

THE EFFECT OF PARTICIPATORY MANAGEMENT ON
EMPLOYEE MORALE: THE TEAMS APPROACH
IN TULSA, OKLAHOMA

By

SUSAN AULT BABBITT

Bachelor of Science
Eastern New Mexico University
Portales, New Mexico
1968

Master of Science
Oklahoma State University
Stillwater, Oklahoma
1977

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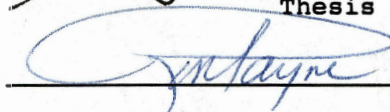
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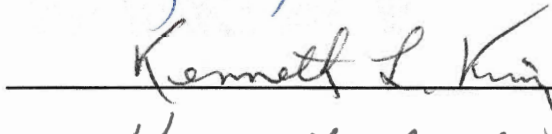
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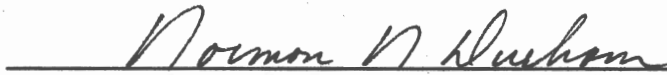


Thesis Adviser









Dean of the Graduate College

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CHAPTER I

INTRODUCTION

This study was designed to investigate the effects of TEAMS, a team management approach to school administration, on the morale of employees in the Tulsa Public Schools (TPS). TEAMS was the administrative approach used by Dr. Larry Zenke, Superintendent of the Tulsa Public Schools from 1976 through 1989. The first step taken by Zenke in establishing TEAMS as the district's administrative model was to decentralize decision making through the management team approach.

Toward Educational and Management Success (TEAMS), provided for a form of management in which the superintendent, management personnel, principals, teachers, parents, and other citizens worked cooperatively at both the central office and individual school levels to structure the kind of education they desired for their students. Such decentralization of decision making was intended to give every person in the district ownership in district achievements (Burton and Powell, 1984).

In any attempt to improve education, the role of teachers is of central importance. Frymier (1987), Maeroff (1988), and Goodlad (1984) recognized the absolute necessity of recruiting and retaining "the best and the brightest" teachers if schooling was to be improved. They noted that teachers should not be curtailed in their

efforts to improve teaching and learning. "People in policy making roles have tended to undercut teachers by creating conditions of work that blunt their enthusiasm and stifle creativity" (Frymier, 1987, p. 9). According to Goodlad (1984, p. 22) "schools that were assessed as being more satisfying had teachers with a more positive view of the workplace."

Teachers have not always been afforded the prerogatives and civilities accorded to other professionals. They rarely have had individual use of an office, telephone, typewriter, or computer. "Coffee breaks, washroom privileges, or lunch hour respite from demanding 'clients' are seldom provided" (Koff, 1988, p. 297). Since these civilities have not generally been present in the teaching environment, it is even more important that teachers be given the dignity and the recognition to be an integral part of the educational decision making that directly affects them. The majority of teachers are competent scholars, according to Maeroff (1988), and thus should be trusted with the responsibility for such decisions as the selection of textbooks and other teaching materials, the arrangement of their classrooms, and the development of their teaching styles.

That teachers should also be consulted about the rules and regulations governing the teachers is fundamental because, simply put, those who have lost the will are not likely to find the way. Teachers must [therefore] be given seats at the tables where important decisions are made (Maeroff, 1988, pp. 473-474).

"When teachers were given a greater voice in making decisions regarding classroom instruction, teacher morale was found to be

higher" (Nidich and Nidich, 1986, p. 189).

In order to develop high morale among teaching professionals, administrators should establish lines of communication, practice good human relations skills, recognize successful teaching, be democratic, clearly define educational goals, recognize the abilities of teachers, and involve teachers in curriculum planning (Frymier, 1987). If teachers' knowledge is recognized and applied, they will become even more indispensable to their schools and their school systems. They must gain control over decisions involving teaching and learning. Real reform in teacher education will require transforming teaching from its present status as a craft to a true profession in which teachers have responsibility for determining standards of excellence and are held accountable for them (Koff, 1988).

It is possible to establish an educational environment that is designed to build high morale. As Brodinsky (1984, p. 36) observed, "high teacher morale is not a matter of blue-sky dreams come true but a matter of a consistently professional school environment." Briggs (1986) concluded that the following conditions need to be present in order to improve teacher morale: two-way communications, pleasant human relations, recognition of skills, clear educational goals, democratic management, and involvement of teachers in their areas of expertise. He wrote that if these conditions of a professional educational environment were present it should be possible to develop an atmosphere conducive to high morale, esprit de corps, constructive attitudes, and feelings of self-fulfillment,

success, security, and personal worth. Ultimately, if schools succeed, such success will be based largely upon the relative skills and attitudes of their personnel. As Engel (1986, p. 104) noted, "educational programs and facilities pale by comparison to the importance of the contributions of an enlightened and satisfied staff."

"With the introduction of widespread educational reform, the public school atmosphere has changed rapidly" (Briggs, 1986, p. 316). Twenty years ago, new records were being set and successes abounded in the Tulsa Public Schools. Community support was strong and pride ran high. The district was at its peak of achievement and it grew comfortable. However, Tulsa was affected, as was the rest of the nation, by the changes in philosophy which occurred during the period of great social reform in the late 1960s and 1970s. These changes involved questions regarding the traditional values of hard work, achievement, and respect for authority.

Tulsa Superintendent Larry Zenke, stated that Tulsa

suffered somewhat less than other urban school districts, principally because the conservative nature of the community gave more resistance to the questioning of values. Perhaps because Tulsans were affected less, they became concerned earlier as to the direction public education appeared to be taking. That concern was already evident in 1976 when I became superintendent of Tulsa Public Schools (Burton and Powell, 1984, p. 3).

Through his desire to preserve and enhance the outstanding achievement initiated earlier in the school reform era, Zenke introduced a program designed to return the district to the former standards of accomplishment. The process was designed to give every

person in the district a sense of ownership in district achievements by decentralizing decision-making through the team management approach. In a letter to the Tulsa Association of Secondary School Principals, Zenke outlined the philosophy behind this team management concept.

It is only through releasing of the potential which exists within the many highly competent administrative personnel, and other staff members, already within this school system that this school system will excel to the heights of which it is capable.

If there is to be a 'Grand Plan,' perhaps that 'Grand Plan' should be releasing of the immeasurable talent, training and experiences already existing, but in many cases untapped, within the personnel of this school system (Zenke, 1984, p. 2).

Toward Educational and Management Success (TEAMS), the new TPS management system, provided for a form of management in which the superintendent, principals, other administrative management personnel, teachers, parents, and citizens of the community worked cooperatively at both the central office and the individual school levels to structure the kind of education they desired for their students. "Declining enrollment and its effects, such as the need for closing schools and eliminating staff positions were all approached through shared decision-making" (Burton and Powell, 1984, p. 3). TEAMS was thus focused on giving employees in the district a sense of ownership in the district's achievements and failures (Washington and Watson, 1976). An additional purpose of TEAMS was to provide a means of solving problems as they arose and before they got out of hand.

Any change takes trust and time. Any move from an authoritarian style of management to one of shared decision-making would take time to educate and establish trust with all participants. Zenke, realizing that it would take time and commitment, projected a minimum of five years as necessary to implement the project.

We knew the transition from authoritarian style of management to a shared decision-making style would take time. Today I can say that we have achieved the scenario observed by James Redman, former superintendent of Chicago Public Schools, in the early days of team management (Zenke, 1984, p. 10).

According to Burton and Powell (1984), Redman had stated that it was heartening to hear associates talking about what they were doing with the district superintendent, principals, and teachers to meet specific school and community needs as a result of team management. The entire team was accepting leadership responsibilities.

Statement of the Problem

The climate of the school system in which is created the best environment for learning has, as one of its major attributes, high morale among its personnel. Morale has been defined as "the emotional and mental reaction of a person to [the] job" (Brown and Sikes, 1978, p. 121) and described as "the professional interest and enthusiasm that a person displays toward achievement of individual and group goals in a given job situation" (Engel, 1986, p. 104).

The challenge of improving morale has been approached from a variety of perspectives by researchers and by practitioners. It is sometimes a tremendous job and one not to be taken lightly. Finding

and changing the conditions that influence morale can make the difference between a productive district in which students learn and one in which learning is minimal.

The purpose of this study was to investigate the implementation of Toward Education and Management Success in Tulsa Public Schools, particularly in relation to the question, "Has TEAMS, as an administrative approach, improved morale in the Tulsa Public Schools?" Specifically, a questionnaire was given to teachers, administrators, and support staff who had been employed by the Tulsa Public Schools (TPS) for 15 or more years. The following research questions served to more directly focus the study on the impact of TEAMS on these employees.

1. To what degree do TPS employees perceive that TEAMS helped to improve their morale.
2. To what degree do TPS employees report having high morale in the job setting?
3. To what degree do TPS employees understand TEAMS as defined by Zenke?
4. To what degree do TPS employees perceive TEAMS as having been successfully implemented?
5. To what degree do TPS employees report having a positive attitude toward TEAMS as an administrative approach and consider that it has been a success?
6. What do TPS employees perceive to be the primary reasons for the success or the failure of TEAMS?

Significance of the Study

There had been a major effort on the part of the Tulsa Public Schools superintendent and his staff to implement TEAMS during the period of 1976-1989. One of the objectives of TEAMS was to improve morale. If TEAMS had indeed resulted in improved morale, then such information might help other districts to implement similar projects. On the other hand, if there had not been an improvement in morale, then the leadership of the Tulsa Public Schools may want to change some elements of TEAMS to more effectively achieve such results.

Limitations

This study was limited to the Tulsa Public School system and to the impact of TEAMS on the morale of employees who had worked in the school system for a minimum of 15 years. Since the data collected were based on subjects' perceptions, the data and analysis must be considered in relation to the possible impact of history and the maturation. TEAMS was just one element affecting employee morale and relationships. It may have been difficult for subjects to respond with certainty to the influence of just this one factor.

Assumptions of the Study

It was assumed that a positive effect on people could be achieved through the decision-making process used in the TEAMS approach, which was designed to involve employees at all levels. Many problems which the district had experienced were caused by

declining enrollment. The resulting actions included school closing, grade level reorganization, and elimination. In such situations, the employees whose positions were eliminated were usually those most recently hired.

The population of employees for this study constituted a majority of all district employees. The self-report research was assumed to be the best method for the collection of data on the perceived effect on morale of employees who had been in the Tulsa Public School system throughout the period of time when TEAMS was being implemented by Superintendent Larry Zenke. This design was selected because it is based on the collection of data from members of a population to determine the current status of their morale and their perceptions of TEAMS.

Definitions of Selected Terms

The following terms and definitions were used in this study:

TEAMS was the name given by Zenke to the management style he implemented in the Tulsa Public Schools during his administration of that school system from January of 1977 to April of 1989. TEAMS is an acronym for Toward Educational and Management Success. Zenke perceived this management approach to be grounded in the "humanistic management" which united "management by objectives" with "participative management." This participative management/team management approach decentralized decision making and created a process for the superintendent, management personnel, principals, teachers, parents, and other citizens to work cooperatively as

members of a team to structure the kind of education they desired for their students. Team management provided individuals who implement decisions with a chance to participate in making those decisions. Individuals were thus encouraged to contribute their ideas to the final decisions. TEAMS also provided a way of resolving conflicting attitudes and beliefs, and it put the responsibility for making decisions as well as the success or failure, on everyone involved.

High Morale is defined for the purpose of this study as a positive attitude of the employees for their personal success in their jobs as educators and the success of the Tulsa Public School system in achieving district goals. Morale in this study has been measured through a survey asking employees to report their perceptions.

Summary

The challenge of improving the morale of personnel in the public school systems of today has been approached in a variety of ways. The TEAMS approach is the way by which the Tulsa Public School leadership attempted to boost employee morale. The main purpose of this study was to see what effect this approach had on the personnel in the system.

Chapter II contains a review of the literature that was focused on the importance of employee morale as it pertains to the success of organizations, in particular of the public school systems and the success of the students within those schools. Chapter III is

dedicated to a description of the design of the instrument and the method used to secure and analyze the information gathered for the study. Chapter IV contains a report and analysis of the data gathered through the survey. Provided in Chapter V, then, are a summary of the study as well as the conclusions, recommendations, and commentary.

CHAPTER II

REVIEW OF LITERATURE

This chapter contains a review of the professional literature relevant to a study of the effect of participatory management techniques on employee morale. The review was organized under the headings of employee morale, participatory management theory, and role and responsibilities in participatory management.

Employee Morale

Employee morale is a term with which our educational forefathers were not familiar. They would have scoffed at the ideas that employees need to feel appreciated, that the job must provide a means of personal satisfaction, and that employees should have a say in what is decided in curriculum and organizational matters (Sizer, 1984). The education profession has of course changed over the years. Americans are now very concerned with the degree of excellence of their schools, the students who are at risk, and the ability of the population to read and write. In studies of the effectiveness of schools, the employees must be included as a vital factor affecting the desired outcomes. As Sizer went on to note, it is time to realize that if teachers are given autonomy and held responsible for the learning that is taking place in the classrooms they will do their jobs better. Teaching will become more

attractive, and talented people will seek jobs in a profession that will entrust them with important things. The era of the autocratic management system is over and the new age of participatory management is being explored by educators as one of the keys to effective schools (Sizer, 1984).

Silver stated (1983, p. xiii) that "discovering theory can be an exhilarating experience." Theory has a definite relevance to the profession of educational administration and, in turn, to employees' attitudes about their jobs. In every field of work, from plumbing to selling goods and from architecture to administration, practitioners act on the basis of theories-in-use and standard procedures for getting the job done. Theories thus provide a common language for communication among administrators and a basis for learning from their peers. However, to be useful, theories used by educational administrators must be effective in solving real problems that confront them in everyday school life (Silver, 1983).

The theories that deal with the motivation of educators are the ones that are most important to this study. How do individuals experience the working world? What effect do those experiences have on their attitudes toward work and their motivation to work? This section provides a review of efforts to answer these and related questions, beginning with two relevant theories and then other related literature.

When studying the theories of motivation it is important to take into consideration Abraham Maslow. Maslow (1962) set out to prove that there were five hierarchical levels of needs that

individuals attempt to satisfy in order to be content in the various situations and are encountered in the work world and in their personal lives. Maslow's five categories of needs are: physiological, security, affiliation, esteem, and self-actualization. Each of these categories depends on the others in that needs must be met in progressive order with physiological needs met first and self-actualization as the last to be met. Motivation is the attempt to become whole, progressing step-by-step. As the needs are met the individual is motivated to continue.

Herzberg (1966) maintained that feelings of satisfaction are different in kind from feelings of dissatisfaction. He stated that there are two dimensions to every job characteristic and that satisfaction and dissatisfaction are two separate dimensions of the work experience. There are two basic types of needs that people seek to fulfill in the work world as well as in life in general. Those needs are pain avoidance, or needs associated with physical drives, and psychological-growth needs, those associated with mental development. In Herzberg's Motivation-Hygiene Theory, he stated that the motivational factors are the aspects of the job situation that fulfill employees' needs for psychological growth. These are the elements that cause satisfaction when present but not necessarily dissatisfaction when absent. Herzberg mentioned achievement, recognition, the work itself, responsibility, advancement, and the possibility of growth as six motivational factors. These factors are associated with an increased effort to work harder, thus to have more motivation, on the part of the

employee. On the other hand, hygiene factors such as compensation, working conditions, or job security can affect dissatisfaction when they are not present to a sufficient degree. According to Herzberg, then, there are two different sets of factors that affect satisfaction or dissatisfaction with work.

In the Expectancy Theory, Vroom (1964) viewed satisfaction and dissatisfaction as the springboard for motivation. The drive within a person causes a specific level of productivity. The administrator can effectively control that outcome by what is expected of the employee. Once again the areas of praise, recognition, special privileges, and opportunity for growth are the key factors to how employees perceive their roles in the workplace.

The air is full of competing ideas of how schools should be improved, but one problem has generated growing concern: the ways in which teachers view their work and the effects of teacher morale on current performance and on the future of the profession (Lortie, 1986, p. 568).

Many of the "competing ideas" regarding teacher work have been developed by studies based upon the work of Maslow, Herzberg, Vroom, and others. Following is a review of selected such studies.

Wirth (1988), a faculty member at Washington University, left the teaching profession to join the industrial work force for a few years. His observations provided some insight into how the education system ignored the personal aspects of teaching. He found that creative, caring teachers were thinking about ways to leave the profession or were staying in the profession and finding ways to survive. It seemed to be evident to these teachers that creativity

was out and the only learning that counted was the learning that could be counted. Wirth noted that students as well as teachers were in danger of being treated like bees or followers and must break out of the mold and be the architects who create the information age of education.

The choice between architect and bee confronts Americans in both schools and work. It is true that the bee-like way of treating teachers and students in schools came from American industry. Unfortunately, the chances of shifting toward the architect side may be better in industry than in the schools . . . institutions that treat us like bees violate who we are as human beings (Wirth, 1988, p. 535).

Wirth also commented on Investing in our Children, a study conducted by the Committee of Economic Development (CED) in 1985.

They are forthright in declaring that a work force educated by 'old school basics' will not be equipped to meet the challengers of turbulent change. The report calls for nothing less than a revolution in the role of the teacher and the management of schools. High tech firms, they say, are not served well by centralized, rigid bureaucracies that are hostile to creativity. They stifle it because their goal is to keep control in the hands of centralized authority. The essential obligation of organizations in the new era is 'to nurture creativity.' School policy makers must learn the lesson of industry: Give employees a stake in the system by decentralizing decision making to the lowest possible level . . . Teachers as creative actors will respond only if they are given a chance to exercise judgment and to reshape the working environment (Wirth, 1988, p. 544).

Briggs (1986), identified factors which teachers believed were the causes of high morale. The most frequently mentioned factors were:

Participation in curriculum planning,
Recognition of abilities,

Democratic style of administration,
Wholesome teacher-pupil relationships,
Established two-way communications,
Clearly stated goals,
Feelings of personal worth,
Good parent-teacher relationships,
Atmosphere of acceptance,
Attitude of cooperation,
Attitude of security,
Feeling of success,
Good human relations,
Esprit de corps,
Recognition of good teaching,
Feeling of self-fulfillment, and
Encouragement of constructive attitudes.

According to Chase (1983), if educators are to have some leverage in increasing productivity and quality in America's schools, school executives must listen to the people involved. Administrators must focus their energies on the most important and expensive resources in their control, the employees who work in the schools.

However, some school executives describe the current call for teacher autonomy as an invitation to chaos. They wonder whether a school system can function smoothly and successfully if everyone is free to do his or her own professional thing (Raelin, 1989). On the

other hand, if the energy and morale of the teachers are crucial influences on the success of the students, then every effort should be made to free instructors from distracting and demeaning duties and to reinforce their sense of control over their responsibilities (Sizer, 1984).

Cedoline (1982) stated that an era of limited job satisfaction exists in which the mental anxiety of teachers is at an all-time high. According to Cedoline, Sparks, in a 1979 study, found that 46 percent of teachers surveyed were dissatisfied with their jobs as a whole. Members of this dissatisfied group said that, if they were to do it over again, they would not choose teaching as a career. Over 54 percent said that they would probably not stay in teaching until retirement and, in fact, would likely change careers within five years. In addition, 70 percent reported that they frequently or always left school physically or emotionally exhausted, and 36 percent said work at school affected their home life. Sparks also found that 91 percent of the teachers perceived that they had little or no influence on curriculum or policy decisions, only 23 percent said that they had high-quality relationships with their administrators, and 73 percent reported that they felt pulled in different directions by expectations of students, parents, and administration. A high level of dissatisfaction was expressed regarding the level of involvement in decision making and in communicating with administrators.

These and other studies indicated a direct relationship between morale and the perceptions of the work itself. Any effort

to upgrade teaching must thus begin with improving the circumstances of teachers so that they can feel better about themselves and what they do for a living (Maeroff, 1988). With all of the information available to administrators and boards of education, it is becoming evident that the morale of the teachers has a direct effect on the learning going on in the classroom. Teachers usually start off in their profession because they want to help people, they like children, they are interested in the well-being of children, and they like to feel that they are a benefit to the community. It does not seem to take long to lower their self-esteem, make the teaching profession a "them-us" situation, and drive them out of the profession, or worse yet, keep them in the profession with a poor attitude. There must be ways to support teachers' perceptions that their jobs are important and of benefit to the community.

Money is mentioned most frequently in such discussions, and it is not an insignificant factor in boosting teacher morale, but the working conditions that lead teachers to the depth of despair are not less important (Maeroff, 1988, p. 19).

In Horace's Compromise, Sizer (1984) cited three elements that the American culture uses to signal respect: autonomy, money, and recognition. When people are given autonomy, they are told that they are trusted enough to solve existing problems. In the world of work, such autonomy and trust are called professionalism. The lawyer is trusted to write a brief, the doctor to make a diagnosis. When people are given money, the givers pay them what they think is deserved. Money is clearly an expression of priorities. Finally,

people signal respect with recognition. The Nobel prize, a Rhodes Scholarship, and other means of recognition are bestowed on the people who are selected to be honored.

Those who see themselves as having less worth than others are not likely to feel a sense of authority about what they do. Any program intended to make teachers more powerful must address the need to raise them up as people and as professionals (Maeroff, 1988, p. 19).

Although money is mentioned time and again as a morale builder, Maeroff (1988) noted that most teachers entered the profession knowing that the salary was not as high as many other professions requiring the same amount of education. To increase salaries is a complicated process because of the sources of income for schools. It is not an easy undertaking to raise salaries to the level that would satisfy all educators, but it is within the reach of most school systems to increase the autonomy and the recognition of the educational professional. Giving teachers responsibilities for making decisions that affect them and their fellow workers is one of the first steps in creating teachers who care about what happens in the school.

Ending their sense of isolation and helping teachers feel they are a part of something greater seems essential. The beginning of the end of isolation brings teachers together . . . teachers feel more powerful when they are part of a group with a common purpose (Maeroff, 1988, p. 24).

Participative Management

Teachers who are expected to be competent scholars should be trusted with the selection of texts and teaching materials. They

should be consulted about, if not given significant authority over, the rules and regulations governing the life of their school. It hardly needs repeating that being allowed to make informed decisions is one hallmark of a profession. Professionals are also held accountable for their decisions (Koff, 1988).

Stevens and Pellicer (1984) defined team management as "the sharing of decision-making and the dividing of responsibilities to more effectively utilize human resources" (p. 53). They reported that those who utilize the team management process must hold a special set of beliefs about people and listed the following tenets as necessary for the success of team management.

1. A person performs best and is most satisfied when he or she is meaningfully involved in decision-making and has an opportunity to grow personally and professionally.

2. Each staff member is crucial to the operation of an organization and will contribute if given a real opportunity.

3. An organization can be effective without relying solely on a formal hierarchical arrangement of people. Each person regardless of status or formal position in an organization should be treated equally, fairly, and with respect.

4. Each person who must carry out the decisions, policies, and regulations of an organization should be involved in determining policies and making major decisions.

5. Each person will perform his or her job responsibility better if he or she has an opportunity to interact and share ideas, information and concerns on a regular basis with those affecting and

affected by those responsibilities.

Stevens and Pellicer went on to list the benefits of team management as improved quality of decisions, increased efficiency, greater accountability, improved job satisfaction, and reduced crisis management.

While team management is not a new idea, it has moved very slowly through the halls of education. In 1977, Professors Kenneth A. Erickson and Walter H. Gmelch of the University of Oregon, wrote a monograph for Educational Research Service on the complex subject of school management teams. This monograph served as a basis for the TEAMS approach used in the Tulsa Public School system. According to Erickson and Gmelch, studies and practical implementations of the team management concept have shown the team approach contributes to a healthy, successful organization.

With the advent of team management, the basic functions of planning, coordinating, communicating, decision-making, and controlling have become more effective and thus contribute to improvement of the organization. Direct benefits accrue in quality of communication, staff motivation, coordination of tasks, and quality of decision-making (Erickson and Gmelch, 1977, p. 3).

If employees are expected to display enthusiasm and interest in the management of the school, according to Zenke (1984) it is vital that they know what team management is and how it operates. It will be necessary to work with the staff over an extended period of time on the concept of team management. It will not work if the participants have not bought into the theory of team management.

Roles and Responsibilities

If educational administrators are to establish participative management systems, there are a number of practical techniques of implementation which they must consider. According to Stevens and Pellicer (1984) the procedures for establishing a management team are simple, but important. The first step is to select the team. The make-up of the team is very important to the success of participative management. Everyone must be fairly represented and feel secure with the other members of the team. They must perceive that they will be represented. The second step is to assess the need of the site. A needs assessment could be conducted and, if so, should include all members of the staff as well as students and parents. Once the needs assessment has been completed, it will be easier to identify the specific needs of the site. Using input from the needs assessment and the major objectives of the district, decisions must then be made on the goals and objectives of the specific organization. Responsibility must be divided among members of the management team. A schedule for regular, formal meetings of the team should be established. The organizational process should be regularly assessed. The team format should be selected early and then monitored and adjusted as necessary.

But, how are the roles and responsibilities defined when a school system uses team management? As Raelin (1989) noted, chaos is not necessarily right around the corner. In fact, professional autonomy and managerial control need not be in conflict. School

systems, like other organizations that employ professionals, can be structured to allow autonomy for teachers as well as for managers. The result in most cases is better teaching and better managing. While teachers enjoy their teaching autonomy, administrative autonomy belongs to the school principal. Principals are in some ways like traffic managers or conductors in that

they make sure the activities of the people they lead complement and support each other. They also provide resources their staff members need, and they serve as points of connection between the people working under them and system-wide policy. The principal provides the conditions in which teachers can pursue their craft without having to concern themselves constantly with mundane operational matters (Raelin, 1989, p. 19).

As noted by Erickson and Gmelch (1977), the roles and responsibilities in team management must be understood by everyone on the team. The beauty of team management is that everyone has ownership of the success or the failure of the organization. Teachers want to be involved in the decisions that affect them, as do counselors, principals, custodians, students, parents, and community leaders. Team management provides the opportunity for everyone to become involved, and then makes all accountable for the results of the team decisions. It is a way to give ownership, to share in the decision-making, to hear what others have to say and to operate a successful school. The process will only work as well as the team works and that is the key to team management (Zenke, 1979).

Schneider (1984), found that teachers expressed high interest in participating in decision-making in a variety of areas. Those included:

Specifying learning objectives for each unit of instruction,
Developing means for reporting student progress to parents,
Selecting textbooks and other instructional materials,
Determining grading,
Setting and revising school goals,
Determining forms and practices used for teacher evaluation,
Evaluating how well subject department teams are working,
Hiring new faculty members for their subject department,
Establishing school discipline policies, and
Preparing budgets for subject departments.

Teachers are thus concerned with having a part in the decision-making process that directly affects their performance and responsibilities (Duttweiler, 1986).

However team management is defined or planned, it will take time to become informed, time to examine alternatives, time to formulate solutions to various other groups, and time to implement the solutions. Again, lasting change takes time (Zenke, 1979).

Summary

Employee morale is the key to effectiveness in any type of organization. There have to be reasons other than money for working for an employer or an institution. If the employees stay and work through the rough times because they perceive that they play an important role, the organization has a better chance of surviving. The basic factors affecting employee morale are recognition, responsibility, participation in decisions that concern the

employee, acceptance, security, feelings of personal worth and success, and two-way communications.

One way to increase employee morale would be to implement a type of management style that involves the employee. The TEAMS approach to management is a participative type of management which includes the employees in the decision-making process. This process gives everyone in the organization an opportunity to be involved in decisions that affect the success and failure of the organization. It must be recognized that roles and responsibilities will change. The changes will take time and education and training will be necessary in order for participatory management to be successful.

CHAPTER III

DESIGN AND METHODOLOGY

The purpose of this study was to investigate the implementation of TEAMS in the Tulsa Public Schools, particularly in relation to its impact on employee morale. The descriptive method of study was selected to assess the opinions and perceptions of Tulsa Public School employees regarding TEAMS and its effect on their morale. This chapter contains a description of elements of the research design and the methodology for data collection and analysis.

Subjects

The population for this study included all employees who had been employed by the TPS system for 15 years or more. This included all employees who had been hired no later than 1974. This group was selected in order to include employees who had served under one or more previous administrations and throughout the TEAMS administration. There were 1,580 employees in this category. The sample of 240 subjects was randomly selected from that population.

Instrument

A survey instrument was designed specifically for this study to assess perceptions of TEAMS and its effect on employee morale in the

Tulsa Public Schools. The survey, which is contained in the appendix, was given to three administrators, three teachers, and three support personnel for purposes of field testing.

The instrument was then revised based on the feedback given by this pilot group as well as by a panel of university faculty. The instrument was designed with seven separate sections. Following the introduction, a demographic section combined items designed to collect data regarding gender, age, position, employment location, and years of TPS experience of the respondent. The next four sections were used to identify respondents' perceptions and understanding of TEAMS. Part One was focused on a series of general items on TEAMS, TPS, and morale. Part Two contained seven items regarding perception of team management. In Part Three, subjects were directed to indicate their degree of agreement or disagreement with a series of statements regarding team management. Subjects were asked in Part Four to indicate reasons which they perceived as related to the effectiveness and/or the ineffectiveness of TEAMS. The final portion of the instrument provided an opportunity for respondents to make any comments they might wish to provide about TEAMS as a style of management.

Data Collection and Analysis

A copy of the survey instrument was mailed to each TPS employee in the random sample. Each survey contained instructions as to its purpose and how it should be completed and returned. Each subject was urged to respond candidly and it was made clear that the

responses would be kept confidential. In addition, each subject was given a plain stamped envelope with no identifying markings and instructed that, upon completion of the survey, it was to be placed in the envelope, which was to be sealed and returned in the U. S. mail.

A total of 169 of the 240 survey instruments were completed and returned for a return rate of 70.42 percent. Of the 150 who responded to the demographics items regarding gender, 90 subjects (60 percent) were female, while 60 (40 percent) were male. The largest group of respondents (93 or 55.03 percent) were teachers, while 34 (20.12 percent) were administrators. Support staff members accounted for 24 (14.20 percent) of the respondents and 18 (10.65 percent) either did not indicate a position or identified some other category. In considering the employment locations of respondents, 53 (31.36 percent) were in high schools, 36 (21.30 percent) in middle schools, 43 (25.44 percent) in elementary schools, 14 were at the education service center (central office staff), and five (2.96 percent) indicated employment at the maintenance, warehouse, or transportation facilities. Eighteen respondents (10.65 percent) provided another location or did not indicate any employment site.

The surveys were collected and entered into a data base for tabulation and analysis. The analysis of the data was focused on description by percentage distribution.

CHAPTER IV

PRESENTATION AND ANALYSIS OF DATA

This chapter contains a report and analysis of the data which were gathered through the survey conducted for this study. The first part of the chapter is divided into four parts, one for each of the first four numbered sections of the survey instrument. The middle portion of the chapter contains a summary and analysis of the responses to the open-ended Part 5 of the instrument. The final section of the chapter contains a summary of the findings.

Presentation of Data

Parts 1 through 4 of the instrument were used to collect data relative to respondents' perceptions regarding TEAMS in the Tulsa Public Schools (TPS), team management in general, and employee morale. Each of the following sections contains a presentation and analysis of data relative to the content of one of those parts of the instrument. The data are provided first for all respondents and then analyzed by selected demographic variables.

Part 1

Part 1 of the instrument was designed to identify the perceptions of employees regarding TEAMS and an indication of their morale as TPS employees. Table I contains data relative to the overall responses for each item.

TABLE I
RESPONSES TO PART 1 OF THE SURVEY INSTRUMENT

No.	Item Content	Percentage of Respondents, by Response		
		Yes	Somewhat	No
1	Understand TEAMS	78.11	19.53	1.18
2	Improved morale	23.08	31.36	43.79
3	Successfully implemented	13.61	47.93	36.09
4	Positive towards TEAMS	46.75	30.18	21.30
5	Enthusiastic about work	82.84	13.02	4.14
6	Proud of TPS	58.58	33.14	8.28
7	Defend TPS program	59.76	25.44	11.83
8	Like working in TPS	81.07	14.79	1.78

When asked, in Question 1, if they understood the concept of TEAMS, 78 percent of the respondents indicated that they understood TEAMS, while only 1.18 percent reported that they did not have such understanding. Although those employees understood the program, they were less inclined to consider it to have been successful. While approximately three fourths (76.93 percent) of the respondents considered themselves to have positive attitudes towards TEAMS, 30.18 percent qualified such support as "somewhat" positive. Only 13.61 percent perceived that TEAMS had been successfully

implemented, with 47.93 percent reporting that it had been somewhat successfully implemented, and 36.09 percent stating that it had not been successfully implemented. On the important question of whether TEAMS had improved morale, there was an even more balanced response with just over half indicating at least some support for such an impact.

On the other hand, the data appear to indicate that the respondents' morale may have been relatively high. Over 80 percent reported both that they liked working in the TPS and that they were enthusiastic about that work. Nearly 60 percent stated that they were proud of the TPS and would defend the TPS programs.

The following tables provide an overview of the analysis, by job category, of responses to these same questions. While a large proportion of respondents (78.1 percent) reported that they understood TEAMS, administrators were nearly unanimous in their affirmative responses, as shown in Table II. Over three fourths of the teachers reported unqualified affirmative responses to this question while less than one half of the support personnel responded in that manner. Among those who provided qualified responses, most of those indicated "some" agreement. Only two respondents, both support personnel, reportedly did not understand TEAMS at all. Respondents in the "other" job category included those who wrote in various job titles and did not identify their positions with any of the three major categories.

As shown in Table III, even though administrators were again more positive in regard to TEAMS, in this case indicating its impact

TABLE II
 RESPONSES TO PART 1, ITEM 1 OF THE SURVEY
 INSTRUMENT, BY JOB CATEGORY: DO YOU
 UNDERSTAND TEAMS?

Job Category	Percentage of Respondents, by Response		
	Yes	Somewhat	No
Administrators (n=34)	97.0	3.0	0
Teachers (n=96)	78.1	21.9	0
Support Personnel (n=24)	50.0	41.7	8.3
Others (n=13)	92.3	7.7	0

TABLE III
 RESPONSES TO PART 1, ITEM 2 OF THE
 SURVEY INSTRUMENT, BY JOB CATEGORY:
 HAS TEAMS HELPED TO IMPROVE
 YOUR MORALE?

Job Category	Percentage of Respondents, by Response		
	Yes	Somewhat	No
Administrators (n=34)	47.1	26.5	26.5
Teachers (n=96)	17.7	35.4	46.9
Support Personnel (n=23)	13.0	21.7	65.2
Others (n=13)	23.1	38.5	38.5

on the improvement of morale, less than one half gave TEAMS an unqualified affirmative response. Approximately one fourth of administrators indicated that TEAMS had improved their morale only somewhat, while a similar proportion indicated that TEAMS had not improved their morale. Teachers were less positive than were administrators, with nearly one half indicating that TEAMS had not improved morale, while nearly two thirds of support personnel who responded indicated agreement with that negative perception.

In response to Item 3, on the degree to which TEAMS had been successfully implemented, the three main groups of employees again had similar perceptions. Data in Table IV indicate that support personnel were most negative (43.5%), with teachers next (40.0%), and administrators least negative (29.4%). Only 6 of 95 responding teachers agreed that TEAMS had been successfully implemented, a perception shared by only 14 percent of all respondents.

The fourth question in Part 1 of the instrument was used to determine if longtime TPS employees had positive attitudes regarding TEAMS as an administrative approach. As the responses summarized in Table V indicated, over three fourths of the respondents perceived that they had at least somewhat positive attitudes towards TEAMS. Again, the administrators' responses were somewhat more positive than those of other employees, with support personnel again indicating the largest negative response.

Questions five through eight in Part 1 were designed to establish respondents' perceptions of their work and of the Tulsa Public Schools (TPS). When asked if they were enthusiastic about

TABLE IV
 RESPONSES TO PART 1, ITEM 3 OF THE SURVEY INSTRUMENT,
 BY JOB CATEGORY: DO YOU BELIEVE THAT
 TEAMS WAS SUCCESSFULLY IMPLEMENTED?

Job Category	Percentage of Respondents, by Response		
	Yes	Somewhat	No
Administrators (n=34)	23.5	47.1	29.4
Teachers (n=95)	6.3	53.7	40.0
Support Personnel (n=23)	21.7	34.8	43.5
Others (n=13)	30.8	46.2	23.1

TABLE V
 RESPONSES TO PART 1, ITEM 4 OF THE SURVEY INSTRUMENT,
 BY JOB CATEGORY: DO YOU HAVE A POSITIVE ATTITUDE
 TOWARD TEAMS?

Job Category	Percentage of Respondents, by Response		
	Yes	Somewhat	No
Administrators (n=34)	67.6	23.5	8.8
Teachers (n=96)	40.6	34.4	25.0
Support Personnel (n=22)	40.9	27.3	31.8
Others (n=14)	57.1	28.6	14.3

their work, over 95 percent of the responses were positive, as shown in Table VI, with only 4.14 percent indicating that they were not enthusiastic about their work. While the pattern continued with administrators being most positive and support personnel most negative, all three groups had composite responses of at least 72 percent "Yes" and 20 percent "Somewhat." It may be of interest to note that this was and the next question were the only items in the entire survey for which every returned instrument contained a response.

The sixth question in the survey was focused on pride. A total of 99 of the 169 respondents indicated that they were indeed proud of the TPS. As indicated in Table VII, there were no administrators who were not proud of TPS, while approximately 10 percent of other employees indicated such perceptions. In this item, a greater proportion of support personnel indicated the most positive perceptions than did teachers.

If they were asked to defend the Tulsa Public School programs, only 12 percent of the respondents indicated that they would not accept such a challenge. Administrators indicated overwhelming support, with only 6.1 percent indicating that they would not provide such defense, according to the data summarized in Table VIII. Teachers and support personnel responded in almost identical fashion, with slightly more than one half saying that they would defend TPS and approximately 30 percent indicating that they would be somewhat inclined to do so.

TABLE VI
 RESPONSES TO PART 1, ITEM 5 OF THE SURVEY INSTRUMENT,
 BY JOB CATEGORY: I AM ENTHUSIASTIC ABOUT MY WORK

Job Category	Percentage of Respondents, by Response		
	Yes	Somewhat	No
Administrators (n=34)	94.1	5.9	0.0
Teachers (n=96)	82.3	13.5	4.2
Support Personnel (n=25)	72.0	20.0	8.0
Others (n=14)	78.6	14.3	7.1

TABLE VII
 RESPONSES TO PART 1, ITEM 6 OF THE SURVEY INSTRUMENT,
 BY JOB CATEGORY: I AM PROUD OF TULSA PUBLIC SCHOOLS

Job Category	Percentage of Respondents, by Response		
	Yes	Somewhat	No
Administrators (n=34)	76.5	23.5	0.0
Teachers (n=96)	51.0	38.5	10.4
Support Personnel (n=25)	64.0	24.0	12.0
Others (n=14)	57.1	35.7	7.1

TABLE VIII
 RESPONSES TO PART 1, ITEM 7 OF THE SURVEY INSTRUMENT,
 BY JOB CATEGORY: I WOULD DEFEND THE TPS PROGRAM
 IF IT WERE CHALLENGED

Job Category	Percentage of Respondents, by Response		
	Yes	Somewhat	No
Administrators (n=33)	81.8	12.1	6.1
Teachers (n=93)	54.8	31.2	14.0
Support Personnel (n=24)	54.2	29.2	16.7
Others (n=14)	71.4	21.4	7.1

In response to the final question in Part 1, as summarized in Table IX, over 80 percent of the employee surveys contained an unqualified affirmative response regarding their work at TPS. Only three respondents, all teachers, said that they did not like working for the TPS, while 15 percent indicated a qualified ("somewhat") response. Administrators were unanimous in their attitudes while teachers and support personnel were similar in that three fourths liked working in TPS and one fourth expressed the belief that they somewhat liked their employment.

Part 2

In responding to Part 2 of the survey instrument, TPS employees were asked to indicate their agreement or disagreement with a series

TABLE IX
 RESPONSES TO PART 1, ITEM 8 OF THE SURVEY INSTRUMENT,
 BY JOB CATEGORY: I LIKE WORKING IN THE TULSA
 PUBLIC SCHOOL SYSTEM

Job Category	Percentage of Respondents, by Response		
	Yes	Somewhat	No
Administrators (n=34)	100.0	0.0	0.0
Teachers (n=93)	77.4	19.4	3.2
Support Personnel (n=24)	75.0	25.0	0.0
Others (n=14)	92.9	7.1	0.0

of statements relative to team management. TEAMS, as a specific management perspective, was not noted in any of the statements. Rather, the intent was to establish respondents' understanding of perspectives on the principles of participative management. For analysis, "agree" was scored as one and "disagree" was scored as zero for all items except three and five. For those two items, the scoring was reversed. A "no response" was not considered in the computation of mean scores. Table X provides a summary of the mean scores for each employee group and for all respondents on each of the seven statements in Part 2.

The overall responses of all participants indicated that the three statements with which there was the greatest degree of agreement were items two (0.91), six (0.90), and seven (0.89).

TABLE X
 DEGREE OF AGREEMENT WITH THE PRINCIPLES OF
 TEAMS, BY JOB CATEGORY

No.	Item Content	Job Category				
		Adm.	Tch.	Spt.	Oth.	All
1	Shared Responsibility	0.85	0.85	0.73	0.85	0.83
2	Promoted Compromise	0.97	0.92	0.74	1.00	0.91
3	Encouraged Group Decisions	0.91	0.82	0.87	1.00	0.86
4	Promoted Conflict Resolution	0.76	0.79	0.70	0.77	0.77
5	Encouraged Sharing of Ideas	0.91	0.77	0.61	0.77	0.78
6	Allowed Collaborative Thinking	0.97	0.88	0.78	1.00	0.90
7	Gave Role to Implementors	0.91	0.89	0.83	0.92	0.89

Those statements are repeated below.

2. Team management is a method which requires compromise and respect for others' opinions in reaching a group decision.

6. Team management is collaborative thinking in resolving problems.

7. Team management is a means of giving those who will be implementing the decisions a chance to participate in making the decisions.

The only one of these three statements that was not rated highly by all employee groups was number two. While both administrators and teachers rated that item as that with which they agreed most, support personnel agreed most with the third statement which, when reversed, read that "Team management encourages individuals to participate in a group decision."

In examining the different perspectives of the respondents by job category, the general pattern established in Part 1 was continued, with administrators generally most positive and support personnel generally least positive. The two items with the least degree of agreement, numbers four and five, had scores of 0.77 and 0.78, respectively, indicating that over three fourths of the responses were still in agreement.

Part 3

The third part of the instrument was designed to determine the attitudes of participants specifically about the TEAMS management concepts. For this segment, a five-point Likert-type scale was used, with the options to strongly agree, agree, provide no opinion, disagree, or strongly disagree. The responses were scored with +2 for "strongly agree," +1 for "agree," -1 for "disagree," and -2 for "strongly disagree." Responses of "no opinion" as well as those with no response, were not considered in the scoring. Table XI contains a summary of all responses, indicating the percent of respondents who selected each option and the mean scores.

TABLE XI
ATTITUDES OF RESPONDENTS TO TEAMS MANAGEMENT CONCEPTS

No.	Item Content	Percent of Respondents					
		SA	A	NO	D	SD	NR
1	Shared Responsibility	43.2	46.8	2.4	4.7	1.2	1.3
2	Promoted Compromise	56.2	37.9	1.8	1.8	0.0	1.6
3	Encouraged Group Decisions	62.1	32.5	1.8	1.2	0.6	1.6
4	Promoted Conflict Resolution	53.3	37.9	3.6	3.6	0.0	1.5
5	Encouraged Sharing of Ideas	54.4	36.1	2.4	4.1	1.2	1.4
6	Allowed Collaborative Thinking	59.8	33.7	3.0	1.2	0.6	1.6
7	Gave Role to Implementors	65.1	28.4	1.2	3.0	0.6	1.6

All of the statements received substantial agreement from the respondents, with strong disagreement expressed in most cases by only one or two respondents. The greatest agreement was with items three (1.60), six (1.58), seven (1.56), and two (1.55). The lowest level of agreement was with the first item.

Further analysis was focused on each separate statement and the degree of agreement expressed by those in each of the job categories. Table XII contains the mean scores, by job category, for each of the seven statements in Part 3. Unlike those in the previous portions of the instrument, the statements in Part 3 were not as highly supported by administrators. In fact, for most of the

TABLE XII
 ATTITUDES OF RESPONDENTS TO TEAMS MANAGEMENT
 CONCEPTS, BY JOB CATEGORY

Item No.	Content	Mean Scores, by Category				
		Adm.	Tch.	Spt.	Oth.	All
1	Shared Responsibility	1.15	1.37	1.35	1.33	1.31
2	Promoted Compromise	1.55	1.60	1.43	1.38	1.55
3	Encouraged Group Decisions	1.62	1.65	1.41	1.54	1.60
4	Promoted Conflict Resolution	1.39	1.57	1.35	1.36	1.49
5	Encouraged Sharing of Ideas	1.32	1.45	1.57	1.54	1.44
6	Allowed Collaborative Thinking	1.61	1.60	1.50	1.54	1.58
7	Gave Role to Implementors	[Data Not Available]				

statements, teachers had stronger agreement than did administrators. Administrators' strongest support was for items three ("Management should provide individuals with a way to participate in group decisions.") and six ("Management should encourage collaborative thinking in resolving problems."), while they indicated the least degree of agreement with the first item ("Responsibility should be shared through participative management rather than unilateral decisions."). Teachers' support was also strongest for statements

three and six, with the addition of item two ("Management should require compromise and respect for other opinions in reaching a group decision."). Support personnel shared the high degree of support for items three and six, but also showed substantial agreement with statement five ("Management should encourage the group to contribute their ideas to the chief administrator's final decision.").

Part 4

Part 4 of the instrument was divided into two sections. The first section contained 15 statements which indicated possible reasons for the effectiveness of TEAMS. The respondents were asked to indicate which statement(s) they perceived to be related to the effectiveness of TEAMS. The second portion of Part 4 also contained 15 statements, but in that case containing possible reasons for the ineffectiveness of TEAMS. Again, subjects were asked to indicate which statement(s) were perceived to be of greatest impact.

Table XIII shows the 15 statements regarding the effectiveness of TEAMS, in order of their perceived importance on the part of all respondents. Tables XIV through XVI then provide the perceptions of respondents, by their job categories, of these 15 statements.

The second portion of Part 4 of the survey instrument, as noted previously, contained 15 statements of possible reasons for ineffectiveness of TEAMS. Table XVII lists these statements in

TABLE XIII
 REASONS FOR THE EFFECTIVENESS OF TEAMS,
 AS PERCEIVED BY ALL PARTICIPANTS

Effectiveness Statement	Respondents	
	Number	Percent
Made TPS more effective for student learning	70	41.4
Found approach to be challenging	62	36.7
Helped improve my status in district	57	33.7
Improved my performance	53	31.4
Found approach to be interesting	44	26.0
Made me a part of decision-making team	43	25.4
Gave people a feeling of ownership	40	23.7
Provided better communication	40	23.7
Made employees part of decision-making team	40	23.7
Made me more effective in my area of work	38	22.5
Placed responsibility on all employees	28	16.6
Allowed people to like working as a team	26	15.4
Allowed me to help district achieve goals	17	10.1
Made others listen to my opinions	10	5.9
Gave people a say in decisions that affect them	8	4.7

TABLE XIV
 REASONS FOR THE EFFECTIVENESS OF TEAMS,
 AS PERCEIVED BY ADMINISTRATORS

Effectiveness Statement	Respondents	
	Number	Percent
Made employees part of decision-making team	15	44.1
Made TPS more effective for student learning	12	35.3
Helped improve my status in district	10	29.4
Placed responsibility on all employees	10	29.4
Improved my performance	10	29.4
Found approach to be interesting	9	26.5
Made me more effective in my area of work	7	20.6
Provided better communication	7	20.6
Found approach to be challenging	6	17.7
Gave people a feeling of ownership	6	17.7
Allowed people to like working as a team	5	14.7
Allowed me to help district achieve goals	4	11.8
Made me a part of decision-making team	4	11.8
Made others listen to my opinions	1	2.9
Gave people a say in decisions that affect them	0	0.0

TABLE XV
REASONS FOR THE EFFECTIVENESS OF TEAMS,
AS PERCEIVED BY TEACHERS

Effectiveness Statement	Respondents	
	Number	Percent
Made TPS more effective for student learning	45	48.4
Found approach to be challenging	38	40.9
Improved my performance	36	38.7
Made me a part of decision-making team	35	37.6
Found approach to be interesting	29	31.2
Gave people a feeling of ownership	28	30.1
Provided better communication	27	29.0
Helped improve my status in district	27	29.0
Made my more effective in my area of work	25	26.9
Made employees part of decision-making team	16	17.2
Allowed people to like working as a team	15	16.1
Placed responsibility on all employees	14	15.1
Allowed me to help district achieve goals	10	10.8
Made others listen to my opinions	7	7.5
Gave people a say in decisions that affect them	5	5.4

TABLE XVI
 REASONS FOR THE EFFECTIVENESS OF TEAMS,
 AS PERCEIVED BY SUPPORT PERSONNEL

Effectiveness Statement	Respondents	
	Number	Percent
Helped improve my status in district	14	58.3
Found approach to be challenging	11	45.8
Improved my performance	7	29.2
Made TPS more effective for student learning	7	29.2
Made me more effective in my area of work	5	20.8
Allowed people to like working as a team	4	16.7
Provided better communication	4	16.7
Made me a part of decision-making team	4	16.7
Placed responsibility on all employees	3	12.5
Found approach to be interesting	3	12.5
Gave people a say in decision that affect them	3	12.5
Gave people a feeling of ownership	2	8.3
Made employees part of decision-making team	2	8.3
Allowed me to help district achieve goals	2	8.3
Made others listen to my opinions	1	4.2

TABLE XVII
 REASONS FOR THE INEFFECTIVENESS OF TEAMS,
 AS PERCEIVED BY ALL RESPONDENTS

Effectiveness Statement	Respondents	
	Number	Percent
Did not interest me	136	80.5
Took too much time	108	63.9
Did not provide enough structure and guidance	94	55.6
Was not implemented at the building level	86	50.9
Allowed decisions to be made unilaterally	80	47.3
Was confusing	78	46.2
Did not give me enough structure	75	44.4
Was a weak style of management	69	40.8
Did not make a difference in my performance	49	29.0
Did not give enough control over environment	48	28.4
Did not allow people to work on their own	48	28.4
Did not make a difference in student learning	42	24.9
Did not give me a feeling of ownership	37	21.9
Did not improve communication	28	16.6
Did not involve employees in decision-making	18	10.7

order of importance, as perceived by all respondents, while Tables XVIII, XIX, and XX provide similar listings, by job categories of the respondents.

Respondents' Comments

In Part V of the survey instrument an invitation was made to the respondents to provide additional comments about the TEAMS approach to management. A number of the respondents made such written comments about TEAMS. In addition, several commented throughout the survey in relation to specific items in Parts 1-4. Several were very expressive with such comments, especially in the way in which they underlined specific words or phrases or wrote with very dark strokes of the pen. Many of the same respondents provided both positive and negative comments about TEAMS.

A subjective analysis of the comments indicated that there were a total of 16 positive comments and 68 negative comments. This would be in keeping with the traditional premise that individuals are more likely to offer complaints than compliments.

Following are representative comments made by respondents, categorized as positive and as negative.

Positive Comments

"I believe the approach is sound. As with any approach, it sounds good, but it will only be effective if it is truly implemented at the school level. Not just a bunch of words the principal uses to make himself look good. I believe it can make the

TABLE XVIII
 REASONS FOR THE INEFFECTIVENESS OF TEAMS,
 AS PERCEIVED BY ADMINISTRATORS

Ineffectiveness Statement	Respondents	
	Number	Percent
Did not interest me	27	79.4
Was not implemented at the building level	26	76.5
Allowed decisions to be made unilaterally	25	73.5
Was confusing	23	67.7
Took too much time	21	61.8
Did not provide enough structure and guidance	20	58.8
Did not give me enough structure	18	52.9
Was a weak style of management	15	44.1
Did not give me a feeling of ownership	12	35.3
Did not give enough control over environment	12	35.3
Did not allow people to work on their own	12	35.3
Did not make a difference in student learning	12	35.3
Did not make a difference in my performance	11	32.4
Did not improve communication	11	32.4
Did not involve employees in decision-making	6	17.7

TABLE XIX
REASONS FOR THE INEFFECTIVENESS OF TEAMS,
AS PERCEIVED BY TEACHERS

Ineffectiveness Statement	Respondents	
	Number	Percent
Did not interest me	77	82.8
Took too much time	62	66.7
Did not provide enough structure and guidance	54	58.1
Was not implemented at the building level	46	49.5
Allowed decisions to be made unilaterally	43	46.2
Was confusing	40	40.0
Did not give me enough structure	38	40.9
Was a weak style of management	34	36.6
Did not make a difference in my performance	28	30.1
Did not give enough control over environment	27	29.0
Did not allow people to work on their own	26	28.0
Did not make a difference in student learning	19	20.4
Did not give me a feeling of ownership	17	18.3
Did not improve communication	14	15.1
Did not involve employees in decision-making	8	8.6

TABLE XX
 REASONS FOR THE INEFFECTIVENESS OF TEAMS,
 AS PERCEIVED BY SUPPORT PERSONNEL

Ineffectiveness Statement	Respondents	
	Number	Percent
Did not interest me	20	83.8
Took too much time	15	62.5
Was a weak style of management	15	62.5
Did not give me enough structure	14	58.3
Did not provide enough structure and guidance	12	50.0
Was confusing	9	37.5
Did not make a difference in student learning	8	33.3
Did not allow people to work on their own	7	29.2
Was not implemented at the building level	7	29.2
Did not give enough control over environment	6	25.0
Did not make a difference in my performance	6	25.0
Allowed decisions to be made unilaterally	6	25.0
Did not give me a feeling of ownership	5	20.8
Did not improve communication	2	8.3
Did not involve employees in decision-making	2	8.3

teachers feel better if they can share in decision-making. If they feel better about themselves and their jobs it can't help but spill over into the classroom and improve teacher morale and student learning."

"The TEAMS approach gives us a greater sense of involvement, offering more open communication with the administrator in the building as well as fellow teachers. It gives us more opportunity to set achievable goals and develop and implement new ideas. On the down side one uncooperative individual (or one trying to dominate) can create an almost impossible situation."

"TEAMS is the only way to manage for increased effectiveness."

"TEAMS should be used to communicate the opinions and ideas to management, the ultimate decision must be left to management."

"TEAMS is effective within the school, but did not seem to be practiced at the director's level or in the area of personnel."

"With an effective principal TEAMS would be ideal. Staff must feel a part of the decision-making process in order to feel ownership of the outcome."

"I believe that shared decision-making is an extremely viable approach when it is truly understood by the participants. Lack of clear understanding was one of its greatest weaknesses in Tulsa. It is also important that top management implement with integrity and that it not be used to manipulate employees. Shared decision-making does require time. Many teachers seemed to enjoy the involvement but resented the time spent in meetings. It was extremely effective in the Open Design schools long before it was implemented as TEAMS."

"As a custodian, I am not involved as much as some others but I sat in on some meetings at the other school where I was when it started, so I know some things about TEAMS. I do think it is a good idea."

"The TEAMS concept is wonderful, the best I know of, but there are no checks on administrators who suddenly decide to be unilateral."

"I strongly approve and support this management style. However, I did not understand it until I made it the topic of a term paper in a class at UCT. When I researched the material and saw how this approach fit into the broad spectrum of management styles it greatly appealed to me. I think its implementation into the schools met with resistance on the part of the teachers because it was poorly represented to them."

"I think we must not forget that all decisions cannot be made by everyone in a building. Some decisions are administrative and must be made by an administrator. I do not believe that TEAMS should take the place of a principal. However, programs and schedules which must depend on the teachers to be implemented should also be decided upon by those teachers. I feel the combination of TEAMS and unilateral management should be used for the most effective approach to any school."

"In my experiences only about half of the teachers want to be involved in participative decision-making. However, the ones that are involved in making the decisions work much harder in carrying out the decisions to enhance the success of the project. Those not

involved, but have had the opportunity to do so, are less likely to be obstacles to the success of the participative decision."

"I like team management, but it does take a great deal of time if it is implemented as it should."

"I think the teams approach is very effective and TPS hopefully will continue to utilize this approach."

"I think it is important for administrators to listen to input. I don't agree that the decision of the team is always the correct one. Perhaps a mixture or combination of both styles would produce more effective leadership."

"TEAMS, when implemented at the building level takes time, but is effective."

Negative Comments

"In theory, this is a wonderful idea. However, it seems to have bogged down somewhere. The only decisions I have seen made using this method are those that might catch some flack."

"As far as I'm aware, I don't think I've ever been involved in the TEAM approach. I only do what I've been told by either the principal, the head man, or a letter from the maintenance department."

"Effectiveness depends entirely upon the administrator. Many principals simply give 'lip service' to the idea. I've seen (and heard of several) situations where teams have agreed upon a policy or program but the principal has chosen to ignore team recommendations. Until there is a way for checks and balances of

the TEAMS then no one can be sure that TEAMS is or isn't working."

"I do not like large group decisions. I do not think large groups can arrive at a decision effectively. I prefer highly educated, highly qualified individuals making decisions that concern education and our children."

"If the TEAMS approach is working at the building level, I don't recognize it."

"I like the theory, but at the building level it was never implemented except in a cosmetic manner. Committees met, but were given no real power or were pressured into making pre-determined decisions."

"Communication is fine, but, someone needs to say I am the boss. I can and will make decisions. Too much compromise dilutes decisions."

"This does not apply to my position or working conditions."

"Too, too often when you ask for the opinions of others, that's all you get, their opinion . . . no reason, no substance, no rationale, no logical thinking; just their dumb opinion."

"Many people do not want to be responsible for anything."

"I am only an assistant, I don't think I can help with this. I don't know anything about TEAMS."

"In order for this style of management to work, upper managers have to really make an effort to allow true participation to take place and to become part of the team as well."

"This management style is workable only if there is time to implement it."

"I often have the feeling a decision had been reached and we were simply going through an exercises."

Summary

The results of the survey were summarized in relation to each of the research questions. This summary is provided below.

1. To what degree to TPS employees perceive that TEAMS helped to improve their morale? Nearly one quarter (23 percent) of the respondents indicated that TEAMS had helped to improve their morale, 31 percent indicated that it had somewhat helped to improve their morale, and 43.7 percent indicated that it had not helped.

2. To what degree do TPS employees report having high morale in job setting? To answer this question it was necessary to look at two questions on the survey. In regard to the first one, "I am enthusiastic about my work," 140 (82.8 percent) of the respondents indicated agreement, 22 (13 percent) indicated that they were somewhat in agreement and 7 (4 percent) disagreed. In response to the second item, "I am proud of Tulsa Public Schools," 99 (58.5 percent) indicated agreement, 56 (33 percent) were somewhat in disagreement, and 14 (8 percent) disagreed. While those items did not actually ask if morale was high, they did ask how the respondents perceived their attitudes towards their work and their place of work. If their morale was not high, the questions would likely not reflect the positive responses that they did.

3. To what degree do TPS employees understand TEAMS as defined by Zenke? In order to determine the respondents' understanding of

the TEAMS concept as defined by Zenke, a series of seven questions on the TEAMS concept was asked (in Part II) of each respondent. According to Zenke's definition of TEAMS there was a correct answer to each of these seven questions. Those correct answers were provided for all seven items by 97 respondents. Only nine respondents provided the incorrect response to each of the seven items.

4. To what degree do TPS employees perceive TEAMS as having been successfully implemented? Twenty-three respondents (13.6 percent) indicated that they believed that TEAMS was successfully implemented into the TPS while 81 (47.9 percent) reported that TEAMS was somewhat successfully implemented and 61 (36 percent) responded that they did not believe that it had been successfully implemented.

5. To what degree do TPS employees report having a positive attitude toward TEAMS as an administrative approach and consider that it has been a success? Seventy nine (46.7 percent) of the respondents had a positive attitude about TEAMS. Fifty-three (30 percent) has a somewhat positive attitude about TEAMS and 36 (21.3 percent) had a negative attitude about the TEAMS concept.

6. What do TPS employees perceive to be the primary reasons for the success or the failure of TEAMS? The most commonly perceived reasons for the success of TEAMS are listed in order of selection by the respondents:

*I perceive TPS to be more effective for student learning because of the TEAMS approach (41.4 percent).

*I find the TEAMS approach challenging (36.6 percent).

*TEAMS has helped improve my status in the district (33.7 percent).

*My performance has improved due to TEAMS (31.3 percent).

*I like being a part of the decision-making team (25.4 percent).

The most commonly perceived reasons for the failure of TEAMS are listed in order of selection by the respondents:

*The TEAMS approach does not interest me (80.4 percent).

*The TEAMS approach takes too much time (63.9 percent).

*Effective administration needs to provide more structure and guidance than the TEAMS approach provided (55.6 percent).

*TEAMS was not implemented at the building level (50.8 percent).

*Under the TEAMS approach decisions were made unilaterally (47 percent).

CHAPTER V

SUMMARY, CONCLUSIONS, RECOMMENDATIONS AND COMMENTARY

This study was designed to investigate the effect on employee morale of TEAMS, an administrative approach to participative management. This approach was implemented in the Tulsa Public School system by Superintendent of Schools Dr. Larry Zenke from 1976 to 1989. The survey used in this study was focused on the perceptions of individuals who had been employed with the school system for the entire length of time that TEAMS was implemented. This final chapter includes a summary of the study, followed by conclusions and recommendations. The last portion of the chapter contains a commentary on the effects of TEAMS on the employees of the Tulsa Public Schools.

Summary

In the statement of the problem, it was noted that a school system recognized as having one of the best environments for learning has, as one of its major attributes, high morale among its personnel. Morale was then defined as "the emotional and mental reaction of a person to [the] job" (Brown and Sikes, 1978, p. 121) and further described as the professional interest and enthusiasm that a person displays toward achievements of individual and group

goals in a given job situation (Engel, 1986). The challenge of improving morale has been approached in a variety of ways by both researchers and practitioners. Finding and changing the conditions that influence employee morale can make the difference between a productive district in which students learn and one in which learning is minimal.

The investigation was guided particularly by the question, "Has TEAMS, as an administrative approach, improved employee morale in the Tulsa Public Schools?" Six research questions were used to further guide the study.

1. To what degree do TPS employees perceive that TEAMS helped to improve their morale.

2. To what degree do TPS employees report having high morale in the job setting?

3. To what degree do TPS employees understand TEAMS as defined by Dr. Zenke?

4. To what degree do TPS employees perceive TEAMS as having been successfully implemented?

5. To what degree do TPS employees report having a positive attitude toward TEAMS as an administrative approach and consider that it has been a success?

6. What do TPS employees perceive to be the primary reasons for the success or the failure of TEAMS?

The population of this study included all 1,530 TPS employees who had been employed for at least 15 years. A survey instrument was designed for the study as a means of assessing the

perception of employees regarding TEAMS itself and its impact on employee morale. The instrument was sent to a random sample of 240 subjects. Responses were received from 169 (70.42 percent) of those in the sample.

The study found that 78 percent of the respondents reported that they understood the definition of TEAMS but only 54 percent perceived that it had helped to improve their morale to some degree. The response to both of these questions indicated that administrators and teachers were very similar in their perceptions. While 46.7 percent of the respondents had a positive attitude toward TEAMS, only 13.6 percent of the respondents perceived that it had been somewhat successfully implemented. In responding to questions related to perceptions of the respondents as they relate to TPS and the work environment, 82.8 percent indicated that they were enthusiastic about their work, 58.5 percent indicated that they were proud of TPS, 59.7 percent indicated that they would defend the TPS program if it were challenged, and 81 percent indicated that they liked working for the TPS.

The respondents indicated that they understood the concepts of participative management with all questions in the relevant section of the instrument answered affirmatively by 80 to 86 percent of the respondents. The respondents were then asked if they agreed or disagreed with the concepts of team management. The respondents indicated that they agreed with the concept of team management by a large percentage. All of the questions in that section of the

instrument were answered with the "Strongly Agree" or "Agree" options by 43 to 65 percent of the respondents. The indications were that they agree with the concepts of team management. It is interesting to note that administrators, teachers, and support staff were in agreement on each question.

The respondents were asked to identify reasons that they perceived to have been responsible for the effectiveness of TEAMS. There was a greater difference in responses in this section than in any other section. Administrators, teachers, and support staff had differences of opinions as to the reasons for the success or failure of TEAMS. For example, 44 percent of the administrators perceived that employees liked being a part of the decision-making team, but only 17 percent of the teachers and eight percent of the support staff perceived that employees liked being a part of the decision-making team, 45.8 percent of the support staff found it challenging and 17.6 percent of the administrators found it to be a challenge. The difference might be due to the fact that administrators have more experience in that area than teachers or support staff have had in the past.

When the respondents were asked to identify reasons that they perceived were responsible for the ineffectiveness of TEAMS, there was more agreement among the administrators, teachers, and support staff. For example, 79.4 percent of the administrators, 82.8 percent of the teachers, and 83 percent of the support staff indicated that the TEAMS approach did not interest them. About 80 percent of the respondents agreed with that statement, while 63.9

percent of the respondents agreed that the TEAMS approach takes too much time. There was a difference of opinion on the statement that under the TEAMS approach decisions were made unilaterally. Almost three fourth of the administrators perceived that decisions were made unilaterally while only 46 percent of the teachers and 25 percent of the support staff perceived that decisions were made unilaterally. Only 50.8 percent of all the respondents perceived that TEAMS was implemented at the building level.

Conclusions

The results of this study led to the following conclusions.

1. Tulsa Public School employees with lengthy service in the district understand and support the concept of TEAMS.
2. Those same Tulsa Public School employees agree with and support the theory of participative management.
3. TEAMS had helped to improve employee morale to some degree.
4. TEAMS had been implemented with some degree of success in some areas of the TPS school system more than in other areas.
5. The majority of TPS employees were enthusiastic about their work and were proud of Tulsa Public Schools.

Recommendations

The conduct and results of this study have led to the following recommendations for further research.

1. A further study should be focused on employees who have been with the Tulsa Public School system for less than 15 years in order to compare their perceptions to those of the employees with longer tenure.

2. Further study should be conducted in other schools that have implemented the participative management approach in order to investigate their techniques and their results.

Recommendations for school systems using participative management are as follow.

1. Adequate time must be allocated for implementation of a participative management approach. Employees cannot be expected to give their own time on a regular basis. TEAMS takes time and commitment and time allocations must be part of the implementation plan.

2. Regular staff development seminars should be offered on the building level and on the district level. Since employees have been trained for years to work alone or under close supervision, it will take retraining to establish effective teaching for working on a team.

3. Changes in a system should be handled systematically. Too many changes at one time can be confusing and frustrating. A "Grand Plan" should be created with specific goals and timelines. This should be generally known and understood by all employees so that changes will not be surprises.

Commentary

There are three themes running through the study. The first is based on the TEAMS concept that Superintendent Larry Zenke implemented in the Tulsa Public Schools (TPS). It was hoped that the TEAMS approach to management would provide a feeling of ownership in the decisions that have to be made to operate a school system. The idea was that the more employees who supported and participated in the concept, the better the working relationship would be among administrators, teachers, support staff, and the community. Especially in times of economic stress, as Oklahoma has been having, employees need other reasons besides financial benefits to work for a system.

As the survey indicated, the employees understood the concept of TEAMS, but did not believe that it had been completely implemented into the TPS system. Many of the responses to this question were in the "Somewhat" category. Since the survey also indicated that the employees were enthusiastic about their work, it is possible that TEAMS had more to do with raising their morale than they had perceived.

The second theme is based on the concept of team management. The survey indicated that the employees understood and agreed with the theory of team management.

The third theme is based on employee morale. One of the key objectives of TEAMS was to improve employee morale. Did the employees feel better about their workplace and their positions

within the school system because of team management? The respondents indicated that their morale had not improved due to TEAMS.

Especially in the comment section, it was repeated time and again that team management looked good on paper but that it took too much time, that it was not really implemented in the various schools, and that decisions were still made unilaterally. If the participative management approach was based on an entire school system, therefore, it was expected to be consistent throughout the district. There seems to be a real breakdown in credibility and effectiveness if administrators of some buildings use participative management and some do not. There also needs to be a way of insuring that what is reported to the central office as happening is really happening at the site. Team management cannot be effective if it exists just on paper and is not really being implemented. Integrity must be the forefront of all team management practices. If what is said is what is done, whether it works or not, trust is established and employees will try to make it work.

The responses to the survey were very interesting and in some cases surprising. Like the ostrich with his head in the sand, it is important to understand that everyone does not believe in the same way. It may be difficult to imagine that some people work better in an autocratic type of situation than in a participative situation. But the findings in this study indicate that some people prefer specific directions and do not want to make decisions.

Employees select their occupations for various reasons. Some people prefer the safety of being a line worker, just doing what they are told. For these people, TEAMS is a very difficult concept to adopt. It will take understanding, trust, and consistency to convince them that such involvement is safe and effective. One of the main themes that appeared throughout the comments was that teachers did not trust administrators, that administrators did not trust their directors, and/or the superintendent, and that support staff did not trust their managers. The employees who were the most verbal were the ones with the questions concerning who really was in charge, who really was listening to them, and where the buck did stop.

The survey answers indicated that TEAMS was alive in the Tulsa Public Schools, although not totally accepted or implemented. The respondents understood the concepts of team management and appeared to appreciate the fact that they were being given a change to be a part of the decision-making team. When given the chance to identify the reasons for the effectiveness or ineffectiveness of TEAMS the results were very interesting. Only 23 percent of all the respondents selected the reason "most employees like to be a part of the decision-making team" and only 4.7 percent reported that "people like to have a say in decisions that affect them." The answers given in this section indicated that a lot of training and education must be offered in a system that intends to use participative management.

The younger generation will perhaps take to this concept more quickly but the people surveyed had been working for at least 15 years and therefore fell into an age group that may not be used to working in teams. The younger generation has been involved in team situations more often, as this concept has been used more and more since the late 1970s. It would be interesting to give the same survey to employees who had been in the system since 1980.

The comment section provided another means of saying what was really on the minds of the people who were surveyed. The comments were basically negative, but only part of the population chose to comment and this seemed to be a place to really express their concerns. Is it true in most surveys that the negative comments come out and that if the respondents were satisfied they did not take the time to comment? If conclusions were based only on a comment section, one would say that TEAMS was not working. But, that is not the conclusion that can be drawn from a compilation of all the survey information.

There have to be reasons for working for an organization other than financial gains. True, individuals might not work at all if they were financially independent. But since that is not the case for the majority of people, gainful employment is necessary. Since employees spend at least eight hours of their day at the worksite, it seems important that the worksite offer something besides a paycheck. Also, in times of a slow or maybe stalled economy, there have to be other reasons to entice employees to stay with the organization. TEAMS is an attempt to offer those other

reasons. If high morale is the result of employees having a say in what they do, ownership in the decisions that affect them, a feeling of pride in the organization, and responsibility for their own space, it seems that participative management is the form of management that offers those opportunities. Management forms cannot change overnight. Training and communication are vital to the successful implementation of a new form of management. An open dialog must exist among all employees. There must be ways of working with the structured individuals who do not want to participate in or make decisions. If participative management becomes as rigid as the autocratic type of management, what changes have really been made?

Participative management gives the employees those reasons for working that the paycheck does not fulfill, particularly a sense of control over their lives. If the concept is implemented and the majority of the employees perceive it to be a successful form of management, then all participants are the winners, particularly the students who, as the ones closest to the employees, benefit from the attitude of those employees. People who feel good about where they work are much more effective than those who do not.

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APPENDIX

May 14, 1990

Dear Colleague,

As a part of my doctoral program at Oklahoma State University I am writing a dissertation on the subject of the TEAMS approach to administration in Tulsa Public Schools. I need your assistance in completing my studies by answering this survey and returning it to me. This is part of my doctoral research and is not related to my job responsibilities with TPS.

TEAMS (Towards Educational and Management Success) is a form of management in which the superintendent, other management personnel, principals, teachers, parents, and other citizens work cooperatively both at the district level and within individual schools to structure the kind of education they desire for their students.

This survey has been limited to employees who have been with the district for at least 15 years and who were randomly selected from that population. The surveys are unmarked to ensure confidentiality.

In order to complete my dissertation by this summer I will need your data no later than June 1, 1990. I know that this is a busy time of the year and apologize for adding to your paperwork. If you have any questions please give me a call. (1-371-5897 - collect)

Thank you again for your assistance.

Please return the survey in the stamped, addressed envelope provided.

Sincerely,

Susan Babbitt

For analysis of data please check all positions and locations that apply to your employment in TPS.

Gender: Male Female

Age Category: Under 40 41-50 51-60
 Over 61

POSITIONS: Teacher
 Administrator
 Support Staff

LOCATIONS: ESC
 High School
 Middle School
 Elementary School
 Maintenance/Warehouse

Number of years you have worked for Tulsa Public Schools _____

PART 1

Please check the response that most closely fits your perceptions of each statement.

1. Do you understand TEAMS as defined on the first page?
Yes _____ Somewhat _____ No _____
2. Has TEAMS helped to improve your morale?
Yes _____ Somewhat _____ No _____
3. Do you believe that TEAMS was successfully implemented in the Tulsa Public Schools?
Yes _____ Somewhat _____ No _____
4. Do you have a positive attitude toward TEAMS as an administrative approach?
Yes _____ Somewhat _____ No _____
5. I am enthusiastic about my work.
Yes _____ Somewhat _____ No _____
6. I am proud of Tulsa Public Schools.
Yes _____ Somewhat _____ No _____
7. I would defend the TPS program if it were challenged.
Yes _____ Somewhat _____ No _____
8. I like working in the Tulsa public school system.
Yes _____ Somewhat _____ No _____

Part 2

Do the statements below match your perception of the TEAMS management approach as implemented with TPS during the past 15 years. Indicate whether you agree or disagree.

1. Team management is a way of sharing responsibility through participative management rather than unilateral decisions.
Agree _____ Disagree _____
2. Team management is a method which requires compromise and respect for other opinions in reaching a group decision.
Agree _____ Disagree _____
3. Team management does not encourage individuals to participate in a group decision.
Agree _____ Disagree _____
4. Team management is a way of resolving conflicting attitudes and beliefs.
Agree _____ Disagree _____
5. Team management discourages individuals from contributing their ideas to the chief administrator's or board's final decision or action.
Agree _____ Disagree _____
6. Team management is collaborative thinking in resolving problems.
Agree _____ Disagree _____
7. Team management is a means of giving those who will be implementing the decisions a chance to participate in making the decisions.
Agree _____ Disagree _____

Part 3

Please circle the number that best describes the degree to which you agree or disagree with each of the following statements.

1. strongly agree
2. agree
3. no opinion
4. disagree
5. strongly disagree

1. Responsibility should be shared through participative management rather than unilateral decisions.
1. _____ 2. _____ 3. _____ 4. _____ 5. _____
2. Management should require compromise and respect for other opinions in reaching a group decision.
1. _____ 2. _____ 3. _____ 4. _____ 5. _____
3. Management should provide individuals with a way to participate in group decisions.
1. _____ 2. _____ 3. _____ 4. _____ 5. _____
4. Management should provide a way of resolving conflicting attitudes and beliefs.
1. _____ 2. _____ 3. _____ 4. _____ 5. _____
5. Management should encourage the group to contribute their ideas to the chief administrator's final decision.
1. _____ 2. _____ 3. _____ 4. _____ 5. _____
6. Management should encourage collaborative thinking in resolving problems.
1. _____ 2. _____ 3. _____ 4. _____ 5. _____
7. Management should give those who will be implementing the decisions a chance to participate in making the decisions.
1. _____ 2. _____ 3. _____ 4. _____ 5. _____

Part 4

I perceive the TEAMS approach as being effective because:
(circle the numbers for your reasons.)

1. Most employees like being part of the decision-making team.
2. People like to have a say in decisions that affect them.
3. Most people like working as a member of a team.
4. My opinions are listened to by other team members.
5. I am effective in helping the district succeed in achieving goals.
6. I find the TEAMS approach interesting.
7. I find the TEAMS approach challenging.
8. Most people like having a feeling of ownership.
9. TEAMS provides better communications.
10. TEAMS has helped improve my status in the district.
11. I like being a part of the decision-making team.
12. My performance has improved due to TEAMS.
13. The TEAMS approach places responsibility on all employees.
14. I perceive TPS to be more effective for student learning because of the TEAMS approach.
15. I perceive that I am more effective in my area of work because of TEAMS.

COMMENTS

If you care to make other comments about the TEAMS approach, please feel free to do so. I really want to know what you think about this management style.

Again, I want to thank you for your cooperation. It is very important that I receive these by June 1, 1990.

I perceive the TEAMS approach as not being effective because:
(Circle the numbers for your reasons.)

1. The TEAMS approach takes too much time.
2. The TEAMS approach does not interest me.
3. The TEAMS approach is a weak style of management.
4. I need more structure than TEAMS can give me.
5. I need more control of my own environment than TEAMS gives me.
6. Many people prefer to work on their own.
7. TEAMS has not made a difference in my performance.
8. Under the TEAMS approach decisions were made unilaterally.
9. Effective administration needs to provide more structure and guidance than the TEAMS approach provided.
10. Employees in my position were not involved in the decision-making process.
11. TEAMS was not implemented at the building level.
12. Communication was not improved.
13. TEAMS approach was confusing.
14. TEAMS has not made a difference in student learning.
15. TEAMS did not give me a feeling of ownership.

VITA

Susan Ault Babbitt

Candidate for the Degree of

Doctor of Education

Thesis: THE EFFECT OF PARTICIPATORY MANAGEMENT ON EMPLOYEE
MORALE: THE TEAMS APPROACH IN TULSA, OKLAHOMA

Major Field: Educational Administration

Biographical:

Personal Data: Born in Lockhart, Texas, December 24, 1944, the
daughter of Robert M. and Mildred S. Ault.

Education: Graduated from Ponca City High School, Ponca City,
Oklahoma, in May, 1963; received Bachelor of Science
degree in Library Science and English Education from
Eastern New Mexico University in Portales in May, 1968;
received Master of Science degree in Curriculum and
Instruction from Oklahoma State University in August,
1977; completed requirements for Doctor of Education
Degree in Educational Administration from Oklahoma State
University in December, 1990.

professional Experience: English Teacher, Lewis and Clark
Junior High School, Tulsa, Oklahoma, September, 1968 to
May, 1968; Library Media Specialist, Lewis and Clark
Junior High School, September, 1969 to May, 1973 and Mason
High School, September, 1973 to May, 1979, Tulsa Public
Schools; Curriculum Coordinator, Tulsa Public Schools,
September, 1979 to Present.