

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

This study is a descriptive survey which aimed to propose a method that will appraise the performance of school principals. It employed content-analysis, face validation, content validation, and predictive validation as techniques of investigation.

Specifically, this study attempted to seek answers to the questions:

1. What are the categories or dimensions and the sub-categories of a method that will appraise the performance and competencies of the principal ?

2. What behavioral evidences or trait-actions of the principal do teachers and principals consider very significant and needed in appraisal ?

The subjects of this study consisted of:

- a. Nine principals and 117 teachers of CECT member schools in Bangkok who undertook the content validation. In selecting the respondents, the following criteria were used: (1) the principals must have presently served in the position for at least two years or must have taken a graduate course in educational administration and management; (2) the teachers must have at least a teaching experience of three years or have taken units in educational administration or management.

- b. One hundred twenty - one teachers of private schools

of the CECT school members in Bangkok were involved in the predictive validation by appraising the actual performance of the principals twice over a period of three months.

The following procedures were followed:

1. Developing standards of principal performance from a study of writings on educational administration and management.
2. Content-analysis of nine instruments used for evaluating principals, supervisors, and managers with the help of five experienced teachers. The result was ninety-four trait-actions under three general categories proposed by Ketz: (1) conceptual skills, (2) technical skills, and (3) human skills.¹
3. Reviewing and commenting on the preliminary standards and statements by experts. Eliminating statements which did not have 75 per cent agreement.
4. Revising the *method* according to the comments of experts.
5. Constructing a questionnaire for content-validation.
6. Delivering the questionnaires personally to CECT member schools in Bangkok with instructions.
7. Retrieving the questionnaires after a period of one month.
8. Interpreting the results of the validation process based on sound administrative theories and principles.

¹ Robert L. Ketz, "Skills of an Effective Administrator" Harvard Business Review, XXXIII (February, 1955), 33-42.

9. Revising the content validated questionnaires for predictive validation.

10. Distributing the questionnaire-instrument to CECT member schools in Bangkok with requests and instructions.

11. Retrieving the questionnaires after one week.

12. After three months, distributing the same questionnaires to the same respondents.

13. Retrieving the same questionnaires.

14. Interpreting the results of the predictive validation.

The statistical analyses included the computation of the means, and the t-test of significant differences.

Summary of Findings

From the analysis of data in the study, the following findings were drawn:

1. The panel of six experts, the nine CECT principal-respondents, 117 CECT teacher-respondents agreed in using the following standards or categories and their respective sub-categories:

A. Conceptual Skills

1. Decision-making and differentiating.

2. Establishing Priorities and Posteriorities for Action

3. Anticipating Consequences.

4. Conflict Management

B. Technical Skills

1. Planning

2. Community-Assessment
3. Group Processes and Communication
4. Management and Organization
5. Managing Change

C. Human Skills

1. Interpersonal Perceptions
2. Morale Development
3. Interpersonal Relations

The panel of experts was helpful in pointing out overlapping statements thus shortening the questionnaire from ninety four statements to seventy four. The individual members of the panel were encouraging in assuming the questionnaire to be comprehensive enough. The high ratings they gave the statements endorsed them for the next step of validation.

The CECT principals and teacher-respondents considered six out of sixteen human skills as highly desirable and important to be included in a method that would appraise principal's performance. They rated more conceptual skills higher than technical skills. The statements had got a total mean average of 4.40 with 3.62 as the lowest and 4.67 as the highest. Only one statement ($M = 3.62$, Rank 74) falls under Slightly Desirable; thirty eight statements ($M = 4.00$ to 4.49, Rank 27.25 to 73) fall under Desirable and thirty five statements under Highly Desirable. No statement falls under not desirable or Highly Undesirable.

The comments of sixty nine respondents helped the researcher in deleting twenty statements, adding four new statements and modifying fourteen others for more clarity. Two statements were fused as one and one statement was split into two.

There were two statements transferred to other subcategories.

A summary evaluation composed of four sets of questions was added to the *method*. The first question was intended to appraise the group the principal leads on: (a) team spirit, (b) creativity, and (c) overall performance. The other three were open-ended questions. They were: (1) Overall, what kind of job would you say your principal is doing? What do you think of the results he gets? Of the methods he uses? (2) In what respect is he a good principal? (3) What do you think he can do about his shortcomings?

The nine principals of the Catholic schools of Bangkok were enthusiastic in having their performance appraised for the predictive validation of the *method*. The teachers were more than patiently cooperative in validating the method, thus reflecting on the performance of the principal twice over a period of three months. The first evaluation was made in the second week of January, 1983, and the second appraisal was on the second week of April, 1983. The faculty of one school was not, however, able to make the second appraisal because of an early vacation.

There were no significant difference in fifty three statements or 91.50 per cent of the total ratings made by the teachers of their respective principals. Only two statements under technical skills and one under conceptual skills were significant at the .05 level. There was no significant difference under .01 level.

Conclusions

From the analysis and interpretations of the data gathered

for this study the following conclusions can be drawn:

1. Principals and teachers tend to consider human skills especially those that foster and develop morale among the staff members as highly desirable. Teachers consider it very important that their efforts and contributions to the whole educative process are appreciated.

2. Principals, teachers, and experts agree that the principal needs to develop or possess three general sets of skills: conceptual, technical and human.

3. There is no significant difference in the ratings made by teachers of the performance of their principals over a period of three months, although there were differences in the ratings of principals in each separate institution. There were only three statements which were significant at the 0.5 level for the overall rating from all institutions.

4. The method which was developed was successfully face validated by experts, content validated by principals and teachers of CECT schools in Bangkok, and predictive validated by teachers of the same schools.

Recommendations

Based on the findings and conclusions of this study, the following recommendations are made:

1. The method should undergo a wider scale of content validation, i.e. to be validated by more principals and teachers.

2. A similar study should be conducted to compare the content-validation made by more principals and teachers.

3. A comparative study should be made of the content va-

validation of the method by Catholic school teachers and public school teachers.

4. A study should be made of how the teachers of several schools view the performance of the principals using the method proposed in this study.

5. The method developed in this study should be used to appraise the performance of principals.

6. The method should undergo a periodic content validation every five years.

7. The method should be subjected to further refinement by undergoing construct-validity.

8. The results of this research should be combined with the results of studies of a similar nature to form a more comprehensive picture of the role of the principal.

9. The types of skills of principals indicated as highly desirable should be considered for inclusion in the in - service - training of principals.

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