

THE ASSOCIATION OF BOND COMMITTEES AND SOCIAL MEDIA

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THE ASSOCIATION OF BOND COMMITTEES AND SOCIAL MEDIA

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The Association of Bond Committees and Social Media

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A Dissertation  
Presented to  
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## ABSTRACT

This dissertation assesses the associations of social media and bond committees when school districts try to pass bond issues with their patrons. This study is motivated by four research questions. (1) What is the association between the use of a bond committee and the chance of passing a bond issue? (2) What is the association between the use of social media and a bond committee passing a bond committee? (3) What is the association between the frequency of use of social media and the superintendent passing a bond issue? (4) What is the association between the forms of social media, Twitter, Facebook and the district web page and passing a bond issue? Previous research has indicated a positive relationship with social media and the influence of elections at different levels of government. Social media has become a common use of advertisers and vendors. The lack of research of bond committees and the growing acceptance of social media platforms were the leading factors in completing this research. The aim of this research was to contribute to the public school superintendents' knowledge of positive procedures to pass bond issues. A survey tool was created to assess the degree of association between the four research questions and passage of bond issues. The results of the survey were compiled using a chi-square test of independence and a measure of association using a Crammer's V posttest. The results and implications for Superintendents was discussed with the need of further research as technology changes.

## CHAPTER ONE

### INTRODUCTION

In July 2013, the Pattonville School District in St. Ann, Missouri, launched a Facebook page, months prior to the district Prop P tax levy being placed on the ballot. District officials decided to use social media as a means of disseminating accurate information to stakeholders about the proposed tax levy. Over the next 2 months, the district leveraged Facebook to communicate details about the tax levy. By Election Day, the district's Facebook page had received over 46,000 views, had over 1,800 likes, and the bond passed with 70.2 % (Renwick, 2014). The question that concerns the research in this project is whether the influence of social media propelled the passage of the bond issue or was it the merits of the bond issue and need of funds?

Educators use bonds as a means of, among other things, financing building projects (Cummins, 2015). School bonds, though they are voted on by the community, do not receive extensive publicity, since school districts do not have discretionary funding for advertising. While voters with school-aged children often know about bond issues, those without children may be unaware of the needs of the area schools. School districts require a vehicle for engaging all voters, so much-needed bonds can be approved and education improved for all students. Technological advancements and social media offer a way forward (Yasser, 2011).

Social media is the interaction of people through various networks and websites, allowing them to author, share, or exchange knowledge and ideas in virtual communities (Merrill, Latham, Santalessa, & Navetta, 2011). Communication is through Internet-based applications, allowing the creation and exchange of original content (Hoffman M.

J. & Fodor, 2010). Social media depends on mobile and web-based applications hosted on interactive platforms, where individuals and communities share, co-create, discuss, and modify self-authored content. This individually created content introduces consequential and alternative vehicles for communication between individuals, businesses, organizations, and communities.

Social media is different from traditional media in quality, frequency, reach, immediacy, usability, and longevity (Merrill et al., 2011). Internet users spend more time on social media sites than any other type of site (Nielsen, 2013). The benefits of participating in social media for content contributors have surpassed merely the sharing of life's moments to crafting a reputation and developing career opportunities and monetary income. As school districts look to increase awareness and approval for needed bond issues, social media, as evidenced in the Pattonville School District, offers inexpensive tools to expand knowledge, awareness, and buy-in from residents (Renwick, 2014).

The ability of public school leaders in Missouri to pass bond issues, whether for infrastructure improvements or new buildings, is imperative in times of economic distress (Lingo, 2017). School districts continually look to improve safety and provide resources in technology coupled with raising salaries to attract better teachers to provide for their students. The districts able to raise more funds to increase pay for teachers, hire more instructional aides, provide more extensive professional development, buy more supplies, better maintain and expand buildings, and purchase new equipment and technology tend to have significantly higher student scores, which are usually linked to improved readiness for college and careers (Hoffman M. J., 2013).

In the state of Missouri, companies like L. J. Hart & Company provide school boards and superintendents with information through such organizations as the Suggestions for a Successful Campaign Committee, making it part of their social responsibility program. According to L. J. Hart & Company, volunteers are greatly needed for this type of activity (Appendix A). They need to be totally convinced of the project's viability, and capable of hearing criticism without getting angry or easily discouraged. The ability to pass bond issues for projects with the advent of professional learning communities (PLCs) in many school districts suggests the willingness of public schools to glean business strategies from the private sector as a way of improving how districts are run (Dufour, 2009). Current and historic policies given to superintendents to pass bond issues use a holistic approach to get the "message" into the public forum. This type of approach usually includes the formation of a bond committee out of a pool of businesspersons and successful people in the community. The main advantage of such a strategy is the ability to raise funds for mass communication, like billboards and radio and television spots.

This research examines a multi-faceted approach to better serve the needs of superintendents when passing bond issues. The ability for a superintendent to be knowledgeable in different platforms of social media may make a difference whether a bond issues is passed (Hoffman, 2013). In addition, the change in mass communication with the advent of Facebook, Twitter, and other social media platforms allows mass communication to be conducted on a relatively small budget and with great success (Mata, Furest, & Barney, 1995). The ability of a single individual to get the message out

to thousands of patrons is now cost effective and relatively easy, with little chance of miscommunication (Robinson, 2007).

### **Problem Statement**

The question is whether the use of technology in the field of mass media and social platforms is a more efficient way for leaders in education to relay information to the patrons of school districts or will successful school leaders still use a more personal way of communication. With shrinking budgets of school districts, the ability to build infrastructure and finance projects as well as communicate with the public, will become more important than ever for school officials (Bailey & Preston, 2007).

The use of district web pages and the ability to have a direct line to thousands of patrons that use Facebook and Twitter will improve the past practices for passing bond issues Superintendent's now can have conversations with large groups of people for little or no cost. The cost of educating children in the United States has always been a concern for the taxpaying public. Public schools are financed in part by local tax dollars, state tax dollars, and a small percentage from the federal government (Vodicka, 2011). Maintaining the fiscal stability of a local school district in Missouri is the responsibility of the district superintendent. The superintendent sets the tax rate that individual taxpayers contribute to keep the local school district financially secure at some point, all superintendents must appeal to patrons and ask for either a levy increase or the sale of bonds in order to finance big projects or increase the amount of cash available to the district. It is vitally important that superintendents get their message out to the public in a clear, concise platform in order to allow for conversation and the expressing of different opinions. Districts cannot be dependent on philanthropic endeavors to increase

awareness, which might lead to indebtedness on the part of the school officials to return any favors (Abshier, Harris, & Hopson, 2011).

### **Rationale and Purpose for the Study**

With the advent of social media platforms, superintendents, when approaching patrons to pass a bond issue, may increase the chance of success by using current technology. The formation of bond committees has been the focal point of any successful campaign, which may be advantageous given the superintendent's ability to communicate his or her message (Renwick, 2014). While Pattonville attributed the approval of the Prop P bond to their use of social media, it is worth asking whether social media can continue as a successful vehicle for awareness and constituent support (Renwick, 2014). This research project examined the success and failure of superintendents who used social media in their campaigns versus those who formed bond committees of patrons without using social media. School leaders may have to adapt to the way the world is communicating if they are going to increase school revenue, the use of social media, as opposed to more traditional frameworks of politics and campaigning, affects the voting public (Renwick, 2014). This research attempted to explore these frameworks through a review of related literature and a survey of current Missouri public school superintendents.

### **Social Exchange Theory**

Social exchange theory is a social psychological and sociological perspective that explains social change and stability between parties (Homans, 1961). The theory has roots in economics and sociology. It is also used in the business world to imply a two-sided mutual rewarding process involving transaction or simple exchange.

The participatory engagement of users is a key driver of social media. The shift towards more participatory use of the web provides new opportunities for organizations to systematize the involvement of their members. Traditionally, nonprofit organizations are heavily dependent on active constituent involvement. They rely largely on the voluntary assistance of members because they support the core beliefs of the organization (Kaplan & Haenlein, 2010).

For nonprofits and other public organizations, voluntary constituent support is key to sustaining a sense of community, assisting in reaching goals, and remaining viable—especially for school districts, dependent as they are on taxpayer support. According to Effing, Hillegersberg, and Huibers (2015), nonprofit communities exhibit problems in sustaining the participation of their members. They have other responsibilities, and it becomes necessary to find other opportunities to inform them and increase their engagement and participation. Using alternative means of engagement is the focus of nonprofit and public organizations, which do not have the discretionary funds for traditional marketing initiatives. Social media offers an inexpensive alternative to communicate an organization's mission, purpose, and need.

Despite the widespread use of social media and its apparent successes, it is necessary to test its effectiveness in nonprofit and political landscapes. Effing, et al (2015) used a social media indicator to evaluate the influence of Twitter, You Tube, and Facebook on local elections in the Netherlands. The scores, charting the use and reach of social media posts on one hand and voter engagement on the other, revealed a positive correlation.

As social media expands and increases in use, organizations turn to it as a means to engage more people. There is burgeoning research on the use of social media and its effectiveness for advertisers, companies, and other organizations. It is only natural for school districts to join the social media movement and become a more integrated part of their constituents' lives. School bond issues are often known only within school circles, yet are supported by taxpayers who may not have children. Examining the use and impact of social media will add to the body of growing research on the impact of social media on public efforts, especially in political arenas (Hanna, Rohm, & Crittenden, 2011).

Traditional participation in the school community is less common now because of the social changes that accompany modernization, individualism, secularism, and urbanization (Francis, Giles-Corti, Wood, & Knuiman, 2012; Putnam, 1995; Macionis, 2012). As a result of the Industrial Revolution, the social fabric of family, community, and tradition has weakened. This also affects the extent to which people want to participate in nonprofit communities. Social media provides nonprofit communities—including church and political communities—with the opportunity to communicate with their members in new and innovative ways (Francis et al., 2012; Macionis, 2012).

The purpose of this nominal by nominal association study was to describe the association that exists between the use of social media platforms and bond committees with the ability of superintendents in Missouri to successfully campaign for an increase of local taxes or the passage of a bond issue. The ability of a public school district to raise tax levies is essential for the stability and future of the school community. Many times, new superintendents inherit problems from their predecessors, including the inability to implement change because of the lack of finances. When going to the public to raise

personal property taxes to support school funding, the new superintendent may have an outdated model that, in most cases, only works where bonds have historically passed (Toporek, 2010).

School districts are continually pressed to increase test scores, increase resources, and modernize infrastructure antiquated methods of campaigning will no longer suffice. They must look at alternate ways of “getting the message out” to the public, using every resource possible. At present, however, there is very little research to support the use of social media platforms in campaigning (Lewis, et al., 2000).

### ***Research Questions***

1. What is the association between the uses of a bond committee, tax no tax increase and the passing a bond issue?
2. What is the association between the use of social media and the chances of a bond committee passing a bond issue?
3. What is the association between the frequency of use of social media and the superintendent and passing a bond issue?
4. What is the association between the forms of social media, Twitter, Facebook, and the district web page and the passing bond issues?

### ***Null Hypotheses***

Null Hypothesis 1. There will be no statically significant association between superintendents who use bond committees and superintendents who do not use bond committees.

Null Hypothesis 2. There will be no statically significant association between superintendents who use bond committees with social media and superintendents who do

not use bond committees with social media when passing a bond issue.

Null Hypothesis 3. There will be no statically significant association between superintendents who frequently use social media and superintendents who do not use social media while passing bond issues.

Null Hypothesis 4. There will be no statically significant association between the most effective form of social media, Twitter, Facebook, and the district web page and the passing of bond issues.

### **Limitations/Delimitations**

The limitations of this study were those characteristics of design or methodology that impacted or influenced the interpretation of the findings from this research (Price, & Murnan, 2004). They were the constraints on generalizability, applications to practice, and/or utility of findings that were the result of the ways in which the researcher initially chose to design the study and/or the method used to establish internal and external validity. The limitations in this study were:

1. The number of superintendents who have always used a bond committee and have never tried to pass a bond without the help of the community.
2. The ability of some school leaders to use social media.
3. The amount of Internet Service in some rural communities in Missouri.
4. The lack of social media in the field of education by superintendents and members of a bond committee.
5. The lack of Internet Service to patrons in rural areas where the use of broadband internet was not feasible.

6. Members of the bond committees were not surveyed.
7. Lack of available data or reliable data could be determined by the truthfulness of the answers on the survey.

These delimitations in this study are:

1. The assumption that the superintendents surveyed will be honest with their answers and the person answering the survey is in fact the superintendent for a public school district in Missouri or Arkansas (validity panel).
2. The lack of Internet access or inability to receive email.

### **Design Controls**

The goal of this nominal by nominal association study was to qualify the associations of social media (Facebook, Twitter and district webpage), bond committees, when used to pass bond issues for the school district. This type of research works to see the associations between the categorical variables of bond committees, social media, tax or no tax increase in association with a pass or failed bond issues.

The lack of Internet service was controlled by the use of a phone survey or a paper and pencil questioner sent to the superintendents if email was not answered. To ensure confidentiality of comments made and opinions relating to the panel of professionals that critiqued the survey every effort was made to conceal individual names and local school districts. The panel of professionals that critiqued the survey checking for validity were made from superintendents from Arkansas working from public school districts.

### **Definition of Key Terms**

**Social Media:** a collective of Internet, web-based communication vehicles

dedicated to community-based input, interaction, content-sharing and collaboration, for this study these were Facebook and Twitter. Popular and widely used social media platforms include Facebook, Twitter (Rouse, 2016).

**Bond Issue:** A bond functions like a loan between an investor and a school district. The investor agrees to give the corporation a specific amount of money for a specific period of time in exchange for periodic interest payments at designated intervals (Hart, 2015).

**Bond Committee:** Members of the community or patrons who serve to pass a bond issue by raising funds and communicating the message of the superintendent when trying to pass a bond issue (Hart, 2015).

## **Summary**

This study sought to examine the success or failure of a school district's bond issue as related to the use of a bond committee or use of a social media platform. The discoveries made in examining this political strategy of the bond committee will inform districts on the impact of social media, as well as its use in creating a more unified school district. This study also compared the frequency of the superintendent use of Facebook, Twitter, and district webpages, correlated with passage or failure of bond issues.

The review of literature was organized with a section of historical information of public school infrastructure and government involvement with school finance. A section of school finance from a local perspective and the passage of bond issues. Finally information involving social media and how it has change our society and how it influences us in our daily lives and decisions.

## CHAPTER TWO

### REVIEW OF LITRATURE

#### **Introduction**

According to the National Center for Education Statistics (Hochbein & Harbour, 2015), in the fall of 2015, approximately 50,100,000 students attended public elementary and secondary schools in the United States. Funding for public schools is distributed using different formulas and grants. Thirteen percent, of school, funding comes from federal funds; the rest varies by state. School funding can create budget impasses at all levels of government—an example would be the state of Illinois, which has been in a state of deadlock in its state legislature for over a year. Because of these funding shortfalls, schools are often in need, and must utilize school bonds to make up for funding discrepancies.

This review of the literature will discuss the current state of public school infrastructure. Since schools are located within neighborhood communities, this review includes a discussion of how schools relate to their community as a whole. Additional discussion includes how federal and state funding is disseminated, and how bond issues are passed. The review of the literature also examines the use of social media as a marketing tool, to increase awareness and recognition of issues, products, and services.

#### **Public School Infrastructure**

At the start of the new millennium, research indicated that roughly half of U. S. schools were ranked “unsatisfactory” with regard to environmental conditions, appropriate acoustics, ventilation, and personal security (Holloway, 2002). Further study by the National Education Association estimated that approximately \$268,000,000,000 would be needed to bring the nation’s schools up to acceptable standards for plumbing,

roof integrity, lighting, safety, and other basic issues (McLaughlin & Bavin, 2003).

During this same period, a survey conducted by the U. S. Department of Education found the average public school building was 40 years, and that major renovations had occurred over 11 years ago (Lewis, et al. 2000).

In the United States, rural students represent about a quarter of all public school students (Johnson, J., Malhoit, & Shone, 2012). Smaller rural schools are funded at a lower rate than urban school districts because of a declining tax base (Lindahl, 2011) and the lack of state aid. However, the average per-pupil cost is actually higher in the urban schools). Due to inadequate funding, rural schools have been repeatedly forced to make budget cuts. This, coupled with dropping enrollment, high student mobility, economic decline, district depopulation, and deteriorating infrastructure, has made it difficult for school administrators to find necessary funds (Lindahl, 2011). Additionally, simultaneous increase in student and teacher accountability has affected the education process significantly in rural areas.

All schools in the United States, both rural and urban, have suffered funding cuts, forcing districts to find ways of cutting costs (Anderson, 2013; Chittum, 2012; Johnson J., et al., 2012; McNeil, 2009; Mestas, 2011; Mortland, 2004; Nesbitt, 2013; Patterson, 2009; Richard, 2004; Sherard, 2014). As a result of budget cuts, school districts have been forced to shorten school weeks (Mestas, 2011), ease teachers into early retirement, reassign administrators or cut them altogether (Richard, 2004), require teachers to cover more than one discipline (Baily & Preston, 2007), and consolidate schools and school districts (Baily & Preston, 2007).

While schools are funded and managed by government mandate, the schools themselves are located within communities, and function as a part of the community in which they are located and those whom they serve (Stefanski, A., Valli & Jacobson, 2016). Especially in rural areas and low-income areas, where parents are not able to send their students to private schools, the function of local schools is to offer a viable and safe institution where students can learn and prepare for the rest of their lives. Schools are not separate from their neighborhoods; rather, they are an integral part of the community needing community support, especially in times of need for improvement (Barrows, S., Peterson & West, 2017).

### **School-Community Relationships**

The school-community relationship is reciprocal, as schools are dependent on local tax revenues to keep the doors open. In many rural areas the schools are the largest single employer and business is dependent on the school (Mathis, 2003). On the same note, studies of school-community partnerships by Watson and Reigeluth (2008) emphasized the importance of involving the community in school change and bond issues. Community involvement is crucial for generating the grass-roots support of parents, business leaders, and other community leaders for changes in rural schools. As school populations and budgets decrease, personnel must retire or be dismissed from employment (Cavanaugh, 2011; Mestas, 2011), forcing ex-employees to leave the community to find work.

According to Chrzanowski, Rans, and Thompson (2010), when parents and community members are engaged with their neighborhood schools, teaching and other environmental resources increase. Through a trusting and transparent relationship with

parents and other community residents, a central vision is found and a plan formulated. Chrzanowski, et al. further proposed that interpersonal relationships, mediated by community groups, organizations, and businesses, serve as a bond for collaboration to strengthen the entire community.

As local tax levies are the main sources of school funding, another benefit to a solid school-community relationship is the favor with which community members view requests for additional funding. School administrators who engage and communicate with the community present the school favorably in the eyes of residents (Hill, E. J., Ferris & Martin, 2003), which then increases school support. This is especially important in times when federal and state support suffers from budget pitfalls and impasses.

#### Federal Impact on Local Schools

With passage of The No Child Left Behind Act of 2002 (NCLB), many believed that state educational agencies could apply for federal funds to be used in local school districts. Section 5582, Subpart 18, offers sub-grants to be used to (a) develop a comprehensive energy audit of the energy consumption characteristics of a building and the need for additional energy conservation, (b) produce a comprehensive analysis of building strategies, designs, materials, and equipment that are (1) cost effective, produce greater energy efficiency, and enhance indoor air quality, and (2) can be used when conducting school construction and renovation, or purchasing materials and equipment. Although these federal dollars offer school districts opportunities to begin much needed conversations that might lead to the pursuit of new and upgraded school buildings, none of the federal funds could be used for construction, renovation, or repair of school facilities (NCLB, 2002).

With the lack of funding from NCLB, many school leaders believed the solution to funding was in new forms of support at the state and local levels. From their article, McLaughlin and Bavin (2003) referenced the report of a study by the Association of School Business Officials (ASBO), which stated that any disapproval of general obligation bonding and equalized funding results in postponed maintenance. Their recommendations included changing state and federal laws to allow the capital markets to receive a tax-exempt return for investments in the renovation and construction of school facilities.

Historically, school funding comes from the ability of local entities to raise and lower personal property taxes (McFadden, J., Bavin, 2004). In the United States, prekindergarten through 12<sup>th</sup>-grade public school districts generally finance the construction of new school facilities through voter-approved local school bond elections, in which the school district proposes to issue a certain amount of long-term debt to fund the near-term construction of new schools, facilities, and renovations (Duncombe & Wang, 2009; Sielke, 2003; Sielke, Dayton, Holmes & Jefferson, 2001).

The financial cliff toward which the federal government is racing only puts more emphasis on the ability of local school districts to gather funds. In the article ‘Political Context of Education Finance in the United States’, Wong (2008) posited that it was only a generation ago that state and local entities created educational reforms, most of which did not take into consideration teacher accountability or student achievement. The recent public demand for accountability has changed the ways local school districts are funded. Adequate funding to meet the call for higher student achievement is a litigious issue. Furthermore, “student and school accountability measures that carry sanctions enforced

by the states can be said to set up reciprocation of duties. This reciprocal duty is where the schools have the responsibility of providing effective instructional environments and the states have the responsibility of allocating resources to schools to provide educational opportunities for students to meet state achievement goals” (Schrag, 2003, p. 72). Tax referendums have been the leading vehicles for school funding.

### **Tax Referendums and Local School Districts**

With the emergence of the “Tea Party,” an anti-tax groundswell pitting “us against them” has caused local officials to adjust ways of gathering funds. The Tea Party movement has garnered substantial media coverage since its inception in 2009 (Weiner, 2010), and may be the first political organization to incorporate social networking sites into everyday campaign communication (Morin & Flynn, 2014). Research indicates that schools need to change the ways they gather resources. Superintendents must now be creative when asking the public for a tax increase. Districts able to expend more funds to pay more teachers, hire more instructional aides, provide more extensive professional development, buy more supplies, better maintain and expand buildings, and purchase new equipment and technology tend to have significantly higher student scores, which are linked to improved readiness for college and careers (Hoffman, M. J., 2013).

When comparing literature concerning the ability of school districts to ask and receive money, the common themes are a need for change, being efficient, and being creative. A study by Bowers, Metzger, and Milltello (2010), the parameters in passing construction bonds by local school districts in Michigan are investigated. The authors’ isolated four factors in predicting if a bond will pass or fail: the bond amount, the number of students enrolled the number of times the bond has been attempted, and district

urbanity. Most significant is the inability of small town school districts to pass any bond measures.

### **Passing Bond Issues**

Tax issues divide communities in ways that last well past the election date (Kowalski, 2006), and research on voting behavior and the passing of bonds suggests self-interest is very influential. Most school districts will pass bond issues to raise tax rates for operating funds, renew existing tax rates for operating funds, and increase debt service funds (Bali, 2008).

The following three findings have given educators some insight into the success rate of bond elections. School districts are less likely to pass bonds than other governmental agencies. Fleeter (2007) found the numbers to be 43% to 53%. A referendum that does not add to the tax rate has a much higher chance of being passed. Among all tax referendums, those for construction of new buildings have the least chance of passing because of substantial tax increases and organized political opposition (Fleeter, 2007 & Funai, 1993).

In the case of most educational referenda, the superintendent is the principle official who plans the campaigning and connects with the community (Kowalski, 2006). Analysis of school elections suggests that bonds are more likely to pass if planners effectively involve stakeholders in framing the critical issues (Carr, 2007). In passing bonds for the finance of any project, extensive research has suggested these tactics work best: creating a clear vision for the public outlining a plan for the district (Hinson, 2001; Holt, Wendt, & Smith, 2006; Lode, 1999; Mathison, 1998); justifying a need for additional funds (Carter, 1995; Mathison, 1998); conducting opinion surveys (Davis, L.

& Tyson, 2003; Dolph, 2006; Fiedler, 1995); educating district staff and students about pivotal issues (Bauscher, 1994; Davis, L. & Tyson, 2003); involving the media, using technology, and networking effectively (Lode, 1999); and avoiding any controversy that diverts attention from the core issues (Allen, 1985, Chandler, 1989).

### **Bond Committees**

In this new age of accountability for schools, superintendents will have to discover new ways to gather resources and keep a trustworthy relationship with all the patrons of the school community. When superintendents in New Jersey were asked what factors influenced the successful passage of school bond referendums (Goodwin, 2011), they referenced credibility and trust, stakeholders, campaign organizations, and financial factors.

Faltys (2006) cited citizen involvement as the most significant component of a school board referendum. In one Texas school district, early development of a citizen volunteer group to serve as leadership for support was essential in passing a bond referendum. Levin (1994) wrote that quality of message is the most significant factor in the political arena, especially in places where opponents disseminate misinformation.

### **Bond Strategy**

The United States has a long tradition of locally controlled education. Today, a majority of people believe educational decisions should be made locally, rather than at the state or federal levels (Jacobsen, W. C. & Forste, 2011). The costs of these decisions are incurred at the local level, in the form of school board referendums that raise local revenues (Johnson, J., et al, 2012). These added expenditures can be considerable, as

Ingle, Johnson & Petroff (2011) noted when he identified the major activities and associated costs of school levy campaigns in five districts in Ohio.

Voter perception is also important when determining the outcomes of referendums, the key factors being the number of students in the district and the dollar amount of the bond issue (Kastory & Harrington 1996). It is important to utilize every segment of the population and to engage as many voters as possible. Recently, as Geier (2012) noted senior citizens have become vital voters in local school board elections. This segment of the population is increasing, and they are more apt to vote than other age groups. By nurturing solid relationships with senior citizens, superintendents can benefit and increase community involvement in school projects.

When planning to pass a bond issue, many school boards use the “decide and defend” strategy (Johnson & Ingle, 2009). Superintendents employ an expert-based school-centered approach in bringing issues before the public. While there is a fairly wide literature aimed at school and district administrators, full of “lessons learned” and suggestions on “how to pass your bond” (Bauscher, 1994; Boschee & Holt, 1999; L. Davis & Tyson, 2003; Holt, 2009; Holt et al, 2006; Ingle et al 2011, Johnson P. A. & Ingle, 2009; Kastory & Harrington, 1996; Lentz, 1996 Mathison, 1998), recent research is limited on exactly which factors are associated with passing or failing a school bond. Social media, however, provides a means for directly engaging people on bond issues.

### **Inside Social Media**

Social media began as a means for communicating in personal relationships, morphed into a means for companies to advertise their products and services, and is now a vehicle to promote community and neighborhood concerns, as well as express messages

of a political nature (Haythornthwaite, 2002). Social media has changed the way people communicate and how businesses advertise. Social media offers an interactive experience, as consumers are able to provide instant feedback to originators and each other (Merrill et al 2011). Social media facilitates electronic interactions, in which people author, share, or exchange knowledge and ideas in virtual communities and networks (Merrill et al., 2011). Social media allows the creation and exchange of original content (D. L Hoffman & Fodor, 2010). Social media depends on mobile and web-based applications, hosted on interactive platforms, where individuals and communities share, cocreate, discuss, and modify self-authored content (International Systems Audit and Control Association [ISACA] 2010). Such content introduces consequential and alternative vehicles for communication between individuals, businesses, organizations, and communities. Social media is different from more traditional media in quality, frequency, reach, immediacy, usability, and longevity (Merrill et al., 2011). Internet users continue to spend more time on social media sites than any other type of site (Nielsen, 2013). The benefits of participating in social media lie in helping to craft a reputation, and developing career opportunities and monetary income.

One social media platform is Twitter, where a message is communicated in 140 characters. The popularity of Twitter stems from the ease of communication and its brevity, allowing people to get the message without having to take a lot of time reading about a product or service (Shen, 2017). The key is to create a short message that will draw in potential customers or clients.

In 2011, Twitter integrated with YouTube and Flickr for the easy posting of videos and pictures (Larson, 2013). Even though social media is virtual communication,

the products or services being promoted are actual and physical. The promotion of said product or service must reach a target market to increase success, as well as encourage others to promote it. In other words, if a particular person is not interested or is unable to use the advertised product, he or she will often pass the information on to someone they know can benefit. Just as positive experiences can help businesses grow and expand, negative ones influence potential clients to find alternative service providers. Twitter allows people to post quick and easy reviews for products.

Another popular social media platform is Facebook. In contrast with Twitter, Facebook allows users to write posts longer than 140 characters, upload pictures, and share articles, photos, and videos. In addition to personal profile pages, users can also create pages for companies and organizations (R. Davis, 2009). Countless artists, authors, bloggers, and self-employed professionals have business pages, which allow for more likes and followers and help them expand their reach. Within the platform, friends' posts and posts from business pages can be viewed in a personal news feed. Facebook will also recommend pages to users based on their browsing history. This feature helps to increase awareness of other pages, and a "boost post" option allows users to increase visibility for one of their own posts for a small fee. When users comment on or share other people's posts, they share them with everyone in their circle, thereby extending the post's reach.

Other popular social media platforms include YouTube, a video platform, and Instagram, an online photo gallery (Meier, 2015). These social media platforms all serve as a way for people to stay connected, as well as document their lives. In terms of marketing and reaching a broad and wide demographic, social media has the unique capacity to allow businesses to expand audiences virtually free; the cost of creating social

media networks is free, and many are free to maintain. Just as communication has been altered through web-based technologies, social media has changed as innovations are introduced and creative individuals seek to make a mark on this growing and sustainable medium. Due to the innovative free market system, social media networks are likely to continue their dramatic growth and change (Kenney & Zysman, 2016). New capabilities will be tightly intertwined with emerging social computing capabilities, such as instant mobile messaging systems.

Social media will continue to evolve to keep up with digital technology, and businesses will need to incorporate social media marketing into their traditional marketing strategies for continued growth. Small businesses can especially utilize and benefit from social media due to its economical nature. In the political arena, candidates are also using social media to gain access to a new base, especially younger voters who engage in social media the majority of their free time (see Chapter 1). Social media serves as a tool for people to stay in touch, no matter their location; with posts and ads on these platforms, politicians are able to engage their constituents at any time.

### **Social Exchange Theory**

The social exchange theory proposes that social behavior is the result of an exchange process where the purpose of the exchange is to maximize benefits and minimize costs (Surma, 2016). Online social networks seem to be an ideal platform for the social exchange because they provide an opportunity to keep social relations with a relatively low cost compared to offline relations (Surma, 2016).

When communicating a message social units are sources of stability and controllability (Lawler, 2001) if that social unit perceived as a stable force or positive

feelings the affective attachments to that social unit should be stronger. As those communications become more positive the communicator becomes attached to the social unit and becomes more influential. As communications become more negative the ability of the communicator to be trustworthy or positive also diminishes (Lawler, 2001). This is an important part of the ability of social media to influence readers (Petrilli, 2011).

### **How Social Media Changed Society**

Increasing evidence suggests social networking sites like Facebook and Twitter have the potential to generate social capital. Ellison, Steinfield, & Lampe (2007) uses a student sample to demonstrate the intensity with which students use Facebook, and relates it to three types of social capital: bridging, bonding, and maintaining. Gainous and Wagner (2011) used student data and population data to demonstrate that online networking stimulates participation in community.

Valenzuela (2009) suggested online social networks generate social capital through four mechanisms:

1. Social networking sites help with personal identity construction by providing channels for feedback and peer acceptance, generating life satisfaction.
2. Social networking sites fulfill the informational need necessary for political/collection action.
3. Social networking sites can be used purely for entertainment, which might negatively distract from the generation of social capital.
4. Social networking provides the opportunity for people to gain a sense of belonging by connecting family, friends, and society, building reciprocity and trust.

Social media allows individuals to dash off short comments to their friends, families, and professional colleagues. This technology has been credited with breaking news and bringing down oppressive regimes, making it truly an open market of new ideas, with no gatekeepers or quality control (Petrilli, 2011).

Modern journalism makes use of social media tools, especially Twitter and Facebook. The *Washington Post*, in mid-2011, directed all reporters on its Metro staff to start using Twitter and Facebook (Pexton, 2011). The *Chicago Tribune* has had success using a personified avatar--Col. Tribune—to represent the organization on Twitter and Facebook (Adee, 2008). “Social media editor” is a new job title, with special responsibilities in newsrooms around the country (Gleason, 2010). Even the Project for Excellence in Journalism has observed that Facebook, the massive social networking site, has become a critical player in news (Olmstead, Mitchell & Rosenstiel, 2011).

The reality is, the Internet has become a household and workplace necessity and an estimated 80% of Americans have Internet access (Zickuhr & Smith, 2012). More Americans receive their daily news from online sources than from printed sources like newspapers, and online sources are second only to television in usage (Rosenstiel & Mitchell, 2011). An estimated 67% of Internet users engage with some form of social media or social networking, such as Facebook, Twitter, or Pinterest (Duggan & Brenner, 2012).

Using social media sites for gathering information can be problematic because these sites may not always present accurate information. Research suggests that false information given after an event can significantly alter the original memory (Ayers & Reder, 1998; Frenda, Nicholas & Loftus, 2011; Loftus, 2005). This might also be the case

for social media posts containing false information. Between Twitter, with 230,000,000 active users Twitter.com and Facebook, with 874 million active users Facebook.com, there is a large amount of information being circulated.

### **Social Media**

Many people's lives, relationships, and interactions are dependent on an overwhelming number of social media outlet, like Facebook, Twitter, Instagram, Pinterest, Google Chat, YouTube, LinkedIn, Vimeo, Tumblr, Flickr, Yelp, Foursquare, and Snapchat. Some researchers believe these apps alienate and distance people from each other and their community (Hughes & Hans, 2001). Bloggers, educators, researchers, and community members around the world have voiced their concerns, and they question if technology is eating away at our sense of community (Harwood & McIntosh, 2004 University of Missouri School of Journalism, 2012).

Research is being gathered that refocuses our attention on the role of social and community processes in promoting cohesive families and resilient school communities (Ungar, 2011; Walsh, 2007). Like any social construct, the value of community changes over time; with the increase in technology-mediated communication, we are likely to see further changes—both in the meaning of community and the efforts made to create and preserve it (Fischer, 1997).

### **The Use of Social Media in Elections**

The influence of media in shaping the electorate is unavoidable, a phenomenon identified as early as the 1940s (Lazarsfeld & Merton 1948). Trenaman and Mcquail (1961) suggested that the media continued to claim its influence as the medium grew and won public trust (Bennett, 1990). In *The Media Effect: How the News Influences Politics*

*and Governments* (2007), Jim Willis found a perfect correlation between the type of issues covered by the media and the voters' concern for those same issues (Willis, 2007). George A. Comstock and Erica Scharrer, in their work "The Psychology of Media Politics" (2005), wrote that the diffusion of mass media changes the balance of factors affecting public voting decisions, and this becomes the predictor of voters' choice (Comstock & Scharrer, 2005). Macleod, Bybee, and Durall (1979) found that the media stimulates interpersonal discussions among members of the public, which then leads them to decide which way to vote.

The media affects voters to the point that registered voters who choose not to vote are still politically informed (Macleod & Becker 1981). The media affects voting behavior through a nexus of factors and influences (Klapper, 1960). In fact, Yaser, Mahsud, and Chaundhry (2011) corroborated the hypothesis that the more time a voter spends on mass media, the more likely he or she is to acquire political information.

Research into the relationship between social media use and voting behaviors suggests the former greatly affects support for candidates and bond issues (Karpowitz, Monson, Patterson, & Pope, 2011; Williams & Gulati, 2007). Early research on the effectiveness and impact of social media network sites on political forum (Ancu & Cozma, 2009; Fernandes, Giurcanu, Bowers, & Neely, 2010; Himelboim, Gleave, & Smith, 2009; Mascaro, Novak, Gogeins, 2012; Dong, Q., & Giblin P. 2010; Robertson, Vatrapu, & Medina, 2010; Wooley, Limperos, & Oliver, 2010; Zhang, Johnson, Seltzer, & Bichard, 2010) indicated that Facebook is a viable tool in major elections (Morin & Flynn, 2014). According to Lenhart, Purcell, Smith, and Zickuhr (2010), the use of online social networks among teens and young adults exploded between 2008 and 2010. The

Pew Research & American Life survey estimated that in the US, 72% of people ages 18-29 use online social networks.

Barack Obama, in the run-up to the 2008 presidential election, employed several social network sites to contact voters and organize volunteers, including My Space and Facebook, and the personal website mybarackobama.com. The 2008 presidential race was called the Facebook Election by Dutta and Fraser (2008). Social media networking sites are also credited for the Republican landslide victories in the 2010 midterm elections (Geiber, 2011). These events highlight the importance of using social networking platforms as part of a whole campaign strategy (Metzgar & Maruggi, 2010).

With the rapid development of informational technologies worldwide since 2000, advertisers are increasingly relying on interactive technologies to advertise and promote their products and control or influence public opinion (Yaakop & Hemsley-Brown, 2011). A study by Zeng, Pantic, Roisman & Haung, (2009) found that responses to online advertising via social network depend on the perception of relevance and value, as well as social identity and group norms. Hadija (2008) found perceived interactivity to be an important influence in consumer responses.

According to Mangold and Faulds (2009), social media influences every stage of the consumer decision-making process. High levels of perceived interactivity incur positive and favorable attitudes towards advertisement on social networking sites. Social media has also become an alternative way for users to get news (Webtrends, 2011). On traditional media platforms, news is disseminated by professionals; social media allows users to share news they deem to be valuable (Shoemaker, Johnson, Seo, & Wang, 2010).

Research suggests that people tend to believe media messages have a greater influence on others, rather than themselves, and that these perceptions have implications (Gunther, Perloff, & Tsfati, 2008; Perloff, 2009). Even though online news is viewed as creditable (T. J. Johnson & Kaye, 1998), the Internet was found to be the least credible medium in which, to advertise, consumers regard it with the highest level of skepticism. Moore and Rodgers (2005) found that consumers did not feel comfortable surfing online advertisements, and although college students fell into the demographic that was most likely to shop online, even they did not believe Internet advertising trustworthy.

### **Effects of Social Media and Opinion**

Social identity theory focuses on conceptualization of the self in terms of membership in social groups, and the value one attaches to those memberships (Tajfel & Turner, 1979, 1986). Turner (1999) contended that when individuals perceive themselves as part of a group, a process of depersonalization occurs, and the self is redefined in terms of the relevant social group. Essentially, people tend to magnify their similarities to members of their social groups, and perceive greater differences between themselves and other groups (Turner, 1999).

The bandwagon effect triggered by a large number of supporters for a particular cause can be found even in early public opinion research (Fleitas, 1971). Mutz (1992) contended that sheer numbers affect an impersonal influence on supporters, which comes from a large group of unknown others who are outside one's everyday social network. Instead of relying on the recommendations of authorities, the bandwagon effect occurs following the "wisdom of crowds" (Surowiecki, 2005). Metzger & Maruggi, (2010)

suggested that the bandwagon effect derives its power from group endorsement, which leads to conferred credibility. Credibility of sources can significantly influence audiences' perception of message credibility (Pornpitakpan, 2004).

Scholars have noted a connection between hostile media perceptions and perceived media influence on other people (Gunther, 1998; Tsfati & Cohen, 2003). The tendency to view media as biased against one's position is a phenomenon that has been documented in political elections and other referendums (Gunther & Schmitt, 2004). For the social networking sites to be an effective campaign strategy, the audience must be loyal, and trust and view the project as creditable. People who use social networking sites for political news and opinions tend to be those who participate in civic activities (T. J. Johnson, Zhang, Bichard, & Seltzer, 2010). People who use social media also report a high level of political interest, campaign interest, civic duty, a greater likelihood to vote, and lower levels of political anxiety (Hanson, Cunningham, Sharma & Ponder, 2010); Kaye, (2010). Many agree that information and communication technologies are transforming politics (Fung, Russon, Gilman & Shkabatur, 2013). Singh (2013) suggested that information and communication technologies possess a transformative power that may lead to profound changes in politics.

The role of social media may depend on specific uses, whether it is to gather information or express political opinions (Macafee & De Simone, 2012). Expressive behavior, whether writing blog posts or posting political videos, influences one's attention to elections (Yamamoto & Kushin 2014). In general, informational and expressive uses may spur mobilizing actions, both online and offline, which will subsequently lead to offline participation (Rojas & Puing, 2009).

Traditional explanations of political participation focus attention on the individual characteristics that distinguish participants from nonparticipants, such as levels of income and education (Leighley, 1996; Rosenstone & Hansen, 1993). In terms of sociological causes of action, this has led to a body of research investigating forms of formal social engagement such as membership in civic groups, churches, and the workplace (Verba, Lehmann & Brady 1995; Harris, 1994; Radcliff & Davis, 2000; Calhoun-Brown, 1996; Putnam, 2000; Leighley, 1996; Olsen, 1972; Pollock, 1982; Sallach, Babchuck & Booth 1972; Ayala, 2000). Explanations for the relationship between membership in social organization and political involvement include arguments that the membership stimulates a collective interest in politics (Putnam, 2001), makes people available to elites for mobilization (Leighley, 1996), and helps people learn skills that make participation easier (Verba et al., 1995). When looking at the importance of social interaction that occurs in interpersonal networks, very little research is available. Huckeltdt, Beck, Dalton & Levin (1995) and Giles and Dantico (1982) wrote that individual participation in politics varies as a function of neighborhood education, an affect attributed to social interaction in interpersonal networks. Kenny (1992) asserted that having friends who participate in politics makes people more likely to participate themselves; while other research demonstrates that the size and political orientation of networks predict participation (Leighley, 1990; Knoke, 1990). Other research contends that even basic forms of interaction, such as playing cards, attending dinner parties, or being married, may make people more likely to participate by increasing social trust (Timpone, 1998; Putnam, 2000).

Scholars have long theorized that a citizen's political participation is a product of their investment in or connection to society (Putnam, 1995). When people invest in communities and in relationships with their neighbors, they are more willing to bear the burdens of political participation, since they see themselves as part of a larger community (Gainous, Marlowe, & Wagner 2013). Engaging in face-to-face interactions with other citizens, people learn skills of negotiation, tolerance, and creative problem solving that are essential to the functioning of democracy (Putnam, 2000). The creation of reciprocity produces trust in the community and stimulates political participation. Face-to-face interaction is vital to social capital (Scheufele & Shah, 2000).

### **Summary**

Social media, although a marketing and informational tool still in its infancy, has the potential to drastically alter the way people communicate, do business, market products and services, elect representatives, and, in the case of this study, pass funding measures for schools. While the success is proven and apparent, new tools are being created, such as the social media indicator, which will measure the specific impact of social media on the aforementioned areas. Researchers are looking for ways to measure how social media affects elections and government initiatives. Social media has become an integral part of people's lives; it is a natural progression of communication for areas of government, like school districts, to meet the people where they are.

Organizations that embrace and utilize these networking vehicles give themselves a convenient, easy, and cost effective way to get their message out. The review of the literature demonstrates that organizations employing social media increase awareness of their particular message. The review of the literature also suggests that school districts are

using social media and attribute some level of success to its use. Social media indicators are able to measure this engagement, and provide definitive support for its effectiveness. The following chapters will include research design and data analysis. Chapter 4 will include findings after the research is completed. Chapter 5 will have conclusions, implications for practice and any recommendations for further research.

## CHAPTER THREE

### METHODOLOGY

#### **Introduction**

The goal of this research project was to analyze the association of social media, bond committees and the use of technology by superintends to be more successful in passing bond issues. The increase of funds are vitally important to school districts so they are able to expand budgets to attract the best teachers, hire more instructional aides, provide extensive professional development, buy supplies, maintain and expand buildings, and purchase equipment and technology. These districts tend to have significantly higher student scores, which are linked to improved readiness for college and careers (M. J. Hoffman, 2013). Comparing the different resources for superintendents when passing bond issues is the driving force for this research and the need for a better understanding of what we can do in the future as technology changes and our resources become antiquated.

In this chapter, the researcher will describe the participants that will be surveyed and the participants who will be used for the validity panel to critique the survey instrument. Additionally, the research design that guided the project and the data analysis including research questions and safeguards used for validity will be discussed. Finally, the chapter will conclude with the methodology used to drive this research in relation to the research questions.

## **Participants**

This study utilized the body of current superintendents working in Missouri. Within this geographic area, there are 518 public school districts. Requests to complete the survey were e-mailed to each superintendent.

## **Selection and Sampling**

The selection of public school superintendents in the state of Missouri was made using an open access database from the Department of Secondary and Elementary Education (DESE) of the state of Missouri. A validity panel was selected out of 50 emailed superintendents six of whom completed and critiqued the survey instrument. Superintendents in Arkansas were invited for the validity panel so as not remove participants from the research pool. The research setting or location where the information was gathered for the actual study participants was the working environment of superintendents in the state of Missouri. Surveys were sent to superintendents' working e-mail addresses provided by DESE and returned to the working e-mail address of the researcher.

## **Methodology**

The researcher analyzed the association of the independent categorical variables of using social media platforms and district webpages, and the use of traditional bond committee when passing bond issues with the association of the dependent categorical variable of pass or fail bonds. The main purpose of this nominal by nominal study was to analyze associations between variables (see Appendix B). The null hypothesis was rejected or failed to be rejected by the results of the chi-square test of independence. The level of significance was tested with the conventional .05 alpha level for this Chi-square

test. Results with a probability less than or equal to .05 ( $p \leq .05$ ) would indicate significant findings with this research.

With a  $p < .05$  the null hypothesis a posttest a Cramer's V, also known as Cramer's phi (coefficient), was completed on each question to determine the degree of association between each variable (Sheskin, 2011).

### **Research Design**

To assess the effect of social media on school bond awareness, as compared to the traditional bond awareness, the researcher examined and compiled details on the use of social media by superintendents in Missouri. From this information, an association was made between the use of social media and district webpages and the use of bond committees when passing bond issues.

The researcher used a nominal by nominal study for methodology. Analyzing the associations of the dependent categorical variables of using social media platforms and district webpages, and the use of traditional bond committee when passing bond issues with the dependent categorical variable of pass or fail bonds. The main purpose of this quantitative research was to note associations between variables (Simon, 2011).

The researcher used a Chi-Square Test for Independence (see Appendix C) to analyze the association between the categorical variables; social media; bond committees; no tax or tax increase and the pass or fail of bond issues. The instrument used in this nominal by nominal research study was a questionnaire distributed to school administrators throughout the State of Missouri (see Appendix B). After researching various research instruments, the researcher developed the questionnaire in this study. A validity panel was used to validate the survey and insure the questions were appropriate.

For the research instrument in this study a copy of the survey was electronically sent to superintendents in the state of Arkansas (see Appendix D). The chosen superintendents took a draft version of the survey then were asked to critique the questions and give input as to what could be done to improve each question. The superintendents were to evaluate each question as to the data and type of statistical method used in determining and disseminating the information in the study. The results of the critique were the re-wording of one question in which a double negative was used and could have been confusing to the reader. There was also a recommendation to send the survey in a Google form survey that would make it easier to calculate results and answer the survey questions. The researcher made the appropriate changes in the survey instrument and deleted one question which asked how long it took to complete survey.

### **Data Analysis**

The following research questions guided this study:

1. What is the association between the uses of a bond committee, tax no tax increase and passing a bond issue?
2. What is the association between the use of social media and the chances of a bond committee passing a bond issue?
3. What is the association between the frequency of use of social media and the superintendent and passing a bond issue?
4. What is the association between the most effective forms of social media, Twitter, Facebook, and the district web page and the passing bond issues?

Independent categorical variables used in the research were as follows.

1. Bond issue with committee

2. Bond issue with social media
3. Frequency of social media with superintendent and bond issue

Dependent categorical variables used in the research were as follows.

1. Bond issue passed
2. Bond issue failed

Researchers break quantitative data into four categories: description, interpretation, verification, and evaluation (Leedy & Ormrod, 2005; Peshkin, 1993). Nonexperimental research is not theory driven, nor is it proven by testing a hypothesis; rather, it describes the relationship (association) between one or more categorical independent variables and one or more quantitative dependent variables. Understanding the process of how school bond issues are impacted positively by social media efforts will provide much-needed insight into the value of social media (Peshkin, 1993). This study went through statistical analysis of associations of bond committees, social media, and frequency of the superintendent using social media. The association was determined and how closely the variables are related (Simon, 2011). Evaluation research was used to assess the effects of a particular phenomenon, as well as to highlight issues associated with change (Robson, 2002). The evaluation of a particular phenomenon not only informs its value, but provides information on how to improve or change what was being evaluated. A goal of this study was to inform school districts of the impact of social media as a means of increasing support for school bond issues. Comparing districts that used social media to assist in school bond awareness and subsequent approval with the results of those that did not engage social media may provide insight into how school districts can best engage constituents in order to increase support at the polls. The

evaluation research method allows for flexible research methods to answer research questions.

Validity and reliability were determined by using a validity panel and collecting data from five superintendents in Arkansas. Data collected from the validity panel were analyzed using Statistical Package for Social Sciences by IBM (SPSS). The SPSS program determined two key pieces of information: the correlation matrix and Cronbach's alpha (Oluwadiya, 2013). The reliability coefficient (Cronbach's alpha) can range from 0 to 1, with 0 representing a questionnaire that was not reliable and a score of 1 representing an absolutely reliable questionnaire. For this research, a Cronbach's alpha of .70 or higher was considered reliable.

A survey was distributed to a group of superintendents from the state of Arkansas who would serve as the panel. The researcher averaged the panel members' responses for Questions 10-12 and then calculated Cronbach's Alpha as an evaluation of the internal consistency of the survey instrument. The data collected was uploaded into the SPSS statistical software program. An average of the participants' responses to Questions 10-12 was calculated for internal validity using a Cronbach's Alpha in measuring benefits and concerns of social media in the passing of bond elections. The survey was to be critiqued by superintendents and published in the study. The answers to the survey were transformed from the multiple choice answers to numeric values.

Table 1

*Survey questions 10-12 data conversion*

Q10 Do you feel social Twitter is an effective way to communicate with stakeholders when proposing a bond issue?

---

Answer	Numeric Conversion
<input type="radio"/> Ineffective	0
<input type="radio"/> Somewhat effective	1
<input type="radio"/> Undecided	2
<input type="radio"/> Effective	3
<input type="radio"/> Highly effective	4

---

Question 13 asked superintendents if they agreed or disagreed with a statement. The answers were converted to numeric values.

Table 2

*Survey question 13 data conversion*

Q13 Please indicate how much you agree or disagree with the following statement: If you are currently using Twitter, Facebook or the district webpage as a communication tool in your school district has the use of social media improved communication with patrons when proposing bond issues.

---

Answer	Numeric Conversion
<input type="radio"/> Strongly Disagree	0
<input type="radio"/> Disagree	1
<input type="radio"/> Undecided	2
<input type="radio"/> Agree	3
<input type="radio"/> Strongly Agree	4

---

The survey questions 1-2 were in reference to Facebook and Twitter with the pass or fail of proposed bond issues. Each question had two parts and was analyzed separately in chapter 4. These answers were also converted to numeric values.

Table 3

*Survey question 1-4 data conversion*

Q1 In your role as superintendent how often do you use the following social media outlets?

	Numeric Conversion				
	0 None	1 1 day per week	2 2 to 3 days per week	3 4 to 5 days per week	4 6 to 7 days per week
Twitter	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Facebook	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Question 3 analyzed their comfortableness using media outlets such as Facebook and Twitter. These answers were converted into numerical terms. Question 3 was also split into two parts when analyzed in chapter 4.

Table 4

*Survey question 3 data conversion*

Q3 How comfortable are you using social media outlets as a communication tool?

	Numeric Conversions			
	0 Not at all	1 Slightly Comfortable	2 Comfortable	3 Very Comfortable
Twitter	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Facebook	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Questions 4-9 was used to see if an association existed between bond committees, the use of social media, and the types of bonds proposed with pass or fail. For these yes or no answers the no received a 0 score the answer yes received a score of 1.

**Summary**

With the use of specific variables, the researcher designed a categorical research study to analyze the associations between bond committees, social media, and superintendent opinion when passing bond issues. The independent variables that were

analyzed in this study, the use of bond committees: social media platforms Twitter and Facebook; the opinion and frequency of use when communicating with patrons and stakeholders determined the researcher develop a categorical research project for testing to determine the association of independent variables and the dependent variable of pass or fail bond issues. The measurement of the association between these variables and the pass or fail record of bond issues required the creation of a unique research instrument. The development of the survey included scaled questions and simple yes or no responses. A validity panel was chosen from superintendents in order to test the validity of the survey created by the researcher. A Cronbach Alpha test for association was used to determine validity.

The analyzing of the data to form this study of association of variables was a Pearson's Chi-square test of independence and the posttest to determine the degree of association was a Cramer's V test for the degree of association. The results of the test were used to either reject or fail to reject the null hypothesis. A second Cronbach Alpha was used to determine the validity of the survey that was sent via email and compared to the validity panel group.

This chapter described the methodology of this research study. The chapter identified the design of the study, the participants, the research instrument, the data collecting procedures, and how the data was analyzed for this research study. The research instrument was created especially for this project and tested for validity by a panel of practicing superintendents. Answers from the survey results were changed into numeric data to quantitative data. Chapter four will present the findings of this research study.

## CHAPTER FOUR

### ANALYSIS OF THE DATA

Superintendents use bond issues as a means of, among other things, financing building projects (Cummins, 2015). The ability of public school leaders in Missouri to pass bond issues, whether for infrastructure improvements for new buildings, is imperative in times of economic distress (Lingo, 2017). Traditionally, the use of a bond committees and business strategies from the private sector as a way of improving how districts are run (Dufour, 2009) in order to get the message out to the patrons and voters is the historic way to pass a bond issue. The purpose of this study was to understand the perceived impact on bond committees and the use of social media when passing bond issues for public schools.

The purpose of this chapter is to report the results of this research and address the research questions as to the association of the use of social media and the passage or failure of school district bonds and tax levies. The explanation of methods of how the data were collected and organized to identify significant patterns and display the patterns objectively and meaningfully is important to make this project repeatable and relevant. When comparing significance of dependence, it became apparent that the researcher could compare the associations of categorical variables with the ability of superintendents to pass bond issues. A chi-square of independence test was selected to analyze the data and gather results to compare the null hypotheses. A Cramer's V was selected as a posttest to determine the degree of associations between the categorical variables.

This study required the development of a survey in order to address the use of social media by superintendents. Therefore, the researcher constructed a series of

questions to allow superintendents to describe their experiences with passing bond issues. A validity panel chosen from 50 superintendents was used to check validity of the questionnaire. The draft survey was then sent to 50 superintendents working in Arkansas. Five superintendents (10%) returned the survey and participated on the panel.

**Participants**

The survey was sent in a Google forms document using the school email addresses of superintendents from 518 school districts in Missouri (see Appendix E). From the 496 districts that were contacted 246 (48%) superintendents responded to the survey. From the 246 responses, 184 (37%) completed the survey and their information was used. Incomplete surveys or superintendents that had not been involved in a bond election in any form were not considered.

**Panel Validity**

An invitation to participate in a validity panel was first sent to 50 superintendents from Arkansas public schools to analyze the validity of the survey. A total of six superintendents submitted completed surveys, but two were excluded because of their lack of bond experience. From the four completed and usable surveys a Cronbach’s alpha was run to determine the coefficient for reliability. The Cronbach’s alpha score for the survey was .847, which was greater than .70 and thus reliable.

Table 5

*Case Processing Summary Validity Panel Arkansas Superintendents*

Cases	N	Percentage
Valid	4	66.7
Excluded	2	33.3
Total	6	100.0

The number of responses from the survey was 6, with only 4 used in the calculation. The intention of surveying superintendents in Arkansas was to give them a long form of the survey via an email in order to have the option to comment on questions. This gave the researcher some insight on changing or modifying the survey tool.

The lack of responses in the Arkansas validity panel made the reliability of the survey difficult to assume. The decision was made to run the same reliability to determine the Cronbach's alpha coefficient from the Missouri survey of superintendents as well. The result was a decrease in the Cronbach's alpha score to .696 with 16 items and 184 participants out of the 496 possibilities. The relative closeness of .70 for the Cronbach's alpha score when all of responses were examined and the 37% participation rate for this research was deemed acceptable for this project.

Table 7

*Case Processing Summary*

Cases	<i>N</i>	Percentage
Valid	184	100.0
Excluded	0	.0
Total	184	100.0

Table 8

*Reliability Statics*

Cronbach's Alpha	<i>N</i> of Items
.696	16

**Survey Tool**

The researcher used a ci-square test or chi-square test for independence to confirm association from the survey. The two categorical variables were represented by the pass

or fail of the bond issues, and it was compared with all the other categorical variables, the use of Facebook and Twitter, district webpage, bond committee, and no tax increase bond proposals to determine if any were independent of each other. A Cramer's V is a post test that will be used to analyze the degree of association between two categorical variables (Sheskin, 2011). The researcher compared the chi-square test for independence with the Cramer's V to determine if the association of categorical variables was of a higher degree or a lower degree and consistent with a failure to reject or reject the null hypotheses.

Data from surveys were then imported to Excel from the Google forms and cleaned to determine the Cronbach's alpha coefficient and for the use of the chi-square for independence and Cramer's V test. If responses were left blank or if the superintendent did not have any experience passing a bond, the response was omitted. The information was presented as specified in the data analysis and converted to numerical form before being entered into the SPSS software. The completion rate for the Arkansas pilot of superintendents was 10%. The Missouri survey had a number of 496 possibilities and return of 242 for a return rate of 49% of which 184 were analyzed (37%).

### **Research Questions**

The researcher examined the perceived impact on social media and bond committees by creating and using a superintendent survey. The following questions guided this study:

1. What is the association between the uses of a bond committee, tax no tax increase and passing a bond issue?

2. What is the association between the use of social media and the chances of a bond committee passing a bond issue?
3. What is the association between the frequency of use of social media and the the superintendent passing a bond issue?
4. What is the association between the forms of social media, Twitter, Facebook, and the district web page when passing a bond issue?

Each of the research questions was compared with the last bond issue either passed or failed to determine the association of each categorical variable. The results of each chi-square test for independence was compared to the null hypotheses to determine if there was any statistically significant relationship between categorical variables. The threshold for  $p$  was .05 or less (Johnson & Burke, 2004). A Cramer's V was calculated with the significance of each association with a score from zero to a positive 1. The closer to 1 the more significant the association between nominal categorical variables.

Table 9

*Measures of Association: Nominal data-Phi and Cramer's V*


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Level of Association	Verbal Description	Comments
0.00	No Relationship	Knowing the independent variable does not help in predicting the dependent variable.
.00 to .15	Very Weak	Not generally acceptable
.15 to .20	Weak	Minimally acceptable
.20 to .25	Moderate	Acceptable
.25 to .30	Moderately Strong	Desirable
.30 to .35	Strong	Very Desirable
.35 to .40	Very Strong	Extremely Desirable
.40 to .50	Worrisomely Strong	Either an extremely good relationship or the two variables are measuring the same concept.
.50 to .99	Redundant	The two variables are probably measuring the same concept

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Table 10

*Cross Tabs Case processing summary data for Chi-square test of independence*

Variable Association	Cases					Total Percent
	<u>Valid</u> N	Percent	N	<u>Missing</u> Percent	N	
Pass Bond *						
Social Media Twitter	184	100	0	0.0	184	100
Pass Bond*						
Social Media Facebook	184	100	0	0.0	184	100
Pass Bond *						
Stakeholders Twitter	184	100	0	0.0	184	100
Pass Bond*						
Stakeholders Facebook	184	100	0	0.0	184	100
Pass Bond* Comfort						
Twitter	184	100	0	0.0	184	100
Pass Bond* Comfort						
Facebook	184	100	0	0.0	184	100
Pass Bond* No Tax	184	100	0	0.0	184	100
Pass Bond*						
Bond Committee	184	100	0	0.0	184	100
Pass Bond* Social Media						
No Bond Committee	184	100	0	0.0	184	100
Pass Bond* No Social						
Media Bond Committee	184	100	0	0.0	184	100
Pass Bond* No Social						
Media No Bond						
Committee	184	100	0	0.0	184	100
Pass Bond*						
Feel Twitter	184	100	0	0.0	184	100
Pass Bond*						
Feel Facebook	184	100	0	0.0	184	100
Pass Bond* Feel						
District Web Page	184	100	0	0.0	184	100
Pass Bond* Patron						
Communication Bond	184	100	0	0.0	184	100

### **Null Hypotheses**

H<sub>0</sub>1. There will be no statistically significant association between superintendents who use bond committees and superintendents who do not use bond committees and a no tax increase or tax increase bond issue to pass a bond issue

H<sub>0</sub>2. There will be no statistically significant association between superintendents who

use bond committees with social media and superintendents who do not use bond committees with social media when passing a bond issue.

H<sub>0</sub>3. There will be no statistically significant association between superintendents who frequently use social media and superintendents who do not use social media while passing bond issues.

H<sub>0</sub>4. There will be no statistically significant association between the most effective form of social media, Twitter, Facebook, and the district web page and the passing of bond issues.

**Research Question 1**

What is the association between the use of a bond committee, tax and no tax increase and passing a bond issue?

H<sub>0</sub>1. There will be no statistically significant association between superintendents who use bond committees and superintendents who do not use bond committees and a no tax increase or tax increase bond issue to pass a bond issue

**Bond Committees.** The researcher looked for an association of using a bond committee when passing a bond issue. In Tables 11 and 12 the data as presented with a chi-square test to determine an association between passing a bond and a bond committee. The data in Table 13 were analyzed using a Cramer’s V posttest to determine the degree of the categorical variables.

Table 11

*BondCom\*BondPassed Survey Results*

BondPassed		Yes	No	Total
BondCom	Yes	119	17	136
	No	38	10	48
Total		157	27	184

Table 12

*BondCom\*BondPassed Chi- Square Test of Independence*

Chi-Square Test of Independence		
Value	df	Asymptotic Significance (2-sided)
1.968	1	.161

The proportion of bonds that passed that used a bond committee was .87, while the portion passed without use of a bond committee was .79. The difference in proportions is not significant:  $\chi^2(1) = 1.968, p = .161, p > .05$ . The researcher thus failed to reject the  $H_0$ .

Table 13

*Degree of Association BondCom\*Bond Passed Cramer's V Posttest*

Symmetric Measures			
		Value	Approximate Significance
Nominal by Nominal	Phi	.103	.161
	Cramer's V	.103	
Number Valid Cases		184	

Degree of association between nominal variable Bond Passed by nominal variable the use of a bond committee is very weak with a Phi and Cramer's V of .103.

**No Tax Increase.** Looking for the association between a no tax increase and a tax increase bond issue, Table 13 and 14 reflect the results of a chi-square test of independence. Table 15 demonstrates the degree of association between the tax and no tax increase and passing a bond issue.

Table 14

*LastBondNoTax\*BondPassed Survry Results of Survey*

BondPassed		Yes	No	Total
LastBondNoTax	Yes	114	2	16
	No	43	25	68
Total		157	27	184

Table 15

*LastBondNoTax\*BondPassed Chi-Square Test of Independence*

Chi-Square Test of Independence		
Value	df	Asymptotic Significance (2-sided)
42.04	1	.000

The proportion of bonds passed with a no tax was .94, while the portion passed with a tax was .63. The difference in proportions is significant:  $\chi^2(1) = 42.040, p = 0, p < .05$ . A chi-square test for independence was performed to examine the association between the categorical variables. The researcher rejected  $H_0$ .

Table 16

*Degree of Association No Tax\*Bond Passed Cramer's V*

Symmetric Measures			
		Value	Approximate Significance
Nominal by Nominal	Phi	.478	.00
	Cramer's V	.478	.00
Number Valid Cases		184	

Degree of association between nominal variable Bond Passed by nominal variable the use of a No Tax Bond has a Phi and Cramer's V of .478.

**Research Question 2**

What is the association between the use of social media and the chances of a bond committee passing a bond issue?

H<sub>0</sub>2. There will be no statistically significant association between superintendents who use bond committees with social media and superintendents who do not use bond committees with social media when passing a bond issue.

**Using Social Media without a Bond Committee.** When looking for the association between the use of Social Media and passing bond issues, the data displayed in Table 17 and 18 reflect the results of the chi-squared test of independence. The Cramer’s V posttest measuring the degree of association is reflected in Table 19.

Table 17

*SocialMediaWithoutBonCom\*BondPassed Survey Results*

BondPassed		Yes	No	Total
SocialMediaWithoutBond	Yes	37	4	41
	No	120	23	143
Total		157	27	184

Table 18

*SocialMediaWithoutBonCom\*BondPassed Chi-Square Test of Independence*

Chi-Square Test of Independence		
Value	df	Asymptotic Significance (2-sided)
1.019	1	.313

The proportion of bond issues that passed using social media without a bond committee was .90; the portion passed without social media and no bond committee was .84. The difference in proportions is not significant:  $\chi^2(1) = 1.019, p = .313, p > .05$ . Due to the results of the test, the researcher failed to reject the H<sub>0</sub>2

Table 19

*Degree of Association Social Media Without Bond Com\*Bond Passed Cramer's V*

Symmetric Measures			
		Value	Approximate Significance
Nominal by Nominal	Phi	.074	.313
	Cramer's V	.074	
Number Valid Cases		184	

Degree of association between nominal variable Bond Passed by nominal variable the use of social media without a bond committee has a Phi and Cramer's V of .074.

**Social Media with a Bond Committee.** The association of using Social Media coupled with a bond committee is demonstrated in Tables 20 and 21. A chi-square test of independence was used to measure significant association. The degree of association is reflected in Table 22 using a Cramer's V posttest.

Table 20

*SocialMediaWithBonCom\*BondPassed Results of Survey*

BondPassed		Yes	No	Total
SocialMediaWithBond	Yes	92	11	103
	No	65	16	81
Total		157	27	184

Table 21

*SocialMediaWithBonCom\*Pass Chi-Square Test of Independence*

Chi-Square Test of Independence		
Value	df	Asymptotic Significance (2-sided)
2.981	1	.084

The proportion of bonds that passed by using social media and a bond committee was .89; the portion passed without a bond committee was .80. The difference in proportions

is not significant:  $\chi^2(1) = 2.981, p = .084, p > .05$ . Due to the results of the test the researcher failed to reject the  $H_0$ .

Table 22

*Degree of Association Social Media and Bond Passed Cramer's V*

Symmetric Measures			
		Value	Approximate Significance
Nominal by Nominal	Phi	.127	.084
	Cramer's V	.127	
Number Valid Cases		184	

Degree of association between nominal variable Bond Passed by nominal variable the use of a bond committee had a Phi and Cramer's V of .127.

**No Social Media and No Bond Committee.** The association of using neither Social Media nor a Bond committee is represented in Tables 23 and 24 when passing a bond issue. A chi-square test of independence was used by the researcher to determine the significance of categorical variables. Table 25 reflects the Cramer's V posttest to determine the degree of association between the categorical variables.

Table 23

*NoComNoSoM\*BondPassed Results of Survey*

BondPassed		Yes	No	Total
NoComNoSoM	Yes	42	6	48
	No	115	21	136
Total		157	27	184

Table 24

*NoComNoSoM\*BondPassed Chi-Square Test of Independence*

Chi-Square Test of Independence		
Value	df	Asymptotic Significance (2-sided)
.245	1	.621

The proportion of bonds that did not use social media and no bond committee yet passed was .875, while the portion passed without a bond committee was .845. The difference in proportions is not significant:  $\chi^2 (1) = .245, p = .621, p > .05$ . Based on the results of the test the researcher failed to reject the  $H_0$ .

Table 25

*Degree of Association No Bond Com No Social Media \*Bond Pass Cramer's V Posttest*

Symmetric Measures			
		Value	Approximate Significance
Nominal by Nominal	Phi	.036	.621
	Cramer's V	.036	
Number Valid Cases		184	

Degree of association between nominal variable Bond Passed by nominal variable the use of a bond committee had a Phi and Cramer's V of .036.

### Research Question 3

What is the association between the frequency of use of social media and the superintendent and passing a bond issue?

$H_0$ 3. There will be no statistically significant association between superintendents who frequently use social media and superintendents who do not use social media while passing bond issues

**Frequency of Use Twitter by the Superintendent.** When measuring the frequency of Twitter by the superintendent to pass bond issues, the researcher displayed the demographic data in Tables 26 and 27. The researcher used a chi-square test of independence to determine significance between categorical variables. A Cramer's V posttest reflected in Table 28 measured the degree of association between categorical variables.

Table 26

*SoMTwitter\*BondPassed Results of Survey*

BondPassed		Yes	No	Total
SoMTwitter	None	52	13	65
	1 day per week	24	5	29
	2 to 3 days per week	22	1	23
	4 to 5 days per week	22	4	26
	6 to 7 days per week	37	4	41
Total		157	27	184

Table 27

*SoMTwitter\*BondPassed Chi-Square Test of Independence*

Chi-Square Test of Independence		
Value	df	Asymptotic Significance (2-sided)
4.386	4	.356

The frequency of superintendents that use the social media platform Twitter was not independent to the passing of bond issues:  $\chi^2(1) = 4.386, p = .356, p > .05$ . Based on the results of the test the researcher failed to reject  $H_0$ .

Table 28

*Degree of Association Frequency use of Social Media Twitter\*Bond Passed Cramer's V*

Symmetric Measures			
		Value	Approximate Significance
Nominal by Nominal	Phi	.154	.356
	Cramer's V	.154	
Number Valid Cases		184	

Degree of association between nominal variable Bond Passed by nominal variable the frequency use of Twitter is weak with a Phi and Cramer's V of .154.

**Frequency of Use Facebook by the Superintendent.** When measuring the frequency of Facebook by the superintendent to pass bond issues, the researcher displayed the demographic data in Tables 29 and 30. The researcher used a chi-square test of independence to determine significance between categorical variables. A Cramer's V posttest reflected in Table 31 measured the degree of association between categorical variables.

Table 29

*SoMFacebook\*BondPassed Survey Results*

BondPassed		Yes	No	Total
SoMFacebook	None	61	6	67
	1 day per week	15	5	20
	2 to 3 days per week	30	2	32
	4 to 5 days per week	24	7	31
	6 to 7 days per week	26	7	33
Total		157	27	184

Table 30

*SoMFacebook\*BondPassed Chi-Square Test of Independence*

Chi-Square Test of Independence		
Value	df	Asymptotic Significance (2-sided)
7.719	4	.102

The frequency of superintendents that use the social media platform Facebook was not independent to the passing of bond issues:  $\chi^2(1) = 7.719, p = .102, p > .05$ . Based on the results of the test the researcher failed to reject the  $H_0$ .

Table 31

*Degree of Association Frequency use of Social Media Facebook\*Bond Passed Cramer's*

Symmetric Measures			
		Value	Approximate Significance
Nominal by Nominal	Phi	.205	
	Cramer's V	.205	.102
Number Valid Cases		184	

Degree of association between nominal variable Bond Passed by nominal variable frequency use of Facebook is moderate and acceptable with a Phi and Cramer's V of .205.

**Frequency of Twitter to Contact Stake Holders by the Superintendent.** The association of the frequency use of Twitter with stakeholders by the Superintendent and passing bond issues is reflected in Tables 32 and 33. The chi-square test of independence reflected the significance of the categorical variables. A Cramer's V posttest measuring the degree of association of frequency of Twitter use with stakeholders is presented in Table 34.

Table 32

*SoMStakHoTwitter\*BondPassed Results of Survey*

BondPassed		Yes	No	Total
SoMStakHo	None	58	17	75
Twitter*BondPassed	1 day per week	29	3	32
	2 to 3 days per week	30	1	31
	4 to 5 days per week	21	3	24
	6 to 7 days per week	19	2	32
	Total		157	26

Table 33

*SoMStakeTwitter\*BondPassed Chi-Square Test of Independence*

Chi-Square Test of Independence		
Value	<i>df</i>	Asymptotic Significance (2-sided)
7.899	4	.095

The frequency of superintendents that use the social media platform Twitter communicating with stake holders was not independent to the passing of bond issues :  $\chi^2(1) = 8.519, p = .074, p > .05$ . The frequency of superintendents that use social media platform Twitter communicating with stake holders; therefore the researcher failed to reject the  $H_0$ .

Table 34

*Degree of Association Social Media Stake Twitter \*Bond Passed Cramer's V Posttest*

Symmetric Measures			
		Value	Approximate Significance
Nominal by Nominal	Phi	.207	
	Cramer's V	.207	.095
Number Valid Cases		184	

Degree of association between nominal variable Bond Passed by nominal variable the use of Twitter to communicate with stakeholders was acceptable with a Phi and Cramer's V of .207.

**Frequency of Facebook to Contact Stakeholders by the Superintendent.** The association of the frequency use of Facebook with stakeholders by the Superintendent and passing bond issues is reflected in Tables 35 and 36. The chi-square test of independence reflected the significance of the categorical variables. A Cramer's V

posttest measuring the degree of association of frequency of Twitter use with stakeholders is presented in Table 37.

Table 35

*SoMStaHoFacebook\*BondPassed Results of Survey*

		Yes	No	Total
<b>BondPassed</b>				
SoMStaHoFacebook	None	67	10	77
Facebook*BondPass	1 day per week	26	2	28
	2 to 3 days per week	27	3	30
	4 to 5 days per week	22	7	29
	6 to 7 days per week	15	5	20
<b>Total</b>		156	26	184

Table 36

*SoMStaHoFacebook\*BondPassed Chi-square Test of Independence*

<b>Chi-Square Test of Independence</b>		
Value	df	Asymptotic Significance (2-sided)
5.745	4	.219

The frequency of superintendents that use the social media platform Facebook communicating with stake holders was not independent to the passing of bond issues :  $\chi^2(1) = 5.745, p = .219, p > .05$ . The results of the test determined the researcher failed to reject the  $H_0$ .

Table 37

*Degree of Association Social Media Facebook stakeholders\*Bond Passed Cramer's V*

Symmetric Measures			
		Value	Approximate Significance
Nominal by Nominal	Phi	.177	
	Cramer's V	.177	.219
Number Valid Cases		184	

Degree of association between nominal variable Bond Passed by nominal variable the use of Facebook to communicate with stakeholders is weak with a Phi and Cramer's V of .177.

**Comfort of Twitter by Superintendents.** The association of Superintendents comfort level using Twitter when passing bond issues is reflected in Tables 38 and 39. A chi-square test of significance was completed to determine the significance. The degree of association was determined using a Cramer's V posttest and is recorded in Table 40.

Table 38

*Comfortable Twitter\*BondPassed Results of Survey*

		Yes	No	Total
<b>BondPassed</b>				
Comfortable Twitter	Not at all	37	9	46
	Slightly	28	3	31
	Comfortable	39	4	43
	Very	53	9	62
	Comfortable			
<b>Total</b>		157	27	184

Table 39

*Comfortable Twitter\*BondPassed Chi-Square Test of Independence*

Chi-Square Test of Independence		
Value	df	Asymptotic Significance (2-sided)
1.877	3	.598

The comfort level of superintendents that use the social media platform Twitter was not independent to the passing of bond issues:  $\chi^2(1) = 1.877, p = .598, p > .05$ . Due to the results of the test the researcher failed to reject the  $H_0$ .

Table 40

*Degree of Association Comfortable Twitter\*Bond Passed Cramer's V Posttest*

Symmetric Measures			
		Value	Approximate Significance
Nominal by Nominal	Phi	.101	
	Cramer's V	.101	.598
Number Valid Cases		184	

Degree of association between nominal variable Bond Passed by nominal variable superintendents comfort with Twitter had a Phi and Cramer's V of .101.

**Comfort of Facebook by Superintendents.** The association of Superintendents comfort level using Facebook when passing bond issues is reflected in Tables 41 and 42. A chi-square test of significance was completed to determine the significance. The degree of association was determined using a Cramer's V posttest and is recorded in Table 43.

Table 41

*Comfortable Facebook\*BondPassed Results of Survey*

BondPassed		Yes	No	Total
Comfortable Facebook	Not at all	35	4	39
	Slightly	21	5	26
	Comfortable	47	7	54
	Very	54	11	65
	Comfortable			
Total		155	27	184

Table 42

*Comfortable Facebook\*BondPassed Chi-Square Test of Independence*

Chi-Squared Test of Independence		
Value	df	Asymptotic Significance (2-sided)
1.428	3	.699

The comfort level of superintendents that use the social media platform Facebook was not independent to the passing of bond issues:  $\chi^2(1) = 1.538, p = .673, p > .05$ . Due to the results of the test the researcher failed to reject the  $H_0$ .

Table 43

*Degree of Association Comfortable Facebook\*Bond Passed Cramer's V Posttest*

Symmetric Measures			
		Value	Approximate Significance
Nominal by Nominal	Phi	.088	.699
	Cramer's V	.088	
Number Valid Cases		184	

Degree of association between nominal variable Bond Passed by nominal variable the use of a bond committee had a Phi and Cramer's V of .088.

**Research Question 4**

What is the association between the forms of social media, Twitter, Facebook, and the district web page and the passing bond issues?

$H_0$ 4. There will be no statistically significant association between the most effective form of social media, Twitter, Facebook, and the district web page and the passing of bond issues.

**Twitter Effectiveness in Passing Bond Issues by Superintendents.** Data compiled on the effectiveness of Twitter by the Superintendents are displayed in Tables

44 and 45. The researcher used a chi-square test of independence to determine the significance when passing bond issues. The degree of association between the Superintendents' opinion and Twitter is displayed in Table 46 using a Cramer's V posttest of association.

Table 44

*TwitterEffect\*BondPassed Results of Survey*

		Yes	No	Total
BondPassed				
TwitterEffect	Ineffective	16	1	17
	Somewhat effective	41	5	64
	Undecided	49	15	64
	Effective	38	6	44
	Highly effective	13	0	13
Total		157	27	184

Table 45

*TwitterEffect\*BondPassed Chi-Square of Independence*

Chi-Square of Independence		
Value	df	Asymptotic Significance (2-sided)
7.780	4	.100

The effectiveness of superintendents that use the social media platform Twitter is not independent to the passing of bond issues:  $\chi^2(1) = 7.780, p = .100, p > .05$ . Due to the results of the test the researcher failed to reject the  $H_0$ .

Table 46

*Degree of Association Twitter Effectiveness\*Bond Passed Cramer's V Posttest*

Symmetric Measures			
		Value	Approximate Significance
Nominal by Nominal	Phi	.206	
	Cramer's V	.206	.100
Number Valid Cases		184	

Degree of association between nominal variable Bond Passed by nominal variable the use of a bond committee is moderate and acceptable with a Phi and Cramer's V of .206.

**Facebook Effectiveness in Passing Bond Issues by Superintendents.** Data compiled on the effectiveness of Facebook by the Superintendents is displayed in Tables 47 and 48. The researcher used a chi-square test of independence to determine the significance when passing bond issues. The degree of association between the Superintendents' opinion and Facebook is displayed in Table 49 using a Cramer's V posttest of association.

Table 47

*FacebookEffect\*BondPassed Results of Survey*

		Yes	No	Total
BondPassed				
FacebookEffect	Ineffective	3	1	4
	Somewhat effective	27	8	34
	Undecided	31	7	38
	Effective	63	9	72
	Highly effective	33	2	35
Total		156	27	184

Table 48

*FacebookEffect\*BondPassed Chi-square Test of Independence*

Chi-Square Test of Independence		
Value	<i>df</i>	Asymptotic Significance (2-sided)
5.387	4	.272

The effectiveness of superintendents' use of social media platform Facebook was not independent to the passing of bond issues:  $\chi^2(1) = 5.387, p = .272, p > .05$ . Due to the results of the test the researcher failed to reject the  $H_0$ .

Table 49

*Degree of Association Facebook Effectiveness\*Bond Passed Cramer's V Posttest*

Symmetric Measures			
		Value	Approximate Significance
Nominal by Nominal	Phi	.167	.272
	Cramer's V	.167	
Number Valid Cases		184	

Degree of association between nominal variable Bond Passed by nominal variable the use of a bond committee is weak and minimally acceptable with a Phi and Cramer's V of .167.

**Webpage Effectiveness in Passing Bond Issues by Superintendents.** The association of webpage effectiveness as described by Superintendents and passing bond issues is displayed in Tables 50 and 51 using a chi-square test of independence determining significance. The posttest Cramer's V test for degree of association is displayed in Table 51.

Table 50

*WebpageEffect\*BondPassed Results of Survey*

		Yes	No	Total
<b>BondPassed</b>				
WebpageEffect	Ineffective	10	4	14
	Somewhat effective	67	11	78
	Undecided	14	5	19
	Effective	53	6	58
	Highly effective	13	1	14
<b>Total</b>		<b>156</b>	<b>27</b>	<b>184</b>

Table 51

*WebpageEffect\*BondPassed Chi-Square Test of Independence*

<b>Chi-Square Test of Independence</b>		
Value	df	Asymptotic Significance (2-sided)
5.712	4	.212

The effectiveness of superintendents and the use of the district's webpage was not independent to the passing of bond issues:  $\chi^2(1) = 5.712, p = .212, p > .05$ . Thus the researcher failed to reject the  $H_0$ .

Table 52

*Degree of Association Webpage Effect\*Bond Passed Cramer's V*

<b>Symmetric Measures</b>			
		Value	Approximate Significance
Nominal by Nominal	Phi	.178	
	Cramer's V	.178	.212
Number Valid Cases		184	

Degree of association between nominal variable Bond Passed by nominal variable the use of a bond committee is moderate and acceptable with a Phi and Cramer's V of .212.

**Superintendents Opinion on the Social Media and Passing Bond Issues. In**

order to determine the opinion of Superintendents using social media to pass bond issues, the researcher used a chi-square test of independence to measure significance. The results are displayed in Tables 53 and 54. A Cramer’s V test of degree of association was used a posttest and the results are displayed in Table 55.

Table 53

*SoMeImprovePassBond\*BondPassed Results of Survey*

BondPassed		Yes	No	Total
SoMeImprovePassBond	Strongly disagree	2	1	3
	Disagree	3	1	4
	Neutral	47	9	56
	Agree	72	12	84
	Strongly Agree	33	4	37
Total		156	27	184

Table 54

*SoMeImprovePassBond\*BondPassed Chi-Square Test of Independence*

Chi-Squared Test of Independence		
Value	df	Asymptotic Significance (2-sided)
1.713	4	.788

The superintendent’s opinion on Twitter, Facebook, or the district webpage and the communication with patrons was not independent to the passing of bond issues:  $\chi^2(1) = 1.713, p = .788, p > .05$ . Thus the researcher failed to reject the  $H_0$ .

Table 55

*Degree of Association Comfortable Facebook\*Bond Passed Cramer's V Posttest*

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Symmetric Measures

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		Value	Approximate Significance
Nominal by Nominal	Phi	.096	
	Cramer's V	.096	.788
Number Valid Cases		184	

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Degree of association between nominal variable Bond Passed by nominal variable the use of a bond committee had a Phi and Cramer's V of .096

**Summary**

The feedback for the Arkansas validity panel was 10% of the possible returns from the Arkansas superintendents. The responses were given for each question on the survey tool and opinions were noted by the researcher. This was only a portion of the processes used to check reliability of the survey tool. The Cronbach's alpha comparisons was added to check reliability of the survey. A Cronbach's alpha of .696 was determined on the survey sent electronically to the Missouri superintendents, the participants in the study. With a response rate of 37% and a Cronbach's alpha of .696, with .70 being the standard of reliability, the researcher can assume with a reasonable percent of probability that the survey tool is reliable and can be repeated.

The analysis of the data indicates that only a single null hypothesis  $H_01$  was rejected. The No tax increase bond proposal had the highest degree of association with a bond passing. In chapter five, a closer look at the data will discuss the outcomes of this project and the possible changes in the way superintendents may want to communicate to patrons when attempting to pass a bond issue. Even though only one null hypothesis was rejected some trends can be detected when deciding whether to use a bond committee and social media when passing a bond issue.

CHAPTER FIVE  
CONCLUSIONS AND RECOMENDATIONS

**Introduction**

Chapter 5 will present a summary of the findings by each individual research question the conclusions drawn from the analysis of the data, and recommendations based on findings. Through the course of this project, the goal has been to examine the implications of the use of social media and the use of a bond committee by superintendents to pass bond issues and communicate with patrons within the district. As a result of this research, recommendations for superintendents for future bond issues and strategies will be considered as plans of actions when asking patrons for support. The researcher will also offer an opinion on the relevance of bond committees and the use of social media by superintendents.

The focus of this research project was centered around four research questions that had different questions on the survey tool attached to each research categorical variable. The answers from superintendents were compared to the success or lack of success passing their last bond issue. A null hypothesis was attached to each research categorical variable. A Pearson's chi-square test or chi-square test of independence was performed to evaluate the data and determine if the  $H_0$  was valid. A  $p$  value of less than or equal to .05 was considered valid. A Cramer's V posttest was also used to determine the degree of association between the categorical variables as a nominal by nominal comparison.

### **Research Question 1**

What is the association between the uses of a bond committee, tax no tax increase and passing a bond issue?

The number of superintendents that use the bond committee is much greater than the superintendents who did not by 119 to 38. Over three times as many superintendents

used bond committees to pass bond issues than the 38 who passed bond issues without a bond committee. However, the number of superintendents who used a bond committee and the bond failed was 17; the number of superintendents who did not use a bond committee and the bond failed was only 10, almost half as many. The percentage of passage by both groups of superintendents was only 87% that used a bond committee and 79% for superintendents who did not use the bond committee. The chi-square test for independence results for this question resulted in a  $p = .166$  and with our  $p > .05$ , these results failed to reject the  $H_0$ . The Cramer's V coefficient reflected the difference was not to the level that it was statistically significant with a score of .103 (Table 12) score as referenced (Table 9). The degree of association and the rejecting on the  $H_0$  indicates the use of a bond committee was not at the level that it was statistically significant in passing bond issues. One recommendation from the researcher for further investigation would be a two-group design statistical test with additional controls to address which groups use social media, the type of social media used, and the success of passing the bond. This might be more likely to detect a statistically significant finding.

The second question attached to the first research question involved the no tax increase compared with the tax increase bond issue. The superintendents who ran no tax increase regardless of committee had 114 pass with 2 failures, a pass rate of 98%. However, the superintendents who ran a tax increase bond issue passed 43 with 25 failed attempts, a pass rate of 63%. The chi-square test for independence results for this question was a  $p = .00$ , with our  $p < .05$  the researcher rejected the  $H_0$ . The Cramer's V coefficient was .478 (Table 16), indicating an extremely good relationship (Table 9). The rejection of the  $H_0$  with the desirable Cramer's V measuring a high degree of association

indicates, when passing bond issues, a tax or no tax bond issue has a greater effect on the outcome of an election than bond committees.

## **Research Question 2**

What is the association between the use of social media and the chances of a bond committee passing a bond issue?

When analyzing research question 2, there are three questions from the survey connected with results dealing with social media and bond committees. The first question focused on the use of social media without the use of a bond committee. The number of superintendents who did not use a bond committee with social media was 41. This group of superintendents passed 37 out of 41 bonds with four failing for a pass rate of 90%. Superintendents who used the bond committee and social media passed 120 out of 143 with 23 fails at a rate of 84%. The chi-square test for independence results for this question was  $p = .313$ , with  $p < .05$  failing to reject the  $H_0$ . The Cramer's V posttest confirms this with a coefficient of 0.74 (Table 19), very weak. The association between nominals is generally not acceptable (Table 9).

The second question dealing with social media and bond committees and using social media and a bond committee was similar. The number of superintendents who used social media and a bond committee passed 92 out of 103 with 11 failed attempts, a pass rate of 89%. Those superintendents who did not use social media with a bond committee passed 65 out of 81 with 16 bond failures, a pass rate of 80%. The chi-square test for independence results for this question was  $p = .084$ , and with a  $p > .05$  failed to reject the  $H_0$ . The Cramer's V posttest confirms this with a coefficient of .127 (Table 22), weak. The association between nominals was minimally acceptable (Table 9). The  $H_0$  failed to

be rejected; however, the use of social media could be associated with the passage of a bond issue.

The final part of research question 2 was the use of no committee and no social media. The superintendents who did not use either resource who passed bonds were 42 out of 48 with 6 failures, with a pass rate of 87%. The superintendents who used one or both of bond committee and social media passed 115 out of 136 with 21 failures at 84%. The chi-squared test for independence results for this question was  $p = .621$ , with  $p > .05$  and did fail to reject the  $H_0$ . The Cramer's V coefficient of .036 (Table 25) is very weak and generally not accepted (Table 9) as any association between no social media and no bond committee and passing a bond issue.

The results for research question 2 all failed to reject the  $H_0$ . However, it could be worth noting that the use of social media and a bond committee was very close to the  $p$  value of .05. The  $p$  value of .04 was very close, and the difference of 9 percentage points for the pass rates could indicate only a small advantage of using bond committees and social media and not using them at all. This result was confirmed by a minimally accepted Cramer's V coefficient of association.

### **Research Question 3**

What is the association between the frequency of use of social media and the superintendent passing a bond issue?

There are six sub parts to the third research question dealing with Twitter, Facebook, frequency, and stakeholders. There were subtle differences in the questions that pertained to social media interaction with everyone and only stakeholders when

passing bond issues; for these research questions we used a Likert scale for our survey answers.

The first question dealt with the use of Twitter and the frequency of use and compared this to passing or failing of a bond issue (Tables 25, 26, 27). The number of superintendents who answered none to how many times they use Twitter in a week was 65 out of 184. Out of the 65 superintendents, 52 passed bond issues and 13 failed for a pass rate of 80%. Superintendents who answered 6 to 7 days per week passed 37 bonds out of 41 with 4 failures for a pass rate of 90%. Superintendents who answered 2 to 3 days per week passed 22 out of 23, failing 1 for a pass rate 96%. The chi-square test for independence had a  $p = .356$ , with a  $p > .05$  failed to reject  $H_0$ . The Cramer's V coefficient score of .154 indicates a weak association and is minimally accepted. This indicates an association of nominal variables between the frequency use of Twitter and the passing of bond issues.

The second question connected with research question three was the frequency use of Facebook by the superintendent (Tables 27, 28, 29). The chi-square test for independence produced a  $p = .095$ , with  $p > .05$  failed to reject the  $H_0$ . The Cramer's V coefficient was .102 and is generally not accepted. The second question compared the use of Twitter with the use of Facebook by superintendents who passed bond issues. The  $p$  value was close to rejecting the  $H_0$  with a .095 compared to the .356 of Twitter. Facebook would seem to have a statistical advantage to Twitter using this data for superintendents who use Facebook. However, if we examine and compare the Cramer's V score of both questions we can see that the use of Twitter is associated with passing bond issues and Facebook fails to be associated with the passing of bond issues.

The third question compared the use of Twitter and superintendents' frequency of communication with stakeholders in the district. The chi-square test of independence had a  $p = .095$ , with a  $p > .05$  failed to reject the  $H_0$ . However, the  $p$  value was very close to rejecting the  $H_0$ . The Cramer's V coefficient was .207 (Table 34). This is considered a moderate association and is acceptable (Table 9). This would indicate an association between the frequency of superintendent's use of Twitter with stakeholders and passing bond issues.

The fourth question compared, Facebook and superintendents' frequency of communication with stakeholders in the district. The chi-square test of independence had a  $p = .219$ , with a  $p > .05$  failed to reject the  $H_0$ . When results were compared for only communication with stakeholders, Twitter has an advantage over Facebook when superintendents pass bond issues. Even though both the use of Twitter or Facebook when analyzed failed reject the  $H_0$  in regard to the third and fourth part of the research question 3, the trend seems to be Facebook is better when used with everyone and Twitter is better when used for stakeholders. However, if we compare the degree of association between Facebook and Twitter we see the Cramer's coefficient for Facebook as .177 (Table 37), as minimally acceptable but less than Twitter's .207 moderate rating (Table 9). This would indicate a higher association with the use of Twitter when passing bond issues compared to Facebook.

The fifth and sixth questions asked the amount of comfort of superintendents using Twitter compared to Facebook when passing bond issues. The Twitter question had a chi-square test for independence of  $p = .598$ . The Facebook question had a chi-square test for independence of  $p = .673$ . Both failed to reject the  $H_0$ . Statistically not much

difference in the use of either social media platform with superintendent's range of comfort. However, again Twitter had a higher degree of association at .101 than Facebook at .088 (Table 40, 43). Both associations compared with passing bond issues were not acceptable.

#### **Research Question 4**

What is the association between the forms of social media, Twitter, Facebook and the district web page and passing bond issues?

The first three parts of research question 4 compared effectiveness of Twitter, Facebook and the district's web page when passing bond issues according to superintendents. The fourth question asks the opinion of superintendents regarding the use of social media with patrons when passing bond issues.

The first question research question 4 concerned the effectiveness of Twitter when passing bond issues. The chi-square test for independence has a  $p = .100$ , with a  $p > .05$  failed to reject  $H_0$ . However, the Cramer's V coefficient was .206 (Table 46), which gives the degree of association with passing a bond issue as moderate and is acceptable (Table 9). The second question was along the same lines but with Facebook, and the chi-square test for independence  $p = .272$ , with a  $p > .05$  failed to reject the  $H_0$ . The Cramer's V coefficient was .167 (Table 49) indicating a weak association with passing a bond issue and is minimally accepted. The third question concerned web page, and the effectiveness and the chi-squared test for independence  $p = .212$ , with  $p > .05$ , failed to reject  $H_0$ . The Cramer's V coefficient indicated a weak association with passing a bond issue of .178 (Table 52). The fourth question in research question four is the superintendents' opinions of social media and passing bond issues. The chi-square test of

independence was  $p = .788$ , with a  $p > .05$ , failed to reject  $H_0$ . The Cramer's V coefficient of .096 is a weak association between superintendent's opinions and the passing of bond issues and is not significant based on the findings of this study.

### **Implication for Practice**

When analyzing the results of this project, the only the  $H_0$  regarding the no tax increase bond issue was rejected. The review of literature discussed the results of many bond issues that had passed or failed. The key ingredient is communication. The no tax increase bond issue is the easiest to communicate. This will not cost you money. Many patrons appreciate this, and unless there is some underlying circumstance, that is the only communication that is required.

The implication of social media and bond committees was statistically not associated by failing to reject all the  $H_0$  except  $H_0$ . The association of social media as seen by measuring the association of social media (Twitter, Facebook, Webpage) is minimally acceptable and moderate at best, with Twitter being associated with passing a bond issue to a higher degree than Facebook and District webpages.

Education seems to always be lagging behind technology and use of mass communication because we are so entrenched in our past and how we think and feel. The opinion of superintendents and the use of bond committees and social media will change as our world becomes more reliant on forms of social media and its value for school districts.

### **Recommendations for Future Research**

Further research in this field of study is needed to insure the implications of money spent on bond issues by public schools whether to use the standard model of a bond committee or invest in more technology and mass media. In the length of time needed to complete this project, the ways of communicating on line has changed with the number of platforms available. The use of a multiple regression methodology where more than one variable can be associated, not only pass or fail compared with social media but the effect of a tax or no tax increase coupled with assessed evaluation or even the demographics of the patrons, average years of education coupled with gross average income may produce a higher degree of statically significant results. The insurgence of smart phones and the ability to have many more options online will change the way superintendents communicate with their patrons. The use of Twitter and Facebook, all though still popular, will become less relevant as technologies advance. Any further study be focused on two-group designs so parametric testing could determine the levels of differences between the groups of superintendents and how they use social media.

### **Conclusion**

In conclusion, the project did reaffirm the belief, that promise of the no tax increase plays a significant part in passing a bond issue. The raising of taxes to patrons will be more important to the patrons than any information a bond committee or a superintendent may deliver. There is evidence of a growing trend in the ideas of passing a bond issue using social media than by using a bond committee. The research indicated that bond issues are local and are smothered in politics, and communication is very important. The ability for superintendents to communicate is still important to the bond issue. However, the use of bond committees other than organization of funds are not as

effective as the ability to communicate with patrons through on-line social platforms. The ability of the superintendent to control a singular message when communicating with patrons when trying to pass a bond issue is vitally important. A singular message can address any negative opposition and fill the social media platforms with a repeatable network of positive exchanges between patrons. As technology changes the amount of variables will increase not only social media platforms but the devices we communicate with as well. Smart phones coupled with smart watches and even electronic billboards that can reach people on a continuous levels. The challenge in future research will be the number of variables associated with communication platforms and devices and how patrons integrate themselves with daily usage of the Internet.

The news media use social media as a platform for the dissemination of information and political figures on all levels of government debate issues and spread their rhetoric through social media. Therefore the researcher will assume the use of social media to acquire news and political issues will increase for patrons. The role of social media and the superintendent of schools will also change as the communication of political issues, such as passing bond issues, becomes more vital to school districts. However, as we look into the present, the no tax increase promise is the best way to communicate a bond issue for public school districts.

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## Appendix A

The following are excerpts of previous bond issue literature furnished by L. J. Hart for the school districts in the state of Missouri.

Introduction-To the many residents and teachers in the (school district name) the Principals and Board Members are often the most reliable sources of information about the overall direction and policies of the District. The teachers in your school, parents of students, neighbors and friends are likely to ask you questions about the building proposal and your response and attitude can have a major impact on how they vote (Hart, 2015). The parents of students attending the (the school districts name) are of major importance to the Board of Education and Administration of the District. Our chief goal is to provide the best education we can for your children with the resources and funds available in order to better prepare them for future education and work success. Your input helps establish the priorities and your support is essential to the successful passage of the proposed general obligation, bond issue (Hart, 2015).

In this publication an outline for passing a bond issue is detailed for superintendents to use to gather support. This publication suggests fourteen points to pass a bond issue.

**Point 1-** Registering a Committee: The committee must have a name, appoint a treasure, establish a depository account, and file a Statement of Committee Organization (MO 300-1308) with the Missouri Ethics Commission and County Clerk in the County in which the District is located. A committee must be formed and registered if total contributions exceed \$500 or one person has contributed more than \$250 or expenditures total more than \$500.

**Point 2- Voter Registration:** In many school districts fifty percent of the parents are not registered voters. With the help of County Clerks make school facilities available in the school area to register voters saving them from having to drive to the courthouse.

**Point 3-Staff Information:** The superintendent, as an initial activity, will need to ensure, either personally or through a persuasive designee, that all employees have been informed about the ballot issue and election process.

**Point 4-Election Strategy to Target Likely “Yes” Votes:** The Committee can review a listing of all registered voters in the District, as well as a separate listing of those who actually voted in previous elections. Follow-up calls should be made close to the election date to remind them to vote.

**Point 5-Election Brochures and Other Pamphlets:** The Committee can work with the Superintendent to develop an election brochure and other informational materials that explain the ballot issue, its tax implications and the need for it, the consequences for not passing it and other messages it wishes to deliver to the public.

**Point 6-Speakers Bureau:** Designated persons from the committee can find out the meeting dates of various service clubs and other organizations in the area. Some of these groups include Lions Club, Rotary Club, Kiwanis, American Legion, Senior Citizens, PTA, 4-H, VFW, Elks, Eagles, churches, Chamber of Commerce, Alumni Groups.

**Point 7-Advertising:** The Committee should plan on at least one ad in the newspaper as close to the election as possible. Yard signs or any other form of advertising must have the committee’s required information. The exception would be a newspaper story or editorial that is published without charge.

**Point 8-Media Relations:** Actively cultivate the support of the local media, newspapers, radio and TV coverage as well. Creating a Facebook group is another way to gain additional active involvement from the community.

**Point 9-Absentee Ballots:** Anyone who may miss the actual election date should be encouraged to vote absentee ballot. The County Clerk will mail absentee ballots to those who request them beginning six weeks prior to the election.

**Point 10-Video Presentations:** People enjoy seeing students they know on video and with good narrative, most of the important facts regarding the ballot issue can be included in a 10 to 12-minute video presentation

**Point 11-Public Forums:** Although these types of meeting are often poorly attended, it is generally accepted practice that at least one such forum be scheduled. It is a good idea to serve refreshments and have board members and/or administrators to comment on the specific needs in their areas of expertise.

**Point 12-Neighborhood Coffees:** Neighborhood gatherings of four to six couples are easier to arrange than large groups. The farming and rural constituents can be reached. People usually appreciate being asked for their support and they respect those who make that effort because of their dedication to the cause.

**Point 13-Poll Watchers:** Having master lists of supporters and checking them off as they come to the polls is very helpful. Good utilization and record keeping of those who vote by absentee ballot can help with this part of the effort.

**Point 14-Election Victory:** Everyone involved in the effort should be invited to an election victory evening activity to await the election results (Hart, 2015).

Appendix B

**Variable Identification for Nominal by Nominal Research Determining Associations Between Categorical Variables**

Research Question	Independent Categorical Variable	Dependent Categorical Variable
Is there an association between the use of a bond committee and the chances of passing a bond issue?	Use of a Bond Committee	Pass/Fail
Is there an association between the use of social media and the chances of a bond committee passing a bond issue?	Use of Bond Committee and Social Media	Pass/Fail
Is there an association between the frequency of use of social media and the superintendent and passing a bond issue?	Frequency of social media and the superintendent	Pass/Fail
Is there an association between the most effective form of social media, Twitter, Facebook, and the district web page and the superintendent passing bond issues?	Most effective form of social media as described by the superintendents	Pass/Fail

## Appendix C

Cramer's phi or known as Cramer's V measures the degree of association between two or more categorical variables. It is used as a posttest determine the degree of association used with Chi-square.

Chi- squared.

A chi-square statistic is one way to show an association between two categorical variables. In statistics, there are two types of variables: numerical (countable) variables and non-numerical (categorical) variables. The chi-squared statistic is a single number that tells you how much difference exists between your observed counts and the counts you would expect if there were no association at all in the population (West, 2008).

For these nominal by nominal analyses:

Chi-square test for independence compares two variables in a contingency table to see if they are related. In a more general sense, it tests to see whether distributions of categorical variables differ from each another (West, 2008).

- A very small chi square test statistic means that your observed data fits your expected data extremely well. In other words, there is an association.
- A very large chi square test statistic means that the data does not fit very well. In other words, there is not an association.

Appendix D

Validity Panel

Please take the following research survey. After completing the survey please critique the question as to the effectiveness of the desired response and the statistical method and analysis defined after each question. Your answers to the survey will not be part of the research study they are only the evaluation of the instrument and the effectiveness of the statistical method and analyses.

Please forward all information and the survey back to [jdavis@greenfield.k12.mo.us](mailto:jdavis@greenfield.k12.mo.us)

**RESEARCH INSTRUMENT**

**Q1 In your role as superintendent how often do you use the following social media outlets?**

	None	1 day per week	2 to 3 days per week	4 to 5 days per week	6 to 7 days per week
Twitter	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Facebook	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Q2 In your role as superintendent how often do you use the following social media outlets to communicate with stakeholders?**

	None	1 day per week	2 to 3 days per week	4 to 5 days per week	6 to 7 days per week
Twitter	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Facebook	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Q3 How comfortable are you using social media outlets as a communication tool?**

	Not at all	Slightly Comfortable	Comfortable	Very Comfortable
Twitter	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Facebook	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

*Questions 1-3 will compare the use of Twitter and Facebook as social media platforms and the frequency and use of superintendents. Question 8 will compare the how comfortable superintendents are with Twitter and Facebook social platforms.*

**Comments:**

**Q4 As superintendent did your last attempted bond issue pass. \_\_\_\_\_**

**Q5 As superintendent was your last bond issue a no tax increase bond issue.**

\_\_\_\_\_

**Q6 As a superintendent did you use a bond committee on your last bond issue?**

\_\_\_\_\_

**Q7 As a superintendent did you use social media without the use of a bond committee on your last bond issue. \_\_\_\_\_**

**Q8 As a superintendent did you use social media with a bond committee on your last bond issue? \_\_\_\_\_**

**Q9 As a superintendent did you not use social media or a bond committee on your last bond issue? \_\_\_\_\_**

*Questions 4 through 9 will give me my core data to compare and correlate between the use of bond committees and social media with the superintendents in Missouri.*

**Comments:**

**Q10 Do you feel social Twitter is an effective way to communicate with stakeholders when proposing a bond issue?**

- Ineffective
- Somewhat effective
- Undecided
- Effective
- Highly effective

**Q11 Do you feel social Facebook is an effective way to communicate with stakeholders when proposing a bond issue?**

- Ineffective
- Somewhat effective
- Undecided
- Effective
- Highly effective

**Q12 Do you feel the district webpage is an effective way to communicate with stakeholders when proposing a bond issue?**

- Ineffective
- Somewhat effective
- Undecided
- Effective
- Highly effective

**Q13 Please indicate how much you agree or disagree with the following statement:  
If you are currently using Twitter, Facebook or the district webpage as a communication tool in your school district has the use of social media improved communication with patrons when proposing bond issues.**

- Strongly Disagree
- Disagree
- Undecided
- Agree
- Strongly Agree

*Asking the opinions of the superintendents the effectiveness of using social media as a communication tool when proposing bond issues?*

**Comments:**

**Q14. How long did it take you to complete the survey? \_\_\_\_\_**

**Appendix E**

**RESEARCH INSTRUMENT**

**Q1 In your role as superintendent how often do you use the following social media outlets?**

	None	1 day per week	2 to 3 days per week	4 to 5 days per week	6 to 7 days per week
Twitter	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Facebook	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Q2 In your role as superintendent how often do you use the following social media outlets to communicate with stakeholders**

	None	1 day per week	2 to 3 days per week	4 to 5 days per week	6 to 7 days per week
Twitter	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Facebook	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Q3 How comfortable are you using social media outlets as a communication tool?**

	Not at all	Slightly Comfortable	Comfortable	Very Comfortable
Twitter	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Facebook	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Q4 As superintendent did your last attempted bond issue pass. \_\_\_\_\_**

**Q5 As superintendent was your last bond issue a no tax increase bond issue.**

\_\_\_\_\_

**Q6 As a superintendent did you use a bond committee on your last bond issue?**

\_\_\_\_\_

**Q7 As a superintendent did you use social media without the use of a bond committee on your last bond issue. \_\_\_\_\_**

**Q8 As a superintendent did you use social media with a bond committee on your last bond issue? \_\_\_\_\_**

**Q9 As a superintendent did you not use social media or a bond committee on your last bond issue?\_\_\_\_\_**

**Q10 Do you feel social Twitter is an effective way to communicate with stakeholders when proposing a bond issue.**

- Ineffective
- Somewhat effective
- Undecided
- Effective
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**Q11 Do you feel social Facebook is an effective way to communicate with stakeholders when proposing a bond issue.**

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- Somewhat effective
- Undecided
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- Highly effective

**Q12 Do you feel the district webpage is an effective way to communicate with stakeholders when proposing a bond issue?**

- Ineffective
- Somewhat effective
- Undecided
- Effective
- Highly effective

**Q13 Please indicate how much you agree or disagree with the following statement:  
If you are currently using Twitter, Facebook or the district webpage as a communication tool in your school district has the use of social media improved communication with patrons when proposing bond issues?**

- Strongly Disagree
- Disagree
- Undecided
- Agree
- Strongly Agree

