THE RELATIONSHIP OF CLASSROOM TEACHER ACCEPTANCE OF PARTICIPATIVE DECISION MAKING TO CLASSROOM TEACHER CAREER STAGE

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TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

CHAPTER I

INTRODUCTION

Rationale of Study

> . . . participation must involve the interpenetration of the ideas of the parties concerned . . . If participation means everyone taking part, according to his capacity, in a unit composed of related activities, we then can . . . get participation . . . by an organization which provides for it, by a daily management which recognizes and acts on the principle of participation, . . . (Follet, 1941, p. 212-213).

Employee involvement in organizational decision making was a possibility almost fifty years ago in the writings of Mary Parker Follet (Webb, Greer, Montello, and Norton, 1987; Follet, 1941). Since then employee participation in decision making has grown from an idea to a viable policy making process in the corporate sector (Miller, 1984). Lawrence Miller (1984), a business consultant, supported the use of this tool as he wrote, "We are all workers. We are all managers. It is time to create a oneness within our organizations . . ." (Miller, 1984, p. 8).

Although employee involvement in decision making is becoming well intrenched in the business world, the same cannot be said for public education. As of 1987, out of ten major decision areas impacting education in the United States, only two, textbook selection and curriculum development, were being made with relatively high percentages of teacher involvement (Boyer, 1988).

This lack of employee involvement in educational decision making has continued in spite of pronouncements of the need for teacher inclusion in the decision making process. Educational literature, beginning as early as Wiles' 1955 discourse, Supervision for Better Schools (Wiles, 1955), presented the positive results of teacher involvement in the decision making process.

By 1977, Tulsa Public School management teams were being introduced to participative decision making, PDM. "In February and March of" (Zenke, 1982, p. 7) that year, team management trainers presented these managers with a list of positive outcomes obtained through the use of PDM. These outcomes, supported by referenced literature, were as follows:

> Teachers become more responsible.
> The group develops self-discipline.
> The groups's leadership skills increase.
> Teachers initiate more activities and programs.
> The principal finds more acceptance for his ideas.
> Desirable changes are made in the curriculum.
> The staff expresses more satisfaction with the school.
> Teachers' performance improves.
> The principal receives high ratings from his teachers on his professional leadership (Burton and Green, 1984, p. 10).

In response to the call for school reforms in the wake of A Nation at Risk (Marburger, 1985), Carl Marburger wrote "Central to any school improvement is . . . staff . . . participation in decision making" (Marburger, 1985, p. 21). Educational leaders such as Boyer, Marburger, Goodlad, Hitt, and others were recognizing the value of PDM as a vehicle for school improvement. Better decisions, increased teacher satisfaction, increased teacher commitment, higher motivation, higher productivity, and increased school effectiveness

were all potential results of the use of teacher involvement in the decision making process (Osterman, 1989; Marburger, 1985; Hitt, 1976; Seeman and Seeman, 1976).

In the 1990's, participative decision making is still considered a relatively recent and unproven innovation in some educational circles. Although some form of PDM has been a part of educational literature for well over thirty years, real classroom teacher participation in shared decision making has only arrived in a limited number of school districts in the United States (Boyer, 1988; Sousa, 1982). As late as 1989, one study found schools still to be "highly bureaucratized, decisions remain highly centralized and teachers in the majority remain largely disenfranchised" (Osterman, 1989, p. 1).

The degree to which this management style is flourishing varies greatly among school districts using PDM. Some reasons identified with successful implementation of a participatory style of management range from the district's inclusion of teachers in the original decision to use a shared management style (Jenks Public Schools, 1987) to ongoing staff development support for all district employees involved in the participatory process (Harrison, Killion, and Mitchell, 1989; Gomez, 1989: Dillon and Brown, 1983).

Possible inhibitors to successful implementation range from one-shot efforts to train employees in the participatory process (Burton, 1989) to origination of the decision to use a shared management style by upper management.

Since true participatory management appears to be a fairly recent innovation in education, some educators are still unsure of its value (Burton 1989). Fearing authority erosion, a number of principals may not wish to give up their decision making authority, but instead may severely control the degree of participation allowed teachers (Burton, 1989; Osterman, 1989). Such principals may believe teachers should teach and leave the decisions to the formal school leader (Osterman, 1989).

If the participative management style is legitimately offered by administration, it may be viewed by teachers as requiring additional time beyond the teaching day to operate. Such a style of management is time consuming (Osterman, 1989; Burton and Powell, 1984; Powers and Powers, 1983; Hersey and Blanchard, 1977, Hitt, 1976). Boards of education have been advised that shared decision making requires the making of commitments and the acceptance of "accountability for producing measurable amounts of student learning" (Phillips, 1989, p. 1). Some teachers may feel such decision making and responsibility fall into the principal's arena.

Another inhibitor to implementation of PDM may simply be teacher nonacceptance of this management style (Hitt, 1976). Neidt (1987) suggests teachers may be predisposed to general acceptance\nonacceptance of PDM by virtue of the "background factors . . . (of) attitude toward teaching, attitude toward (PDM) in general, knowledge of the topic, years of experience, and highest degree held" (Neidt, 1987, p. 127). One apparently unexamined consideration for teacher general attitude toward PDM may lie in the

connection between the teacher's "career stage" (Christensen, 1983, p. 4) and that employee's acceptance of PDM.

The stages of teacher careers offered by Christensen are similar to Kenneth Leithwood's view of teachers' "careers from a life-cycle perspective" (Leithwood, 1990, p. 77). Listed as eight levels originally, the career stages have been, at times, presented as six levels in which the first two and last two levels have been combined into one stage each. Using six levels, Christensen lists the career stages as:

1. Pre-service and Induction
2. Competency Building
3. Enthusiastic and Growing
4. Stable and Stagnant
5. Career Frustration
6. Career Wind Down and Career Exit

(Burke, et al., 1987, p. 45).

Some teachers operate at survival levels for years into their careers (Leithwood, 1990; Burke, 1989; Christensen, 1983). Others attain a high level of effectiveness and professionalism soon after entering education (St. Clair, 1990; Christensen, 1983). Still other educators move through the stages of the career in gradual increments over a period of years (Leithwood, 1990). And, a few may move in and out of stages according to age, years of service, degree level, and the teaching situation in which they find themselves (St. Clair, 1990; Christensen, 1983). Is stage of career of the classroom teacher associated with his or her acceptance of shared decision making as a management style? Are age, gender, years of teaching experience, school level, or degree level associated with acceptance of PDM?

Statement of the Problem

Participative decision making "has great potential as a method for enhancing the effectiveness of education" (Dillon and Brown, 1983). Even if this perception is accurate, this management style has yet to become widely used in education in the United States (Osterman, 1989). This researcher believes it would be instructive to examine the acceptance classroom teachers have for participative decision making in a district in which this management style has been previously introduced. It would be further instructive to examine that acceptance in relation to the classroom teacher's stage of career, as defined by Christensen. Peripheral examinations of the impact of classroom teacher age, gender, years of teaching experience, school level, and degree level upon classroom teacher acceptance of PDM would also seem to be instructive. Additional peripheral examinations of the impact of classroom teacher age, gender, level of school, years of teaching experience, and degree level upon teacher career stage would seem to be of further merit. Finally, an examination of the principal's perception of teacher career stage would appear to offer information about teacher acceptance of PDM and teacher career stage.

This study primarily dealt with the acceptance of participative decision making as that acceptance compares to the stage of career of the classroom teacher in a district embracing some form of shared decision making. An attempt was made to determine if an association exists between the dependent variable, classroom teacher acceptance of PDM and the independent variable, classroom teacher

self-described career stage. For the purpose of this study, career stage was viewed as a dichotomous variable, growing or stable/ stagnant. Burke "suggest(ed) the six stages (might) be collapsed into two or three stages for some units of analysis" (Burke, 1987, p. 34). Price (1991) concurred, advising that these tentative stages could be labeled growing and stable/stagnant. The researcher also wished to view classroom teacher acceptance of PDM within the framework of these two stages.

Peripheral variables of classroom teacher age, gender, years of teaching experience, level of school, and degree level were examined for possible association with classroom teacher acceptance of PDM. These same variables were examined for association with classroom teacher self-described career stage. The variable, principal perception of teacher career stage, was also examined for association with classroom teacher self-described career stage.

The Primary Research Question

Is there a significant difference in classroom teacher acceptance of PDM between classroom teachers who describe themselves in a growing career stage and classroom teachers who describe themselves in a stable/stagnant career stage?

Subsidiary Research Questions

1. Is there a significant difference in classroom teacher acceptance of PDM between groups of classroom teachers classified by age?

2. Is there a significant difference in classroom teacher acceptance of PDM between groups of classroom teachers classified by gender?

3. Is there a significant difference in classroom teacher acceptance of PDM between groups of teachers classified by school level?

4. Is there a significant difference in classroom teacher acceptance of PDM between groups of teachers classified by years of teaching experience?

5. Is there a significant difference in classroom teacher acceptance of PDM between groups of teachers classified by degree level?

6. Is there a significant difference in classroom teacher acceptance of PDM between classroom teachers perceived by their principals to be in a growing career stage and classroom teachers perceived by their principals to be in a stable/stagnant career stage?

7. Is there a significant difference in age group between teachers who describe themselves in a growing career stage and teachers who describe themselves in a stable/stagnant career stage?

8. Is there a significant difference in gender between teachers who describe themselves in a growing career stage and teachers who describe themselves in a stable/stagnant career stage?

9. Is there a significant difference in school level between teachers who describe themselves in a growing career stage and teachers who describe themselves in a stable/stagnant career stage?

10. Is there a significant difference in years of teaching experience group between teachers who describe themselves in a growing career stage and teachers who describe themselves in a stable/stagnant career stage?

11. Is there a significant difference in degree level between teachers who describe themselves in a growing career stage and teachers who describe themselves in a stable/stagnant career stage?

12. Is there a significant difference in classroom teacher self-description in a growing career stage or a stable/stagnant career stage between classroom teachers perceived by their principals to be in a growing career stage and classroom teachers perceived by their principals to be in a stable/stagnant career stage?

Definitions of Terms

Participative Decision Making. Participative decision making (Lindelow, Coursen, Mazzarella, Heynderickz, and Smith, 1989; Conway, 1984; O'Hanlon, 1983) has come to be identified with a multitude of shared governance synonyms. "Democratic decision making" (Shanahan, 1987, p. 6) may be the ranking veteran of terms. An examination of the available literature provides the following additional synonymous expressions for participative decision making.

1. Collaboration (Snyder, Krieger, and McCormick, 1983).
2. Collaborative decision making (Leithwood and Jantzi, 1990).
3. Participative management (Shanahan, 1987; Dillon and Brown, 1983).
4. Participatory management (Shanahan, 1987; Powers and Powers, 1983).
5. Quality Circles (Chase, 1983; Dillon and Brown, 1983).

6. School based management (SBM) (David, 1989; Phillips, 1989).
7. School site management (Timar, 1989; Gold, 1988).
8. Shared decision making (Timar, 1989; Sousa, 1982).
9. Shared leadership (McClure, 1988; Thompson, 1986).
10. Site based management (Strauber, Stanley, and Wagenknecht, 1990; Bowers, 1988; Marburger, 1985).
11. Site budgeting (Bowers, 1988)
12. Teacher empowerment (Brandt, 1989)
13. Team management (Zenke, 1980)
14. TEAMS (Toward Educational and Management Success) (Burton and Powell, 1984).

PDM is a management style in which administrators and employees, as well as other concerned persons not employed within the organization, come together to make decisions about those matters affecting the accomplishment of their professional (individual or organizational) goals or tasks (Burton, 1989). This management style involves "forms of upward exertion of power by subordinates in organizations as are perceived to be legitimate by themselves and their superiors" (Reinhard, 1983, p. 1).

Career Stage. The term career stage refers to six stages of level of experience and attitude teachers bring to the workplace. Teachers in stages one through three often exhibit "more positive" (Burke, et al, 1987, p. 32) behaviors. Those in stages four through six often exhibit "less positive" (Burke, et al., 1987, p. 32) behaviors (Christensen, 1986).

According to Leithwood (1990) and Christensen (1983) beginning teachers are initiated into the teaching profession. After gaining experience, teachers continue to move through a series of stages in which they either grow in "enthusiasm" (Burke, et al., 1987, p. 15) and continue to seek improvement of teaching skills, or they enter a decline in effectiveness. Those who enter a decline tend to do only

what is necessary in their work. Eventually these teachers suffer "frustration and disillusionment" (Burke, et al, 1987, p. 16). Departure from the teaching field marks the end of teacher career stages (Christensen, 1986). For the purpose of this study, the six career stages were collapsed into two stages, growing and stable/stagnant.

Classroom Teacher. The term classroom teacher is defined as a certificated employee of a public school system who works directly with a group of students in some type of regular school site classroom setting. He or she provides direction to the children's studies, facilitates student learning, and shares knowledge in order that they may learn (Webster's International Unabridged Dictionary, 1990).

Management Style. Management style is the leadership style used by the administration of an educational system to direct that system towards the accomplishment of stated goals of the district. The leadership style will tend to locate on a continuum from the totally autocratic leadership of the authoritarian at one extreme to the totally democratic style of the participative leader at the opposite extreme. Most administrators appear to operate within a range of style somewhere between the two extremes (Mazzarella and Smith, 1989; Neidt, 1987; Hitt, 1976). The more autocratic the administrator's style is, the more leader oriented he or she will be in making decisions. The closer he or she moves toward a democratic style, the more "subordinate centered" (Mazzarella and Smith, 1989,

p. 30) he or she becomes in relation to decision making (Mazzeralla and Smith, 1989; Hitt, 1976).

Limitations

The statements below are limitations that apply to this particular study.

1. The randomly selected sample of elementary, middle, and high school teachers was limited to full time, regular school site classroom teachers under contract to Tulsa Independent School District No. 1, Tulsa, Oklahoma, for the 1990/91 school year.

2. The sample of elementary, middle, and high school principals was limited to those principals under contract to Tulsa Independent School District No. 1, who were supervising the selected teachers for the 1990/91 school year.

3. The study involved the examination of classroom teacher acceptance of participative decision making, a management style, as that acceptance related to classroom teacher self-described career stage, to classroom teacher demographic variables, or to principal perception of classroom teacher career stage.

4. The study involved the examination of principal perception of teacher career stage in association with classroom teacher self-described career stage.

5. The study involved no attempt to validate principal perception of teacher career stage.

6. The procedure of data collection was developed to preserve the anonymity of each classroom teacher and principal involved in

the study. This assurance of anonymity rendered knowledge of specific teacher and principal data sources inaccessible to the researcher. Thus the researcher was unable to provide information on teacher instrument responses or principal instrument responses to any school or non-school personnel involved in the study or removed from the study.

7. Generalization of the findings of this study was limited to Tulsa Independent School District No. 1, the population from which the randomly selected sample was drawn.

8. Any useful results derived from the this study apply only to Tulsa Independent District No. 1 as a district and are not necessarily usable by individuals or building sites.

9. This study examined perceptions generated by individuals who completed two separate four-point Likert scale (Likert, 1932; Neidt, 1987) questionnaires containing no neutral options. In effect the questionnaires prevented the participants from choosing a neutral stance (Witherspoon, 1987). "While this is statistically preferable, according to George McCabe, and Guttman . . ., others have expressed contradictory opinions" (Witherspoon, 1987, p. 157).

Assumptions

The statements below are assumptions that apply to this particular study.

1. Due the data collection provision for anonymity, the researcher assumed that all completed classroom teacher and principal questionnaires reflected a high degree of frank and open

responses.

2. The researcher assumed that all principals surveyed held an accurate perception of the teacher subjects about whom they were surveyed.

3. The researcher assumed that teacher and principal responses to questionnaires reflected responses similar to those that would have been generated had the entire district been surveyed.

4. The researcher assumed that reliability studies conducted by the authors of the General Satisfaction With Shared Decision Making questionnaire, the Teacher Career Cycle Inventory (TCCI), and the Self-Selection of Career Stages (SSCS) were adequate for the purposes of this study.

Summary

Participative decision making apparently offers the educational sector a valuable tool by which educators can improve the quality of public schools. Although evidence points to the advantages of district inclusion of PDM as a management style, successful implementation of participative decision making does not appear to be occurring in large numbers of school systems across this nation. One possible explanation for this seeming inertia may lie within teacher lack of acceptance of PDM as a management style. Certain factors associated with teacher career stages may in turn be associated with teacher acceptance of PDM. The results obtained from this study may provide information concerning teacher factors which should be taken into account in any attempt to implement

participative decision making in a school district.

This chapter has presented the above rationale for the study, the statement of the problem, the research questions, the definitions of terms, the limitations, and the assumptions of this study.

CHAPTER II

REVIEW OF THE LITERATURE

Introduction

Chapter II examines selected literature pertinent to participative decision making (PDM) and teacher career cycles. Because the PDM style of management originated in the industrial sector and then moved to the educational scene decades later, this management style may be viewed by some students of education as a relatively recent innovation. A historical perspective is presented as a brief examination of the development of participative decision making. A description of the nature of this management style follows, as does a logistical view of the implementation of PDM. Literature regarding the advantages, as well as disadvantages of PDM, is also examined. Some problems associated with implementation of participative decision making are presented along with the suggestion of yet another reason implementation of PDM may be more easily envisioned than accomplished.

Following the examination of the selected literature on PDM is a view of the concept of stage of career cycles of classroom teachers. Again a description of terms is provided. The review of selected literature closes with an attempt to bring the two terms, participative decision making and stage of career cycle into focus

in one framework of thought.

History of Participative Decision Making

Participative decision making is a form of management in which subordinate employees, using "upward exertion of power" (Reinhard, 1983, p. 1) participate to some degree with their superiors in decision making pertinent to their employment. One can identify the philosophy of participative management with the writings of Mary Parker Follet and Joseph Scanlon (Webb, Greer, Montello, and Norton, 1987; Follet, 1941). Follet's concept of participatory involvement in the formulation of policy by employees accountable for production and Scanlon's "effective participation" (Webb, Greer, Montello, and Norton, 1987, p. 50) by employees involved in company improvement were present in organizational literature almost fifty years ago (Webb, Greer, Montello, and Norton, 1987).

Although PDM was not readily accepted nationally, American companies had seriously begun to use a more humanistic approach to management by the end of World War II. A combination of this humanistic approach and a loose concept of employee involvement in the decision making process was exported to Japan from the United States in the 1950's. Eventually this combination was incorporated into Japan's manufacturing systems. In 1961 Japanese manufacturing companies, following the advice of W. E. Demming, removed quality control from the isolated purview of middle managers. Efficiency experts became consultants to on-line workers; managers began to ask subordinates for input into improvement of line production

(St. Clair, 1990; Lindelow, Coursen, Mazzarella, Heynderickz, and Smith, 1989; Webb, Greer, Montello, and Norton, 1987).

From this effort to improve manufacturing efficiency and product control came quality circles (Lindelow, et al., 1989; Webb, Greer, Montello, and Norton, 1987). Described as a Theory Z style of management by Ouchi, quality circles offered a concept of corporations using, among other processes, an employee consensus form of decision making (O'Hanlon, 1983; Ouchi, 1981). This usage of quality circles, comprised of "teams of about 8 persons doing related work in a given area" (Pascarella, 1982, p. 52), had also begun to appear in various American firms by the 1970's (Dillon and Brown, 1983; Pascarella, 1982).

In the 1982 publication of In Search of Excellence: Lessons from America's Best Run Companies, Peters and Waterman lauded the use of employee participation in decision making (Peters and Waterman, 1982). Increased employee involvement in corporate decisions became a recognized component of business reform (Boyer, 1985). In the words of Lawrence Miller (1984), businessmen began to understand that "we are all workers, we are all managers. It is time to create a oneness within our organizations . . ." (Miller, 1984, p. 8).

By the mid 1950's educational leaders such as Kimbal Wiles began to espouse use of PDM processes similar to those created within the business sector (Wiles, 1955). Terms like "democratic group leadership" (Zenke, 1982, p. 4) and school based management began to surface. School based management, "usually called

decentralization and site budgeting" (David, 1989, p. 45) came into use in response to the need for greater administrative efficiency and in response to the local versus state control issues (David, 1989). Dade County Schools, Florida, decentralized and moved a few budgetary decisions to specific school sites during this period (Gomez, 1989; Zenke, 1982). Classroom teacher input into the principal's decision making was increasingly advocated as a part of a democratic leadership style.

Goodlad's (1975) The Dynamics of Educational Change emphasized the capacity of employees at the school site to improve the quality of the school setting. The team management concept was introduced to a few urban schools across the nation as allusions were made to "the tremendous benefits which can occur as a result of releasing decision making potential through the management team approach" (Zenke, 1977, p. 4).

Like the corporate sector, the ideas of leaders in education about employee participation in decision making were influenced by a major publication, In Search of Excellence. With the emergence of a plethora of school reform proposals, beginning with the release of The Report of the National Commission on Excellence in Education and the subsequent The Nation Responds (Boyer, 1985), Ernest Boyer of the Carnegie Foundation for the Advancement of Teaching argued giving "more participation and more empowerment to those who do the work (Boyer, 1985, p. 11). A few school districts began to implement changes in the way decisions were made. Teachers were

slowly being empowered to participate in the reform process in those districts.

The Carnegie Task Force on Teaching as a Profession released a report in 1986 entitled A Nation Prepared: Teachers for the 21st Century. The report strongly advocated teacher empowerment. Teachers needed to be included to a greater degree in the decision making process of the schools (Thompson, 1986: Carnegie Report, 1986).

As the decade of the 80's drew to an end, the number of journal articles, research documents, studies, and books on participative decision making increased. The findings of much of the research had identified PDM as quite useful in the educational setting (Carnegie Report, 1986).

Participative Decision Making as a Process

Participative decision making is listed under various terms. They are essentially synonymous if not truly interchangeable. A list of fourteen descriptors is provided as follows:

1. Collaboration.
2. Collaborative decision making.
3. Participative management.
4. Participatory management.
5. Quality circles.
6. School based management (SBM).
7. School site management.
8. Shared decision making.
9. Shared leadership.
10. Site based management.
11. Site budgeting.
12. Teacher empowerment.
13. Team management
14. TEAMS (Toward Educational and Management Success)

Since the introduction of this concept of shared decision making, much confusion has reigned in regard to what this management style is and what it is not (Erickson and Gmelch, 1977).

Participative decision making is a process whereby management and employees come together to make decisions about those factors in the workplace which affect them (Hitt, 1985). In this process the employees exert mutually accepted power up toward management (Reinhard, 1983). Although PDM can occur by vote, the decisions reached by a group seem best attained by group consensus (Burton, 1989). Such consensus as been defined as a process in which team members share in an open exchange of ideas. The exchange occurs within a climate of team support and cooperation, allowing each member an opportunity to either impact or feel he/she has impacted the team's decision (Burton, 1989). Consensus does not mean unanimous agreement has been reached. However, one possible solution, adhered to by most of the team members, is informally agreed upon as the plan of action. The plan of action is not opposed by those not originally adhering to it, but is in fact supported by them (Burton, 1989). Individual teachers and administrators bring their ideas, beliefs and attitudes to a group setting for the purpose of planning, problem resolution, conflict resolution, input into administrative decision making, and decision making by the group itself (Burton and Powell, 1984; Erickson and Gmelch, 1977).

Gathering a collection of individuals for the purpose of joining in participative decision making does not guarantee the

emergence of a successful group participatory process (Follet, 1941). The Japanese use of quality circles speaks most eloquently to the need for in-common relevancies, expertise, and jurisdiction among the participants. Chase (1983, p. 23) presents a suggested list of "Typical Problems for Quality Circle Consideration." Teachers in his list primarily deal with classroom and professional areas, whereas principals, central office staff, central office secretarial staff, custodians, bus drivers, and food service workers deal with their own respective areas of expertise and relevancy. Although crossovers can occur, quality participation entails that a meaningful relationship exist within the groups experiencing exchanges (Chase, 1983).

Basic ground rules for the participative process must exist. They include, among others, a willingness to compromise and a respect for the opinions of each member of the group (Burton and Powell, 1984; Erickson and Gmelch, 1977). Each person is viewed as a person of valued stature, important not for his/her position but for what he/she may bring to the team effort (Hitt, 1976).

These ground rules are not sufficient in and of themselves to assure productive PDM. Administrators must insure that all the decisions opened to teacher participation are those which truly empower the teachers, not just embroil them (Shanahan, 1987; Duke, et al., 1980; Nirenberg, 1977; Mulder, 1971; Bridges, 1967). Teachers who are going to participate in the decision making process must feel they have the power to make decisions that significantly impact their work (Futrell, 1988; Conway, 1984; Imber and Duke,

1984; Wood, 1984). Nirenberg (1977, p. 92) refers to this feeling as "teacher sense of power" (Shanahan, 1987, p. 10).

Owens (1987) suggests the application of three tests to determine if a particular decision is appropriate for inclusion in a participative process. They are "the test of relevancy" and "the test of expertise" (Bridges, 1967, p. 52) and the "test of jurisdiction" (Owens, 1987, p. 288).

Will the decision directly impact the teachers' successes in the classrooms? If the impact of the decision is tangential to classroom successes, is it sufficiently related to require participative input from the teachers? Instructional methodology, supplies, class management, curriculum, and instructional organization are issues of direct concern to teachers in their classrooms. The decision to add extra duties to the teacher schedule may not directly impact the classroom, but its tangential consequences may impact in such a way as ultimately to affect classroom success (Owens, 1987; Wright, 1990).

Does the teacher have sufficient expertise with which to approach the decision? Teachers in one discipline cannot be expected to make specific curriculum decisions for a discipline outside their own (Owens, 1987). A variety of decisions must be reached in areas that may preclude either some teachers or, in some cases, all teachers from the decision making process. For example, management of hazardous materials does not lend itself easily to teacher involved decision making (Wright, 1990).

Does the teacher have the legal right to decide upon and then implement a particular decision? Only the legally designated body, usually a board of education, can set policy (Kirp and Yudolf, 1987). Limitations to participation do exist within the laws of each state and district (Owens, 1987).

Research conducted by Mohrman, Cooke, and Mohrman, (1978), relating the propriety of PDM to a decision area, examined the relationship of "actual and desired participation in empirically determined decisional domains" (Shanahan, 1987, p. 15). The domains studied were categorized into those decisions directly impacting the teaching process and those of a more supportive nature. The surveyed teachers indicated the degree to which they shared the decision making process as well as the degree to which they felt proprietary rights to share in the process in the studied domains. According to Mohrman, Cooke, and Mohrman (1978) the amount of participation in decision making was only a part of the satisfaction configuration. The area of the decision, the decisional domain in which shared decision making occurred, was an additional factor related to satisfaction of the teacher (Shanahan, 1987; Mohrman, Cooke, and Mohrman, 1978).

Participative decision making is thus not a style of management involving "all staff members at all times" (Burton and Powell, 1984, p. 5). Not all those affected by a decision have to or even should participate in the decision making process (Owens, 1987; Burton and Powell, 1984; Erickson and Gmelch, 1978). "PDM systems do not involve significant alterations of the formal and legal power

structure of school governance" (Lindelow, et al., 1989, p. 152). This style of management does not nullify the administrative position. The superintendent of a district is that district's leader. The principal of a school is the leader of that site. Certain decisions fall within his or her jurisdiction from both the legal and effective standpoint (Owens, 1987; Hoyle, English and Steffy, 1985). Not all decisions must be or even can be shared. The administrator is responsible for assuring adherence to policy. Emergencies or events in need of quick resolution may arise. The principal will then be required to address them unilaterally. Certain other "decisions about personnel, legal areas, board policy, . . . and decisions that require highly specialized personnel are examples of areas where shared decisions are inappropriate" (Hoyle, English, and Steffy, 1985, p. 18).

The administrator must retain some aspect of final authority. He or she continues to hold formal power and real consequence for all decisions, participatory or not. Teachers by and large respect this position and have little wish to encroach upon the power of the administrator to make those necessary final decisions (Burton, 1989: Shanahan, 1987; Riley, 1984; Lipham, 1981).

Use of PDM requires some differentiation of locus of decision making. Owens (1987, p. 286) suggests dividing the problems to be solved into two camps, "discrete" and "emergent." Discrete problems can successfully be decided upon by one person with expertise in the problem area in question. Problems with clearly identifiable issues and parameters requiring sequential and logical responses on the

part of one person fall in the discrete realm (Owens, 1987).

On the other hand emergent problems are often vague and multi-sided. The issues comprising such problems are so changeably interlaced that issue separation becomes problematic. Input from several individuals from various disciplines may be required on an interactive, coordinated basis. The final outcomes as well as the full implications of the problem may only reveal themselves as the problem solving occurs over a period of time (Owens, 1987).

Administrators of a district must determine the decisions that will be discrete, requiring limited or no participation, and those that will be viewed as emergent or more conducive to PDM. Given the additional parameters of expertise, relevancy, and jurisdiction, school systems should be able to identify broad categories for which PDM is appropriate (Owens, 1987).

Assuming teachers desire to participate (Shanahan, 1987: Mulder, 1971), preliminary decisions must be made in regard to how they will participate. Literature once again indicates the need to determine the nature of the issue or problem in question. For certain problems involving policy, discrete issues, acquisition of teacher input on an advisory basis could be quite advantageous to the administrator/board member. Dachler and Wilpert (1978), cited by Reinhard (1983, p. 2), refer to this level of participation as employee input "taken into account in the decision process." Professionals responding to the needs of the students may offer otherwise unseen solutions to problems of policy on which an administrator may have to act or on which a board may have to

deliberate (Phillips, 1989). Participation at this level is simply influential in nature (Shanahan, 1987). The decision in this case remains in the hands of the administrator or the board of education (Phillips, 1989).

Some issues in which employee decisional participation might occur would involve a more active role by the teachers. The degree to which the teachers would be actively involved could be determined by classifying the types of decisions to be made. Lephan (1983) and Shanahan (1987) classify the decisions into "system, school, or classroom decisions" (Shanahan, 1987, p. 22). Teacher participation in the decision making process could occur at any of these three levels. However, the issues involved at each level, by virtue of Bridges and Owens' tests of appropriateness would involve different sets of participants as well as differing degrees of participation. Teacher sharing in the decision making process could range from simple advice to total control of the decision, depending upon the expertise of the participant, the relevancy to the participant, and the authority level required of the participant (Burton, 1989; Owens, 1987; Shanahan, 1987; Bridges, 1967).

Kimpston and Anderson (1982) concluded that the degree of interest teachers have in a particular area of consideration may determine the degree of influence they wish to exert in the decisions affecting that area. Teachers have a far greater investment in deciding the methods they will use for instruction than in the overall content they are going to present. How teachers are going to teach is a classroom decision. Shanahan (1987, p. 24)

refers to the overall content to be covered as a "system decision."

Decisions that would impact a particular school site might well fall within the sphere of high teacher interest. Selection of courses and textbooks, scheduling of classes, determining of dollar allocations, requisitioning of teaching materials, and even recommending of the hiring of personnel for a particular building by teacher involved teams do occur at building sites (Karant, 1989). Writers have additionally proposed such teacher involvement in organizational restructuring, modification of staff evaluation procedures and determination of educational goals at the building level (Shanahan, 1987; Lephan, 1983; Campbell, Bridges, and Nystrand, 1977).

Benefits of Participative Decision Making

The benefits of participative management can be arranged in two categories, benefits to the district and benefits to personnel.

Numerous benefits to the district have been identified. Choices concerning tactics and strategies, curriculum, materials, and staffing are more closely tied to the needs of students served by those making participative decisions than in situations of centrally based decision making (David, 1990; Casner-Lotto, 1988; Marburger, 1985). Increased ownership by participants in the decisions they make enhances their commitment to the success of the tasks or goals undertaken as a result of the decisions (Owens, 1987). The increased ownership also enhances the teachers' commitments to the district (Reinhard, 1983). Institutional goals,

established through PDM, are more often internalized as individual goals (Shanahan, 1987; Marburger, 1985; Hersey and Blanchard, 1977; Hitt, 1976, Chase, 1962; Wiles, 1955). Enhancement of commitment often leads to higher levels of production (Shanahan 1987; Hersey and Blanchard, 1977).

The quality of decisions improves as participants of shared decision making bring more alternatives to the planning or problem solving process (Burton, 1989; Marburger, 1985). The acceptance of decisions improves as those affected by the decisions provide input into the decision making process and become owners of the decision. The more acceptance a decision has among those it affects, often the more effective the decision becomes (Burton, 1989; Shanahan, 1987; Reinhard, 1983; Noseworthy, 1981; Hitt, 1976).

Teachers as well as administrators take on a sense of group identity; they become a community, (Burton, 1989; Shanahan, 1987; Hersey and Blanchard, 1977; Wolf, 1961). As the members of this community, the team, originate plans, they tend to implement the plans more effectively. Positive outcomes are increased (Shanahan, 1987; Erickson and Gmelch, 1977; Hitt, 1976). Citing an unpublished dissertation by Barbara Hansen, Carl Marburger posits that participative decision making offers the district an effective avenue through which to "reflect those very democratic principles that our society is founded on" (Marburger, 1985; p. 31).

Benefits to employees participating in decision making follow from those successes experienced by the district as well as those experienced by the teachers themselves. Shanahan (1987, p. 9) wrote

of "dramatic changes in turnover, productivity, and moods of workers" when employees were "involved in the planning and decision making process..." In regard to these changes Batchler (1981) determined the increases were due to the involvement of the workers in the making of the decisions that directly affected them and their efforts.

Teachers experience higher levels of "job satisfaction and feelings of professionalism" (David, 1989, p. 50). This sense of professionalism and job satisfaction increases as teachers exercise the ability to make decisions carrying the authority of implementation (David, 1989; Shanahan, 1987; Noseworthy, 1981; Mohrman, Cooke, and Mohrman, 1978). Teachers also attain more positive self concepts (Lindelow, et al., 1989; Owens, 1987; Erickson and Gmelch, 1977).

One study by Duke, Imber, and Showers (1980) using interviews of teachers to ascertain their attitudes toward their own participation in shared decision making, found three identified benefits. They were (1) "Feelings of self-efficacy," (2) "Ownership," and (3) "Workshop democracy" (Duke, Imber, and Showers, 1980, p. 98-99).

Disadvantages of Participative Decision Making

Participative decision making offers "no panacea" (Marburger, 1985, p. 74) for the district embracing this management style. The PDM process in which team members reach a decision requires much

more time than does a centralized process in which one administrator makes a decision. Participative decision making is time consuming (Burton, 1989; Owens, 1987; Shanahan, 1987; Burton and Powell, 1984; Hersey and Blanchard, 1977; Hitt, 1976). Not all employees function well in a shared decision making process (Burton, 1989; Shanahan, 1987; Burton and Powell, 1984; Ejiogu, 1983; Hitt, 1976; Hersey and Blanchard, 1977). PDM will be viewed by some educators and members of the community as a form of weak management on the part of the formal leadership structure (Burton, 1989; Shanahan, 1987; Burton and Powell, 1984; Hitt, 1976). Participative decision making often requires many years of district and personnel commitment before outcomes become realized. Some research findings indicate at least ten years may elapse before a truly working participative process is in place in a school district (David, 1989). Shared decision making is also viewed by some as a " 'high risk' undertaking for the administrator involved" (Lindelow, et al., 1989, p. 153).

For teachers, participative decision making also has its downside. One list of teacher perceived disadvantages of PDM was identified by Duke, Imber, and Showers (1980) as "the costs of involvement" (p. 95). The costs were as follows:

1. Increased time demands.
2. Loss of autonomy.
3. Risk of collegial disfavor.
4. Subversion of collective bargaining.
5. Threats to career advancement (Duke, Imber, and Showers, 1980, p. 95-98).

Even though, in terms of overall perspective, these costs were not overly significant, a small majority of the teachers interviewed refused to participate in the decision making opportunities afforded

them. Teachers who were involved in PDM reported minor gains from their involvement. It must be noted that these teachers viewed their inclusion in decision making as perfunctory. Real decision making, in their eyes, occurred at the administrative level. They did not view their involvement in the decision making process as satisfactorily influential (Duke, Imber, and Showers, 1980).

Implications of Implementation of PDM

> Words and terms such as collegiality, collaboration, shared decision making, teacher empowerment and participatory management have infiltrated the language of educational administration. It is generally accepted that the role of teachers in schools must change, that teachers must be given greater authority to influence school policies and practices, and recommendations to restructure decision processes within schools are regularly incorporated into reform proposals. Yet, despite the apparent support for shared decision-making, schools remain highly bureaucratized, decision processes remain highly centralized and teachers in the majority of schools remain largely disenfranchised (Osterman, 1989, p. 1).

In spite of the weight of evidence in favor of participative decision making, the inclusion of PDM by districts as their preferred style of decision making continues to occur slowly.

Various reasons are given for this slowness. Owens, referring to Paul Mort's ideas, notes that "newly invented educational practices . . . [take] about fifty years . . ." to be fully institutionalized (Owens, 1987, p. 206). Others have suggested middle management and supervisory resistance to participative decision making as another inhibitor to implementation of this management style (Harrison, Killion, and Mitchell, 1989; Apcar, 1985). The tendency for school districts to decide at upper

echelons of the hierarchy to implement PDM, thus telling the employees they will participate, often has a negative impact upon the employee trust of this management style (Burton, 1989). The possibility that implementation of participative decision making equates to restructuring the school system itself can be an inhibitor to implementation. Restructuring involves change on a different order from the change educators have dealt with in the past (Payzant, 1989; Harrison, Killion, and Mitchell, 1989). Lack of experience in administrative decision making (as opposed to classroom decision making) may require training in specific operations of the educational system before implementation of PDM can occur (Gomez, 1989; Harrison, Killion, Mitchell, 1989; Hunt, 1989). Lack of time to meet and participate in the potentially time consuming process of shared decision making presents another obstacle to implementation of this management style (Gomez, 1989).

One potential inhibitor to the implementation of participative decision making may lie in the simple lack of acceptance of PDM by certain teachers (Burton, 1989; Owens, 1987; Hitt, 1976). According to Owens (1987) the desire of the individuals to participate may be directly related to whether the participation falls within the "Zone of Indifference . . .(or the) . . . Zone of Sensitivity" (Owens, 1987, p. 288-289; Barnard, 1968, p. 167). Neidt (1987) implies a potential predisposition to general acceptance of PDM.

In an effort to identify "factors related to teacher satisfaction with shared decision making" Neidt (1987, p. 7), examined a set of variables which he had identified as potentially

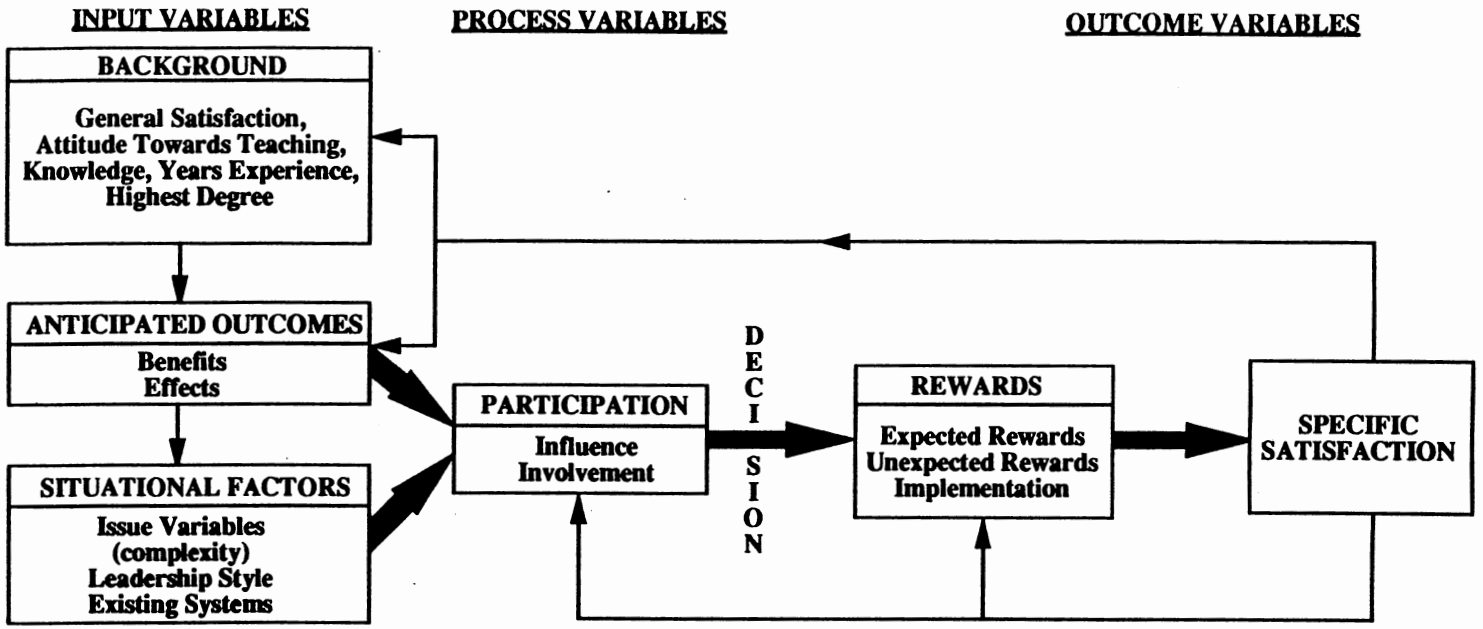
being associated with teacher "specific satisfaction" (Neidt, 1987, p. 41) with PDM.

Neidt (1987, p. 128-130) presented variables listed in Table I as items involved in the creation of "a theoretical model of Specific Satisfaction (with PDM) which would . . . provide a basis for practical application of the findings" (Neidt, 1987, p. 126). The model is presented in Figure 1. The background variables included "attitude toward teaching, attitude toward (PDM) in general, knowledge of the topic, years of experience, and highest degree held" (Neidt, 1987, p. 127) and seemed to imply a potential teacher predisposition to acceptance of PDM in general.

TABLE I

COMPONENTS OF NEIDT'S THEORETICAL MODEL

Input Variables	Process Variables	Outcome Variables
1. Background Variables		1. Reward Variables
2. Anticipated Outcomes		2. Specific Satisfaction
3. Situational Factors		

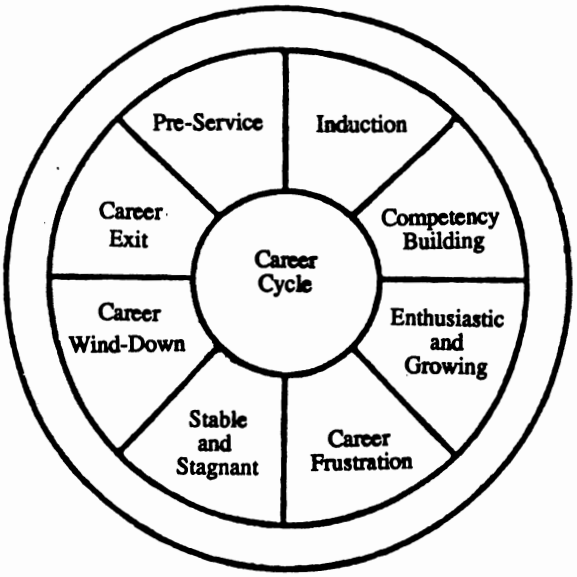


Source: Neidt, W. A. "Factors Contributing to Teacher Satisfaction with Shared Decision-making." (Unpub. Dissertation, University of Kansas, 1987.)

Figure 1. Theoretical Model for the Development of Teacher Satisfaction with Shared Decision Making

Neidt's view of the potential impact of background factors upon teacher satisfaction with PDM seems to garner support from a separate area of research delving into teacher careers. Christensen (1983, p. 4) has suggested that teachers operate in "stages of career" which reflect their feelings about teaching and students. The stage of career at which a teacher is presently operating may be one of those background factors which helps to shape the classroom teacher's zone of sensitivity or indifference. Career stage may also shape the teacher's predisposition to accept PDM as a viable management style. Christensen offers a "Model of the Dynamics of Teacher Career Cycle . . ." (Burke, et al., 1984, p. 11) that begins with the individual's entrance into teaching and ends with his or her exit from the field of education (Figure 2). Teachers operating within these stages exhibit varying degrees of contentment/ disenchantment, motivation/apathy, and enthusiasm/disengagement (Christensen, Burke, Fessler, and Hagstrom, 1983).

It is possible for teachers to begin development of the initial extra-classroom zones of sensitivity at earlier levels of Christensen's career stages. These same teachers may not wish to participate in or to contribute to PDM when they reach some of the higher stages. In this sense career stage may be one of the background factors which predispose certain teachers to be more accepting of participative decision making. "Attitude toward teaching" (Neidt, 1987, p. 128), one aspect of the background components of Neidt's Theoretical Model, appears as one of the



Source: Burke, P. J., Fessler, R., and Christensen, J. C. Teacher Career Stages: Implications for Staff Development. Bloomington, IN: Phi Kappa Delta, 1984.

Figure 2. Model of the Dynamics of the Teacher Career Cycle

factors identified by Christensen, et al., (1983) in development of the career stage concept.

If a prerequisite of successful implementation of PDM is voluntary teacher participation in shared decision making (Burton, 1989; Owens, 1987), one prescription for increasing teacher voluntarism in PDM may be staff development in the theory and practice of the participatory process. However, if Christensen is accurate in her assumptions on "stages of career" (Christensen, 1983, p. 4), a deeper dilemma underlying lack of teacher acceptance of participative decision making may exist than that for which staff development in PDM would be a remedy.

If career stage is one of the background components which affect teacher acceptance of PDM, an examination of classroom teacher career stages would seem to facilitate an understanding of the manner in which this area and classroom teacher acceptance of participative decision making might be related.

Development of Career Stages

Christensen (1986) presents her concept of career stages as a matter of levels through which the teacher may travel. Development of career stages, in a sense, can be compared to the various stages of human development (Burke, 1987). The major components permeating theories of human development involve maturation and level attainment. A brief listing of various theories of human development indicates an interrelatedness among them all. This appears especially true as the reader narrows the disciplines closer

to education (Fuller, 1969).

Within the discipline of psychology, Erickson's eight "Developmental Stages," (Pearl, 1989) and Piaget's stages of intellectual development offer varying ideologies on psychological stages of human development. Each is maturational by level achieved (Pearl, 1989). From the view of organizational structure "Maslow's hierarchy of needs (Maslow's Theory of Motivation) . . . and Porter's hierarchy of work motivation for managers" (Owens, 1987, p. 98-102) are studied as constructs bearing upon individual efforts within organizations. Again maturation and level combine (Owens, 1987). Added to this list of stages of human development is still another set, Levinson's bridge between the structure of adult personality and the structure of society. Once more maturation and level entwine (Levinson, 1986).

Literature concerning stages of development and their impact on education offers yet another, different set of pictures of developmental levels. Descriptions, such as Oja's comparison of developmental stages and collaborative action research (Oja, 1984) or Glickman's "Development of teacher concerns, ego, and moral development" (Glickman, 1990, p. 64) combine with various theories to present a maturational view of teacher development. Fuller's "teacher concerns," Loevinger's "Ego," Kohlberg's "Moral reasoning," and Hunt's "conceptual levels" are cited by Glickman (1990, p. 56-64) and charted along side teacher development as near profiles of levels of maturational development. In each case the lower the stage of development, the more narrow, self-centered, and

constricting the teaching conceptualizations tend to be. The higher the developmental maturation, the broader, less selfish, the teacher actions become. Higher order concerns, beyond self survival, move toward collegial and more altruistic actions (Glickman, 1990; Oja, 1984; Fuller, 1969).

A closer examination of the literature yields more specific information on stages of teacher development. In the American Research Journal, Frances Fuller discusses her research supported views on the broad concerns teachers have in their early years of teaching as compared to their more experienced years. As the novice teacher faces the experience of teaching, he/she carries concerns that center around self. The following questions often seem to dominate this new teacher's thoughts. Will he/she be adequate to the task? Will he/she be able to manage the classroom? Will he/she survive the teaching process? Will he/she be evaluated as a success or a failure (Fuller, 1974)?

As teachers gain experience, they move toward concerns about their students. Instead of worrying about critiques or adulation from their principals, they concentrate more on how their students are progressing. The questions then center around the success of the students (Fuller, 1974).

Carl Glickman posits three equivalent stages to Fuller's "Self adequacy [early concerns], Task Impact [middle concerns], and Student Impact" [late concerns] (Glickman, 1990, p. 64). They are respectively, "Egocentric motivation, Group motivation, and Altruistic motivation" (Glickman, 1990, p. 64). The new teacher

again is concerned with self-survival in the teaching experience. As he/she advances, this teacher becomes more interested in the degree of quality with which his/her class as a whole is faring. And, further development moves this teacher closer to concern about not only the individual students in his/her class but all individual students in the school system. What he/she can do as a professional educator to improve the educational process for all becomes a primary concern for the mature, experienced teacher (Glickman, 1990).

Leithwood (1990) recently synthesized some of the theories of the stages of adult human development into a set of panels of "Interrelated Dimensions of Teacher Development" (p. 73). His view of professional development was charted in three panels which contained, respectively, "Psychological Development, Development of Professional Expertise, and Career Cycle Development" (Leithwood, 1990, p. 73). Prior to Leithwood's presentation of these panels, Judith Christensen (1983) proffered a view of teacher career stages that began with pre-service experiences and ended with exit from the teaching field.

Teacher Career Stages

According to Christensen (1983) and Leithwood (1990) beginning teachers experience a period of initiation into the teaching profession. They spend several years learning how to operate in the classroom, proving their worth to their students, to their supervisors, and to themselves (Burke, Fessler, and Christensen,

1984). About the same time they receive tenure, teachers develop a sense of efficacy and "[make] a deliberate commitment to the profession" (Leithwood, 1990, p. 78). In doing so, they engage in staff development activities designed to improve their teaching abilities (Burke, Fessler, and Christensen, 1984).

At mid-career those teachers choosing to remain in the classroom tend to move in one of two potential directions. Some continue to actively work to increase their teaching abilities. They experience "enthusiasm and high levels of job satisfaction" (Burke, Fessler, and Christensen, 1984, p. 15). These teachers may eventually "become the backbone of the school" (Leithwood, 1990, p. 79).

Others seem to enter a decline in effectiveness, often looking outside the educational arena for future employment opportunities. This group seems to become soured on teaching and seeks no further improvement in ability (Leithwood, 1990; Burke, Fessler, and Christensen, 1986).

At the last level, teachers seem to continue the direction taken in the previous one. Those who are unhappy with teaching and are still in the profession often turn to retirement as quickly as they can. The teachers who continue to enjoy teaching focus on the "positive experiences they have had and look forward to a career change or retirement" (Burke, Fessler, and Christensen, 1984, p. 16), or they focus on the areas they enjoy most and do best (Leithwood, 1990).

Christensen originally developed eight career stages for the teacher career model. In subsequent studies the eight have, at times, been collapsed into six career stages by combining the first two stages and the last two stages into one stage each. The six-level set of career stages is presented below.

1. Pre-service and Induction
2. Competency Building
3. Enthusiastic and Growing
4. Stable and Stagnant
5. Career Frustration
6. Career Wind Down and Career Exit
   (Burke, et al., 1987, p. 45).

As the researcher stated previously, not all teachers will travel through each of the six stages (Burke, et al., 1984).

Summary

Participative decision making has enjoyed a well documented history for much of this century. Having begun under various names from Follet's participation notions to quality circles, from Theory Z to shared decision making, PDM has grown from primary use within the business sector to inclusion within the field of education. Continued documentation supports the efficacy of PDM in education especially when it is used within appropriate decisional zones. Benefits to both teachers and school districts have been identified with the use of this management style, as have some disadvantages of its practice.

In spite of the favorable weight of evidence for the use of PDM, its implementation has not occurred throughout the public

school districts of this nation. A variety of documented inhibitors to implementation have been presented. One potential inhibitor, general acceptance of PDM by teachers has yet to be examined from the standpoint of teacher career stage. The researcher proposes to examine the possibility that teacher general acceptance of PDM may be related to teacher career stage.

Hypotheses

Major Hypothesis

1. There is no significant difference in classroom teacher acceptance of PDM between classroom teachers who describe themselves in a growing career stage and classroom teachers who describe themselves in a stable\stagnant stage.

Minor Hypotheses

1. There is no significant difference in classroom teacher acceptance of PDM between groups of classroom teachers classified by age.

2. There is no significant difference in classroom teacher acceptance of PDM between groups of classroom teachers classified by gender.

3. There is no significant difference in classroom teacher acceptance of PDM between groups of classroom teachers classified by school level.

4. There is no significant difference in classroom teacher acceptance of PDM between groups of classroom teachers classified by

years of teaching experience.

5. There is no significant difference in classroom teacher acceptance of PDM between groups of classroom teachers classified by degree level.

6. There is no significant difference in classroom teacher acceptance of PDM between classroom teachers perceived by their principals to be in a growing career stage and classroom teachers perceived by their principals to be in a stable/stagnant career stage.

7. There is no significant difference in classroom teacher age group between classroom teachers who describe themselves in a growing career stage and classroom teachers who describe themselves in a stable/stagnant career stage.

8. There is no significant difference in classroom teacher gender between classroom teachers who describe themselves in a growing career stage and classroom teachers who describe themselves in a stable/stagnant career stage.

9. There is no significant difference in classroom teacher school level between classroom teachers who describe themselves in a growing career stage and classroom teachers who describe themselves in a stable/stagnant career stage.

10. There is no significant difference in classroom teacher years of teaching experience group between classroom teachers who describe themselves in a growing career stage and classroom teachers who describe themselves in a stable/stagnant career stage.

11. There is no significant difference in classroom teacher degree level between classroom teachers who describe themselves in a growing stage and classroom teachers who describe themselves in a stable/stagnant career stage.

12. There is no significant difference in classroom teacher self-description in a growing or stable/stagnant career stage between classroom teachers perceived by their principals to be in a growing career stage and classroom teachers perceived by their principals to be in a stable/stagnant career stage.

CHAPTER III

METHODS AND PROCEDURES

Introduction

The primary purpose of this study was to collect and analyze data pertinent to the dependent variable, classroom teacher acceptance of participative decision making, and the independent variable, classroom teacher career stage, in order to determine if differences existed between groups of teachers found within these two variables. Methods and procedures for the data collection and analyses were selected accordingly. Chapter III contains a description of the methods and procedures used in this study. This chapter is arranged in five sections: (1) Population, (2) Sample, (3) Description of Dependent and Independent Variables, (4) Instrumentation, (5) Procedures for Data Collection, and (6) Treatment of Data.

Population

The population from which the sample was drawn was comprised of teachers and administrators employed by Tulsa Independent District No. 1, Tulsa, Oklahoma. As indicated in the study rationale, classroom teachers were surveyed to examine their acceptance of the PDM style of management as that acceptance relates to their career stages (determined by self-description). Classroom teacher

demographic data were also incorporated into the examination of acceptance of PDM. Administrators were surveyed in an attempt to measure their perceptions of teacher career stages against the self-described career stages of the teachers whom they, as principals, supervised.

Sample

The sample of classroom teachers consisted of a random selection of 20 percent of the 1,854 regular school site elementary, middle, and high school classroom teachers who held full time contracts with Tulsa Independent District No. 1 for the 1990-91 school year. A comprehensive list of teachers' names and school sites was obtained from Tulsa Public Schools, the 1991 Directory of Employees of Tulsa Public Schools, and the Tulsa Classroom Teachers Association. The list of teachers was stratified into respective elementary, middle, and high school categories. From this stratified list a random selection, proportionate by school level, was drawn according to the following process.

The stratified list of teachers' names was arranged in alphabetical order. A number, beginning with 000 and increasing by a count of one (1) for each teacher counted, was assigned to each teacher in the elementary category. The same process occurred for the teachers in each of the middle and high school levels. When all teachers in the three separate categories had been assigned a number, a random selection procedure, presented by Gay (1987), occurred for each school level. The random selection process used

Snedecor and Cochran's table of "Ten Thousand Random Numbers" as cited by Gay (1987, p. 520-21). The resulting stratified random selection formed the random sample.

The sample of administrators consisted of those principals who supervised the teachers selected for the above random sample during the 1990-91 school year.

Description of the Variables

The Primary Dependent Variable

The primary dependent variable, classroom teacher acceptance of participative decision making (PDM), is defined as teacher approval of shared or group decision making as a means, when appropriate, of identifying issues for which decisions should be made, reaching agreement on resolution and processes for resolution of those issues, and taking joint responsibility with management for the outcomes of the resolutions. Although some data were collected using questions alluding to specific instances of participative decision making in which subjects may have been participants, teacher approval of PDM was viewed, for the purpose of this study, from a general perspective.

The Primary Independent Variable

The primary independent variable, classroom teacher career stage, refers to a collapsing of Christensen's six stages of career into a dichotomous variable, growing or stable/stagnant. This dichotomous variable identified teachers as either exhibiting

"higher, more positive levels (of) teacher enthusiasm, teaching skills, interaction with students, and attitude toward the occupation" (Burke, et al., 1987, p. 32) or exhibiting "lower, less positive levels in the named dimensions" (Burke, et al., 1987, p. 32).

The Subsidiary Dependent Variable

For the purpose of secondary examinations of the dichotomous variable, classroom teacher career stage, as it related to subsidiary independent variables listed below, the variable, career stage, was temporarily designated as a dependent variable.

The Subsidiary Independent Variables

The subsidiary independent variables refer to two sets of variables. The first set consists of demographic data, generated by classroom teacher responses to the demographic section of the Teacher Questionnaire used in this present study. The second set refers to principal perception of classroom teacher career stages. The dichotomous variable, principal perception of teacher career stage, was similar in nature to the dichotomous variable, classroom teacher self-reported career stage, growing or stable/stagnant.

Instrumentation

The instruments for this study focused on collecting four sets of data from educators. Sets one through three were collected from the randomly selected teacher sample. Set four was collected from

the respective principal sample.

Sets one, two and three of the data were obtained through an instrument, Teacher Questionnaire, administered (1) to gather demographic data on each classroom teacher, (2) to measure classroom teacher acceptance of participative decision making as a viable management style, and (3) to measure classroom teacher stage of career cycle at which each subject self-reported to be operating.

Demographic data were collected via five items requesting information concerning the subject's age, gender, years of teaching experience, level of school, and degree level. This demographic survey was identified as A. Survey.

Classroom teacher acceptance of PDM was measured using an existing questionnaire. The questionnaire was a modified form of the General Satisfaction With Decision Making (GSWSDM) instrument designed by Neidt (1987) and was identified as B. Questionnaire.

Classroom teacher stage of career cycle was measured through the use of the Teacher Career Cycle Inventory (TCCI), a subset of Christensen's Career Stages Assessment Inventory (1986) and was identified as C. Questionnaire.

The Teacher Questionnaire was presented on two sheets of 8-1/2 x 14 inch paper with printing on the front and back of each paper. Included with the questionnaire were a cover letter with an introduction, a brief explanation of the study, along with provision for anonymity of respondents, and a set of directions. These items were presented on the front side of the first of the two pages.

The Demographic Survey, the General Satisfaction With Shared Decision Making questionnaire and the Teacher Career Cycle Inventory (TCCI) are self-description instruments. The data collected through their use were targeted for analysis of group, not individual, responses.

Set four consisted of principal perception of the career stage for each classroom teacher selected for the study and assigned to the responding principal's building. Data on the principal's perception of the teacher's career stage were collected through the use of the Self Selection of Career Stages (SSCS) subset of the Career Stages Assessment Inventory. This instrument and a cover sheet were presented on one sheet, front and back, of 8-1/2 x 14 paper. The cover sheet contained an introduction, a brief explanation of the study, along with provision for anonymity of respondents, and a set of directions for its completion.

The principal survey, using the SSCS, was conducted in order to collect data for comparison with data on classroom teacher self-reported acceptance of PDM and classroom teacher dichotomous career stage.

Statistical analysis of the four sets of data yielded results pertinent to the primary research question as well as the subsidiary research questions.

Demographic Survey

The Demographic Survey was administered to elicit descriptive data from classroom teachers in order to examine the relationship,

if any, between classroom teacher acceptance of PDM and "specific demographic characteristics" (Neidt, 1987, p. 59). Age, gender, number of years teaching experience, level of school, and degree level formed the data for this subset. These data, collected using the five respective items contained in the Demographic Survey, were used to address subsidiary research questions 1 - 5 and 7 - 12. An example of the Demographic Survey can be found in part A of the example of the Teacher Questionnaire located in Appendix E.

General Satisfaction With Shared Decision Making (GSWSDM)

The General Satisfaction With Shared Decision Making questionnaire was administered to gather data from classroom teachers concerning their acceptance of participative decision making. This questionnaire was developed, piloted, and administered by William Neidt as a part of the data gathering process used in his dissertation, Factors Contributing to Teacher Satisfaction With Shared Decision-Making (1987). The General Satisfaction With Shared Decision Making component of the Teacher Questionnaire for this present study was used to obtain an aggregate score. The aggregate score was created by summing weighted classroom teacher responses to 37 "Likert-type items (Likert, 1932) based on . . . the content outline" (Neidt, 1987, p. 40) found in Table II. The aggregate score was viewed on a continuum from little acceptance of PDM to great acceptance of PDM. Neidt further described the instrument as follows.

TABLE II

GENERAL SATISFACTION WITH SHARED DECISION MAKING
QUESTIONNAIRE CONTENT OUTLINE

Topic	% of Items
Value of Time Spent in Shared Decision Making	14
Effect on Quality of Education	11
General Reaction to Shared Decision Making in Other Schools	24
General Reaction to Shared Decision Making in My School	24
Likelihood of Improving Decisions Through Sharing Responsibility for Making Them	16
Relation of Shared Decision Making to the Ability of Administration	11
Total	100

Source: Neidt, W. A. "Factors Contributing to Teacher Satisfaction With Shared Decision-making." (Unpub. Dissertation, University of Kansas, 1987.)

> Twenty of the . . . items were reverse scored (2, 4, 5, 6, 7, 9, 10, 12, 14, 15, 19, 20, 24, 25, 29, 31, 32, 34, 35, and 37) (Neidt, 1987, p. 65).

Whereas Neidt used a five-point scale, the researcher preferred using a four-point scale "scored from 0 to (3), with 0 representing a negative attitude and 3 representing a positive attitude" (Neidt, 1987, p. 65). Neidt's study included a neutral position. The

researcher believed exclusion of a neutral position in this questionnaire for the present study would force the respondent to choose a negative or positive response each item in question. According to Witherspoon (1987), forcing respondents to choose a negative or positive stance "is statistically preferable, according to McCabe and Guttman . . ." (Witherspoon, 1987, 157).

The data collected through use of this instrument was used to address both major and minor research questions. The amount of time required to complete this questionnaire was approximately twenty minutes for each respondent. An example of the General Satisfaction With Shared Decision Making questionnaire can be found in part B of the example of the Teacher Questionnaire located in Appendix E.

Teacher Career Cycle Inventory

In order to determine the classroom teacher's stage of career, the researcher used the Teacher Career Cycle Inventory (TCCI) as a component of the Teacher Questionnaire. The TCCI, a subset of the Stages of Career Cycle Inventory, was originated by Collegial Research Consortium Limited. The TCCI, a 35 item subset, was developed from responses and explanatory rationales for the responses made by teachers participating in a study of the Self Selection of Career Stages (SSCS) instrument (Price, 1986). Citing Christensen (1986), Price described the SSCS as being made up of:

> descriptive paragraphs corresponding to . . . facets of the career cycle model. These descriptions were composites based on an extensive literature review of the adult development and teacher career literature as well as interviews with teachers (Price, 1986, p. 3).

The TCCI was described by Price (1991) as measuring four dimensions of "teaching enthusiasm, teaching skills, interaction with students, and attitude toward the profession" (Price, 1991). Table III presents an overview of the content of the TCCI by type of items. Since some overlapping of dimensions by item does occur on the TCCI, no percentages were provided in Table III.

TABLE III

TEACHER CAREER CYCLE INVENTORY
CONTENT OUTLINE

Topic
Teaching Enthusiasm
Interactive Teaching Skills
Attitude Toward Teaching and Students
Attitude Toward Teaching as a Profession

Source: Price, J. R. Personal telephone interview, February, 1991.

Items 4, 6, 7, 17, 21, 23, 25, 28, 33, and 35 are reverse scored. The current study followed the same procedure with one exception. Instead of the five-point Likert Scale used in the Christensen, et al., (1986) applications, the researcher used a four-point scale weighted from zero to three in order to remove the neutral choice.

For the present study the researcher desired to gather data from participating teachers without using the SSCS. Since the SSCS describes teacher stages in explicit paragraphs, the potential for creating subject bias through use of this instrument seemed sufficient to prohibit its use.

The researcher desired to approach the variable, career stage, as a dichotomy instead of the original six to eight stages used in previous studies. The primary purpose of the study was to examine teacher stage of career, in growing or not growing terms, as the stage of career related to teacher acceptance of PDM. Some justification for this growing/not growing dichotomy was provided by Burke (1987) and Price (1991). Burke reported:

> teachers' self-characterizations of their careers . . . differ according to the career stage that teachers report themselves to be in. The differences in characteristics were associated with enthusiasm, teaching skills, interaction with students, and attitude toward occupation . . . In terms of actual career stage differences, career stages 4-6 tended to respond at lower, less positive levels on the named dimensions (teaching enthusiasm, teaching skills, interaction with students, and attitude toward the occupation) in contrast to stages 1-3 which tended to be at higher, more positive levels . . . One possible modification of the career cycle model is suggested by some of the reported data. The similarities among clusters of stages . . . suggest that the eight or six stages may be collapsed into two or three for some units of analysis. Perhaps a functional approach would be to consider an 'emerging, growing period,' a leveling, stable period,' and a 'frustrated, declining period" (Burke, et al., 1987, p. 32-34).

Price (1991) advised using a "growing stage and stable/stagnant stage (not growing)" for the career stage dichotomy for this present study.

The original process by which raw scores, generated by teacher completion of the Teacher Career Cycle Inventory (TCCI), were

transformed into career stages involved a comparison of the TCCI with the Self Selection of Career Stage instrument, a set of paragraphs which describe teacher career stages. The TCCI was:

> submitted to an item discrimination and selection process using analysis of variance and common factor-factor analysis. In the item screening process, each item served as a dependent variable, with self-selected career stage as the independent variable. After items were selected, alpha reliability analysis was performed to check the internal consistency of the instrument scales (Price, 1986, p. 7).

Since the SSCS was not being used in this present study, the researcher was advised by Price (1991) to use the following procedures to convert TCCI raw scores into categorical, dichotomous scores. The process required the use of a set of six columns of Fisher's linear discriminant function coefficients containing 35 weights and a constant per column. The linear discriminant coefficients were provided by Price (1991) and represented career stages 1-6.

Each of the separate 35 items for every completed TCCI was multiplied times each of the 35 linear discriminant function coefficients or weights for each of six columns to produce six new columns. Every new column contained its own resultant 35 products. The 35 products for each new column were then summed and added to their respective constants. The resulting totals were then added across and divided by six to produce a transformed score. The mean and standard deviation of all the teacher subject transformed scores were computed. The scores were grouped about the mean using 1st, 2nd, and 3rd standard deviations. Those classroom teachers whose transformed scores were grouped above the 1st standard deviation

below the mean were considered to be at a growing career stage. The classroom teachers whose transformed scores fell below the 1st standard deviation below the mean were considered to be in a stable/stagnant career stage.

Data collected through the use of the Teacher Career Cycle Inventory were used to address the primary research question as well as the last six of the subsidiary research questions. The amount of time required to complete this inventory was approximately twenty minutes for each respondent. A sample of the Teacher Career Cycle Inventory can be found in part C of the example of the Teacher Questionnaire located in Appendix E.

Self Selection of Career Stages

The Self Selection of Career Stages, also developed by Collegial Research Consortium Limited, has been presented in previous studies in six or eight stages of career orientation. The stages presented in the six stage set are:

1. Pre-service and Induction
2. Competency Building
3. Enthusiastic and Growing
4. Career Frustration
5. Stable and Stagnant
6. Career Wind Down and Career Exit
   (Burke, et al., 1987, p. 45)

Data collected from use of this instrument were used for examination for association with the classroom teacher self-description of career stage and acceptance of PDM.

The time required for each principal to complete the SSCS for each selected teacher assigned to his/her building was approximately eight minutes. A sample of the SSCS can be found in Appendix F, labeled Principal Questionnaire.

Implications for Reliability of the Instruments

The length and type of the instrument, the purpose of the data collection (i.e. - group or individual analysis), and the size of the sample affect the level at which a reliability coefficient is considered to be acceptable. The longer the instrument is, the higher will be the reliability coefficient of the instrument if the quality of the instrument items remains the same as it is lengthened (Gay, 1987; Reinhard, 1983). In regard to the type of instrument used, Reinhard, citing Froelich and Hoyt (1959), writes, "Self-report instruments used for non-cognitive measures are acceptable and respectable with reliability coefficients ranging from .50 to .79, a range which represents substantial reliability" (Reinhard, 1983, p. 48). An instrument designed for group analysis is acceptable with a lower reliability coefficient than that which would be allowed for an instrument designed to gather data for individual analysis. Reinhard, again citing Froelich and Hoyt (1959), explains, "The significance of a reliability coefficient depends greatly upon the size of the sample on which it is based" (Reinhard, 1983, p. 49). The larger the sample size is, the greater the probability will be that the reliability coefficient will not be

due to chance (Reinhard, 1983).

The General Satisfaction With Shared Decision Making questionnaire is a self-report instrument designed for group analysis. It has been tested by its author for reliability using a sample size of 174. The measures of reliability of this instrument were reported as follows:

	N	Split Half Coefficient	Full Length Reliability
General Satisfaction	174	.78	.88

> The split half scores for General Satisfaction were obtained by scoring the odd and even numbered items separately . . . [T]he full length estimates were obtained from applying the Spearman Brown Formula to the two halves (Neidt, 1987, p. 78).

The General Satisfaction With Shared Decision Making questionnaire contains 37 items related to satisfaction with shared decision making. This instrument used a modified four-point constant response Likert Scale (Likert, 1932) for subject responses in this present study.

The Teacher Career Cycle Inventory is a self-report instrument. It too is designed for group analysis. The TCCI was tested by its authors "in a two stage process" (Price, 1986, p. 3) using "Practicing teachers enrolled in graduate classes at four institutions . . ." (Price, 1986, p. 3). Sample sizes were 135 (Price, 1986, p. 4) for a pilot study and 216 (Price, 1991) for the study itself. The TCCI, an outgrowth of the Self Selection of Career Stages (SSCS), produced an alpha coefficient of .7 to .8 based on a 58 item instrument analysis. Seventy to eighty percent

of the teachers involved in the assessment of reliability agreed on 35 of the 58 items used in the initial assessment. Those agreed-upon 35 items formed the current instrument. The TCCI measures the following factors:

1. Teaching Enthusiasm
2. Teaching Skills
3. Interaction with Students
4. Attitude Toward the Profession
   (Price, 1991, p. 7).

No further study has been conducted on the reliability of the 35 remaining items (Price, 1991). The Teacher Career Cycle Inventory used in this study contained the identified 35 items and used a modified four point Likert Scale for subject response.

Because the Likert scale responses were altered for both the General Satisfaction With Shared Decision Making and the Teacher Career Cycle Inventory, the researcher consulted a statistician regarding the continued reliability of both instruments. Bull (1991) indicated that changing a five-point Likert scale to a four-point scale by removing the neutral option should not affect the reliability of an instrument. Such a change does affect the variability somewhat; however, the variability is simply spread out to the positive and negative responses. The reliability of the instrument should not be damaged.

The researcher also compared the General Satisfaction With Shared Decision Making questionnaire and the Teacher Career Cycle Inventory results obtained in the present study with results obtained originally by Neidt (1987) and Price (1986), respectively, to determine if alteration of the Likert scales from

five-point to four-point scales changed the validity of the instruments. Comparison of the results indicated each set of instruments portrayed sufficient similarity between the original and altered scale instruments to assume validity had not been damaged by the use of altered scales (See Tables IV and V).

TABLE IV

COMPARISON OF ORIGINAL AND ALTERED SCALE VERSIONS OF THE GENERAL SATISFACTION WITH SHARED DECISION MAKING QUESTIONNAIRE BY FREQUENCY RESULTS

Original Scale 0 - 4		Altered Scale 0 - 3	
Class Interval	Frequency	Class Interval	Frequency
130-139	3	100-109	1
120-129	20	90- 99	47
110-119	32	80- 89	40
100-109	45	70- 79	72
90- 99	45	60- 69	33
80- 89	20	50- 59	9
70- 79	6	40- 49	5
60- 69	5	30- 39	1
N =	174		217

TABLE V

COMPARISON OF ORIGINAL AND ALTERED SCALE VERSIONS OF THE TEACHER CAREER CYCLE INVENTORY BY CAREER STAGE PERCENTAGES

	Original Scale 0 - 4	Altered Scale 0 - 3
	Percentage	Percentage
Growing	76%	82%
Stable/Stagnant	24%	18%
Total	100%	100%

The Self Selection of Career Stages was designed as a self-report instrument for use in group analysis. As a self-report instrument, the SSCS was developed through observation of teachers, review of literature, and interviews with 160 teachers (Christensen, et al., 1983). For the present study the SSCS was used to elicit responses from the principals of those teachers selected for the study. The sought after responses were principal perceptions of the classroom teacher career stage at which the selected teachers were operating.

Procedures for Data Collection

Upon receipt of permission from the Research and Review Committee of Tulsa Independent District No. 1 to conduct the study, the researcher requested the Director of Research and Planning to provide the principals and the three Area Superintendents of Tulsa Public Schools with notice of this approval. The researcher then contacted the principals by U. S. Mail to secure their participation in the study.

A comprehensive list of certified, regular school site elementary, middle, and high school classroom teachers arranged by school level and school site was obtained from Tulsa Public Schools, the 1991 Directory of Employees, and Tulsa Classroom Teachers Association. From this stratified list the researcher randomly selected the teachers for the study in the manner described in the Sample section of this chapter.

Packets were sent to the selected teacher participants by U. S. Mail. Each packet contained one copy of the Teacher Questionnaire, with cover letter and instructions, and a postage prepaid envelope addressed to the researcher.

The Teacher Questionnaire included the Demographic Survey, labeled A. Survey, the General Satisfaction With Shared Decision Making questionnaire, labeled B. Questionnaire, and the Stages of Career Cycle Inventory, labeled C. Questionnaire. The cover letter and instructions contained an explanation of the steps taken by the researcher to preserve participant anonymity.

In a similar process a packet containing the Self Selection of Career Stages, a cover letter with instructions, and a pre-addressed, postage prepaid envelope was sent to each participating principal.

In a continuing effort to preserve the anonymity, as well as professional and personal security of each teacher and principal involved in the study, the following steps, separate and apart from the original random selection of subjects for the study, were taken.

1. Each teacher subject was assigned two coded identification numbers. The numbers were randomly selected from the table of "Ten Thousands Random Numbers" in a "Close your eyes and point" (Gay, 1987, p. 105) process.

2. The first coded number was placed on a master list, list (1), next to its assigned teacher's name and school site. That same number was also placed on a postage prepaid return envelope that had been addressed to the researcher in both sender and addressee designations.

3. The return envelope with the coded number was placed in a packet to be mailed along with the Teacher Questionnaire to the teacher participant.

4. The second assigned coded number was placed directly on the Teacher Questionnaire, destined for that particular teacher subject, prior to the insertion of the questionnaire into the packet mentioned in step 3. (The same number was also placed upon the Self Selection of Career Stages instrument to be mailed to the respective teacher's principal.)

5. The packet containing the pre-addressed, postage prepaid envelope and the Teacher Questionnaire with cover letter and instructions for completion were mailed by U. S. Mail to its respective teacher. Upon completion of the questionnaire, the teacher was to return the instrument to the researcher by U. S. Mail using the pre-addressed, postage prepaid envelope. No teacher name or school site appeared on either envelope or instrument.

6. As each numbered teacher survey envelope was returned to the researcher, the teacher's name, associated with the coded number on the envelope was removed from the master list. Only those teachers whose envelopes had not been returned remained on the list for follow-up attempts to engender responses.

7. After the teacher's name had been removed from the master list, list (1), the return envelope containing the completed Teacher Questionnaire was opened.

8. The coded Teacher Questionnaire was placed in a packet to be joined later with the correspondingly numbered principal perception of teacher stage of career instrument. The two items remained in their packet until statistical procedures and data analysis occurred.

9. To those teacher subjects who did not respond within an acceptable time frame, the researcher sent a follow-up letter requesting the teacher's assistance in completing the study. If requested to do so, the researcher sent a second copy of the questionnaire and, if necessary, another postage prepaid, pre-addressed envelope. When responses were still not provided, the

researcher attempted to contact the non-responding subjects by telephone call at their assigned buildings.

10. Each principal involved in the study was also assigned a number using the same process as that by which teachers were assigned coded numbers.

11. A second master list, list (2), of teacher subject names, respective principal names with identification numbers, and assigned school sites was compiled as the SSCS materials were being prepared for dissemination to the principals.

12. Using this second master list, the researcher marked a return envelope with the coded number assigned to the respective principal of the teacher subject(s). One pre-addressed, postage prepaid envelope with the principal's identification number, the SSCS instrument(s) with cover letter and instructions, and a list of the teacher(s) and the teacher coded identification number(s) was sent by U. S. Mail to the respective principal.

13. Each principal involved in the study was asked to complete, according to enclosed instructions, an SSCS for each selected teacher assigned to his\her building. Each SSCS was matched to its respective teacher by matching the coded identification number placed on it to the coded number assigned to the respective teacher on the accompanying teacher list. No teacher, principal name, or school site appeared on any returned instrument or envelope. Each principal was asked to return the completed SSCS instrument(s) sealed in the pre-addressed postage prepaid envelope. Follow-up contact was made, when necessary, to procure principal responses to

the SSCS instruments.

14. Prior to the opening of any sealed envelopes containing principal responses to the SSCS, the only copy of master list two of teacher subject names, principal names and identification numbers, and school sites was sealed and hand delivered to Charles Sitter, President of Tulsa Classroom Teachers Association, 3936 E. 31st Street, Tulsa, Oklahoma, with instructions for destruction of the list upon notification of researcher completion of data gathering. No copies of the list remained. By following this procedure, the researcher had no access to knowledge about individual classroom teacher self-descriptions or principal perceptions of classroom teacher career stages.

Treatment of Data

This study represented a passive descriptive approach to research. Data collection occurred within an existing situation in an effort to identify possible associations between the dependent variable of classroom teacher acceptance of participative decision making and the independent, dichotomous variable of classroom teacher career stage, growing or stable/stagnant. Data collection also occurred to identify possible associations between the dependent variable of classroom teacher acceptance of PDM and the independent variables, groups of teachers classified by age, gender, school level, years of teaching experience, and degree level. A final set of data were collected to identify possible associations between the temporarily designated dependent, dichotomous variable,

classroom teacher career stage, growing or stable/stagnant and the independent dichotomous variable, principal perception of classroom teacher career stage, growing or stable/stagnant.

Upon collection of data, statistical analyses of the data took place using Systat: The System for Statistics (Wilkinson, 1987). Data were encoded into the Data cell of the Systat computer application program.

Demographic data were encoded by the categories of age, gender, years of teaching experience, school level, and degree level. Age and years of teaching experience, both continuous variables in reality, were classified as categorical according to criteria presented in Table IV.

All of the demographic variables were used to examine associations between demographic data and classroom teacher acceptance of PDM and career stage.

TABLE VI

CONTINUOUS DATA TREATED AS CATEGORICAL VARIABLES

Variable	Age	Years Teaching Experience	
Category 1	22-27	Category 1	1- 6
Category 2	28-33	Category 2	7-12
Category 3	34-39	Category 3	13-18
Category 4	40-45	Category 4	19-24
Category 5	46-51	Category 5	25-30
Category 6	52+	Category 6	31+

Data collected from use of the General Satisfaction With Shared Decision Making questionnaire were encoded as a continuous variable.

Data collected from use of the Teacher Career Cycle Inventory and the Self Selected Career Stages instruments were encoded as categorical variables.

Each type of data was submitted to measures of variability in order to allow the researcher to compare the data on frequency and percentage.

Oneway Anova subroutines, seven in number, were conducted on the Primary Research Question and Subsidiary Research Questions 1 - 6. The statistical process was as follows:

> For each dependent variable, a Oneway Analysis of Variance was conducted by each independent variable, in order to determine whether differences existed between teacher groups at the .05 level of significance . . . (Reinhard, 1983, p. 10).

Statistical results produced by each subroutine consisted of the number of cases per level of each independent variable, the means, the standard deviations, and a summary table. The summary table for the two level subroutines consisted of an overall mean and standard deviation, a pooled within groups standard deviation, a T statistic, and a probability level. The summary table for the subroutines addressing three or more levels consisted of the sums of squares, the degrees of freedom, the mean squares, an F ratio, and a probability level. Incorporated into each of the Oneway Anova subroutine summaries was the Bartlett Chi-square test for homogeneity of variance.

Chi-square tabulations were conducted on Subsidiary Research Questions 7 - 12. Each tabulation produced row and column cell counts and totals for each dependent variable by the independent variable in a measure for association. A Pearson Chi-square value, degrees of freedom, and a probability level were also produced.

Summary

This chapter has presented an overview of the processes for data gathering and analyses of the data pertaining to classroom teacher acceptance of participative decision making, classroom teacher self-description of career stage, classroom teacher demographics, and principal perception of classroom teacher career stage. A description of the population from which the sample was randomly selected was provided. A description of the sample itself was included, along with procedures for randomly selecting subjects and for securing their anonymity. Dependent and Independent variables were explained, and instruments used to gather data for the study were examined. A final section of this chapter described the types of statistical information provided by the Oneway Anova and Chi-square subroutines.

CHAPTER IV

FINDINGS

Introduction

Chapter IV presents the data accumulated for this study and the analyses of these data. This chapter includes (1) a description of demographic data gathered from the subjects, (2) a description of the statistical subroutines employed in analyses of all data, and (3) the results of statistical analyses of the data with discussion of the research questions. This study, descriptive in nature, primarily examined self-reported classroom teacher acceptance of participative decision making (PDM) as a management style against classroom teacher self-reported career stage. Demographic data were secured for ancillary examination against both classroom teacher acceptance of PDM and classroom teacher stage of career. As a corollary to the primary effort, principals of the selected subjects were asked to place those teachers assigned to them in respective stages of career cycle.

Through random selection a stratified sample of 20 percent of the regular school site classroom teachers of Tulsa Public Schools, Independent District No. 1, was developed. Questionnaires were mailed to the 370 selected classroom teachers at their school sites. Two hundred and seventeen completed teacher questionnaires were

returned, producing a 59 percent return rate. Busy schedules and time constraints were given by non-respondents contacted as reasons for non-response. The 59 percent who did respond appeared to be representative of the target population (Young, 1991).

Three hundred and seventy principal questionnaires were mailed to principals of the selected classroom teachers; two hundred and eleven of these instruments were returned. One hundred and twenty-nine principal responses were matched with their respectively returned teacher questionnaires, producing a usable principal survey return rate of 35 percent. Busy schedules again reduced the return rate.

Demographic Data

Age group, gender, level of school, years of teaching experience group, and degree level formed the demographic portion of the instrument. Each was ordered by levels. Tables VII through XI present the findings for this target group.

Percentages of teachers describing themselves in each of the demographic variables were computed. In regard to age group, 5.5 percent listed 22-27 years of age, 12 percent listed 28-33 years of age, 13.4 percent listed 34-39 years of age, 32 percent listed 40-45 years of age, 23 percent listed 46-51 years of age, and 13.8 percent listed 52+ years of age. Nineteen and eight tenths percent identified themselves as male, while 80.2 percent identified themselves as female. In the case of school level 51.2 percent were elementary teachers, 22.6 percent were middle school teachers, and

26.2 percent were high school teachers. Years of teaching experience yielded the following: 17 percent listed 1-6 years, 17.5 percent listed 7-12 years, 19.8 percent listed 13-18 years, 30 percent listed 19-24 years, 14.3 percent listed 25-30 years, and 1.4 percent listed 31+ years. Forty-two and nine tenths percent of the teachers had earned the bachelors degree, 56.2 percent had earned the masters degree, and nine tenths percent had earned the doctorate.

The 59 percent return rate which produced the category percentages presented above was compared to averages and percentages obtained from the Education Service Center of Tulsa Public Schools. The average teacher was 43 years of age. She (78 percent of the teachers were female) had been teaching approximately 19 years, and she was an elementary or secondary school teacher. She had either a bachelors or a masters degree. Only 20 of the classroom teachers for the 1990/91 school year had earned a doctorate (Young, 1991).

TABLE VII

DEMOGRAPHIC DATA ON CLASSROOM TEACHER AGE GROUP

Group	22-27	28-33	34-39	40-45	46-51	52+	Total
N =	12	26	29	70	50	30	217
% =	5.5	12.0	13.4	32.3	23.0	13.8	100

Percentages may contain rounding errors.

TABLE VIII

DEMOGRAPHIC DATA ON CLASSROOM TEACHER GENDER

	Gender		
	Male	Female	Total
N =	43	174	217
% =	19.8	80.2	100

Percentages may contain rounding errors.

TABLE IX

DEMOGRAPHIC DATA ON CLASSROOM TEACHER SCHOOL LEVEL

Group	Elementary	Middle	High	Total
N =	111	49	57	217
% =	51.2	22.6	26.2	100

Percentages may contain rounding errors.

TABLE X

DEMOGRAPHIC DATA ON CLASSROOM TEACHER YEARS TEACHING EXPERIENCE GROUP

Group	1-6	7-12	13-18	19-24	25-30	31+	Total
N =	37	38	43	65	31	3	217
% =	17.0	17.5	19.8	30.0	14.3	1.4	100

Percentages may contain rounding errors.

TABLE XI

DEMOGRAPHIC DATA ON CLASSROOM TEACHER DEGREE LEVEL

Group	Bachelors	Masters	Doctorate	Total
N =	93	122	2	217
% =	42.9	56.2	0.9	100

Percentages may contain rounding errors.

An additional set of descriptive statistics was also generated in the data analyses. In regard to the dependent variable, classroom teacher acceptance of PDM, two hundred and seventeen classroom teacher raw scores, provided by classroom teacher completion of the General Satisfaction With Shared Decision Making questionnaire, formed the continuum for this variable and were analyzed using a summary statistics subroutine. On this questionnaire the lowest raw score possible was 0: the highest raw score possible was 111. Results from the descriptive statistics subroutine conducted on the data obtained from this questionnaire showed a minimum raw score of 39 and a maximum raw score of 106. The range was 67; the mean was 78.51 (Table XII).

TABLE XII

SUMMARY STATISTICS: CLASSROOM TEACHER ACCEPTANCE OF PDM

	Raw Score
Minimum	39
Maximum	106
Range	67
Mean	78.51

Description of Variables

The following variables were used in this study. The primary dependent variable was classroom teacher acceptance of participative decision making (PDM). The primary independent variable was a dichotomy of teacher career stages, arrived at by collapsing Christensen's six stages of career (Christensen, 1983) into two stages, growing or stable/stagnant. Subsidiary independent variables, pulled from the demographic data, were: classroom teacher age group, gender, level of school, years of teaching experience group, and degree level. These variables were used in conjunction with the primary dependent variable to address subsidiary research questions one through five. One other independent variable, principal perception of classroom teacher career stage (again a dichotomy, growing or stable/stagnant) was used also in conjunction with the dependant variable, classroom teacher acceptance of PDM.

In order to accomplish a third set of statistical analyses, the teacher career stage, growing or stable/stagnant, was designated a dependent variable. This new designation allowed the career stage variable to be examined in association with the independent subsidiary variables, age group, gender, level of school, years of teaching experience group, degree level, and principal perception of classroom teacher career stage, growing or stable/stagnant.

Description of Statistical Subroutines

Two sets of statistical subroutines were used to address the primary and subsidiary research questions. A set of Oneway Anova subroutines was employed for the Primary Research Question and Subsidiary Research Questions 1 - 6. Each of these research questions contained one of the independent variables: classroom teacher dichotomous career stage, age group, gender, school level, years of teaching experience group, degree level or principal perception of teacher career stage dichotomy. In these subroutines the dependent variable, acceptance of PDM, remained continuous.

Because the Oneway Anova subroutine assumes homogeneity of group variance, a Bartlett Test for Homogeneity was conducted concomitantly with each Oneway Anova subroutine. Results of the Bartlett Test for Homogeneity are reported in each of the Oneway Anova tables.

Chi-square tabulations were employed to address subsidiary research questions which contained only categorical variables. These subsidiary questions were limited to examination for association between each of the independent variables - classroom teacher age group, gender, level of school, years of teaching experience group, degree level, or principal perception of classroom teacher dichotomous career stage - and the dichotomous variable, classroom teacher self-described career stage. For this set of research questions addressing association between variables, the dichotomous variable, classroom teacher self-described career stage, was designated as a dependent variable.

In all the subroutines for the Primary Research Question and Subsidiary Research Questions a probability of < .05 was required in order for the results of a particular subroutine to be considered significant.

The Research Questions

Primary Research Question

Is there a significant difference in classroom teacher acceptance of PDM between classroom teachers who describe themselves in a growing career stage and classroom teachers who describe themselves in a stable/stagnant career stage?

Results of the Oneway Anova disclosed there is a significant difference in classroom teacher acceptance of PDM between classroom teachers who describe themselves to be in a growing career stage and classroom teachers who describe themselves to be in a stable/stagnant stage. Classroom teachers placing themselves in a growing stage shared a mean of 79.34 (N=178). Classroom teachers who place themselves in a stable/stagnant stage had a mean of 74.72 (N=39). Classroom teachers who are in a growing stage do have a higher degree of acceptance of PDM than do classroom teachers who are in a stable or stagnant career stage. One must note that the higher degree of acceptance for PDM by teachers who describe themselves in a growing stage is somewhat muted by the small difference in the means of the two groups. The mean difference between the growing and stable/stagnant groups is slightly more than one-third of a standard deviation (Table XIII).

TABLE XIII

ANALYSIS OF VARIANCE: CLASSROOM TEACHER ACCEPTANCE OF PDM BY CLASSROOM TEACHER CAREER STAGE

ACCEPTANCE OF PDM	N	M	SD	F	P
Growing Stage	178	79.34	13.36	1.99	.048
Stable/stagnant Stage	39	74.72	12.25		

Test for Homogeneity of Variances

Chi-square = .446, p > .05; Variances are homogeneous.

Subsidiary Research Question 1

Is there a significant difference in classroom teacher acceptance of PDM between groups of classroom teachers classified by age? The Oneway Analysis of Variance showed no significant difference in classroom teacher acceptance of PDM between groups of classroom teachers classified by age. The results of this subroutine are shown in Table XIV.

Subsidiary Research Question 2

Is there a significant difference in classroom teacher acceptance of PDM between groups of classroom teachers classified by gender? Oneway Anova results indicated a significant difference in acceptance of PDM between groups of classroom teachers classified by

TABLE XIV

ANALYSIS OF VARIANCE: CLASSROOM TEACHER ACCEPTANCE OF PDM BY CLASSROOM TEACHER AGE GROUP

Group	22-27	28-33	34-39	40-45	46-51	52+
N =	12	26	29	70	50	30
X (Acceptance Of PDM)	75.58	73.50	79.28	78.46	81.42	78.58

SOURCE	SS	DF	MS	F RATIO	P	
Between Groups	1196.09	5	239.22	1.37	.24	NS
Within Groups	36769.13	211	174.22			
Total	37956.22	216				

Test for Homogeneity of Variances

Chi-square = 4.861, p > .05; Variances are homogeneous.

gender. An examination of Table XV shows the mean for female classroom teachers to be 79.59 (N = 174); the mean for male classroom teachers is shown to be 74.14 (N 43). Data analysis indicates female classroom teachers have higher degree of acceptance of PDM than do their male counterparts. This higher degree of acceptance of PDM by female classroom teachers is muted by the small difference between the means of male and female teachers. The

difference in the means for the two groups is slightly more than one-third of a standard deviation. Data relating to results of the Oneway Anova subroutine for this research question appear in Table XV.

TABLE XV

ANALYSIS OF VARIANCE: CLASSROOM TEACHER ACCEPTANCE OF PDM BY CLASSROOM TEACHER GENDER

ACCEPTANCE OF PDM	N	M	SD	F	P
Male	43	74.14	13.46	2.44	.015
Female	174	79.59	13.019		

Test for Homogeneity of Variances

Chi-square = .075, $p > .05$; Variances are homogeneous.

Subsidiary Research Question 3

Is there a significant difference in classroom teacher acceptance of PDM between groups of classroom teachers classified by school level?

The Oneway Anova subroutine applied to this question indicated a significant difference in classroom teacher acceptance of PDM

between classroom teachers classified by school level. Results of this subroutine (Table XVI) show elementary school classroom teachers shared a mean of 80.78 (N=111) compared to the middle school classroom teachers' mean of 75.27 (N=49) and the high school classroom teachers' mean of 76.90 (N=57).

TABLE XVI

ANALYSIS OF VARIANCE: CLASSROOM TEACHER ACCEPTANCE OF PDM BY CLASSROOM TEACHER SCHOOL LEVEL

Group	Elementary	Middle	High
N =	111	49	57
X Acceptance Of PDM	80.78	75.27	76.90

SOURCE	SS	DF	MS	F RATIO	P	
Between Groups	1233.93	2	616.97	3.595	.029	* < .05
Within Groups	36722.29	214	171.60			
Total	37956.22	216				

Test for Homogeneity of Variances

Chi-square = .336, p > .05; Variances are homogeneous.

Subsidiary Research Question 4

Is there a significant difference in classroom teacher acceptance of PDM between groups of classroom teachers classified by years of teaching experience?

Results of the Oneway Anova subroutine used for this question suggest no significant difference in classroom teacher acceptance of PDM between groups of classroom teachers classified by years of teaching experience. The mean scores did rise from low means, Group 1 = 77.78 (N=37) and Group 2 = 77.55 (N=38), for experience levels one and two; to mid means, Group 3 = 78.33 (N=43) and Group 4 = 78.06 (N=65), for experience levels three and four; and on to high means, Group 5 = 81.29 (N=31) and Group 6 = 83.33 (N=3), for experience levels five and six. However, the > .05 F Probability for these results showed this trend to be not significant. Table XVII displays the results of the Oneway Anova subroutine for Subsidiary Research Question 4.

Subsidiary Research Question 5

Is there a significant difference in classroom teacher acceptance of PDM between groups of classroom teachers classified by degree level?

Data shown in Table XVIII for this subroutine indicate no significant difference in classroom teacher acceptance of PDM between groups of classroom teachers classified by degree level.

TABLE XVII

ANALYSIS OF VARIANCE: CLASSROOM TEACHER ACCEPTANCE OF PDM BY CLASSROOM TEACHER YEARS OF TEACHING EXPERIENCE GROUP

Group	1-6	7-12	13-18	19-24	25-30	31+
N =	37	38	43	65	31	3
X (Acceptance Of PDM)	77.78	77.55	78.33	78.06	81.29	83.33

SOURCE	SS	DF	MS	F RATIO	P	
Between Groups	378.31	5	75.66	.43	.83	NS
Within Groups	37577.91	211	178.09			
Total	37956.22	216				

Test for Homogeneity of Variances

Chi-square = 4.289, $p > .05$; Variances are homogeneous.

TABLE XVIII

ANALYSIS OF VARIANCE: CLASSROOM TEACHER ACCEPTANCE OF PDM BY CLASSROOM TEACHER DEGREE LEVEL

Group	Bachelor	Master	Doctorate
N =	93	122	2
X (Acceptance Of PDM)	78.34	78.76	71.00

SOURCE	SS	DF	MS	F RATIO	P	
Between Groups	123.12	2	61.56	.348	.71	NS
Within Groups	37833.10	214	176.79			
Total	37956.22	216				

Test for Homogeneity of Variances

Chi-square = 1.834, $p > .05$; Variances are homogeneous.

Subsidiary Research Question 6

Is there a significant difference in classroom teacher acceptance of PDM between classroom teachers perceived by their principals to be in a growing career stage and classroom teachers perceived by their principals to be in a stable/stagnant career stage?

An examination of Table XIX indicates no significant difference in acceptance of PDM for the two groups.

TABLE XIX

ANALYSIS OF VARIANCE: CLASSROOM TEACHER ACCEPTANCE OF PDM BY PRINCIPAL PERCEPTION OF CLASSROOM TEACHER CAREER STAGE

ACCEPTANCE OF PDM	N	M	SD	F	P	
Growing	95	79.48	13.33	1.40	.17	NS
Stable/stagnant	34	75.62	15.15			

Test for Homogeneity of Variances

Chi-square = .774, $p > .05$; Variances are homogeneous.

Subsidiary Research Question 7

Is there a significant difference in classroom teacher age group between classroom teachers who describe themselves in a growing career stage and classroom teachers who describe themselves in a stable stagnant career stage?

According to the tabulated Chi-square shown in Table XX, there is no significant difference in classroom teacher age group between classroom teachers who describe themselves in a growing career stage

and classroom teachers who describe themselves in a stable/stagnant career stage.

TABLE XX

INDEPENDENT SAMPLES CHI-SQUARE TEST: CLASSROOM TEACHER SELF-DESCRIBED CAREER STAGE BY CLASSROOM TEACHER AGE GROUP

Group	22-27	28-33	34-39	40-45	46-51	52+	Total
Growing Stage	11	22	22	58	41	24	178
Stable/ Stagnant Stage	1	4	7	12	9	6	39
Total	12	26	29	70	50	30	217

Chi-square = 1.739, p .> .05

Subsidiary Research Question 8

Is there a significant difference in classroom teacher gender between classroom teachers who describe themselves in a growing career stage and classroom teachers who describe themselves in a stable/stagnant career stage?

Chi-square results for this question (Table XXI) indicate there is no significant difference in classroom teacher gender between

classroom teachers who describe themselves in a growing career stage and classroom teachers who describe themselves in a stable/stagnant career stage.

TABLE XXI

INDEPENDENT SAMPLES CHI-SQUARE TEST: CLASSROOM TEACHER SELF-DESCRIBED CAREER STAGE BY CLASSROOM TEACHER GENDER

Group	Male	Female	Total
Growing Stage	32	146	178
Stable/ Stagnant Stage	11	28	39
Total	43	174	217

Chi-square = 2.106, $p > .05$

Subsidiary Research Question 9

Is there a significant difference in classroom teacher school level between classroom teachers who describe themselves in a growing career stage and classroom teachers who describe themselves in a stable/stagnant career stage?

An examination of the results shown in Table XXII indicates there is no significant difference in classroom teacher school level between classroom teachers who describe themselves in a growing career stage and classroom teachers who describe themselves in a stable/stagnant career stage.

TABLE XXII

INDEPENDENT SAMPLES CHI-SQUARE TEST: CLASSROOM TEACHER SELF-DESCRIBED CAREER STAGE BY CLASSROOM TEACHER SCHOOL LEVEL

Group	Elementary	Middle	High	Total
Growing Stage	96	38	44	178
Stable/ Stagnant Stage	15	11	13	39
Total	111	49	57	217

Chi-square = 3.067, $p > .05$

Subsidiary Research Question 10

Is there a significant difference in classroom teacher years of teaching experience group between classroom teachers who describe

themselves in a growing career stage and classroom teachers who describe themselves in a stable/stagnant career stage?

Results of the Chi-square subroutine for this research question indicate there is no significant difference in classroom teacher years of teaching experience group between classroom teachers who describe themselves in a growing career stage and classroom teachers who describe themselves in a stable/stagnant career stage (Table XXIII).

TABLE XXIII

INDEPENDENT SAMPLES CHI-SQUARE TEST: CLASSROOM TEACHER SELF-DESCRIBED CAREER STAGE BY CLASSROOM TEACHER YEARS OF TEACHING EXPERIENCE GROUP

Group	1-6	7-12	13-18	19-24	25-30	31+	Total
Growing Stage	32	33	33	50	27	3	178
Stable/ Stagnant Stage	5	5	10	15	4	0	39
Total	37	38	43	65	31	3	217

Chi-square = 4.28, $p > .05$

Subsidiary Research Question 11

Is there a significant difference in classroom teacher degree level between classroom teachers who describe themselves in a growing career stage and classroom teachers who describe themselves in a stable/stagnant career stage?

Results of the Chi-square subroutine for this research question presented in Table XXIV indicate there is no significant difference in classroom teacher degree level between classroom teachers who describe themselves in a growing career stage and classroom teachers who describe themselves in a stable/stagnant career stage.

TABLE XXIV

INDEPENDENT SAMPLES CHI-SQUARE TEST: CLASSROOM TEACHER SELF-DESCRIBED CAREER STAGE BY CLASSROOM TEACHER DEGREE LEVEL

Group	Bachelors	Masters	Doctorate	Total
Growing Stage	81	96	1	178
Stable/ Stagnant Stage	12	26	1	39
Total	93	122	2	217

Chi-square = 3.94, $p > .05$

Subsidiary Research Question 12

Is there a significant difference in classroom teacher self-description in a career stage between classroom teachers perceived by their principals to be in a growing career stage and classroom teachers perceived to be in a stable/stagnant career stage?

Results of the Chi-square subroutine for this question disclose no significant difference in classroom teacher self-description in a career stage between classroom teachers perceived by their principals to be in a growing career stage and classroom teachers perceived by their principals to be in a stable/stagnant career stage (Table XXV).

Summary of Primary and Subsidiary Research Questions

In the Primary Research question and Subsidiary Research Questions 1 - 6, seven variables were examined in reference to classroom teacher acceptance of participative decision making (PDM). The seven variables were: classroom teacher career stage, age group, gender, school level, years of teaching experience group, degree level, and principal perception of classroom teacher career stage. Classroom teacher self-described career stage, gender, and school level were shown to influence classroom teacher acceptance of PDM at the .05 level of probability. However, the degree of influence was minimal. The difference in mean scores between the various groups was slightly more than one-third of a standard deviation. Classroom

teacher age group, years of teaching experience group, degree level, and principal perception of classroom teacher career stage were not found to influence classroom teacher acceptance of PDM. A summary of probability results for the Oneway Anova subroutines is provided in Table XXVI.

TABLE XXV

INDEPENDENT SAMPLES CHI-SQUARE TEST: CLASSROOM TEACHERS SELF-DESCRIBED CAREER STAGE BY PRINCIPAL PERCEPTION OF CLASSROOM TEACHER CAREER STAGE

Group	Principal Perception of Teacher Career Stage		Total
Growing Stable/Stagnant Stage Teacher Self Described Growing Stage	80	24	104
Teacher Self Described Stable/ Stagnant Stage	15	10	25
Total	95	34	129

Chi-square = 2.97, $p > .05$

TABLE XXVI

SUMMARY OF RESULTS OF ONEWAY ANOVA SUBROUTINES CONDUCTED FOR THE PRIMARY RESEARCH QUESTION AND SUBSIDIARY RESEARCH QUESTIONS ONE THROUGH SIX

	Classroom Teacher Acceptance of Participative Decision Making (PDM)	
by:	F RATIO	P
Classroom Teacher Stage Of Career Dichotomy	1.987	P < .05
Age Group	1.373	N.S.
Gender	2.443	P < .05
School level	3.595	P < .05
Years Teaching Experience Group	0.425	N.S.
Degree Level	0.348	N.S.
Principal Perception of Classroom Teacher Stage of Career Dichotomy	1.396	N.S.

Subsidiary Research Questions 7 - 12 examined the potential association between the independent variables - classroom teacher age group, gender, school level, years of teaching experience group, degree level, and principal perception of classroom teacher career

stage - and the temporarily designated dependent variable, classroom teacher self-described career stage. Results of the subroutines for each indicated no significant association between the independent variables and the dependent variable for Subsidiary Research Questions 7 - 12. Results of the probability of significance for the Chi-square subroutines used in these questions are shown in Table XXVII.

TABLE XXVII

SUMMARY OF RESULTS OF CHI-SQUARE SUBROUTINES CONDUCTED FOR SUBSIDIARY RESEARCH QUESTIONS SEVEN THROUGH TWELVE

	Classroom Teacher Career Stage	
by:	CHI-SQUARE	SIGNIFICANCE
Age Group	1.739	N.S.
Gender	2.106	N.S.
School level	3.067	N.S.
Years Teaching Experience Group	4.257	N.S.
Degree Level	3.935	N.S.
Principal Perception of Teacher Career Stage	2.974	N.S.

Additional Findings

Examination of the means of the three levels of school, presented in the results of the Oneway Anova Subroutine for Subsidiary Research Question 3 (Table XVI) disclosed that elementary classroom teachers shared a higher mean than did the middle or high school classroom teachers. In an attempt to identify more closely the direction in which the significant difference lay, an additional Oneway Anova subroutine was conducted using the dependent variable, classroom teacher acceptance of participative decision making (PDM) and the independent variable, classroom teacher level of school. Prior to running this subroutine, the independent variable, classroom teacher level of school, was slightly altered by collapsing the middle school level and the high school level into one secondary level. The independent variable then contained two levels, elementary and secondary with a total N equal to the original three levels. Results of this subroutine indicated a significant difference in classroom teacher acceptance of PDM between classroom teachers classified by school level, elementary or secondary. A probability of .010 was generated with elementary classroom teachers sharing a mean of 80.78 and secondary classroom teachers sharing a mean of 76.14 Again, the difference between the means of the two groups, elementary teachers and secondary teachers, was slightly more than one-third of a standard deviation (Table XXVIII).

TABLE XXVIII

ANALYSIS OF VARIANCE: CLASSROOM TEACHER ACCEPTANCE OF PDM BY CLASSROOM TEACHER SCHOOL LEVEL

Acceptance of PDM	N	M	SD	F	P
Elementary	111	80.78	12.74	2.608	.010
Secondary	106	76.14	13.43		

Test for Homogeneity of Variances

Chi-square = .297, $p > .05$; Variances are homogeneous.

Summary

Chapter IV presented the data accumulated for this study and the analyses of these data. The variables, classroom teacher self-described career stage, classroom teacher gender, and classroom teacher school level were found to be significantly associated with classroom teacher acceptance of participative decision making. It must be noted, however, that since the differences in the means for the various groups was slightly over one-third of a standard deviation for each subroutine conducted, the degree of association between the variables, classroom teacher career stage, gender, or school level, and the variable, classroom acceptance of PDM, was not overly substantial.

Classroom teacher age group, years of teaching experience group, and degree level were found to be not significantly associated with classroom teacher acceptance of PDM.

Principal perception of classroom teacher career stage was also found not to be significantly associated with classroom teacher acceptance of PDM.

One should note here that in this study, a rather healthy level of teacher acceptance of PDM appeared to exist. In the Oneway Anova subroutines previously mentioned, none of the means for teacher acceptance of PDM were extremely low.

An examination of the variables -classroom teacher age group, gender, school level, years of teaching experience group, degree level, and principal perception of classroom teacher career stage - for association with classroom teacher self-described career stage disclosed no significant association between these variables.

CHAPTER V

SUMMARY OF FINDINGS, CONCLUSIONS, OTHER CONSIDERATIONS, IMPLICATIONS, RECOMMENDATIONS FOR FUTURE RESEARCH, AND CONCLUDING REMARKS

Introduction

Chapter V opens with a summary of the findings of this study. Conclusions and suppositions are drawn from these findings. A discussion of the subsequent implications for practical application and of the recommendations for future research follows. The chapter closes with concluding remarks.

Summary of Findings

This study was primarily designed to examine, statistically, data generated by randomly selected teacher subjects who completed teacher questionnaires. The data concerned classroom teacher self-reported stage of career and classroom teacher acceptance of participative decision making (PDM). The purpose of this examination was to determine if teacher stage of career could be indicative of teacher degree of acceptance of PDM. Additional demographic data, secured from the same teacher questionnaires, were used to identify classroom teacher factors--age, gender, level of school, years of teaching experience, and degree level--which might

be associated with classroom teacher acceptance of PDM. The demographic data were also used to determine if an association existed between the aforementioned teacher factors and classroom teacher self-described career stage. A final set of data, generated by principal questionnaires completed by principals of the selected teachers, examined principal perception of classroom teacher stage of career. This examination occurred in order to determine if principal perception of teacher stage of career could be associated with classroom teacher acceptance of PDM or classroom teacher self-described career stage.

For the purpose of this study classroom teacher self-described career stage and principal perception of classroom teacher career stage were each collapsed from six stages into a dichotomy of two stages, growing and stable/stagnant.

The statistical analyses of the sets of data consisted of Oneway Anova subroutines and Chi-square subroutines. These analyses led to the following findings.

1. The dichotomous variable, classroom teacher self-described career stage is significantly related ($p < .05$) to classroom teacher degree of acceptance of PDM. Classroom teachers who described themselves in a growing stage evinced a higher degree of acceptance of PDM than did teachers who described themselves in a stable/stagnant career stage. Although the difference was significant, the small difference between the means of the two groups, slightly over one-third standard deviation, indicated the career stage of the teacher was not highly influential in teacher acceptance of PDM.

2. The gender of the classroom teacher is significantly associated ($p < .05$) with the classroom teachers's degree of acceptance of PDM. Female teachers evinced a higher degree of acceptance of PDM than did male teachers. As with teacher career stage, teacher gender appeared not to be highly influential in teacher acceptance of PDM. The mean difference between the two groups, male and female was slightly over one-third standard deviation.

3. The school level of the classroom teacher is significantly related ($p < .05$) to the classroom teacher's degree of acceptance of PDM. Teachers at the elementary level of school shared a higher mean of acceptance of PDM than did their counterparts at either the middle school or high school level. Again, the mean difference between the school level groups was small, slightly over one-third standard deviation, indicating school level was not highly influential in teacher acceptance of PDM.

4. The classroom factors of age, years of teaching experience, or degree level are not significantly associated with classroom teacher degree of acceptance of PDM.

5. The classroom teacher factors of age, gender, school level, years of teaching experience, or degree level are not significantly related to classroom teacher self-described career stage.

6. Principal perception of classroom teacher career stage is not significantly associated with the dichotomous variable classroom teacher self-described career stage, although there was some tendency to agree ($p. < .1$). Of the 129 cases where both principal

and classroom teacher described the career stage of the teacher, the descriptions agreed 89 times.

Conclusions

The findings of this study identify classroom teacher stage of career as a factor in classroom teacher degree of acceptance of participative decision making, at least for the sample. Teacher inclusion in the decision making process has been reported to be an integral component of effective schools through increased implementation of plans, increased positive outcomes, and increased levels of production (Shanahan, 1987; Batchler, 1981; Erichson and Gmelch, 1977). However, studies indicate classroom teachers are still not involved with a majority of the decision making processes in their schools (Osterman, 1989; Boyer, 1988). Results of this present study indicate teachers operating at a stable/stagnant career stage do not, as a group, tend to approach PDM with as high a degree of acceptance as do teachers who are in a growing stage. Such a finding suggests classroom teachers who are no longer growing in one or more of the areas of "teacher enthusiasm, interactive skills, attitudes toward students and teaching, and attitudes toward teaching as a profession" (Price, 1991) are less inclined to want to be involved in PDM. This concept seems to support a previous study (Showers, 1980) cited by Neidt (1987). Teachers perceiving themselves no longer to be in a growing stage may be experiencing a loss of '"self-efficacy"' (Neidt, 1987, p. 36). If such is the case, their desire to participate in decision making may be reduced

by their sense of "(in)competence and (in)effectiveness" (Neidt, 1987, p. 36).

When the demographic variables were measured against teacher career stage, factors of classroom teacher age, teaching experience, and degree level were not found to be associated significantly with classroom teacher acceptance of PDM. This present finding corroborates a previous study (Witherspoon, 1987). In the previous study the "descriptive variables--age, . . . highest degree attained, (and) years experience . . .--did not account for any significant differences in responses" toward site based PDM (Witherspoon, 1987, p. 152).

In regard to the classroom teacher gender, the findings of this present study identify gender as a factor in classroom teacher acceptance of PDM. Results of data analysis indicate female teachers evince a higher degree of acceptance of PDM than do their male counterparts. In a previous study, Burke (1987) indicated that gender was only related to participation in decision making at the executive managerial level and that males at that level not only desired more participation but actually participated more in decision making. Burke suggested the need for a study in an urban district in which the administration included a larger ratio of females than existed in the cited study. Neidt (1987) found higher general satisfaction with PDM by females than males; however, the higher level of satisfaction by females was not significant at the .05 level. Shellbase (1986) indicated that traits common in occupations in the area of social services, such as education, were

closely tied to traits often attributed to females. Caring for others, high regard for the individual, a willingness to cooperate for the good of the group as opposed to needing to be the boss appear to be female characteristics partly derived from social learning (Shellbase, 1986). One may surmize that the higher degree of acceptance of PDM by females may be related to those characteristics reported by Shellbase to be derived from social learning.

In the case of school level the findings of this study indicate elementary school teachers share a higher mean degree of acceptance for PDM than do their counterparts at the other two levels of middle school and high school. This finding poses an interesting possibility when it is linked with gender. Young (1991), Tulsa Public Schools Human Resources Division, indicates their ratio of female to male school site classroom teachers is 80 percent female to 20 percent male. (The total ratio is 78 percent female to 22 percent male for the entire teaching staff inclusive of teachers on special assignment outside regular school sites.) Approximately 50 percent of the classroom teachers in this urban school setting are elementary teachers. The overwhelming majority of the elementary teachers are female. This urban setting also has a 44 percent female to 66 percent male ratio within its administrative levels, a higher ratio than Burke (1987) indicated above. One can surmise that female elementary teachers within this district are more likely to have a greater degree of acceptance for PDM than male teachers at any level. This conclusion supports the position of Shakeshaft

(1989, p. 187) who indicated "A number of researchers have found that women are perceived as being more democratic and more participatory than men."

In the findings of this study, principal perception of teacher career stage was not found to be significantly associated with classroom teacher acceptance of PDM. The conclusion can made that principal perceptions of teachers' career stages have no bearing upon the degree to which teachers accept PDM as a management style.

In regard to the association between the demographic variables- age, gender, school level, years of teaching experience, and degree level - and the variable classroom teacher self-described career stage, no significant association was determined at the .05 level.

This finding may indicate that examination of single units or variables in conjunction with career stage may be too simplistic in nature. Career stage development may include several factors operating simultaneously in varying ebbs and flows. This conclusion is supported by studies conducted by Christensen, et al., (1983).

In the case of principal perception of teacher career stage, a tendency toward principal agreement with the teacher's self-description was found. This suggests that principals are able to place teachers correctly in a career stage given the appropriate situations. An appropriate situation might, perhaps, be the availability of more time to spend in teacher contact. One must note here that in examining the principal perceptions of classroom teacher career stage, sorted into growing stage locations alone, 83

percent of the principal perceptions matched the teacher self-descriptions. Examination of the principal perceptions of teacher career stage, sorted into the stable/stagnant stage in isolation, found only a 29 percent match between principal perception and teacher self-description. The disparity of matching at the stable/stagnant stage may indicate one of two possibilities. The disparity may indicate principals have more difficulty correctly locating teachers at the stable/ stagnant stage, or it may indicate teachers have more difficulty self-describing themselves at the stable/stagnant stage. Additional research would be needed to examine this possibility.

Further Considerations

Certain suppositions can be drawn from the findings of this study. The following statements present such conjectures.

1. In regard to the significant association between classroom teacher self-description in a career stage and classroom teacher acceptance of PDM, one may suggest that the more enthusiastic and involved a teacher remains with the educational profession generally, the more likely it is that he or she will desire PDM as a management style at the specific school site. Conversely, the less enthusiastic and involved a teacher becomes with the education profession, the less likely it is that he or she will desire to participate in decision making outside those decisions required within the classroom.

2. In regard to gender and school level of the teacher, as these two variables relate to classroom teacher acceptance of PDM, one may suggest that female elementary teachers who self-describe themselves in a growing career stage may exhibit greater "enthusiasm, teaching skills, (and) interaction with students" (Burke, et al., 1987, p. 32) and a more positive "attitude toward their profession" (Price, 1991) than do middle or high school classroom teachers. These dimensions of enthusiasm, skills, involvement, and attitude may impact their acceptance of PDM as a management style.

Implications

This study offers four implications regarding teacher career stage and teacher acceptance of PDM. The first implication follows established research. Not all teachers carry a strong desire to participate in decision making outside their own classroom needs. In effect, such teachers may choose to be excluded from any participative decision making process due to a lower acceptance of or a lower satisfaction with PDM (Imber and Neidt, 1990; Imber, Neidt, and Reyes, 1990). Although this present study indicated a substantial level of acceptance for PDM among the teacher participants, acceptance for this management style may ebb and flow. A school district desirous of implementing or continuing attempted implementation of PDM may wish to periodically examine its teacher population for acceptance of PDM. If the district determines it has a disproportionately high number of teachers who operate with a low

degree of acceptance for PDM, the district may wish to consider the factors within the district that appear to underlie teacher lack of acceptance of PDM. Efforts to ameliorate these inhibiting factors might increase the level of teacher acceptance for PDM.

The second implication also refers to teacher acceptance of PDM. Again, not all teachers carry a strong desire to participate in PDM. Since voluntary participation in this management style is a function of effective participation in PDM, a school district desiring a participative decision making style of management should be prepared to accept, nonjudgmentally, that a number of its teachers will exhibit less than full support for PDM.

The third implication derives from the second, and assumes stage of career to be associated, if not highly so, with teacher acceptance of PDM. Should a district desirous of using PDM as a management style wish to increase the number of teachers who voluntarily choose to participate in PDM, the district might examine the factors which may contribute to teacher stage of career. The district may discover means for affecting changes in teacher situations which may ultimately increase the number of teachers who exhibit a higher degree of acceptance for PDM. A possible change could be the development of a supportive network of enthusiastic, successful teachers, not administrators, who could be available during the school day as resource personnel to all of the teachers in the district. This network could be available especially for those teachers new to the district.

One must add that teacher career stage is just one factor among many. The indication that teacher career stage is not highly influential in terms of teacher acceptance of PDM suggests the need for the district to continue searching for even more influential factors. Environment, leadership styles at both the building and central office levels, and even socioeconomic levels within the community might be examined for their impact on teacher acceptance of PDM.

The fourth implication concerns gender and school level of teachers and their acceptance of PDM. In terms of gender, female teachers participating in this present study exhibited a higher degree of acceptance for PDM than did males. Elementary teachers exhibited a higher degree of acceptance for PDM than did teachers at the middle or high school level. A district wishing to implement PDM or to strengthen its use should consider beginning its efforts where the strength of support for PDM appears to lie. If female and elementary teachers do exhibit a greater degree of acceptance of PDM, female and elementary teachers could provide a strong network within the teaching staff through which implementation or strengthening of PDM could more easily occur. This implication is supported by Shakeshaft's view that instead of using a male dominant model for participation and decision making, districts should examine the manner in which females participate in decision making and make decisions (Shakeshaft, 1989).

Recommendations for Future Research

This study examined the possible association between classroom teacher self-described stage of career and acceptance of participative decision making. Future research is recommended as follows:

1. This study, using the TCCI questionnaire alone for teachers, was primarily limited to teacher career stage as it related to acceptance of PDM. The original six stages were collapsed into a dichotomy of two stages, growing and stable/ stagnant. Future research might examine each of the six stages, using both the TCCI and SSCS questionnaires (see Chapter III, Description of the Instruments) to gather data from teachers, against teacher acceptance of participative decision making. A further suggestion might be to arrange the raw data from this future study, using TCCI questionnaire responses, into the four dimensions of "teacher enthusiasm, teaching skills, interaction with students, and attitude toward the occupation" (Burke, et al., 1987). This arranging of data would be accomplished prior to submitting it to data analysis in an effort to identify more closely the specific dimensions of career stage identification which might be most closely associated with teacher acceptance of PDM.

2. This study was limited to one urban setting with a history of some form of participative decision making. This study can only be generalized back to the district in which the study took place. "A replication of this study" (Witherspoon, 1987, p. 159) in a larger sample of similar districts with similar results would allow

generalization not available here (Witherspoon, 1987).

3. This study examined the possible association between teacher career stage and teacher acceptance of PDM on a district wide basis. A recommendation for future research would be to conduct the research at selected building sites to determine if a pattern of teacher stages and/or a pattern of teacher acceptance of PDM would emerge from a particular type of building setting. Variables such as student population, teacher population, organization of classes (departmentalized, platoon, self-contained, open) could be inserted into the data gathering process along with the variables of career stage and acceptance of PDM.

4. This study was primarily limited to examination for association between the two variables, career stage and acceptance of PDM. A recommendation for future study would be the examination of both teacher career stage and acceptance of PDM in light of other variables, such as principal leadership styles, overall culture of the district, overall climate, and intrabuilding climate.

5. This study examined gender and school level as they separately related to acceptance of PDM and stage of career. A recommendation for further study would be to determine the number of female teachers at each of the levels of schools who have a bachelors degree, the number who have a masters degree, and the number who have a doctorate. (A large number of elementary female teachers in this study indicated a bachelor degree level.) A future study might examine the factors which are associated with or act as inhibitors to elementary female teachers in the attainment of

advanced degrees. One might also look at the number of female or male single heads of households whose income or discretionary time is insufficient to allow advanced degree attainment. A similar study could revolve around married female teachers.

6. This study was limited, at the subsidiary level, to teacher demographic variables -- age, gender, school level, years of teaching experience and degree level -- in its examination of teacher acceptance of PDM. A study, larger in its scope and inclusive of alternative factors identified by other researchers, is recommended for future research. Factors such as "environmental influences (personal and organizational), appropriate incentives (monetary, role change and time categories), and appropriate delivery modes (for professional development)" (Burke, et al., 1987, p. 33) might be examined in order to determine if interactive effects occurred among any of these combinations of variables.

7. This study used the two instruments, the General Satisfaction With Shared Decision Making questionnaire and the Teacher Career Cycle Inventory to gather data respectively concerning classroom teacher acceptance of PDM and classroom teacher career stage. Both instruments were relatively easy to administer as paper and pencil self-report instruments. The retrieval of the data from The General Satisfaction With Shared Decision Making questionnaire was simple and straight forward. The retrieval process produced a raw score through the summing of the weighted responses for its 37 items. This questionnaire thus proved to be easily scored. Respondents were simply placed on a continuum from

low to high based on their raw scores. A high raw score indicated a high degree of acceptance for PDM. A low raw score indicated a low degree of acceptance.

The Teacher Career Cycle Inventory also produced an initial set of weighted item responses, a raw score. However, instructions were provided with this instrument whereby the weighted responses were transformed into a single score. That score represented a career stage placement. The process by which this score was derived was complicated. Every weighted item response was multiplied by each of 35 linear discriminant function coefficients for each of six columns that loosely represented the six career stages. The resulting 35 products for each column were summed and added to a constant provided for each column. The resulting six sums were added together and divided by six to produce a mean score. All of the mean scores, one per respondent, were then summed and divided by the number of respondents to produce a group mean. The individual mean scores were then grouped around the group mean in 1st, 2nd, and 3rd standard deviations. Those respondents whose mean scores fell above the 1st standard deviation below the mean were considered to be in a growing stage. Those whose mean scores fell below the 1st standard deviation below the group mean were considered to be in a stable/stagnant stage. (See Table XXIX in Appendix I for Fisher's linear discriminant function coefficients used in this study.)

One might compare various sets of raw scores derived from the TCCI in terms of the functions or dimensions with the transformed scores. This comparison could be conducted in an effort to

determine if the raw scores themselves could be used to place respondents in less discrete descriptions, such as the growing or not growing stages used in this present study. If sufficient agreement was found between the raw scores and the grouped transformed scores, the TCCI might be treated in a manner similar to instruments that seek to establish the placement of attitudes on a continuum. An example of this treatment might be to view the placement of respondents on a continuum of less growing to more growing. Research would be needed to investigate this possibility.

Concluding Remarks

More research should be conducted in both teacher career stage and teacher acceptance of participative decision making. The quality of education offered to young people in the United States must be adequate to meet the needs of a changing future. Teachers form the front line of effort in the educational process offered in public schools. Classroom teachers -- who are enthusiastic, who are growing in their teaching expertise, who interact with students positively, and who carry a positive attitude toward education as a profession (Price, 1990) -- may offer public schools improved opportunities to meet the needs of their charges. Classroom teachers, who are voluntarily involved in appropriate decision making processes with all levels of management, may offer public schools insights, expertise, and alternative possibilities in the search for improved ways to meet students needs. It is also quite possible the two areas of teacher career stage and teacher

acceptance of PDM may interact, creating feedback loops that continue or increase the positive aspects of each.

An urban school superintendent once wrote:

> I believe teachers . . . must be much more extensively involved in <u>their</u> school system in developing a better awareness of the challenges which confront us and in formulating responses to these challenges. There must be opportunities structured for such further involvement and then a willingness developed on the part of these constituent groups to get involved and give time necessary to formulate carefully developed responses to the challenges (Zenke, 1982, p. 10).

If the two aspects of teacher career stage and teacher acceptance of PDM prove supportable, knowledge gained from the study of these two aspects might lead to improved educational efforts. Teachers infused with the excitement of teaching could be at work not only teaching but also participating in the discovery of the secrets of teaching, learning, and working together to meet the challenges of educating the youth of this nation. Participating in growing more enthusiastic about teaching while they enthusiastically participate in decision making that improves the educational process could be a worthy venture for teachers.

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APPENDIXES

APPENDIX A

COVER LETTER TO TEACHERS

8734 E. 29th Street
Tulsa, OK 74129

Dear Classroom Teacher:

I am a Tulsa teacher attending Oklahoma State University as a graduate student. I believe you, as a teacher, have perceptions which may serve to improve the educational profession. Your sharing of your perceptions by participating in research presently underway would be greatly appreciated. I am requesting your participation with great respect for how busy your schedule is!

This research, a dissertation study, has been approved by the Tulsa Public Schools Research and Review Committee. The study "offers promise for... increasing the quality of public school education." Participation in the study is voluntary, is not overly demanding of time, and does not interrupt the normal school process.

An important aspect of a study eliciting information from teachers lies in the rate of responses and the level of candor on the part of the respondents. High levels in both areas lead to development of more meaningful results.

Would you take a few minutes of your time to complete the accompanying questionnaire?

Certain precautions, taken to assure your anonymity, have been included in the instructions to the questionnaire.

Should you desire information on the results of the study, a copy of the abstract of the final report will be sent to your principal and should be available for your examination. THANK YOU for your participation in this study.

Sincerely,

Dan H. Cockrell, Doctoral Candidate
Department of Educational Administration
Oklahoma State University

APPENDIX B

COVER LETTER TO PRINCIPALS

Dear Principal:

I am a Tulsa teacher attending Oklahoma State University as a graduate student. Since you are a Tulsa principal, I believe you have knowledge and impressions which may serve to improve the educational profession. Your sharing of this knowledge and these impressions by participating in research presently underway would be greatly appreciated. I am requesting your participation with a respect for how busy your schedule is!

This research, a dissertation study, has been approved by the Tulsa Public Schools Research and Review Committee. The study "offers promise for... increasing the quality of public school education." Participation in the study is voluntary, is not overly demanding of time, and does not interrupt the normal school process.

An important aspect of a study eliciting information from educators lies in the rate of responses and the level of candor on the part of the respondents. High levels in both areas lead to development of more meaningful results.

Would you take a few minutes of your time to complete the accompanying instrument?

Your participation in the completion of the instrument is vital to the success of this study. It is appreciated!

Certain precautions have been taken to assure your anonymity. These precautions will be delineated in the instructions section of the accompanying instrument.

A copy of the abstract of the final report will be sent to you for your examination. Thank you for your participation in this study.

Respectfully,

Dan H. Cockrell, Researcher
Department of Educational Administration
Oklahoma State University

APPENDIX C

FOLLOW-UP LETTER TO TEACHERS

Tulsa, OK 74129
May 5, 1991

Dear Classroom Teacher:

A few weeks ago I mailed you a packet of materials with a request that you complete an enclosed questionnaire and mail it back to me. The questionnaire was an important part of a study I am conducting in conjunction with my work on a doctorate at Oklahoma State University. Your response is very important to the success of this study. As of this date I have not received the completed questionnaire from you. As a fellow teacher I know how busy you are! Could you take a moment to complete the questionnaire and mail it to me? The sooner I receive the questionnaires I have mailed to selected participants, the sooner I can begin to ascertain the results of the study.

You may have already mailed the completed questionnaire, and I simply may have not received it as of yet. If this is the case, please accept my sincere appreciation for your time and effort.

Thank you for your help!

Sincerely,

Dan H. Cockrell
Doctoral Candidate
EAHED-OSU

APPENDIX D

FOLLOW-UP LETTER TO PRINCIPALS

8734 East 29th Street
Tulsa, OK 74129
May 5, 1991

Dear Principal:

A few weeks ago I mailed you a packet of materials with a request that you complete the enclosed brief questionnaires and mail them back to me. The questionnaires were important parts of a study I am conducting in conjunction with my work on a doctorate at Oklahoma State University. Your responses <u>are very</u> <u>important</u> to the success of this study. As of this date I have not received the completed questionnaires from you. I do know you are very busy with your work! Could you take a moment to complete the questionnaire and mail it to me? The sooner I receive the questionnaires I have mailed to selected participants, the sooner I can begin to ascertain the results of the study.

You may have already mailed the completed questionnaires, and I simply may have not received them as of yet. If this is the case, please accept my sincere appreciation for your time and effort.

Thank you for your help!

Sincerely,

Dan H. Cockrell
Doctoral Candidate
EAHED-OSU

APPENDIX E

EXAMPLE OF TEACHER QUESTIONNAIRE

INSTRUCTIONS:

1. Please do not identify yourself or your school on the Teacher Questionnaire or on the stamped, addressed envelope. A system of coded numbers has been used on all questionnaire materials to assure respondent anonymity.

2. Please complete the Teacher Questionnaire, by circling only the one response for each item that most closely fits your perception of that item as it relates to you..

3. When you have completed the questionnaire, seal it in the provided envelope and mail it by U. S. Mail.

A. Survey.

Please complete the following Demographic Survey by choosing the category that best describes you for each item. Choose only one category per item.

1. Age

22-27 ( )
28-33 ( )
34-39 ( )
40-45 ( )
46-51 ( )
52+ ( )

2. Gender

Male ( )
Female ( )

3. School Level

Elementary ( )
Middle ( )
High School ( )

4. Number of years experience

1-6 ( )
7-12 ( )
13-18 ( )
19-24 ( )
25-30 ( )
31+ ( )

5. Highest degree level attained teaching

Bachelor ( )
Master ( )
Doctorate ( )

B. Questionnaire

Directions: Please circle the appropriate letter on the response scale which best describes your attitude toward each statement.

SA - Strongly Agree
A - Agree
D - Disagree
SD - Strongly Disagree

All Responses are Completely Confidential

1.	Teachers should participate in more decision making.	SD D A SA
2.	Time spent by teachers in group decision making is wasted.	SD D A SA
3.	I Would like to participate in more shared decision making.	SD D A SA
4.	Decisions made by groups are usually weak.	SD D A SA

5.	I would prefer to leave decision making about school matters to others.	SD	D	A	SA
6.	Most teachers I know would prefer to use their time for other things than participating in group decision making.	SD	D	A	SA
7.	The time I spend in decision making with other teachers is not very productive.	SD	D	A	SA
8.	Teachers should be required to participate in decision making.	SD	D	A	SA
9.	Most decisions about schools don't lend themselves very well to group interactions.	SD	D	A	SA
10.	The teachers I know don't believe in group decision making.	SD	D	A	SA
11.	If I have participated in making a decision, I am much more likely to accept it than if I have not.	SD	D	A	SA
12.	I would not care if I never had to participate in another decision making group.	SD	D	A	SA
13.	The quality of a school is influenced by how teachers participate in decision making.	SD	D	A	SA
14.	When given a choice, I avoid decision making groups as often as possible.	SD	D	A	SA
15.	I have never participated in a group that made good decisions.	SD	D	A	SA
16.	When a committee for school-wide decisions is being formed, I am one of the first to volunteer for it.	SD	D	A	SA
17.	Most decisions made by groups of teachers are excellent.	SD	D	A	SA
18.	Some of the best decisions about schools are made by groups of teachers.	SD	D	A	SA
19.	Group decision making is a necessary evil.	SD	D	A	SA
20.	Group decision making may be OK for some teachers, but I would prefer to do without it.	SD	D	A	SA

21.	The quality of decisions made by groups of teachers more than justifies the time required to reach them.	SD	D	A	SA
22.	I cannot imagine a group of teachers making a poor decision.	SD	D	A	SA
23.	An essential condition for having a good school is that groups of teachers make many of the decisions.	SD	D	A	SA
24.	Although some groups of teachers make good decisions, even their best one could have been made better by one individual.	SD	D	A	SA
25.	If I were principal of this school, I would reduce the amount of time teachers spend in committee work.	SD	D	A	SA
26.	Group decision making by teachers assures a high quality school.	SD	D	A	SA
27.	Good administrators rely on group decision making by teachers.	SD	D	A	SA
28.	Decision making by groups of teachers contributes to high morale.	SD	D	A	SA
29.	Most decisions made by administrators are better than those made by individuals.	SD	D	A	SA
30.	I am very enthusiastic about group decision making.	SD	D	A	SA
31.	Decisions made by groups are not as good as decisions made by individuals.	SD	D	A	SA
32.	There is really no need for teachers to engage in decision making about their schools.	SD	D	A	SA
33.	For a school to function smoothly there must be shared decision making by teachers.	SD	D	A	SA
34.	Good administrators don't encourage shared decision making.	SD	D	A	SA
35.	Group decisions are not worth the time it takes to make them.	SD	D	A	SA
36.	I am pleased with the decision making by teachers in this school.	SD	D	A	SA

37. Most decisions about schools should be made by administrators. SD D A SA

C. Questionnaire

Directions: The following statements have been generated by teachers to describe themselves and their careers. Please read each item. Then circle the appropriate letter that best describes your attitude or your situation.

SA - Strongly Agree
A - Agree
D - Disagree
SD - Strongly Disagree

All Responses are Completely Confidential

1. It is exciting to decide what I'm going to teach. SD D A SA
2. I reflect on my teaching career with pride. SD D A SA
3. I still have a lot to learn about teaching. SD D A SA
4. Each year it becomes increasingly difficult to be enthusiastic about teaching. SD D A SA
5. I attend to students' individual needs. SD D A SA
6. I would be happier doing something other than teaching. SD D A SA
7. I am frustrated. SD D A SA
8. I enjoy teaching and look forward to going to work each day. SD D A SA
9. I have a tremendous amount of energy. SD D A SA
10. I am involved in curriculum development. SD D A SA
11. I am respected by my students. SD D A SA
12. Graduate coursework has helped me as a teacher. SD D A SA
13. I try to make each day better than the one before. SD D A SA

14.	I am gaining comfort and security through experience.	SD	D	A	SA
15.	I have established rapport with my students.	SD	D	A	SA
16.	I supervise student teachers/interns.	SD	D	A	SA
17.	Administration does not want to hear problems of teachers.	SD	D	A	SA
18.	I am willing to try new ideas and teaching strategies.	SD	D	A	SA
19.	I have made a positive change in my teaching assignments.	SD	D	A	SA
20.	I am generally optimistic about teaching.	SD	D	A	SA
21.	I need a push to get me through the doldrums.	SD	D	A	SA
22.	I enjoy my colleagues.	SD	D	A	SA
23.	I would like to teach part time so I could pursue other interests.	SD	D	A	SA
24.	I enjoy my students.	SD	D	A	SA
25	I dread going to work.	SD	D	A	SA
26.	I strive to improve my teaching skills.	SD	D	A	SA
27.	I provide opportunities to meet with parents.	SD	D	A	SA
28.	There are few rewards for my professional efforts.	SD	D	A	SA
29.	Parents are supportive of my teaching.	SD	D	A	SA
30.	I am enthusiastic about teaching.	SD	D	A	SA
31.	I am comfortable with most of what I teach.	SD	D	A	SA
32.	I enjoy seeing students respond positively to my teaching.	SD	D	A	SA
33.	I question the competence of decision makers in my school district.	SD	D	A	SA
34.	I want to learn from other teachers.	SD	D	A	SA
35.	The academic climate in my school is discouraging.	SD	D	A	SA

APPENDIX F

EXAMPLE OF PRINCIPAL QUESTIONNAIRE

THANK YOU FOR AGREEING TO PARTICIPATE IN THIS STUDY! Please read and follow the instructions given below. Doing so will assure anonymity for you and your teacher(s).

INSTRUCTIONS:

1. In this packet of material you should have received the following material:

    a. One copy of a list of the name(s) of the teacher(s) assigned to your building and selected (at random) for inclusion in this study. Each teacher's name will be accompanied by a coded number.

    b. One copy of the SSCS for each teacher on the list with which you have been provided.

    c. One 4-1/8 x 9-1/2 envelope in which the completed SSCS will be placed and sealed.

2. Each SSCS will have a coded number in the upper right hand corner. Please match that number with the number assigned to the teacher being placed at a career stage. As you complete the SSCS, please check the stage that best describes the one at which you believe the teacher is currently operating. Choose only one stage per teacher. Please do not identify yourself, your school site, or the teacher in question by name on any of the materials returned to the researcher.

3. The return envelope will have an identification number (separate and apart from the teacher identification number) on it. Please do not identify yourself or your school on the envelope.

4. When you have completed the SSCS for each teacher assigned to your building and selected for inclusion in the study, please place the completed SSCS instrument(s) in the provided 4-1/8 x 9-1/2 envelope addressed to the researcher and mail it by U. S. Mail.

5. THANK YOU AGAIN!

SELECTION OF CAREER STAGES (Christensen, 1986)

Directions: A number of stages in the career cycle of teachers have been identified and are summarized below. Please read the following descriptions of the stages and check the stage that best describes the teacher you are rating.

----- This stage is generally defined as the first few years of employment, when the teacher is socialized into the system. It is a period when a new teacher strives for acceptance by students, peers, and supervisors and attempts to achieve a comfort and security level in dealing with everyday problems and issues. Teachers may also experience this stage when shifting to another grade level, another building, or when changing districts.

----- During this stage of the career cycle, the teacher is striving to improve teaching skills and abilities. The teacher seeks out new materials, methods, and strategies. Teachers at this stage are receptive to new ideas, attend workshops and conferences willingly, and enroll in graduate programs through their own initiative. Their job is seen as challenging and they are eager to improve their repertoire of skills.

_____ At this stage teachers have reached a high level of competence in their job but continue to progress as professionals. Teachers in this stage love their jobs, look forward to going to school and to the interaction with their students, and are constantly seeking new ways to enrich their teaching. Key ingredients here are enthusiasm and high levels of job satisfaction. These teachers are often supportive and helpful in identifying appropriate inservice education activities for their schools.

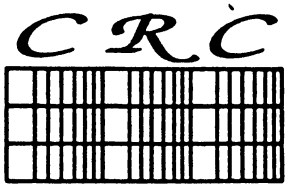
_____ At this stage teachers have resigned themselves to putting in "a fair day's work for a fair day's pay." They are doing what is expected of them, but little more. These teachers are often fulfilling the terms of their contracts, but see little value in professional development programs. They are seldom motivated to participate in anything at more than a surface level and are passive consumers of inservice efforts at best.

_____ This period is characterized by frustration and disillusionment with teaching. Job satisfaction is waning, and teachers begin to question why they are doing this work. Much of what is described as teacher burnout in the literature occurs in this stage.

_____ This is the stage when a teacher is preparing to leave the profession. For some, it may be a pleasant period in which they reflect on the many positive experiences they have had and look forward to a career change or retirement. For others, it may be a bitter period, one in which a teacher resents the forced job termination or, perhaps, can't wait to get out of an unrewarding job. A person may spend several years in this stage, or it may occur only during a matter of weeks or months.

APPENDIX G

LETTER OF PERMISSION FROM JUDITH CHRISTENSEN



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March 11, 1991

Dan H. Cockrell
8734 E. 29th Street
Tulsa, OK 74129

Dear Dan:

Thank you for your kind words about our research and willingness to help further other's work. I think you'll find as you continue to get more involved in the academic world that people's "pedestals" are usually much smaller than we imagine--if they are there at all! We are delighted that people are using and extending our work.

You do indeed have permission to use the instrumentation. All we ask is that you share a summary of your findings so we can cite you in future work. If you have questions about the instruments please contact Jay Price or Peter Burke--our statisticians for the project.

Good Luck with your work.

Sincerely,

Judy Christensen

Judith Christensen

JCC:cs

APPENDIX H

LETTER OF PERMISSION FROM WILLIAM NEIDT

UNIVERSITY OF CALIFORNIA, DAVIS

BERKELEY • DAVIS • IRVINE • LOS ANGELES • RIVERSIDE • SAN DIEGO • SAN FRANCISCO

SANTA BARBARA • SANTA CRUZ

MEDICAL SCIENCES DEVELOPMENT
UC DAVIS MEDICAL CENTER
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April 1, 1991

Dan H. Cockrell
8734 E. 29th Street
Tulsa, OK 74129

Dear Dan:

Thank you for your letter of February 22. I'm sorry I've taken so long to respond to you in writing, but as I mentioned over the phone last week, this past month has been very hectic.

First, I'm flattered that you would consider using my instrument, General Satisfaction with Shared Decision Making, for your dissertation. Of course, you have my permission to do so. When you finish your study, please send me a copy of your abstract.

For your information, I'm enclosing two recent articles that were based on my dissertation. The first one, "Factors Contributing to Teacher Satisfaction with Participative Decision Making," essentially presents the methods and findings of my study, whereas the second one, "Teacher Participation in School Decision Making," discusses the theoretical model from Chapter V. I hope they will be useful to you as credible references for justifying the use of my instrument.

Next, regarding your questions as to whether or not you should dichotomize the variables General Satisfaction and/or Teacher Acceptance with shared decision making, I strongly recommend that you <u>not</u> do so; rather, they should be conceptualized as a continuums. Here's why:

1. <u>A continuum is a more sensitive measure than a dichotomy</u>. For research in which you are attempting to describe general characteristics of a population, you need the capability to discriminate subtle distinctions. For example, in my instrument, items 1 to 37 measure General Satisfaction, each with a five-point Likert scale ranging from "0" to "4;" thus, the cumulative score for a participant conceivably could range from 0 to 148. These 148 units, then, allow you to make fine discriminations. A score of 78 might represent something different than

scores of 79, 89 or 109. With a dichotomous measure, though, you reduce this sensitivity to an "either/or" situation. All participants would be lumped together as either being satisfied or not satisfied, even though there might be important distinctions between them.

2. The dichotomous "magic point" is an arbitrary figure. In your letter, you suggest that a specific score could be selected on a continuum which would divide participants as either being satisfied or dissatisfied. In my opinion, this would be an arbitrary distinction. Let's assume, for example, that you use my instrument and derive a perfect bell shaped sample in which the median score is 78. You then decide that all those participants below 78 are dissatisfied with shared decision making and all those above are satisfied. Would a participant with a score of 77, who might have mixed feelings about shared decision making, be in the same category as a participant with a score of 65, who is somewhat dissatisfied, or even a participant with a score of 25 who is highly dissatisfied? Is it even realistic to say that groups of teachers are purely satisfied or purely dissatisfied? I think not. There are only "shades of gray."

3. The field of satisfaction research traditionally has used continuum models. If you examine instruments and theoretical models used in satisfaction research over the past four decades, I think you would find that most of them were conceived as continuums. Certainly, this was my experience when I did my literature review of satisfaction studies in educational administration, organizational behavior, psychology and marketing.

Please call me again, Dan, if you would like to discuss this further. It sounds as though you're selected a promising and worthwhile topic to investigate.

Good luck!

Sincerely

Bill Neidt

William A. Neidt, Ph.D.
Executive Director

APPENDIX I

FISHER'S LINEAR DISCRIMINANT

FUNCTION COEFFICIENTS

FISHER'S LINEAR DISCRIMINANT FUNCTIONS

STG	1	2	3	4	5	6
TCC1	-0.5444299	-0.6147548	-0.5757968	-0.8319037	-1.742764	-0.9186145
TCC2	5.900292	5.610675	5.757415	5.365447	6.049918	6.535098
TCC3	4.757123	4.428037	4.391745	3.565102	3.806599	3.810974
TCC4	3.417004	3.688882	3.721759	4.216950	4.535508	5.069037
TCC5	0.7687158	0.9680115	0.7027256	0.3452839	0.8497314	1.291655
TCC6	4.935821	4.048940	3.922105	3.766157	3.865680	4.029697
TCC7	-2.094973	-1.206218	-1.401841	-0.4646763	-0.1440291	-0.9135734
TCC8	5.169991	4.193377	4.576266	3.714547	3.812062	4.319620
TCC9	1.680248	0.8152298	0.8564206	0.2910101	0.4803729	1.007599
TCC10	-0.7063648	0.2141630	0.4871158	-0.1343574	0.4169355	0.3416813
TCC11	-0.1023439	0.2404268	0.3481354	1.122528	1.583056	0.7221385
TCC12	0.4498217	0.9772037	0.7736359	1.009007	1.163767	1.094614
TCC13	-1.899294	-1.338230	-1.152413	-1.004833	-0.6127899	-0.7804331
TCC14	-0.1942461	-0.1726232	-0.6110247	-0.2859345	-0.9941381	-0.6303548
TCC15	3.709352	4.078945	4.466386	3.210875	3.653512	2.901913
TCC16	-1.354414	-0.9188550	-0.8485516	-0.9901412	-0.8931919	-0.7552168
TCC17	0.1288341	0.2576336	0.3796192	0.6514885	0.4488725	-0.4384013
TCC18	3.598351	2.740643	2.556493	2.382359	2.249007	2.792874
TCC19	-0.2212081	-0.1887124	-0.1182530	-0.2531040	-0.5879006	-0.6749633
TCC20	3.138382	2.956751	3.123298	3.531169	2.244242	2.826591
TCC21	5.615392	4.892261	5.041660	4.449601	5.071446	4.385895
TCC22	2.590140	3.642328	3.865805	3.508217	3.794665	4.085684
TCC23	-1.781335	-1.806182	-1.825288	-1.574041	-1.890584	-1.4644334
TCC24	2.937869	3.087732	2.901253	3.869626	2.323638	3.796372
TCC25	2.464669	1.860287	1.517863	1.726637	2.226293	1.596955
TCC26	-0.4501059	-1.247719	-1.508555	-3.030652	-1.145314	-1.866874
TCC27	0.3401247	1.353969	1.701391	1.939285	1.426856	1.108327
TCC28	1.337795	1.398170	1.464389	1.446831	1.695355	1.121652
TCC29	2.918464	2.000266	2.261730	2.173277	2.471325	2.412880
TCC30	1.140389	1.339955	1.252264	-0.2993899	0.2868664	-0.686336
TCC31	-3.017046	-0.6575434	-0.6621459	0.3961897	-0.7793468	-0.8671281
TCC32	36.11784	33.39063	33.00857	32.31802	33.58237	33.78007
TCC33	1.060075	0.9550820	1.021434	0.9154252	0.3673900	0.8980704
TCC34	-3.100917	-2.431383	-2.924682	-2.324222	-1.917271	-2.644200
TCC35	1.135388	1.063512	1.146373	1.666432	1.596471	2.137321
(CONSTANT)	-172.7240	-166.5052	-167.3217	-155.1463	-164.3290	-168.3983

(PRICE, 1991)

VITA

Dan H. Cockrell

Candidate for the Degree of

Doctor of Education

Thesis: THE RELATIONSHIP OF CLASSROOM TEACHER ACCEPTANCE OF PARTICIPATIVE DECISION MAKING TO CLASSROOM TEACHER CAREER STAGE

Major Field: Educational Administration

Biographical:

Personal: Born in Post Author, Texas, December 23, 1943, the son of Herman William and Ann LaVerne Cockrell.

Education: Graduated from Gray High School, Idabel, Oklahoma in May, 1962; received Bachelor of Arts degree in English from Oklahoma State University, Stillwater, Oklahoma, in May, 1966; received Master of Education degree from Northeastern Oklahoma State University, Tahlequah, Oklahoma, in July, 1973; completed requirements for the Doctor of Education degree at Oklahoma State University, Stillwater, Oklahoma, in December, 1991.

Professional Organizations: National Education Association, Oklahoma Education Association, Tulsa Classroom Teachers Association, Phi Delta Kappa, Association for Supervision and Curriculum Development, American Educational Research Association.

Professional Experience: Teacher of English and reading in the Tulsa Public School System of Lowell Junior High School, 1966-1971; Hamilton Junior High School, 1971-1983; Will Rogers High School, 1983-1991.