "always" category responses of the principals ranged from 66.7 percent to 16.7 percent in table 4. Table 5 indicated that the differences
ranged from 33.3 percent in the "very often" category to 16.7 percent in table 4. Table 5 indicated that the differences in the "often" category ranged from 33.3 percent to 16.7 percent in table 4. Table 5 indicated that the differences in the "sometimes" category ranged from 16.7 percent to 16.7 percent in table 4.
CHAPTER V

SUMMARY OF FINDINGS, CONCLUSION, IMPLICATIONS
AND RECOMMENDATIONS

Introduction

School management-by-objectives provides a means for implementing short-range and long-range planning. It provides a great asset in conducting and coordination in the school by keeping check on all activities of the school. It gives insight into the maximum utilization of school personnel through the distribution of specific performance objectives. It assures equitable distribution of assignment, work load and compensation through the review of job performance. It provides a more efficient method for appraising the performance of school personnel by the objective nature of the specific performance objectives, and it fosters better training, developing different programs through workshops or personal development objectives.

This study was conducted in response to the growing need to establish a unique data base for decision-making regarding both implementation and effectiveness of IGE programs on teaching and learning in Atlanta Public Schools.
Summary of the Study

The study was confined to eight middle schools in the Atlanta Public School System. The primary purpose of this study was to show the effects the middle school's curriculum program had in developing management-by-objectives procedures for teachers and principals. Management-by-objectives is one of the many components of the IGE program. More specifically, it was designed to investigate how teachers and principals implemented the IGE program through the development of management-by-objectives procedures.

The descriptive survey method of research was used for the study. A questionnaire designed by the writer to achieve the specific purpose of this study was used to collect the proper data.

The population included eight middle school principals and 400 middle school teachers. Six principals and 240 teachers responded to the questionnaires.

The data were subjected to percentage to determine the difference before the teachers and principals entered the IGE program and after they entered the IGE program.

The return of the teacher's questionnaire was 60.0 percent (N=240) and the principals' return was 75.0 percent (N=6).

Data Finding

The finding of this study is concerned with teachers and principals as a total group.
More principals and teachers "very often" and "always" used management-by-objectives procedures after entering the IGE program for planning, implementing, and evaluating the instructional program as compared to "sometimes" and "often" before entering the IGE program showed a noticeable percentage improvement after entering the program, this data reveals this in Table 3. IGE appeared to be a contributing factor in implementing the management-by-objectives. Principals entering the IGE program showed a noticeable percentage improvement after entering the program. IGE appeared to be a contributing factor in implementing the management-by-objectives.

Conclusion

Based on the results of this study, the following conclusions were drawn:

1. Teachers used management-by-objectives procedures for planning, implementing, and evaluating the instructional program "very often" and "always" after entering the IGE program.

2. The effects of IGE program for teachers was evident after they entered the program.

3. Principals used management-by-objectives procedures for planning, implementing, and evaluating the instructional program "very often" and "always" after entering the IGE program.

4. The effects of the IGE program on the behavior of principals and teachers was evident after they entered the program. Table 3 reveals a noticeable percentage difference was found between before and after entering the IGE program. Most teachers used management-by-objectives procedures "very often" and "always" as compared to "never" and "sometimes" before entering the
The IGE program provided for monitoring on a regular basis, lesson plans and organizational schedules reflecting school and system objectives, and teachers and principals knowing what was expected of them at all times. This was the main reason for differences after entering the IGE program as compared to before entering the IGE program.

The writer feels, however, that the IGE program created a conducive atmosphere for a better working relationship between principals and teachers. Further, the process made teachers and principals more aware of what was expected of them at all times, and eased tension caused by the pressure from classroom observation by the principal. The process helped to improve teacher-principal rapport, because it required the team approach to problem solving as well as for the implementation of the school's total curriculum program.

Implications

The findings and conclusion of this study warrant the following implications:

1. The IGE program had major effects on the effectiveness of the management-by-objectives procedures in improving learning situations.

2. The management component of the IGE program enable those teachers and principals who were already using some kind of management system to develop better management-by-objective procedures.

3. The management-by-objective component of the IGE program helps those teachers and principals who had little or no management-by-objective training for the classroom and office.
Recommendations

This study was prepared in response to the growing need to establish a unique data base for decision making. The IGE program will provide many new insights to teachers and principals to continue to research and find new methods to meet the needs of pupils in the Atlanta Public School System.

Further investigation is needed regarding the middle schools in Atlanta. More reliable and valid measures of organizational and implementation is needed to give an accurate assessment of the IGE program in the middle schools in Atlanta.
APPENDIX A

TEACHERS QUESTIONNAIRE
APPENDIX A

TEACHERS QUESTIONNAIRE
Before Entering the IGE Program

1. Never
2. Sometimes
3. Often
4. Very Often
5. Always

Teachers

1. Planned classroom objectives with pupils based on school's objectives.
2. Used different approaches to teach same skill if student did not understand initial approach.
3. Lesson plans reflected your class objectives.
4. You were able to identify how the activities would be accomplished.
5. Continuously referred to a systematized list of skills in planning each child's instructions.
6. Diagnosed each child in every content area to determine where to begin teaching necessary skills.
7. Used information gained from level meeting with other teachers to help you achieve your classroom goals.
8. Kept a record of all skills taught each child.
9. Knew what was expected of you as a teacher in regard to the school's instructional program and objectives.
10. Indicated what skills had been accomplished from a systematized list and those on which pupil was working.
11. Kept a folder with samples of child's work at different stages of the school year.
12. Requested textbooks and workbooks from principal based on actual needs of students you diagnose.
13. Knew when activities were expected of you in regard to the school's instructional program and objectives.
14. Read books and articles that related to school and classroom objectives.

After Entering the IGE Program

1. Never
2. Sometimes
3. Often
4. Very Often
5. Always
1. Explained learning model to pupils as the steps of learning through which we all move as we learn.

2. Grouping of children constantly changed as pupil progressed.

3. Indicated to principal your inservice needs to help you meet your objectives.

4. Participated in weekly instructional meeting with teachers on your grade level.

5. Requested instructional supplies based on class objectives and needs.

6. During parent conferences had a systematized and manageable way of presenting samples of students' work, skills accomplished, skills working on, and social progress of each child.
APPENDIX B

PRINCIPALS QUESTIONNAIRE
<table>
<thead>
<tr>
<th>Before Entering IGE Program</th>
<th>After Entering IGE Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Never</td>
<td>1 Never</td>
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<tr>
<td>2 Sometimes</td>
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<td>3 Often</td>
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<td>4 Very Often</td>
<td>4 Very Often</td>
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<tr>
<td>5 Always</td>
<td>5 Always</td>
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</tbody>
</table>

**Principals**

1. Ordered textbooks and workbooks based on school's objectives.
2. Knew specifically what was expected of you toward implementing the instructional program and school's objectives.
3. Checked teachers' lesson plans periodically to see if plans correlated with schools' objectives.
4. Included parents as part of the team or council for planning to improve the schools' instructional program.
5. Let teachers' know when activities were expected of them in regard to the school's instructional program and objectives.
6. Worked with contact person and/or area representative in special area to plan staff development experience based on needs of staff.
7. Met with committee of teachers and parents to discuss school objectives before making decision about instructional program.
8. Encouraged staff members to read and share books about topics concerning your school objectives.
9. Scheduled weekly instructional meeting for planning.
10. Scheduled conferences periodically with individual teachers to go over individual pupil progress folders.
11. Identified content person to be responsible for each content area within the curriculum.
12. Felt you were a member of team working toward goals in your school.
12345 13. Issued instructional supplies to teachers based on class objectives and teachers' requests that you have monitored.

12345 14. Monitored all activities requested of teachers in regard to the school's instructional program and objectives.

12345 15. Ordered instructional supplies based on schools' objectives.

12345 16. Issued textbooks and workbooks based on class objectives and teachers' requests that you have monitored.

12345 17. Included staff in budget allocation.

12345 18. Scheduled parent conferences quarterly to inform parents of pupils' progress.

12345 19. Requested that teachers' lesson plans reflect schools' objectives.

12345 20. Let teachers know what was expected of them in regard to the school's instructional program and objectives.
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Handbook


-46-
Periodicals


