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PARTICIPATION IN DECISION-MAKING BY ELEMENTARY

TEACHERS IN SMALL JURISDICTIONS

by

ⓒ     HOWARD CLIFFORD LUND


A THESIS

SUBMITTED TO THE FACULTY OF GRADUATE STUDIES AND RESEARCH

IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE DEGREE

OF MASTER OF EDUCATION



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The undersigned certify that they have read, and recommend to the Faculty of Graduate Studies and Research, for acceptance, a thesis entitled PARTICIPATION IN DECISION-MAKING BY ELEMENTARY TEACHERS IN SMALL JURISDICTIONS submitted by HOWARD LUND in partial fulfilment of the requirements for the degree of MASTER OF EDUCATION.

Margaret Haughey

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Date ... June 29, 1988

# ABSTRACT

This study was designed to investigate the distribution of decision-making authority as perceived and preferred by elementary teachers in two small jurisdictions in Alberta. It was a replication of a study undertaken by Chan-Young Chung in 1985, in which teachers from fifteen urban schools were chosen as participants.

The distribution was examined by the relative degree of involvement by the individual teacher, the staff group, the principal, and the external authority concerning each of fifteen tasks common in schools. The study was also designed to examine the discrepancy between the perceived and preferred involvement of each decision-making level for each task, and the overall satisfaction of teachers with their involvement in decision-making.

The researcher modified a questionnaire used by Chung. It was sent to all 214 elementary teachers in the two jurisdictions. The total number of returns was 100(46.7%), of which 93(43.5%) were accepted for analysis.

As Chung had earlier discovered, teacher autonomy was perceived to be substantial with regard to classroom management. However, this study indicated that teachers had substantial amounts of autonomy in three areas outside the classroom as well, which Chung did not find. Collegial control, as Chung found, was perceived as being weak in most of the tasks.

The authority structure preferred by teachers was

somewhat different from what presently exists. Teachers
tended to prefer more authority for the individual teacher
and for the staff group than at present. However, the study
also showed that teachers conceded a substantial amount of
authority to the principal, something which was not shown in
Chung's study. It is apparent that teachers wanted to
extend their control further into areas which are related to
classroom management, and to a limited extent into areas
which are traditionally administrative areas of involvement.

The highest decisional deprivation scores of teachers
were in areas removed from the classroom. There were
decisional deprivation scores for all tasks.

Teachers were generally slightly satisfied with their
involvement in decision-making overall. Most of the free
responses of teachers were from teachers who had a negative
attitude towards their involvement in decision-making.

In general, teachers did want a greater level of
decision-making authority than they presently enjoyed. At
the same time they indicated a desire to have their
principal exercise a substantial amount of authority in
tasks removed from the classroom.

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## CHAPTER ONE

## INTRODUCTION AND STATEMENT OF THE PROBLEM

One of the important components of effective schools involves teacher participation in decision-making, which "has been widely recognized as being at the heart of organization and administration"(Owens, 1987:267). Within the traditional hierarchical structure of educational systems, most decisions have been made by central office administrators and by the school principals. The classroom teacher generally has not had much input into decisions which are made beyond the classroom walls(Barth, 1986).

Current literature on school effectiveness, however, demonstrates the need for classroom teachers to be involved in the decision-making process.

> While participation is of little concern to defenders of the bureaucratic tradition, it has become a central feature of many modern educational organizations. Indeed, for more than a decade principals and other administrators have been regularly exposed to the belief that participatory decision-making is crucial for administrative effectiveness(Gunn, Holdaway, & Johnson, 1988:2).

In working towards greater school effectiveness, the administration seeks and values teacher participation "especially when the decisions affect work planning, assignment, and scheduling "(Marks, et al., 1985:99). In effective schools, "decisions become conscious, well-

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reasoned choices rather than arbitrary or automatic reactions"(Rosenholtz, 1985:373). On the other hand, "expulsion from critical choices leads to a pervasive feeling of inefficacy that erodes the profession"(Barth, 1986:473). In a review of related literature on decision-making, Marks, et al. (1985:502) commented that there was an increased desire by teachers to be involved in "decision-making at all levels". Evidence shows that if teachers are allowed to participate in the decision-making process, they are more satisfied with their work(Chung, 1985:34). Being involved in decision-making may then lead both to higher levels of teacher satisfaction and also contribute to the general effectiveness of the school.

A study conducted by Chan-Young Chung(1985) examined the levels of teacher participation in decision-making in fifteen urban schools, involving elementary, junior high, and senior high teachers. Included as an integral part of the research was the measuring of levels of teacher satisfaction and dissatisfaction as related to participation in decision-making.

Chung gathered his data from an urban jurisdiction which has relatively large schools, each with several administrators. In such a system, decisions may be passed down through well-established formal channels. The administrative structure involves several decision-makers, and there may be more costly decisions to make. This jurisdiction also used decentralized budgeting, which creates a

decentralized the decision-making process. Many matters concerning resource allocations are therefore decided at the school level. We may assume that Chung's findings may be most appropriate for large urban jurisdictions.

This study is designed to be a replication of the Chung study, except that decision-making in smaller jurisdictions will be examined. Findings may be quite different for jurisdictions where the administrative structures are smaller and less complicated. Both the schools and the central offices require far fewer administrators. In small jurisdictions, principals are also teachers as well as administrators.

Decisions are arrived at in different ways. In larger jurisdictions, there are formal channels and procedures to follow, whereas in small jurisdictions decision-making may feature frequent informal discussions.

Teachers in small jurisdictions have fewer resources to work with, and these resources may be more tightly controlled by the central office. They may have less preparation time and possibly larger class sizes. On the average, teachers in small jurisdictions earn less money than their counterparts in larger centers, and have fewer fringe benefits.

In small communities, the teachers are under a closer public scrutiny than in larger communities. In turn, what is expected of them, and of the schools in which they teach, is a topic of general discussion in the community. Because

of this, schools in small jurisdictions may be more conser-

vative and therefore less innovative than in the larger

jurisdiction.

Such factors as these indicated a need to study

decision-making as it occurs in smaller jurisdictions.

These differences, make smaller jurisdictions unique and

could cause significant differences in teachers' perceptions

and preferences in regards to participative decision-making.

In small jurisdictions, the elementary teachers are the

largest group of teachers from which reliable statistics can

be obtained. Teachers at the secondary level often teach

both junior and senior high classes and are much fewer in

number. Therefore it was decided to involve only elementary

teachers in this study.

## Statement of the Problem

While involvement by teachers in decision-making is

generally desirable in the eyes of scholars(Chung, 1985:4'),

there are factors within the schools which may impede such

involvement. The personalities of staff members, the

leadership style of the principal, and central office

policy, may all affect the level of participation by

teachers in decision-making. In light of such possible

situations, the following problem will be studied:

What is the perceived and preferred level of decision-
making by elementary teachers in small jurisdictions?

The study of this problem will be assisted and guided by the

following research questions:

1. What is the distribution of decision-making authority perceived by elementary teachers in small jurisdictions?

2. What differences exist in the distribution of decision-making authority perceived by teachers according to the following demographic variables: length of time in school, and length of teaching experience overall?

3. What is the distribution of decision-making authority preferred by elementary teachers in small jurisdictions?

4. What differences exist in the distribution of decision-making authority preferred by teachers according to the following demographic variables: length of time in school, and length of teaching experience overall?

5. What degree of discrepancy exists between the perceived and the preferred involvement of teachers in decision-making?

6. What differences exist in degrees of discrepancy among teachers according to the demographic variables: length of time in school and length of teaching experience overall?

7. What is the extent of teacher satisfaction with their present involvement in decision-making?

Definition of Terms

There are basically four levels of decision-making authority within school systems. These are defined as follows:

The individual teacher refers to the regular classroom teacher.

The formal staff group refers to groups of teachers or all teaching staff of a school excluding the school administration.

The principal refers to all administrators within the school, including the principal and vice-principal.

The external authority refers to all administrators outside the school, such as central office officials, regional office officials, or Alberta Education representatives.

## Significance of the Study

While there have been many studies in the past dealing with various aspects of decision-making, there have been few which have dealt with decision-making at the four levels "with respect to specific tasks as perceived and preferred by teachers(Chung, 1985:8). No such studies have concentrated upon elementary teachers in small jurisdictions in Alberta.

Circumstances have arisen in recent years which add to the significance of this study:

> The relationship between principal and teacher has become increasingly strained by the growing emphasis on teacher accountability, pupil minimum competence, parent involvement, and collective bargaining(Barth, 1986:472).

Teacher accountability has become a central issue because of the current teacher surplus, and by the attempts of Alberta Education to reform education in the province in wake of the Keegstra affair.

At the same time, teachers are seeking greater profes-

sional autonomy, and are beginning to demand more authority in decision-making. "Teachers will tend to be less accepting of those they perceive to be authority figures in the school"(Marks, et al., 1985:502).

This study is significant in light of the current emphasis on excellence in teaching. The participation levels allowed to teachers in decision-making will contribute to greater excellence. As teachers are allowed to participate, they should become more satisfied and their quality of work should improve.

## Basic Assumptions

It is assumed that teachers were able to rate actual and preferred levels of decision-making.

It is also assumed that a relationship will be shown between participative decision-making and teacher job satisfaction.

## Delimitations and Limitations

This study was delimited to the elementary teachers in the two small jurisdictions previously described.

It was also delimited to the perceptions and preferences of teachers concerning the distribution of decision-making authority at one point in time.

The generalizations drawn from the study are delimited to teachers of those schools involved in the study and may not necessarily apply to teachers in other jurisdictions.

The use of a questionnaire limits opinions of teachers and could possibly have caused the results to be biased. Furthermore, the rate of returns may not be representative of the population.

## Organization of the Thesis

In this chapter the problem was introduced and the research questions were specified. Terms were defined, the significance of the study was outlined, and basic assumptions, delimitations and limitations were discussed.

Chapter 2 contains a review of the literature, and the conceptual framework for the study. The methodology used for data collection and analysis is described in Chapter 3 and the findings of the study are reported in Chapter 4. Chapter 5 contains a summary of the study, conclusions, and implications arising from the findings.

# CHAPTER TWO

## LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK

School effectiveness has become the subject of much debate in recent years. The need for effective schools is obvious, but how to obtain them is open to question. In attempts to reform schools, the classroom teachers, regarded by many as the most responsible for providing effective education, are often overlooked(Bushing, et al., 1985). Therefore teachers are becoming dissatisfied(Wangberg, 1984). Some leave the profession, while others suffer from burnout(Schwab, et al., 1986). This calls for a different kind of leader, one who will use a democratic style of leadership, encouraging participative decision-making by teachers(Marks, et al., 1985:92).

This review will focus on four areas of study which relate to participative decision-making. First, attention will be given to the study of Chan-Young Chung, which combined the concept of authority with participative decision-making. Secondly, recent studies in participative decision-making will be reviewed. Thirdly, the changing role of the principal will be studied in light of greater teacher participation in decision-making. Finally, the connection between participative decision-making and teacher satisfaction will be analyzed. The review will conclude with a summary and implications that are raised by the literature.

## Chung's Literature Review

Chung emphasized authority as the basis for decision-making ability. He reviewed the literature to demonstrate the theories of Weber(1947), Barnard(1954), Simon(1961), Baum(1961), Blau(1967), Rogers(1975), Kelley(1980), and Scott(1981). From these writers he showed that authority was dependent upon the willingness of individuals to accept it(Chung, 1985:14). He connected authority to decision-making by quoting Simon:

> Authority may be defined as the power to make decisions which guide the actions of another. It is a relation-ship between two individuals, one "superior" and the other "subordinate"(Chung, p.14).

Chung continued to affirm that

> Authority...is the right to control the behaviour of others, while power is the ability to influence the behaviour of others with or without authority...power and authority are essential ingredients of decision-making(p. 16).

Chung then reviewed the bureaucratic, human relations, and professional models of authority structures. He showed that while the "bureaucratic model is characterized by a centralized authority structure", the "human relations model emphasizes a dispersed authority structure"(p. 18). According to the typology developed by Kaplan and Tusky (1977), there are "five models of authority relationships in terms of decision-making"(p. 18). These are

(1) bureaucratic, (2) representative bureaucratic, (3) consultative bureaucratic, (4) collegial, and (5) delegative. The continuum ranges from the most hierarchical to the least hierarchical(p. 18).

Chung showed that according to Etzioni(1964) and Mintzberg (1979):

> ... authority structures in professional organizations basically consist of two types: (1) administrative authority based on hierarchy, and, (2) professional authority derived from knowledge and expertise in the area of professional work(p. 20).

In some professional organizations, conflicts arise between the two types of authority. This conflict is more likely to occur within semi-professional organizations since the workers do not control their working conditions and have limited professional autonomy(p. 22).

Chung pointed out that Hasenfeld(1983) regarded teachers as semi-professionals "since they have a lack of control over curriculum requirements, scheduling, and other conditions which affect their working conditions (Chung, 1985:24). Hoy and Miskel(1978), however, felt that teachers were progressing towards professionalism(p. 24). Within teaching there is a desire for more autonomy in decision-making.

Schools are characterized by qualities found in both bureaucratic and human relations models(p. 26). There needs to be a balance between administrative authority and

professional authority.

Chung dealt with decision-making as a key component of administration(p. 27), writing that it is a complex process to make choices(p. 28). "Decision-making should be| a rational process, wherein a choice is deliberately made from a number of alternatives"(p. 28).

According to Simon(Chung, p. 29), there are two types of decisions: those that are programmed and those that are not. The former kind are decisions which are routine and repetitive, while the latter are "decisions concerning previously unknown, unstructured, and consequential matters"(p. 29). According to Hasenfeld(Chung, p. 29), school organizations deal mostly with the non-programmed types of decisions.

Chung discussed three alternatives relating to the decision-making process: that of Simon(1960), that of Griffiths(1967), and that of Rogers(1975). Simon had three phases, Griffiths had six steps, and Rogers had four steps. For his purposes, Chung felt that Simon's three phases were adequate. They are as follows: "finding occasions for making a decision; finding possible courses of action; and choosing among courses of action"(p. 29). Chung determined that for his study the focus would be placed on the final act of selection from many alternatives"(p. 30).

Chung postulated that there are five styles of decision-making

(1) a manager deciding without consultation;

(2)  a manager deciding after consultation;

(3)  deciding by a vote of the members;

(4)  deciding by a consensus of group members;

(5)  individual member deciding(Chung, p. 30).

Chung then reduced these to three levels of decision-making authority:  "a manager, a group, or a single subordinate individual"(p. 30).  In this way he arrived at the three "decision-making units"(p. 11) which he used in his study.

The purpose of participative decision-making is to "improve the quality of decisions and to increase the commitment of subordinates to the decisions made"(Chung, p. 31).  Chung gave three important advantages of participation:

(1)  it implies influence over decisions, and influence is a primary mediator of acceptance;

(2)  organizational members are more likely to understand decisions they helped to formulate;

(3)  by virtue of their participation, organization members gain psychological "ownership" of the decision(Chung, p. 32).

Participation was justified by Chung when he stated that it helps in:

... realizing democratic ideals, increasing organizational effectiveness, respecting the expertise and professionalism of personnel, making effective decisions, increasing organizational commitment, exercising legitimate authority, and meeting some psychological

needs of subordinates(Chung, p. 34).

Important to the present study is the fact that Chung also stated: "Participative decision-making should increase the job satisfaction of subordinates..."(p. 34). This is important because this study will attempt to show a relationship between participation and satisfaction.

There are limitations that should be placed upon participation according to Chung. "Without appropriate consideration of the particular situation, participation may not be effective"(p. 35). Factors which should be taken into consideration include: (1) the willingness of subordinates to be involved, (2) the nature of the problem, (3) the expertise needed to solve the problem, and (4) the kinds of people needed to implement the decisions. Too many people involved can lead to "misdirected effort"(p. 35). If people are involved in decision-making which is unimportant, it may hinder them from becoming involved again. Too much involvement produces negative results(p. 36).

Chung used a study by Simpkins(1968) as the basis for his study. Simpkins explored teachers' perceptions and preferences for participation in decision-making in a large jurisdiction. He found that teachers desired to see a "change in the use of administrative authority and professional authority"(p. 39).

Chung also summarized other studies which are relevant to participative decision-making. Chamberlain(1975) found that Oregon teachers felt a large discrepancy between

preferences and perception. Isherwood and Taylor(1978)
found that principals and teachers in Quebec had widely
divergent views with regard to teacher participation.
Aputto and Belasco(1972) studied teacher participation in
decision-making in western New York state. It was found
that both "over-participation and decisional deprivation
caused dissatisfaction" (p. 41). The majority of teachers,
however, wanted "more involvement in decision-making"(p.
41). Mohrman, Cooke, and Mohrman(1978) found that teachers
wanted more participation in management decisions(p. 41).
Masse(1969) found in Quebec that there was a strong rela-
tionship between a desire for an increased decision-making
authority and teachers' professional aspirations(p. 42).
Cox and Wood(1980), surveying teachers in the American mid-
west, "found that participation in decision-making was
negatively related to teacher alienation, while hierarchy of
authority was positively related to alienation"(p. 42). Hoy
and Sousa(1984), surveyed a group of teachers from New
Jersey, and found that an organization can benefit if
principals are willing to delegate important decisions to
teachers. There are three benefits:

(1) Teachers are less likely to perceive a strong
authority structure and thus may be able to
identify with the goals and objectives of the
school.

(2) Teachers gain a greater sense of job satisfaction,
which tends to produce improved attitudes towards

their work and the people with whom they work.

(3) Teachers are more inclined to exhibit loyalty to their principals (Chung, p. 43).

From Chung's literature review the relationship between authority and decision-making is clearly seen. It is also seen that schools have a combination of administrative and professional authority, which occasionally may create conflicts. To operate efficiently there must be a balance between the two. Chung also showed that there are benefits to participative decision-making, and that teachers generally desire more involv ent in decision-making.

## Participative Decision-Maki

Participation has been defined as "the mental and emotional involvement of a person in a group situation that encourages the individual to contribute to group goals and to share responsibility for them"(Owens, 1978:284). Within this context, a person becomes an "owner" of the decision. As an owner, the person will become motivated to desire the goals of the organization to be accomplished. He becomes responsible for the effectiveness of the organization.

In the educational setting, the traditional hierarchical structure has greatly inhibited participative decision-making. Chung found that decision-making for teachers was limited to the classroom, and that they had little influence upon administrative decision-making(1985:193). This fact has been verified several times since then(Bushing, et al.,

1985; MacPhail-Wilcox, et al., 1985; Barth, 1986; and Freedman, et al., 1986).

## The Need For Teacher Participation

There are problems which arise when teachers are not allowed to participate:

> Collegial interaction is limited, recognition is
> infrequent; and increased status, esteem, and pay often
> are limited to a number of positions open in the
> district. Such conditions reduce satisfaction with
> work, destroy incentive, and ignore the condition of
> differentiation known to characterize adult develop-
> ment(MacPhail-Wilcox, et al., 1985:17).

Teachers are not motivated to better themselves, and working conditions can become oppressive. "Teachers report that they are treated with disrespect and indifference in the school environment"(ibid, p. 17). As a result, many teachers are leaving the profession(Raschke, et al., 1985).

There has been an increase in teacher militancy as a result of dissatisfaction. "Now teachers are more vigor-ously voicing their concerns, and trying to take steps to increase the scope of their decision-making power"(Bushing, et al., 1985:14). Teacher frustration grows when they lose control of their childrens' education to specialists and administrators. When pupil progress is "ascribed to specialists" the teacher "experiences demoralization, a sense of impotency, and resentment"(Freedman, et al.,

1986:13). When administrators do not involve teachers in scheduling, anger is the result(ibid, p.14). This kind of activity demonstrates that a greater professionalism is emerging among teachers.

other effect on teachers because of non-participation is increased teacher stress and burnout.

> ... the lack of control and autonomy in one's job also contributes to burnout. Control involves the employee's perception of his influence on decision-making regarding such issues as work scheduling and the development of policies that directly affect the work environment... increasing employees' participation in the decision-making process is an effective way to prevent job-related stress (Schwab, et al., 1986:16).

It would seem that participative decision-making is a key to teacher happiness as well as school effectiveness.

Educational reform is of necessity dependent upon the classroom teacher. On occasion, governments have attempted to reform education without involving teachers in the planning process. The results are very often of little benefit to education. Teachers must be involved since they are most directly responsible for the education of children:

> The need for classroom teacher leaders, those who have gained a broader perspective, to share in decisions which affect their lives, is a critical one if school reform is to truly make a difference. It is absolutely imperative that we include teachers in decision-making

processes that, in turn, intimately affect the impact

they have on children(Bushing, et al., 1985:13).

Teachers have a central role to play in education.  Changes

to education therefore should require teacher involvement.

Slezak(1984:5) felt superordinates must share power

with subordinates because of six realities which exist

concerning today's employees: (1) they think for themselves;

(2) they are pro-active, seeking self-expression;

(3) they are self-interested, exhibiting the "What's in it

for me?" attitude; (4) They expect to be heard.  When the

opportunity exists for employees to influence their mana-

gers, productivity and morale almost always improve;

(5) workers are more expensive than ever, and therefore must

be more efficient and productive; and (6) they have poten-

tial to offer the company.

We have seen therefore, that there is a very real need

for teachers to be able to participate in decision-making.

They will be happier and more productive as a result.

Benefits of Participation

There are several apparent benefits to teacher

participation.  They have a wealth of expertise to

contribute (Slezak, 1984:14; and Bushing, et al., 1985).

Teachers become well-motivated and "feel the sense of

recognition, accomplishment, and importance"(Slezak,

1984:14).

Two major benefits to increased participation are given

by Owens (1987:284):

> (1) The group will arrive at better decisions. In today's society, problems in the educational realm can be very complex. As a result, many viewpoints are needed before arriving at the best decision.
>
> (2) It will enhance the growth and development of the organization's participants. There will be a greater sharing of goals, improved motivation, improved communication, and better-developed group process skills.

Another apparent benefit to teacher participation is a greater level of productivity. "Most people work better, more enthusiastically, and at a higher level of motivation when they are given a reasonable degree of freedom to act and contribute" (Slezak, 1984:14). Teacher participation obviously is a valuable policy for administrators to consider.

## Methods of Participation

The first and most obvious way for teachers to participate is within the administrative framework of the school, sharing in educational decision-making which affects them. Bushing, et al., (1985:15), listed how teacher expertise may be used on a system-wide basis:

> (1) They could be used at the pedagogical level, showing new teachers the art of teaching.
>
> (2) They could help other teachers to become more

effective.

(3) They could be involved in planning staff develop-
ment activities.

(4) They could be utilized in research, thereby
helping to find cures to school problems.

(5) Their assistance could be used in program develop-
ment.

(6) Their expertise in public speaking could be used
in media communication.

As teachers are used in these ways, "a new professionalism
would develop"(Bushing, et al., 1985:15).

Limits To Participation

Participation should be limited to areas which directly
affect the teacher (Lipham, 1983; Brodinsky, 1984: Slezak,
1984:15; Rosenholtz, 1985; and Owens 1987:288). Partici-
pation can be "time consuming and if used inappropriately,
be inefficient"(Slezak, 1984:15). Weak leaders can use this
kind of leadership to avoid responsibility(ibid, p. 15).
When the group makes a collective decision, administration
must carry it through, or employees will resent it. If such
decisions are rejected very often, the respect of the group
is lost. If the participative style of leadership is not
handled well, there can eventually be a complete loss of
leadership control(ibid, p. 15).

Owens(1987:288) gave three tests for identifying
decisions in which it is appropriate for teachers to

participate:

(1) **The test of relevance.** When the teacher's personal stakes in the decision are high, their interest in participation should also be high. Examples include teaching methods and materials, discipline, curriculum, and organizing for instruction.

(2) **The test of expertise.** The teacher must be competent and able to contribute effectively. He/She must be knowledgeable about the decision to be made.

(3) **The test of jurisdiction.** Schools are organized on a hierarchical basis. Individual staffs have jurisdiction only over those decision-making areas that are assigned to them. Participation in the making of decisions that the group cannot implement will only cause frustration.

These tests must be taken into account before individuals are utilized in decision-making.

Owens(1987:288) also pointed out that individuals should desire to be involved before they actually have further responsibilities thrust upon them. Teachers c must engage in a good deal of paperwork, and further involvement may simply increase their burden. In a study undertaken in the American midwest featuring 300 elementary school teachers, lack of time was deemed to be "the greatest impediment to job satisfaction" (Raschke, et al., 1985).

Therefore, caution must be taken to ensure that the teacher desires to participate.

Owens related Barnard's "zones of acceptance" to the decision-making process, and to plan for teacher participation (Owens, 1987:288). There is the Zone of Indifference which relates to decisions which teachers simply are not interested in. For example, teachers may be asked to participate in making decisions over trivial matters. "Typically, teachers are involved at an insignificant level as they meet with committees, but have no voice in deciding whether or not their expertise will be used in formation of actual policies" (Bushing, et al., 1985:12). In such cases, teacher participation is not likely. The Zone of Sensitivity features areas in decision-making where teachers take a great personal interest over a period of time. This could involve teaching assignments and evaluation of professional performance(Owens, 1987:289). In such areas as these group decision-making would be appropriate, and the principal could actually enhance his or her authority by permitting such involvement(ibid, p. 289). The third zone is the Zone of Ambivalence. Here "teachers have something at stake but not enough to make them especially concerned" (ibid, p. 289). An example of this could be in having all staff participate in planning a professional development day. Involving teachers needlessly can cause bad feelings and will not accomplish its objective.

Owens suggested that teachers be polled to indicate areas of interest in decision-making. In a study by Owens and Lewis(1976), it was discovered that beginning teachers were interested in topics such as school policies, the curriculum, and procedures for teacher evaluation(ibid, p. 289). Veteran teachers were more concerned with maintaining school traditions and participating in key issues relating to the operation of the school.

It is important that the limits to participation be considered before any policy regarding participation is formulated. Overall, however, it is important to recognize that teachers are not being allowed enough freedom to participate. As a result, teacher motivation and satisfaction are not where they should be.

## The Changing Role of the Principal

The traditional hierarchical structure of schools has carried with it the aura of a principal who carries all of the decision-making authority with him by virtue of his position. Past studies have indeed shown this to be the case(Chung, 1985:115; Bushing, et al., 1985; and Freedman, et al., 1986). Due to rising teacher professionalism, there have been conflicts, as already noted. Furthermore, effectiveness literature also points to shared decision-making as a necessary ingredient of school effectiveness:

The effective principal involves the teachers in decision-making in areas where they are affected

(Rosenholtz, 1985:384).

In a search for factors that influence school effectiveness, the role of the elementary school principal has emerged as critical(Taylor, 1986:10).

Being an instructional leader necessitates adopting a more collaborative style of leadership(Tewell, 1987:102).

Indeed, for more than a decade principals and other administrators have been regularly exposed to the belief that participatory decision-making is crucial for administrative effectiveness(Gunn, et al., 1988:2). This therefore points to a different kind of principal than we have seen in the past. He must adopt a leadership style in which he attempts to satisfy teachers. "Principals... must find ways to improve working conditions for teachers by removing job dissatisfiers that drain the joy from teaching" (Pellicer, 1984:47).

## Emerging Problems Of The Principalship

The task of the principal has become more difficult as the trend towards participative decision-making gains momentum. The "relationship between teacher and principal has become increasingly strained by the growing emphasis on teacher accountability, pupil minimum competence, parent involvement, and collective bargaining"(Barth, 1986:472). Barth felt that the principal-teacher relationship was characterized by the "parking-lot syndrome... principals

talk in faculty rooms and teachers talk in parking lots".
He pointed out that the "least common form of relationship
among adults in schools is one that is collegial, coopera-
tive, and interdependent"(ibid, p. 473).

> The continuing pressure among practitioners for
> participatory decision-making has complicated super-
> ordinate-subordinate relationships, so that they are
> now substantially more complex than organizational
> charts would suggest. Superordinates once gave orders
> and subordinates obeyed. Today many superordinates are
> reluctant to direct and many subordinates feel little
> obligation to defer to hierarchically authorized
> commands (Gunn, et al., 1988:3).

The principal must be very conscious of the needs of
teachers, and try to work from a more professionally-
oriented framework. "Treslan and Ryan found that teachers
in their study expressed greater responsiveness to influence
based on principals' administrative skills than to power
drawn from the principals' hierarchical position or from
other sources"(ibid, p. 3). "Teachers will tend to be less
accepting of those they perceive to be authority figures in
the school"(Marks, et al., 1985:502).

It is the principal's authority and power that is being
challenged by teachers within the school system today. The
principal, who once had a great deal of power, is now being
urged to share that power(Slezak, 1984:3; and Brodinsky,
1984). The concern expressed by Gunn, et al., (1988), is

that the power of the principal has been eroded too much,
and that changes must occur in the hierarchical structure on
a system-wide basis:

> ... a shift toward greater freedom in decision-making
> at the school level, albeit within the constraints of
> provincial legislation and regulations, is an objective
> that is both worthy of pursuit and reflective of
> current power relationships in educational organiza-
> tions. Decision-making responsibility devolved to the
> school level needs to include not merely matters of
> budget but also program development and student
> affairs(Gunn, et al., 1988:3).

Such a move would have important effects on the present
hierarchical system in education. It would also assist the
principal in delegating important decision-making tasks to
his subordinates.

Lipham felt that teachers should be included in the
following managerial decisions: "determining the adminis-
trative and organizational structure of the school, deter-
mining procedures to be used for teacher evaluation, hiring
new faculty members, setting and revising school goals, and
in establishing school-wide policies"(Lipham, 1983:20).

Some would reduce the principal's role in decision-
making even further. Such an example is the contention of
Hopkirk(1987:8), who stated: "the role of the chief
administrator is not to make decisions, but to monitor the
decision-making process." It is difficult to see how a

principal could devoid himself of all decision-making power and still maintain control of the school.

## An Alternative Leadership Style

In realistic terms, a balance must be struck "between principal leadership and teacher involvement in decision-making" (Shreeve, et al., 1987:17). The principal should "seek a balance between authoritative and participative decision-making"(Lipham, 1983:20). As this is done, teachers will gain a respect for the principal's authority, and yet feel satisfied with their level of participation.

Marks, et al. (1985:92) stated that the best kind of leader is a democratic one. Such a leader will "build morale and cooperation", and will have "the courage to delegate to others" (ibid, p. 77). A democratic leader "helps create growth and stimulate new leadership"(ibid p. 78). He shares decision-making wherever possible, and helps teachers to realize feelings of success when a task is completed. He encourages "worthwhile suggestions and the development of new procedures when warranted"(ibid, p. 99).

The administrator should develop a school climate which will facilitate participative decision-making:

> An effective administrator will seek to develop
> relationships in several ways, based on ongoing
> "pastoral care". This involves developing a "we"
> philosophy, fostering a family-like climate, and
> building an ethos of ownership which encompasses the

student group(Renihan & Renihan, 1984:3).

Slezak(1984:13) pointed out that "true cooperation is possible only if a mutual system of influence prevails, and if a climate exists in which collaboration is appreciated." He further remarked that "the participative leader establishes a work climate in which the potential power of people is unleashed" (ibid, p. 14). To accomplish this, the principal must be equipped with skills for dealing with people.

Shreeve, et al. (1987:17) found that "when principals were seen as 'supportive', 'friendly', or 'easy to approach', teachers had a high degree of satisfaction." When the opposite was true, job satisfaction was low. The leadership style of the principal obviously is a key to job satisfaction among teachers.

## When Principals Need Authority

There are rare times when authority is needed on the part of the principal, and its use is justified. Tewell (1987) reported on a study conducted of three urban schools which were in crises situations. The three principals practiced authoritarian attitudes toward their staffs and students. Their schools were saved, and the crises passed. However, the principals were alienated from their staffs, and none were able to move their schools ahead to instructional improvement after the crisis was passed. Authority therefore has its place, but not in schools that are truly

effective.

## Decision-Making and Teacher'Satisfaction

There are many reasons for teacher dissatisfaction within our school systems. The following American report gives several reasons:

Thousands of classroom educators are leaving the teaching profession; some primarily for economic reasons, but many others have found teaching to be unrewarding in the light of public criticism, conflict-ing societal expectations, unsupportive parents and administrators, and students no longer possessing the attributes necessary for sustained academic achievement(Raschke, et al., 1985:555).

The main reason for dissatisfaction, however, stems from the teacher's inability to participate in decision-making(Hoy & Miskel, 1982:339; Brodinsky, 1984, Bushing, et al., 1985; Kreis, et al., 1985; and Marks, et al., 1985:77).

Hoy & Miskel(1982:339) wrote:

Greater participation in decision-making, especially concerning instructional methods, yields enhanced teacher job sati tion. Moreover, the lack of oppor-tunities to participate in decision-making is the greatest source of teacher dissatisfaction.

Bushing, et al., (1985:14) declared: "the lack of involve-ment of teachers in school and district decision-making is quickly becoming the chief factor responsible for job

dissatisfaction among teachers."

Teachers' needs must be satisfied before the schools can become truly effective. "Satisfying teachers' needs is complex, but it is essential to improving the performance of our schools"(Kreis, et al., 1985:77). "It is foolhardy to ignore the importance of teacher satisfaction with the quality of worklife..."(MacPhail-Wilcox, et al., 1985:19). The rewards teachers receive from teaching must be at least equal to the amount of effort they put into it, before satisfaction will occur. Teachers' concerns must be addressed before they will be satisfied in their role.

There are two types of satisfaction that are needed for teachers - intrinsic and extrinsic(MacPhail-Wilcox, 1985:23). Teachers receive intrinsic satisfaction by seeing the progress their students make. To many teachers this is their primary source of job satisfaction(Raschke, et al., 1985:551). Participation in decision-making at the school level leads to extrinsic satisfaction, because a school need is being met (MacPhail-Wilcox, et al., 1985:23). Teachers generally receive little extrinsic satisfaction.

If teachers are allowed to participate in decision-making at the management level, satisfaction will be the result, as well as motivation. "Employees are motivated by, and will strive hard for, goals which they helped to create and in the accomplishment of which they will gain deep personal satisfaction"(Slezak, 1984:14). Satisfying teacher needs therefore is a key function of participative decision-

making.

## Other Related Studies

Brodinsky(1984) surveyed 300 administrators and
teachers in the eastern United States to discover factors
that contributed to teacher morale. He discovered that one
of the strongest dissatisfiers was the low quality of
relationships that teachers had with their principals.
Teachers suffered from the conflict between what the
principal or the front office demanded, and the needs of the
pupils. Principals failed to provide proper support to
teachers in matters pertaining to student discipline.
Finally, teachers wanted a stronger voice in decision-
making.

Pellicer(1984) studied five high schools in California,
surveying the teaching staffs concerning absenteeism. A
negative correlation was established between absenteeism and
teacher satisfaction. This has ramifications for school
effectiveness.

Wangberg(1984) reported on three studies which were
done to ascertain how teacher satisfaction levels were
changing from year to year. The main question asked was,
"If you had to choose your occupation again, would you
choose to enter the teaching profession?" In 1981 a
national survey of American teachers revealed that 36% would
not choose a teaching career again. In 1982, the public
school teachers of New York state were surveyed, and 47%

would go into another profession. In 1984, Wangberg
surveyed four school systems and found that 40% would choose
another profession. Reasons for such choices were indicated
by teacher: "the declining status of teachers", and "high
rates of teacher dissatisfaction"(Wangberg, 1984:8).

Raschke, et al.(1985), surveyed 300 elementary teachers
from various school districts in the central midwest of the
United States. Each participant was asked to respond
confidentially to a mailed survey concerning the state of
teaching, job stress, and job satisfaction. They perceived
that a lack of time was the greatest dissatisfier they had,
and disruptive students were the second worst source of
stress. "Many teachers commented on the importance of open
communication, shared decision-making, and a collegial
spirit of administrative practices"(Raschke, et al.,
1985:563). A major recommendation arising from the study
stated: "If the educational system is to pursue excellence
in the face of declining enrollments, rapid social change,
and restricted budgets, attention must be given to the
difficulties elementary teachers face"(ibid, 1985:563).

Schwab, et al.(1986) surveyed 339 randomly selected
elementary and secondary teachers in New Hampshire to
determine causes for teacher burnout. Seven causes of
teacher burnout surfaced, and low participation in decision-
making was listed as one of the causes.

Coleman(1987) reported on an experiment by a school
board in central British Columbia, in which its schools were

made more democratic. Teachers were given an equal voice in decision-making with the principals. As a result, teachers gained a higher awareness of their school's objectives. Both teachers and principals felt themselves more responsible for the quality of education in their schools.

Shreeve, et al.(1987) surveyed the faculties of nine schools located in two Washington state counties to search for possible interactions between (1) participatory management opportunities, (2) principal leadership, and (3) overall teacher job satisfaction. The teachers in the survey exhibited an overall sense of deprivation in terms of their decision-making powers. There were no clear-cut correlations which emerged between participatory management opportunities and improved job satisfaction. However, there was a suggestion that when teachers are as actively involved as they desire to be in decisions which affect their classrooms as well as the overall management of the building, there is a trend towards higher job satisfaction.

Their survey suggested that participatory management or an open personal style of administration may affect teacher job satisfaction positively - without undermining the leadership role of the principal.

## Conceptual Framework

The Discrepancy Theory was originally presented by Porter in 1961(Morawa, et al., 1984:7). It is based upon Maslow's need hierarchy, and is an effective way of

discovering levels of satisfaction.

Job satisfaction is the function of the discrepancy in
perceived relationship between need fulfilment actually
received compared to that which the employee thinks
should be present. Satisfaction is greater as the
discrepancy is smaller(Morawa, et al., 1984:7).

The data-collecting instrument used for this study was
based upon the discrepancy theory, since the purpose of the
study was to investigate levels of participation in small
elementary jurisdictions. As a result, two aspects of
decision-making were analyzed in the study: (1) that which
teachers perceived they were participating in, and (2) that
level at which teachers would prefer to be engaged in. The
following diagram was used to illustrate how the two aspects
of decision-making are related to job satisfaction, and how
a discrepancy between the actual and the preferred will
affect satisfaction.

It was assumed that teachers would be satisfied when
actual levels of participation are the same as the preferred
levels of participation. The long distance between the
actual and the preferred levels of participation indicates a
discrepancy which causes a low level of satisfaction. The
discrepancy decreases and satisfaction increases as the
level of actual participation and preferred participation
merge together. Satisfaction becomes a byproduct of
participation in decision-making(Hopkirk, 1987:8).

Figure 1:  Decision-Making And Satisfaction
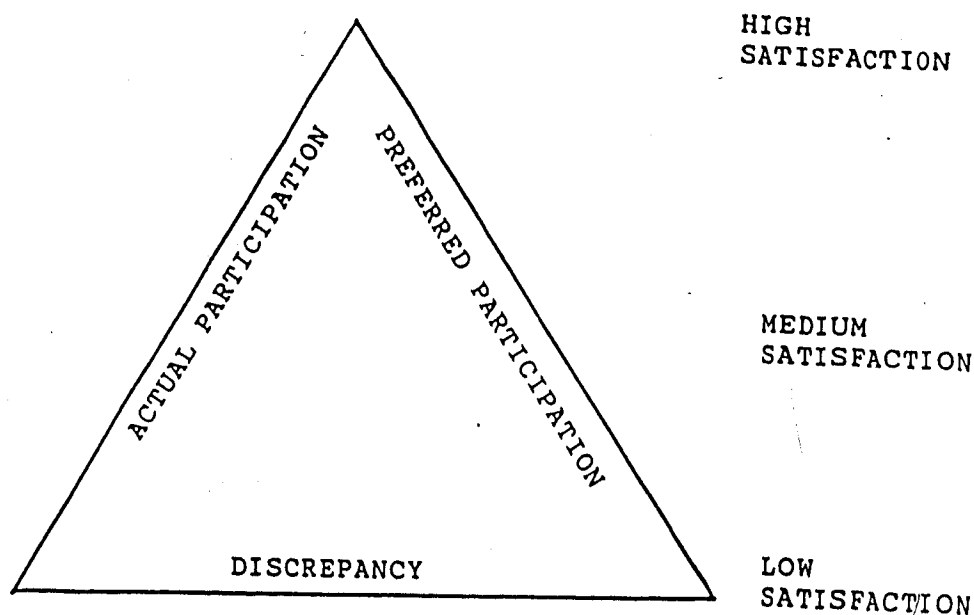


Summary and Implications

In this literature review, the work of Chung was carefully examined.  The major parts of his literature review, especially as they pertained to this study, were reported.  The basis of authority was reviewed, pointing out its relationship to decision-making.  The bureaucratic, human relations, and professional models of authority structures were examined and the implications arising from them give suggestions about whether or not professionalism is rising among teachers, and if principals are balancing authority with professionalism.

Discussion included the methods Chung used to arrive at three levels of decision-making, which he called decision-

making units. For the purpose of this study, the three
levels of decision-making were increased to four, as will be
noted in the next chapter.

Chung's review of the advantages and limitations of
participative decision-making was reported upon. These were
expanded and discussed more thoroughly in later sections of
this review.

Other sections of the review included participative
decision-making literature written since Chung completed his
research, a section on the role of the principal, a section
on the connection between decision-making and teacher
satisfaction, and finally, recent related studies were
reported.

The need for participation by teachers seems to be a
prerequisite for effective schools. Effectiveness litera-
ture points to the benefits of participation. The methods
of utilizing teachers as decision-makers were discussed. A
major section included the need for limiting participation,
and three guidelines or "tests" were given.

The changing role of the principal was discussed at
length. The role was evolved from the hierarchically
authoritarian role to a more-or-less democratic style of
leadership, which was deemed the best for the modern
principal to adopt. Problems of the principalship were
looked at, and an alternate leadership style was presented.

Teacher satisfaction was shown to be closely connected
to opportunities teachers had to participate in decision

making. The emphasis upon teacher satisfaction presented a dramatic shift away from the emphasis which Chung had placed upon authority relationships in school systems.

Several recent studies relating to participative decision-making and teacher satisfaction were reported on. Evidence from these studies suggested that there are at times wide discrepancies between teacher perceptions and teacher preferences. These discrepancies have resulted in teachers leaving the profession as well as teacher stress and burnout.

From the review of the literature, it is apparent that while teachers may be a little more involved in decision-making than at the time of Chung's study, there remains stringent controls on teacher participation. The literature demonstrates that conflicts between teachers and administration have escalated, and teachers are becoming more adamant about participation. Principals, on the other hand, are under great pressure to adapt to a more professionally-oriented style of leadership. There are some suggestions that there should be changes on a system-wide basis. Pressures on all participants seem to have increased.

A conceptual framework linking teachers' actual and preferred involvement in decision-making with their extent of satisfaction was outlined. It forms the basis for the survey instrument described in the following chapter.

# CHAPTER THREE

## RESEARCH METHODOLOGY

This chapter discusses the design, the methodology, and the data collecting procedure used in this study. The population used in the study, and the methods by which the data were analyzed, is also reported.

## Design of the Study

The study used a survey research design to obtain perceptions of the actual and preferred extent of teachers' participation in decision-making, and their corresponding satisfaction. Their responses were analyzed to determine what discrepancies existed between their actual levels of participation, and the level at which they preferred to be involved. The relationship between participation and satisfaction was also examined.

## The Questionnaire

A questionnaire adapted from that used in Chung's research was the data collection instrument.

### Chung's Questionnaire

Chung's questionnaire was in six parts: a **Personal Data** section, and **Parts A** to **E** in the main body of the instrument. A double Lickert scale was used as a method of answering questions from **Parts A** to **C**, as follows:

```
1 = very low involvement
2 = low involvement
3 = moderate involvement
4 = high involvement
5 = very high involvement
```

The scale was doubled because it measured both the actual and the preferred degree of involvement.

Chung felt that there were three levels of decision-making, which he called "decision-making units"(p. 46). These he termed, "the individual teacher, the formal staff group, and the higher official authority"(p. 46). Therefore Part A of his questionnaire involved the individual teacher, Part B involved the formal staff group, and Part C involved the higher official authority. Part D was for personal comments by the respondents, and Part E featured a Lickert-type scale to measure overall satisfaction.

Each of the first three parts featured fifteen task areas, in which decisions are regularly made. Levels of involvement, both actual and preferred, were to be determined for each of the fifteen task areas.

## Changes To Chung's Questionnaire

Modifications were made to Chung's instrument in order to make it appropriate for the respondents. Further changes were made as a result of a pilot study undertaken to test the instrument. Changes made to Chung's questionnaire are as follows:

1. It was felt that the three levels for decision-making, called "decision-making units" by Chung,

did not adequately address the administration levels within school systems. The level that was termed the "higher official authority" was divided into two: "the principal", and the "external authority". Therefore this study used four levels of decision-making.

2. In the **Personal Data** section of his questionnaire, Chung had four variables: school level, sex, years of teaching experience, and years of training. Since school level and gender were not appropriate for this study, only two variables were involved: length of experience in school, and length of experience overall. Another question, for clarification of their status regarding the study, asked teachers to identify if they taught more or less than 50% of their time in an elementary setting.

3. **Parts A to C** of Chung's questionnaire were compressed into one section, so that teachers could see all levels more clearly, and so that there was less duplication of task items. The text of the fifteen tasks was also shortened by placing "Determination of" at the top of the page and deleting that phrase from each of the fifteen tasks. The tasks themselves were regrouped in an effort to identify those tasks which are closely related to classroom management. Hence Chung's

Tasks 9 and 10 were reversed, and numbered correspondingly. Tasks 3 and 12 also exchanged positions. Tasks 7, 8, and 9 are therefore considered closely related to classroom management.

4.  **Parts D** and **E** Chung's questionnaire were compressed into one section, **Part B**. This meant that teachers encouraged to give individual comments on decision-making, as well as indicating degrees of overall satisfaction, and then commenting on that.

The revised questionnaire is in Appendix A.

## Validity and Reliability

Guba and Lincoln(1982:246) discussed four terms, that, if met, constitute validity for a questionnaire. These are "internal validity, external validity, reliability, and objectivity". In order to show that the questionnaire and the results are valid, these four factors must be addressed.

Internal validity simply asks the question, "Do the data sources... find the inquirer's analysis, formulation, and interpretations to be believable" (ibid, p. 246)? To answer this question, a pilot study was conducted prior to the finalization of the questionnaire. Ten teachers were asked to answer the questionnaire, looking for ambiguities and other problem areas. The result was that, other than a few clerical changes, the format was considered a suitable

tool with which to address the problem.

External validity "is demonstrated by showing that the data have been collected from a sample that is in some way representative of the population to which generalization is sought"(ibid, p.247). In this study, the participation of all elementary teachers in the two jurisdictions was sought. Therefore an entire population was used.

"Reliability is a matter of replicability; a study ought to be repeatable under the same circumstances in another place and time"(ibid, p. 247). This study is a replication of a study done by Chung in 1985. Chung had modified a questionnaire developed by Simpkins in 1968(Chung, 1985:46). Chung found that his questionnaire was reliable, "since the major tasks of schools have not changed"(Chung, p. 48). Chung's items were replicated for this study.

"Objectivity is based on a quantitative notion of intersubjective agreement"(Guba & Lincoln, 1982:247). The findings of this study could be said to be the perceptions of the elementary teachers in the two jurisdictions. Every effort was made to limit any bias toward any group involved in the study.

## Data Collection

### Procedures

The superintendent and the principals were fully informed of the extent and purposes of the study. After

both superintendents gave assent to the study, principals were sent letters explaining the study and seeking their approval. They were phoned for confirmation of their approval, and so that any questions they had could be addressed.

Letters were sent with the questionnaires to the teachers explaining the study, and assuring the anonymity of each participant. Teachers were asked to participate on a voluntary basis, and were given the freedom to withdraw at anytime. They were not pressured to participate.

No identifying marks were put on the questionnaire. The data were coded for computer purposes and no names of individuals or schools were included.

The questionnaires and letters to teachers were delivered by the courier system of each jurisdiction, and returned in the same manner. Teachers' completed question-naires were individually sealed in envelopes provided for the purpose, and all teacher envelopes were then put in a larger envelope to be returned to the central office. Questionnaires from various schools were put together and the origin of the questionnaires were thereby anonymous.

Efforts were made to encourage a greater participation from the various schools. All schools were phoned and principals were thanked for their cooperation. If the school had not yet sent the questionnaires back, school officials were requested to encourage teachers to do so. In some cases, the school was visited and the questionnaires

were picked up by the researcher. All schools involved in the study were accounted for by at least a few question-naires.

Letters sent to superintendents, principals, and teachers can be found in Appendix B.

## The Respondents

The returns of the questionnaire are summarized in Table 3.1. The total number of returns was exactly 100 (46.7%). Of those, 51 (36.4%) came from Jurisdiction 1 and 49 (66.2%) came from Jurisdiction 2.

Table 3.1

The Respondents

| JURISDICTION | RESPONDENTS | % |
|---|---|---|
| Jurisdiction 1 11 schools (N = 140) | 51 | 36.4 |
| Jurisdiction 2 11 schools (N = 74) | 49 | 66.2 |
| Total 22 schools (N = 214) | 100 | 46.7 |
| Accepted For Analysis | 93 | 43.5 |
| Not Accepted For Analysis | 7 | 3.2 |
| Total | 100 | 46.7 |

Of those questionnaires which were returned, 93 (43.5%) were accepted for analysis.

Table 3.2 describes the respondents by the years of teaching experience in the school, and the years of experience overall.

<center>Table 3.2</center>

<center>Description of the Accepted Respondents</center>

| CATEGORY | TOTAL NUMBER | % |
|---|---|---|
| Years of teaching experience in school | | |
| 1 | 12 | 12.8 |
| 2 - 5 | 30 | 32.5 |
| 6 - 10 | 22 | 23.6 |
| 11 - 20 | 25 | 26.8 |
| 20 or more | 4 | 4.3 |
| Total | 93 | 100.0 |
| Years of teaching experience overall | | |
| 1 | 4 | 4.3 |
| 2 - 5 | 14 | 15.1 |
| 6 - 10 | 28 | 30.1 |
| 11 - 20 | 35 | 37.6 |
| 20 or more | 12 | 12.9 |
| Total | 93 | 100.0 |

It is notable that the largest group of teachers in the first category are relatively new to the school. Forty-five percent of the teachers have taught for five years or less in their present school. In the second category that figure

is only 19.4%. This suggests that teachers are quite mobile in these jurisdictions.

When the years of teaching experience overall is examined, 50.5% of the teachers have taught for more than ten years. This means that the teaching staff of the jurisdictions are generally well-experienced, and over half of them are at their maximum as far as salary is concerned. Barth had this to say about veteran teachers, which may show cause for dissatisfaction: "Increasingly schools are staffed with veteran, tenured teachers who are afforded little horizontal or vertical professional mobility" (Barth, 1986:471).

## Analysis of Data

The data were analyzed in order to examine: (1) the perceived and preferred distribution of decision-making authority regarding the fifteen task areas, (2) the degree of discrepancy between the perceived and the preferred involvement of each of the four decision-making levels regarding each of the fifteen tasks, (3) the differences in degrees of involvement and discrepancy relating to the demographic variables, and (4) the level of overall teacher satisfaction with their involvement in decision-making.

### Distribution of Decision-Making Authority

The degree of involvement by each of the four levels of decision-making concerning the fifteen tasks determined

where the authority for decision-making rested. The mean

involvement score of each decision-making level was calcu-

lated for each task.

## Discrepancy Between the Perceived and Preferred Involvement

The mean perceived and preferred involvement scores of

each decision-making level regarding each task were com-

puted. The discrepancy score was calculated by subtracting

the mean preferred involvement score from the mean perceived

score for each task. The result is the degree of discre-

pancy. Then, the rank order for the degree of discrepancy

was determined according to the size of the discrepancy

scores for each of the fifteen tasks.

## Differences by Demographic Variables

Mean scores of teachers categorized by length of

teaching experience in the present school, and length of

teaching experiences overall, were compared to check for

differences.

## Overall Satisfaction Level of Teachers

The mean score of teacher satisfaction with their

involvement in decision-making was calculated. This score

represents the overall satisfaction level that teachers have

concerning their participation in decision-making.

## Summary

In this chapter, attention was placed upon the research
methodology used in this study.  The modification of the
questionnaire was stressed, along with its validation and
reliability.  The nature of the respondent group, and
methods for data analysis were also described.

The data for the study were collected from question-
naires, which were sent to 214 teachers in 22 schools.  The
total number of returns was 100 (46.7%), of which 93 (43.5%)
were accepted for analysis.

The analysis of data involved descriptive statistics.

# CHAPTER FOUR

## THE FINDINGS OF THE STUDY

This chapter presents the findings regarding the distribution of decision-making authority as perceived and preferred by elementary teachers in small jurisdictions. It also presents the findings on discrepancies that exist between the perceived and preferred levels of decision-making, as well as the findings concerning overall teacher satisfaction in light of their participation in decision-making.

The distribution of decision-making authority was determined by computing the degree of involvement of the four levels of decision-making (the individual teacher, the formal staff group, the principal, and the external authority) in each of the fifteen tasks. In addition, analyses were conducted to see whether there were any significant differences regarding decision-making involvement categorized by length of time in the present school, and length of teaching experience overall.

This chapter is divided into five parts: (1) Perceived Involvement in Decision-making, (2) Preferred Involvement in Decision-Making, (3) Discrepancy Between Perceived and Preferred Involvement in Decision-Making, (4) Satisfaction of Teachers With Their Involvement in Decision-Making, and (5) A Comparison with Chung's Findings.

Perceived Involvement in Decision-Making

Research Question #1: What is the distribution of decision-making authority perceived by elementary teachers in small jurisdictions?

In order to examine the question, the perceived mean involvement score of each decision-making level in determining action for each task was calculated. The mean involvement score represents the degree of involvement. The relative degree was determined on the basis of significant differences in the mean involvement scores of the four decision-making levels with respect to each of the fifteen tasks. The fifteen tasks were arranged in such a way that Tasks 4, 5, and 6 involve classroom management. Tasks 7, 8, and 9 are closely related, and Tasks 10, 11, and 12 are slightly more distant.

## Perceived Teacher Involvement

As seen in Table 4.1, the mean involvement scores of the individual teacher were substantially higher than those of staff group, the principal, and the external authority in determining action for the three tasks (Tasks 4,5, and 6) in the area of classroom management. However, of the twelve other tasks which were outside of the classroom, there were only two in which the teacher was perceived to have the greatest decision-making authority. This was for Task 8(student promotion) and for Task 11(discussions with parents). In Task 11, however, the scores of the teacher

TABLE 4.1

Mean Involvement Scores of Four Decision-Making Levels in
Determining Action For Each Task As Perceived By Teachers

| TASK | Individual Teacher | Staff Group | Principal | External Authority |
|------|--------------------|-------------|-----------|---------------------|
| Determination of | | | | |
| 1. School's total program. | 2.50 | 2.85 | 3.64 | 3.51 |
| 2. Detailed content of school's program. | 2.99 | 2.75 | 3.32 | 3.05 |
| 3. School rules/regulations for general student body. | 2.88 | 3.43 | 4.30 | 2.35 |
| 4. The way a subject is presented in class. | 4.56 | 2.46 | 2.35 | 1.95 |
| 5. Frequency and methods of classroom testing. | 3.99 | 2.33 | 2.67 | 2.60 |
| 6. Friendliness of classroom teacher-student relationships. | 4.51 | 3.49 | 3.24 | 1.84 |
| 7. Size and composition of classes. | 1.83 | 1.98 | 3.69 | 3.76 |
| 8. Grading and promotion of students. | 3.97 | 2.88 | 3.55 | 2.45 |
| 9. Teaching load and other duties of teachers. | 2.19 | 2.34 | 4.28 | 3.32 |
| 10. Allocation of money to teachers for instructional aids and equipment. | 2.14 | 2.50 | 4.13 | 3.08 |
| 11. Arrangements for parents to discuss their children's schooling. | 3.95 | 2.95 | 3.75 | 2.19 |
| 12. Texts and instructional materials for subjects. | 2.90 | 2.80 | 3.10 | 3.50 |
| 13. Nature of organized professional development activities. | 2.44 | 2.77 | 2.88 | 3.41 |
| 14. How teachers are to be evaluated. | 1.93 | 1.97 | 3.70 | 4.30 |
| 15. Expenditure patterns of school-based budgets. | 1.77 | 2.28 | 4.10 | 3.69 |

n = 93

and the principal show no real difference. For Task 2(school program) there was little difference between the involvement scores of the teacher, the principal, or the external authority.

The greatest lack of perceived teacher involvement was found in Task 7, Task 14, and Task 15. The other task regarding money, Task 10, also showed a large difference in participation levels, as did Task 9(teaching load and duties).

## Perceived Staff Group Involvement

According to teacher perceptions, the staff group did not have significant authority in decision-making in any of the fifteen tasks. However, it was perceived that the staff group was most influential for Task 6(teacher student relationships) and for Task 3(rules/regulations). Including Task 3, there were five task areas in which the staff group was perceived to have a greater amount of decision-making authority than that of the individual teacher. The others were Task 1, Task 10, Task 13, and Task 15.

In none of the areas was the staff group perceived to have more decision-making authority than the principal. However, there were small differences in authority for Task 4, Task 6, and Task 13.

The staff group had decidedly more decision-making authority than the external authority in five task areas: Task 3, Task 4, Task 6, Task 8, and Task 11.

## Perceived Principal Involvement

The principal was perceived to have the greatest amount of decision-making authority for three of the tasks: Task 3, Task 9, and Task 10. In a total of seven of the tasks, the principal had significantly more authority than the other two school-based decision-making levels. In addition to the three tasks listed above, these were T  1, Task 7, Task 14, and Task 15.

The principal was also perceived to have significantly more decision-making authority than the external authority in seven areas. These were, in addition to Tasks 3, 9, and 10, Task 4, Task 6, Task 8, and Task 11.

## Perceived External Authority Involvement

The external authority was perceived to have the greatest authority for Task 13 and Task 14. For six of the tasks, there was little difference between the authority of the external administrators and the principal. These were Task 1, Task 2, Task 5, Task 7, Task 12 and Task 15.

The external authority was perceived to have greater authority than the individual teacher and the staff group in eight of the fifteen task areas: Task 1, Task 7, Task 9, Task 10, Task 12, Task 13, Task 14, and Task 15.

## Summary

The teachers surveyed perceived that their authority in

decision-making was rooted mostly in classroom management, however, decision-making authority was evident in three other areas (Tasks 2, 8, and 11). Therefore, it could be stated that teachers had a significant amount of decision-making authority in six of the fifteen task areas. At the same time, the staff group had the least amount of decision-making authority. However, there were five task areas in which the decision-making authority of the staff group was greater than that of the individual teacher, therefore bolstering the authority that the teacher had to make decisions. The principal was perceived to have the greatest decision-making authority, while the involvement of the external authority was similar to the decision-making of the principal in six of the task areas.

## Differences in Involvement in Decision-Making By Demographic Variables

In this section, analyses were conducted to determine whether there were any significant differences in the involvement of each decision-making level in determining action for each task in the perceptions of teachers categorized by demographic variables. For analyses, the mean involvement score of each decision-making level regarding each task was calculated for each teacher group. The two variables classified teachers by length of teaching experience in the present school, and length of teaching experience overall.

Research Question 2.1:  What differences exist in the distribution of decision-making authority perceived by teachers according to the length of time the teacher has taught in the present school?

There were very few differences between teacher groups when they were categorized by the above variable.  There were no differences concerning the involvement of the individual teacher, the staff group, or the external authority.  The only differences involved the principal's role.  For two of the tasks, the most experienced group of teachers perceived a greater degree of involvement for the principal than did the other groups.  The tables giving the full results of this question are found in Appendix C.

## Length of Teaching Experience Overall

Research Question 2.2:  What differences exist in the distribution of decision-making authority perceived by teachers according to the length of time teachers have taught overall?

Very few differences were seen between teacher groups categorized by the length of experience overall.  There were no differences concerning the involvement of the individual teacher or the principal.  The most experienced group of teachers felt that the staff group was more involved in deciding how teachers should be evaluated than the least experienced group felt.  In three cases, the least experienced group felt that the external authority was more involved than did the most experienced group.  Tables showing the detailed analysis of data concerning this question are located in Appendix C.

## Summary of Teacher Perceptions

This section dealt with findings on (1) the distribution of decision-making authority in schools and (2) differences in involvement in decision-making by teachers categorized according to demographic variables. It was found that teachers exercised a large degree of autonomy within the classroom. In the majority of cases, hierarchical control was still dominant outside of the classroom, with the principal commanding most decision-making authority. Teachers did exercise some authority in tasks which were related to classroom management.

The authority for decision-making within the staff group was weak overall, but was stronger than the individual authority of the teacher in some cases.

The involvement in decision-making was most dominant by the principal, though the external authority was involved strongly in most areas in which the principal was weaker. The two administrative levels seemed to complement each other, thereby maintaining a strong hierarchical control.

When teachers were categorized by the length of time in the present school, there were almost no differences in the perceptions of the teacher groups. There were a few more differences when they were categorized according to the length of teaching experience overall.

## Preferred Involvement in Decision-Making

<u>Research Question 3:</u>  What is the distribution of decision-making authority preferred by elementary teachers in small jurisdictions?

In order to investigate the question, the mean preferred involvement score of each decision-making level in determining action for each task was calculated. The mean preferred involvement score represents the degree of preferred involvement. The relative degree was determined on the basis of differences in the mean preferred involvement scores of the four decision-making levels with respect to each of the fifteen tasks.

## Preferred Teacher Involvement

As seen in Table 4.2, the mean preferred involvement scores of the individual teacher were higher than those of the staff group, the principal, and the external authority in determining action for the three tasks (Tasks 4, 5, and 6) in the area of classroom management. Three tasks related to classroom management also had scores which were higher than those of the three other decision-making levels. These were Task 8, Task 11, and Task 12. In twelve of the fifteen tasks, the involvement scores of the individual teacher were considerably higher than those of the external authority.

TABLE 4.2

Mean Involvement Scores of Four Decision-Making Levels in Determining Action For Each Task as Preferred by Teachers

| TASKS | Individual Teacher | Staff Group | Principal | External Authority |
|---|---|---|---|---|
| Determination of | | | | |
| 1. School's total program. | 3.42 | 3.70 | 3.66 | 2.90 |
| 2. Detailed content of school's program. | 3.70 | 3.48 | 3.47 | 2.72 |
| 3. School rules/regulations for general student body. | 3.56 | 4.07 | 3.92 | 2.32 |
| 4. The way a subject is presented in class. | 4.69 | 2.49 | 2.38 | 2.02 |
| 5. Frequency and methods of classroom testing. | 4.26 | 2.73 | 2.72 | 2.36 |
| 6. Friendliness of classroom teacher-student relationships. | 4.65 | 3.80 | 3.49 | 2.12 |
| 7. Size and composition of classes. | 3.61 | 3.48 | 3.61 | 2.64 |
| 8. Grading and promotion of students. | 4.34 | 3.22 | 3.36 | 2.17 |
| 9. Teaching load and other duties of teachers. | 3.43 | 3.34 | 3.66 | 2.75 |
| 10. Allocation of money to teachers for instructional aids and equipment. | 3.39 | 3.58 | 3.78 | 2.58 |
| 11. Arrangements for parents to discuss their children's schooling. | 4.14 | 3.19 | 3.74 | 2.22 |
| 12. Texts and instructional materials for subjects. | 3.89 | 3.55 | 3.15 | 2.93 |
| 13. Nature of organized professional development activities. | 3.23 | 3.63 | 3.31 | 3.00 |
| 14. How teachers are to be evaluated. | 3.36 | 3.44 | 3.67 | 3.47 |
| 15. Expenditure patterns of school-based budgets. | 3.07 | 3.55 | 3.75 | 2.85 |

n = 93

## Preferred Staff Group Involvement

The mean preferred involvement scores of the staff group were higher than those of the individual teacher, the principal, and the external authority for one task. This was Task 13, which involves professional development. Besides Task 13, there were three other tasks in which teachers preferred a higher level of involvement for the staff group rather than for the individual teacher. These were Task 1, Task 3, and Task 15. Besides Task 13, there was one other task for which greater staff group involvement than that of the principal was preferred. This was for Task 12. Involvement scores for the staff group were higher than those for the external authority for fourteen of the fifteen tasks. The only score for which there was not a major difference was for Task 14(teacher evaluation).

## Preferred Principal Involvement

There were no cases in which the preferred involvement scores for the principal were higher than all other decision-making levels. For five of the tasks a higher preferred involvement score was given to the principal as compared to the scores given to the individual teacher. These were Task 1, Task 3, Task 10, Task 14, and Task 15. For two of the tasks much higher scores were given for the involvement of the principal than for the staff group. These were for Task 9 and Task 11. For twelve of the

fifteen tasks, the preferred involvement of the principal was significantly higher than that of the external authority. The only tasks for which there was not a major difference in preferred involvement scores were Task 12, Task 13, and Task 14.

## Preferred Involvement of the External Authority

The preferred involvement scores for the external authority were substantially lower than for all other levels of decision-making. For all except one of the tasks, the preferred involvement scores for the external authority were significantly lower than at least one of the scores for the other levels. This was for Task 14 (teacher evaluation).

## Summary

From the data collected it can be seen that teachers preferred to be more highly involved than all other levels for six of the fifteen tasks. It was also preferred by teachers that the staff group be more highly involved than the individual teacher in four of the tasks, and more involved than the principal in two of the tasks. The preferred involvement scores of the staff group and for the principal showed the fewest significant differences than for any other combination, with major differences in only four of the tasks. It was also preferred that the principal be more involved than the individual teacher for five of the tasks, and more involved than the staff group for two of the

tasks. The most outstanding factor in teacher preferences was the minimal involvement desired by the external authority. Scores for the other three levels were significantly higher than the external authority for a minimum of twelve of the tasks, and a maximum of fourteen tasks.

## Differences in Preferred Involvement in Decision-Making By Demographic Variables

In this section, analyses were conducted to determine whether there were any notable differences in the involvement of each decision-making level in determining action for each task in the preferences of teachers categorized by demographic variables.

### Length of Teaching Experience in the Present School

Research Question 4.1: What differences exist in the distribution of decision-making authority preferred by teachers according to the length of time the teacher has taught in the present school?

There were very few differences in preferences of teachers when they were categorized according to the length of teaching experience in the present school. There were no major differences regarding the involvement of the individual teacher, the principal, or the external authority. When the staff group was considered, there was an important difference between the first and second groups of teachers concerning the involvement of the staff group in organizing professional development activites. Appendix C contains the tables showing the full resul       referred

involvement of each decision-making level.

## Length of Teaching Experience Overall

Research Question 4.2: What differences exist in the distribution of decision-making authority preferred by teachers according to the length of teaching experience overall?

There were more differences when teachers were categorized by the length of teaching experience overall. Concerning the involvement of the individual teacher the group with the middle amount of experience (6 to 10 years) felt that teachers should be more involved with the grading and promotion of students. The teachers with the least amount of experience felt that the staff group should be more involved with the school's total program, the detailed content of the school's program, texts and instructional materials, and with professional development activities. The other tasks produced relatively similar responses among groups.

The least experienced group thought the principal should be more involved with texts and instructional materials, and with school budgeting. The least experienced group of teachers also felt that the external authority should be more involved in the school's total program, the way a subject is presented in class, the frequency and methods of classroom testing, and school-based budgeting.

The full details of the data analyzed concerning this question are found in Appendix C.

## Summary of Teacher Preferences

This section presented findings on (1) the preferred distribution of decision-making authority in schools and (2) differences in the preferred involvement in decision-making by teachers according to demographic variables.

Teachers preferred not only to maintain a substantial degree of autonomy within the boundary of the classroom, but also wanted to extend their decision-making authority to other areas such as (1) selection of texts and instructional material, (2) grading and promotion of students, and (3) arrangements for parents to discuss their children's schooling. They preferred that the staff group would have more authority than the individual teacher in four areas, and considerably higher levels of authority than the principal in two areas. The principal was preferred to exercise a higher level of authority than the individual teacher for five tasks, and a higher level of authority than the staff group for two tasks. The level of decision-making authority preferred for the principal was most closely aligned with the authority preferred for the staff group. Teachers preferred the external authority to have less decision-making authority in almost all areas.

In the preferences of teachers categorized by length of time in their present school, there were very few differences found. More differences were found when teachers were categorized by length of teaching experience overall. The

less experienced teachers wanted significantly more involve-
ment by the staff group, the principal, and the external
authority for some of the tasks.

In conclusion, teachers wished to have slightly greater
decision-making authority than they now have. At the same
time, they preferred to see the staff group and principal
share decision-making authority in areas not related to
classroom management. They preferred that the principal
would have much more decision-making authority than the
external authority had.

## Discrepancy Between Perceived and Preferred
Involvement in Decision-Making

This section presents findings on the discrepancy
between the perceived and the preferred involvement of each
of the four decision-making levels with respect to each of
the fifteen tasks in schools. Analyses were also conducted
to determine whether there were any differences in degrees
of discrepancy regarding decision-making involvement by
length of teaching experience in the present school, and by
teaching experience overall.

### Discrepancy Between Perceived and Preferred Involvement in
Decision-Making

**Research Question 5:** What degree of discrepancy exists
between the perceived and the preferred involvement of
teachers in decision-making?

In order to examine the question, the mean perceived
(actual) and the mean preferred involvement scores of each

decision-making level regarding each task were computed. The discrepancy score was calculated by subtracting the mean preferred involvement score from the mean perceived involvement score for each task. A minus sign indicates decisional deprivation. Then, the rank order for the degree of discrepancy for each task was determined by the size of the discrepancy score in the fifteen tasks.

## Discrepancy Concerning the Involvement of the Individual Teacher

Table 4.3 shows the discrepancy between the mean perceived and the mean preferred involvement scores of the individual teacher in determining action for each task. Significant differences between the mean perceived and the mean preferred involvement scores were found regarding all tasks. The largest discrepancy scores were on the following five tasks: Task 7, Task 14, Task 15, Task 10, and Task 9. The smallest discrepancies were found in the tasks based on classroom management and those closely related. These were Task 4, Task 6, Task 11, Task 5, and Task 8.

## Discrepancy Concerning the Involvement of the Staff Group

Table 4.4 presents the degree of discrepancy in the involvement of the staff group. There were notable differences in the mean perceived and preferred involvement scores for all tasks except for one (Task 4), which was in the area of classroom management. The smallest discrepancies were for the same five tasks as for the individual

## TABLE 4.3

**Discrepancy Between Mean Perceived and Preferred Involvement Scores of the Individual Teacher Determining Action For Each Task**

| TASKS | Actual | Preferred | Discrepancy | RO |
|---|---|---|---|---|
| Determination of | | | | |
| 1. School's total program. | 2.50 | 3.42 | -0.92 | 7 |
| 2. Detailed content of school's program. | 2.99 | 3.70 | -0.71 | 9 |
| 3. School rules/regulations for general student body. | 2.88 | 3.56 | -0.68 | 10 |
| 4. The way a subject is presented in class. | 4.56 | 4.69 | -0.13 | 15 |
| 5. Frequency and methods of classroom testing. | 3.99 | 4.26 | -0.27 | 12 |
| 6. Friendliness of classroom teacher-student relationships. | 4.50 | 4.65 | -0.14 | 14 |
| 7. Size and composition of classes. | 1.83 | 3.61 | -1.78 | 1 |
| 8. Grading and promotion of students. | 3.97 | 4.34 | -0.37 | 11 |
| 9. Teaching load and other duties of teachers. | 2.19 | 3.43 | -1.24 | 5 |
| 10. Allocation of money to teachers for instructional aids and equipment. | 2.14 | 3.39 | -1.25 | 4 |
| 11. Arrangements for parents to discuss their children's schooling. | 3.95 | 4.14 | -0.20 | 13 |
| 12. Texts and instructional materials for subjects. | 2.90 | 3.89 | -0.99 | 6 |
| 13. Nature of organized professional development activities. | 2.44 | 3.56 | -0.08 | 8 |
| 14. How teachers are to be evaluated. | 1.93 | 3.36 | -1.43 | 2 |
| 15. Expenditure patterns of school-based budgets. | 1.77 | 3.07 | -1.30 | 3 |

n = 93

RO = Rank Order based on size of discrepancy.

TABLE 4.4

Discrepancy Between Mean Perceived and Preferred Involvement
Scores of the Staff Group In Determining Action For Each Task

| TASKS | Actual | Preferred | Discrepancy | RO |
|---|---|---|---|---|
| Determination of | | | | |
| 1. School's total program. | 2.85 | 3.70 | -0.85 | 7 |
| 2. Detailed content of school's program. | 2.75 | 3.48 | -0.73 | 9 |
| 3. School rules/regulations for general student body. | 3.43 | 4.07 | -0.64 | 10 |
| 4. The way a subject is presented in class. | 2.46 | 2.49 | -0.04 | 15 |
| 5. Frequency and methods of classroom testing. | 2.33 | 2.73 | -0.41 | 11 |
| 6. Friendliness of classroom teacher-student relationships. | 3.49 | 3.80 | -0.30 | 13 |
| 7. Size and composition of classes. | 1.98 | 3.48 | -1.50 | 1 |
| 8. Grading and promotion of students. | 2.88 | 3.22 | 34 | 12 |
| 9. Teaching load and other duties of teachers. | 2.34 | 3.34 | -1.00 | 5 |
| 10. Allocation of money to teachers for instructional aids and equipment. | 2.50 | 3.58 | -1.08 | 4 |
| 11. Arrangements for parents to discuss their children's schooling. | 2.95 | 3.19 | -0.23 | 14 |
| 12. Texts and instructional materials for subjects. | 2.80 | 3.55 | -0.75 | 8 |
| 13. Nature of organized professional development activities. | 2.77 | 3.63 | -0.86 | 6 |
| 14. How teachers are to be evaluated. | 1.97 | 3.44 | -1.48 | 2 |
| 15. Expenditure patterns of school-based budgets. | 2.28 | 3.55 | -1.27 | 3 |

n = 93
RO = Rank Order based on size of discrepancy.

teacher's involvement, only in slightly different order. As well as Task 4, these were Task 11, Task 6, Task 8, and Task 5. The largest discrepancies were for Task 7, Task 14, Task 15, Task 10, and Task 9.

## Discrepancy Concerning the Involvement of the Principal

As seen in Table 4.5, there were notable differences between the mean perceived and the mean preferred involvement scores of the principal for seven tasks. All but two of these indicate that the principal was actually involved more than the teachers would have preferred. These were, from the largest d crepancy to the smallest, Task 9, Task 3, Task 15, Task 10, and Task 8. The other two tasks which showed notable differences indicated that teachers would prefer the principal to be more involved. These were Task 13 and Task 6.

## Discrepancy Concerning the Involvement of the External Authority

As seen in Table 4.6, there were important differences between the mean perceived and the mean preferred involvement scores of the external authority for twelve of the fifteen tasks. Of these twelve tasks, only three of the discrepancies indicated a desire for greater involvement by the external authority. These were for Tasks 4, 6, and 11, and the discrepancies were among the smallest. All of the others indicated that teachers preferred less involvement by the external authority. The five largest discrepancies were

## TABLE 4.5

Discrepancy Between Mean Perceived and Preferred Involvement
Scores of the Principal in Determining Action For Each Task

| TASKS | Actual | Preferred | Discrepancy | RO |
|---|---|---|---|---|
| Determination of: | | | | |
| School's total program. | 3.64 | 3.66 | -0.02 | 12 |
| 2. Detailed content of school's program. | 3.32 | 3.47 | -0.14 | 7 |
| 3. School rules/regulations for general student body. | 4.30 | 3.92 | +0.38 | 3 |
| 4. The way a subject is presented in class. | 2.35 | 2.38 | -0.02 | 12 |
| 5. Frequency and methods of classroom testing. | 2.67 | 2.72 | -0.04 | 10 |
| 6. Friendliness of classroom teacher-student relationships. | 3.24 | 3.49 | -0.25 | 5 |
| 7. Size and composition of classes. | 3.69 | 3.61 | +0.08 | 8 |
| 8. Grading and promotion of students. | 3.55 | 3.36 | +0.19 | 6 |
| 9. Teaching load and other duties of teachers. | 4.28 | 3.67 | +0.62 | 1 |
| 10. Allocation of money to teachers for instructional aids and equipment. | 4.13 | 3.78 | +0.36 | 4 |
| 11. Arrangements for parents to discuss their children's schooling. | 3.75 | 3.74 | +0.01 | 13 |
| 12. Texts and instructional materials for subjects. | 3.10 | 3.15 | -0.05 | 9 |
| 13. Nature of organized professional development activities. | 2.88 | 3.31 | -0.42 | 2 |
| 14. How teachers are to be evaluated. | 3.70 | 3.67 | +0.03 | 11 |
| 15. Expenditure patterns of school-based budgets. | 4.10 | 3.75 | +0.36 | 4 |

n = 93

RO = Rank Order based on size of discrepancy.

TABLE 4.6

Discrepancy Between Mean Perceived and Preferred Involvement
Scores of the External Authority in Determining Action For Each Task

| TASKS | Actual | Preferred | Discrepancy | RO |
|---|---|---|---|---|
| Determination of | | | | |
| 1. School's total program. | 3.51 | 2.90 | +0.61 | 4 |
| 2. Detailed content of school's program. | 3.05 | 2.72 | +0.33 | 9 |
| 3. School rules/regulations for general student body. | 2.35 | 2.32 | +0.04 | 14 |
| 4. The way a subject is presented in class. | 1.95 | 2.02 | -0.07 | 13 |
| 5. Frequency and methods of classroom testing. | 2.60 | 2.36 | +0.24 | 12 |
| 6. Friendliness of classroom teacher-student relationships. | 1.84 | 2.12 | -0.27 | 11 |
| 7. Size and composition of classes. | 3.76 | 2.64 | +1.11 | 1 |
| 8. Grading and promotion of students. | 2.45 | 2.17 | +0.28 | 10 |
| 9. Teaching load and other duties of teachers. | 3.32 | 2.75 | +0.57 | 6 |
| 10. Allocation of money to teachers for instructional aids and equipment. | 3.08 | 2.58 | +0.50 | 7 |
| 11. Arrangements for parents to discuss their children's schooling. | 2.19 | 2.22 | -0.02 | 15 |
| 12. Texts and instructional materials for subjects. | 3.51 | 2.93 | +0.58 | 5 |
| 13. Nature of organized professional development activities. | 3.41 | 3.00 | +0.41 | 8 |
| 14. How teachers are to be evaluated. | 4.30 | 3.47 | +0.83 | 3 |
| 15. Expenditure patterns of school-based budgets. | 3.69 | 2.85 | +0.85 | 2 |

n = 93
RO = Rank Order based on size of discrepancy.

for Task 7, Task 15, Task 14, Task 1, and Task 12. The smallest discrepancies were for Task 11, Task 3, Task 4, Task 5, and Task 6. It is notable that the last three involve classroom management.

## Summary

Decisional deprivation was found in all cases for the individual teacher, and for all cases concerning staff group. In each case, the largest discrepancies occurred for tasks not involving classroom management. The largest decisional deprivation of the individual teacher and the staff group involved tasks related to (1) size and composition of classes, (2) teacher evaluation, (3) resource allocation, and (4) teaching load and other duties of teachers.

By way of contrast, teachers considered the principal and especially the external authority to be involved too much. The principal was considered to be involved too much in (1) teaching load and other duties of teachers, (2) school rules and regulations, and in (3) resource allocations. The external authority was considered too deeply involved in (1) the size and composition of classes, (2) school-based budgeting, and (3) teacher evaluation.

### Differences in Degrees of Discrepancy By Demographic Variables

In this section, analyses were conducted to determine

whether there were any notable differences in the mean
discrepancy scores of teacher groups categorized by demo-
graphic variables with respect to each task.

Length of Teaching Experience in Present School

Research Question 6.1: What differences exist in degrees of
discrepancy among teachers according to the length of
teaching experience in the present school?

Concerning the involvement of the teacher, when
teachers were categorized in such a way, there was only one
major difference in the scores. That occurred with regard
to the teaching load and other duties of teachers. The
least experienced group thought the teacher should be more
involved than did the most experienced group.

There were more differences between groups when the
staff group was involved. For three of the tasks, the
beginning group of teachers had much larger decisional
deprivation scores than did the most experienced group.
These involved (1) the grading and promotion of students,
(2) allocation of money to teachers for instructional aids
and equipment, and (3) arrangements for parents to discuss
their children's schooling.

Concerning the involvement of the principal, the
beginning group felt the principal was too involved in the
way a subject is presented in class. The third group of
teachers felt the principal was too involved in organizing
professional development activities, and not enough involved
in school-based budgets.

There were no notable differences between groups concerning the involvement of the external authority.

Further details concerning the comparison of discrepancy scores by the length of experience in the present school, may be found in Appendix C.

## Length of Teaching Experience Overall

Research Question 6.2: What differences exist in degrees of discrepancy among teachers according to the length of teaching experience overall?

In looking at the discrepancy scores when teachers were grouped according to overall teaching experience (see Appendix C), it should be noted that the higher scores generally belonged to the teachers with the least amount of experience. This is the case with the individual teacher's involvement in decision-making where the least experienced teachers had the highest scores for eleven of the fifteen tasks. The decisional deprivation scores of the least experienced group were especially higher than those of the most experienced group for Task 3 and Task 4. Concerning the involvement of the staff group, there were notably high scores by the least experienced group as compared to the most experienced group for four of the tasks: Task 5, Task 10, Task 13, and Task 15. The same was true for Task 15 when the involvement of the principal was considered. On two occasions, the middle group of teachers had the highest deprivation scores. When the involvement of the staff group was considered, the middle group had the highest score for

the size and composition of classes. When the involvement of the principal was looked at, the middle group had the highest score for deciding how teachers are to be evaluated. The most experienced group had the highest deprivation score when the external authority's involvement was considered regarding the school's total program.

### Summary of Discrepancy Between Perceived and Preferred Involvement in Decision-Making

This section dealt with findings on (1) the discrepancy between the perceived and the preferred involvement of each decision-making level for each of the tasks, and (2) differences among teachers categorized by demographic variables.

Decisional deprivation was predominant when the involvement of the individual teacher and the staff group was considered. Deprivation was shown for all tasks. A positive discrepancy, showing too much involvement, was recorded for eight of fifteen tasks, regarding the principal's role. However, it should be noted that some of these were very small. The external authority was considered too involved in twelve of fifteen cases. To sum up, then, teachers demonstrated a great desire to be more involved individually and as a staff group, but they felt that administrators should generally be less involved.

When teachers were grouped according to the length of experience in the present school, the greatest differences were found regarding the involvement of the staff group and

the principal. The least experienced group often wanted a
greater involvement by the staff group. Where the principal
was involved, the least experienced group showed the
greatest decisional deprivation when all groups were
compared. However, the third group also demonstrated
greater decisional deprivation on one occasion. There was
little evidence of differences among groups concerning the
involvement of the external authority.

When teachers were grouped according to the level of
experience overall, the greatest decisional deprivation was
again shown by the least experienced group. This involved
mostly the individual teacher and the staff group.

### Satisfaction of Teachers With Their Involvement
### in Decision-Making

This section deals with findings on overall satis-
faction levels of teachers with their involvement in
decision-making. It also deals with the free responses that
teachers made concerning their participation in decision-
making and their satisfaction with the levels of participa-
tion they were allowed.

### Overall Satisfaction Level of Teachers With
### Their Involvement in Decision-Making

Research Question 7. What is the extent of teacher satis-
faction with their present involvement in decision-making?

The scale of overall satisfaction of teachers with
their involvement in decision-making ranged from 1 to 6:
1(very dissatisfied), 2(moderately dissatisfied), 3(slightly

dissatisfied), 4(slightly satisfied), 5(moderately satis-

fied), and 6(very satisfied).

Table 4.7 shows the results of the survey.

### TABLE 4.7

Overall Satisfaction Level of Teachers with
Their Involvement in Decision-Making

| Degree of Satisfaction | Number | Percent |
| --- | --- | --- |
| 1.  Very Dissatisfied | 2 | 2.3 |
| 2.  Moderately Dissatisfied | 14 | 15.9 |
| 3.  Slightly Dissatisfied | 7 | 7.9 |
| 4.  Slightly Satisfied | 6 | 6.8 |
| 5.  Moderately Satisfied | 39 | 44.4 |
| 6.  Very Satisfied | 20 | 22.7 |
| TOTALS | 88 | 100.0 |

n = 93:   Mean Score 4.43

The mean score was 4.43, which represents the overall

satisfaction level of teachers with their involvement in

decision-making.  Therefore, it can be seen that teachers

were, in general, slightly satisfied with their involvement.

However, as Table 4.7 illustrates, the scores ranged from

very dissatisfied to very satisfied with the teachers' level

of involvement.  This shows that even though teachers in

general were slightly satisfied, 26.1% of teachers were

somewhat dissatisfied and 73.9% were relatively satisfied

with their involvement in decision-making.

## Free Responses

On the topic of "sharing responsibilities for decision-making", 39 out of 93 teachers provided their opinions. Content analysis of the free responses was carried out by dividing them into two categories: the positive attitude and the negative attitude of teachers toward participation in decision-making. Positive attitudes included such expressions as (1) satisfaction with one's involvement, (2) a positive evaluation of participation, and (3) the expressed desire to be involved more. Negative attitudes included such expressions as (1) the desire not to be involved, (2) administrative reluctance to allow participation, and (3) frustrations due to hierarchical controls. According to the content analysis of the free responses, 59.0% of teachers showed a negative attitude, and 33.3% showed a positive attitude. The responses of 7.7% of teachers were not applicable.

## Summary of Overall Satisfaction

This section dealt with the overall satisfaction of teachers with their role in decision making. It was found that, in general, teachers were slightly satisfied with their involvement in decision-making. However, when responses were analyzed more specifically, it was found that 73.9% of teachers were satisfied to some degree, and that

26.1% were to some degree dissatisfied.

The free responses were made mostly by those in the 26.1% category who were dissatisfied. Teachers demonstrating a negative attitude were 59.0% of the respondents, while there were positive responses from 33.3%.

## A Comparison With Chung's Findings

Since this is a replication of a study undertaken by Chan-Young Chung in 1985, it was appropriate to compare the results of this study to those which Chung discovered. It should be remembered that Chung surveyed teachers from fifteen schools in a large jurisdiction. Five of the schools involved were elementary, five were junior high, and five were senior high schools. In Chung's study, 66 teachers taught elementary students, 83 teachers taught junior high students, and 149 teachers taught in high schools, making a total of 298 teachers involved in his study. For the present study, 100 elementary teachers from 22 schools in two small jurisdictions responded to the survey (46.7%). Of the total numbers that Chung surveyed, 51.3% were accepted for analysis. For this study, 43.5% were accepted for analysis.

## Differences Based on the Design of the Study

It should be noted that Chung went into much greater detail than the present study did. He used the following demographic variables: type of school, sex, length of

teaching experience, and length of training. He applied these variables to teacher perceptions, teacher preferences, the discrepancy between perceptions and preferences, and overall teacher satisfaction. In the present study, only two demographic variables were used: length of experience in the present school, and length of teaching experience overall. These variables were not applied to teacher satisfaction. Only one of these variables can be compared to Chung's study: length of teaching experience overall to Chung's length of teaching experience.

Chung also investigated the relationship between the overall satisfaction of teachers and the decisional deprivation of teachers. As well, he determined the major sources of dissatisfaction of teachers with their involvement in decision-making. The present study did not deal with these aspects.

A major change in the design involved the decision-making levels, which Chung termed "decision-making units" (Chung, p. 11). He used three decision-making units: the individual teacher, the formal staff group, and the higher official authority. For the present study, it was felt that if the "higher official authority" level was divided into two groups, a more specific view of teacher perceptions could be gained regarding school administration. Therefore, four decision-making levels were used: the individual teacher, the formal staff group, the principal, and the external authority. The results of this indicated that the

principal's role was much more acceptable to teachers than was the role of the external authority, as will be shown later in this comparison.

To compare Chung's findings to those of the present study, only those areas which were measuring similar types of data were used. Therefore, in comparing teacher perceptions, teacher preferences, and the discrepancy between perceptions and preferences, only Chung' findings concerning elementary teachers were compared.

A Comparison of Teacher Perceptions

The adding of a fourth decision-making group created a new dimension to the study which Chung did not have. While Chung found that one of the three levels could have significantly higher scores than the other two groups, it did not happen as often with four decision-making levels. Therefore, analysis was necessarily more specific to determine important differences over one or more of the other levels. While Chung's analysis revealed no more than two major differences for each of the fifteen tasks, and in three cases, no significant differences, the present study had a minimum of two notable differences for each task, and a maximum of six.

Chung found that the individual teacher had significantly higher scores for the three tasks (Tasks 4, 5, and 6) in the area of classroom management, and that there was no significant differences for Task 2(school's program),

Task 3(rules/regulations), Task 8(grading and promotion),
and Task 12(instructional materials) concerning the involve-
ment of the three levels by teacher perceptions. The
present study revealed higher scores for the perceived
involvement of the individual teacher for the classroom
management tasks as did Chung, but also for Task 8. As
well, for Task 2 there were no major differences between the
involvement scores of the individual teacher, the principal,
or the external authority. For Task 11, the scores of the
individual teacher were higher than those of the staff group
and the external authority, but were similar to those of the
principal. It can be seen that in the perceptions of
teachers, the teachers in the small jurisdictions felt that
the individual teacher had a slightly higher level of
involvement than those in Chung

In Chung's study the elementary teachers perceived that
the staff group had significantly higher scores than the
individual teacher for two of the tasks. In the present
study, this was true of five of the tasks. Chung found that
there were no tasks for which the staff group had higher
scores than those of the external authority (higher official
authority). The present study revealed the same concerning
the involvement of the principal, except for one task (Task
6). Concerning the involvement of the external authority,
the staff group had notably higher scores for five of the
tasks.

Chung's study showed that the perceived involvement of

the external authority was significantly higher than those of the other two units for six of the tasks. The present study revealed that the principal had higher levels of involvement than the two school-based levels for eight of the tasks. The external authority was to have a higher level of authority than the individual teacher and the staff group for nine of the fifteen tasks. For six of the tasks, there was little difference in the involvement of the principal and the external authority. Therefore it can be seen that while the individual teacher had apparently greater authority than Chung's study, the principal and external authority combined had greater authority than in Chung's study. There appeared to be fewer times in the present study where there were no important differences.

The demographic variables, "length of teaching experience overall" was compared to Chung's "length of teaching experiences", to check for differences. Chung found that there were significant differences when teachers were grouped according to experience, in nine out of 135 cases (p. 78). In the present study, differences appeared in four of a possible 180 cases. In Chung's study, there were significant differences concerning the involvement of the individual teacher for four tasks, involving the most experienced and least experienced group. In the present study there were major differences in individual teacher involvement for none of the tasks. In the total picture of teacher perceptions, the present study had fewer differences

according to experience of teachers.

## A Comparison of Teacher Preferences

Chung found that elementary teachers preferred to have a significantly higher level of involvement by the individual teacher over the other levels, for five of the tasks. The present study found a preferred involvement of the individual teacher which was higher for seven of the tasks. The previous study showed a preference for the individual teacher to be significantly more involved than the higher official authority for ten of the tasks. The present study showed that it was preferable for the individual teacher to have a higher level of involvement than the principal for seven of the tasks, and a higher level of involvement than that of the external authority for fourteen of the fifteen tasks. This indicates that teachers preferred a substantial amount of involvement from the principal, but a minimal amount of involvement from the external authority. These findings make a distinction between the involvement of the principal and the external authority, something which Chung did not do.

Chung's study revealed a preference for the staff group to be significantly more involved than the individual teacher for only one task. In the present study, it was preferable for the staff group to have more involvement than the individual teacher for six of the tasks. The staff group, therefore seems to be of greater importance in the

present study. In the former study, teachers preferred that the staff group be significantly more involved than the higher official authority for four of the tasks. This study showed preferences for a higher level of involvement by the staff group over that of the principal for three tasks, and over that of the external authority for fourteen of the fifteen tasks.

The previous study demonstrated preferences for the higher official authority to have a significantly higher level of involvement than other groups for none of the tasks. In this study it was preferred that the principal have a notably higher level of involvement than the individual teacher for six of the tasks. The principal was preferred to have a higher level of involvement than the staff group for five tasks, and for ten tasks the scores were similar. Teachers involved in the present study wished a slightly higher involvement for the external authority over that of the individual teacher for only one task, which relates to the evaluation of teachers. When the preferred involvement scores of the external authority were compared to those of the staff group, it was found that teachers preferred the external authority to be more involved only in determining the teaching load and in evaluating teachers (Tasks 9 and 14). These results raise the possibility that in Chung's study, teachers may have considered the higher official authority to be what the current study called the external authority. The results also demonstrate that the

preferred involvement of the principal was much greater than that of the external authority, something that Chung's study did not demonstrate.

In comparing the length of teaching experience and teacher preferences in the two studies, it was found that in the previous study there were significant differences in seven of 135 possible cases. In the current study it was found that there were major differences in twelve of a possible 180 cases. As Chung found, the differences in the current study involved most often the group with the least amount of experience.

## A Comparison of the Discrepancy Between the Actual and the Preferred

Chung found that there was a significant discrepancy between the mean perceived and the mean preferred involvement scores of the individual teacher for all tasks except for two. In this study, discrepancy scores were found for all tasks concerning the involvement of the individual teacher. The five largest discrepancies were the same for both studies, though the order were slightly different. In Chung's study, the five largest discrepancies were for Task 7, Task 1, Task 10, Task 9, and Task 15. In the present study, these were Task 7, Task 14, Task 15, Task 10, and Task 9.

It was previously found that significant discrepancies existed regarding the involvement of the staff group for all tasks except two. In this study, there were significant

differences for all tasks. Again, the five largest
discrepancies regarding the involvement of the staff group
in Chung's study were Task 14, Task 7, Task 10, Task 15, and
Task 9. In the present study, the largest discrepancies in
order were Task 7, Task 14, Task 15, Task 10, and Task 9.

Significant differences between the mean perceived and
mean preferred involvement scores of the higher official
authority in Chung's study were found for seven of the
tasks. The current study also revealed significant
differences for seven tasks, regarding the involvement of
the principal. The five largest discrepancies are interest-
ing to compare. In the previous study, listed in order of
largest to smallest, they were: Task 14, Task 7, Task 10,
Task 15, and Task 9. In the current study, the five largest
discrepancies concerning the involvement of the principal
were: Task 9, Task 13, Task 3, Task 10, Task 6. Two of the
five are similar. When the scores of the external authority
are added, the five largest, in order are: Task 7, Task 15,
Task 14, Task 1, and Task 12. Three of the five are the
same as in Chung's list. This might demonstrate more
clearly which "higher official authority" causes a concern
and in which area. It is also notable that teachers
regarded Task 14 (how teachers are to be evaluated) to still
be the responsibility of the external authority, and not of
the principal. It was the third largest discrepancy
concerning the external authority, but eleventh on the
principal's list. It should also be pointed out that in the

current study, discrepancies occurred concerning the involvement of the external authority in all fifteen tasks, though some were insignificant.

In comparing discrepancies, it would seem that there were more in the current study, especially involving the external authority. On the whole, however, the discrep- ancies for the individual teacher and the staff group were very similar to those which Chung discovered. The largest differences involve the administrative levels.

When teachers were categorized according to length of experience, Chung found significant differences for six tasks when the individual teacher was involved. The present study found notable differences for two of the tasks, and they were different from those Chung found. Differences in decisional deprivation concerning the staff group were found for six tasks according to Chung(p. 145) when the higher official authority was involved. The present study found that there were discrepancies among groups for two tasks when the principal was involved, and for one task when the external authority was involved. This demonstrates that when the teachers were grouped according to length of teaching experience, there were many fewer significant differences than what Chung found.

## A Comparison of Overall Satisfaction

Chung found that:

the mean overall satisfaction scores of teachers

with their involvement in decision-making fell
between 3.85 and 4..48, which indicates that
teachers were, in general, slightly satisfied with
their involvement(Chung, 1985:166).

The results from this study indicated that the mean overall
satisfaction score was 4.43, also showing teachers to be
slightly satisfied with their involvement.

Table 4.8 compares the percentages of teachers at each
degree of satisfaction.

## TABLE 4.8

### Comparison of Degrees of Satisfaction in Chung's Study and the Present Study(Percentages)

| Degree of Satisfaction | Chung | Present Study |
|---|---|---|
| 1. Very Dissatisfied | 3.4 | 2.3 |
| 2. Moderately Dissatisfied | 12.1 | 15.9 |
| 3. Slightly Dissatisfied | 14.1 | 7.9 |
| 4. Slightly Satisfied | 14.8 | 6.8 |
| 5. Moderately Satisfied | 40.8 | 44.4 |
| 6. Very Satisfied | 15.5 | 22.7 |
| | 100.0 | 100.0 |

From these figures, Chung found that 29.6% of teachers were
somewhat dissatisfied, and 70.3% of teachers were relatively
satisfied. The current study found that 26.1% of teachers
were somewhat dissatisfied and 73.9% were relatively

satisfied with their involvement in decision-making. Thus
the current study showed teachers to be slightly more
satisfied than in Chung's study.

## Summary of the Comparison

This study showed many more significant differences as
a result of dividing the "higher official authority"
decision-making unit into two decision-making levels. It
meant that while there were many more significant differ-
ences than those Chung found, no single level of decision-
making could be as dominant in decision-making.

The present study found that it was perceived the
individual teacher had a slightly higher level of involve-
ment that was found in the previous study. The staff group
was also more involved now than before, and the
administrative levels combined were more involved than in
Chung's study.

It was discovered that teachers preferred to be
involved more than previously, and also that the staff group
be involved to a greater extent. The current study found
that teachers preferred the principal to have decision-
making authority in five of the tasks, but disapproved of
the involvement of the external authority for all tasks. In
Chung's study, the dissapproval of the higher official
authority equalled the disaproval of the external authority's involvement in the present study.

More discrepancies were found between the perceived and

the preferred involvement of teachers in this study than
previously. In spite of this, teachers were more satisfied
in this study than the study undertaken by Chung.

When the results based on the single demographic
variable were compared, there generally were fewer
significant differences in the current study.

## Summary and Conclusion of the Chapter

This chapter reported on the findings of the study,
including teachers' perceptions, preferences, the discre-
pancies between perceptions and preferences, teacher
satisfaction, and a comparison with Chung's findings. As
well, two demographic variables were applied to perceptions,
preferences, and the discrepancies between the two.

Teachers perceived that they were able to exercise
decision-making authority in all matters concerning class-
room management, and also for two areas which are closely
related to classroom management. Teachers perceived that
the staff group had more decision-making authority than the
individual teacher in five task areas, and more authority
than the external authority for five task areas. For three
of the tasks, there was no significant difference between
the principal and the staff group in decision-making
involvement. The principal was perceived to have more
decision-making authority than the other two school-based
levels for seven of the tasks, and more involved than the
external authority for a similar number of tasks. Teachers

perceived that the external authority had more influence than the individual teacher and the staff group for eight of the tasks.

It was preferred that the individual teacher have decision-making authority for the three tasks concerning classroom management, but also for three other tasks which are related to classroom management. Teachers preferred that the staff group have more authority for decision-making than the individual teacher for four of the tasks, and more authority than the principal for two tasks. It was preferred that the principal be significantly more involved than the individual teacher for five tasks, and than the staff group for two tasks. The external authority's involvement was preferred to be less than the individual teacher's for twelve tasks, less than the staff group's for fourteen tasks, and less than the principal's for twelve of the fifteen tasks.

There were discrepancies between the actual and the preferred involvement of the individual teacher for every task, and for the involvement of the staff group for fourteen of the fifteen tasks. Concerning the involvement of the principal, there were discrepancies for seven of the tasks, and for the involvement of the external authority there were discrepancies for twelve of the tasks.

When teachers were grouped acccording to the two demographic variables, the largest differences were found when the least experienced group of teachers was compared to the

most experienced group.  Generally speaking, however, there were very few differences when teachers were compared in this way.

Overall teacher satisfaction scores showed that 73.9% of teachers were satisfied to some degree with their role in decision-making, and 26.1% were dissatisfied.  Teachers' free responses indicated that the majority of those who responded were dissatisfied with their role in decision-making.

A comparison with Chung's findings showed that teachers perceived that they had slightly more decision-making authority than Chung found, and that teachers desired to be involved slightly more.  The present study found more discrepancies than Chung found; however, teachers were slightly more satisfied than were the teachers in Chung's study.

# CHAPTER FIVE

## SUMMARY, CONCLUSIONS, AND IMPLICATIONS

### Summary of the Study

#### Purpose of the Study

The purpose of this study was to investigate the
distribution of decision-making authority as perceived and
preferred by elementary teachers in two small jurisdictions.
The distribution was examined by the perceived and preferred
degrees of involvement of the individual teacher, the staff
group, the principal, and the external authority in deter-
mining action for fifteen tasks which are associated with
the operation of schools. The discrepancies between the
perceived and the preferred degrees of involvement were
examined for each level of decision-making concerning each
task. The overall satisfaction of teachers with their
involvement in decision-making was also calculated.

#### Theoretical Basis

Chung(1985:181) showed that authority to make decisions
is a basic element of organizational structure. The
distribution of authority in formal organizations cannot be
examined solely on the basis of hierarchical arrangemen,
though hierarchy does play a major role. In semi-profes-
sional and professional organizations there are two types of
authority: that which is based upon hierarchy, and that
which is based upon knowledge and expertise. In schools,

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both types of authority exist, and in order for schools to run effectively, there must be a balance between administrative and professional authority(Chung, 1985:182).

The need for, and the benefits of teacher participation were examined. If teachers were not allowed to participate, the result was a lack of motivation (MacPhail-Wilcox, et al., 1985), greater teacher resentment(Bushing, et al., 1985), teacher demoralization(Freedman, et al., 1986), and a higher rate of teacher stress and burnout(Schwab, et al., 1986). The reverse is true when participation is allowed. Bushing, et al. (1985), and Owens (1987:284) pointed out that motivation and morale would be increased. Owens(ibid,p. 284) felt that better decisions would be arrived at, and Bushing, et al. (1985) thought that a new professionalism would develop among teachers.

Owens(1987:288) suggested limits to teacher participation and offered a test to identify which teachers should be asked to participate.

The rising professionalism of teachers and their subsequent push towards greater decision-making involvement has created problems for the principalship. The principal has lost much of his power(Gunn, et al., 1988:3), and now must be content to share his decision-making authority with teachers. Pellicer(1984), Rosenholtz(1985), Tewell(1987), and Gunn, et al.(1988), suggest that schools will become more effective as principals allow participation. Marks, et al.(1985:99) felt that the principal needs to have a

democratic style of leadership.

Teacher satisfaction is a factor which affects the quality of schools today. Kreis, et al.(1985), and MacPhail-Wilcox, et al. (1985) state that teachers' needs must be met before teachers will be satisfied and before schools will be effective. Hoy and Miskel(1982:339), Brodinsky(1984), Bushing, et al.(1985), Kreis, et al.(1985), and Marks, et al.(1985:77), suggest that teacher satisfaction is directly related to their ability to participate in decision-making. Raschke, et al.(1985), and MacPhail-Wilcox, et al(1985), explain two types of satisfaction: intrinsic and extrinsic. Intrinsic satisfaction is gained by teachers when their students make significant progress, while extrinsic satisfaction comes when teachers can participate in decision-making. They suggest that teachers gain very little extrinsic satisfaction

Because decision-making authority is closely connected to school effectiveness, teacher satisfaction, and to the structure of organizations, it is important to determine the distribution of decision-making authority in schools on a continual basis. The distribution can be examined by analyzing the degree of involvement of four decision-making levels -- the individual teacher, the staff group, the principal, and the external authority -- in determining action for important tasks.

## Research Methodology

In order to carry out this study, the questionnaire used by Chung(1985) was modified and supplemented. The modified questionnaire consisted of the personal information section and two parts. Part A was designed to measure the perceived and preferred degree of involvement of each of the four decision-making levels for the fifteen tasks in schools, by using a five-point scale which ranged from very low involvement to very high involvement. Part B was designed to obtain free expressions of opinion from respondents on the topic of sharing responsibilities for decision-making in education, and also to measure the degree of overall teacher satisfaction by using a si point scale which ranged from very dissatisfied to very satisfied.

The data for the study were collected by using the questionnaire, which was sent to 214 elementary teachers in two jurisdictions. The total number of returns was exactly 100(46.7%) of which seven were not accepted for analysis, making the total analyzed, 93. Because of the low return rate, caution must be exercised in interpreting the data.

The data were analyzed in order to examine the following aspects: (1) the perceived and preferred distribution of decision-making authority regarding the fifteen tasks, (2) the degree of discrepancy between the perceived and the preferred involvement of each of the four decision-making levels regarding each of the fifteen tasks, (3) the

differences in degrees of involvement and the discrepancy by demographic variables, and (4) the overall satisfaction of teachers with their involvement in decision-making.

## Findings of the Study

### Perceptions

Research Question Number 1: What is the distribution of decision-making authority perceived by elementary teachers in small jurisdictions?

1. The individual teacher was seen by teachers to have a major role in determining action for four of the tasks,including three in the area of classroom management.

2. Teachers perceived that they had decision-making authority concerning the detailed content of the school's program, and in arranging for parents to discuss their children's schooling.

3. While the staff group did not have higher scores for any of the fifteen tasks, closer examination shows that the staff group had more decision-making authority than the individual teacher for five tasks not closely related to classroom management. The staff group was also perceived to have more authority than the external authority for five of the tasks.

4. The authority for decision-making by the principal was greater than that of the other school-based levels for seven tasks, and the external authority was perceived to have greater authority for eight of the tasks.

Research Question Number 2: What differences exist in the
distribution of decision-making authority perceived by
teachers according to the following demographic variables:
length of time in the school, and length of teaching
experience overall?

1.  In the perceptions of teachers categorized by the

    length of time in the school, there were very few

    differences between the groups concerning the degree of

    involvement of each of the levels for decision-making.

2.  There were very few differences between the groups when

    teachers were categorized by the length of experience

    overall. When notable differences occurred, they

    involved the most experienced group of teachers, who

    felt that the individual teacher and the staff group

    were involved to a significantly greater extent than

    the least experienced group perceived.


Preferences


Research Question Number 3: What is the distribution of
decision-making authority preferred by elementary teachers
in small jurisdictions?

1.  Teachers preferred the individual teacher maintain a

    major role in deciding matters of classroom management

    and also to be involved prominently in decision-making

    for three other task areas: (1) texts and instruc-

    tional materials for subjects, (2) grading and promo-

    tion of students, (3) arrangements for parents to

    discuss their childrens' schooling.

2.  Teachers preferred the staff group to have a leading

    role in determining action regarding only one task:

the nature of professional development activities. It

was preferred that the staff group have a greater level

of involvement than the individual teacher for three

other tasks; a higher level of involvement than the

principal for the total of two tasks; and a higher

level of involvement for the staff group than for the

external authority for fourteen of the fifteen tasks.

3.  Teachers preferred the principal to be more highly

    involved than the individual teacher for five tasks,

    and more involved than the staff group for two tasks.

    They preferred the principal to be more involved than

    the external authority for almost all of the tasks.

4.  Teachers preferred the lower involvement of the

    external authority in determining action concerning

    almost all of the tasks.

Research Question Number 4:  What differences exist in the
distribution of decision-making authority preferred by
teachers according to the following demographic variables:
length of time in school, and length of teaching experience
overall?

1.  The preferred involvement patterns of the four deci-

    sion-making levels for the fifteen tasks when teachers

    were categorized by the length of time in school,

    showed almost negligible differences between prefer-

    ences of teacher groups.

2.  When teachers were categorized by length of teaching

    experience overall there were significant differences

    between teaching groups in more cases than for the

    first variable.  In each case the least experienced

group preferred to have substantially more involvement than did the most experienced group. This was true concerning the involvement of the staff group, the principal, and the external authority.

## Discrepancy

Research Question Number 5: What degree of discrepancy exists between the perceived and the preferred involvement of teachers in decision-making?

1. Substantial differences between the mean perceived and the mean preferred involvement scores of the individual teacher were found for all of the tasks. The lowest decisional deprivation of teachers was found in the area of classroom management, and in related areas.

2. The highest degree of decisional deprivation of teachers was found in such tasks as (1) the size and composition of classes, (2) how teachers are evaluated, (3) resource allocations, and (4) teaching load and other duties of teachers.

3. Significant differences concerning the perceived and the preferred involvement of the staff group were found for all tasks except for one. The largest discrepancies were found for the same tasks as for the individual teacher.

4. Substantial differences concerning the perceived and the preferred involvement of the principal were found for seven of the tasks, and for five of these the principal was involved too much.

5.  There were notable differences between the perceived
    and preferred involvement of the external authority for
    twelve of the fifteen tasks.  All but one of these
    differences indicated that the external authority was
    involved too much.

**Research Question Number 6:**  What differences exist in
degrees of discrepancy among teachers according to the
demographic variables: length of time in school and length
of teaching experience overall?

1.  When teachers were categorized according to the length
    of time in the present school, there were very few
    differences between the groups concerning the involve-
    ment of the individual teacher and the external
    authority.  Concerning the staff group there were
    differences in degrees of discrepancy mostly involving
    the least experienced group.  Frequently the least
    experienced group had a substantially higher level of
    decisional deprivation than one or more of the other
    groups.

2.  When teachers were categorized according to the length
    of teaching experience overall, there were notable
    differences in the discrepancy concerning the involve-
    ment of the individual teacher for four of the tasks.
    For three of them the least experienced group felt a
    substantially higher degree of decisional deprivation
    then the third group.  The same was true concerning the
    involvement of the staff group.  There were very few
    differences concerning the involvement of the principal

or the external authority.

## Satisfaction

Research Question Number 7: What is the extent of teacher satisfaction with their present involvement in decision-making?

1. The mean overall satisfaction score of teachers with their involvement in decision-making was 4.43, which indicates that teachers were, in general, slightly satisfied with their involvement.

2. For the entire sample of teachers the distribution of scores ranged from 1(very dissatisfied) to 6(very satisfied). It was found that 2.3% of teachers were very dissatisfied, 15.9% were moderately dissatisfied, 7.9% were slightly dissatisfied, 6.8% were slightly satisfied, 44.4% were moderately satisfied, and 22.7% were very satisfied. This shows that 26.1% of teachers were dissatisfied to some degree, and 73.9% were relatively satisfied with their involvement in decision-making.

## Free Responses

The free responses showed that 59.0% of teachers who chose to offer free responses had a negative attitude towards their involvement in decision-making, and 33.3% showed a positive attitude. The responses of 7.7% of teachers were not applicable.

## Conclusions and Discussion

On the basis of the findings of this study, certain conclusions can be drawn. Since this is a replication of a study by Chung, the conclusions will be discussed in conjunction with his study. Other recent studies will also be included in the discussion where appropriate.

### The Distribution of Decision-Making Authority

### Perceptions

As Chung discovered, teacher autonomy was evident with respect to the three tasks in the area of classroom management, while hierarchical control was still dominant in most areas outside of the classroom. However, the individual teacher was also seen to have at least equal authority in areas such as (1) the detailed content of the school's program, (2) the grading and promotion of students, and (3) arrangements for parents to discuss their children's schooling. Therefore it can be stated that teachers had a significant amount of authority in six of the fifteen task areas. At the same time, the staff group had the least amount of decision-making authority. The combination of the principal and the external authority had decision-making authority in nine of the fifteen task areas.

Compared to Chung's findings, the individual teacher in the present study had more decision-making authority. Chung found that teachers had significant control only in the

classroom. This study found that teachers also had control in the grading and promotion of students. However, this authority only extends to the areas which are closely related to classroom management. The study basically concurs with Chung's findings concerning teacher authority in tasks removed from the classroom.

Other recent literature also verifies these findings. Bushing, et al.(1985:5) pointed out that "teacher involvement remains a relatively insignificant force". MacPhail-Wilcox, et al.(1985:17) reported that "decision participation beyond the classroom is constricted". Barth posited that "important decisions that directly affect teachers' work are made by someone else"(Barth, et al.,(1986:475). Freedman, et al.(1986:25), stated that "more and more administrative decisions are made for the teacher."

That the staff group is perceived to have little authority in this study and Chung's, is also verified by other studies. MacPhail-Wilcox(1985:17) asserted: "Collegial interaction is limited". Barth(1986:473) agreed with this fact when he wrote: "the least common form of relationship among adults in schools is one that is collegial, cooperative, and interdependent."

## Preferences

Teachers preferred to maintain their authority to make decisions within the classroom, and also to extend their authority to tasks outside of the classroom. Similarly to

Chung's findings, these areas were (1) texts and instruc-
tional materials for subjects, (2) grading and promotion of
students, and (3) arrangements for parents to discuss their
children's schooling.

Teachers preferred the staff group to exercise almost
the same amount of authority as the principal, and far more
authority than the external authority. Bushing, et al.,
concur with these findings regarding teacher preferences.
They wrote (1985:14) that teachers "are trying to take steps
to increase the scope of their decision-making power". It
was also found that "the definite trend is for teachers to
require supervisors to involve them in decision-making at
all levels"(Marks, et al., (1985:502). Concerning the
involvement of the staff group, Raschke, et al., (1985:561)
affirmed: "many teachers indicated that colleagues
constituted a valuable resource in terms of sharing profes-
sional ideas and mutual concerns". It was maintained by
Owens(1987:286) that "some problems are best solved by a
group because better decisions can be produced in this way".

It would seem that teacher preferences regarding the
individual teacher and the staff group are consistent with
the literature. What remains unclear, however, is whether
teachers wish to become involved more deeply in
administrative decision-making, or if they simply want more
authority in matters directly related to teaching.

## Decisional Deprivation

As Chung also discovered, decisional deprivation for teachers was low in tasks involving classroom management. However, deprivation was high in areas closely related to classroom management, such as in the area of the size and composition of classes. This large discrepancy existed even though teachers felt they had substantial authority in these areas.

Possible conflicts between professional and administrative authority were evident in areas closely related to the classroom, indicating that teachers wanted to extend their authority to such areas. Some of the written comments of teachers also reflected this friction. Chung discovered this to be true in his study as well(Chung, 1985:196), as did other writers. This friction was also pointed out by Bushing, et al.,(1985:14), Marks(1985:502, Barth (1986:472), and Freedman, et al.,(1986:13).

It was also found that teachers who had the least experience generally had the greater sense of decisional deprivation. This could be because the more experienced teachers were given more freedom to make decisions. This again was consistent with Chung's findings.

## Teacher Satisfaction

About 74% of teachers were satisfied with their overall involvement in decision-making, and about 26% were dissatis-

fied. In the present study of teachers in small juris-
dictions, teachers were slightly more satisfied than those
in Chung's study, in spite of those suggestions proposed in
Chapter One of this thesis. This is in sharp contrast to an
American study by Wangberg (1984:5), who found that about
40% of teachers in four school systems in the eastern United
States, were dissatisfied with teaching and would not choose
the profession again.

Generally speaking, teachers preferred to have greater
decision-making authority, especially in areas which are
related to classroom management. Teachers in this study
were willing to yield certain authority to the principal,
but very little to the external authority. Therefore, there
is a marked difference between this study and that of Chung,
who found that all authority by the "higher official
authority" (meaning all administrators, 1985:10) was not
accepted by teachers. Teachers also perceived that they had
more authority than Chung found in his study. This may
account for why teachers in this study were more satisfied.

## Implications

The results of the study may be useful to describe the
kind of decision-making which could be most effective for
small jurisdictions. They may clarify concepts such as
proper administrative leadership; teacher and collegial
involvement; decisional deprivation and teacher satis-
faction; and teacher professionalism.

## For Administrative Leadership

It is evident that teachers will support a principal who will, in turn, demonstrate that his influence comes from "administrative skills" and not just from his hierarchical position(Gunn, et al., 1988:3). This was not clear in Chung's study, because the principal was grouped together with all administrators. In Chung's study the "higher official authority" (Chung, 1985:10) was preferred not to have a leading role for any of the tasks. When the principal was separated from the external authority, he was preferred by teachers to have a leading role in decision-making for five of the tasks. This demonstrates a need for administrative leadership at the school level, but not external to the school, in the preferences of teachers. The literature has pointed out what kind of a leader the principal should be. He is to include teachers in "managerial decisions"(Lipham, 1983:35), foster a family-like climate(Renihan and Renihan, 1984:3), be willing to share power(Brodinsky, 1984:11)(Slezak, 1984:3), be democratic(Marks, 1985:99), and have the proper "people skills" needed to satisfy teachers(Shreeve, et al., 1987:17).

## For Teacher and Collegial Involvement

It is obvious from the study that teachers want to be involved in decision-making, especially in areas which are

related to classroom management. What is not so clear is the extent of involvement they wish to have in matters which belong traditionally to administration. For example, Table 4.2(p.59) shows that teachers preferred the principal to have the greatest authority for resource allocations(Tasks 10 and 15), and for teacher evaluation(Task 14).

Teachers are also very busy with their classroom responsibilities, and are not always eager to become involved in decision-making outside the classroom. Precautions, therefore, must be taken against involving teachers too much. This was borne out by some of the comments that teachers made on the questionnaire. Therefore, the zones of acceptance referred to by Owens (1987:288) are important to use when involving teachers in decision-making. Owens(ibid, p. 288) suggested that teachers be polled to discover areas of interest they might have. It very likely would uncover the fact that some would not wish to be involved outside the classroom.

It was preferred that the staff group be involved in areas outside the classroom. This points to the need for principals to involve the staff members who are involved in areas such as the school's total program and in determining general rules. In some cases, the principal should suggest the staff group's involvement, especially when complex problems arise(Owens, 1987:286). There must be a balance between "structural and facilitative leadership behavior, on the one hand, and supportive and participative behavior on

the other. . ."(Lipham, 1983:7).

## For Decisional Deprivation and Teacher Satisfaction

Decisional deprivation scores were low when both the individual teacher and the staff group were involved in tasks concerning classroom management. However, deprivation became high for tasks not related to classroom management. Though teachers had preferred principals to have the greatest influence in items such as the money issues, these were also areas in which teachers felt most deprived. When comparing these results with Chung's, we find little difference. This indicates that where decentralized budgeting is involved, such as for the sample which Chung used, teachers are just as deprived. It seems that decentralized budgeting does not greatly affect the deprivation of teachers.

Teacher satisfaction was higher for teachers in small jurisdictions than for those in Chung's study. That comes in spite of the fact that there was a discrepancy for every task involving the individual teacher. This points out that although teachers would prefer to be more involved, they are slightly satisfied with their present level of overall involvement.

## For Teacher Professionalism

The fact that teachers preferred greater involvement and collegial control for eleven of the fifteen task areas, shows that there is a greater move towards teacher profes-

sionalization. This is especially significant for the
desired involvement of the staff group in areas not related
to the classroom. This involvement is necessary for true
professionalization(Chung, 1985:199).

## For Further Research

It is recommended that:

1.  Research methodology may have to be improved in
    order to obtain a higher rate of returns for such
    a questionnaire on participative decision-making.
    When Chung surveyed an urban group of teachers,
    which could be considered a typical group of
    teachers from a large jurisdiction, he received a
    return of 53.0%. Of these he accepted 51.3% for
    analysis. For this study, a return of 46.7% was
    obtained, of which 43.5% were accepted for
    analysis. This places the accuracy of such a
    study into jeopardy. Therefore, if this topic
    were to be further researched, new methodologies
    should be developed.

2.  The subject of desirable leadership qualities
    could be approached with a group of teachers
    involved. Teachers could be polled to ascertain
    which qualities would be preferable in principals.

3.  Teachers could be asked to discuss their
    desirability of being involved in decision-making.
    The limits of decision-making could be more

clearly defined, and the practicality of both
school-wide and district-wide involvement could be
explored.

4. A study could be conducted to discover how
   satisfied teachers truly are, and the factors
   which contribute to teacher satisfaction. Related
   to this could be an exploration of the incidence
   of teacher stress, and how dissatisfaction might
   be related to it.

## Concluding Statement

School effectiveness can be      ed by the willingness
of higher educational officials          r the traditional
hierarchical relationships inherent to school systems. As
these administrators share decision-making power especially
with the staff group, schools should become more effective.
Teachers should become more motivated and satisfied when
discrepancies are removed as much as possible, and teachers
are made to feel a certain degree of educational "ownership"
(Owens, 1987:284). Decision-making involvement by teachers
can become an important ingredient in creating effective
schools.

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APPENDIX A:  THE INSTRUMENT

(1)

DO NOT
WRITE IN
THIS
SPACE

1

1 - 4

5

6

A SURVEY OF THE DISTRIBUTION OF DECISION-MAKING AUTHORITY IN SCHOOLS

The purpose of this survey is to examine the distribution of decision-making

authority as perceived and preferred by teachers in schools.

For the purpose of this study, elementary schools in the _____ and the

_____ were chosen. Your participation in this study by completing this

questionnaire is much appreciated. Your name should not appear anywhere on the

questionnaire. Your school will not be identified in any way in the report of the findings.

You are assured that all replies will remain confidential and anonymous.

Please place your completed questionnaire in the envelope provided, seal it, and

return it to the staff member who has been designated to receive it. That staff member

will place all of the individual surveys into a larger envelope, seal it, and send it

by the County delivery system to the County office. Thank you for your cooperation.

Personal Data

Please circle the letter of the appropriate answer which gives information about you.

1. Length of time in present school.

a. 1 year    b. 2-5 years    c. 6-10 years    d. 11-20 years    e. 21 years or more

2. Length of teaching experience overall.

a. 1 year    b. 2-5 years    c. 6-10 years    d. 11-20 years    e. 21 years or more

3. Percentage of time you spend teaching elementary students.

a. under 50%    b. over 50%

## AUTHORITY FOR DECISIONS IN SCHOOLS

### Instructions

In this survey, teachers are asked to indicate who decides what action should be taken on specific issues. Teachers are asked for the actual and preferred degree of involvement in decision-making by (a) the individual teacher, (b) the teacher staff group, (c) the principal, and (d) the external official authority.

FOR EACH ITEM, CIRCLE THE NUMBER WHICH YOU FEEL COMES CLOSEST TO DESCRIBING WHAT DOES HAPPEN AND WHAT SHOULD HAPPEN IN YOUR SCHOOL. THE NUMBERS CORRESPOND TO THE FOLLOWING RATINGS:

| | |
|---|---|
| 1 = very low involvement | 3 = moderate involvement |
| 2 = low involvement | 4 = high involvement |
| | 5 = very high involvement |

PLEASE NOTE THAT FOR ANY OF THE FIFTEEN TASKS, THERE MAY BE A COMBINATION OF ANY OF THE FOUR DECISION-MAKING LEVELS LISTED ABOVE, OR IT MAY BE THAT ONLY ONE LEVEL IS INVOLVED IN A PARTICULAR TASK.

### Example

In your school, assume that decisions have to be made about the task listed below. Please indicate the degree of actual and preferred involvement of each of the four levels of decision-making.

### TASKS

Actual and Preferred Involvement of:

| Determination of: | | Individual Teacher | Staff Group | Principal | External Authority |
|---|---|---|---|---|---|
| 1. The way parents are informed of their child's progress. | Actual | 1 ② 3 4 5 | 1 2 3 4 5 | 1 2 ③ 4 5 | 1 2 3 ④ 5 |
| | Preferred | 1 2 3 ④ 5 | 1 2 ③ 4 5 | 1 ② 3 4 5 | 1 ② 3 4 5 |

In this example, Actual involvement by the teacher is considered low, the staff group is not involved, the principal is moderately involved, and the external authority is highly involved. At the same time, the teacher prefers to be highly involved, that the staff group is moderately involved, that the principal and the external authority each have a low degree of involvement.

Me...

...efers to a classroom teacher.
...oup refers to a formally recognized staff group such as the total school teaching staff, ...achers.

...fers to all of the administration within the school, such as the principal and vice-principal. ...cial Authority refers to the school board, central office officials, or Department of

(3)

## PART A

In your school, assume that decisions have to be made about the tasks listed below. Please indicate the degree of actual and preferred involvement of each decision-making group. Please make sure to include each group in each of the tasks given.

Response Key: 1 = very low, 2 = low, 3 = moderate, 4 = high, 5 = very high

### TASKS

| Determination of: | | Actual and Preferred Involvement Of: | | | | DO NOT WRITE IN THIS SPACE |
|---|---|---|---|---|---|---|
| | | Individual Teacher | Staff Group | Principal | External Authority | |
| 1. The school's total program | Actual | 1 2 3 4 5 | 1 2 3 4 5 | 1 2 3 4 5 | 1 2 3 4 5 | 8 - 11 |
| | Preferred | 1 2 3 4 5 | 1 2 3 4 5 | 1 2 3 4 5 | 1 2 3 4 5 | 12 - 15 |
| 2. The detailed content of the school's program. | Actual | 1 2 3 4 5 | 1 2 3 4 5 | 1 2 3 4 5 | 1 2 3 4 5 | 16 - 19 |
| | Preferred | 1 2 3 4 5 | 1 2 3 4 5 | 1 2 3 4 5 | 1 2 3 4 5 | 20 - 23 |
| 3. The texts and instructional material for various subjects | Actual | 1 2 3 4 5 | 1 2 3 4 5 | 1 2 3 4 5 | 1 2 3 4 5 | 24 - 27 |
| | Preferred | 1 2 3 4 5 | 1 2 3 4 5 | 1 2 3 4 5 | 1 2 3 4 5 | 28 - 31 |
| 4. The way a subject is presented in class. | Actual | 1 2 3 4 5 | 1 2 3 4 5 | 1 2 3 4 5 | 1 2 3 4 5 | 32 - 35 |
| | Preferred | 1 2 3 4 5 | 1 2 3 4 5 | 1 2 3 4 5 | 1 2 3 4 5 | 36 - 39 |
| 5. Frequency and methods of classroom testing. | Actual | 1 2 3 4 5 | 1 2 3 4 5 | 1 2 3 4 5 | 1 2 3 4 5 | 40 - 43 |
| | Preferred | 1 2 3 4 5 | 1 2 3 4 5 | 1 2 3 4 5 | 1 2 3 4 5 | 44 - 47 |
| 6. The relative friendliness of classroom teacher-student relationships. | Actual | 1 2 3 4 5 | 1 2 3 4 5 | 1 2 3 4 5 | 1 2 3 4 5 | 48 - 51 |
| | Preferred | 1 2 3 4 5 | 1 2 3 4 5 | 1 2 3 4 5 | 1 2 3 4 5 | 52 - 55 |
| 7. The size and composition of classes. | Actual | 1 2 3 4 5 | 1 2 3 4 5 | 1 2 3 4 5 | 1 2 3 4 5 | 56 - 59 |
| | Preferred | 1 2 3 4 5 | 1 2 3 4 5 | 1 2 3 4 5 | 1 2 3 4 5 | 60 - 63 |
| 8. The grading and promotion of students. | Actual | 1 2 3 4 5 | 1 2 3 4 5 | 1 2 3 4 5 | 1 2 3 4 5 | 64 - 67 |
| | Preferred | 1 2 3 4 5 | 1 2 3 4 5 | 1 2 3 4 5 | 1 2 3 4 5 | 68 - 71 |
| 9. The allocation of money to individuals and groups of teachers for instructional aids and equipment. | Actual | 1 2 3 4 5 | 1 2 3 4 5 | 1 2 3 4 5 | 1 2 3 4 5 | 72 - 75 |
| | Preferred | 1 2 3 4 5 | 1 2 3 4 5 | 1 2 3 4 5 | 1 2 3 4 5 | 76 - 79 |

(4)

In your school, assume that decisions have to be made about the tasks listed below. Please indicate the degree of actual and preferred involvement of each decision-making group. Make sure to include each group for each of the tasks given.

Response Key: 1 = very low, 2 = low, 3 = moderate, 4 = high, 5 = very high

TASKS

| Determination of: | | Actual and Preferred Involvement of: | | | | DO NOT WRITE IN THIS SPACE |
|---|---|---|---|---|---|---|
| | | Individual Teacher | Staff Group | Principal | External Authority | 2 |
| 10. The teaching load and other duties of teachers. | Actual | 1 2 3 4 5 | 1 2 3 4 5 | 1 2 3 4 5 | 1 2 3 4 5 | 1 - 4 |
| | Preferred | 1 2 3 4 5 | 1 2 3 4 5 | 1 2 3 4 5 | 1 2 3 4 5 | 5 - 8 |
| 11. Arrangements for parents to discuss matters concerning their children's schooling. | Actual | 1 2 3 4 5 | 1 2 3 4 5 | 1 2 3 4 5 | 1 2 3 4 5 | 9 - 12 |
| | Preferred | 1 2 3 4 5 | 1 2 3 4 5 | 1 2 3 4 5 | 1 2 3 4 5 | 13 - 16 |
| 12. School rules and regulations for the general school body. | Actual | 1 2 3 4 5 | 1 2 3 4 5 | 1 2 3 4 5 | 1 2 3 4 5 | 17 - 20 |
| | Preferred | 1 2 3 4 5 | 1 2 3 4 5 | 1 2 3 4 5 | 1 2 3 4 5 | 21 - 24 |
| 13. The nature of organized professional development activities. | Actual | 1 2 3 4 5 | 1 2 3 4 5 | 1 2 3 4 5 | 1 2 3 4 5 | 25 - 28 |
| | Preferred | 1 2 3 4 5 | 1 2 3 4 5 | 1 2 3 4 5 | 1 2 3 4 5 | 29 - 32 |
| 14. How teachers are to be evaluated. | Actual | 1 2 3 4 5 | 1 2 3 4 5 | 1 2 3 4 5 | 1 2 3 4 5 | 33 - 36 |
| | Preferred | 1 2 3 4 5 | 1 2 3 4 5 | 1 2 3 4 5 | 1 2 3 4 5 | 37 - 40 |
| 15. The expenditure patterns of school-based budgets. | Actual | 1 2 3 4 5 | 1 2 3 4 5 | 1 2 3 4 5 | 1 2 3 4 5 | 41 - 44 |
| | Preferred | 1 2 3 4 5 | 1 2 3 4 5 | 1 2 3 4 5 | 1 2 3 4 5 | 45 - 48 |

PART B: PERSONAL COMMENTS

1. Please add any comments that you would like to make on the general topic of sharing responsibilities for decision-making.

_____

_____

_____

_____

2. How satisfied are you with your involvement in decision-making in your school? Please circle the letter of the appropriate response below.

a. very dissatisfied
b. moderately dissatisfied
c. slightly dissatisfied
d. slightly satisfied
e. moderately satisfied
f. very satisfied

Comments: _____

_____

_____


THANK YOU FOR YOUR COOPERATION!

APPENDIX B:   CORRESPONDENCE

Mr. Howard C. Lund
Box 123, Thorsby, Alberta
TOC 2P0
December 2, 1987

Dear

I am currently a Masters student in Educational Administration
at the University of Alberta. My proposed thesis will involve
the investigation of the incidence of participative decision-
making within the elementary schools of smaller jurisdictions.
It is a replication of a study done by Chung(1985), whereby he
studied decision-making authority in a large urban setting.

The elementary schools in the
have been selected for this study. This letter is to solicit
your permission and support to conduct the study in your
jurisdiction.

The data for the study will be gathered from a questionnaire
which the elementary teachers could complete in less than
half an hour. No names are required, and neither schools
nor jurisdictions will be identified separately. Data analysis
will be done by computer. These factors will ensure the
complete anonymity of each participant.

The elementary principals will also be asked to give their
permission to allow this study in their schools. The participating
teachers will have the purpose of the study completely
explained, and will participate on a voluntary basis.

Will you permit this study to take place in your jurisdiction?
If you have more questions, my home phone number is 789-4056.

Yours Sincerely,

Howard C. Lund
Masters student

December 4, 1987
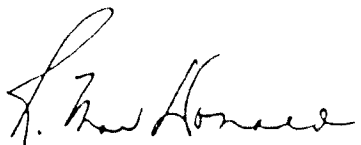

Mr. Howard Lund,
Box No. 123,
THORSBY,  AB.
TOC 2P0

Dear Mr. Lund:


Provided principals of the schools give you permission to conduct your
research in their schools, you have my permission.

Best of luck to you!

Yours truly,

R. MacDonald,
Superintendent of Schools.

RM:jcg

December 8, 1987


Mr. Howard Lund
Box 123
Thorsby, AB
TOC 2P0
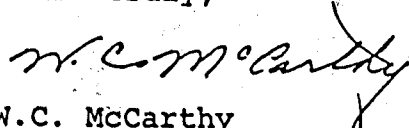
Dear Mr. Lund:

Re:  Request of Survey Teachers with
     Decision Making Authority Questionnaire

As indicated in our recent conversation, you have my
permission to contact our principals and teachers with
your request to involve them in your data collection.

I wish you every success in your M.Ed. program and this
project. We would appreciate receiving a copy of the
findings when you have completed the study.

Yours truly,

W.C. McCarthy
Superintendent of Schools

WCM/sr

Mr. Howard C. Lund
Box 123, Thorsby, Alberta
TOC 2P0.

I am currently a Masters student in Educational Administration
at the University of Alberta. My proposed thesis will involve
the investigation of the incidence of participative decision-
making within the elementary schools of smaller jurisdictions.
It is a replication of a study done by Chung(1985), whereby he
studied decision-making authority in a large urban setting.

The elementary schools in the
have been selected for this study. This letter is to seek your
permission to allow this study to be conducted in your school.

The data for the study will be gathered from a questionnaire
which your elementary teachers could complete in less than
half an hour. No teachers' names are required, nor will your
school be identified in any way. Data analysis will be done
by computer. These factors will ensure the complete anonymity
of each participant and each participating school.

I will soon be getting in touch with you by phone to confirm
your approval. Approval has already been given by the Superin-
tendent to conduct the study in your county.

If you decide to participate, could you please arrange to have
one person assigned to collect all of the questionnaires from
the teachers, place them in the envelope provided, and have them
ready when I visit your school to pick them up? Thank you for
your cooperation.


Yours Sincerely,



Howard C. Lund
Masters student

Mr. Howard C. Lund
Box 123, Thorsby, Alberta
T0C 2P0

Dear Teacher;

I have been a teacher in                                           I am
currently working on my Master's Degree from the University of Alberta,
in the department of Educational Administration. You will hopefully
agree to have a major role in helping me to complete my studies, by
filling out the accompanying questionnaire.

My thesis will be entitled, Participation In Decision-Making In Small
Elementary School Jurisdictions. It is a replication of a study done by
Chung in 1985, in which he studied decision-making authority in a large
jurisdiction.
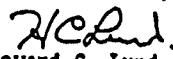
The survey, which is a questionnaire, has been approved by your superin-
tendent and your principal. It is designed to measure the degree of
decision-making you are involved in, and compare that to the level you
would prefer to be involved in. For the purpose of our study, there are
four levels at which decisions are made: 1) the individual teacher,
2) the staff as a group, 3) The principal, and 4) the external authority
(ei. Superintendent, etc.). There are fifteen decision-making tasks
given, and you are asked to give your choice of involvement of each level
for every task.

The questionnaire should take you less than one half an hour to complete.
You should feel free to answer as you truly feel about any aspect of the
topic, since the results will be totally confidential. You should not
identify yourself in any way on the questionnaire, nor should your school's
name or the name of your jurisdiction be used in any way. The data will
be analyzed by computer, and you will not be identified.

After you have filled out your questionnaire, place it back into the envelope,
seal it, and take it to the person who has been appointed by the principal
to collect them.

I hope that you will decide to participate( note that your participation
is voluntary, and you may withdraw from it at any time). It will be of
great assistance to me. Thank you for your consideration and participation!


Yours Sincerely,

Howard C. Lund
Master's student

APPENDIX C: TABLES FOR DEMOGRAPHIC VARIABLES

Mean Perceived Involvement Scores of the Individual Teacher in
Determining Action For Each Task by Length of Teaching Experience
in Present School

| TASKS | Years of Teaching Experience in School | | | |
| | 1 | 2-5 | 6-10 | 11 Or More |
| --- | --- | --- | --- | --- |
| n = | 12 | 30 | 23 | 28 |

Determination of

| | | | | |
| --- | --- | --- | --- | --- |
| 1. School's total program. | 2.00 | 2.67 | 2.35 | 2.59 |
| 2. Detailed content of school's program. | 2.42 | 2.97 | 3.22 | 3.07 |
| 3. School rules/regulations for general student body. | 2.36 | 2.86 | 3.09 | 2.96 |
| 4. The way a subject is presented in class. | 4.50 | 4.45 | 4.48 | 4.74 |
| 5. Frequency and methods of classroom testing. | 3.67 | 3.79 | 4.13 | 4.26 |
| 6. Friendliness of classroom teacher-student relationships. | 4.67 | 4.48 | 4.57 | 4.41 |
| 7. Size and composition of classes. | 2.00 | 1.79 | 1.70 | 1.89 |
| 8. Grading and promotion of students. | 4.25 | 3.79 | 3.91 | 4.07 |
| 9. Teaching load and other duties of teachers. | 2.42 | 2.31 | 1.95 | 2.15 |
| 10. Allocation of money to teachers for instructional aides and equipment. | 1.58 | 2.07 | 2.14 | 2.50 |
| 11. Arrangements for parents to discuss their children's schooling. | 3.67 | 3.93 | 4.00 | 4.04 |
| 12. Texts and instructional materials for subjects. | 2.83 | 2.67 | 3.09 | 3.04 |
| 13. Nature of organized professional development activities. | 3.00 | 2.10 | 2.61 | 2.46 |
| 14. How teachers are to be evaluated. | 2.09 | 1.86 | 1.74 | 2.07 |
| 15. Expenditure patterns of school-based budgets. | 1.45 | 1.79 | 1.91 | 1.81 |

Mean Perceived Involvement Scores of the Staff Group in Determining
Action For Each Task by Length of Teaching Experience
in the Present School

| TASKS | Years of Teaching Experience in School | | | |
|---|---|---|---|---|
| | 1 | 2-5 | 6-10 | 11 Or More |
| n = | 12 | 30 | 23 | 28 |

Determination of

| | 1 | 2-5 | 6-10 | 11 Or More |
|---|---|---|---|---|
| 1. School's total program. | 2.36 | 3.07 | 2.83 | 2.80 |
| 2. Detailed content of school's program. | 2.73 | 2.93 | 2.52 | 2.77 |
| 3. School rules/regulations for general student body. | 2.82 | 3.34 | 3.50 | 3.72 |
| 4. The way a subject is presented in class. | 2.60 | 2.62 | 2.50 | 2.17 |
| 5. Frequency and methods of classroom testing. | 2.00 | 2.33 | 2.55 | 2.27 |
| 6. Friendliness of classroom teacher-student relationships. | 4.00 | 3.24 | 3.75 | 3.33 |
| 7. Size and composition of classes. | 2.08 | 2.00 | 1.81 | 2.04 |
| 8. Grading and promotion of students. | 2.83 | 2.68 | 2.91 | 3.08 |
| 9. Teaching load and other duties of teachers. | 2.50 | 2.43 | 2.09 | 2.44 |
| 10. Allocation of money to teachers for instructional aides and equipment. | 1.83 | 2.44 | 2.52 | 2.85 |
| 11. Arrangements for parents to discuss their children's schooling. | 2.91 | 2.85 | 2.91 | 3.12 |
| 12. Texts and instructional materials for subjects. | 3.09 | 2.80 | 2.87 | 2.60 |
| 13. Nature of organized professional development activities. | 3.27 | 2.61 | 2.61 | 2.88 |
| 14. How teachers are to be evaluated. | 2.09 | 1.85 | 1.87 | 2.12 |
| 15. Expenditure patterns of school-based budgets. | 2.00 | 2.46 | 2.18 | 2.31 |

### Mean Perceived Involvement Scores of the Principal in Determining Action For Each Task by Length of Teaching Experience in the Present School

| TASKS | Years of Teaching Experience in School | | | |
| --- | --- | --- | --- | --- |
| | 1 | 2-5 | 6-10 | 11 Or More |
| n = | 12 | 30 | 23 | 28 |
| Determination of | | | | |
| 1. School's total program. | 3.75 | 3.50 | 3.65 | 3.76 |
| 2. Detailed content of school's program. | 3.42 | 3.34 | 3.17 | 3.38 |
| 3. School rules/regulations for general student body. | 4.45 | 4.21 | 4.36 | 4.32 |
| 4. The way a subject is presented in class. | 2.27 | 2.72 | 2.13 | 2.19 |
| 5. Frequency and methods of classroom testing. | 2.75 | 2.86 | 2.52 | 2.58 |
| 6. Friendliness of classroom teacher-student relationships. | 3.64 | 3.00 | 3.33 | 3.24 |
| 7. Size and composition of classes. | 3.83 | 3.62 | 3.68 | 3.69 |
| 8. Grading and promotion of students. | 3.50 | 3.28 | 3.83 | 3.64 |
| 9. Teaching load and other duties of teachers. | 4.18 | 4.00 | 4.48 | 4.46 |
| 10. Allocation of money to teachers for instructional aides and equipment. | 3.83 | 3.93 | 4.39 | 4.27 |
| 11. Arrangements for parents to discuss their children's schooling. | 4.09 | 3.57 | 3.39 | 4.12 |
| 12. Texts and instructional materials for subjects. | 3.27 | 3.18 | 2.91 | 3.15 |
| 13. Nature of organized professional development activities. | 3.50 | 2.70 | 2.39 | 3.28 |
| 14. How teachers are to be evaluated. | 3.90 | 3.29 | 3.61 | 4.04 |
| 15. Expenditure patterns of school-based budgets. | 3.82 | 3.83 | 4.35 | 4.27 |

Mean Perceived Involvement Scores of the External Authority
in Determining Action For Each Task by Length of Teaching Experience
in the Present School

| TASKS | Years of Teaching Experience in School | | | |
| | 1 | 2-5 | 6-10 | 11 Or More |
| n = | 12 | 30 | 23 | 28 |

Determination of

| | | | | |
|---|---|---|---|---|
| 1. School's total program. | 3.33 | 3.66 | 3.26 | 3.65 |
| 2. Detailed content of school's program. | 3.36 | 3.24 | 2.87 | 2.84 |
| 3. School rules/regulations for general student body. | 2.20 | 2.50 | 2.59 | 2.04 |
| 4. The way a subject is presented in class. | 1.80 | 2.32 | 1.83 | 1.72 |
| 5. Frequency and methods of classroom testing. | 2.67 | 2.58 | 2.70 | 2.50 |
| 6. Friendliness of classroom teacher-student relationships. | 2.33 | 1.80 | 1.86 | 1.68 |
| 7. Size and composition of classes. | 3.58 | 3.62 | 4.14 | 3.65 |
| 8. Grading and promotion of students. | 2.00 | 2.62 | 2.78 | 2.21 |
| 9. Teaching load and other duties of teachers. | 3.00 | 3.39 | 3.32 | 3.44 |
| 10. Allocation of money to teachers for instructional aides and equipment. | 3.80 | 3.12 | 3.09 | 2.76 |
| 11. Arrangements for parents to discuss their children's schooling. | 2.20 | 2.04 | 2.30 | 2.20 |
| 12. Texts and instructional materials for subjects. | 3.50 | 3.59 | 3.52 | 3.44 |
| 13. Nature of organized professional development activities. | 3.00 | 3.33 | 3.70 | 3.44 |
| 14. How teachers are to be evaluated. | 4.18 | 4.41 | 4.57 | 4.00 |
| 15. Expenditure patterns of school-based budgets. | 4.10 | 3.58 | 3.45 | 3.85 |

Mean Perceived Involvement Scores of the Individual Teacher in
Determining Action For Each Task by Length of Teacher
Experience Overall

| TASKS | Years of Teaching Experience | | Overall |
| | 5 Or Less | 6-10 | 11 Or More |
| n = | 18 | 27 | 48 |
| --- | --- | --- | --- |
| Determination of | | | |
| 1. School's total program. | 2.22 | 2.37 | 2.64 |
| 2. Detailed content of school's program. | 2.56 | 3.15 | 3.06 |
| 3. School rules/regulations for general student body. | 2.65 | 3.04 | 2.89 |
| 4. The way a subject is presented in class. | 4.50 | 4.42 | 4.64 |
| 5. Frequency and methods of classroom testing. | 3.72 | 4.00 | 4.10 |
| 6. Friendliness of classroom teacher-student relationships. | 4.56 | 4.54 | 4.47 |
| 7. Size and composition of classes. | 1.67 | 1.76 | 1.91 |
| 8. Grading and promotion of students. | 3.94 | 4.04 | 3.94 |
| 9. Teaching load and other duties of teachers. | 2.39 | 1.92 | 2.26 |
| 10. Allocation of money to teachers for instructional aides and equipment. | 1.83 | 2.00 | 2.35 |
| 11. Arrangements for parents to discuss their children's schooling. | 3.94 | 4.00 | 3.91 |
| 12. Texts and instructional materials for subjects. | 2.78 | 2.85 | 2.98 |
| 13. Nature of organized professional development activities. | 2.41 | 2.62 | 2.37 |
| 14. How teachers are to be evaluated. | 1.65 | 1.80 | 2.09 |
| 15. Expenditure patterns of school-based budgets. | 1.29 | 1.76 | 1.98 |

Mean Perceived Involvement Scores of the Staff Group in Determining
Action For Each Task by Length of Teaching Experience Overall

| TASKS | Years of Teaching Experience Overall | | |
|---|---|---|---|
| | 5<br>Or Less | 6-10 | 11<br>Or More |
| n = | 18 | 27 | 48 |

Determination of

| | | | | |
|---|---|---|---|---|
| 1. | School's total program. | 2.76 | 2.74 | 2.93 |
| 2. | Detailed content of<br>school's program. | 2.83 | 2.76 | 2.72 |
| 3. | School rules/regulations<br>for general student body. | 3.24 | 3.35 | 3.55 |
| 4. | The way a subject is<br>presented in class. | 2.76 | 2.44 | 2.35 |
| 5. | Frequency and methods<br>of classroom testing. | 2.41 | 2.04 | 2.44 |
| 6. | Friendliness of classroom<br>teacher-student relationships. | 3.69 | 3.30 | 3.51 |
| 7. | Size and composition of<br>classes. | 1.76 | 1.95 | 2.07 |
| 8. | Grading and promotion of<br>students. | 2.94 | 2.69 | 2.96 |
| 9. | Teaching load and other<br>duties of teachers. | 2.59 | 2.12 | 2.40 |
| 10. | Allocation of money to<br>teachers for instructional<br>aides and equipment. | 2.05 | 2.36 | 2.74 |
| 11. | Arrangements for parents<br>to discuss their children's<br>schooling. | 2.76 | 3.08 | 2.96 |
| 12. | Texts and instructional<br>materials for subjects. | 3.11 | 2.73 | 2.71 |
| 13. | Nature of organized<br>professional development<br>activities. | 2.88 | 2.69 | 2.78 |
| 14. | How teachers are to be<br>evaluated. | 1.44 | 1.88 | 2.20 |
| 15. | Expenditure patterns of<br>school-based budgets. | 1.94 | 2.12 | 2.50 |

Mean Perceived Involvement Scores of the Principal in Determining
Action For Each Task by Length of Teaching Experience Overall

| TASKS | | Years of Teaching Experience Overall | | |
| | | 5 Or Less | 6-10 | 11 Or More |
| | n = | 18 | 27 | 48 |
| --- | --- | --- | --- | --- |
| Determination of | | | | |
| 1. School's total program. | | 3.72 | 3.56 | 3.67 |
| 2. Detailed content of school's program. | | 3.61 | 3.31 | 3.22 |
| 3. School rules/regulations for general student body. | | 4.41 | 4.46 | 4.18 |
| 4. The way a subject is presented in class. | | 2.56 | 2.48 | 2.22 |
| 5. Frequency and methods of classroom testing. | | 2.83 | 2.76 | 2.57 |
| 6. Friendliness of classroom teacher-student relationships. | | 3.18 | 3.36 | 3.20 |
| 7. Size and composition of classes. | | 3.89 | 3.56 | 3.67 |
| 8. Grading and promotion of students. | | 3.39 | 3.62 | 3.58 |
| 9. Teaching load and other duties of teachers. | | 4.18 | 4.23 | 4.35 |
| 10. Allocation of money to teachers for instructional aides and equipment. | | 3.89 | 4.15 | 4.22 |
| 11. Arrangements for parents to discuss their children's schooling. | | 3.67 | 3.67 | 3.82 |
| 12. Texts and instructional materials for subjects. | | 3.56 | 3.28 | 2.84 |
| 13. Nature of organized professional development activities. | | 2.94 | 2.67 | 2.98 |
| 14. How teachers are to be evaluated. | | 3.41 | 3.60 | 3.80 |
| 15. Expenditure patterns of school-based budgets. | | 3.94 | 4.04 | 4.17 |

Mean Perceived Involvement of the External Authority in Determining
Action For Each Task by Length of Teaching Experience Overall

| TASKS | Years of Teaching Experience Overall | | |
|---|---|---|---|
| | 5 Or Less | 6-10 | 11 Or More |
| n = | 18 | 27 | 48 |

Determination of

| | | | | |
|---|---|---|---|---|
| 1. | School's total program. | 3.83 | 3.19 | 3.58 |
| 2. | Detailed content of school's program. | 3.69 | 2.88 | 2.93 |
| 3. | School rules/regulations for general student body. | 2.53 | 2.52 | 2.19 |
| 4. | The way a subject is presented in class. | 2.35 | 2.04 | 1.76 |
| 5. | Frequency and methods of classroom testing. | 3.06 | 2.38 | 2.55 |
| 6. | Friendliness of classroom teacher-student relationships. | 2.00 | 1.86 | 1.78 |
| 7. | Size and composition of classes. | 3.44 | 4.16 | 3.65 |
| 8. | Grading and promotion of students. | 2.59 | 2.54 | 2.39 |
| 9. | Teaching load and other duties of teachers. | 3.47 | 3.17 | 3.39 |
| 10. | Allocation of money to teachers for instructional aides and equipment. | 3.81 | 3.16 | 2.78 |
| 11. | Arrangements for parents to discuss their children's schooling. | 1.94 | 2.26 | 2.22 |
| 12. | Texts and instructional materials for subjects. | 3.76 | 3.64 | 3.35 |
| 13. | Nature of organized professional development activities. | 3.38 | 3.24 | 3.53 |
| 14. | How teachers are to be evaluated. | 4.41 | 4.50 | 4.15 |
| 15. | Expenditure patterns of school-based budgets. | 4.36 | 3.83 | 3.41 |

Mean Preferred Involvement Scores of the Individual Teacher
in Determining Action For Each Task by Length of Teaching Experience
in Present School

| TASKS | Years of Teaching Experience in School | | | |
| | 1 | 2-5 | 6-10 | 11 Or More |
| n = | 12 | 30 | 23 | 28 |
|---|---|---|---|---|
| Determination of | | | | |
| 1. School's total program. | 3.33 | 3.41 | 3.52 | 3.38 |
| 2. Detailed content of school's program. | 3.58 | 3.55 | 4.00 | 3.67 |
| 3. School rules/regulations for general student body. | 3.45 | 3.62 | 3.73 | 3.38 |
| 4. The way a subject is presented in class. | 4.75 | 4.59 | 4.70 | 4.77 |
| 5. Frequency and methods of classroom testing. | 3.92 | 4.14 | 4.50 | 4.33 |
| 6. Friendliness of classroom teacher-student relationships. | 4.83 | 4.55 | 4.78 | 4.56 |
| 7. Size and composition of classes. | 3.58 | 3.64 | 3.61 | 3.56 |
| 8. Grading and promotion of students. | 4.33 | 4.34 | 4.43 | 4.26 |
| 9. Teaching load and other duties of teachers. | 3.58 | 3.41 | 3.36 | 3.44 |
| 10. Allocation of money to teachers for instructional aides and equipment. | 3.58 | 3.31 | 3.45 | 3.32 |
| 11. Arrangements for parents to discuss their children's schooling. | 4.08 | 4.14 | 4.17 | 4.15 |
| 12. Texts and instructional materials for subjects. | 3.83 | 3.90 | 3.86 | 3.93 |
| 13. Nature of organized professional development activities. | 3.91 | 3.03 | 3.35 | 3.04 |
| 14. How teachers are to be evaluated. | 3.64 | 3.31 | 3.17 | 3.46 |
| 15. Expenditure patterns of school-based budgets. | 3.27 | 2.93 | 3.45 | 2.81 |

Mean Preferred Involvement Scores of the Staff Group in Determining
Action For Each Task by Length of Teaching Experience In Present School

| TASKS | Years of Teaching Experience in School | | | |
| --- | --- | --- | --- | --- |
| | 1 | 2-5 | 6-10 | 11 Or More |
| n = | 12 | 30 | 23 | 28 |

Determination of

| | | | | |
| --- | --- | --- | --- | --- |
| 1. School's total program. | 3.67 | 3.67 | 3.95 | 3.56 |
| 2. Detailed content of school's program. | 3.67 | 3.45 | 3.61 | 3.31 |
| 3. School rules/regulations for general student body. | 4.09 | 3.86 | 4.23 | 4.16 |
| 4. The way a subject presented in class. | 2.90 | 2.66 | 2.64 | 2.00 |
| 5. Frequency and methods of classroom testing. | 2.91 | 2.74 | 3.05 | 2.38 |
| 6. Friendliness of classroom teacher-student relationships. | 4.10 | 3.56 | 4.10 | 3.67 |
| 7. Size and composition of classes. | 3.58 | 3.56 | 3.45 | 3.32 |
| 8. Grading and promotion of students. | 3.58 | 3.00 | 3.35 | 3.16 |
| 9. Teaching load and other duties of teachers. | 3.55 | 3.46 | 3.43 | 3.04 |
| 10. Allocation of money to teachers for instructional aides and equipment. | 3.92 | 3.41 | 3.65 | 3.54 |
| 11. Arrangements for parents to discuss their children's schooling. | 3.73 | 3.04 | 3.22 | 3.08 |
| 12. Texts and instructional materials for subjects. | 3.67 | 3.67 | 3.61 | 3.28 |
| 13. Nature of organized professional development activities. | 4.27 | 3.36 | 3.70 | 3.58 |
| 14. How teachers are to be evaluated. | 3.73 | 3.43 | 3.35 | 3.40 |
| 15. Expenditure patterns of school-based budgets. | 3.27 | 2.93 | 3.45 | 2.81 |

## Mean Preferred Involvement Scores of the Principal in Determining Action For Each Task by Length of Teaching Experience in the Present School

| TASKS | Years of Teaching Experience in School | | | |
| | 1 | 2-5 | 6-10 | 11 Or More |
| n = | 12 | 30 | 23 | 28 |
| --- | --- | --- | --- | --- |
| Determination of | | | | |
| 1. School's total program. | 3.67 | 3.60 | 3.77 | 3.64 |
| 2. Detailed content of school's program. | 3.75 | 3.52 | 3.26 | 3.46 |
| 3. School rules/regulations for general student body. | 4.09 | 3.97 | 3.77 | 3.92 |
| 4. The way a subject is presented in class. | 2.82 | 2.59 | 2.17 | 2.12 |
| 5. Frequency and methods of classroom testing. | 2.83 | 2.75 | 2.70 | 2.65 |
| 6. Friendliness of classroom teacher-student relationships. | 4.00 | 3.15 | 2.67 | 3.48 |
| 7. Size and composition of classes. | 3.75 | 3.69 | 3.55 | 3.50 |
| 8. Grading and promotion of students. | 3.58 | 3.24 | 3.43 | 3.32 |
| 9. Teaching load and other duties of teachers. | 3.73 | 3.59 | 3.61 | 3.77 |
| 10. Allocation of money to teachers for instructional aides and equipment. | 3.75 | 3.79 | 3.57 | 3.96 |
| 11. Arrangements for parents to discuss their children's schooling. | 4.00 | 3.56 | 3.61 | 3.92 |
| 12. Texts and instructional materials for subjects. | 3.25 | 3.21 | 3.05 | 3.12 |
| 13. Nature of organized professional development activities. | 3.30 | 3.14 | 3.39 | 3.32 |
| 14. How teachers are to be evaluated. | 3.73 | 3.57 | 3.74 | 3.65 |
| 15. Expenditure patterns of school-based budgets. | 3.91 | 3.85 | 3.43 | 3.85 |

Mean Preferred Involvement Scores of the External Authority
in Determining Action For Each Task by Length of Teaching
Experience in the Present School

| TASKS | Years of Teaching Experience in School | | | |
| | 1 | 2-5 | 6-10 | 11 Or More |
| n = | 12 | 30 | 23 | 28 |
| --- | --- | --- | --- | --- |
| Determination of | | | | |
| 1. School's total program. | 3.25 | 3.10 | 2.61 | 2.77 |
| 2. Detailed content of school's program. | 2.91 | 2.93 | 2.52 | 2.56 |
| 3. School rules/regulations for general student body. | 2.10 | 2.44 | 2.64 | 1.96 |
| 4. The way a subject is presented in class. | 2.10 | 2.36 | 1.91 | 1.72 |
| 5. Frequency and methods of classroom testing. | 2.33 | 2.54 | 2.43 | 2.13 |
| 6. Friendliness of classroom teacher-student relationships. | 2.44 | 2.24 | 2.10 | 1.86 |
| 7. Size and composition of classes. | 2.91 | 2.32 | 2.68 | 2.85 |
| 8. Grading and promotion of students. | 1.82 | 2.07 | 2.48 | 2.17 |
| 9. Teaching load and other duties of teachers. | 2.60 | 2.75 | 2.70 | 2.88 |
| 10. Allocation of money to teachers for instructional aides and equipment. | 2.73 | 2.68 | 2.70 | 2.36 |
| 11. Arrangements for parents to discuss their children's schooling. | 2.10 | 2.04 | 2.52 | 2.12 |
| 12. Texts and instructional materials for subjects. | 3.09 | 2.77 | 2.82 | 3.08 |
| 13. Nature of organized professional development activities. | 2.64 | 2.71 | 3.17 | 3.20 |
| 14. How teachers are to be evaluated. | 3.55 | 3.55 | 3.43 | 3.37 |
| 15. Expenditure patterns of school-based budgets. | 2.80 | 2.81 | 2.82 | 2.88 |

Mean Preferred Involvement Scores of the Individual Teacher
in Determining Action For Each Task By Length of
Teaching Experience Overall

| TASKS | Years of Teaching Experience | | Overall |
| | 5 Or Less | 6-10 | 11 Or More |
| n = | 18 | 27 | 48 |
|---|---|---|---|
| **Determination of** | | | |
| 1. School's total program. | 3.33 | 3.46 | 3.44 |
| 2. Detailed content of school's program. | 3.67 | 3.77 | 3.68 |
| 3. School rules/regulations for general student body. | 3.82 | 3.65 | 3.40 |
| 4. The way a subject is presented in class. | 4.78 | 4.62 | 4.70 |
| 5. Frequency and methods of classroom testing. | 4.11 | 4.36 | 4.26 |
| 6. Friendliness of classroom teacher-student relationships. | 4.72 | 4.73 | 4.57 |
| 7. Size and composition of classes. | 3.61 | 3.65 | 3.57 |
| 8. Grading and promotion of students. | 4.28 | 4.58 | 4.23 |
| 9. Teaching load and other duties of teachers. | 3.83 | 3.36 | 3.32 |
| 10. Allocation of money to teachers for instructional aides and equipment. | 3.50 | 3.56 | 3.24 |
| 11. Arrangements for parents to discuss their children's schooling. | 4.17 | 4.12 | 4.15 |
| 12. Texts and instructional materials for subjects. | 4.17 | 3.81 | 3.83 |
| 13. Nature of organized professional development activities. | 3.53 | 3.42 | 3.00 |
| 14. How teachers are to be evaluated. | 3.47 | 3.42 | 3.28 |
| 15. Expenditure patterns of school-based budgets. | 3.00 | 3.21 | 3.02 |

Mean Preferred Involvement Scores of the Staff Group in Determining
Action For Each Task by Length of Teaching Experience Overall.

| TASKS | Years of Teaching Experience | | Overall |
| | 5 Or Less | 6-10 | 11 Or More |
| n = | 18 | 27 | 48 |
|---|---|---|---|
| Determination of | | | |
| 1. School's total program. | 4.06 | 3.56 | 3.66 |
| 2. Detailed content of school's program. | 3.94 | 3.38 | 3.34 |
| 3. School rules/regulations for general student body. | 4.24 | 3.92 | 4.09 |
| 4. The way a subject is presented in class. | 2.94 | 2.52 | 2.30 |
| 5. Frequency and methods of classroom testing. | 3.12 | 2.67 | 2.62 |
| 6. Friendliness of classroom teacher-student relationships. | 3.74 | 3.85 | 3.72 |
| 7. Size and composition of classes. | 3.65 | 3.50 | 3.38 |
| 8. Grading and promotion of students. | 3.29 | 3.27 | 3.16 |
| 9. Teaching load and other duties of teachers. | 3.81 | 3.31 | 3.20 |
| 10. Allocation of money to teachers for instructional aides and equipment. | 3.76 | 3.56 | 3.52 |
| 11. Arrangements for parents to discuss their children's schooling. | 3.18 | 3.38 | 3.09 |
| 12. Texts and instructional materials for subjects. | 3.89 | 3.70 | 3.31 |
| 13. Nature of organized professional development activities. | 4.06 | 3.65 | 3.46 |
| 14. How teachers are to be evaluated. | 3.75 | 3.46 | 3.31 |
| 15. Expenditure patterns of school-based budgets. | 3.81 | 3.56 | 3.43 |

Mean Preferred Involvement Scores of the Principal in Determining
Action For Each Task by Length of Teaching Experience Overall

| TASKS | Years of Teaching Experience Overall | | |
|---|---|---|---|
| | 5 Or Less | 6-10 | 11 Or More |
| n = | 18 | 27 | 48 |

Determination of

| | | | |
|---|---|---|---|
| 1. School's total program. | 3.78 | 3.65 | 3.62 |
| 2. Detailed content of school's program. | 3.78 | 3.62 | 3.26 |
| 3. School rules/regulations for general student body. | 3.88 | 4.15 | 3.79 |
| 4. The way a subject is presented in class. | 2.67 | 2.52 | 2.18 |
| 5. Frequency and methods of classroom testing. | 2.89 | 2.76 | 2.63 |
| 6. Friendliness of classroom teacher-student relationships. | 1.67 | 1.76 | 1.91 |
| 7. Size and composition of classes. | 3.72 | 3.84 | 3.43 |
| 8. Grading and promotion of students. | 3.28 | 3.42 | 3.36 |
| 9. Teaching load and other duties of teachers. | 3.53 | 3.73 | 3.67 |
| 10. Allocation of money to teachers for instructional aides and equipment. | 3.94 | 3.73 | 3.74 |
| 11. Arrangements for parents to discuss their children's schooling. | 3.67 | 3.88 | 3.69[a] |
| 12. Texts and instructional materials for subjects. | 3.61 | 3.31 | 2.86 |
| 13. Nature of organized professional development activities. | 3.38 | 3.24 | 3.27 |
| 14. How teachers are to be evaluated. | 3.69 | 3.88 | 3.52 |
| 15. Expenditure patterns of school-based budgets. | 4.18 | 3.72 | 3.60 |

Mean Preferred Involvement Scores of the External Authority in
Determining Action For Each Task by Length of
Teaching Experience Overall

| TASKS | Years of Teaching Experience Overall | | |
|---|---|---|---|
| | 5 Or Less | 6-10 | 11 Or More |
| n = | 18 | 27 | 48 |

Determination of

| | | | | |
|---|---|---|---|---|
| 1. | School's total program. | 3.28 | 2.96 | 2.71 |
| 2. | Detailed content of school's program. | 3.05 | 2.81 | 2.53 |
| 3. | School rules/regulations for general student body. | 2.31 | 2.56 | 2.17 |
| 4. | The way a subject is presented in class. | 2.47 | 2.08 | 1.82 |
| 5. | Frequency and methods of classroom testing. | 2.94 | 2.25 | 2.20 |
| 6. | Friendliness of classroom teacher-student relationships. | 2.13 | 2.52 | 1.90 |
| 7. | Size and composition of classes. | 2.47 | 2.88 | 2.59 |
| 8. | Grading and promotion of students. | 2.18 | 2.24 | 2.14 |
| 9. | Teaching load and other duties of teachers. | 2.65 | 2.80 | 2.77 |
| 10. | Allocation of money to teachers for instructional aides and equipment. | 3.06 | 2.64 | 2.40 |
| 11. | Arrangements for parents to discuss their children's schooling. | 1.88 | 2.41 | 2.22 |
| 12. | Texts and instructional materials for subjects. | 3.00 | 2.88 | 2.90 |
| 13. | Nature of organized professional development activities. | 2.71 | 2.81 | 3.16 |
| 14. | How teachers are to be evaluated. | 3.59 | 3.58 | 3.36 |
| 15. | Expenditure patterns of school-based budgets. | 3.47 | 2.83 | 2.63 |

Comparison of Mean Discrepancy Scores in Involvement of the Individual
Teacher in Determining Action For Each Task by Length of Teaching
Experience in the Present School

| TASKS | Years of Teaching Experience in School | | | |
| | 1 | 2-5 | 6-10 | 11 Or More |
| --- | --- | --- | --- | --- |
| n = | 12 | 30 | 23 | 28 |

Determination of

| | | | | |
| --- | --- | --- | --- | --- |
| 1. School's total program. | -1.33 | -0.69 | -1.17 | -0.77 |
| 2. Detailed content of school's program. | -1.17 | -0.59 | -0.78 | -0.59 |
| 3. School rules/regulations for general student body. | -1.09 | -0.76 | -0.64 | -0.46 |
| 4. The way a subject is presented in class. | -0.25 | -0.14 | -0.22 | 0.00 |
| 5. Frequency and methods of classroom testing. | -0.25 | -0.34 | -0.41 | -0.07 |
| 6. Friendliness of classroom teacher-student relationships. | -0.17 | -0.07 | -0.22 | -0.15 |
| 7. Size and composition of classes. | -1.58 | -1.85 | -1.91 | -1.67 |
| 8. Grading and promotion of students. | -0.08 | -0.55 | -0.52 | -0.19 |
| 9. Teaching load and other duties of teachers. | -2.00 | -1.24 | -1.32 | -0.84 |
| 10. Allocation of money to teachers for instructional aides and equipment. | -1.17 | -1.10 | -1.41 | -1.29 |
| 11. Arrangements for parents to discuss their children's schooling. | -0.42 | -0.21 | -0.17 | -0.11 |
| 12. Texts and instructional materials for subjects | -1.00 | -1.23 | -0.77 | -0.89 |
| 13. Nature of organized professional development activities. | -0.91 | -0.93 | -0.74 | -0.74 |
| 14. How teachers are to be evaluated. | 5 | -1.46 | -1.43 | -1.35 |
| 15. Expenditure patterns of school-based budgets. | | -1.18 | -1.55 | -1.00 |

Comparison of Mean Discrepancy Scores in Involvement of the Staff Group
in Determining For Each Task by Length of Teaching Experience
in the Present School

| TASKS | Years of Teaching Experience in School | | | |
|---|---|---|---|---|
| | 1 | 2-5 | 6-10 | 11 Or More |
| n = | 12 | 30 | 23 | 28 |

Determination of

| | | 1 | 2-5 | 6-10 | 11 Or More |
|---|---|---|---|---|---|
| 1. | School's total program. | -1.18 | -0.62 | -1.09 | -0.76 |
| 2. | Detailed content of school's program. | -1.00 | -0.52 | -1.09 | -0.54 |
| 3. | School rules/regulations for general student body. | -1.27 | -0.52 | -0.73 | -0.44 |
| 4. | The way a subject is presented in class. | -0.30 | -0.03 | -0.14 | +0.17 |
| 5. | Frequency and methods of classroom testing. | -0.91 | -0.41 | -0.50 | -0.12 |
| 6. | Friendliness of classroom teacher-student relationships. | -0.10 | -0.32 | -0.35 | -0.33 |
| 7. | Size and composition of classes. | -1.50 | -1.57 | -1.67 | -1.28 |
| 8. | Grading and promotion of students. | -0.75 | -0.32 | -0.43 | -0.08 |
| 9. | Teaching load and other duties of teachers. | -1.09 | -1.04 | -1.35 | -0.60 |
| 10. | Allocation of money to teachers for instructional aides and equipment. | -2.08 | -0.96 | -1.13 | -0.69 |
| 11. | Arrangements for parents to discuss their children's schooling. | -0.82 | -0.19 | -0.30 | +0.04 |
| 12. | Texts and instructional materials for subjects. | -0.64 | -0.87 | -0.74 | -0.68 |
| 13. | Nature of organized professional development activities. | -1.00 | -0.75 | -1.09 | -0.72 |
| 14. | How teachers are to be evaluated. | -1.64 | -1.59 | -1.48 | -1.28 |
| 15. | Expenditure patterns of school-based budgets. | -1.73 | -1.26 | -1.50 | -0.88 |

Comparison of Mean Discrepancy Scores in Involvement of the
Principal in Determining Action For Each Task By Length of
Teaching Experience in the Present School

| TASKS | Years of Teaching Experience in School | | | |
| | 1 | 2-5 | 6-10 | 11 Or More |
| --- | --- | --- | --- | --- |
| n = | 12 | 30 | 23 | 28 |

Determination of

| | 1 | 2-5 | 6-10 | 11 Or More |
| --- | --- | --- | --- | --- |
| 1. School's total program. | +0.08 | -0.10 | -0.14 | +0.12 |
| 2. Detailed content of school's program. | -0.33 | -0.17 | -0.09 | -0.08 |
| 3. School rules/regulations for general student body. | +0.36 | +0.24 | +0.59 | +0.38 |
| 4. The way a subject is presented in class. | -0.55 | +0.14 | -0.04 | +0.04 |
| 5. Frequency and methods of classroom testing. | -0.08 | +0.11 | -0.17 | -0.08 |
| 6. Friendliness of classroom teacher-student relationships. | -0.36 | -0.15 | -0.33 | -0.24 |
| 7. Size and composition of classes. | +0.08 | -0.07 | +0.14 | +0.19 |
| 8. Grading and promotion of students. | -0.08 | +0.03 | +0.39 | +0.32 |
| 9. Teaching load and other duties of teachers. | +0.45 | +0.41 | +0.87 | +0.69 |
| 10. Allocation of money to teachers for instructional aides and equipment. | +0.08 | +0.14 | +0.83 | +0.31 |
| 11. Arrangements for parents to discuss their children's schooling. | +0.09 | 0.00 | -0.22 | +0.19 |
| 12. Texts and instructional materials for subjects. | 0.00 | -0.04 | -0.18 | +0.04 |
| 13. Nature of organized professional development activities. | +0.20 | -0.52 | -1.00 | -0.04 |
| 14. How teachers are to be evaluated. | +0.18 | -0.22 | -0.13 | +0.38 |
| 15. Expenditure patterns of school-based budgets. | -0.09 | 0.00 | +0.91 | +0.42 |

Comparison of Mean Discrepancy Scores in Involvement of the External
Authority in Determining Action For Each Task by Length of
Teaching in the Present School

| TASKS | Years of Teaching Experience in School | | | |
|---|---|---|---|---|
| | 1 | 2-5 | 6-10 | 11 Or More |
| n = | 12 | 30 | 23 | 28 |

Determination of

| | | | | |
|---|---|---|---|---|
| 1. School's total program. | 0.08 | 0.55 | 0.65 | 0.88 |
| 2. Detailed content of school's program. | 0.45 | 0.31 | 0.35 | 0.28 |
| 3. School rules/regulations for general student body. | 0.10 | 0.04 | -0.05 | 0.08 |
| 4. The way a subject is presented in class. | -0.30 | -0.36 | -0.09 | 0.00 |
| 5. Frequency and methods of classroom testing. | 0.33 | 0.04 | 0.26 | 0.38 |
| 6. Friendliness of classroom teacher-student relationships. | -0.11 | -0.44 | -0.24 | -0.18 |
| 7. Size and composition of classes. | 0.82 | 1.25 | 1.45 | 0.81 |
| 8. Grading and promotion of students. | 0.18 | 0.50 | 0.30 | 0.04 |
| 9. Teaching load and other duties of teachers. | 0.40 | 0.64 | 0.64 | 0.50 |
| 10. Allocation of money to teachers for instructional aides and equipment. | 1.20 | 0.43 | 0.39 | 0.40 |
| 11. Arrangements for parents to discuss their children's schooling. | 0.10 | 0.00 | -0.22 | 0.08 |
| 12. Texts and instructional materials for subjects. | 0.30 | 0.77 | 0.73 | 0.36 |
| 13. Nature of organized professional development activities. | 0.36 | 0.50 | 0.52 | 0.24 |
| 14. How teachers are to be evaluated. | 0.64 | 0.86 | 1.13 | 0.63 |
| 15. Expenditure patterns of school-based budgets. | 1.30 | 0.73 | 0.64 | 0.96 |

Comparison of Mean Discrepancy Scores in Involvement of the Individual
Teacher in Determining Action For Each Task by Length of Teaching
Experience Overall

| TASKS | Years of Teaching Experience Overall | | |
| | 5 Or Less | 6-10 | 11 Or More |
| n = | 18 | 27 | 48 |
| --- | --- | --- | --- |
| **Determination of** | | | |
| 1. School's total program. | -1.11 | -1.04 | -0.78 |
| 2. Detailed content of school's program. | -1.11 | -0.62 | -0.62 |
| 3. School rules/regulations for general student body. | -1.18 | -0.62 | -0.53 |
| 4. The way a subject is presented in class. | -0.28 | -0.19 | -0.04 |
| 5. Frequency and methods of classroom testing. | -0.39 | -0.40 | -0.15 |
| 6. Friendliness of classroom teacher-student relationships. | -0.17 | -0.19 | -0.11 |
| 7. Size and composition of classes. | -1.94 | -1.92 | -1.63 |
| 8. Grading and promotion of students. | -0.33 | -0.54 | -0.30 |
| 9. Teaching load and other duties of teachers. | -1.44 | -1.44 | -1.06 |
| 10. Allocation of money to teachers for instructional aides and equipment. | -1.67 | -1.56 | -0.91 |
| 11. Arrangements for parents to discuss their children's schooling. | -0.22 | -0.12 | -0.23 |
| 12. Texts and instructional materials for subjects. | -1.39 | -0.96 | -0.85 |
| 13. Nature of organized professional development activities. | -1.12 | -0.81 | -0.64 |
| 14. How teachers are to be evaluated. | -1.82 | -1.64 | -1.17 |
| 15. Expenditure patterns of school-based budgets. | -1.71 | -1.50 | -1.04 |

Comparison of Mean Discrepancy Scores in Involvement of the Staff Group
in Determining Action For Each Task by Length of Teaching
Experience Overall

| TASKS | Years of Teaching Experience Overall | | |
|---|---|---|---|
| | 5 Or Less | 6-10 | 11 Or More |
| n = | 18 | 27 | 48 |

Determination of

| | | | |
|---|---|---|---|
| 1. School's total program. | -1.23 | -0.81 | -0.72 |
| 2. Detailed content of school's program. | -1.11 | -0.64 | -0.63 |
| 3. School rules/regulations for general student body. | -1.00 | -0.58 | -0.55 |
| 4. The way a subject is presented in class. | -0.18 | 08 | 0.05 |
| 5. Frequency and methods of classroom testing. | -0.71 | -0.63 | -0.1 |
| 6. Friendliness of classroom teacher-student relationships. | -0.25 | -0.55 | -0.2 |
| 7. Size and composition of classes. | -1.88 | -1.59 | -1.31 |
| 8. Grading and promotion of students. | -0.35 | -0.58 | -0.20 |
| 9. Teaching load and other duties of teachers. | -1.25 | -1.19 | -0.80 |
| 10. Allocation of money to teachers for instructional aides and equipment. | -1.71 | -1.20 | -0.78 |
| 11. Arrangements for parents to discuss their children's schooling. | -0.41 | -0.29 | -0.13 |
| 12. Texts and instructional materials for subjects. | -0.78 | -1.00 | -0.60 |
| 13. Nature of organized professional development activities. | -1 19 | -0.96 | -0.69 |
| 14. How teachers are to be evaluated. | -2.31 | -1.60 | -1.11 |
| 15. Expenditure patterns of school-based budgets. | -1.88 | -1.50 | -0.93 |

Comparison of Mean Discrepancy Scores in Involvement of the Principal
in Determining Action For Each Task by Length of Teaching
Experience Overall

| TASKS | Years of Teaching Experience Overall | | |
|---|---|---|---|
| | 5 Or Less | 6-10 | 11 Or More |
| n = | 18 | 27 | 48 |

Determination of

| | | | | |
|---|---|---|---|---|
| 1. | School's total program. | -0.06 | -0.12 | 0.04 |
| 2. | Detailed content of school's program. | -0.17 | -0.31 | -0.04 |
| 3. | School rules/regulations for general student body. | 0.53 | 0.31 | 0.37 |
| 4. | The way a subject is presented in class. | -0.11 | -0.04 | 0.02 |
| 5. | Frequency and methods of classroom testing. | -0.06 | 0.00 | -0.07 |
| 6. | Friendliness of classroom teacher-student relationships. | -0.41 | -0.14 | -0.24 |
| 7. | Size and composition of classes. | 0.17 | -0.28 | 0.24 |
| 8. | Grading and promotion of students. | 0.11 | 0.19 | 0.22 |
| 9. | Teaching load and other duties of teachers. | 0.65 | 0.50 | 0.67 |
| 10. | Allocation of money to teachers for instructional aides and equipment. | -0.06 | 0.42 | 0.48 |
| 11. | Arrangements for parents to discuss their children's schooling. | 0.00 | -0.21 | 0.13 |
| 12. | Texts and instructional materials for subjects. | -0.06 | -0.04 | -0.05 |
| 13. | Nature of organized professional development activities. | -0.44 | -0.67 | -0.29 |
| 14. | How teachers are to be evaluated. | -0.13 | -0.32 | 0.28 |
| 15. | Expenditure patterns of school-based budgets. | -0.24 | 0.36 | 0.58 |

Comparison of Mean Discrepancy Scores in Involvement of the External
Authority in Determining Action For Each Task by Length of
Teaching Experience Overall

| TASKS | Years of Teaching Experience Overall | | |
| --- | --- | --- | --- |
| | 5 Or Less | 6-10 | 11 Or More |
| n = | 18 | 27 | 48 |

Determination of

| | | | | |
| --- | --- | --- | --- | --- |
| 1. | School's total program. | 0.56 | 0.22 | 0.87 |
| 2. | Detailed content of school's program. | 0.53 | 0.08 | 0.40 |
| 3. | School rules/regulations for general student body. | 0.20 | -0.04 | 0.02 |
| 4. | The way a subject is presented in class. | -0.12 | -0.04 | -0.07 |
| 5. | Frequency and methods of classroom testing. | 0.12 | 0.13 | 0.34 |
| 6. | Friendliness of classroom teacher-student relationships. | -0.13 | -0.67 | -0.12 |
| 7. | Size and composition of classes. | 1.06 | 1.25 | 1.07 |
| 8. | Grading and promotion of students. | 0.41 | 0.24 | 0.25 |
| 9. | Teaching load and other duties of teachers. | 0.82 | 0.38 | 0.58 |
| 10. | Allocation of money to teachers for instructional aides and equipment. | 0.81 | 0.52 | 0.38 |
| 11. | Arrangements for parents to discuss their children's schooling. | 0.00 | -0.09 | 0.00 |
| 12. | Texts and instructional materials for subjects. | 0.76 | 0.67 | 0.45 |
| 13. | Nature of organized professional development activities. | 0.52 | 0.40 | 0.36 |
| 14. | How teachers are to be evaluated. | 0.82 | 0.92 | 0.79 |
| 15. | Expenditure patterns of school-based budgets. | 0.79 | 1.00 | 0.78 |

# VITA

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HONORS AND AWARDS: _____ NIL _____

RELATED WORK EXPERIENCE: _____ SCHOOL PRINCIPAL _____

PUBLICATIONS: _____ NIL _____

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