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School-based Decision-making: What Is Necessary for a Successful Implementation in the Public Schools of Tennessee

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School-based decision making: What is necessary for a
successful implementation in the public schools of Tennessee

Owen, Helen Frances, Ed.D.

East Tennessee State University, 1992

SCHOOL-BASED DECISION MAKING:

WHAT IS NECESSARY FOR A SUCCESSFUL IMPLEMENTATION

IN THE PUBLIC SCHOOLS OF TENNESSEE

———————

A Dissertation

Presented to

the Faculty of the Department of

Educational Leadership and Policy Analysis

East Tennessee State University

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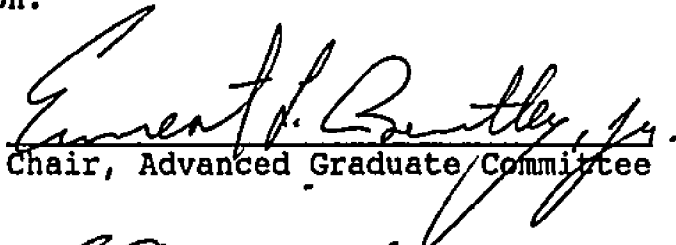
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of the Requirements for the Degree

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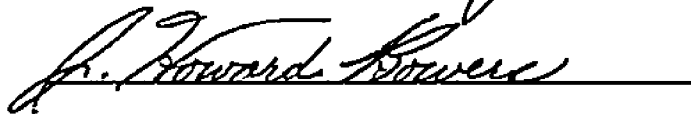
Helen Frances Owen

May 1992
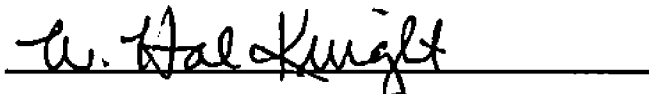
APPROVAL

This is to certify that the Advanced Graduate Committee of

Helen Frances Owen

met on the

26th day of March, 1992.
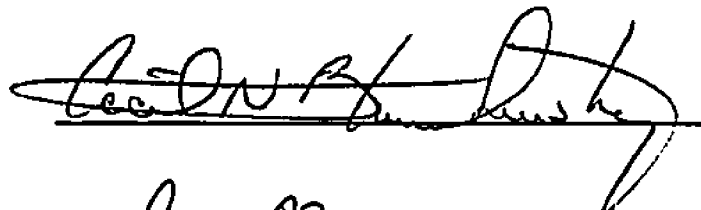
The committee read and examined her dissertation, supervised her defense of it in an oral examination, and decided to recommend that her study be submitted to the Graduate Council and the Associate Vice-President for Research and Dean of the Graduate School, in partial fulfillment of the requirements for the degree of Doctor of Education in Administration.

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Chair, Advanced Graduate Committee

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Signed on behalf of
the Graduate Council
_____
Associate Vice-President for
Research and Dean of the
Graduate School

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ABSTRACT

SCHOOL-BASED DECISION MAKING:
WHAT IS NECESSARY FOR A SUCCESSFUL IMPLEMENTATION
IN THE PUBLIC SCHOOLS OF TENNESSEE

by

Helen Frances Owen

The Tennessee State Board of Education was moving to
establish school-based decision making, with little or no
apparent attention to what may be needed by educators. This
study has been conceived based on the lack of an advertised
plan of skill instruction, the lack of a supplied knowledge
base from which educators can pull resources, and the lack
of an obvious high level of understanding on the part of
educators in general.

A developmental inquiry and a survey were conducted to
determine what principals and supervisors know about school-
based decision making and what will be needed to increase
the chances for a successful implementation. Descriptive
and inferential statistics and a review of the research were
used to answer five research questions that directed the
study. Statistical analyses revealed the following:

Almost one-fourth of the administrators think they
are currently implementing formal school-based decision
making.

Those administrators reporting experience with
school-based decision making tend to have more positive
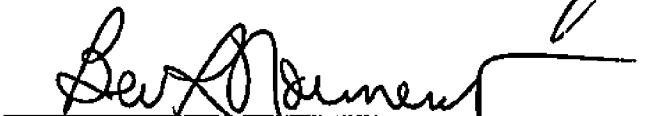and closely aligned opinions to the literature than
those reporting no experience.

While there was little reported difference in the
survey results among the four sample groups, elementary
principals were slightly more concerned about
implementing the process.

Principals and supervisors' ideas and perceptions of
what school-based decision making is and how it should work
were helpful in planning a model for implementation. The
goal was to provide information to administrators concerning
school-based decision making in a way that will strengthen
and foster school programming and improve the quality of
education for all students. Seven phases were projected to
effect a successful transition from current practice to

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where school-based decision making becomes the rule rather than an exception in Tennessee schools: initial decision phase, preliminary plans, staff development, implementation, monitoring, adjusting, and evaluation.
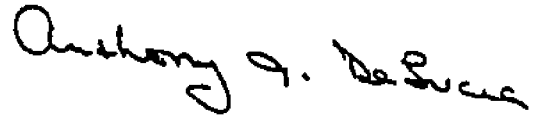
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EAST TENNESSEE STATE UNIVERSITY
INSTITUTIONAL REVIEW BOARD

PROJECT TITLE: School-Based Decision Making: What Tennessee Principals and
                  Instructional Supervisors Believe Is Necessary For A
                  Successful Implementation.

PRINCIPAL INVESTIGATOR: Helen Frances Owen

The Institutional Review Board has reviewed the above-titled project on December
24, 1991 with respect to the rights and safety of human subjects, including
matters of informed consent and protection of subject confidentiality, and finds
the project acceptable to the Board.

_____
Anthony J. DeLucia
Chairman, IRB

DEDICATION

This dissertation is dedicated in part to Dr. Ernest L. Bentley, Jr., Chair of my doctoral committee for his professionalism, contributions, and support throughout my doctoral studies. He provided me with countless hours of assistance whenever I needed the supportive hand of a teacher and a leader. As a mentor, Dr. Bentley provided me with a professional role model I can strive to replicate throughout the remainder of my career.

Also, this dissertation is dedicated to the memory of my father William Clarence Owen, Jr. It was his philosophy of always striving for perfection that created in me the desire to continue my education.

ACKNOWLEDGMENTS

A deep sense of sincere appreciation and gratitude is extended to the members of my doctoral committee, Dr. Ernest L. Bentley, Jr., Dr. Cecil N. Blankenship, Dr. J. Howard Bowers, Dr. Donn W. Gresso, and Dr. W. Hal Knight for their time, expertise, and support throughout the duration of this study. Additional technical and personal support was received from Dr. Russell F. West.

I am also very grateful for the opportunities provided me by Dr. Elaine Willers. The experiences she and her staff shared with me have and will continue to grant me chances to grow professionally.

I also would like to express my appreciation to all the members of Cohort I. The assistance, support, and encouragement from my colleagues was unmeasurable throughout the whole program. It is hoped that we will remain professional collaborators and friends throughout our lives and careers.

I also want to thank the many principals and supervisors who helped in the unfolding of this study by participating in the developmental inquiry, pilot study, and by returning the survey instrument.

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CHAPTER 1

Introduction

> Marble is made of a variety of diverse materials
> melded together to create a beautiful, new,
> strong, intricately designed substance. Such is
> our team--a diversity of talents, ideas, and
> abilities working together beautifully to create a
> new school environment for our children. As we
> all focus on our campus mission, we become marble-
> -diverse talents melded together as one, while
> enhancing each individual's uniqueness.[1]

This was one principal's description of site-based

management in her school in Temple, Texas. Will site-based

management or, as the Tennessee State Department of

Education labeled it school-based decision making, work as

well in Tennessee's public schools? Will school-based

decision making be the solution to Tennessee's latest reform

movement, or will it simply be a new problem for school

administrators?

Characteristically, the decision making body in most

school-based decision making schools is composed of people

with a wide variety of different experiences, educational

levels, and special interests. Administrators may find

these diverse talents, ideas, and abilities difficult to

harness and channel in the same positive direction. Will it

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[1]Kay Psencik, "Site Planning in a Strategic Context in
Temple, Texas", <u>Educational Leadership</u> 48, no. 7 (April 1991):
31.

be possible for all team members on all school councils in

Tennessee to pull together and become "marble"?

"Not yet exhausted by the frenzy of new policies,

programs, and regulations most states spawned in the 1980s,

the National Governors' Association adopted restructuring as

its educational agenda for the 1990s."[2] From this agenda

in November 1990, Tennessee's Governor and State Board of

Education presented a plan to the Tennessee State

Legislature in an attempt to reform public education. The

plan was titled Master Plan for Tennessee Schools:

Preparing For The Twenty-First Century.

It was commonly perceived by many educators that

several factors led to this plan. One factor was the high

dropout rate of students in Tennessee's public schools.

> No longer is attainment of an education simply a
> personal goal, valued only by a student and his or
> her family. It has become--out of necessity--a
> goal of society as a whole. This is true because
> the young people who pass through our schools
> today will be our communities' voters of the
> future. They will become our communities' work
> force of the future. And if they fail, they will
> likely become our communities' welfare recipients
> and jail inmates of the future.[3]

Another factor was the dissatisfaction of business and

industry with the knowledge level of their employees.

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[2]John Prasch, How to Organize for School-Based Management,
(Alexandria, Virginia: Association for Supervision and
Curriculum Development, 1990): 1.

[3]Charles E. Smith, Commissioner Tennessee Department of
Education, Goals and Objectives of the 21st Century Challenge
Plan (Nashville, Tennessee: n.p. draft copy, 1990), 3.

Chester Finn, Vanderbilt University, was interviewed during the Educating To Compete Teleconference. He stated that 64 percent of employers were dissatisfied with the knowledge level of their employees when they began a job.[4] A third factor was an attempt by Governor McWherter to prepare Tennessee's youth to live successfully in the twenty-first century. Lastly, in many ways, the public was dissatisfied with education in general. "Education today is truly everybody's business."[5]

America's expectations of public education have risen greatly since the publication of A Nation At Risk. "Throughout the country, legislators and school boards are enacting vast changes in school policies and practices. Many of the changes, of course, are attributable to the reform reports, particularly A Nation at Risk...."[6] This 1983 national study condemned the mediocrity of education. It also implied that public education was the culprit behind the ruin of the American economy and society as a whole.

To gain political favor many politicians promised their constituents better schools. "Politicians occasionally use the schools and/or teachers as scapegoats for personal

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[4]Chester Finn, Educating To Compete Teleconference, University of Tennessee, Knoxville, Tennessee, 12 Nov. 1991.

[5]Finn, Educating To Compete Teleconference.

[6]Herbert J. Walberg, "What Works in a Nation Still at Risk", Educational Leadership, 44, no. 1 (Sept. 1986): 7.

gain."[7] Political leaders have listened to and followed the advice of many "experts" both in and out of the field of education. "They are responding to a growing consensus calling for improvements in the efficiency and productivity of schools, in tune with massive restructuring in business, industry, and agriculture and with rapid demographic and social changes."[8]

The result in the state of Tennessee was another reform or restructuring movement. This movement led in turn to the development of the Master Plan by the State Board of Education. One significant aspect of the plan was a move to what the Tennessee State Department of Education called school-based decision making. "Commendably, our state political and educational leaders cite this as a key component in the bold plan for the 21st century."[9] It was anticipated by the Department of Education that this move, plus attainment of the other goals listed in the plan, will greatly improve public education throughout the state. "According to Ernest Boyer (1989), president of the Carnegie Foundation for the Advancement of Teaching, 'In shaping a

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[7]Carl L. Marburger, <u>One School At A Time: School Based Management A Process For Change</u> (Columbia, Maryland: The National Committee For Citizens In Education, 1985), 73.

[8]Prasch.

[9]Porter King, "Paradigm Shift: Five Points to Ponder", <u>Tennessee Educational Leadership</u>, XVIII, no. 2 (Fall 1991): 1.

national strategy for education, school-based management is crucial'."[10]

The <u>Master Plan For Tennessee Schools: Preparing For The Twenty-First Century</u> states:

> ...we must shift decision making closer to those who are working with children in the classroom; school-based decision making must be coupled with the assumption of accountability by those making the decisions.[11]

The plan continues:

> Crucial decisions about teaching and learning will be made closer to the focus of the action than they are now. Each school's faculty will work together in planning and deciding about instructional strategies, programs, and the use of resources.[12]

School-based decision making was an attempt to decentralize decision and policy making. This bottom-up approach to school reform supported the assumption that school systems should be deregulated so local educators can have the maximum flexibility to address the unique educational needs and instructional concerns of their students and community.[13] Decentralization also allows for

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[10]Prasch.

[11]Tennessee State Board of Education, <u>Master Plan For Tennessee Schools: Preparing For The Twenty-First Century</u> (Nashville, Tennessee: n.p., 1990), 1.

[12]<u>Master Plan For Tennessee Schools</u>, 5.

[13]Carl Glickman, <u>Supervision of Instruction: A Developmental Approach</u>, 2nd ed. (Needham Heights, Massachusetts: Allyn & Bacon, 1990), 436.

the maximum potential of individualized curricula. It was further assumed that the community administered school can better meet the individual needs of students and taxpayers.

Critics of education, including many top political leaders in Tennessee, alleged school systems are often top heavy with administrators. These critics, searching for an easy answer to the problems in education, point to the often highly paid central office staff as part of the dilemma rather than part of the solution.

When all or most of the educational decisions in a system are made from a central location, many feel these educators are too far from the day to day action of the classroom setting. Teachers on the firing line actually doing the educating deal with guidelines and decisions made by people far removed from the child. "Centralization has been equated by some with a cumbersome bureaucracy unfeeling to the needs of children (especially minority children) and teachers."[14]

Other groups of Tennesseans wanting more input and control over public education are parents and community members. These aspirations were relayed to politicians. In return, politicians favored more community control over education. It was politically sound to allow the community to feel as if it was in control. "Decentralization, claim

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[14]I. Ezra Staples, ed., Impact of Decentralization On Curriculum: Selected Viewpoints (Alexandria, Virginia: Association for Supervision and Curriculum Development, 1975), 3.

its partisans, will provide opportunities for community input and will restore to people the feeling that they are not powerless, that they are in control of their own destinies, and that their wishes and aspirations are being taken into account in the education of their children."[15]

The reform movement philosophy was for the district and state to become merely providers of resources to schools. Each school will provide its own instructional program and make its own decisions in an attempt to meet the unique needs of each setting. It was anticipated that this charge from politicians and the Tennessee State Board of Education for schools to implement school-based decision making would result in the making of better decisions.

The thinking that there was no longer a need for uniformity has caused the State Department of Education to reevaluate educational standards and regulations.

> Over the years, state laws pertaining to public education have accumulated in abundance. In addition, State Board of Education rules and regulations now span four books equaling eight and one-half inches in thickness.[16]

The 21st Century Challenge Plan continued:

> The "21st Century Challenge" proposes a massive overhaul of state laws and State Board of Education rules and regulations. Specifically, a proposal for eliminating 75 percent of the existing State Board rules and regulations is being developed. Moveover, procedures will be established which will permit local school systems

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[15]Staples.

[16]Smith, 41.

to develop proposals for alternative approaches to operating schools.[17]

It can be assumed that this elimination of state rules and regulations was a solution to problems for some. For others, it could force school programming to return to the days of understaffing and under funding in lieu of pet projects of special interest groups. There was always the potential for the majority, special interest groups, or strongly influential people to take the financial resources and control of the school. "Special interest groups often view the schools as their only vehicle for accomplishing their objectives."[18]

Had the Master Plan been approved and implemented in the Fall of 1991 as it was originally intended, it would have been an interesting phenomenon to observe. As of the summer of 1991, there were no written rules, requirements, or guidelines to help principals and systemwide supervisors implement school-based decision making. Superintendents and school board members had not been trained to plan for or to implement school-based decision making in Tennessee. Many may not even understand what the concept means.

At the time of this study, with the exception of the Tennessee Academies for School Leaders, there have been few reported plans or scheduled activities to develop the skills

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[17]Smith.

[18]Marburger, 73.

of Tennessee's educators in school-based decision making from the State Department of Education. As late as June 1991, no one from within the State Department of Education had been appointed to lead the implementation of school-based decision making. Without careful planning, adequate training, a model for implementation, and a plan for evaluation, can school-based decision making be a success in the public schools of Tennessee?

The question was raised, can educators in individual schools move from their current skill and knowledge level to what research ascertains is necessary to improve education through school-based decision making? Experienced educators know a certain degree of knowledge and skill must be present before a concept can be implemented successfully. "The question is: When push comes to shove, and teachers begin making hard-nosed recommendations that administrators are not inclined to accept, will SBM/SDM survive?"[19]

Whether the future of education in the state of Tennessee will flourish under school-based decision making, or the State Board of Education will issue another plan in the future to again centralize education remains to be seen. "School-based management can be an important component of school improvement projects. By itself, however, it does

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[19]E. Mark Hanson, Educational Administration and Organizational Behavior, 3rd ed., (Boston: Allyn and Bacon, 1991), 384.

not provide a comprehensive model for bringing about
fundamental reform in elementary and secondary schools."[20]

Statement of the Problem

The problem was that the Tennessee State Board of
Education was moving to establish school-based decision
making, with little or no apparent attention to what may be
needed by the educational personnel in local schools in
order to function effectively "...in planning and deciding
about instructional strategies, programs, and the use of
resources."[21] Principals and systemwide supervisors
working in Tennessee's educational programs have opinions
that needed to be identified concerning school-based
decision making in order for it to be successfully
implemented throughout the state. The problem statement was
to determine what Tennessee principals and systemwide
supervisors indicate is necessary for successful
implementation of school-based decision making.

This problem has been conceived based on the lack of an
advertised plan of skill development, the lack of knowledge,
and the lack of an obvious high level of understanding of
school-based decision making on the part of Tennessee
educators in general. The result was that principals and

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[20]Barbara O. Taylor and Daniel U. Levine, "Effective Schools
Projects and School-Based Management", Phi Delta Kappan 72, no. 5
(Jan. 1991): 397.

[21]Master Plan For Tennessee Schools, 5.

systemwide supervisors in Tennessee schools have varied perceptions about the definition and procedures required to successfully implement school-based decision making.

Purpose of the Study

This study was conducted to determine what principals and systemwide supervisors know about school-based decision making and what will be needed to increase the chances for a successful implementation in the public schools of Tennessee. Information was collected from current principals and systemwide supervisors anticipating the move to school-based decision making. An ambition of the study was to help the implementation of school-based decision making in Tennessee schools become a positive action.

According to the Master Plan, school-based decision making will not be mandated as it was in a neighboring state. "Kentucky legislation mandates that all systems implement site based decision-making, and Governor McWherter's goals for Tennessee schools of the 21st century include SBDM (school-based decision making) and deregulation as the norm."[22] As of this writing, the Tennessee State Legislature has not approved the plan. Nevertheless, "it will only be a matter of time before the legislature passes

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[22]Carol Plata Etheridge, Lennel Terrell, and Johnnie B. Watson, "Teachers, Administrators, and Parents Together: The Memphis Model for Managing Schools Through Shared Decision-Making", Tennessee Educational Leadership XVII, no. 2 (Fall 1990): 43.

both the plan and the funding for it"[23] stated a Tennessee
State Legislator.

With the advent of school-based decision making
nearing, the time was here for Tennesseeans to plan for its
implementation. Principals and systemwide supervisors'
ideas and perceptions of what school-based decision making
is and how it should work were helpful in planning a model
for implementation. The goal was to provide information to
principals and systemwide supervisors concerning school-
based decision making in a way that will strengthen and
foster school programming and improve the quality of
education for all Tennessee students.

Research Questions

Based on the statement of the problem five research
questions were addressed:

1. What knowledge and skills are perceived to be
important to school principals and systemwide supervisors in
making school-based decision making function properly "...in
planning and deciding about instructional strategies,
programs, and the use of resources?"[24]

2. What expectations do principals and systemwide
supervisors have of school-based decision making? How will

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[23]Larry Conley Huskey, Member of the Tennessee House of
Representatives, Personal Interview, 8 July 1991.

[24]Master Plan For Tennessee Schools, 5.

school-based decision making improve or hinder school
programming?

3. What types of professional development do
principals and systemwide supervisors think they need for a
successful implementation?

4. What do principals and systemwide supervisors think
it will take, or must be in place for school-based decision
making to be implemented successfully in the public schools
in Tennessee?

5. What model can assist transition from
preimplementation knowledge, skills, and needs of principals
and systemwide supervisors to successful implementation of
school-based decision making in Tennessee public schools?

Significance of the Problem

"Goal: School-based decision making will be the rule
rather than the exception in schools."[25] With this goal as
an important part of the Master Plan for Tennessee Schools:
Preparing for the Twenty-First Century, individual schools
and school districts will be moving toward decentralization
and school-based decision making whether they want to or
not. Developmental sequences of an essential knowledge and
skill base can be structured based on answers to the
research questions. Further implementation plans can be
facilitated through the identification of a model and steps

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[25]Master Plan For Tennessee Schools, 30.

reported to be essential to the successful use of school-based decision making.

Limitations and Assumptions

The limitations and basic underlying assumptions of this study have been defined as follows:

1. The data collection procedures may have influenced the quality of the data collected.

2. The educators participating in the survey were limited to those working at the time of the study in elementary, middle school, and secondary principalships and systemwide supervisory positions in the state of Tennessee.

3. The willingness of the participants to give careful, thoughtful, and truthful responses could have been a determining factor.

4. The pilot study was not conducted with a random sample of participants.

5. The developmental inquiry was not conducted with a random sample of participants.

6. The Likert scale choice of responses to the survey instrument "strongly agree", "agree", "uncertain", "disagree", and "strongly disagree" are interval in nature, thus allowing interval level statistics to be used in the interpretation of the data.

Definitions

School-based management, site-based management, school-based leadership, or school-based decision making are all similar terms and are often used interchangeably.

1. The American Association of School Administrators, the National Association of Elementary School Principals, and the National Association of Secondary Principals define **school-based management** as "...a process that involves the individuals responsible for implementing decisions in actually making those decisions."[26]

2. **Site-based management** is defined by the Educational Research Service as "...a process of decentralization in which the school becomes the primary unit of management and educational improvement."[27]

3. Dr. Don Thomas, defines **school-based leadership** as "...a system of operating schools which establishes the school as the unit of reform and improvement. It makes individual schools accountable for being effective."[28]

4. Although the <u>Master Plan For Tennessee Schools: Preparing For The Twenty-First Century</u> never actually

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[26]American Association of School Administrators; National Association of Elementary School Principals; and the National Association of Secondary School Principals, <u>School-Based Management: A Strategy For Better Learning</u>, 1988, 5.

[27]Educational Research Service, <u>The Information Folio</u>, (Arlington, Virginia, 1991): 1.

[28]Don Thomas, "School-Based Leadership", <u>The Effective School Report</u>, (January, 1991): 10.

provided a definition of **school-based decision making,** the
meaning was implied through several statements. "Each
school's faculty will work together in planning and deciding
about instructional strategies, programs, and the use of
resources. Tennessee's 21st century schools will expect
active involvement of students' parents in the education of
their children."[29]

5. **Elementary principal** is defined as the
administrative head of Tennessee public schools encompassing
grades kindergarten, first, or second through grade twelve,
or any combination thereof as long as the school begins with
a kindergarten, first, or second grade structure.

6. **Middle school principal** is defined as the
administrative head of Tennessee public schools encompassing
grades three through grade twelve, or any combination
thereof as long as the school begins with a grade structure
somewhere among grade three and grade nine. Schools calling
themselves junior high schools are included in this
category.

7. **Secondary school principal** is defined as the
administrative head of Tennessee public schools encompassing
grade nine through grade twelve, or any combination thereof.

8. **Supervisors** are defined as professionals within a
school district responsible for systemwide duties. The

---

[29]_Master Plan For Tennessee Schools_, 5.

supervisory population was determined from the listing of
systemwide personnel in the 1990-91 Directory of Public
Schools, Approved Nonpublic, Special State Schools, and The
State Department of Education, State of Tennessee.

For the purpose of this study, when referring to the
future implementation of this process in Tennessee schools,
the term school-based decision making will be used. The
term administrator includes both principals (elementary,
middle, and secondary) and systemwide supervisors.

Overview of the Study

This inquiry attempted to postulate the role school-
based decision making will play in the future management of
Tennessee schools. The assessment was based on information
and perceptions of principals and systemwide supervisors
expecting to implement the process in the near future.

The study concluded with a conclusion, recommendations,
and a suggested model for implementation. These were
included in an attempt to assist with the strengthening of
individual school programming and for the general
improvement of education through the avenue of school-based
decision making in the public schools of Tennessee.

Data were collected from Tennessee school principals
and systemwide supervisors to ascertain their knowledge and
potential skill level concerning the concept of school-based
decision making. Respondents were asked what aspects were

important to make the process work successfully in the schools of Tennessee. Principals and systemwide supervisors were also asked what their expectations of school-based decision making were. Administrators were also asked how they anticipated school-based decision making would improve or hinder progress in their schools.

The avenue of staff development was also addressed in an attempt to foresee the needs of current school principals and systemwide supervisors. A final consideration addressed was the creation of a transitional model in which a public school in Tennessee could follow for a more successful implementation of school-based decision making.

CHAPTER 2

A Review of the Literature

Overview

A review of the literature and personal interviews with experts and people currently practicing forms of school-based decision making constituted a major part of this study. The framework for the creation and formation of school-based decision making was provided by the Master Plan For Tennessee Schools: Preparing For The Twenty-First Century. This framework was followed with a discussion of the historical development of site-based management in the United States. Finally, Chapter 2 focused around the research questions previously stated in Chapter 1.

Framework for Creation in Tennessee

The advent of school-based decision making was created by the Tennessee State Board of Education and the Tennessee State Department of Education in an attempt to reform public education. The Master Plan for Tennessee Schools: Preparing for the Twenty-First Century called for the Tennessee State Legislature to put this concept into law. The idea was for all public schools in Tennessee to implement school-based decision making by the year 1995.

The specifics of the Master Plan pertaining to school-based decision making were as follows:

> Goal: School-based decision making will be the rule rather than the exception in schools.
>
> Current Situation: The quality of schools in Tennessee varies considerably. A few school systems have experimented with school-based decision making. For schools to be effective, those closest to the situation must have the authority to fashion programs to meet the needs of the students.
>
> Strategies:
> 1. Implement school-based decision making by authorizing school boards, superintendents, principals, teachers, parents and community leaders to fulfill enlarged roles as decision makers in the schools within the limits established by law and policy.
>
> Implementation Schedule: To be implemented upon legislative action in 1991. Phase in all schools within 4 years.
>
> 2. Provide staff development opportunities and resources to local educators to enable them to implement school-based decision making. Establish ten schools as model demonstration sites in school-based decision making.
>
> Implementation Schedule: Provide staff development through the professional package beginning in FY 92. Initiate model demonstration sites in FY 92.
>
> 3. Involve teachers in decision making in schools in regard to curriculum, textbooks, discipline, professional development, and other matters related to the teaching-learning process.

Implementation Schedule: Provide staff
development through the professional
development package beginning in FY 92.

4. Make parents and community leaders
active partners with school boards in
the development of educational goals;
involve parents in the school-based
decision making process.

Implementation Schedule: Provide
training through the professional
development package beginning in FY 92.

5. Develop state-level programs
designed to instill positive attitudes
and high self-esteem among all
individuals who work and study in local
schools.

Implementation Schedule: Is being
implemented.

Indicators of Progress:
1. Number of schools implementing
school-based decision making.

2. Student performance in TCAP,
absentees, retentions, dropouts and
other assessments in schools that have
implemented school-based decision
making.

3. Attitude of school personnel and
community leaders as determined by
survey.[1]

Historical Development

"The idea of placing authority to make day-to-day

decisions at the school site is not new."[2] From the

beginning of public education in America, schools operated

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[1]Master Plan for Tennessee Schools, 30-31.

[2]Taylor and Levine, 395.

under the site-based management umbrella. In the early years the philosophy of site-based management was not implemented in response to problems or in an attempt to improve education or to reform it. It was the single mode of operation, because it was the only avenue in which schools could feasibly function.

When America was thinly populated, most school facilities were geographically located an immense distance from a school district office. As well, schools were located great distances from each other. Travel was time consuming, very difficult, and often dangerous. Communication was difficult, if not impossible. In the early 1800s, the operations of state governments were very small. Few, if any, restrictions were placed on the organization and regulation of schools.[3] If children could learn to read the Bible and make change, the public was generally happy.

The geographical physical restrictions of the early settlements required individual schools to function as self managing islands. There, in reality, was no other way to operate. In these early days, often the parents and community were not as actively involved or interested in what went on in the daily operation of public schools. The principal and school staff made all the decisions. "The

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[3]Melvin Zimet, A Case Study of the 1969 Decentralization Law in New York City, (New York: Teachers College Press, Columbia University, 1973), 1.

principal 'handed down' district policies and procedures to
the teachers, who were then expected to carry them out."[4]
They in return were held accountable for the actions and
progress of themselves, their students, and school in
general.

In the late nineteenth century as more schools
developed and state governments took more control over their
functioning, one of America's first bureaucracies was
cultivated. School systems organized in "pyramidal tiers,
with governing boards and administrators at the peaks and
classrooms at the base."[5] The school district office and
its staff began to grow. "Directions--'governance'--flowed
from top to bottom, in the fashion of all hierarchical
bureaucracies."[6] With the invention of modern forms of
communication, it became easier to mandate and to monitor
individual schools. Travel between the school district
office and individual schools improved.[7]

Politics were brought into the world of education. The
word accountability first entered the scene. Rules and
regulations increased sharply and system control grew
stronger. "As state governments become more involved in the

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[4]Taylor and Levine, 395.

[5]Theodore R. Sizer, Horace's Compromise The Dilemma of the
American High School (Boston: Houghton Mifflin, 1984), 206.

[6]Sizer.

[7]Zimet.

regulation of the schools (the inevitable result of their increased assumption of educational costs), the distance between the directors and the directed has become greater, and the standardization more pervasive."[8]

The world wars opened new doors for many Americans. Travel provided opportunities and interest in new ideas and cultures. A need to structure and equalize the curricula was discovered. People saw a need for vocational training and educating students to function in a modern world. In 1957, the Soviet Union's first Sputnik frightened America into seeing a need to improve education. Many Americans feared "...that American education had become inferior."[9] The result was tighter educational regulations.

The 1960s brought unrest in all avenues of society. Young people began to look at everything and disagree with it if it looked like establishment. Students began to question authority and the bureaucracy behind it. Reform from a central perceptive began. "There ensued many efforts, often underwritten by the federal government or private foundations, to renew, liberalize, and 'humanize' the educational system in a thousand different ways."[10] School systems were trying to implement changes from the top

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[8]Sizer, 206.

[9]Chester E. Finn, Jr., We Must Take Charge--Our Schools and Our Future (New York: The Free Press, 1991), 7.

[10]Finn, We Must Take Charge, 9.

down. Changes were made and imposed on schools without their input or even understanding.

As a result, the reform movement did not improve education. Student test scores were falling and the public wanted improvement. "...The College Board disclosed in 1975 that the average score on its celebrated Scholastic Aptitude Test had been falling for the previous eleven years.... Data from international achievement tests also indicated that American youngsters lagged behind those of other lands in such core subjects as math and science."[11] The weaknesses of a centralized system began to become apparent. Another major barrier in the 1960s, racial equality, illustrated that most school districts were unable to provide equal educational opportunities for all students.[12]

In Chicago the state legislators, community reform groups, parents, and teacher unions were all vying for control of the schools. Allowing the schools to control themselves appeared to be a simple solution. "An 11-member council of parents, community members, and school officials now runs each Chicago school, a design meant to give educators more flexibility and autonomy."[13] The Chicago plan allowed each school to do its own planning, budgeting,

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[11]Finn, We Must Take Charge.

[12]Zimet.

[13]Joel Keehn, "How Business Helps The Schools", Fortune Magazine, 21 (Oct. 1991): 162.

and accountability. This was intended to bring a balance between school autonomy and the central office control.[14]

Ron Edmonds in 1979, published a research study conducted to discover what it was that made some schools effective while others were not. The results of his study allowed him to define five concepts that he concluded were a part of effective schools. Three of them related directly to school-based decision making.

Edmonds discovered that the individual school and not the school system was the unit of change. If change was to occur, then it must be planned and implemented on the school level. If individual schools were to be held accountable for their improvement, then they had to become responsible for student progress. This accountability and responsibility made it necessary for them to have the freedom and flexibility to decide how and where changes needed to occur.[15]

Another concept discovered by Edmonds was that the principal must be the instructional leader in his or her school. A principal must know curriculum and how to develop it. He or she must know instruction and how to lead teachers to improve their techniques. To have an effective

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[14]John J. Lane and Herbert J. Walberg, "Site-Managed Schools: The Chicago Plan" from Organizing for Learning: Toward the 21st Century. (Reston, Virginia: National Association of Secondary School Principals, 1989): 28.

[15]Ron Edmonds, "Effective Schools for the Urban Poor", Educational Leadership, 37, no. 1, (1979): 15-24.

school, the principal must be in the classroom in the middle of instruction rather than managing the physical facility.[16]

Edmonds' final concept related to school-based decision making was that the school must operate with shared decision making. Decisions must be made at the lowest level and by the people who are to implement them and be responsible and accountable for them. Edmonds also stated that the community needs to be involved in schools for them to be genuinely effective. Parents, students, and the community should participate in the decision making with the principal, faculty, and staff.[17]

The previous stated concepts: the school as the effective change agent, shared decision making, and the principal as the instructional leader all led indirectly to the school-based decision making philosophy. The effective schools research provided the knowledge, research, and a theoretical base for the development of school-based decision making in the 1990s.

In April 1983, the National Commission on Excellence in Education brought even louder cries for educational reform. A Nation At Risk was published and it quickly became the most accusing book written about American education to date. Basically, it said educators were doing very little right.

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[16]Edmonds.

[17]Edmonds.

The Japanese students, and students from other countries as well, scored higher on standardized tests. They also appeared to perform better in post secondary education. It seemed as if technology was out of America's hands and in foreign countries. "Today America's economic power is being challenged and tested by Japan, Korea, and many other countries."[18] The American public became noticeably alarmed.

Racial unrest, drug problems, and the high dropout rate all added fuel to an already existing fire. When politicians became involved, they looked for easy answers. "The solution to the problem of parents, teachers, and principals having too little control over the work of the school proposed by such diverse groups as the American Association of School Administrators, the National Education Association, the American Federation of Teachers, and the Carnegie Foundation for the Advancement of Teaching is school-based management."[19]

The popularity of the concept quickly spread. Often principals and their staffs chose to implement the process on their own. Some superintendents and school boards implemented school-based decision making within their

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[18]Smith, 2.

[19]Thomas J. Sergiovanni, _Value-Added Leadership: How to get Extraordinary Performance in Schools_ (San Diego: Harcourt Brace Jovanovich, 1990), 102.

systems. Some states opted to implement school-based decision making state-wide.

Florida was the first state to implement school-based decision making state-wide. Dr. James Longstreth, from the University of Florida, in a telephone interview with supervisors from the Johnson City, Tennessee School System commented that perhaps Florida had gone too far too fast. Some schools in Florida became so decentralized that the curriculum became fragmented. When the state issued new testing procedures and instructional skills, many schools did not change their curricula. The result was lower test scores. The public cried and school-based decision making was blamed. The pendulum swung back and many school systems in Florida are operating centrally again.[20]

To date California, New York, Michigan, Chicago, Maryland, and Kentucky have all implemented school-based decision making in some form. Communities wanting more input and the strengthening of teacher unions have all intensified the movement. Teacher unions wanted more power and control over what teachers did in their day to day jobs.

Cavit Cheshier, Executive Secretary of the Tennessee Education Association, said in a TEA article that teachers are often held accountable for things over which they have

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[20]James Longstreth, telephone interview with Johnson City Schools System, June 1991.

no control.[21] School-based decision making was viewed by
the Tennessee Education Association as a way to empower
teachers. Contrarily, Marburger said that people should not
be empowered. It is the individual school that should be
empowered with the power to make the decisions necessary to
run the school.[22]

Research Questions

Question #1 What knowledge and skills are perceived to be
important to school principals and systemwide supervisors in
making school-based decision making function properly "...in
planning and deciding about instructional strategies,
programs, and the use of resources?"[23]

Often principals, teachers, students, parents, and
community members are asked to participate in school-based
decision making without having the proper knowledge base,
skill base, or understandings of the concept. Many people
will be asked to perform a variety of functions in which
they have not been trained. Everybody involved needs to
have the necessary information with which to function.
Successful implementation means "an understanding and

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[21]Cavit Cheshier, "Site-based Decisionmaking Has
Possibilities, Pitfalls", TEA News, (Dec 1990): 2 and 14.

[22]Carl Marburger, Winter Conference, Tennessee Association
for Supervision and Curriculum Development, Nashville, Tennessee
28 Feb. 1992.

[23]Master Plan For Tennessee Schools, 5.

appreciation of the philosophy of school-based management."[24]

Nelson Andrews, Chairperson of the Tennessee Board of Education, made several comments in a speech to members of the Tennessee Association for School Supervision and Administration.

> We must shift decision making closer to the children. This is scary because we have never encountered it. It will happen no matter what the legislature does, because it is the smart way to operate. There can be no more top down decision making. Tennessee's schools must participate in participatory management. Site-based management will not be easy. It will take at least five to ten years to get it to work properly and show any results. The leadership for the movement must come from us.[25]

Dr. Taylor Hollin, a Kentucky site-based management consultant, asserted if school-based decision making is to work in Tennessee, then the implementation of the concept must be the school's choice. He continued by saying that the greatest change because of school-based decision making will be for the principal. Each principal must change his

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[24]James Lewis, Jr., Master Guide--Training and Certifying School-Based Management Facilitators (Westbury, New York: The National Clearinghouse on School-Based Management, n.d.), 12.3.

[25]Nelson Andrews, Chair Tennessee Board of Education. Speaker, Annual Conference, Tennessee Association for School Supervision and Administration, 17 June 1991.

or her leadership style. Under school-based decision making principals become facilitators.[26]

With school-based decision making the burden of decision making is shared. Everyone must trust that it can and will happen before it can be a success. The central office must believe that principals can do it, and then leave it to them to do. School-based decision making can work, or it can be sabotaged. It should always be looked at from the broad perspective to determine what it will do for students and to how it will improve their education.[27]

Dr. Tom Valesky, Memphis State University, envisioned the principal as the key to making school-based decision making work. A principal must be a supportive and strong leader if it is to work.[28] "Because real education improvement happens school by school, the teachers, principals, and parents in each school must be given the authority and the responsibility to make important decisions about how the school will operate."[29]

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[26]Taylor Hollin, Speaker, Annual Conference, Tennessee Association for School Supervision and Administration, 17 June, 1991.

[27]Hollin.

[28]Tom Valesky, Speaker, Annual Conference, Tennessee Association for School Supervision and Administration, 17 June 1991.

[29]U.S., Department of Education, America 2000: An Education Strategy, (Washington: n.p., 1991), 23.

Question #2 What expectations do principals and systemwide
supervisors have of school-based decision making?   How will
school-based decision making improve or hinder school
programming?

According to Staples, the purposes of decentralization
or school-based decision making were as follows:

1. To promote community involvement
2. To promote administrative
   effectiveness
3. To promote administrative efficiency
4. To provide for greater curriculum
   and instructional improvement.[30]

Pierce said one of the reasons behind site-based
management was a hope of stopping the rate of growth in
educational costs. He insisted that site-based management
can differentiate between politics and programs that are
necessary and those that are not. Public dissatisfaction
and a growing alienation of teachers finding themselves
being criticized for failures they cannot control all helped
to bring site-based management into play.[31]

Pierce also indicated the foundation behind the success
of a school was the school budget. The more control a
school had over its budget, the better the school was.
School site management was an arrangement that would
substantially increase the ability of the community and

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[30]Staples, 23.

[31]Lawrence C. Pierce, "School Site Management", Aspen
Institute for Humanistic Studies, Aspen, Colorado, n.d., 2.

school personnel to influence school policies and its budget.[32]

Dr. Taylor Hollin warned educators to remember that the goal of shared decision making was to improve the performance level of students.[33] Nevertheless, some research shows "while there are exceptions on both ends of the spectrum...studies conclude that most schools maintain their previous level of performance."[34]

Mark Massey, a secondary school principal in Tennessee, had participated in school-based decision making for several years. He looked at it from the perspective of what administration can do to make a teacher's job better.[35] A positive outcome of school-based decision making was that teacher morale improved. "...Strong central control actually diminishes teachers' morale...."[36] Teachers feel more professional and have better attitudes. Classroom climate improved because of school-based decision making.[37]

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[32]Pierce, 9.

[33]Hollin.

[34]Betty Malen, Rodney T. Ogawa, and Jennifer Kranz, "Evidence Says Site-Based Management Hindered By Many Factors", The School Administrator, (February, 1990): 59.

[35]Mark Massey. Speaker, Annual Conference, Tennessee Association for School Supervision and Administration, 17 June 1991.

[36]Jane L. David, "Synthesis of Research on School-Based Management", Educational Leadership, 46, no. 1,(1989): 45.

[37]Valesky.

"Probably the most striking results of the first 18 months of Greece Central's restructuring effort were in the area of improved school climate... with the greatest impact on climate occurring in the elementary and middle schools."[38] School-based decision making was viewed as increasing the responsibility of citizens, parents, teachers, and students by giving them power from local boards of education, central administration, principals, and teachers.

Problems with the concept include teachers who reported being harassed by parents and community groups. Teachers said people who lacked expertise in teaching tried to tell them how to teach. These people were called quasiprofessionals. They felt as if they knew a great deal about education, but in reality they did not.[39] There were "...many obstacles to implementing school-based management: lack of teacher interest, tradition, apathy, lethargy, limited funds, central office foot-dragging, weak leadership at the building level, labor contracts, lack of time and resources, funding inequities, and fear of the unknown, to name just a few."[40]

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[38]Fred H. Wood and Sarah D. Caldwell, "Planning and Training To Implement Site-Based Management", Journal of Staff Development 12, no. 3 (Summer 1991): 27-28.

[39]Staples, 9.

[40]Robert W. Heller, et al. "Administrator Opinions on School-Based Management", The Executive Educator, XI, (November, 1989): 16.

Everyone does not want school-based decision making. Principals sometimes become frustrated when they lose control of their school. Problems with school-based decision making are many. There was a lack of uniform standards. There was a lack of coordinated decision making. There were often ambiguous authority structures. Problems arose with curricula, testing, and the duplication of purchasing. The competition among rivalry schools was viewed as a blessing to some and a problem to some others.[41]

Mr. Cavit Cheshier, Executive Secretary of the Tennessee Education Association said, "helping make the best decisions may be as effective a teaching technique as writing the lesson plan for the next day."[42] He reminded everyone that teachers have rights. He also said there was not a clear definition of what was expected of schools or what the teacher's role in school-based decision making was.[43]

Mr. Cheshier concluded that teachers must stand strong to ensure there is adequate time given them to make school-based decision making work. The authority to make decisions must be accompanied by the resources to implement them.[44]

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[41]Lane and Walberg.

[42]Cheshier.

[43]Cheshier.

[44]Cheshier.

"Teachers report increased job satisfaction and feelings of professionalism when the extra time and energy demands by planning and decision making are balanced by real authority; conversely, marginal authority coupled with requirements for site councils, plans, and reports results in frustration."[45]

Dr. Don Thomas cautioned schools to allow people to participate in decision making only when appropriate. Parents, students, and teachers should be involved only in those decisions that affect them. Often people are only superficially involved in the process of decision making. Schools are sometimes labeled as shared decision making schools, but the power to make decisions is not always shared. Some communities only advise the principal and he or she only is responsible and authorized to make decisions.[46]

> In a recent research study school executives were asked what effect school reform has had on staff members and students. In three-fourths of the cases, the effect on administrators and teachers reportedly has been positive. Board and support staff members have been positively affected in some 60 percent of the cases. The effect on students-- presumably the targets of school reform--has been less than overwhelming."[47]

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[45]David, 50.

[46]Don Thomas, Telephone interview with Johnson City School System, June 1991.

[47]Heller, p. 18.

The Greece Central School District after eighteen months of experience reported the following five positive outcomes.

Improved communications.
Increased professionalism.
Increased shared decision making.
Development of teacher leadership.
Improved relationships and feelings about the schools.

Problems reported are the following.

Lack of time and a feeling of being overloaded.
Lack of clarity regarding roles, definitions, and
 purposes.
Normal problems associated with any change efforts.
The need for more training.
The lack of adequate funding.[48]

Question 3 What types of professional development do principals and systemwide supervisors think they need for a successful implementation?

"The planning and implementation of a comprehensive training and development program is the heart and soul of a good school-based management program."[49] Dr. Taylor Hollin hypothesized that training was a must for everyone involved in school-based decision making. The school council must be well trained to develop the vision and then to be able to implement it. He cautioned educators not to attempt to solve problems too quickly. People had to be given

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[48]Wood and Caldwell, 28.

[49]Lewis, 12.2.

authority, responsibility, and they had to be trained if the implementation was to be successful.[50]

"Training is an organized human growth and development activity designed to improve council members skills and abilities to perform the various functions and activities of school-based management."[51] Dr. Tom Valesky supported the need for extensive training. Leadership and problem solving training were mandatory. Problems often arose with site councils when prior training was not conducted in how to solve problems.[52]

"The primary purpose of the training program associated with school-based management is to change or modify the behavior of school and community people in order to improve their individual knowledge, skills, and attitudes in the installation of school-based management."[53] It was important that everyone learn how to communicate and work effectively together. Marburger stressed the importance of what parents and the community can learn through a quality training program.[54]

Greece Central School District, a suburb of Rochester, New York, established ad hoc committees of teachers and

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[50]Hollin.

[51]Lewis.

[52]Valesky.

[53]Lewis.

[54]Marburger, TASCD Winter Conference.

administrators in each school to define a management system.
Training provided for the ad hoc committees "...included (a)
research on shared decision making; (b) team building; (c)
group process, including decision making, problem solving,
and conflict resolution; (d) effective communications with
the school staff; and (e) developing the commitment and
involvement of others."[55]

Marburger in One School At A Time listed several goals
important in the training of school-based managed schools:

> To achieve some clarity about how the group wishes
> to make decisions, and to clarify the distinction
> between majority-minority voting, consensus, and
> unanimity.

> To understand the distinction between the TASK
> functions, which get the job done, and the
> MAINTENANCE functions within the group and
> describe the behaviors of members that facilitate
> or hinder the group activities.

> To understand that individuals, as part of a
> group, sequentially experience three basic
> needs: inclusion, control, and openness...

> To understand the steps in systematic planning.

> To have some concept of leadership and power.[56]

Dr. Valesky stressed at least two years of training
needed to occur before a council could accurately function
professionally. Training should be individualized depending

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[55]Wood and Caldwell, 26.

[56]Marburger, One School At A Time, 55-56.

on what the members of the council need. Training was very
hard because there were no easy ways to accomplish it.[57]

Not only was training difficult, it was also expensive.
Many school systems failed to allocate even adequate amounts
of funding to train their staffs. "In fact, most school
districts spend more money to maintain their vehicles than
to maintain their people....No one should fool himself or
herself; the type of training required to produce an
excellent program will require additional funds, perhaps
twice or even triple, of what is being spent today."[58]

Systemwide supervisors also needed training for school-
based management. They needed to be provided awareness
sessions on the history of school-based management.
Systemwide supervisors could benefit from training in
motivational activities and interpersonal skills. Further
instruction should come from participatory management and
problem solving techniques. The intent of training
systemwide supervisors was "to build support for the
program, to familiarize...supervisors with the operations of
the program, and to convince them that school-based
management will make them more effective".[59]

Lewis stated many benefits of a comprehensive training
program for school-based management.

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[57]Valesky.

[58]Lewis.

[59]Lewis, 12.6.

For the school organization:
a minimum of teacher turnover

improved quality and productivity

more effective long-range planning

increased potential for meeting future
needs

For the school:
better cooperation among council members

competent teacher force

better morale

improved use of council members' skills

more goal-oriented council members

joint problem solving/situation improvement
increased respect and dignity

For the teacher:
multiple opportunities to increase capabilities
and skills to perform a variety of jobs and
functions

greater work satisfaction

opportunities for personal growth

more unity among council members

For the principal:
a more stable and productive council

improved self-esteem and greater personal
satisfaction

increased team morale and productivity

more effective leadership

fewer problems, solved more easily[60]

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[60]Lewis, 12.4-12.5.

"Whatever factors, variables, and ambience are conducive for the growth, developmental, and self-regard of a school's staff are precisely those that are crucial to obtaining the same consequences for students in a classroom. To focus on the latter and ignore or gloss over the former is an invitation to disillusionment."[61]

Question 4 What will it take for school-based decision making to be implemented successfully in the public schools of Tennessee?

For school-based decision making to be a success, the school and staff must be at the appropriate readiness level. According to Marburger there were five readiness steps that were necessary for a successful implementation of school-based decision making.

> 1. There must be a desire to participate from all people involved. This includes the faculty and staff of a school. The superintendent and school board must be willing to participate in the process. The principal is the key to the success. He or she must want school-based decision making or it will never fly.

> 2. There must be supportive leadership from the top to the bottom. The superintendent must be supportive and desirous of the process working. He or she must provide the authority and flexibility if the process is to succeed. The school board and educational association must be willing to provide waivers and make adjustments whenever and wherever necessary for the process to work. The principal must be willing to empower

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[61]Seymour B. Sarason, The Predictable Failure of Educational Reform: Can We Change Course Before It's Too Late? (San Francisco: Jossey-Bass, 1990), 152.

the school and to provide the leadership necessary to facilitate school-based decision making.

3. There must be and always maintained good communication among all parties concerned. The backbone of the communication process must begin within the school. The staff, faculty, and students must be open and honest in conveying their needs as well as providing feedback for others. The lines of communication must also remain open from the school and to the community, between the school and the central office, and within the school itself. Everyone must be kept informed of the process and what is happening at all times.

4. For a school to have reached the readiness level for school-based decision making, it must be a relatively stable organization. Personnel should remain stable for the support of the project to continue. If key personnel, superintendent, principal, association leadership, etc. should change, then the readiness process should begin again.

5. As mentioned previously, a key to the successful operation of the program is support from the professional organization. Good labor relations are a must. Often individual needs of a school practicing school-based decision making may be contradictory to policy or negotiated contract. Just as the school board must be willing to grant waivers when necessary, so must the educational association.[62]

Marburger also said there were four keys to a

successful implementation of school-based decision making.

The invitation to invent--a school staff must have ideas and the ability to find new things.

Authority and Flexibility--a central office, superintendent, or school board cannot clamp down on a school and make them adhere to all rules and regulations.

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[62]Marburger, TASCD Winter Conference.

Access to knowledge--everyone in a school system
must be trained to use successfully school-based
decision making.

Time--it will take a long time for school-based
decision making to prove successful.[63]

Sally Caldwell, assistant superintendent for curriculum

and instruction with the Webster Groves Public Schools in

St. Louis, Missouri provided the following information

concerning the changing role of central office

administrators in the move to school-based decision making.

An important part of getting the system ready for
change is for central office personnel to provide
leadership in developing a common vision and
goals. Some educators may believe that if schools
become stronger there will be no need for central
office people. With more autonomy at the school
level, there may be an even greater role for the
central office. For one thing, there is a need to
maintain the perspective on the system as a whole.
Also, as central office administrators shift to a
more service-oriented role and provide schools
with support which is valued, they will be in high
demand. It means, too, that central office
administrators will need to learn the skills
necessary to be helpers, facilitators, and
brokers.[64]

Summary

As stated earlier, school-based decision making is not

a new concept. America's early schools operated as

independent unit. This was due to many reasons. Parents

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[63]Marburger, TASCD Winter Conference.

[64]Dennis Sparks, "The Changing Role of Central Office
Administrators: An Interview with Sally Caldwell", The
Developer--National Staff Development Council (Nov. 1991): 1 and
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and the community were not as actively involved as they are today. The principal and the school staff made all the decisions and were held accountable for the school and its students.

Then decentralization became centralization. School systems and state governments took over and enforced many rules and regulations. Rather than independent units, schools became dependent units to the central administration.

With centralization the quality quickly began to decline. The public demanded a reform of public education. Change needed to occur and the system could not force it on the individual schools. School-based decision making came along as an avenue for school reform. For many in Tennessee that change was called school-based decision making.

Nationally the concept of site-based or school-based decision making was based on the effective schools research and focused on three primary concepts. The principal is the key to the success of his or her school. He or she must be an instructional leader. Decision making must be shared with parents and the community. A school must be open and operating for the benefit of the community. Finally, the school is the most effective place for change to occur. Research showed that if change was to occur, it must come from the school level.

Among educators who experienced the concept, general
attitudes concerning school-based decision making were
varied. Many educators did not understand exactly what the
concept meant. Many did not like the idea of change. Some
did not want to attempt implementation because they liked
the way things were. Then there were the educators who were
already using school-based decision making and found that it
was working quite effectively. Conversely, there were also
many educators who were looking forward to the
implementation and were hopeful that school-based decision
making would provide improvements in their school
programming.

Staff development was the key to a successful
implementation. This was the general feeling of most of the
experts and research studied. Everyone in the school should
be trained in school-based decision making for the program
to work. Planning had to take place first, then staff
development, and lastly implementation.

There were many school improvements credited to school-
based decision making. Probably, the most important was an
improved school climate. Staff, students, and parents all
benefitted from a positive school climate. Teacher morale
was higher and student behavior was better.

Hindrances to the program usually came from the
attitudes of educators. It did take longer to make
decisions through the process. Staff development was time

consuming and costly. Teachers were often away from the
classroom. Nevertheless, many of these concerns were
overcome when the principal truly supported the concept.

CHAPTER 3

Methods and Procedures

Introduction

Personal experiences led the researcher to speculate
that principals and systemwide supervisors in Tennessee's
public schools were faced with mixed emotions concerning the
concept of school-based decision making. The potential
edict from the Tennessee State Board of Education in the
Master Plan for Tennessee Schools: Preparing for the
Twenty-First Century to implement school-based decision
making was met with strong and varied reactions.

A developmental inquiry was conducted to discover
information from principals and systemwide supervisors
concerning school-based decision making. This investigation
supported the speculation of the researcher and revealed a
wide range of responses to the research questions and
related areas.

Principals and systemwide supervisors were found to
have very definite opinions concerning what it would take
for the public schools in Tennessee to have a successful
implementation of school-based decision making. It was also
established that among the people involved in the
developmental inquiry, there were varying degrees of
knowledge and skills pertaining to school-based decision

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making. These same elementary, middle school, and secondary principals and systemwide supervisors will be the ones expected to implement school-based decision making if and when it becomes law.

Methodology

The objective of this study was to gather information pertaining to the concept of school-based decision making from elementary, middle school, and secondary principals and systemwide supervisors from across the state of Tennessee. The interrogatory research statements previously listed in Chapter 1 were used as the basic foci of this investigation.

A descriptive style of study was conducted. This method was selected because it provided the opportunity for adequate data collection and the analyses required for the study. Descriptive research "is concerned with conditions or relationships that exist, opinions that are held, processes that are going on, effects that are evident, or trends that are developing."[1] The data collected from the pilot study, the developmental inquiry, and the final survey were analyzed using both qualitative and quantitative approaches. "Some investigations could be strengthened by supplementing one approach with another."[2]

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[1]John W. Best, Research In Education, 4th ed. (Englewood Cliffs: Prentice-Hall, 1981), 93.

[2]Best, 157.

The population of this study included all principals
and systemwide supervisors in the state of Tennessee.
According to the 1991-92 Directory of Public Schools,
Approved Nonpublic, Special State Schools, and The State
Department of Education, State of Tennessee the kindergarten
through grade twelve educational program in the state
contained 139 public school systems. Listed in the
directory were 947 elementary principals, 286 middle school
principals, 294 secondary principals, and 1120 systemwide
supervisors.

The strategy of stratified random sampling was used to
assure representativeness for the three categories of school
principals and the category of systemwide supervisors. Each
subgroup of the population was represented in the random
sample in proportion to the number in the population itself.
A random sample was generated through the use of a computer
software program for systemwide supervisors. The three
random samples of principals were produced through the use
of a table of random numbers.

The formula

$$n = \frac{N*p*q}{(N-1)D + p*q}$$

was used to determine the quantity to be selected in each of
the four stratified random sample groups. The n in the

equation represented the size of each sample needed. The N represented the size of the population. The p equaled .5. The q equaled 1 minus .5. The D equaled .05 squared and divided by four. The D represented the accuracy of the sample. This formula produced a confidence range of 95 percent within each group. The data analyses and the resulting interpretation provided information that can be generalized to all elementary, middle, and secondary school principals, and systemwide supervisors in the state of Tennessee.

Development of the Instrument

The study was conducted in the state of Tennessee based on the school-based decision making aspect of the Master Plan for Tennessee Schools: Preparing for the Twenty-First Century. This plan was written only for the public schools in Tennessee. Because of this unique setting and individualized approach, there could be found no existing instrument that would produce the collection of data required. Consequently, it was necessary for the researcher to design the instrumentation used for this study.

Determination of Data Needed

Data were needed to answer the following research questions:

1. What knowledge and skills are perceived to be

important to school principals and systemwide supervisors in
making school-based decision making function properly "...in
planning and deciding about instructional strategies,
programs, and the use of resources?"[3]

2. What expectations do principals and systemwide
supervisors have of school-based decision making?   How will
school-based decision making improve or hinder school
programming?

3. What types of professional development do
principals and systemwide supervisors think they need for a
successful implementation?

4. What do principals and systemwide supervisors think
it will take for school-based decision making to be
successfully implemented in the public schools in Tennessee?

5. What model can assist transition from
preimplementation knowledge, skills, and needs of principals
and systemwide supervisors to successful implementation of
school-based decision making in Tennessee public schools?

Generation of an Item Pool

The statements chosen to be included in the survey
instrument came from a review of the literature concerning
school-based decision making, communicating with experts in
the field, and the results of the developmental inquiry. A

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[3]Master Plan For Tennessee Schools, 5.

developmental inquiry was conducted with four groups of principals and systemwide supervisors. A collection of elementary and middle school principals and assistants, a collection of secondary principals and assistants, a group of vocational supervisors, and a collection of general supervisors were asked to participate. A portion of the developmental inquiry was conducted using a modified delphi technique called the Phillips 66 Method. Procedures for the implementation were as follows:

1. Each inquiry group was divided into clusters of six people.

2. Each participant was asked to take six minutes and list six concerns he or she had relating to the implementation of school-based decision making in his or her school.

3. Then each cluster of six people met together for six minutes to discuss his or her concerns and make a joint list of the cluster's top six considerations.

4. Each cluster then reported responses to the total group. A scribe recorded each response and kept them separate by cluster. The recordings were made on chart tablets in order for the total group to view and to have a permanent record of the data collected.

5. After each cluster responded with the six top

considerations, they again met in their small clusters of six to prioritize the responses given for six minutes. Each cluster could incorporate respondences from other clusters to finalize a list of top considerations.

6. These prioritized considerations were then reported to the total group by the scribe for all to view.

The researcher retained the chart recordings from all four groups. The concerns of the developmental inquiry groups were recorded using key concepts. A summary description of the opinions of principals, assistants principals, vocational supervisors, and other general supervisors was collected. This collection of data was used in part to answer the research question; What do principals and systemwide supervisors think it will take for school-based decision making to be successfully implemented in the public schools in Tennessee?

Figure 1 illustrated a summary of the prioritized considerations provided by the vocational supervisors. Figure 2 depicted a summary of the prioritized considerations given by the general systemwide supervisors. The top concerns of the elementary and middle school principals and assistant principals are shown in Figure 3.

Training, staff development for everyone involved
Explanation of the legal base
Assessment of needs
Establish and use available resources
Good public relations program
Involvement of everyone--parents, community, school

Figure 1

Group List of Concerns from Vocational Supervisors
Developmental Inquiry

Appropriate funding
Establishment of a common mission statement and realistic goals
Paradigm shift--rethink traditional roles
Release of state regulations
Administrative support and leadership
Planning and training

Figure 2

Group List of Concerns from Supervisors
Developmental Inquiry

Commitment from the State Department of Education
State Board commitment to an ongoing program
A shared understanding of SBDM with the commitment and cooperation of all parties involved
State Board commitment to an implementation plan
Clear goals and objectives
Superintendent and local board commitment

Figure 3

Group List of Concerns from Elementary
and Middle School Principals
Development Inquiry

Figure 4 represented the top concerns of secondary

principals and assistant principals.

Cooperation and involvement of all concerned
Training of all concerned
Funding
Willingness to change
Identify a mission, goals, and time line
Accountability, evaluation, and feedback

Figure 4

Group List of Concerns from Secondary Principals
Developmental Inquiry

. After the Phillips 66 modified delphi technique was completed, the four groups of participants were asked to respond in writing to an open ended questionnaire pertaining to school-based decision making. A modified copy of the questionnaire is included in Figure 5. Also, in Figure 6, a copy of the cover letter distributed with the questionnaire is shown.

The researcher conducted a one-to-one administration of the questionnaire to check for necessary revisions before the instrument was used in the developmental inquiry. The open ended questionnaire was completed by forty-six elementary, middle, secondary principals, assistant principals, vocational supervisors, and other general supervisors.

Table 1 is a summary of the data collected in response to the first question asked: What is school-based decision making? The researcher made the following distinctions among the discrete categories:

1. Decisions made at school level could be made by one person alone.

2. The scope of management by committee goes beyond decision making.

3. The scope of shared leadership goes beyond decision making and management by committee.

SCHOOL-BASED DECISION MAKING SURVEY

Please circle your current position.
Secondary Principal   Secondary Assistant
Principal   Elementary Principal   Elementary
Assistant Principal
Instructional Supervisor   Program Director
Other---Please specify_____

1. What is school-based decision making?

2. What do you and other administrators think is important
for school-based decision making to work in Tennessee's
public schools? (What knowledge base, skills,
understandings, etc. will be necessary?)

3. What are your expectations of school-based decision
making? (Will it work? How will it work? Will it be a
success?)

4. What will you and other administrators need in the way
of guidelines and/or assistance to assure a successful
implementation of school-based decision making?

5. What training do you as an administrator envision you
and your staff and/or colleagues need to assure a successful
implementation?

6. How do you think school-based decision making will
improve school programming and student achievement?

7. How do you think school-based decision making will
impede school programming and student achievement?

8. Are you looking forward to implementing the concept in
your school and/or system? Why or why not?

                              Thank you for your time.

Figure 5

Developmental Inquiry Survey

July 18, 1991

Dear Tennessee School Administrator,

My name is Fran Owen. I am a doctoral student at East
Tennessee State University. Currently, I am also an
Instructional Supervisor in the Sevier County School System.
I ask of you a very special favor.

I am conducting a study concerning school-based decision
making in the state of Tennessee. My purpose is to discover
what current administrators know about the concept and what
will be needed to increase the chances for a successful
implementation in the public schools of Tennessee.

Attached you will find a short (eight question) survey. If
you will be so kind and helpful, please respond to each
question in as must detail as possible. I am requesting
your ideas and opinions. There are no right or wrong
answers.

Please leave your responses in the box marked school-based
decision making surveys. If I may return the favor, please
let me know.

Sincerely,

Fran Owen

Figure 6

Developmental Inquiry Survey Cover Letter

Table 1

What is School-Based Decision Making?
Developmental Inquiry

Number Responding	Response
22	Decision making process involving administrators, teachers, parents, and the community.
12	Decisions made at the school level.
4	Shared decision making.
4	Management by committee.
3	Do not know.
1	A new trend in education.

Table 2 represents a summary of the most often quoted data collected in relationship to the responses provided by the participants to the second question: What do you and other administrators think is important for school-based decision making to work in Tennessee's public school? (What knowledge base, skills, understandings, etc. will be necessary?) Table 3 lists a summary of responses to the third question asked of principals and systemwide supervisors: What are your expectations of school-based decision making? (Will it work? How will it work? Will it be a success?) Table 4 shows the accumulated summary data respondents gave to question 4: What will you and other administrators need in the way of guidelines and/or assistance to assure a successful implementation of school-based decision making?

Table 2

What do you and Other Administrators Think is Important for
School-Based Decision Making to Work in Tennessee's
Public Schools? (What Knowledge Base, Skills,
Understandings, etc. will be Necessary?)
Developmental Inquiry

Number of Responses	Responses
10	Budget appropriations
7	Training
7	Information
7	Commitment and support from all
6	Administrative support
6	A model that works
4	Communication
3	Accountability for schools
3	Time to make it work

Table 3

What are Your Expectations of School-Based
Decision Making? (Will it Work? How Will
it Work? Will it be a Success?)
Developmental Inquiry

Number of Responses	Responses
10	Bogged down process, self defeating, won't work in Tn, questionable, doubtful
10	Will work if understood, a need seen, know guidelines, proper implementation, training, commitment, planning, organization, etc.
5	Don't know enough to base expectations
4	Greater participation, sense of ownership, trust, working together
4	Not for all system,uncertain if my school need it, pendulum will swing back
3	Student learning improved, more creativity
3	Success depends on willingness and skill of principal, board, and funding
2	Better decisions

Table 4

What Will you and Other Administrators Need
in the way of Guidelines and/or Assistance
to Assure a Successful Implementation
of School-Based Decision Making?
Developmental Inquiry

Number of Responses	Responses
20	Training
13	Guidelines, guidance, parameters, leadership, practical applications
8	Full cooperation from all, commitment
6	Information
6	Model that actually works
3	Consultants
3	Resources
2	Time to make it work, time to do the process
2	Chance to reject or accept, adapt
2	Communication, feedback

An accumulation of summary responses principals and systemwide supervisors gave to question 5 are listed in Table 5: What training do you as an administrator envision you and your staff and/or colleagues need to assure a successful implementation?

Table 5

What Training do you as an Administrator Envision you
and Your Staff and/or Colleagues Need to Assure
a Successful Implementation?
Developmental Inquiry

Number of Responses	Responses
8	Staff development, hiring, performance, management
5	Budget preparation, management
3	More than what we have had
3	Interpersonal relationships
3	Planning, organizing
3	Council membership, function
2	Record keeping
2	Curriculum development
2	Don't know enough to know
2	Practical, hands-on
2	Awareness, responsibilities, rewards, stumbling blocks
2	Training for board and facilitators
2	Teamwork, group dynamics
2	Communication

Question 6 responses are reported in Table 6: How do you
think school-based decision making will improve school
programming and student achievement?. The responses of
principals and systemwide supervisors were combined and
placed in discrete categories.

Table 6

How do you Think School-Based Decision Making
Will Improve School Programming
and Student Achievement?
Developmental Inquiry

Number of Responses	Responses
10	Don't think it will, unsure
7	Less student failures
6	Fewer parent complaints, more community support
4	Higher morale, improved self esteem
2	More innovative activities
2	Better communications
2	More economic use of space and resources
2	A curriculum for the community

Summary responses from the principals and systemwide
supervisors to question 7 are combined and listed in Table
7; How do you think school-based decision making will
impede programming and student achievement?

Table 7

How do you Think School-Based Decision
Making Will Impede Programming
and Student Achievement?
Developmental Inquiry

Numbers of Responses	Responses
7	Slow decision making
3	Will not impede school programming
2	Too much time from class
2	Time constraints to scheduling
2	Poor decisions, people with special interests
2	Don't think it will work
2	Don't know enough to determine
2	Competition may have adverse results

Table 8 addresses the responses to question 8 by
principals and systemwide supervisors. The responses were
grouped and listed in the table; Are you looking forward to
implementing the concept in you school and/or system? Why
or why not?

Table 8

Are you Looking Forward to Implementing the
Concept in Your School and/or
System? Why or why not?
Developmental Inquiry

Number Responding	Answer	Why or why not?
1	Don't know	Have to have input from others before I know
25	No	Don't want a formal rule base for decision making
		Rivalry among schools, teachers, etc.
		Have no interest in it, have good program now, don't think it will work
		Fear isolation, fragmentation, loss of unified voice
		Many like for wrong reason--think they will get rid of regulations
		Deregulation--smacks of Reagan Republicanism
		Slow process
		Will not be given the time, resources, information needed
		Difficult to implement change
		Don't know enough about it
		Funding and support does not match time and energy needed
		Not without further training
		Parents will try and run the schools
16	Yes	Some/all aspects will improve
		Already doing some
		I am willing to work with this idea
		Lots of participation
		If I can really get money to use as we think best

Table 8 (continued)   69

Number Responding	Answer	Why or why not?
	Yes	Want to adapt it to my situation
		Would allow school people to run the school and be responsible for success, develop programs children need
		Improve instruction, learning, discipline
		If we have greater knowledge
		If we can be properly trained

This collection of data was used to generate items included on the survey instrument that addressed the five previously stated research questions. The principals and systemwide supervisors chosen to participate in the developmental inquiry were selected because they attended the Tennessee State Department of Education's Academy For School Leaders during the summer of 1991 in Gatlinburg, Tennessee.

By act of the Tennessee State Legislature, public school administrators were required to complete seventy-two hours of leadership training over a five year period of time. Participants may have been simply fulfilling this requirement, or they may have been participating in the academy because they wanted to strengthen their leadership skills and abilities. The reason for their attending was not known.

Consequently, it was impossible to determine if the

sample was representative of the average administrator in the state of Tennessee. However, participation in the developmental inquiry came from all divisions of the state. County as well as city and independent school systems were represented.

Determination of the Format Needed for Measurement

The measurement instrument format chosen was a listing of declarative sentences with Likert scale responses. The response options provided an opportunity for respondents to indicate by marking a number from one to five. Each number represented the varying degrees of agreement with or disagreement with each statement. "The response options...(were) worded so as to have roughly equal intervals with respect to agreement."[4] The response options chosen were the following:

Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
1	2	3	4	5

Review of Initial Pool of Items

Declarative statements were reviewed in relation to the following criteria:

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[4]Robert F. DeVellis, Scale Development: Theory and Applications, Applied Social Research Methods Services, vol 26, (Newbury Park, California: Sage Publications, 1991), 68.

1.   The relevance of each declarative statement to the concept of school-based decision making?

2.   The evaluation of the clarity and conciseness of each statement.

3.   Further suggestions for additional avenues in which to approach the topic of school-based decision making.[5]

Administration of Items for a Pilot Study

The pool of declarative statements with Likert responses was administrated to fifty participants. There were two groups of systemwide supervisors and one group of both elementary, middle school, and secondary school principals. This procedure was conducted to establish internal consistency and reliability for the pool of items.

Evaluation of the Items

The interrelationship of the items among themselves determined the split-half reliability of the survey instrument. Cronbach's alpha coefficient was used to measure the individual-item consistency reliability of the item pool. The items with the highest relationships were located by comparing each item with the others in the scale to determine the correlations. After weeding items from the results of the operations stated above, the coefficient alpha was used to determine how reliable the instrument was.

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[5]DeVellis, 75-76.

The following analysis was compiled after the administration of the pilot survey instrument.

Number of cases = 50   Number of items = 50

Correlation between forms = .5904   25 items in part 1

Equal Length Spearman-Brown = .7425   25 items in part 2

Guttman Split-Half = .7294   Alpha part 1 = .7785

Unequal-Length Spearman-Brown = .7425   Alpha part 2 = .6674

Determination of Final Instrument Length

After removing the declarative items that did not have high correlations and raising the coefficient alpha as high as feasible, the remaining items were evaluated. A goal was to keep the instrument as short as possible and still remain valid and reliable. Shorter instruments generally have a better chance of being completed and returned. The Spearman-Brown formula was used to determine the appropriate length of the instrument.

An attempt was also made to phrase each question in a way that would not appear too technical or patronizing to Tennessee School Administrators. Face validity was also applied to the final questionnaire by the pilot groups in an attempt to increase the potential for future respondents to complete and return the surveys.

The content validity of the final instrument was established by an expert in the field of school-based

decision making. The instrument was judged as to how effectively it covered a representative sample of the significant aspects of school-based decision making.

Data Collection Procedures

Referring to the purpose of this study, it was conducted to determine what current Tennessee School Principals and Systemwide Supervisors know about school-based decision making in selected areas of concerns. The data collection instrument provided opportunities for principals and systemwide supervisors to report their opinions on the five previously stated research questions.

The survey instrument (a copy of which is contained in Appendix E) and a stamped self-addressed envelope were mailed to all of the stratified randomly selected participants in each of the four groups. All were asked to respond to the survey and promptly return it by using the envelope provided. A two week time frame was given as a guide to encourage a speedy return.

A tracking code was generated for each person selected to participate in the survey by using the participant's system and school number designated by the Tennessee State Department of Education. In the event that more than one systemwide supervisor per system was chosen by the random sample, their names were listed as they appeared in the 1990-91 Directory of Public Schools, Approved Nonpublic,

Special State Schools, and The State Department of

Education, State of Tennessee and assigned a number. This

number was written on a record keeping list and the survey

response form. This procedure was completed in an attempt

to track the nonreturn of responses from participants.

As surveys were returned, names were checked off the

record keeping list. When participants failed to return a

survey, a second copy of the survey was mailed with a cover

letter (a copy of which was contained in Appendix F) again

asking for their help in the completion of this study. The

second survey was coded in the same manner.

Data Analysis

The data collected from the surveys were analyzed to

provide a summary description of the opinions of principals

and systemwide supervisors concerning school-based decision

making. The frequencies, mean, and standard deviations were

used to indicate the average score and the variability of

scores among the groups of principals and systemwide

supervisors. "Likert and Thurstone in the late 1920s and

30s did basic work in developing procedures and language

that can be used for equal interval measurement systems.

The words to describe each of the Likert five successive

categories are 'strongly agree', 'agree', 'uncertain',

'disagree', and 'strongly disagree.'"[6]

Inferential statistics were used to make inferences from the four stratified random samples and the total population of principals and systemwide supervisors in the state of Tennessee. Analysis of variance was used to determine if the means of the four groups were significantly different at the .05 level. A t-test procedure was used to determine if there were statistically significant differences at the .05 level between the respondents and the demographic of experience with formal school-based decision making.

A factor analysis was generated to determine factors on which the survey statements loaded. These factors were then used in a method of multiple linear regression to determine the strength of relationships among the dependent variables and demographics. The size of the school or system, years of administrative experience, gender, years of experience in current position, and experience with formal school-based decision making were the demographics used in the analysis.

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[6]J. William Asher, Educational Research and Evaluation Methods, (Boston: Little, Brown and Company, 1976), 92.

CHAPTER 4

Presentation of Data and Analysis of Findings

Overview

This study investigated the knowledge level and
opinions of principals and systemwide supervisors concerning
school-based decision making in the state of Tennessee. The
study had two purposes. One concern was to determine the
current level of knowledge principals and systemwide
supervisors possess. A second concern was to determine what
will be needed to increase the chances for a successful
implementation of school-based decision making in the public
schools of Tennessee. The ideas and perceptions from
principals and systemwide supervisors of what they thought
school-based decision making was and how it should work were
helpful in planning a model for implementation.

The study was conducted through four stratified random
samples of school principals and systemwide supervisors from
across the state. A total of 914 survey instruments was
mailed to the four random sample groups. The sample groups
were composed of 295 systemwide supervisors, 282 elementary
principals, 167 middle school principals, and 170 secondary
principals. Overall a 90 percent response rate was
achieved. The response rate for each group was supervisors

85 percent, elementary principals 91 percent, middle school principals 98 percent, and secondary principals 88 percent.

Chapter 4 is composed of the demographic characteristics of respondents, statistical analyses used in the study, and selected comments. The analyses included are presented in both narrative and tabular form.

A frequencies procedure was used to determine the mean and standard deviation of responses to survey statements among the four sample groups, and between the experienced and no experience group of respondents. The t-test and analysis of variance were used to determine if there were statistically significant differences between and among groups. Factor analysis was used to determine if there were relationships among the fifty survey statements that could group to produce general factors. The three major factors produced in the factor analysis were used in a linear multiple regression procedure to determine if demographic data effected the means of each factor.

The demographics for this study were defined as type of position held, gender, years of experience in current position, total years of experience in administration, experience in school-based decision making, and the size of school or school system. The data used were obtained through the use of a research instrument designed by the examiner to survey principals and systemwide supervisors in Tennessee public schools. The data were collected during

January and February, 1992. The survey instrument was anonymous. The 1990-91 Directory of Public Schools, Approved Nonpublic, Special State Schools, and The State Department of Education, State of Tennessee provided information about the population of individual schools and school systems.

Population

The population for this study contained a total of 2,647 possible participants. According to the 1990-91 Directory of Public Schools, Approved Nonpublic, Special State Schools, and The State Department of Education, State of Tennessee there were 1120 systemwide supervisors in the state of Tennessee. There were 947 elementary principals, 286 middle school principals, and 294 secondary principals.

The number for each sample group was defined by the formula provided in Chapter 3. It was calculated to produce a sample size for each of the four groups that would provide a 95 percent confidence range within each group. The formula determined that 295 supervisors out of 1120 would compose the first sample. There were 282 elementary principals identified out of 947. The middle school principal sample size was determined to be 167 out of 286. Lastly, the secondary principal group was 170 out of a total of 294 secondary principals. The return rate for each group is reported in Table 9.

Table 9

Population and Sample Returns

POSITION	POPULATION	SAMPLE	RETURN	PERCENTAGE
SUPERVISORS	1,120	295	250	85
ELEMENTARY PRINCIPALS	947	282	257	91
MIDDLE SCHOOL PRINCIPALS	286	167	164	98
SECONDARY PRINCIPALS	294	170	149	88
TOTALS	2,647	914	820	90

Demographic Data

Sample Size

Each random sample was divided according to the population provided by the state directory into three subgroups (small, medium, and large). These subgroups were determined by the student population of the individual school for principals and by the size of the school system for supervisors. This division into subgroups was based on a computation of the top third, middle third, and bottom third of the population.

The supervisors divided into three subgroups of eighty-four, eighty-two, and eighty-four respectively. The first subgroup of supervisors was from school systems with a

population up to 4,337. The second subgroup worked in school systems with populations between 4,338 and 8,834. The third subgroup worked in school systems with between 8,835 and 103,570 students.

The elementary principals were divided into three subgroups of eighty-six, eighty-six, and eighty-five. The first subgroup of elementary principals was located in schools with populations up to 354 students. The second subgroup had 355 to 520 students. The third subgroup of elementary principals worked in schools with student populations ranging from 521 to 1,280.

The middle school principals were similarly divided into three subgroups. There were fifty-four small size schools. These small size schools had populations of up to 472 students. There were fifty-five medium sized schools. These schools had between 473 and 650 students. The large schools contained a student population ranging from 651 to 1,613. This subgroup was also composed of fifty-five schools.

The secondary school principals were also divided into small, medium, and large size subgroups by population. The division produced forty-nine schools ranging in population up to 575 students. The medium size subgroup contained forty-nine schools with populations ranging from 576 to 1,050 students. Concluding, the large subgroup of secondary principals, fifty-one, contained 1,051 to 1,950 students.

Gender

Five hundred and fifty-nine males responded to the
survey. Two hundred and sixty-one females responded. In
Tennessee public schools, the ratio of males to females in
the position of principal and systemwide supervisor was
approximately two to one based on this sample. Males hold
76 percent (431 to 139 out of 570) of all the principalships
in the state based on the data collected.

The largest number of females in any principalship was
found in the elementary position; nevertheless, males still
held 65 percent of the elementary positions. The difference
in middle school principalships was even greater at 79
percent. Males outnumbered females by holding 91 percent of
the principal positions in secondary education.

The gender representation of supervisors was more
evenly distributed with approximately 50 percent for each
gender. Of all the total administrative positions, almost
half held by females are supervisory positions rather than
principalships (122 to 139). Only 32 percent of the total
administrative positions included in the four samples were
held by females. Figure 7, illustrates the disproportionate
number of males to females in administrative positions in
Tennessee public schools. A tabular distribution of gender
by administrative position can be found in Table 10.

FIGURE 7
GENDER OF PARTICIPANTS

SUPERVISORS
47%

SEC. PRINCIPALS
5%

MALES
68%

FEMALES
32%

MID. PRINCIPALS
13%

ELEM. PRINCIPALS
35%

POSITIONS OF
FEMALES
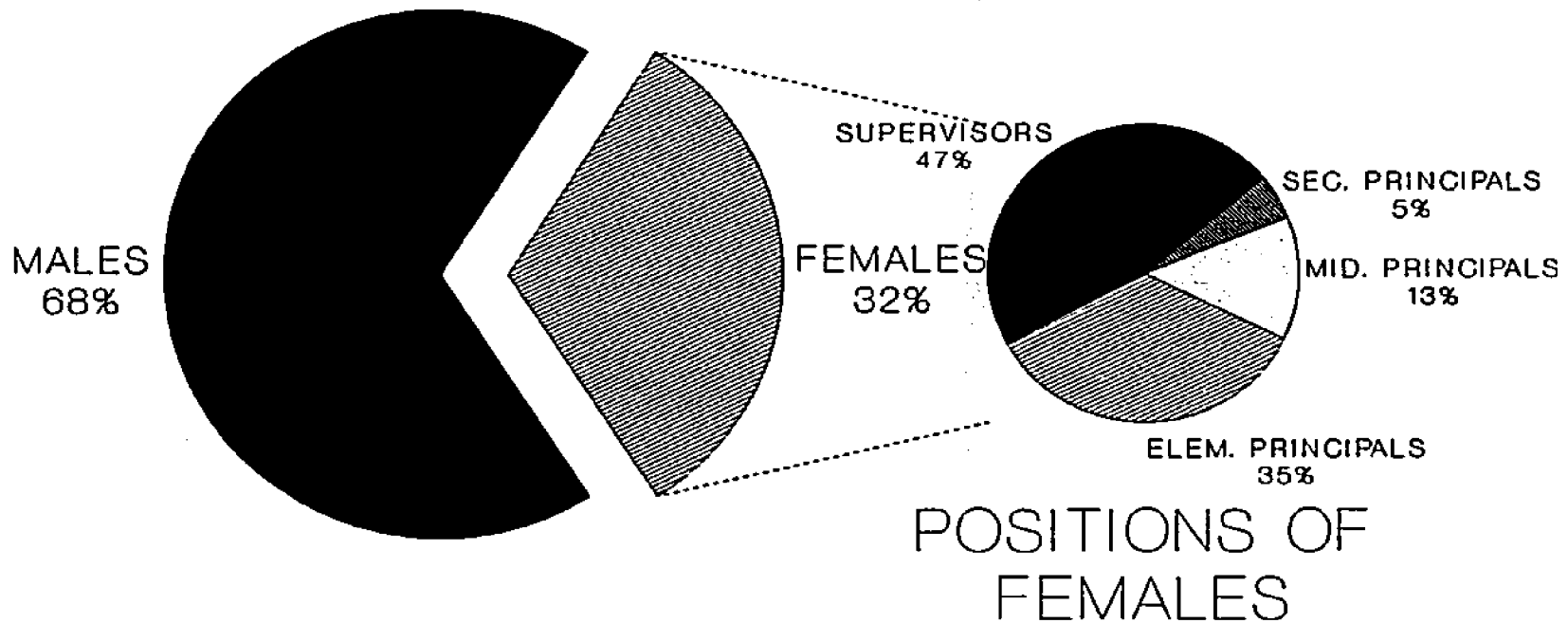
REPRESENTATION OF
MALES AND FEMALES

Table 10

Gender of Participants

POSITION	MALE		FEMALE	
SUPERVISORS	128	16%	122	15%
ELEMENTARY PRINCIPALS	166	20	91	11
MIDDLE SCHOOL PRINCIPALS	129	16	35	4
SECONDARY PRINCIPALS	136	17	13	2
TOTALS	559	69%*	261	32%

*The total does not equal 68% due to rounding.

Experience In Current Position

The measurement instrument was also designed to collect
information on the number of years of experience each
respondent had in his or her current administrative
position. The mean number of years of experience in current
position was very similar among supervisors and principals.
Supervisors have been in their current positions an average
of ten years. Principals reported years of experience in
current position that yielded a mean of approximately eight
years.

In the supervisor's group, 50 percent of the
respondents have held their current position for eight years
or less. Fifty-one percent of the elementary principals
have held their current position for six years or less.
Fifty percent of the middle school principals have six or

less years of experience in their current position. Forty-
eight percent of the secondary principals have six years or
less experience in their current position.

Figure 8 is a bar graph showing the mean number of
years of experience each group of participants had in their
current position. A breakdown of each respondent's
experience level is included in Appendix A of this study.

Total Years of Experience in Administration

Respondents were also asked how many total years of
experience they had in administration. The average years of
total administrative experience was approximately the same
for supervisors and secondary principals, sixteen years.
Elementary and middle school principals had approximately
thirteen and fourteen years of total administrative
experience respectively. There were four elementary
principals and three middle school principals who were in
their first year of administrative experience.

Figure 9 represents the mean number of years of
experience of each group of participants in the study. The
individual results of this demographic question are
summarized in Appendix B for supervisors, elementary
principals, middle school principals, and for secondary
principals.

FIGURE 8
MEAN EXPERIENCE IN CURRENT POSITION

NUMBER OF YEARS

POSITION
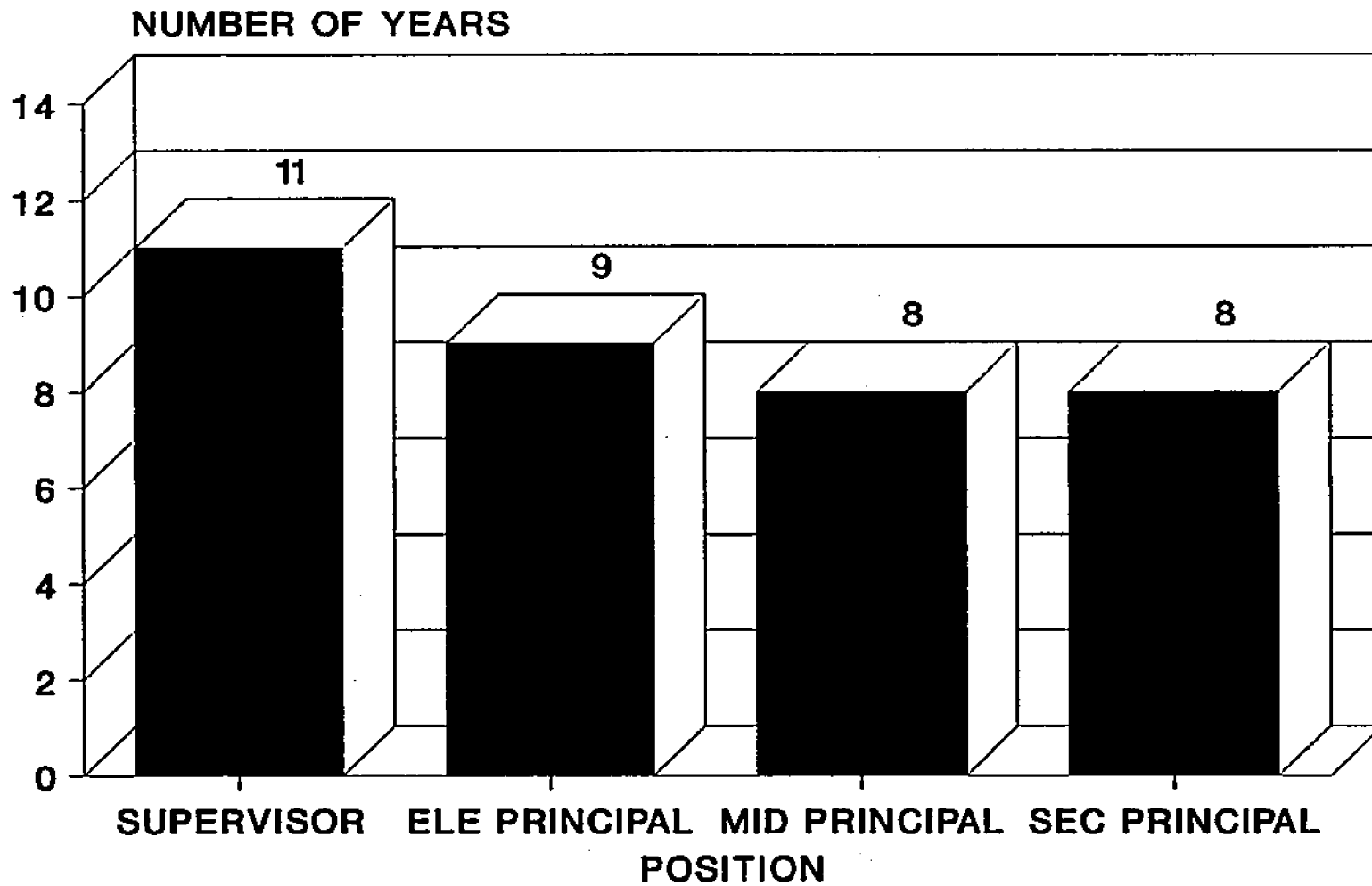
FIGURE 9
MEAN TOTAL YEARS EXPERIENCE

NUMBER OF YEARS

	SUPERVISOR	ELEMENTARY	MIDDLE	SECONDARY
	16	13	14	16

POSITION
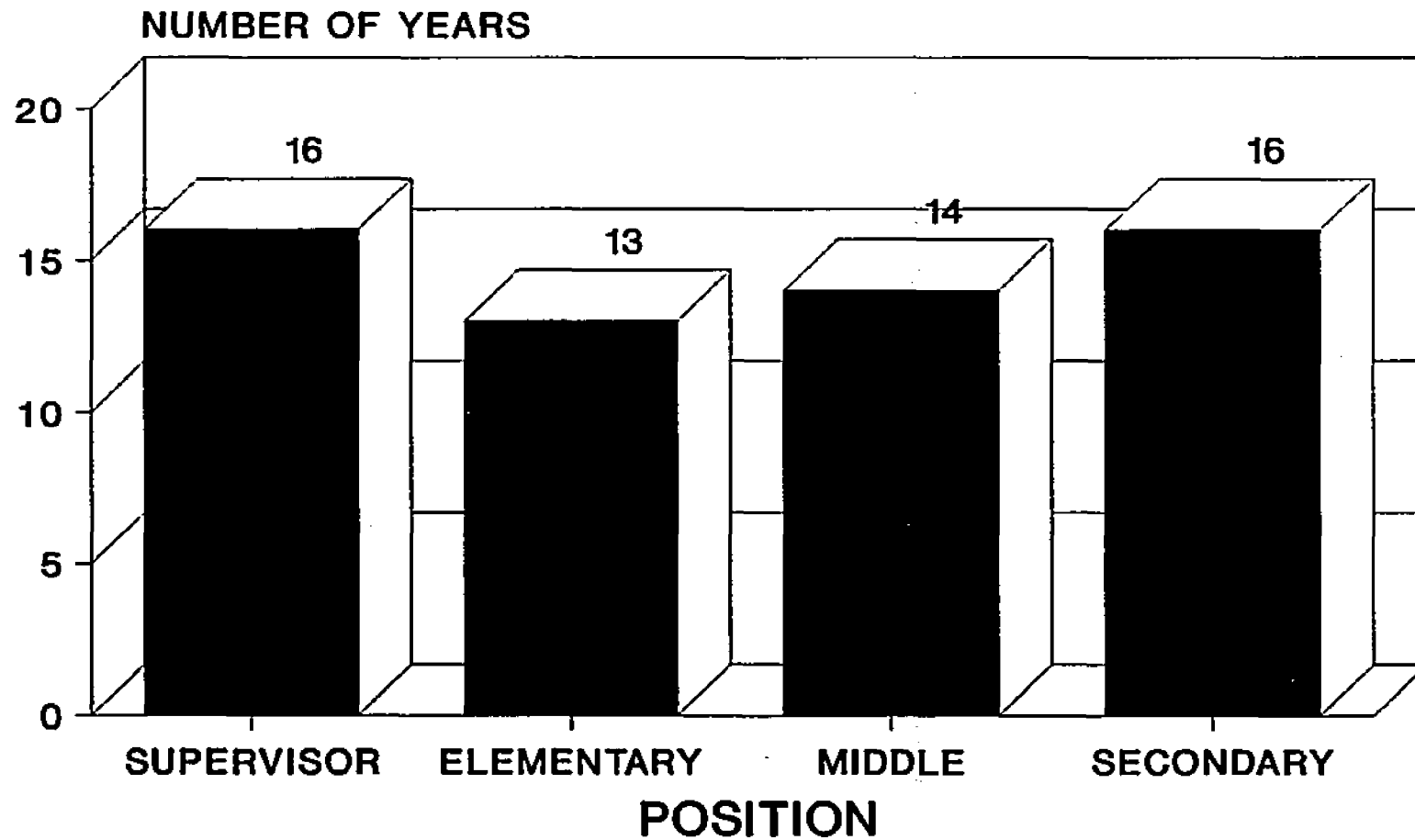
Years of Experience with School-Based Decision Making

The survey asked the respondents how many years of experience with formal school-based decision making, site-based management, or school-based management each had? Only 22 percent of the supervisors who responded reported having had experience with a formal version of school-based decision making. Nineteen percent of the elementary principals reported having experience with formal school-based decision making. A somewhat larger group of 29 percent of the middle school principals reported experience. Twenty-seven percent of the secondary principals reported experience with a form of formal school-based decision making.

Of the respondents who reported experience, 48 percent of the supervisors listed four years or less. Fifty-nine percent of the elementary principals listed three years or less experience. From the sample of middle school principals, 54 percent listed five years or less. Fifty percent of the secondary principals reported six years or less experience.

Figure 10 illustrates the mean number of years of experience calculated by two methods. The first calculation included the respondents who reported no experience in school-based decision making. The second method reported the mean number of years minus the respondents who reported no experience. The result was that when the zero, or no,

FIGURE 10
MEAN EXPERIENCE WITH SBDM

NUMBER OF YEARS

Bar chart showing mean experience with SBDM by position.

POSITION	MEAN WITH SBDM EXP	MEAN WITHOUT SBDM
SUPERVISOR	2.4	11
ELEMENTARY	1.6	8.3
MIDDLE	2.6	9
SECONDARY	2.9	10.9

POSITION

■ MEAN WITH SBDM EXP   ▨ MEAN WITHOUT SBDM
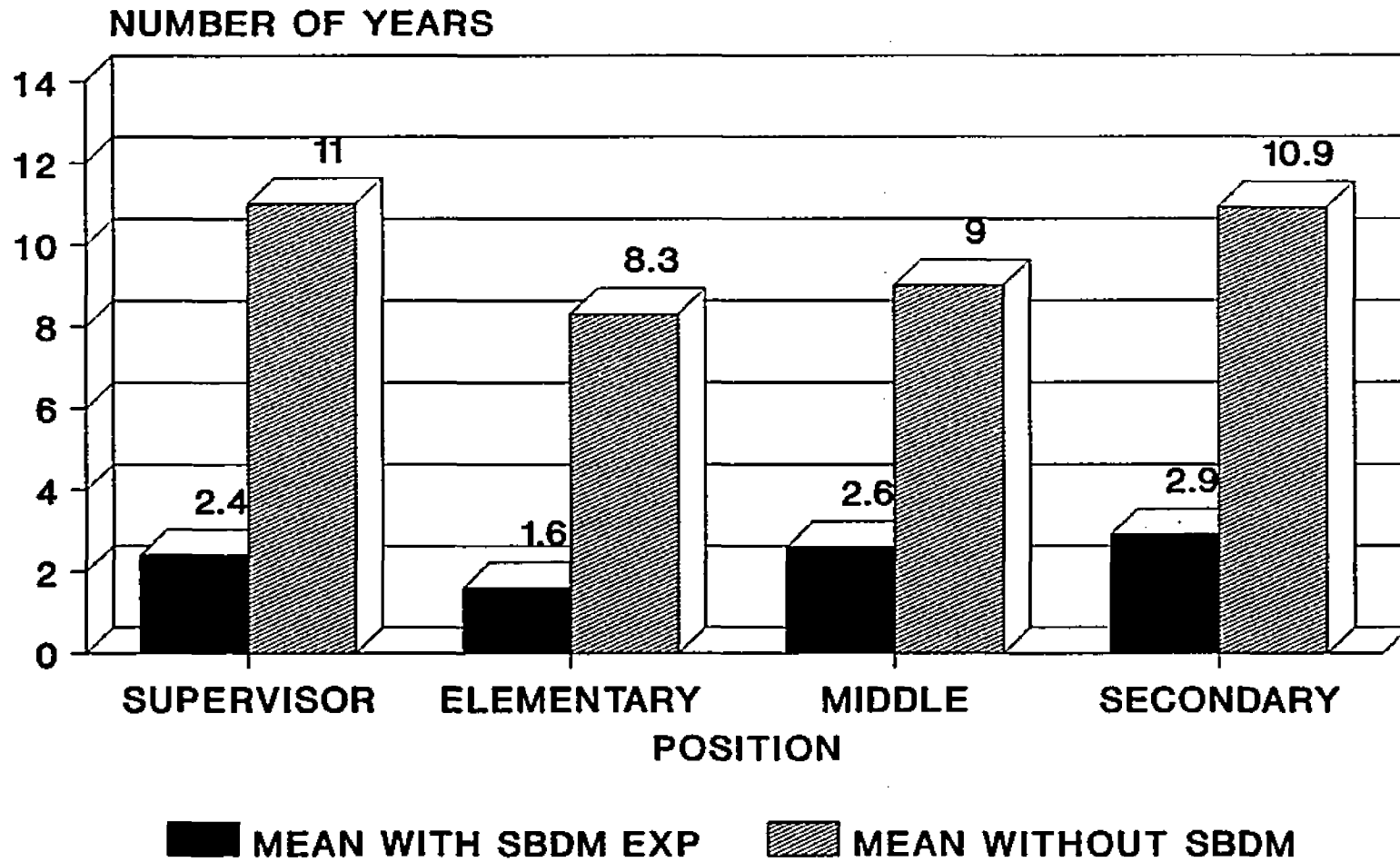
experience factor was left out of the calculation, the mean
was much larger. A breakdown of the results of this
demographic question are reported in Appendix C for
systemwide supervisors, elementary principals, middle school
principals, and secondary principals.

Analysis of Findings

Data analyses that correspond to the research questions
found in Chapter 1 were accomplished through descriptive and
inferential statistical procedures. Systemwide supervisors
and principals were asked to respond by means of a Likert
type five point scale on a continuum (1 'strongly agree', 2
'agree', 3 'uncertain', 4 'disagree', and 5 'strongly
disagree') to fifty survey statements concerning school-
based decision making. More in-depth information concerning
the development of the instrument was reported in Chapter 3.

Items with Levels of Agreement Between 1 and 2.49

Means of the survey statements were used to distinguish
results of the data collected. Twenty-eight survey
statements reflected a level of agreement of less than 2.5.
A predetermined cut off point of 51 percent, or a majority,
was used to determine the range of levels of agreement. The
means for this range of agreement lies between 1 and 2.49 on
the continuum.

The data analysis results are displayed in Table 11. Column one represents the survey statements. Column two shows the mean for the levels of agreement. In column three the frequencies are listed. The last column (4) reports the percentage of respondents in the specified levels of agreement.

Table 11

Items with Levels of Agreement Between 1 and 2.49

STATEMENTS	LEVELS OF AGREEMENT	FREQUEN-CIES	PERCENT-AGES
COLUMN 1	2	3	4
1. INTERESTED IN IMPLEMENTING SBDM	2.452*	466	56
2. NOT CONCERNED ABOUT LOSING MY POWER BASE	2.005*	633	77
4. NOT CONCERNED PARENTS & COMMUNITY WILL TAKE OVER	2.224*	567	69
5. LIMITED RESOURCES WILL EFFECT THE SUCCESS	2.376	523	63
6. WANT TO KNOW WHAT PRIORITY SUPERINTENDENT & SCHOOL BD WANT ME TO GIVE	2.006	678	82
8. WOULD LIKE TO KNOW HOW TO ENHANCE MY SBDM SKILLS	2.111	656	80
11. CURRENTLY, OTHER CONCERNS ARE MORE IMPORTANT TO ME	2.204	617	75
12. NOT CONCERNED ABOUT WHO WILL GET CREDIT FOR A SUCCESSFUL SBDM PROGRAM	1.985*	674	82
14. LIKE TO KNOW WHERE & HOW I CAN LEARN MORE	2.272	612	74

Table 11 (continued)   91

STATEMENTS	LEVELS OF AGREEMENT	FREQUEN-CIES	PERCENT-AGES
COLUMN 1	2	3	4
15. CONCERNED ABOUT FINDING & ALLOCATING TIME NEEDED TO IMPLEMENT SBDM	2.201	622	75
17. SUPPORT PERSONNEL SHOULD BE INCLUDED ON SITE COUNCILS	2.345	552	67
19. GROUP DYNAMICS IS AN ESSENTIAL SKILL FOR SITE COUNCIL MEETINGS	1.945	671	81
20. ANOTHER SKILL NECESSARY IS CONSENSUS BUILDING	1.977	655	79
21. A SBDM FACILITATOR IS NECESSARY FOR A SUCCESSFUL IMPLEMENTATION	2.412	476	58
23. CLEAR COMMUNICATION IS A MUST	1.494	799	97
24. GUIDELINES MUST BE ESTABLISHED TO DETERMINE WHO MAKES WHICH DECISIONS	1.712	734	89
27. COMMUNITY NEEDS TO BE INVOLVED MORE IN SCHOOLS	1.791	736	89
29. HAVING PARENTS & THE COMMUNITY IN SCHOOLS WILL NOT ONLY CAUSE PROBLEMS	2.165	611	74
30. ONE PURPOSE OF A SITE COUNCIL IS TO DO SCHOOL WIDE PLANNING	2.221	611	74
31. AN INCREASE IN TEST SCORES IS NOT THE ONLY METHOD OF EVALUATING SBDM	1.976*	663	80
33. TRAINING SHOULD INCLUDE PROBLEM SOLVING	1.762	782	95
35. WANT TO SEE A MODEL FOR TN SCHOOLS	2.440	510	62

Table 11 (continued) 92

STATEMENTS	LEVELS OF AGREEMENT	FREQUEN- CIES	PERCENT- AGES
COLUMN 1	2	3	4
41. PEOPLE INVOLVED IN A DECISION SHOULD BE THE PEOPLE MAKING THAT DECISION	2.227	607	74
43. COMMUNITY MEMBERS & PARENTS WILL NEED TRAINING BEFORE THEY CAN FUNCTION EFFECTIVELY ON SITE COUNCILS	1.884	707	86
46. SUPERINTENDENT & SCHOOL BD MUST BE TRAINED	1.674	747	91
47. SBDM SHOULD NOT BE MANDATED BY STATE LAW FOR ALL SCHOOLS	2.057*	542	66
48. SBDM WILL NOT FUNCTION PROPERLY UNLESS SCHOOL BDS FULLY SUPPORT	1.730	729	88
49. SYSTEMWIDE SUPERVISORS WILL STILL BE NEEDED WHEN IMPLEMENTED	2.183	579	70

*Recoded for the purposes of this table

Frequency Distribution and t-Tests

The tabulation of the means, standard deviations, and t-test probabilities for all fifty survey statements, the four samples, respondents with school-based decision making, and respondents without school-based decision making are included in Table 12. The mean and standard deviation for each statement are shown in columns two and three for the total respondents from all four samples.

Out of the total responding, 191 reported they had experience with formal school-based decision making, site-based management, or school-based management. These 191 respondents were pulled out of the total group to illustrate a comparison of opinions between people who reported they had formal experience in school-based decision making with those who reported no experience.

Columns four and five illustrate the scores of those without experience with school-based decision making. Columns six and seven report means and standard deviations of those respondents reporting experience with school-based decision making. A t-test was conducted to determine if there were statistically significant differences between the groups who reported having experience in school-based decision making and those who reported no experience.

Column eight reports the probabilities that the means between the two groups differed. The statements are listed in Table 12 in the same order as they appeared in the survey. The statement table entry is, at times, abbreviated to some degree from the original survey statement. The term school-based decision making is abbreviated to sbdm. A breakdown of the frequency distribution of all four sample groups is included in Appendix D.

TABLE 12

Frequency Distribution and t-Test of Survey Statements
With and Without SBDM Experience

1 = STRONGLY AGREE 2 = AGREE 3 = UNCERTAIN 4 = DISAGREE 5 = STRONGLY DISAGREE						
STATEMENTS	TOTAL PRINCIPALS & SUPERVISORS		WITHOUT EXPERIENCE IN SBDM		EXPERIENCE WITH SBDM		t-TEST
COLUMN 1	2	3	4	5	6	7	8
	MEAN	STD DEV	MEAN	STD DEV	MEAN	STD DEV	PROB
1. NOT INTERESTED IN IMPLEMENTING TO ANY DEGREE	3.548	1.181	3.488	1.150	3.743	1.262	.009
2. CONCERNED ABOUT LOSING MY POWER BASE	3.995	.962	3.957	.966	4.120	.941	.040
3. IMPLEMENTING NOT A TOP CONCERN AT THIS TIME	2.752	1.183	2.650	1.135	3.089	1.276	.001*
4. CONCERNED THAT PARENTS & COMMUNITY WILL TAKE OVER	3.776	1.035	3.719	1.017	3.963	1.073	.004
5. LIMITED RESOURCES WILL EFFECT THE SUCCESS	2.376	1.121	2.302	1.086	2.618	1.199	.001
6. WANT TO KNOW WHAT PRIORITY SUPERINTENDENT & SCHOOL BOARD WANT ME TO GIVE SBDM	2.006	.894	2.006	.869	2.005	.976	.988

Table 12 (continued)

1 = STRONGLY AGREE 2 = AGREE 3 = UNCERTAIN 4 = DISAGREE 5 = STRONGLY DISAGREE							
STATEMENTS	TOTAL PRINCIPALS & SUPERVISORS		WITHOUT EXPERIENCE IN SBDM		EXPERIENCE WITH SBDM		t-TEST
COLUMN 1	2	3	4	5	6	7	8
	MEAN	STD DEV	MEAN	STD DEV	MEAN	STD DEV	PROB
7. OUR CURRENT METHOD OF DECISION MAKING IS BETTER	3.010	.963	2.987	.937	3.084	1.043	.226
8. WOULD LIKE TO KNOW HOW TO ENHANCE MY SBDM SKILLS	2.111	.862	2.110	.838	2.115	.939	.939
9. SEE A POTENTIAL CONFLICT BETWEEN SBDM & OVERLOADING TEACHERS	2.795	1.047	2.769	1.031	2.880	1.096	.203
10. CONCERNED ABOUT BEING HELD RESPONSIBLE FOR DECISIONS MADE BY OTHERS	2.632	1.203	2.591	1.173	2.764	1.290	.082
11. CURRENTLY, OTHER CONCERNS ARE MORE IMPORTANT TO ME	2.204	.983	2.121	.945	2.476	1.055	.001*
12. CONCERNED ABOUT WHO WILL GET THE CREDIT FOR A SUCCESSFUL SBDM PROGRAM	4.015	.809	4.017	.799	4.005	.843	.855

Table 12 (continued)

STATEMENTS	1 = STRONGLY AGREE 2 = AGREE 3 = UNCERTAIN 4 = DISAGREE 5 = STRONGLY DISAGREE						
	TOTAL PRINCIPALS & SUPERVISORS		WITHOUT EXPERIENCE IN SBDM		EXPERIENCE WITH SBDM		t- TEST
COLUMN 1	2	3	4	5	6	7	8
	MEAN	STD DEV	MEAN	STD DEV	MEAN	STD DEV	PROB
13. CONCERNED ABOUT WHO WILL GET THE BLAME FOR AN UNSUCCESSFUL SBDM PROGRAM	3.196	1.255	3.173	1.248	3.272	1.277	.340
14. WOULD LIKE TO KNOW WHERE & HOW CAN I CAN LEARN MORE	2.272	.965	2.269	.944	2.283	1.033	.860
15. CONCERNED ABOUT FINDING & ALLOCATING TIME NEEDED TO IMPLEMENT SBDM	2.201	1.002	2.169	.969	2.309	1.097	.090
16. WANT TO SEE SBDM WORK SUCCESSFULLY IN ANOTHER SCHOOL BEFORE I GET INVOLVED	2.661	1.080	2.572	1.030	2.953	1.189	.001*
17. SUPPORT PERSONNEL SHOULD BE INCLUDED ON SITE COUNCILS	2.345	.979	2.345	.969	2.346	1.014	.995

Table 12 (continued)

1 = STRONGLY AGREE 2 = AGREE 3 = UNCERTAIN 4 = DISAGREE 5 = STRONGLY DISAGREE							
STATEMENTS	TOTAL PRINCIPALS & SUPERVISORS		WITHOUT EXPERIENCE IN SBDM		EXPERIENCE WITH SBDM		t-TEST
COLUMN 1	2	3	4	5	6	7	8
	MEAN	STD DEV	MEAN	STD DEV	MEAN	STD DEV	PROB
18. A SYSTEMWIDE STAFF PERSON APPOINTED TO EACH SCHOOL WOULD HELP KEEP CONTINUITY	2.557	.991	2.517	.973	2.691	1.038	.033
19. GROUP DYNAMICS IS AN ESSENTIAL SKILL FOR SITE COUNCIL MEETINGS	1.945	.696	1.943	.698	1.953	.690	.860
20. ANOTHER SKILL NECESSARY IS CONSENSUS BUILDING	1.977	.705	1.989	.713	1.937	.678	.375
21. A SBDM FACILITATOR IS NECESSARY FOR A SUCCESSFUL IMPLEMENTATION	2.412	.895	2.401	.875	2.450	.960	.503
22. AN EXPERT SHOULD COME IN & SHOW US HOW IT HAS BEEN DONE ELSEWHERE	2.609	1.027	2.568	1.007	2.743	1.082	.038
23. CLEAR COMMUNICATION IS A MUST	1.494	.558	1.502	.563	1.466	.541	.430

Table 12 (continued)

1 = STRONGLY AGREE 2 = AGREE 3 = UNCERTAIN 4 = DISAGREE 5 = STRONGLY DISAGREE							
STATEMENTS	TOTAL PRINCIPALS & SUPERVISORS		WITHOUT EXPERIENCE IN SBDM		EXPERIENCE WITH SBDM		t-TEST
COLUMN 1	2	3	4	5	6	7	8
	MEAN	STD DEV	MEAN	STD DEV	MEAN	STD DEV	PROB
24. GUIDELINES MUST BE ESTABLISHED TO DETERMINE WHO MAKES WHICH DECISIONS	1.712	.741	1.700	.727	1.754	.786	.375
25. SBDM WILL RAISE STUDENT TEST SCORES	3.249	.746	3.256	.725	3.225	.812	.617
26. SBDM WILL HURT THE TOTAL SCHOOL PROGRAM	3.465	.864	3.437	.817	3.555	1.003	.099
27. COMMUNITY NEEDS TO BE INVOLVED MORE IN SCHOOLS	1.791	.759	1.822	.763	1.691	.735	.037
28. SBDM IS A FAD & WILL NOT LAST	2.973	.845	2.932	.828	3.110	.891	.011
29. HAVING PARENTS & THE COMMUNITY IN SCHOOLS WILL ONLY CAUSE PROBLEMS	3.835	.855	3.822	.835	3.880	.918	.415
30. ONE PURPOSE OF A SITE COUNCIL IS TO DO SCHOOL WIDE PLANNING	2.221	.673	2.229	.669	2.194	.688	.527

Table 12 (continued)

	1 = STRONGLY AGREE 2 = AGREE 3 = UNCERTAIN 4 = DISAGREE 5 = STRONGLY DISAGREE						
STATEMENTS	TOTAL PRINCIPALS & SUPERVISORS		WITHOUT EXPERIENCE IN SBDM		EXPERIENCE WITH SBDM		t- TEST
COLUMN 1	2	3	4	5	6	7	8
	MEAN	STD DEV	MEAN	STD DEV	MEAN	STD DEV	PROB
31. ONLY METHOD OF EVALUATING IS TO SEE IF TEST SCORES RISE	4.024	.747	4.013	.744	4.063	.758	.417
32. SUCCESS OF SBDM WILL DEPEND ON HOW ADMINISTRATORS VIEW TEACHERS	2.784	1.012	2.816	1.000	2.681	1.045	.107
33. TRAINING SHOULD INCLUDE PROBLEM SOLVING SKILLS	1.762	.540	1.763	.544	1.759	.528	.929
34. SITE COUNCIL MEETINGS SHOULD OCCUR DURING A TEACHER'S CONTRACT DAY	2.583	1.083	2.595	1.079	2.545	1.099	.576
35. WANT TO SEE A MODEL FOR TN SCHOOLS	2.440	.932	2.407	.905	2.550	1.014	.064
36. DECISION MAKING BY PARENTS, TEACHERS, STUDENTS, ETC. SHOULD BE ONLY INFORMALLY	3.334	.916	3.297	.908	3.455	.933	.036

Table 12 (continued)

	1 = STRONGLY AGREE 2 = AGREE 3 = UNCERTAIN						
	4 = DISAGREE 5 = STRONGLY DISAGREE						
STATEMENTS	TOTAL PRINCIPALS & SUPERVISORS		WITHOUT EXPERIENCE IN SBDM		EXPERIENCE WITH SBDM		t-TEST
COLUMN 1	2	3	4	5	6	7	8
	MEAN	STD DEV	MEAN	STD DEV	MEAN	STD DEV	PROB
37. CAN IMPROVE THE SCHOOL'S ATHLETIC PROGRAM	3.126	.811	3.153	.797	3.037	.848	.083
38. CAN IMPROVE THE SCHOOL LUNCH PROGRAM	2.937	.839	2.967	.820	2.838	.894	.063
39. SCHOOL MUST BE FINANCIALLY SECURE BEFORE SBDM WILL WORK	2.973	1.009	2.925	.972	3.131	1.109	.014
40. PRINCIPAL HAS TO BE THE MAIN DECISION MAKER	2.552	1.199	2.533	1.180	2.618	1.259	.390
41. PEOPLE INVOLVED IN THE IMPLEMENTATION OF A DECISION SHOULD BE THE PEOPLE MAKING THAT DECISION	2.227	.906	2.238	.889	2.188	.960	.504
42. SUBSTITUTES FOR TEACHERS IN SITE COUNCILS MEETINGS WILL HINDER INSTRUCTION	2.870	.932	2.803	.913	3.089	.961	.001*

Table 12 (continued)

STATEMENTS	1 = STRONGLY AGREE 2 = AGREE 3 = UNCERTAIN 4 = DISAGREE 5 = STRONGLY DISAGREE						
	TOTAL PRINCIPALS & SUPERVISORS		WITHOUT EXPERIENCE IN SBDM		EXPERIENCE WITH SBDM		t- TEST
COLUMN 1	2	3	4	5	6	7	8
	MEAN	STD DEV	MEAN	STD DEV	MEAN	STD DEV	PROB
43. COMMUNITY MEMBERS & PARENTS WILL NEED TRAINING BEFORE THEY CAN FUNCTION EFFECTIVELY ON SITE COUNCILS	1.884	.756	1.847	.726	2.005	.837	.011
44. SBDM WILL CREATE MORE COMPETITION	2.751	.882	2.722	.865	2.848	.931	.083
45. TRAINING SHOULD BE DONE BY OUTSIDE PROFESSIONALS	2.630	.921	2.599	.895	2.733	.998	.079
46. SUPERINTENDENT & SCHOOL BOARD MUST BE TRAINED	1.674	.745	1.653	.705	1.743	.860	.143
47. SBDM SHOULD BE MANDATED BY STATE LAW FOR ALL SCHOOLS	3.943	.986	3.983	.972	3.812	1.024	.036
48. SBDM WILL NOT FUNCTION PROPERLY UNLESS SCHOOL BOARDS FULLY SUPPORT	1.730	.744	1.695	.720	1.848	.810	.012

Table 12 (continued)

	TOTAL PRINCIPALS & SUPERVISORS		WITHOUT EXPERIENCE IN SBDM		EXPERIENCE WITH SBDM		t-TEST
STATEMENTS	1 = STRONGLY AGREE 2 = AGREE 3 = UNCERTAIN 4 = DISAGREE 5 = STRONGLY DISAGREE						
COLUMN 1	2	3	4	5	6	7	8
	MEAN	STD DEV	MEAN	STD DEV	MEAN	STD DEV	PROB
49. SYSTEMWIDE SUPERVISORS WILL STILL BE NEEDED WHEN SBDM IS IMPLEMENTED	2.183	.959	2.148	.927	2.298	1.051	.057
50. STUDENT DISCIPLINE CAN BE IMPROVED	2.639	.917	2.672	.907	2.529	.945	.058

*The figure derived was adjusted from the results of the actual statistical test finding of .000.

There were statistically significant differences at the
.05 level between the responses of the two groups to the
statements 1, I am not interested in implementing sbdm to
any degree; 2, I am concerned about losing my power base
because of sbdm; 3, implementing sbdm is not a top concern
of mine at this time; 4, I am concerned that parents and the
community will take over the schools with sbdm; and 5,
limited resources will have an effect on the success of
sbdm. The without experience group reported in a higher
level of agreement to all the above statements.

There were statistically significant differences at the
.05 level between the responses of the two groups to the
statements 11, currently, other concerns are more important
to me than sbdm; 16, I want to see sbdm work successfully in
another school before I get involved; 18, a systemwide staff
person appointed to each school would help keep continuity
among the schools; and 22, an expert should come in and show
us how it has been done elsewhere. The experienced group
had a higher mean. The without experience group had a
higher mean for statement 27, the community needs to be more
involved in our schools.

Statistically significant differences at the .05 level
were also reported between the groups on the statements 28,
sbdm is a fad and will not last long; 36, decision making by
parents, teachers, students, etc. should only be done

informally; 39, a school must be financially secure before sbdm will work; 42, substitutes for teachers in site council meetings will hinder instruction; 43, community members and parents will need training before they can function effectively on site councils; and 48, sbdm will not function properly unless school boards fully support it. The with experience group responded in a higher level of agreement to the statements listed above.

There was a significant difference between the group means to statement 47, sbdm should be mandated by state law for every school. The no experience group responded in a higher level of agreement than did the with experience group.

Table 13 is a breakdown of the total principals and supervisors column from Table 12. It separates the means of the survey statement items for the supervisor's sample group. Within the supervisor's group the participants reporting experience with school-based decision making were pulled from the participants reporting no formal experience with school-based decision making. The means for each subgroup are shown for comparison purposes. Another t-test was run to determine if there were significant differences at the .05 level in the way supervisors with experience replied to the survey statements and the way supervisors replied with no experience within the sample group. The

results from the supervisor's sample are shown in Table 13.

Table 13

Means and t-Test Results by Supervisors
With and Without SBDM Experience

1 = STRONGLY AGREE 2 = AGREE 3 = UNCERTAIN 4 = DISAGREE 5 = STRONGLY DISAGREE			
STATEMENTS	MEAN		t-TEST
	WITH-OUT EXP.	WITH EXP.	PROB.
1. I AM NOT INTERESTED IN IMPLEMENTING SBDM TO ANY DEGREE	3.653	3.463	.276
2. I AM CONCERNED ABOUT LOSING MY POWER BASE BECAUSE OF SBDM	4.112	4.167	.694
3. IMPLEMENTING SBDM IS NOT A TOP CONCERN OF MINE AT THIS TIME	2.699	2.981	.106
4. I AM CONCERNED THAT PARENTS & THE COMMUNITY WILL TAKE OVER	3.781	3.704	.623
5. LIMITED RESOURCES WILL HAVE AN EFFECT ON THE SUCCESS	2.337	2.426	.605
6. I WANT TO KNOW WHAT PRIORITY MY SUPERINTENDENT & SCHOOL BOARD WANT ME TO GIVE SBDM	2.230	1.981	.102
7. OUR CURRENT METHOD OF DECISION MAKING IS BETTER THAN SBDM	3.133	2.963	.241
8. I WOULD LIKE TO KNOW HOW TO ENHANCE MY SBDM SKILLS	2.077	2.407	.020
9. I SEE A POTENTIAL CONFLICT BETWEEN SBDM & OVERLOADING TEACHERS	2.735	2.648	.577
10. I AM CONCERNED ABOUT BEING HELD RESPONSIBLE FOR DECISIONS MADE BY OTHERS	2.888	2.741	.400
11. CURRENTLY, OTHER CONCERNS ARE MORE IMPORTANT TO ME	2.112	2.259	.290

Table 13 (continued)   106

STATEMENTS	MEAN		t-TEST
	WITH-OUT EXP.	WITH EXP.	PROB.
1 = STRONGLY AGREE 2 = AGREE 3 = UNCERTAIN 4 = DISAGREE 5 = STRONGLY DISAGREE			
12. CONCERNED ABOUT WHO WILL GET CREDIT FOR SUCCESSFUL SBDM PROGRAM	4.071	3.981	.443
13. CONCERNED ABOUT WHO WILL GET BLAME FOR UNSUCCESSFUL SBDM PROGRAM	3.485	3.315	.345
14. I WOULD LIKE TO KNOW WHERE & HOW CAN I CAN LEARN MORE	2.184	2.426	.127
15. I AM CONCERNED ABOUT FINDING & ALLOCATING TIME NEEDED TO	2.311	2.037	.067
16. I WANT TO SEE SBDM WORK SUCCESSFULLY IN ANOTHER SCHOOL BEFORE I GET INVOLVED	2.673	2.926	.131
17. SUPPORT PERSONNEL SHOULD BE INCLUDED ON SITE COUNCILS	2.230	2.500	.070
18. A SYSTEMWIDE STAFF PERSON APPOINTED TO EACH SCHOOL WOULD HELP KEEP CONTINUITY	2.347	2.296	.715
19. GROUP DYNAMICS IS AN ESSENTIAL SKILL FOR SITE COUNCIL MEETINGS	1.847	1.889	.681
20. ANOTHER SKILL NECESSARY IS CONSENSUS BUILDING	1.898	1.815	.413
21. A SBDM FACILITATOR IS NECESSARY FOR A SUCCESSFUL IMPLEMENTATION	2.240	2.370	.312
22. AN EXPERT SHOULD COME IN & SHOW US HOW IT HAS BEEN DONE ELSEWHERE	2.648	2.796	.327
23. CLEAR COMMUNICATION IS A MUST	1.444	1.481	.650
24. GUIDELINES ESTABLISHED TO DETERMINE WHO MAKES WHICH DECISIONS	1.765	1.759	.961
25. WILL RAISE STUDENT TEST SCORES	3.265	3.389	.313
26. WILL HURT TOTAL SCHOOL PROGRAM	3.526	3.444	.574
27. COMMUNITY NEEDS TO BE INVOLVED MORE IN OUR SCHOOLS	1.684	1.778	.387

Table 13 (continued) 107

1 = STRONGLY AGREE 2 = AGREE 3 = UNCERTAIN 4 = DISAGREE 5 = STRONGLY DISAGREE			
STATEMENTS	MEAN		t-TEST
	WITH-OUT EXP.	WITH EXP.	PROB.
28. IS A FAD & WILL NOT LAST LONG	3.061	2.944	.345
29. HAVING PARENTS & THE COMMUNITY IN SCHOOLS WILL ONLY CAUSE PROBLEMS	3.959	3.667	.021
30. ONE PURPOSE OF A SITE COUNCIL IS TO DO SCHOOL WIDE PLANNING	2.235	2.259	.830
31. ONLY METHOD OF EVALUATING SBDM IS TO SEE IF TEST SCORES INCREASE	4.148	4.167	.850
32. SUCCESS OF SBDM WILL DEPEND ON HOW ADMINISTRATORS VIEW TEACHERS	2.745	2.648	.537
33. TRAINING SHOULD INCLUDE PROBLEM SOLVING SKILLS	1.668	1.741	.382
34. COUNCIL MEETINGS SHOULD OCCUR DURING A TEACHER'S CONTRACT DAY	2.745	2.574	.326
35. WANT TO SEE A SBDM MODEL FOR TN SCHOOLS	2.423	2.759	.023
36. DECISION MAKING BY PARENTS, TEACHERS, STUDENTS, ETC. SHOULD BE ONLY INFORMALLY	3.515	3.537	.881
37. SBDM CAN IMPROVE THE SCHOOL'S ATHLETIC PROGRAM	3.133	3.056	.551
38. SBDM CAN IMPROVE THE SCHOOL LUNCH PROGRAM	2.893	2.833	.641
39. A SCHOOL MUST BE FINANCIALLY SECURE BEFORE WILL WORK	3.031	2.926	.516
40. THE PRINCIPAL HAS TO BE THE MAIN DECISION MAKER IN A SCHOOL	2.867	2.870	.987
41. THE PEOPLE INVOLVED IN THE IMPLEMENTATION OF A DECISION SHOULD BE THE PEOPLE MAKING THAT DECISION	2.393	2.278	.431
42. SUBSTITUTES FOR TEACHERS IN SITE COUNCILS MEETINGS WILL HINDER INSTRUCTION	2.893	3.000	.476

Table 13 (continued)   108

1 = STRONGLY AGREE   2 = AGREE   3 = UNCERTAIN
     4 = DISAGREE   5 = STRONGLY DISAGREE

STATEMENTS	MEAN		t-TEST
	WITH-OUT EXP.	WITH EXP.	PROB.
43. COMMUNITY MEMBERS & PARENTS WILL NEED TRAINING BEFORE THEY CAN FUNCTION EFFECTIVELY ON COUNCILS	1.842	2.000	.212
44. WILL CREATE MORE COMPETITION	2.745	2.778	.813
45. TRAINING SHOULD BE DONE BY OUTSIDE PROFESSIONALS	2.628	2.611	.912
46. SUPERINTENDENT & SCHOOL BOARD MUST BE TRAINED	1.612	1.685	.510
47. SBDM SHOULD BE MANDATED BY STATE LAW FOR ALL SCHOOLS	4.061	4.130	.618
48. SBDM WILL NOT FUNCTION PROPERLY UNLESS SCHOOL BOARDS FULLY SUPPORT IT	1.684	1.833	.202
49. SYSTEMWIDE SUPERVISORS WILL STILL BE NEEDED WHEN SBDM IS IMPLEMENTED	1.760	1.963	.080
50. STUDENT DISCIPLINE CAN BE IMPROVED	2.597	2.778	.213

Considering the position of supervisor there were three statements for which the means were significantly different at the .05 level for the experienced group and the no experience group concerning school-based decision making. The with experience group reported a higher mean for all three statements.

(8) I would like to know how to enhance my sbdm skills
(29) Having parents and the community in schools will only cause problems

(35) I want to see a sbdm model for Tennessee schools

The analysis showing the means for the experienced and no experience groups of elementary principals and the t-test probabilities are shown in Table 14.

Table 14

Means and t-Test Results by Elementary Principals
With and Without SBDM Experience

1 = STRONGLY AGREE 2 = AGREE 3 = UNCERTAIN 4 = DISAGREE 5 = STRONGLY DISAGREE		
STATEMENTS	MEAN	t-TEST
	WITH-OUT EXP. / WITH EXP.	PROB.
1. I AM NOT INTERESTED IN IMPLEMENTING SBDM TO ANY DEGREE	3.337 / 3.959	.001
2. I AM CONCERNED ABOUT LOSING MY POWER BASE BECAUSE OF SBDM	3.784 / 4.020	.172
3. IMPLEMENTING SBDM IS NOT A TOP CONCERN OF MINE AT THIS TIME	2.591 / 3.347	.001*
4. I AM CONCERNED THAT PARENTS & THE COMMUNITY WILL TAKE OVER	3.486 / 3.918	.016
5. LIMITED RESOURCES WILL HAVE AN EFFECT ON THE SUCCESS	2.221 / 2.592	.033
6. I WANT TO KNOW WHAT PRIORITY MY SUPERINTENDENT & SCHOOL BOARD WANT ME TO GIVE SBDM	1.933 / 2.102	.229
7. OUR CURRENT METHOD OF DECISION MAKING IS BETTER THAN SBDM	2.865 / 3.163	.050
8. I WOULD LIKE TO KNOW HOW TO ENHANCE MY SBDM SKILLS	2.101 / 1.898	.120
9. I SEE A POTENTIAL CONFLICT BETWEEN SBDM & OVERLOADING TEACHERS	2.663 / 3.041	.025

Table 14 (continued) · 110

1 = STRONGLY AGREE 2 = AGREE 3 = UNCERTAIN 4 = DISAGREE 5 = STRONGLY DISAGREE			
STATEMENTS	MEAN		t-TEST
	WITH-OUT EXP.	WITH EXP.	PROB.
10. I AM CONCERNED ABOUT BEING HELD RESPONSIBLE FOR DECISIONS MADE BY OTHERS	2.288	2.898	.001
11. CURRENTLY, OTHER CONCERNS ARE MORE IMPORTANT TO ME	2.034	2.694	.001*
12. CONCERNED ABOUT WHO WILL GET CREDIT FOR SUCCESSFUL SBDM PROGRAM	3.942	4.041	.483
13. CONCERNED ABOUT WHO WILL GET BLAME FOR UNSUCCESSFUL SBDM PROGRAM	2.899	3.347	.030
14. I WOULD LIKE TO KNOW WHERE & HOW CAN I CAN LEARN MORE	2.279	2.245	.816
15. I AM CONCERNED ABOUT FINDING & ALLOCATING TIME NEEDED TO	2.014	2.449	.007
16. I WANT TO SEE SBDM WORK SUCCESSFULLY IN ANOTHER SCHOOL BEFORE I GET INVOLVED	2.409	3.041	.001*
17. SUPPORT PERSONNEL SHOULD BE INCLUDED ON SITE COUNCILS	2.428	2.286	.403
18. A SYSTEMWIDE STAFF PERSON APPOINTED TO EACH SCHOOL WOULD HELP KEEP CONTINUITY	2.510	2.918	.013
19. GROUP DYNAMICS IS AN ESSENTIAL SKILL FOR SITE COUNCIL MEETINGS	1.947	1.857	.425
20. ANOTHER SKILL NECESSARY IS CONSENSUS BUILDING	1.986	1.939	.639
21. A SBDM FACILITATOR IS NECESSARY FOR A SUCCESSFUL IMPLEMENTATION	2.375	2.531	.275
22. AN EXPERT SHOULD COME IN & SHOW US HOW IT HAS BEEN DONE ELSEWHERE	2.481	2.633	.372
23. CLEAR COMMUNICATION IS A MUST	1.495	1.449	.609
24. GUIDELINES ESTABLISHED TO DETERMINE WHO MAKES WHICH DECISIONS	1.615	1.755	.230

Table 14 (continued)   111

1 = STRONGLY AGREE 2 = AGREE 3 = UNCERTAIN 4 = DISAGREE 5 = STRONGLY DISAGREE			
STATEMENTS	MEAN		t-TEST
	WITH-OUT EXP.	WITH EXP.	PROB.
25. WILL RAISE STUDENT TEST SCORES	3.313	3.286	.818
26. WILL HURT TOTAL SCHOOL PROGRAM	3.337	3.694	.011
27. COMMUNITY NEEDS TO BE INVOLVED MORE IN OUR SCHOOLS	2.010	1.776	.086
28. IS A FAD & WILL NOT LAST LONG	2.793	3.143	.011
29. HAVING PARENTS & THE COMMUNITY IN SCHOOLS WILL ONLY CAUSE PROBLEMS	3.697	3.898	.167
30. ONE PURPOSE OF A SITE COUNCIL IS TO DO SCHOOL WIDE PLANNING	2.260	2.102	.140
31. ONLY METHOD OF EVALUATING SBDM IS TO SEE IF TEST SCORES INCREASE	3.966	4.224	.038
32. SUCCESS OF SBDM WILL DEPEND ON HOW ADMINISTRATORS VIEW TEACHERS	2.923	2.490	.009
33. TRAINING SHOULD INCLUDE PROBLEM SOLVING SKILLS	1.798	1.714	.339
34. COUNCIL MEETINGS SHOULD OCCUR DURING A TEACHER'S CONTRACT DAY	2.380	2.653	.107
35. WANT TO SEE A SBDM MODEL FOR TN SCHOOLS	2.486	2.694	.183
36. DECISION MAKING BY PARENTS, TEACHERS, STUDENTS, ETC. SHOULD BE ONLY INFORMALLY	3.101	3.449	.015
37. SBDM CAN IMPROVE THE SCHOOL'S ATHLETIC PROGRAM	3.192	3.143	.687
38. SBDM CAN IMPROVE THE SCHOOL LUNCH PROGRAM	3.005	2.837	.221
39. A SCHOOL MUST BE FINANCIALLY SECURE BEFORE WILL WORK	2.856	3.265	.008
40. THE PRINCIPAL HAS TO BE THE MAIN DECISION MAKER IN A SCHOOL	2.346	2.918	.003

Table 14 (continued)   112

STATEMENTS	MEAN		t-TEST
	WITH-OUT EXP.	WITH EXP.	PROB.
41. THE PEOPLE INVOLVED IN THE IMPLEMENTATION OF A DECISION SHOULD BE THE PEOPLE MAKING THAT DECISION	2.139	2.041	.471
42. SUBSTITUTES FOR TEACHERS IN SITE COUNCILS MEETINGS WILL HINDER INSTRUCTION	2.688	3.286	.001*
43. COMMUNITY MEMBERS & PARENTS WILL NEED TRAINING BEFORE THEY CAN FUNCTION EFFECTIVELY ON COUNCILS	1.813	2.061	.029
44. WILL CREATE MORE COMPETITION	2.702	2.816	.398
45. TRAINING SHOULD BE DONE BY OUTSIDE PROFESSIONALS	2.625	2.592	.818
46. SUPERINTENDENT & SCHOOL BOARD MUST BE TRAINED	1.615	1.735	.306
47. SBDM SHOULD BE MANDATED BY STATE LAW FOR ALL SCHOOLS	4.072	3.796	.083
48. SBDM WILL NOT FUNCTION PROPERLY UNLESS SCHOOL BOARDS FULLY SUPPORT IT	1.688	1.755	.548
49. SYSTEMWIDE SUPERVISORS WILL STILL BE NEEDED WHEN SBDM IS IMPLEMENTED	2.346	2.653	.065
50. STUDENT DISCIPLINE CAN BE IMPROVED	2.740	2.388	.015

The table uses the scale: 1 = STRONGLY AGREE 2 = AGREE 3 = UNCERTAIN 4 = DISAGREE 5 = STRONGLY DISAGREE

*The figure derived was adjusted from the results of the actual statistical test finding of .000.

The second group, elementary principals, reported significant differences at the .05 level between the means

of respondents with experience and those without experience

in school-based decision making on the following statements:

(1) I am not interested in implementing sbdm to any
degree
(3) Implementing sbdm is not a top concern of mine at
this time
(4) I am concerned that parents and the community will
take over the schools with sbdm ·
(5) limited resources will have an effect on the
success of sbdm
(7) Our current method of decision making is better
than sbdm
(9) I see a potential conflict between sbdm and
overloading teachers
(10) I am concerned about being held responsible for
decisions made by other people
(11) Currently, other concerns are more important to me
than sbdm
(13) I am concerned about who will get the blame for an
unsuccessful sbdm program
(15) I am concerned about finding and allocating the
time needed to implement sbdm
(16) I want to see sbdm work successfully in another
school before I get involved
(18) A systemwide staff person appointed to each school
would help keep continuity among the schools
(26) Sbdm will hurt the total school program
(28) Sbdm is a fad and will not last long
(31) The only method of evaluating sbdm is to see if
test scores increase
(32) The success will depend on how administrators view
teachers
(36) Decision making by parents, teachers, students,
etc. should be done only informally
(39) A school must be financially secure before sbdm
will work
(40) The principal has to be the main decision maker in
a school
(42) Substitutes for teachers in site council meetings
will hinder instruction
(43) Community members and parents will need training
before they can function effectively on site councils
(50) Student discipline can be improved through sbdm

The elementary principals with school-based decision

making experience rated higher in the levels of agreement to

all the statements listed above except numbers 32 and 50.

Statements **32** and **50** had higher means recorded from the without experience group.

A listing of the means and t-test probabilities of the two groups of experienced and no experience groups in school-based decision making in the middle school principal sample is shown in Table 15.

Table 15

Means and t-Test Results by Middle School Principals
With and Without SBDM Experience

1 = STRONGLY AGREE 2 = AGREE 3 = UNCERTAIN 4 = DISAGREE 5 = STRONGLY DISAGREE			
STATEMENTS	MEAN		t-TEST
	WITH-OUT EXP.	WITH EXP.	PROB.
1. I AM NOT INTERESTED IN IMPLEMENTING SBDM TO ANY DEGREE	3.448	3.771	.151
2. I AM CONCERNED ABOUT LOSING MY POWER BASE BECAUSE OF SBDM	3.966	4.250	.088
3. IMPLEMENTING SBDM IS NOT A TOP CONCERN OF MINE AT THIS TIME	2.629	3.042	.062
4. I AM CONCERNED THAT PARENTS & THE COMMUNITY WILL TAKE OVER	3.879	4.271	.015
5. LIMITED RESOURCES WILL HAVE AN EFFECT ON THE SUCCESS	2.483	3.042	.008
6. I WANT TO KNOW WHAT PRIORITY MY SUPERINTENDENT & SCHOOL BOARD WANT ME TO GIVE SBDM	1.810	2.042	.131
7. OUR CURRENT METHOD OF DECISION MAKING IS BETTER THAN SBDM	2.879	3.125	.169
8. I WOULD LIKE TO KNOW HOW TO ENHANCE MY SBDM SKILLS	2.155	1.958	.211

Table 15 (continued)   115

1 = STRONGLY AGREE 2 = AGREE 3 = UNCERTAIN 4 = DISAGREE 5 = STRONGLY DISAGREE		
STATEMENTS	MEAN	t-TEST
	WITH-OUT EXP. / WITH EXP.	PROB.

STATEMENTS	WITH-OUT EXP.	WITH EXP.	PROB.
9. I SEE A POTENTIAL CONFLICT BETWEEN SBDM & OVERLOADING TEACHERS	2.853	3.125	.152
10. I AM CONCERNED ABOUT BEING HELD RESPONSIBLE FOR DECISIONS MADE BY OTHERS	2.543	2.854	.160
11. CURRENTLY, OTHER CONCERNS ARE MORE IMPORTANT TO ME	2.198	2.396	.271
12. CONCERNED ABOUT WHO WILL GET CREDIT FOR SUCCESSFUL SBDM PROGRAM	4.034	4.104	.617
13. CONCERNED ABOUT WHO WILL GET BLAME FOR UNSUCCESSFUL SBDM PROGRAM	3.147	3.479	.141
14. I WOULD LIKE TO KNOW WHERE & HOW CAN I CAN LEARN MORE	2.284	2.146	.423
15. I AM CONCERNED ABOUT FINDING & ALLOCATING TIME NEEDED TO	2.241	2.625	.038
16. I WANT TO SEE SBDM WORK SUCCESSFULLY IN ANOTHER SCHOOL BEFORE I GET INVOLVED	2.621	2.896	.165
17. SUPPORT PERSONNEL SHOULD BE INCLUDED ON SITE COUNCILS	2.388	2.271	.497
18. A SYSTEMWIDE STAFF PERSON APPOINTED TO EACH SCHOOL WOULD HELP KEEP CONTINUITY	2.560	2.854	.093
19. GROUP DYNAMICS IS AN ESSENTIAL SKILL FOR SITE COUNCIL MEETINGS	2.017	2.125	.399
20. ANOTHER SKILL NECESSARY IS CONSENSUS BUILDING	2.060	1.979	.530
21. A SBDM FACILITATOR IS NECESSARY FOR A SUCCESSFUL IMPLEMENTATION	2.586	2.521	.700
22. AN EXPERT SHOULD COME IN & SHOW US HOW IT HAS BEEN DONE ELSEWHERE	2.500	2.813	.085
23. CLEAR COMMUNICATION IS A MUST	1.483	1.438	.631

Table 15 (continued)   116

1 = STRONGLY AGREE 2 = AGREE 3 = UNCERTAIN 4 = DISAGREE 5 = STRONGLY DISAGREE			
STATEMENTS	MEAN		t-TEST
	WITH-OUT EXP.	WITH EXP.	PROB.
24. GUIDELINES ESTABLISHED TO DETERMINE WHO MAKES WHICH DECISIONS	1.698	1.729	.803
25. WILL RAISE STUDENT TEST SCORES	3.155	3.104	.676
26. WILL HURT TOTAL SCHOOL PROGRAM	3.397	3.500	.452
27. COMMUNITY NEEDS TO BE INVOLVED MORE IN OUR SCHOOLS	1.750	1.625	.292
28. IS A FAD & WILL NOT LAST LONG	2.991	3.167	.248
29. HAVING PARENTS & THE COMMUNITY IN SCHOOLS WILL ONLY CAUSE PROBLEMS	3.828	4.042	.129
30. ONE PURPOSE OF A SITE COUNCIL IS TO DO SCHOOL WIDE PLANNING	2.164	2.208	.647
31. ONLY METHOD OF EVALUATING SBDM IS TO SEE IF TEST SCORES INCREASE	3.957	3.896	.660
32. SUCCESS OF SBDM WILL DEPEND ON HOW ADMINISTRATORS VIEW TEACHERS	2.776	2.854	.655
33. TRAINING SHOULD INCLUDE PROBLEM SOLVING SKILLS	1.828	1.771	.571
34. COUNCIL MEETINGS SHOULD OCCUR DURING A TEACHER'S CONTRACT DAY	2.629	2.375	.162
35. WANT TO SEE A SBDM MODEL FOR TN SCHOOLS	2.319	2.271	.750
36. DECISION MAKING BY PARENTS, TEACHERS, STUDENTS, ETC. SHOULD BE ONLY INFORMALLY	3.302	3.292	.947
37. SBDM CAN IMPROVE THE SCHOOL'S ATHLETIC PROGRAM	3.155	3.042	.470
38. SBDM CAN IMPROVE THE SCHOOL LUNCH PROGRAM	2.966	2.896	.656
39. A SCHOOL MUST BE FINANCIALLY SECURE BEFORE WILL WORK	2.879	3.333	.013

Table 15 (continued) 117

1 = STRONGLY AGREE 2 = AGREE 3 = UNCERTAIN 4 = DISAGREE 5 = STRONGLY DISAGREE		
STATEMENTS	MEAN	t- TEST
	WITH- OUT EXP. WITH EXP.	PROB.
40. THE PRINCIPAL HAS TO BE THE MAIN DECISION MAKER IN A SCHOOL	2.500 2.229	.173
41. THE PEOPLE INVOLVED IN THE IMPLEMENTATION OF A DECISION SHOULD BE THE PEOPLE MAKING THAT DECISION	2.293 2.333	.803
42. SUBSTITUTES FOR TEACHERS IN SITE COUNCILS MEETINGS WILL HINDER INSTRUCTION	2.828 3.167	.042
43. COMMUNITY MEMBERS & PARENTS WILL NEED TRAINING BEFORE THEY CAN FUNCTION EFFECTIVELY ON COUNCILS	1.905 2.063	.247
44. WILL CREATE MORE COMPETITION	2.672 2.979	.058
45. TRAINING SHOULD BE DONE BY OUTSIDE PROFESSIONALS	2.534 3.000	.006
46. SUPERINTENDENT & SCHOOL BOARD MUST BE TRAINED	1.690 1.938	.089
47. SBDM SHOULD BE MANDATED BY STATE LAW FOR ALL SCHOOLS	3.879 3.604	.143
48. SBDM WILL NOT FUNCTION PROPERLY UNLESS SCHOOL BOARDS FULLY SUPPORT	1.664 2.021	.011
49. SYSTEMWIDE SUPERVISORS WILL STILL BE NEEDED WHEN SBDM IS IMPLEMENTED	2.284 2.375	.590
50. STUDENT DISCIPLINE CAN BE IMPROVED	2.612 2.458	.365

The experienced and without experience groups of middle school principals reported statistically significant

differences at the .05 level to the way in which they

responded to the following statements:

(4) I am concerned that parents and the community will take over the schools with sbdm

(5) Limited resources will have an effect on the success of sbdm

(15) I am concerned about finding and allocating time needed to implement sbdm

(39) A school must be financially secure before sbdm will work

(42) Substitutes for teachers in site council meetings will hinder instruction

(45) Training should be conducted by outside professionals

(48) Sbdm will not function properly unless school boards fully support it

The experienced group of respondents had higher means.

Finally, the results of the t-test and the reporting of the

means for secondary principal participants with and without

experience are shown in Table 16.

Table 16

Means and t-Test Results by Secondary Principals
With and Without SBDM Experience

1 = STRONGLY AGREE 2 = AGREE 3 = UNCERTAIN 4 = DISAGREE 5 = STRONGLY DISAGREE			
STATEMENTS	MEAN		t-TEST
	WITH-OUT EXP.	WITH EXP.	PROB.
1. I AM NOT INTERESTED IN IMPLEMENTING SBDM TO ANY DEGREE	3.523	3.825	.109
2. I AM CONCERNED ABOUT LOSING MY POWER BASE BECAUSE OF SBDM	4.000	4.025	.861
3. IMPLEMENTING SBDM IS NOT A TOP CONCERN OF MINE AT THIS TIME	2.697	2.975	.174

Table 16 (continued)   119

1 = STRONGLY AGREE 2 = AGREE 3 = UNCERTAIN 4 = DISAGREE 5 = STRONGLY DISAGREE			
STATEMENTS	MEAN		t-TEST
	WITH-OUT EXP.	WITH EXP.	PROB.
4. I AM CONCERNED THAT PARENTS & THE COMMUNITY WILL TAKE OVER	3.881	4.000	.483
5. LIMITED RESOURCES WILL HAVE AN EFFECT ON THE SUCCESS	2.202	2.400	.276
6. I WANT TO KNOW WHAT PRIORITY MY SUPERINTENDENT & SCHOOL BOARD WANT ME TO GIVE SBDM	1.954	1.875	.539
7. OUR CURRENT METHOD OF DECISION MAKING IS BETTER THAN SBDM	3.073	3.100	.876
8. I WOULD LIKE TO KNOW HOW TO ENHANCE MY SBDM SKILLS	2.138	2.175	.790
9. I SEE A POTENTIAL CONFLICT BETWEEN SBDM & OVERLOADING TEACHERS	2.945	2.700	.192
10. I AM CONCERNED ABOUT BEING HELD RESPONSIBLE FOR DECISIONS MADE BY OTHERS	2.688	2.525	.461
11. CURRENTLY, OTHER CONCERNS ARE MORE IMPORTANT TO ME	2.220	2.600	.035
12. CONCERNED ABOUT WHO WILL GET CREDIT FOR SUCCESSFUL SBDM PROGRAM	4.046	3.875	.221
13. CONCERNED ABOUT WHO WILL GET BLAME FOR UNSUCCESSFUL SBDM PROGRAM	3.165	2.875	.182
14. I WOULD LIKE TO KNOW WHERE & HOW CAN I CAN LEARN MORE	2.385	2.300	.604
15. I AM CONCERNED ABOUT FINDING & ALLOCATING TIME NEEDED TO	2.128	2.125	.984
16. I WANT TO SEE SBDM WORK SUCCESSFULLY IN ANOTHER SCHOOL BEFORE I GET INVOLVED	2.651	2.950	.103
17. SUPPORT PERSONNEL SHOULD BE INCLUDED ON SITE COUNCILS	2.349	2.300	.742

Table 16 (continued)   120

1 = STRONGLY AGREE 2 = AGREE 3 = UNCERTAIN 4 = DISAGREE 5 = STRONGLY DISAGREE		
STATEMENTS	MEAN		t- TEST
	WITH- OUT EXP.	WITH EXP.	PROB.
18. A SYSTEMWIDE STAFF PERSON APPOINTED TO EACH SCHOOL WOULD HELP KEEP CONTINUITY	2.789	2.750	.828
19. GROUP DYNAMICS IS AN ESSENTIAL SKILL FOR SITE COUNCIL MEETINGS	2.028	1.950	.529
20. ANOTHER SKILL NECESSARY IS CONSENSUS BUILDING	2.083	2.050	.783
21. A SBDM FACILITATOR IS NECESSARY FOR A SUCCESSFUL IMPLEMENTATION	2.541	2.375	.292
22. AN EXPERT SHOULD COME IN & SHOW US HOW IT HAS BEEN DONE ELSEWHERE	2.661	2.725	.726
23. CLEAR COMMUNICATION IS A MUST	1.642	1.500	.185
24. GUIDELINES ESTABLISHED TO DETERMINE WHO MAKES WHICH DECISIONS	1.743	1.775	.797
25. WILL RAISE STUDENT TEST SCORES	3.239	3.075	.216
26. WILL HURT TOTAL SCHOOL PROGRAM	3.514	3.600	.545
27. COMMUNITY NEEDS TO BE INVOLVED MORE IN OUR SCHOOLS	1.789	1.550	.059
28. IS A FAD & WILL NOT LAST LONG	2.899	3.225	.033
29. HAVING PARENTS & THE COMMUNITY IN SCHOOLS WILL ONLY CAUSE PROBLEMS	3.807	3.950	.348
30. ONE PURPOSE OF A SITE COUNCIL IS TO DO SCHOOL WIDE PLANNING	2.229	2.200	.813
31. ONLY METHOD OF EVALUATING SBDM IS TO SEE IF TEST SCORES INCREASE	3.917	3.925	.957
32. SUCCESS OF SBDM WILL DEPEND ON HOW ADMINISTRATORS VIEW TEACHERS	2.780	2.750	.862
33. TRAINING SHOULD INCLUDE PROBLEM SOLVING SKILLS	1.798	1.825	.754
34. COUNCIL MEETINGS SHOULD OCCUR DURING A TEACHER'S CONTRACT DAY	2.697	2.575	.526

Table 16 (continued)   121

1 = STRONGLY AGREE 2 = AGREE 3 = UNCERTAIN 4 = DISAGREE 5 = STRONGLY DISAGREE			
STATEMENTS	MEAN		t-TEST
	WITH-OUT EXP.	WITH EXP.	PROB.
35. WANT TO SEE A SBDM MODEL FOR TN SCHOOLS	2.321	2.425	.496
36. DECISION MAKING BY PARENTS, TEACHERS, STUDENTS, ETC. SHOULD BE ONLY INFORMALLY	3.275	3.550	.093
37. SBDM CAN IMPROVE THE SCHOOL'S ATHLETIC PROGRAM	3.110	2.875	.069
38. SBDM CAN IMPROVE THE SCHOOL LUNCH PROGRAM	3.028	2.775	.063
39. A SCHOOL MUST BE FINANCIALLY SECURE BEFORE WILL WORK	2.917	3.000	.638
40. THE PRINCIPAL HAS TO BE THE MAIN DECISION MAKER IN A SCHOOL	2.321	2.375	.781
41. THE PEOPLE INVOLVED IN THE IMPLEMENTATION OF A DECISION SHOULD BE THE PEOPLE MAKING THAT DECISION	2.092	2.075	.914
42. SUBSTITUTES FOR TEACHERS IN SITE COUNCILS MEETINGS WILL HINDER INSTRUCTION	2.835	2.875	.796
43. COMMUNITY MEMBERS & PARENTS WILL NEED TRAINING BEFORE THEY CAN FUNCTION EFFECTIVELY ON COUNCILS	1.862	1.875	.917
44. WILL CREATE MORE COMPETITION	2.771	2.825	.726
45. TRAINING SHOULD BE DONE BY OUTSIDE PROFESSIONALS	2.569	2.750	.218
46. SUPERINTENDENT & SCHOOL BOARD MUST BE TRAINED	1.761	1.660	.199
47. SBDM SHOULD BE MANDATED BY STATE LAW FOR ALL SCHOOLS	3.780	3.650	.460
48. SBDM WILL NOT FUNCTION PROPERLY UNLESS SCHOOL BOARDS FULLY SUPPORT	1.761	1.775	.915

Table 16 (continued)   122

1 = STRONGLY AGREE 2 = AGREE 3 = UNCERTAIN 4 = DISAGREE 5 = STRONGLY DISAGREE			
STATEMENTS	MEAN		t- TEST
	WITH- OUT EXP.	WITH EXP.	PROB.
49. SYSTEMWIDE SUPERVISORS WILL STILL BE NEEDED WHEN SBDM IS IMPLEMENTED	2.321	2.225	.567
50. STUDENT DISCIPLINE CAN BE IMPROVED	2.743	2.450	.045

The two groups of secondary principals reported

significant differences at the .05 level to the following

statements:

(11) **Currently, others concerns are more important to me than sbdm**
(28) **Sbdm is a fad and will not last long**
(50) **Student discipline can be improved through sbdm**

Experienced in school-based decision making secondary

principals responded with a higher means to statement

numbers **11** and **28**, while secondary principals without

experience responded more in agreement to statement number

50.

Analysis of Variance

One-way analysis of variance was applied to determine

if there were significant differences among the means of the

fifty statements and the four sample groups (see Table 17).

Pairs of means that were significantly different at the .05

TABLE 17

Results of Survey Statements by Position

1 = STRONGLY AGREE 2 = AGREE 3 = UNCERTAIN 4 = DISAGREE 5 = STRONGLY DISAGREE						
STATEMENTS	SUPER-VISORS	ELEMEN-TARY PRINCI-PALS	MIDDLE SCHOOL PRINCI-PALS	SECOND-ARY PRINCI-PALS	ANOVA	
COLUMN 1	2	3	4	5	6	7
	MEAN	MEAN	MEAN	MEAN	F PROB	COMPAR-ISONS
1. NOT INTERESTED IN IMPLEMENTING	3.612	3.455	3.543	3.604	.4484	
2. CONCERNED ABOUT LOSING MY POWER BASE	4.124	3.829	4.049	4.007	.0052	Elem < super
3. IMPLEMENTING NOT A TOP CONCERN	2.760	2.735	2.750	2.772	.9914	
4. CONCERNED THAT PARENTS & THE COMMUNITY WILL TAKE OVER	3.764	3.568	3.994	3.913	.0001	Elem < super, sec, mid
5. LIMITED RESOURCES WILL EFFECT THE SUCCESS	2.356	2.292	2.646	2.255	.0049	Mid > sec, elem, super

Table 17 (continued)

1 = STRONGLY AGREE 2 = AGREE 3 = UNCERTAIN 4 = DISAGREE 5 = STRONGLY DISAGREE						
STATEMENTS	SUPER-VISORS	ELEMEN-TARY PRINCI-PALS	MIDDLE SCHOOL PRINCI-PALS	SECOND-ARY PRINCI-PALS	ANOVA	
COLUMN 1	2	3	4	5	6	7
	MEAN	MEAN	MEAN	MEAN	F PROB	COMPAR-ISONS
6. WANT TO KNOW WHAT PRIORITY MY SUPERINTENDENT & SCHOOL BD WANT ME TO GIVE SBDM	2.176	1.965	1.878	1.933	.0029	Super > mid, sec, elem
7. OUR CURRENT METHOD OF DECISION MAKING IS BETTER	3.096	2.922	2.951	3.081	.1362	
8. WOULD LIKE TO KNOW HOW TO ENHANCE MY SKILLS	2.148	2.062	2.098	2.148	.6623	
9. SEE A POTENTIAL CONFLICT BETWEEN SBDM & OVERLOADING TEACHERS	2.716	2.735	2.933	2.879	.1082	

Table 17 (continued)

1 = STRONGLY AGREE 2 = AGREE 3 = UNCERTAIN 4 = DISAGREE 5 = STRONGLY DISAGREE						
STATEMENTS	SUPER-VISORS	ELEMEN-TARY PRINCI-PALS	MIDDLE SCHOOL PRINCI-PALS	SECOND-ARY PRINCI-PALS	ANOVA	
COLUMN 1	2	3	4	5	6	7
	MEAN	MEAN	MEAN	MEAN	F PROB	COMPAR-ISONS
10. CONCERNED ABOUT BEING HELD RESPONSIBLE FOR DECISIONS MADE BY OTHERS	2.856	2.405	2.634	2.644	.0004	Elem < super
11. CURRENTLY, OTHER CONCERNS ARE MORE IMPORTANT TO ME	2.144	2.160	2.256	2.322	.2540	
12. CONCERNED ABOUT WHO WILL GET THE CREDIT FOR A SUCCESSFUL SBDM PROGRAM	4.052	3.961	4.055	4.000	.5497	
13. CONCERNED ABOUT WHO WILL GET THE BLAME FOR AN UNSUCCESSFUL SBDM PROGRAM	3.448	2.984	3.244	3.087	.0003	Super > elem, sec

Table 17 (continued)

		1 = STRONGLY AGREE 2 = AGREE 3 = UNCERTAIN 4 = DISAGREE 5 = STRONGLY DISAGREE				
STATEMENTS	SUPER-VISORS	ELEMEN-TARY PRINCI-PALS	MIDDLE SCHOOL PRINCI-PALS	SECOND-ARY PRINCI-PALS	ANOVA	
COLUMN 1	2	3	4	5	6	7
	MEAN	MEAN	MEAN	MEAN	F PROB	COMPAR-ISONS
14. LIKE TO KNOW WHERE & HOW CAN I CAN LEARN MORE	2.236	2.272	2.244	2.362	.6166	
15. CONCERNED ABOUT FINDING & ALLOCATING TIME NEEDED TO IMPLEMENT SBDM	2.252	2.097	2.345	2.128	.0454	
16. WANT TO SEE SBDM WORK SUCCESSFULLY IN ANOTHER SCHOOL BEFORE I GET INVOLVED	2.728	2.529	2.701	2.732	.1298	
17. SUPPORT PERSONNEL SHOULD BE INCLUDED ON SITE COUNCILS	2.288	2.401	2.354	2.336	.6360	

Table 17 (continued)

STATEMENTS	SUPER-VISORS	ELEMEN-TARY PRINCI-PALS	MIDDLE SCHOOL PRINCI-PALS	SECOND-ARY PRINCI-PALS	ANOVA	
1 = STRONGLY AGREE 2 = AGREE 3 = UNCERTAIN 4 = DISAGREE 5 = STRONGLY DISAGREE						
COLUMN 1	2	3	4	5	6	7
	MEAN	MEAN	MEAN	MEAN	F PROB	COMPAR-ISONS
18. SYSTEMWIDE STAFF PERSON APPOINTED TO EACH SCHOOL WOULD HELP KEEP CONTINUITY	2.336	2.588	2.646	2.779	.0001	Super < elem, mid, sec
19.GROUP DYNAMICS ESSENTIAL SKILL	1.856	1.930	2.049	2.007	.0286	Super < mid
20.ANOTHER SKILL NECESSARY IS CONSENSUS BUILDING	1.880	1.977	2.037	2.074	.0329	Super < sec
21. A FACILITATOR IS NECESSARY FOR A SUCCESSFUL IMPLEMENTATION	2.268	2.405	2.567	2.497	.0051	Super < sec, mid

Table 17 (continued)

1 = STRONGLY AGREE 2 = AGREE 3 = UNCERTAIN 4 = DISAGREE 5 = STRONGLY DISAGREE						
STATEMENTS	SUPER-VISORS	ELEMEN-TARY PRINCI-PALS	MIDDLE SCHOOL PRINCI-PALS	SECOND-ARY PRINCI-PALS	ANOVA	
COLUMN 1	2	3	4	5	6	7
	MEAN	MEAN	MEAN	MEAN	F PROB	COMPAR-ISONS
22. AN EXPERT SHOULD COME IN & SHOW US HOW IT HAS BEEN DONE ELSEWHERE	2.680	2.510	2.591	2.678	.2295	
23. CLEAR COMMUNICATION IS A MUST	1.452	1.486	1.470	1.604	.0554	Sec > super, elem
24. GUIDELINES MUST BE ESTABLISHED TO DETERMINE WHO MAKES WHICH DECISIONS	1.764	1.642	1.707	1.752	.2668	
25. SBDM WILL RAISE STUDENT TEST SCORES	3.292	3.307	3.140	3.195	.0822	

Table 17 (continued)

STATEMENTS	SUPER-VISORS	ELEMEN-TARY PRINCI-PALS	MIDDLE SCHOOL PRINCI-PALS	SECOND-ARY PRINCI-PALS	ANOVA	
1 = STRONGLY AGREE 2 = AGREE 3 = UNCERTAIN 4 = DISAGREE 5 = STRONGLY DISAGREE						
COLUMN 1	2	3	4	5	6	7
	MEAN	MEAN	MEAN	MEAN	F PROB	COMPAR-ISONS
26. SBDM WILL HURT THE TOTAL SCHOOL PROGRAM	3.508	3.405	3.427	3.537	.3592	
27. COMMUNITY NEEDS TO BE INVOLVED MORE IN OUR SCHOOLS	1.704	1.965	1.713	1.725	.0002	Elem > super, mid, sec
28. SBDM IS A FAD & WILL NOT LAST	3.036	2.860	3.043	2.987	.0673	
29. HAVING PARENTS & THE COMMUNITY IN SCHOOLS WILL ONLY CAUSE PROBLEMS	3.896	3.735	3.890	3.846	.1406	
30. ONE PURPOSE OF A SITE COUNCIL IS TO DO SCHOOL WIDE PLANNING	2.240	2.230	2.177	2.221	.8146	

Table 17 (continued)

	1 = STRONGLY AGREE 2 = AGREE 3 = UNCERTAIN 4 = DISAGREE 5 = STRONGLY DISAGREE					
STATEMENTS	SUPER-VISORS	ELEMEN-TARY PRINCI-PALS	MIDDLE SCHOOL PRINCI-PALS	SECOND-ARY PRINCI-PALS	ANOVA	
COLUMN 1	2	3	4	5	6	7
	MEAN	MEAN	MEAN	MEAN	F PROB	COMPAR-ISONS
31. ONLY METHOD OF EVALUATING SBDM IS TO SEE IF TEST SCORES RISE	4.152	4.016	3.939	3.919	.0060	Super > sec, mid, elem
32. SUCCESS WILL DEPEND ON HOW ADMINISTRATORS VIEW TEACHERS	2.724	2.840	2.799	2.772	.6298	
33. TRAINING SHOULD INCLUDE PROBLEM SOLVING	1.684	1.782	1.811	1.805	.0481	Super < elem
34. SITE COUNCIL MEETINGS SHOULD OCCUR DURING A TEACHER'S DAY	2.708	2.432	2.555	2.664	.0255	Super > elem
35. WANT TO SEE A SBDM MODEL FOR TN SCHOOLS	2.496	2.525	2.305	2.349	.0475	

Table 17 (continued)

1 = STRONGLY AGREE 2 = AGREE 3 = UNCERTAIN 4 = DISAGREE 5 = STRONGLY DISAGREE						
STATEMENTS	SUPER-VISORS	ELEMEN-TARY PRINCI-PALS	MIDDLE SCHOOL PRINCI-PALS	SECOND-ARY PRINCI-PALS	ANOVA	
COLUMN 1	2	3	4	5	6	7
	MEAN	MEAN	MEAN	MEAN	F PROB	COMPAR-ISONS
36. DECISION MAKING BY PARENTS, TEACHERS, STUDENTS SHOULD ONLY BE DONE INFORMALLY	3.520	3.167	3.299	3.349	.0002	Super > elem, mid
37. CAN IMPROVE THE SCHOOL'S ATHLETIC PROGRAM	3.116	3.183	3.122	3.047	.4369	
38. CAN IMPROVE THE SCHOOL LUNCH PROGRAM	2.880	2.973	2.945	2.960	.6278	
39. SCHOOL MUST BE FINANCIALLY SECURE BEFORE WILL WORK	3.008	2.934	3.012	2.940	.7780	

Table 17 (continued)

1 = STRONGLY AGREE 2 = AGREE 3 = UNCERTAIN 4 = DISAGREE 5 = STRONGLY DISAGREE						
STATEMENTS	SUPER-VISORS	ELEMEN-TARY PRINCI-PALS	MIDDLE SCHOOL PRINCI-PALS	SECOND-ARY PRINCI-PALS	ANOVA	
COLUMN 1	2	3	4	5	6	7
	MEAN	MEAN	MEAN	MEAN	F PROB	COMPAR-ISONS
40. PRINCIPAL HAS TO BE THE MAIN DECISION MAKER	2.868	2.455	2.421	2.336	.000*	Super > sec, mid, elem
41. PEOPLE INVOLVED IN THE IMPLEMENTATION OF A DECISION SHOULD BE THE PEOPLE MAKING THAT DECISION	2.368	2.121	2.305	2.087	.0024	Super > sec and Elem < mid, super
42.SUBSTITUTES FOR TEACHERS IN SITE COUNCILS MEETINGS WILL HINDER INSTRUCTION	2.916	2.802	2.927	2.846	.4396	

Table 17 (continued)

1 = STRONGLY AGREE 2 = AGREE 3 = UNCERTAIN 4 = DISAGREE 5 = STRONGLY DISAGREE						
STATEMENTS	SUPER-VISORS	ELEMEN-TARY PRINCI-PALS	MIDDLE SCHOOL PRINCI-PALS	SECOND-ARY PRINCI-PALS	ANOVA	
COLUMN 1	2	3	4	5	6	7
	MEAN	MEAN	MEAN	MEAN	F PROB	COMPAR-ISONS
43. COMMUNITY & PARENTS NEED TRAINING BEFORE THEY CAN FUNCTION EFFECTIVELY ON SITE COUNCILS	1.876	1.860	1.951	1.866	.6439	
44. SBDM WILL CREATE MORE COMPETITION	2.752	2.724	2.762	2.785	.9199	
45. TRAINING SHOULD BE DONE BY OUTSIDE PROFESSIONALS	2.624	2.619	2.671	2.617	.9410	
46. SUPERINTENDENT & SCHOOL BOARD MUST BE TRAINED	1.628	1.638	1.762	1.718	.2239	

Table 17 (continued)

1 = STRONGLY AGREE 2 = AGREE 3 = UNCERTAIN 4 = DISAGREE 5 = STRONGLY DISAGREE						
STATEMENTS	SUPER-VISORS	ELEMEN-TARY PRINCI-PALS	MIDDLE SCHOOL PRINCI-PALS	SECOND-ARY PRINCI-PALS	ANOVA	
COLUMN 1	2	3	4	5	6	7
	MEAN	MEAN	MEAN	MEAN	F PROB	COMPAR-ISONS
47. SBDM SHOULD BE MANDATED BY STATE LAW FOR ALL SCHOOLS	4.076	4.019	3.799	3.745	.0013	Sec < elem, super & mid < elem, super
48. WILL NOT FUNCTION PROPERLY UNLESS SCHOOL BDS FULLY SUPPORT	1.716	1.700	1.768	1.765	.7391	
49. SYSTEMWIDE SUPERVISORS WILL STILL BE NEEDED	1.804	2.405	2.311	2.295	.001*	Super < sec, mid, elem
50. STUDENT DISCIPLINE CAN BE IMPROVED	2.636	2.673	2.567	2.664	.6872	

*The figure derived was adjusted from the results of the actual statistical test finding of .000.

level were determined by the Student-Newman-Keuls Multiple Comparison Test. There were twenty survey statements that met this criterion. They are included in Table 17.

The assumption was made that all the populations were normal in nature and they had the same variance. A confidence level of .05 was set for the analysis. There were three between groups and 819 within groups degrees of freedom.

Table 17 reports the results broken into the four random sample groups. Column two represents the mean for each statement from the supervisor's sample. Column three shows the mean for each statement from the elementary principal's sample. Column four illustrates the mean for the middle school principals responding. Column five provides the mean for the secondary principals responding. Column six lists the f probability for each statement. The last column (7) notes where the significant differences were when they occurred among the positions. The word supervisor was abbreviated to super, elementary principal to elem, middle school principal to mid, and secondary principal to sec.

The statements that had statistically significant differences among the means are as follows:

(2) I am concerned about losing my power base because of sbdm
(4) I am concerned that parents and the community will take over the schools with sbdm

(5) Limited resources will have an effect on the success of sbdm.

(6) I want to know what priority my superintendent and school board want me to give sbdm

(10) I am concerned about being held responsible for decisions made by other people

(13) I am concerned about who will get the blame for an unsuccessful sbdm program.

(18) A systemwide staff person appointed to each school would help keep continuity among the schools

(19) Group dynamics is an essential skill for site council meetings.

(20) Another skill necessary is consensus building

(21) A facilitator is necessary for a successful implementation

(23) Clear communication is a must in a sbdm school

(27) The community needs to be more involved in our schools

(31) The only method of evaluating sbdm is to see if test scores increase

(33) Training should include problem solving skills

(34) Site council meetings should occur during the teacher's contract day

(36) Decision making by parents, teachers, students, etc. should be done only informally.

(40) The principal has to be the main decision maker in a school

(41) The people involved in the implementation of a decision should be the people making that decision

(47) Sbdm should be mandated by state law for every school

(49) Systemwide supervisors will still be needed when sbdm is implemented school

Elementary principals had a lower mean than supervisors on statement number 2. Elementary principals had a lower mean than supervisors and secondary and middle school principals on statement number 4. Middle school principals had a larger mean than secondary and elementary principals and supervisors on statement 5.

Supervisors had a larger mean than middle school, elementary, and secondary principals on statement number 6. Elementary principals had a lower mean than supervisors on

statement number 10. Supervisors had a higher mean than elementary and secondary principals on statement 13.

Supervisors had a lower mean than elementary, middle school, and secondary principals on statement 18. Supervisors had a lower mean than middle school principals on statement 19. Supervisors had a lower mean than secondary principals on statement 20.

Supervisors had a lower mean than secondary and middle school principals on statement 21. Secondary principals had a higher mean than supervisors and elementary principals on statement 23. Elementary principals had a higher mean than supervisors, and middle school and secondary principals on statement 27.

Supervisors had a higher mean than secondary, middle school, and elementary principals on statement 31. Supervisors had a lower mean than elementary principals on statement 33. Supervisors had a higher mean than elementary principals on statement 34.

Supervisors had a higher mean than elementary and middle school principals on statement 36. Supervisors had a higher mean than secondary, middle, and elementary principals on statement 40. Supervisors had a larger mean than secondary principals on statement 41. Statement 41 also showed elementary principals with a smaller mean than middle school principals and supervisors.

Secondary principals had a lower mean than elementary principals and supervisors on statement **47**. Statement **47** also showed middle school principals with a lower mean than elementary principals and supervisors. Finally, supervisors had a lower mean than secondary, middle school, and elementary principals on statement 49.

Factor Analysis

A factor analysis was generated on the fifty survey statements. Three major factors were determined to provide approximately 33 percent of the variability of the survey. Forty-four of the fifty survey statements were included in the three factor loadings.

The three major factors were determined to be a positive attitude toward school-based decision making, threats related to change, and training needs or things thought to be necessary if a successful implementation was to occur. Factor eigenvalues ranged from .7 to .3 in the varimax rotation procedure. Figure 11 represents the statements that loaded on each factor.

An additional analysis of variance was used with the demographics of experience in current position, total administrative experience, experience in school-based decision making, and school or school system population as independent variables and each of the three factors as dependent variables. Experience in current position was

SURVEY FACTOR LOADINGS		
FACTOR 1 POSITIVE ATTITUDE TOWARD SBDM	FACTOR 2 AFRAID OF CHANGE, NEGATIVE THREATS OF CHANGE	FACTOR 3 TRAINING, WHAT IT WILL TAKE TO BE SUCCESSFUL
OUR CURRENT METHOD OF DECISION MAKING IS BETTER THAN SBDM.	SBDM WILL HURT THE TOTAL SCHOOL PROGRAM.	GROUP DYNAMICS IS AN ESSENTIAL SKILL FOR SITE COUNCIL MEETINGS.
I WOULD LIKE TO KNOW HOW TO ENHANCE MY SBDM SKILLS.	I AM CONCERNED ABOUT WHO WILL GET· THE CREDIT FOR A SUCCESSFUL SBDM PROGRAM.	ANOTHER SKILL NECESSARY IS CONSENSUS BUILDING.
I WOULD LIKE TO KNOW WHERE AND HOW I COULD LEARN MORE ABOUT SBDM.	I AM CONCERNED· ABOUT WHO WILL GET THE BLAME FOR AN UNSUCCESSFUL SBDM PROGRAM.	THE SCHOOL BOARD AND SUPERINTENDENT MUST BE TRAINED IN SBDM.
STUDENT DISCIPLINE CAN BE IMPROVED THROUGH SBDM.	I AM CONCERNED ABOUT BEING HELD RESPONSIBLE FOR DECISIONS MADE BY OTHER PEOPLE.	CLEAR COMMUNICATION IS A MUST IN A SBDM SCHOOL.
SBDM WILL RAISE STUDENT TEST SCORES.	I AM CONCERNED THAT PARENTS AND THE COMMUNITY WILL TAKE OVER THE SCHOOLS WITH SBDM.	TRAINING SHOULD INCLUDE PROBLEM SOLVING SKILLS.
SBDM SHOULD BE MANDATED BY STATE LAW FOR EVERY SCHOOL.	I WANT TO SEE SBDM WORK SUCCESSFULLY IN ANOTHER SCHOOL BEFORE I GET INVOLVED.	COMMUNITY MEMBERS AND PARENTS WILL NEED TRAINING BEFORE THEY CAN FUNCTION EFFECTIVELY ON SITE COUNCILS.
SBDM IS A FAD AND WILL NOT LAST LONG.	HAVING PARENTS AND THE COMMUNITY IN SCHOOLS WILL ONLY CAUSE PROBLEMS.	SBDM WILL NOT FUNCTION PROPERLY UNLESS SCHOOL BOARDS FULLY SUPPORT IT.

Figure 11 (continued)   140

SURVEY FACTOR LOADINGS		
FACTOR 1 POSITIVE ATTITUDE TOWARD SBDM	FACTOR 2 AFRAID OF CHANGE, NEGATIVE THREATS OF CHANGE	FACTOR 3 TRAINING, WHAT IT WILL TAKE TO BE SUCCESSFUL
CURRENTLY, OTHER CONCERNS ARE MORE IMPORTANT TO ME THAN SBDM.	I AM CONCERNED ABOUT LOSING MY POWER BASE BECAUSE OF SBDM.	GUIDELINES MUST BE ESTABLISHED TO DETERMINE WHO MAKES WHICH DECISIONS.
I WANT TO SEE A SBDM MODEL FOR TENNESSEE SCHOOLS.	OUR CURRENT METHOD OF DECISION MAKING IS BETTER THAN SBDM.	I WOLD LIKE TO KNOW HOW TO ENHANCE MY SBDM SKILLS.
SBDM CAN IMPROVE THE SCHOOL LUNCH PROGRAM.	SBDM IS A FAD AND WILL NOT LAST LONG.	I WOULD LIKE TO KNOW WHERE AND HOW I COULD LEARN MORE ABOUT SBDM.
IMPLEMENTING SBDM IS NOT A TOP CONCERN OF MINE AT THIS TIME.	SBDM WILL HURT THE TOTAL SCHOOL PROGRAM.	I AM CONCERNED ABOUT FINDING AND ALLOCATING THE TIME NEEDED TO IMPLEMENT SBDM.
SBDM WILL HURT THE TOTAL SCHOOL PROGRAM.	I AM NOT INTERESTED IN IMPLEMENTING SBDM TO ANY DEGREE.	A SBDM FACILITATOR IS NECESSARY FOR A SUCCESSFUL IMPLEMENTATION.
I AM NOT INTERESTED IN IMPLEMENTING SBDM TO ANY DEGREE.	I SEE A POTENTIAL CONFLICT BETWEEN SBDM AND OVERLOADING TEACHERS.	ONE PURPOSE OF A SITE COUNCIL IS TO DO SCHOOL WIDE PLANNING.
SBDM CAN IMPROVE THE SCHOOL'S ATHLETIC PROGRAM.	THE ONLY METHOD OF EVALUATING SBDM IS TO SEE IF TEST SCORES INCREASE.	AN EXPERT SHOULD COME IN AND SHOW US HOW IT HAS BEEN DONE ELSEWHERE.
I SEE A POTENTIAL CONFLICT BETWEEN SBDM AND OVERLOADING TEACHERS.	THE PRINCIPAL HAS TO BE THE MAIN DECISION MAKER IN A SCHOOL.	I WANT TO KNOW WHAT PRIORITY MY SUPERINTENDENT AND SCHOOL BOARD WANT ME TO GIVE SBDM.

Figure 11 (continued)   141

SURVEY FACTOR LOADINGS		
FACTOR 1 POSITIVE ATTITUDE TOWARD SBDM	FACTOR 2 AFRAID OF CHANGE, NEGATIVE THREATS OF CHANGE	FACTOR 3 TRAINING, WHAT IT WILL TAKE TO BE SUCCESSFUL
SUBSTITUTES FOR TEACHERS IN SITE COUNCIL MEETINGS WILL HINDER INSTRUCTION.	DECISION MAKING BY PARENTS, TEACHERS, STUDENTS, ETC. SHOULD BE DONE ONLY INFORMALLY.	TRAINING SHOULD BE CONDUCTED BY OUTSIDE PROFESSIONALS.
SUPPORT PERSONNEL SUCH AS SECRETARIES AND CUSTODIANS SHOULD BE INCLUDED ON SITE COUNCILS.	A SCHOOL MUST BE FINANCIALLY SECURE BEFORE SBDM WILL WORK.	
I AM CONCERNED ABOUT BEING HELD RESPONSIBLE FOR DECISIONS MADE BY OTHER PEOPLE.	I AM CONCERNED ABOUT FINDING AND ALLOCATING THE TIME NEEDED TO IMPLEMENT SBDM.	
I AM CONCERNED THAT PARENTS AND THE COMMUNITY WILL TAKE OVER THE SCHOOLS WITH SBDM.	LIMITED RESOURCES WILL HAVE AN EFFECT ON THE SUCCESS OF SBDM.	
I AM CONCERNED ABOUT LOSING MY POWER BASE BECAUSE OF SBDM.	THE COMMUNITY NEEDS TO BE MORE INVOLVED IN OUR SCHOOLS.	
DECISION MAKING BY PARENTS, TEACHERS, STUDENTS, ETC. SHOULD BE DONE ONLY INFORMALLY.		

Shaded cells represent negative loadings or a need to reverse scoring.

Figure 11

Survey Factor Loadings

divided into three groups. The **beginner** group consisted of those respondents who had between one and five years of experience in their current position. The **experienced** group was made up of respondents with between six and fifteen years of experience in their current positions. The **more experienced** group contained participants with sixteen years of experience or more in their current position.

The demographic total years of administrative experience was processed in the same manner as experience in current position. Experience in school-based decision making was divided into a **no experience** group, **novice** (1 through 5), and **experienced** (more than 5 years) group.

School systems were divided by population into small (1 to 4337), medium (4338 to 8834), and large (8835 to 103,750) groups. Elementary schools were divided into small (1 to 354), medium (355 to 520), and large (521 to 1280) groups. The small group of middle school principals (1 to 472), the medium group (473 to 650), and the large group (651 to 1613) created the new demographic middle school principals population variable. Lastly, the secondary schools were divided by population into small (1 to 575), medium (576 to 1050), and large (1051 to 1950).

There was a statistically significant difference at the .05 level between the manner in which participants responded to factor 1 (positive attitude toward sbdm) that included items expressing a positive attitude toward school-based

decision making and the number of years in their current position. The beginning administrator had a lower mean than did experienced and more experienced administrators.

There was also a significant difference at the .05 level between the means of the no experience group and the experienced group with the novice group in regards to factor 1. The novice group had a lower mean. There were no two groups significantly different at the .05 level when the population variable was compared with the first factor. Factor 1 differences are reported in Table 18.

In relation to factor 2, labeled threat of change, there was a significant difference at the .05 level between the means of the beginning administrator and the more experienced administrator when years of experience in current position were examined. The experienced administrator had a lower mean. The demographic, experience with school-based decision making, produced a significant difference at the .05 level between the way the novice group responded to the statements that composed factor 2 and the way the experienced group and the no experienced group responded. The novice group had a larger mean. There was a significant difference in the means of the statements that loaded on factor 2 and the small and medium school and system population groups when compared to the large school and system group. The large school and system group had a

Table 18

One-Way Analysis of Variance
Factor Loadings and Demographics

FACTORS	1--A POSITIVE ATTITUDE TOWARD SBDM		2--THREATS TO CHANGE		3--TRAINING NEEDS	
	PROB	COMPARISONS	PROB	COMPARISONS	PROB	COMPARISONS
YEARS OF EXPERIENCE IN CURRENT POSITION	.0010	BEGINNER < MORE EXP & EXP	.0345	EXP < BEGINNER	.0407	BEGINNER < EXP
EXPERIENCE IN SBDM	.0001*	NOVICE < NO EXP & EXP	.0001*	NOVICE > EXP & NO EXP	.0001	EXP > NOVICE AND NO EXP
POPULATION			.0142	LARGE > SMALL & MEDIUM		

*The figure derived was adjusted from the results of the actual statistical test finding of .000.

larger mean. Factor 2 differences are also reported in Table 18.

The survey statements that loaded on factor 3 dealt with the staff development aspect of school-based decision making. Years in current position showed a significant difference at the .05 level in the way the beginning (lower mean) administrator and the experienced administrator responded. The training issue, factor 3, produced a significant difference among the means at the .05 level for all three groups of administrators with and without school-based decision making experience. The experienced group had a larger mean. The results are also reported in Table 18. The word experienced is abbreviated to exp.

Multiple Regression

The three factors obtained from the loadings given previously in the factor analysis section were used in a linear multiple regression analysis. All three factors were analyzed with the demographics. Statistically significant relationships at the .5 level did appear; however, these relationships all appeared to be weak. The data are summarized in Table 19.

Table 19

Multiple Regression with Factors and Demographics

Factor	R Square	Demographic	Signif F
1	.01638	Years of Current Exp.	.0002
1	.02234	Gender	.0001
2	.01347	Population	.0009
2	.02051	Years of Current Exp.	.0002
2	.03759	Years of Total Exp	.0001*
2	.04797	Gender	.0001*
3	.03515	Gender	.0001*
3	.05398	Years of SBDM Exp.	.0001*

*The figure derived was adjusted from the results of the actual statistical test finding of .000.

Approximately 1 percent of the observed variability among the survey statements that comprised the first factor (positive attitude toward sbdm) loading was related to the respondent's years of experience in their current position. Approximately 2 percent was also related to the gender of the respondent.

The demographic that illustrated an observed variability of approximately 1 percent of the second factor (threats of change) loading was the population size of the respondent's school or school system. Approximately 2 percent can be explained by the respondent's years of current administrative experience. Almost 4 percent can be explained by the respondent's years of total administrative

experience. Lastly, almost 5 percent of the variability can be explained by the gender of the respondent.

The third factor (training) loading can be explained by the gender of the participant, almost 4 percent. Approximately 5 percent of the observed variability can be explained by the demographic years of experience with school-based decision making.

Comments from Respondents

Participants were provided space to make written comments on the topic of school-based decision making. Many participants responded, 127 or 15 percent. They wrote, some in great detail, about their opinions and other various aspects of school-based decision making. While the majority of the written comments were negative in nature toward school-based decision making, they were not viewed as generalizable due to the small number.

A representative sampling was included in this report to illustrate feelings not necessarily revealed in the Likert one to five response continuum for the survey statements. The comments were grouped into four parts, favorable comments, concerns, negative comments, and advice from survey participants.

Favorable Comments

I think SBDM will strongly improve our schools in Tennessee. When you have parents, business leaders, and

teachers working together to improve education, in my opinion, a higher caliber student will be produced.

Good administrators have always involved others in decision making.

Interesting subject! I believe SBDM is the wave of the future. Parent involvement will continue to increase in schools.

I personally worked in a school system with SBDM in Europe. I am familiar with current research in this area and believe that, if implemented properly, it is an effective way of involving parents in school. While not sure of the tangible benefits, ex. higher test scores, it can be a positive experience for parents and school personnel in opening lines of communication and gaining support of school policies and procedures.

I am anxious to know more.

Allowing parents and the community (to be involved) could help us with increased funding for schools from local government. Many heads are better than mine.

The concept has merit. When people have input, they are less likely to criticize and more likely to support.

I would love to see a school or system where SBDM has been implemented.

Concerns

I will say that based on my limited understanding, I am opposed to SBDM. It may be with time and better understanding, I will formulate more concrete opinions.

I've seen definitions that range from formal to informal SBDM. I don't like a canned approach to SBDM.

There are no hard and fast guarantees for success. Planning, training, communication, and cooperation are essential.

School based decision making can be effective and produce many pluses for everyone. The major problem we see is time. High school personnel have so many outside responsibilities in addition to curriculum and school related instructional requirements, athletics, club sponsorships, church and community related meetings, that

the time to be a good team (consensus etc.) is inadequate.
To have a good team, some time could be set aside during the
day but parents/business people also need time in the P.M.

Everyone must be held accountable and responsible.
Individuals can meet this requirement. It is most difficult
for committees and groups to be held accountable and
responsible.

SBDM is just that; decision making at the local school
level. In large systems or systems with many schools there
is still a need for overall program planning, systemwide
direction. I feel unless very carefully implemented, that
SBDM will be conceived as the panacea for curriculum
direction at the local school level. This might be good for
that individual school but not necessarily for the total
system.

Negative Comments

SBDM is a farce.

We are doing great as is.

Participatory school management by the professional
educators is the best way. Parents do not need to be
involved in school decision making.

The things I see coming are less and less monies and
more jobs/duties and more responsibilities. The state and
everyone concerned expects more and more for the same amount
of money. Let them try that at the grocery store and see
what happens. Until America/Tenn. gets serious about
education and funds it properly, we will continue to drop
behind other states/countries in education.

This is not a new idea. I have seen a lack of
continuity within large systems, a lack of long range
planning and professional expertise to guide decision
making. Let's not jump on every bandwagon before we know
where it is going.

We currently have a Parent Advisory Committee made up
of representatives from each grade level. This group has
staff members on a committee that help make decisions with
regard to curriculum, student activities, policy revisions
and more. The input is helpful; however, I have less time
to devote to instructional leadership due to the demands and
keeping ahead of the politics of some of the parents who are

bent on not accepting the results of the group decision unless it coincides with their opinion.

My only comment concerning school-based management "If it isn't broke--why fix it? We just need to keep on moving.

You cannot function as a school principal without making decisions at the building level. Those who cannot make decisions based on the best interest of students should not be working. Board members and administrators who cannot support principals for making decisions based on the best interest of the students should not serve.

Other school officials have reported that parents volunteer but that they do not stick with it. The principal should name areas that the team cannot touch--ex.--personnel hiring/firing, etc. The team should be responsible for the work required to carry out decisions. The principal should be held accountable for the actions and progress in the school. Therefore, the principal should be able to tell the team "no". Enforcing this system would be a disaster. Some principals can, some cannot make this work. It must be left up to the principals.

It's a bad idea!

The research literature indicates much more "failure" of SBDM than success.

Answers are based on limited knowledge of SBDM and skepticism about any large group being able to make a decision satisfactory to all.

I involve my staff in the decision making process. Teachers often tend to see only the small part of a decision that affects them, not in view of the total school program. I am not concerned with losing my base of support. I believe site based management will be cumbersome and time consuming and result in very little if any improvements. Teachers and principals are already required to spend more and more time with less compensation. We're all about tired of governments "improving education" at our expense.

I have never before heard of SBDM.

I am a first year principal so I may be more open-minded about sbdm than others. One thing I am learning is that in many cases teachers would rather be told "the way it is." Sbdm is also a very slow process and could be extremely time consuming.

I feel that in the long run, SBDM will fail.

It (SBDM) and other new concepts (voucher system) will destroy our public schools. <u>Mark my word!</u>

SBDM = Waste of time and money.

What glorified ideas some people come up with to better education.

Advice from Survey Participants

Schools should <u>shut down</u> 1/2 day each week in order for meetings to take place.

I would support SBDM only if it is mandated by the state with set guidelines.

Parents have a full time job at home. The home, school, and church all have a specific responsibility.

Stop psychologists and university professionals from ruling education. These people have no idea what teaching in elementary is about. Stop politicians from playing with kids' lives.

If every school "does their own thing", monies won't go as far.

More information should be made available concerning school-based management.

We basically have a form of SBDM. It's success, or lack of it, depends greatly on how much power the principal is willing to share. Success, although reflected in test scores, should not be measured exclusively by test scores. Success needs to be measured on accomplishment of goals.

We need to tread cautiously.

Will require more personnel.

School based management that works will have to be <u>fully</u> funded.

SBDM would need to have all administrators and teachers trained. Most administrators are somewhat slow to change. In some cases it could become dictatorial.

Principals, teachers, and parents must take ownership of schools and school programs in order to reduce apathy and

increase morale. I also think you must have 75% commitment
of the faculty to allow success.

Non-professionals involved should be in advisory
capacity only.

My friends in Kentucky don't like it.

Summary

The fifty item survey provided the data used to address

the research questions formulated to accomplish the

objectives of this study. The means, standard deviations,

factor analysis, multiple regression, and t-test

probabilities from the survey statements were tabulated and

reported according to position and experience with school-

based decision making and without. Demographic data were

reported in tables and in narrative form.

Factor analysis was reported to determine common

variables among the survey statements. This analysis

produced three factor loadings. Analysis of variance was

used to determine if there were significant differences at

the .05 level among the mean of the four sample groups. It

was found that statistically significant differences did

exist among the four random sample groups of administrators

at the .05 level.

Linear multiple regression was first performed on an

item by item basis in an attempt to determine if any

demographic data could explain the variance among survey

means. The weak results reported led to a factor analysis.

Again a linear multiple regression procedure was run. It was found that a few demographics did explain very small amounts of variance; however, the results did not explain in any predictive way the variances that do exist. Finally, selected comments were included to strengthen the flavor of the responses from several of the participants.

CHAPTER 5

Summary, Findings, Conclusions, and Recommendations

Summary

This investigation studied the implementation of school-based decision making in the state of Tennessee. It was conducted to learn what principals and systemwide supervisors holding administrative positions thought it would take to implement successfully school-based decision making.

The Tennessee State Board of Education's strategy to reform public education, Master Plan for Tennessee Schools-- Preparing For the Twenty-First Century, called for a form of site-based management that the State Board of Education chose to label school-based decision making. This strategy was determined by people in the upper echelons of state government with little, if any, input from functioning school administrators.

Had the Master Plan been approved by the Tennessee Legislature in the Spring of 1991, the implementation was to have begun during the following Fall. The current reform law used language that stated school-based decision making should be the rule rather than the exception. A goal of the Master Plan was for all schools to implement school-based decision making by 1995.

This study attempted to learn from functioning administrators what type of skill instruction and preparation was needed. What was it going to take, and or needed to be in place, to make the implementation a successful experience?

After conducting the developmental inquiry, the pilot study, and analyzing the data produced by the survey instrument, the researcher found there were varied opinions, perceptions, and degrees of knowledge concerning the topic of school-based decision making. As revealed in the preliminary investigation, there was a deficiency in the knowledge base and level of understanding on the part of many principals and systemwide supervisors who participated in the study.

A survey instrument designed by the researcher was mailed state-wide to 914 principals and systemwide supervisors during January and February, 1992. Prior to the creation of the survey, a developmental inquiry was conducted with more than fifty principals and systemwide supervisors in an attempt to discover how much and what kinds of knowledge functioning administrators had concerning school-based decision making.

Though administrators had varied perceptions and levels of knowledge concerning the process, they still had ideas, concerns, and perceptions that needed to be identified. These ideas, concerns, and perceptions were

useful in supplying the background information necessary for the building of a transitional model. With the concept of school-based decision making growing in popularity, it was time for Tennesseeans to plan for its implementation.

Findings

Four demographic variables allowed insights into the distribution of positions by gender and experience. Findings were summarized for the reader.

Gender

Almost one-half of the supervisory positions in the state of Tennessee were held by female administrators. Principalships in Tennessee were held predominantly by males (76 percent). At the secondary school level approximately 9 percent of the principalships were held by females and 91 percent by males.

Experience In Current Position

The average systemwide supervisor had held his or her current position (ten years) approximately two years longer than the average principal (eight years). Approximately one-half of the systemwide supervisors and one-half of the principals have held their current positions for eight years or less. The mean longevity for the group of supervisors was eleven years. Elementary principals had a mean of nine

years of experience in their current position. Middle
school principals had a mean of eight years of experience in
their current position. The mean for the sample group of
secondary principals was also eight years.

Total Years Of Experience In Administration

Only seven principals were in their first year of
administration (1 percent). While the mean for current
experience with the supervisory group was ten years, the
mean for total years in administration was almost sixteen
years. While the means of current experience for all the
principals' groups were approximately eight years, the means
for total experience were between thirteen and sixteen years
(elementary 13.3, middle school 13.9, secondary 15.8).

Years Of Experience With School-Based Decision Making

The number of administrators reporting experience with
formal school-based decision making was 191. One
administrator reported forty-five years of experience with
school-based decision making. Most of the respondents
reporting experience stated they had five years or less.
When those reporting no experience were taken from the
calculations, the mean for the supervisor's group was eleven
years. The mean for elementary principals was eight years.
The mean for the group of middle school principals was nine

years. The mean for secondary principals was approximately eleven years.

Research Questions

Findings based on the data produced through the survey instrument, the developmental inquiry, the pilot study, a review of the literature, and communicating with experts in the field of school-based decision making yielded the following information. These findings were related to the five research questions that were the focal point of this study.

Research Question 1. What knowledge and skills are perceived to be important to school principals and systemwide supervisors in making school-based decision making function properly "...in planning and deciding about instructional strategies, programs, and the use of resources?"[1]

Survey statement numbers **8, 19, 20, 21, 23,** and **33** were most clearly related to the knowledge and skills needed as perceived by respondents. These survey items included the general enhancement of school-based decision making skills, group dynamics, consensus building, facilitation, communication, and problem solving.

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[1]Master Plan For Tennessee Schools, 5.

Increasing one's skill level in school-based decision making was agreed to by 80 percent of the respondents. As well, 74 percent responded that they wanted to know where and how they could learn more about school-based decision making. Clear communication was seen by 97 percent of the respondents as a must in a school-based decision making school.

Analysis of variance revealed there was a statistically significant difference at the .05 level between the responses of supervisors (lower mean) and middle school principals to statement number **19, group dynamics is an essential skill for site council meetings.** The responses from supervisors (lower mean) and secondary principals were statistically significant for statement number **20, another skill necessary is consensus building.** Middle school principals joined secondary principals in their responses being significantly different from supervisors (lower mean) to statement number **21, a sbdm facilitator is necessary for a successful implementation.**

Secondary principals (higher mean) responded significantly different at the .05 level from supervisors and elementary principals to statement number **23, clear communication is a must.** Lastly, supervisors (lower mean) differed statistically from elementary principals in

response to statement number **33, training should include problem solving.**

Research Question 2 What expectations do principals and systemwide supervisors have of school-based decision making? How will school-based decision making improve or hinder school programming?

Expectations were reported for items **5, 15, 21, 24, 27, 30, 41, 43, 48,** and **49.** The areas covered included impact of limited resources, finding and allocating time, facilitation needs, established guidelines on who makes which decisions, need for more community involvement, site council purposes, participative involvement, necessity for board support, and a continued need for systemwide supervisors.

The t-test comparison between the two groups of experienced and no experience with school-based decision making revealed statistically significant differences at the .05 level in the means of statement numbers **5, 27, 43,** and **48.** The areas included were the impact of limited resources, need for more community involvement, the necessity of community members and parents needing to be trained, and the necessity for board support. The means for statement numbers **5, 43,** and **48** were higher from the

experienced group. The higher mean for statement number 27 was from the without experience group.

The analysis of variance procedure also revealed at the .05 level a statistically significant difference in the way middle school principals responded to statement number 5, the impact of limited resources, than did secondary and elementary principals and supervisors. The mean for middle school principals was higher. The mean from the group of supervisors was lower for statement number 21, **a sbdm facilitator is necessary for a successful implementation** than was the mean from the secondary and middle school principals.

Elementary principals responded significantly different (higher mean) to statement number 27, **community needs to be involved more in our schools** than did supervisors and middle and secondary principals. Measured at a .05 level, supervisors responded differently (higher mean) to 41, **the people involved in the implementation of a decision should be the people making that decision** than did secondary principals. The elementary principals group also responded differently (lower mean) to the same statement than middle school principals and supervisors. Supervisors responded significantly different to statement number 49, **systemwide supervisors will still be needed when sbdm is implemented**

than did secondary, middle school, and elementary
principals. The mean of the supervisory group was lower.

Research Question 3 What types of professional
development do principals and systemwide supervisors think
they need for a successful implementation?

Principals and supervisors reported types of
development needed in items **8, 14, 19, 20, 23,** and **33.** The
survey revealed the importance of where and how they can
learn more about school-based decision making, skills (as
indicated in items **8, 19, 20, 23**), and specific training in
problem solving. Additional items **43** and **46** demonstrated
their interest in the needs of others to be developed.
Specifically, the total staff, parents, community members,
faculty, and students all needed to be trained to implement
school-based decision making. As well, the superintendent
and school board also must be trained.

The analysis of variance procedure revealed
statistically significant differences at the .05 level among
the way in which supervisors responded with a lower mean to
**19, group dynamics is an essential skill for site council
meetings** than did middle school principals. Supervisors
also responded differently (lower mean) to **20, another skill
necessary is consensus building** than did secondary
principals.

Secondary principals reported differently (higher mean) from supervisors and elementary principals to the statement 23, clear communication is a must. Supervisors reported differently (lower mean) from elementary principals to the statement 33, training should include problem solving skills.

Research Question 4 What do principals and systemwide supervisors think it will take for school-based decision making to be implemented successfully in the public schools of Tennessee?

This question was addressed by the groups participating in the developmental inquiry. The results were reported in Table 2, page 61. Also, survey statement numbers 1, 5, 6, 8, 19, 20, 23, 14, 15, 17, 21, 23, 24, 27, 41, 33, 43, 46, 48, and 49 from Table 11, page 89 indicated several considerations important to the implementation of school-based decision making. These items included an interest in implementing school-based decision making and a need to know how and where to enhance one's school-based decision making skills. Limited resources were seen as having an effect on the success of the process. It was deemed important for one to know what priority one's superintendent and school board wanted one to give school-based decision making.

Training needs such as group dynamics, problem solving skills, consensus building skills, and clear communication

skills were seen as important. It was necessary for one to have expertise and the ability to implement these skills during one's performance. The training of others such as the superintendent, school board, community, and parents was viewed as important to the effective implementation of the process.

Respondents reported in levels of agreement that unless the school board fully supports school-based decision making it will not function properly. Also reported in levels of agreement was that supervisors will still be needed when school-based decision making is in place. Respondents were concerned about finding and allocating time needed to implement school-based decision making.

A school-based decision making facilitator was agreed to be necessary for a successful implementation. Established guidelines were viewed as important to determine who makes which decisions. Similarly, the people involved in a decision should be the people making that decision. The community was viewed as needing to be more involved in schools. Respondents also reported in levels of agreement that the support personnel in a school should be included on site councils.

T-test analysis revealed five statements in which the two groups of experienced and no experience in school-based decision making reported statistically significant

differences in the means at the .05 level. They were as follows:

1. I am not interested in implementing sbdm to any degree.
5. Limited resources will have an effect on the success of sbdm.
27. The community needs to be involved more in our schools.
43. Community members and parents will need training before they can function effectively on councils.
48. Sbdm will not function properly unless school boards fully support it.

The with experience group reported higher means in relationship to statement numbers 1, 5, 43, and 48. The no experience group mean was higher for statement number 27.

The analysis of variance procedure revealed statistically significant differences at the .05 level among the four groups. Middle school principals reported differently (higher mean) from secondary and elementary principals and supervisors to statement 5, **limited resources will have an effect on the success of sbdm.** Supervisors reported significantly different (higher mean) from middle school, secondary, and elementary principals to statement 6, **I want to know what priority my superintendent and school board want me to give sbdm.**

Supervisors reported differently (lower mean) than middle school principals to statement number 19, **group dynamics is an essential skill for site council meetings.** Similarly, supervisors reported a statistically significant lower mean from secondary principals in relation to

statement **20**, **another skill necessary is consensus building.**
Supervisors also reported differently (lower mean) from
secondary and middle school principals to statement **21, a**
sbdm facilitator is necessary for a successful
implementation.

Secondary principals significantly differed (higher
mean) at the .05 level from supervisors and elementary
principals in response to statement **23, clear communication**
is a must. Elementary principals responded differently
(higher mean) from supervisors and middle school and
secondary principals to statement number **27, community needs**
to be involved more in our schools. Supervisors reported
differently (lower mean) than elementary principals to the
statement **33, training should include problem solving**
skills.

The group of supervisors responded statistically
significantly different (higher mean) in regards to
statement **41, the people involved in the implementation of a**
decision should be the people making that decision than did
secondary principals. Likewise, elementary principals
responded differently (lower mean) from middle school
principals and supervisors to the same statement.
Supervisors responded differently (lower mean) at the .05
level than secondary, middle school, and elementary

principals to statement number **49, systemwide supervisors
will still be needed when sbdm is implemented.**

<u>Research Question 5</u> What model can assist the
transition from preimplementation knowledge, skills, and
needs of principals and systemwide supervisors to successful
implementation of school-based decision making in Tennessee
public schools?

Findings that led to the development of a transitional
model were gleaned from the frequency distribution of the
four samples represented in Appendix D. Sixty-two percent
of the respondents reported that they wanted to see a model
for school-based decision making in Tennessee schools.
Other influences prominent in the designing of a model were
the following findings:

1. Only 57 percent of the respondents reported
disagreement to the statement I am not interested in
implementing sbdm to any degree.

2. Fifty-three percent of the participants agreed that
implementing sbdm was currently not a top concern of theirs.

3. Eighty-three percent of the respondents wanted to
know what priority their superintendent and school board
wanted them to give sbdm.

4. Eighty percent wanted to know how to enhance their
sbdm skills.

5. Seventy-five percent reported that currently other concerns were more important to them than implementing sbdm.

6. Respondents (75 percent) wanted to know where and how to learn more about sbdm.

7. Fifty-three percent wanted to see sbdm work successfully in another school before they implemented.

8. Over half (57 percent) of the participants reported that a systemwide staff person appointed to each school would help keep continuity among the schools.

9. A sbdm facilitator is necessary for a successful implementation was agreed to by 58 percent of the respondents.

10. Ninety percent of the respondents agreed that guidelines must be established to determine who makes which decisions.

11. Eighty-one percent of the people responding to the survey reported that an increase in test scores was not the only method of evaluating sbdm.

12. The people involved in the implementation of a decision should be the people making that decision was agreed to by 74 percent of the participants.

13. Eighty-six percent of the respondents agreed that community members and parents needed training before they could function effectively on site councils.

14. The superintendent and school board must be trained was agreed to by 91 percent of the participants.

15. Eighty-nine percent of the participants agreed that sbdm will not function properly unless school boards fully support it.

Major phases of a proposed implementation sequence based on the study's findings, current literature, and experts in the field were recommended to be:

  1. Initial Decision Phase---in which awareness and the interest level to pursue are determined.

  2. Preliminary Plans---where school visitations to existing programs are made and available inputs are massaged by task force groups and the results are channeled back to the steering committee.

  3. Staff development---where the total school, system staffs, and site council members are fully trained in communication skills, interpersonal relationship skills, consensus building, groups dynamics, etc.

  4. Implementation---where one or more pilot schools begin the process.

  5. Monitoring---in which formative methods are used to strengthen program areas and decision making processes.

  6. Adjusting---in which information gleaned from monitoring is acted upon for the betterment of the process.

  7. Evaluation---where a formal process is conducted with key personnel, parents, and the community involved. Written reports should be disseminated to the community, superintendent, and local school board.

A transitional model of implementation sequences follows in Figure 12. The steps read from left to right across all columns, then to the next row and left to right again. The number in each cell referred to the seven stages of the implementation sequence explained above.

Figure 12

Sbdm Implementation Model for Tennessee Schools

SCHOOL BOARD	SUPERINTENDENT	SUPERVISORS	SCHOOLS
			#1 Display interest in the concept
	#1 Display interest in the concept		#1 Faculty & staff have desire to participate
#1 Display interest in the concept	#1 Willing to be flexible, provide leadership, empower schools		#2 School visitations to existing programs
#1 Willingness to be flexible, empower schools	#2 School visitations to existing programs		#2 Planning by steering committee
#3 Train board members	#3 Train superintendent	#3 Train supervisors	#3 Train principals
#2 Determine areas to empower schools		#3 Train supervisors to be trainers	#4 Select, appoint councils members
#2 Prepare signed memorandum of agreements			

Figure 12 (continued)

SCHOOL BOARD	SUPERINTENDENT	SUPERVISORS	SCHOOLS
	#4 Appoint systemwide supervisors to be facilitators	#4 Meet with site councils	#3 Training of staff, faculty, and council members
			#4 Begin council meetings
			#4 Determine meeting times, rules, guidelines, standard operating procedures
			#4 Determine areas in which to work first year, make long and short range plans
			#4 Conduct open meetings as determined with agendas

Figure 12 (continued)

SCHOOL BOARD	SUPERINTENDENT	SUPERVISORS	SCHOOLS
		#5 Assist in reports	#5 Prepare monthly reports for superintendent, quarterly reports for the board
			#5 Make changes as needed from monitoring process
		#5 Meet with superintendent monthly with progress reports	#7 Self evaluation, formal community surveys, in-house formal & informal surveys
	#5 Present monthly reports to the board, each school quarterly	#7 Participate in the evaluation process	#6 Monitor and adjust as determined by the formal evaluation
		#7 Report evaluation results to superintendent	
	#7 Prepare system evaluation report		

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Figure 12 (continued)

SCHOOL BOARD	SUPERINTENDENT	SUPERVISORS	SCHOOLS
	#7 Report evaluation results to board		
#6 Make recommendations as necessary	#6 Prepare future plans for system	#3 Second phase of training for trainers	#4 Select, appoint new council members
			#3 Second phase of training for council members

Conclusions

The following conclusions were drawn based on the findings of the study, current research, and communications with experts in the field:

1. Had the Master Plan gone into effect for Tennessee schools in Fall, 1991, the affected groups in the early school-based decision making programs would not have had strategic involvement from all levels.

2. Due to perceptions gleaned from this study, Tennessee principals and systemwide supervisors in general are currently ready only for the awareness and initial decision stage.

3. Almost one-fourth of the administrators in Tennessee think they are implementing formal school-based decision making, although the literature would not agree.

4. Those administrators reporting experience with school-based decision making tended to have more positive and closely aligned opinions to the literature than those reporting no experience. This indicated that experience brought confidence in school-based decision making.

5. While there was little reported difference in the survey results among the four sample groups, elementary principals were slightly more concerned about implementing the process. Since they were the least experienced of the groups in total experience, this concern may be a fear of resistance that will dissipate with successful involvement.

It also could relate to the fact that parents of elementary school students in general are more actively involved in the education of their children.

6. Based on the effective schools research, decisions should be made at the lowest level of the hierarchical line by the people who will be implementing and accountable for those decisions.

Recommendations

Based on the findings of this study, current research, and communication with experts in the field, the following recommendations are suggested.

1. Administrators in Tennessee public schools currently do not have the adequate knowledge base and the skill level to implement school-based decision making in a successful manner. If the state board of education maintains its goal to make school-base decision making the rule rather than the exception in public schools by the year 1995, then systematic strategies must be implemented immediately to provide the necessary knowledge base and skill level for all involved.

2. The Tennessee State Department of Education must begin immediate and intensive involvement strategies on an individual basis with local schools and school systems concerning how best to achieve a successful implementation of school-based decision making.

3. Preparation and staff development phases require commitment and support from the state board of education, the Tennessee State Department of Education, local school boards, superintendents, teacher's unions, school staffs, parents, students, and the community. Sufficient time, space, human resources, as well as fiscal resources, must be provided for a successful training and implementation of school-based decision making.

4. Based on the effective schools research, the school must be the unit of change. If Tennessee schools are to be held accountable than they must be given the responsibility and freedom to make changes as needed. Local school boards need to develop a written school-based decision making policy that provides individual schools freedom to operate within broad guidelines. School boards and superintendents must be willing to empower schools, not people. This will allow schools the flexibility to handle each decision on an individual basis. This also will allow the appropriate people to make the decisions necessary to operate successfully their schools.

5. A state-wide director is needed to coordinate the program implementation and preparation. An immediate staff development strategy for comprehensive planning, readiness development, and preparation to implement needs to be prepared and put into effect.

6. It is recommended that the program planning, program development, and implementation of school-based decision making in Tennessee schools incorporate the findings of the effective schools research.

7. Fully trained and appointed facilitators are needed in each of the district divisions of the state to assist with the implementation and training process in local schools and school systems.

8. It will be necessary for the new perceptions from which job functions are viewed for all school personnel be understood and put into action for school-based decision making to be implemented successfully.

9. A more in-depth study should be conducted on the levels of readiness, specific staff development needs, and the implementation needs of schools and school systems implementing or wanting to implement school-based decision making.

10. A follow-up study is recommended for an in-depth study in schools and school systems who are implementing school-based decision making. The survey instrument used in this study needs further development to include the effective schools' correlates. Experiences both positive and negative can assist in a more successful implementation process for others.

11. A different type of measurement instrument format is recommended for use in similar studies. An instrument

that can provide the opportunity for greater variance among response options may provide more evidence of demographic aspects predicting inferences and relationships among individual variables and factor loadings.

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APPENDICES

APPENDIX A

Table 20

Experience in Current Administrative Position

Table 20

Experience in Current Administrative Position

Number of Years	Supervisors	Elementary Principals	Middle School Principals	Secondary Principals
1	9	21	16	9
2	15	29	19	16
3	16	24	16	10
4	16	23	14	15
5	22	17	6	11
6	18	17	11	11
7	11	12	5	11
8	19	14	13	9
9	7	12	7	4
10	8	8	3	8
11	9	6	10	3
12	14	9	8	9
13	2	5	5	6
14	7	4	3	4
15	19	9	5	6
16	3	7	3	2
17	11	6	5	
18	9	7	2	2
19	2	4	2	4
20	14	1	1	2
21	2	2	3	1
22	2	5	2	
23	5	1	2	2
24	1	2		2
25	3	5	2	2
26	1	2		

Table 20 (continued)   188

Number of Years	Supervisors	Elementary Principals	Middle School Principals	Secondary Principals
28	2	1		
30	1	4	1	
34	1			
35	1			
Total	250	257	164	149
Mean	10.452	8.669	8.134	8.262

APPENDIX B

Table 21

Total Years of Experience in Administration

Table 21

Total Years of Experience in Administration

Number of Years	Supervisors	Elementary Principals	Middle School Principals	Secondary Principals
1		4	3	
2	8	5	3	3
3	9	10	4	3
4	4	11	9	1
5	10	11	5	4
6	8	21	12	3
7	6	21	3	9
8	8	14	10	4
9	13	10	7	6
10	6	9	5	8
11	7	6	8	7
12	13	14	5	10
13	10	11	6	6
14	9	9	9	2
15	20	8	9	8
16	12	5	6	5
17	15	11	6	8
18	8	8	3	9
19	5	2	3	7
20	17	16	11	7
21	9	2	9	7
22	6	7	7	5
23	3	5	2	1
24	3	7	3	4
25	13	6	3	5
26	7	4	4	3

Table 21 (continued)   191

Number of Years	Supervisors	Elementary Principals	Middle School Principals	Secondary Principals
27	2	5	3	4
28	1	2	2	1
29	2	3	1	1
30	6	2	2	4
31	5	1		1
32		2		
33		2		
34		1		1
35	2		1	1
36	1			
37		1		
38				1
40	2	1		
Totals	250	257	164	149
Means	15.540	13.397	13.933	15.852

APPENDIX C

Table 22

Years of Experience With SBDM

Table 22

Years of Experience With SBDM

Number of Years	Supervisors	Elementary Principals	Middle School Principals	Secondary Principals
0	196	208	116	109
1	7	12	8	4
2	11	10	8	8
3	7	7	4	2
4	1	1	3	2
5	7	2	3	2
6	1	1	4	2
7	1		1	
8	1		1	
9				1
10	1	1	1	3
12				1
13		1	1	
14	1		1	1
15		2	2	4
16	1	1		2
17	1		1	
18		4		1
19		1	1	
20	1		2	
21			2	
24		1		2
25	2	1		
26			3	
27		1		
28	1		1	1

Table 22 (continued)   194

Number of Years	Supervisors	Elementary Principals	Middle School Principals	Secondary Principals
29	2	1		
30	5			2
31				1
32		1		
34		1		
35	1			
37				1
38			1	
41	1			
45	1			
Totals	250	257	164	149
Mean With 0 Exp.	2.376	1.572	2.628	2.919
Mean without 0 Exp.	11.000	8.245	8.979	10.875

APPENDIX D

Table 23

Frequency Distribution of Sample Groups

Table 23

Frequency Distribution of the Sample Groups

STATEMENTS	STRONG-LY AGREE	AGREE	UNCER-TAIN	DIS-AGREE	STRONG-LY DIS-AGREE
1. I AM NOT INTERESTED IN IMPLEMENTING SBDM TO ANY DEGREE	65	81	208	272	194
2. CONCERNED ABOUT LOSING MY POWER BASE	16	57	114	361	272
3. IMPLEMENTING SBDM IS NOT A TOP CONCERN OF MINE AT THIS TIME	98	336	127	189	70
4. CONCERNED THAT PARENTS & COMMUNITY WILL TAKE OVER THE SCHOOLS WITH SBDM	28	79	146	363	204
5. LIMITED RESOURCES WILL HAVE AN EFFECT ON THE SUCCESS	183	340	144	112	41
6. I WANT TO KNOW WHAT PRIORITY MY SUPERINTENDENT & SCHOOL BOARD WANT ME TO GIVE SBDM	222	456	75	49	18
7. OUR CURRENT METHOD OF DECISION MAKING IS BETTER	62	143	387	181	47
8. I WOULD LIKE TO KNOW HOW TO ENHANCE MY SKILLS	160	496	94	53	17
9. SEE POTENTIAL CONFLICT BETWEEN SBDM & OVERLOADING TEACHERS	77	283	227	197	36

Table 23 (continued)   197

STATEMENTS	STRONG-LY AGREE	AGREE	UNCER-TAIN	DIS-AGREE	STRONG-LY DIS-AGREE
10. CONCERNED ABOUT BEING HELD RESPONSIBLE FOR DECISIONS MADE BY OTHERS	152	298	115	210	45
11. CURRENTLY, OTHER CONCERNS ARE MORE IMPORTANT TO ME	175	442	79	109	15
12. CONCERNED ABOUT WHO WILL GET THE CREDIT FOR A SUCCESSFUL SBDM PROGRAM	8	38	100	462	212
13. CONCERNED ABOUT WHO WILL GET THE BLAME FOR AN UNSUCCESSFUL SBDM PROGRAM	74	230	105	283	128
14. LIKE TO KNOW WHERE & HOW CAN I LEARN MORE	127	485	97	80	31
15. CONCERNED ABOUT FINDING & ALLOCATING TIME NEEDED TO IMPLEMENT SBDM	177	445	78	96	24
16. WANT TO SEE WORK IN ANOTHER SCHOOL BEFORE I GET INVOLVED	99	334	166	188	33
17. SUPPORT PERSONNEL SHOULD BE INCLUDED ON SITE COUNCILS	125	427	163	70	35
18. A SYSTEMWIDE STAFF PERSON APPOINTED TO EACH SCHOOL WOULD HELP KEEP CONTINUITY	79	387	212	102	40

Table 23 (continued)   198

STATEMENTS	STRONG-LY AGREE	AGREE	UNCER-TAIN	DIS-AGREE	STRONG-LY DIS-AGREE
19. GROUP DYNAMICS IS AN ESSENTIAL SKILL FOR SITE COUNCIL MEETINGS	207	464	138	9	2
20. ANOTHER SKILL NECESSARY IS CONSENSUS BUILDING	197	458	155	7	3
21. A SBDM FACILITATOR IS NECESSARY FOR A SUCCESSFUL IMPLEMENTATION	108	368	261	64	19
22. AN EXPERT SHOULD COME IN & SHOW US HOW IT HAS BEEN DONE ELSEWHERE	89	351	209	134	37
23. CLEAR COMMUNICATION IS A MUST IN A SBDM SCHOOL	438	361	19	2	0
24. GUIDELINES MUST BE ESTABLISHED TO DETERMINE WHO MAKES WHICH DECISIONS	348	386	63	20	3
25. SBDM WILL RAISE TEST SCORES	6	67	530	151	66
26. SBDM WILL HURT THE TOTAL SCHOOL PROGRAM	23	45	370	292	90
27. COMMUNITY NEEDS TO BE INVOLVED MORE IN SCHOOLS	293	443	54	22	8
28. SBDM IS A FAD & IT WILL NOT LAST	48	121	495	117	39

Table 23 (continued)   199

STATEMENTS	STRONG-LY AGREE	AGREE	UNCER-TAIN	DIS-AGREE	STRONG-LY DIS-AGREE
29. HAVING PARENTS & THE COMMUNITY IN SCHOOLS WILL ONLY CAUSE PROBLEMS	13	52	144	459	152
30. ONE PURPOSE OF A SITE COUNCIL IS TO DO SCHOOL WIDE PLANNING	68	543	176	26	7
31. THE ONLY METHOD OF EVALUATING SBDM IS TO SEE IF TEST SCORES RISE	4	21	132	457	206
32. SUCCESS OF SBDM WILL DEPEND ON HOW ADMINISTRATORS VIEW TEACHERS	52	341	189	208	30
33. TRAINING SHOULD INCLUDE PROBLEM SOLVING SKILLS	236	546	36	1	1
34. SITE COUNCIL MEETINGS SHOULD OCCUR DURING A TEACHER'S CONTRACT DAY	107	351	190	121	51
35. I WANT TO SEE A SBDM MODEL FOR TN SCHOOLS	87	423	202	78	30
36. DECISION MAKING BY PARENTS, TEACHERS, STUDENTS, ETC. SHOULD BE ONLY INFORMALLY	22	136	258	354	50
37. CAN IMPROVE THE SCHOOL'S ATHLETIC PROGRAM	15	121	488	138	58

Table 23 (continued) 200

STATEMENTS	STRONG-LY AGREE	AGREE	UNCER-TAIN	DIS-AGREE	STRONG-LY DIS-AGREE
38. CAN IMPROVE THE SCHOOL LUNCH PROGRAM	22	207	435	113	43
39. A SCHOOL MUST BE FINANCIALLY SECURE BEFORE SBDM WILL WORK	63	202	286	232	37
40. PRINCIPAL HAS TO BE THE MAIN DECISION MAKER	166	316	97	201	40
41. THE PEOPLE INVOLVED IN THE IMPLEMENTATION OF A DECISION SHOULD BE THE PEOPLE MAKING THAT DECISION	141	466	108	96	9
42. SUBSTITUTES FOR TEACHERS IN SITE COUNCILS MEETINGS WILL HINDER INSTRUCTION	49	252	293	209	17
43. COMMUNITY MEMBERS & PARENTS WILL NEED TRAINING BEFORE THEY CAN FUNCTION EFFECTIVELY ON SITE COUNCILS	246	461	78	32	3
44. SBDM WILL CREATE MORE COMPETITION	50	279	333	141	17
45. TRAINING SHOULD BE DONE BY OUTSIDE PROFESSIONALS	72	317	295	114	22
46. SUPERINTENDENT & SCHOOL BOARD MUST BE TRAINED	369	378	50	17	6

Table 23 (continued)   201

STATEMENTS	STRONG-LY AGREE	AGREE	UNCER-TAIN	DIS-AGREE	STRONG-LY DIS-AGREE
47. SBDM SHOULD BE MANDATED BY STATE LAW FOR ALL SCHOOLS	15	35	228	246	296
48. SBDM WILL NOT FUNCTION PROPERLY UNLESS SCHOOL BOARDS FULLY SUPPORT IT	337	392	71	15	5
49. SYSTEMWIDE SUPERVISORS WILL STILL BE NEEDED WHEN SBDM IS IMPLEMENTED	190	389	168	47	26
50. STUDENT DISCIPLE CAN BE IMPROVED	71	294	354	62	39

APPENDIX E
Figure 13
Survey Instrument

SCHOOL-BASED DECISION MAKING SURVEY

*Dear Tennessee School Administrator,*

     I need your help. .I am a doctoral student at East Tennessee State University. Currently, I am also an Instructional Supervisor for the Sevier County School System. You have been randomly selected to participate in a study concerning school-based decision making in the public schools of Tennessee. The purpose of the study is to discover what current principals and supervisors think about school-based decision making. What will need to be done to increase the chances for a successful implementation? Statewide, principals and supervisors are being asked to respond to this brief survey. I am asking for your opinions. There are no right or wrong answers. Your responses will be added to those of your peers and the results can be shared with you, if you request. All responses to this survey will be anonymous. Please return the completed survey in the stamped self-addressed envelope by February 21, 1992. Thank you for participating in my study. Your professionalism and assistance to a fellow colleague is greatly appreciated. If I may return the favor, please let me know. If you would like further information, you may call Fran Owen at 615-453-4671 or write to 626 Sunrise Blvd., Sevierville, Tennessee, 37862. Thank you again.

1. I am not interested in implementing sbdm to any degree.   SA A U D SD

2. I am concerned about losing my power base because of sbdm.   SA A U D SD

3. Implementing sbdm is not a top concern of mine at this time.   SA A U D SD

4. I am concerned that parents and the community will take over the schools with sbdm.   SA A U D SD

5. Limited resources will have an effect on the success of sbdm.   SA A U D SD
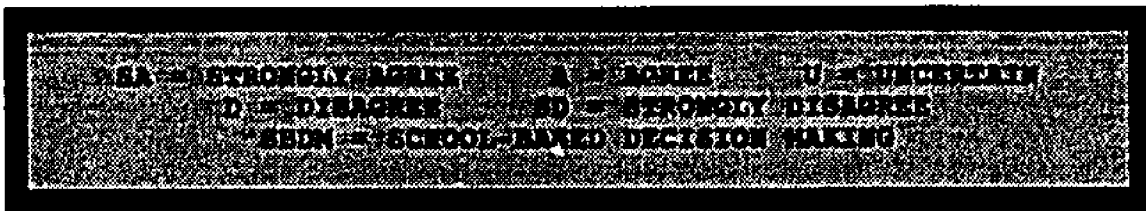
6. I want to know what priority my superintendent and school board want me to give sbdm.   SA A U D SD

7. Our current method of decision making is better than sbdm.   SA A U D SD

8. I would like to know how to enhance my sbdm skills.   SA A U D SD

9. I see a potential conflict between sbdm and overloading teachers.   SA A U D SD

10. I am concerned about being held responsible for decisions made by other people.   SA A U D SD

11. Currently, other concerns are more important to me than sbdm.   SA A U D SD

12. I am concerned about who will get the credit for a successful sbdm program.   SA A U D SD

13. I am concerned about who will get the blame for an unsuccessful sbdm program.   SA A U D SD

14. I would like to know where and how I could learn more about sbdm.   SA A U D SD

15. I am concerned about finding and allocating the time needed to implement sbdm.   SA A U D SD

16. I want to see sbdm work successfully in another school before I get involved.   SA A U D SD

17. Support personnel such as secretaries and custodians should be included on site councils.   SA A U D SD

18. A systemwide staff person appointed to each school would help keep continuity among the schools.   SA A U D SD

19. Group dynamics is an essential skill for site council meetings.   SA A U D SD

20. Another skill necessary is consensus building.   SA A U D SD

21. A sbdm facilitator is necessary for a successful implementation.   SA A U D SD

22. An expert should come in and show us how it has been done elsewhere.   SA A U D SD

23. Clear communication is a must in a sbdm school.   SA A U D SD

24. Guidelines must be established to determine who makes which decisions.   SA A U D SD
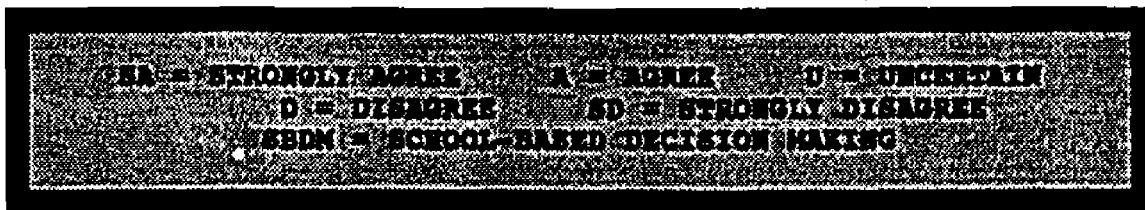
25. Sbdm will raise student test scores.	SA A U D SD
26. Sbdm will hurt the total school program.	SA A U D SD
27. The community needs to be more involved in our schools.	SA A U D SD
28. Sbdm is a fad and will not last long.	SA A U D SD
29. Having parents and the community in schools will only cause problems.	SA A U D SD
30. One purpose of a site council is to do school wide planning.	SA A U D SD
31. The only method of evaluating sbdm is to see if test scores increase.	SA A U D SD
32. The success of sbdm will depend on how administrators view teachers.	SA A U D SD
33. Training should include problem solving skills.	SA A U D SD
34. Site council meetings should occur during the teacher's contract day.	SA A U D SD
35. I want to see a sbdm model for Tennessee schools.	SA A U D SD
36. Decision making by parents, teachers, students, etc. should be done only informally.	SA A U D SD
37. Sbdm can improve the school's athletic program.	SA A U D SD
38. Sbdm can improve the school lunch program.	SA A U D SD
39. A school must be financially secure before sbdm will work.	SA A U D SD
40. The principal has to be the main decision maker in a school.	SA A U D SD
41. The people involved in the implementation of a decision should be the people making that decision.	SA A U D SD
42. Substitutes for teachers in site council meetings will hinder instruction.	SA A U D SD
43. Community members and parents will need training before they can function effectively on site councils.	SA A U D SD
44. Sbdm will create more competition among schools.	SA A U D SD
45. Training should be conducted by outside professionals.	SA A U D SD

46. The school board and superintendent must be trained in sbdm.   SA A U D SD

47. Sbdm should be mandated by state law for every school.   SA A U D SD

48. Sbdm will not function properly unless school boards fully
support it.   SA A U D SD

49. Systemwide supervisors will still be needed when sbdm
is implemented.   SA A U D SD

50. Student discipline can be improved through sbdm.   SA A U D SD

Please supply the following demographic information by
responding in the space provided.

1. Gender: _____ Male   _____ Female

2. Number of years in current position _____.

3. Total years of experience in administration _____.

4. How many years of experience have you had with formal school-based decision
making, site-based management, or school-based management?   _____ years

Comments you would like to make.

THANK YOU FOR RETURNING THIS SURVEY!

Survey _____

APPENDIX F

Figure 14

Second Mailing Cover Letter

February 1, 1992

Dear Principal,

Recently, I mailed you a copy of a survey I am conducting on school-based decision making in the state of Tennessee. I have been an administrator for seventeen years, and I know how busy and chaotic your daily schedule can be. I am also aware with the serious budget crisis, schools closing, and buses being parked, my survey may appear trivial to you; nevertheless, it is very important for the completion of my doctoral degree.

A few minutes of your time can make this survey important to you also. A colleague has asked if he can share the results with the State Board of Education. Think of this as your chance to make your opinions and wishes known concerning school-based decision making. Remember had the Master Plan been approved by the legislature last spring, our schools would have already begun implementing school-based decision making.

Please complete and return the attached survey. Your amount of knowledge concerning school-based decision making is not important. Your opinions are important. Thank you for your time and assistance.

Sincerely,

Fran Owen

Figure 14

Second Mailing Cover Letter

Appendix G

Table 24

Results of Survey Statements by Position

Means With and Without Experience in Sbdm

Table 24

Mean Results for Survey Statements by Position
Means With and Without SBDM Experience

	1 = STRONGLY AGREE 2 = AGREE 3 = UNCERTAIN 4 = DISAGREE 5 = STRONGLY DISAGREE							
STATEMENTS	SUPERVISORS		ELEMENTARY PRINCIPALS		MIDDLE SCHOOL PRINCIPALS		SECONDARY PRINCIPALS	
	MEAN		MEAN		MEAN		MEAN	
	WITH-OUT EXP.	WITH EXP.	WITH-OUT EXP.	WITH EXP.	WITH-OUT EXP.	WITH EXP.	WITH-OUT EXP.	WITH EXP.
1. NOT INTERESTED IN IMPLEMENTING SBDM TO ANY DEGREE	3.653	3.463	3.337	3.959	3.448	3.771	3.523	3.825
2. CONCERNED ABOUT LOSING MY POWER BASE BECAUSE OF SBDM	4.112	4.167	3.784	4.020	3.966	4.250	4.000	4.025
3. IMPLEMENTING SBDM IS NOT A TOP CONCERN OF MINE AT THIS TIME	2.699	2.981	2.591	3.347	2.629	3.042	2.697	2.975
4. I AM CONCERNED THAT PARENTS & THE COMMUNITY WILL TAKE OVER	3.781	3.704	3.486	3.918	3.879	4.271	3.881	4.000
5. LIMITED RESOURCES WILL HAVE AN EFFECT ON THE SUCCESS	2.337	2.426	2.221	2.592	2.483	3.042	2.202	2.400

Table 24 (continued)

STATEMENTS	1 = STRONGLY AGREE 2 = AGREE 3 = UNCERTAIN							
	4 = DISAGREE 5 = STRONGLY DISAGREE							
	SUPERVISORS		ELEMENTARY PRINCIPALS		MIDDLE SCHOOL PRINCIPALS		SECONDARY PRINCIPALS	
	MEAN		MEAN		MEAN		MEAN	
	WITH-OUT EXP.	WITH EXP.	WITH-OUT EXP.	WITH EXP.	WITH-OUT EXP.	WITH EXP.	WITH-OUT EXP.	WITH EXP.
6. WANT TO KNOW WHAT PRIORITY SUPERINTENDENT & SCHOOL BOARD WANT ME TO GIVE SBDM	2.230	1.981	1.933	2.102	1.810	2.042	1.954	1.875
7. OUR CURRENT METHOD OF DECISION MAKING IS BETTER THAN SBDM	3.133	2.963	2.865	3.163	2.879	3.125	3.073	3.100
8. I WOULD LIKE TO KNOW HOW TO ENHANCE MY SBDM SKILLS	2.077	2.407	2.101	1.898	2.155	1.958	2.138	2.175
9. I SEE A POTENTIAL CONFLICT BETWEEN SBDM & OVERLOADING TEACHERS	2.735	2.648	2.663	3.041	2.853	3.125	2.945	2.700
10. CONCERNED ABOUT BEING HELD RESPONSIBLE FOR DECISIONS MADE BY OTHERS	2.888	2.741	2.288	2.898	2.543	2.854	2.688	2.525

Table 24 (continued)

	1 = STRONGLY AGREE 2 = AGREE 3 = UNCERTAIN 4 = DISAGREE 5 = STRONGLY DISAGREE							
STATEMENTS	SUPERVISORS		ELEMENTARY PRINCIPALS		MIDDLE SCHOOL PRINCIPALS		SECONDARY PRINCIPALS	
	MEAN		MEAN		MEAN		MEAN	
	WITH- OUT EXP.	WITH EXP.	WITH- OUT EXP.	WITH EXP.	WITH- OUT EXP.	WITH EXP.	WITH- OUT EXP.	WITH EXP.
11. CURRENTLY, OTHER CONCERNS ARE MORE IMPORTANT TO ME	2.112	2.259	2.034	2.694	2.198	2.396	2.220	2.600
12. CONCERNED ABOUT WHO WILL GET THE CREDIT FOR A SUCCESSFUL SBDM PROGRAM	4.071	3.981	3.942	4.041	4.034	4.104	4.046	3.875
13. CONCERNED ABOUT WHO WILL GET BLAME FOR AN UNSUCCESSFUL PROGRAM	3.485	3.315	2.899	3.347	3.147	3.479	3.165	2.875
14. I WOULD LIKE TO KNOW WHERE & HOW CAN I CAN LEARN MORE	2.184	2.426	2.279	2.245	2.284	2.146	2.385	2.300
15. CONCERNED ABOUT FINDING & ALLOCATING TIME NEEDED	2.311	2.037	2.014	2.449	2.241	2.625	2.128	2.125

Table 24 (continued)

1 = STRONGLY AGREE 2 = AGREE 3 = UNCERTAIN 4 = DISAGREE 5 = STRONGLY DISAGREE								
STATEMENTS	SUPERVISORS		ELEMENTARY PRINCIPALS		MIDDLE SCHOOL PRINCIPALS		SECONDARY PRINCIPALS	
	MEAN		MEAN		MEAN		MEAN	
	WITH- OUT EXP.	WITH EXP.	WITH- OUT EXP.	WITH EXP.	WITH- OUT EXP.	WITH EXP.	WITH- OUT EXP.	WITH EXP.
16. I WANT TO SEE SBDM WORK SUCCESSFULLY IN ANOTHER SCHOOL BEFORE I GET INVOLVED	2.673	2.926	2.409	3.041	2.621	2.896	2.651	2.950
17. SUPPORT PERSONNEL SHOULD BE INCLUDED ON SITE COUNCILS	2.230	2.500	2.428	2.286	2.388	2.271	2.349	2.300
18. A SYSTEMWIDE STAFF PERSON APPOINTED TO EACH SCHOOL WOULD HELP KEEP CONTINUITY	2.347	2.296	2.510	2.918	2.560	2.854	2.789	2.750
19. GROUP DYNAMICS IS AN ESSENTIAL SKILL FOR SITE COUNCIL MEETINGS	1.847	1.889	1.947	1.857	2.017	2.125	2.028	1.950
20. ANOTHER SKILL NECESSARY IS CONSENSUS BUILDING	1.898	1.815	1.986	1.939	2.060	1.979	2.083	2.050

Table 24 (continued)

1 = STRONGLY AGREE 2 = AGREE 3 = UNCERTAIN 4 = DISAGREE 5 = STRONGLY DISAGREE								
STATEMENTS	SUPERVISORS		ELEMENTARY PRINCIPALS		MIDDLE SCHOOL PRINCIPALS		SECONDARY PRINCIPALS	
	MEAN		MEAN		MEAN		MEAN	
	WITH-OUT EXP.	WITH EXP.	WITH-OUT EXP.	WITH EXP.	WITH-OUT EXP.	WITH EXP.	WITH-OUT EXP.	WITH EXP.
21. A SBDM FACILITATOR IS NECESSARY FOR A SUCCESSFUL IMPLEMENTATION	2.240	2.370	2.375	2.531	2.586	2.521	2.541	2.375
22. EXPERT SHOULD COME IN & SHOW US HOW IT HAS BEEN DONE ELSEWHERE	2.648	2.796	2.481	2.633	2.500	2.813	2.661	2.725
23. CLEAR COMMUNICATION IS A MUST	1.444	1.481	1.495	1.449	1.483	1.438	1.642	1.500
24. GUIDELINES MUST BE ESTABLISHED TO DETERMINE WHO MAKES WHICH DECISIONS	1.765	1.759	1.615	1.755	1.698	1.729	1.743	1.775
25. SBDM WILL RAISE STUDENT TEST SCORES	3.265	3.389	3.313	3.286	3.155	3.104	3.239	3.075
26. SBDM WILL HURT THE TOTAL SCHOOL PROGRAM	3.526	3.444	3.337	3.694	3.397	3.500	3.514	3.600

Table 24 (continued)

STATEMENTS	1 = STRONGLY AGREE 2 = AGREE 3 = UNCERTAIN 4 = DISAGREE 5 = STRONGLY DISAGREE							
	SUPERVISORS		ELEMENTARY PRINCIPALS		MIDDLE SCHOOL PRINCIPALS		SECONDARY PRINCIPALS	
	MEAN		MEAN		MEAN		MEAN	
	WITH- OUT EXP.	WITH EXP.	WITH- OUT EXP.	WITH EXP.	WITH- OUT EXP.	WITH EXP.	WITH- OUT EXP.	WITH EXP.
27. COMMUNITY NEEDS TO BE INVOLVED MORE IN OUR SCHOOLS	1.684	1.778	2.010	1.776	1.750	1.625	1.789	1.550
28. SBDM IS A FAD & WILL NOT LAST LONG	3.061	2.944	2.793	3.143	2.991	3.167	2.899	3.225
29. HAVING PARENTS & COMMUNITY IN SCHOOLS WILL ONLY CAUSE PROBLEMS	3.959	3.667	3.697	3.898	3.828	4.042	3.807	3.950
30. ONE PURPOSE OF A SITE COUNCIL IS TO DO SCHOOL WIDE PLANNING	2.235	2.259	2.260	2.102	2.164	2.208	2.229	2.200
31. ONLY METHOD OF EVALUATING SBDM IS TO SEE IF TEST SCORES INCREASE	4.148	4.167	3.966	4.224	3.957	3.896	3.917	3.925

Table 24 (continued)

1 = STRONGLY AGREE 2 = AGREE 3 = UNCERTAIN 4 = DISAGREE 5 = STRONGLY DISAGREE								
STATEMENTS	SUPERVISORS		ELEMENTARY PRINCIPALS		MIDDLE SCHOOL PRINCIPALS		SECONDARY PRINCIPALS	
	MEAN		MEAN		MEAN		MEAN	
	WITH-OUT EXP.	WITH EXP.	WITH-OUT EXP.	WITH EXP.	WITH-OUT EXP.	WITH EXP.	WITH-OUT EXP.	WITH EXP.
32. SUCCESS OF SBDM WILL DEPEND ON HOW ADMINISTRATORS VIEW TEACHERS	2.745	2.648	2.923	2.490	2.776	2.854	2.780	2.750
33. TRAINING SHOULD INCLUDE PROBLEM SOLVING SKILLS	1.668	1.741	1.798	1.714	1.828	1.771	1.798	1.825
34. SITE COUNCIL MEETINGS SHOULD OCCUR DURING A TEACHER'S CONTRACT DAY	2.745	2.574	2.380	2.653	2.629	2.375	2.697	2.575
35. WANT TO SEE A SBDM MODEL FOR TN SCHOOLS	2.423	2.759	2.486	2.694	2.319	2.271	2.321	2.425
36. DECISION MAKING BY PARENTS, TEACHERS, STUDENTS, ETC. SHOULD BE ONLY INFORMALLY	3.515	3.537	3.101	3.449	3.302	3.292	3.275	3.550

Table 24 (continued)

1 = STRONGLY AGREE 2 = AGREE 3 = UNCERTAIN 4 = DISAGREE 5 = STRONGLY DISAGREE								
STATEMENTS	SUPERVISORS		ELEMENTARY PRINCIPALS		MIDDLE SCHOOL PRINCIPALS		SECONDARY PRINCIPALS	
	MEAN		MEAN		MEAN		MEAN	
	WITH-OUT EXP.	WITH EXP.	WITH-OUT EXP.	WITH EXP.	WITH-OUT EXP.	WITH EXP.	WITH-OUT EXP.	WITH EXP.
37. SBDM CAN IMPROVE THE SCHOOL'S ATHLETIC PROGRAM	3.133	3.056	3.192	3.143	3.155	3.042	3.110	2.875
38. SBDM CAN IMPROVE SCHOOL LUNCH PROGRAM	2.893	2.833	3.005	2.837	2.966	2.896	3.028	2.775
39. A SCHOOL MUST BE FINANCIALLY SECURE BEFORE WILL WORK	3.031	2.926	2.856	3.265	2.879	3.333	2.917	3.000
40. THE PRINCIPAL HAS TO BE THE MAIN DECISION MAKER IN A SCHOOL	2.867	2.870	2.346	2.918	2.500	2.229	2.321	2.375
41. PEOPLE INVOLVED IN IMPLEMENTATION OF A DECISION SHOULD BE THE PEOPLE MAKING THAT DECISION	2.393	2.278	2.139	2.041	2.293	2.333	2.092	2.075

Table 24 (continued)

1 = STRONGLY AGREE 2 = AGREE 3 = UNCERTAIN 4 = DISAGREE 5 = STRONGLY DISAGREE								
STATEMENTS	SUPERVISORS		ELEMENTARY PRINCIPALS		MIDDLE SCHOOL PRINCIPALS		SECONDARY PRINCIPALS	
	MEAN		MEAN		MEAN		MEAN	
	WITH-OUT EXP.	WITH EXP.	WITH-OUT EXP.	WITH EXP.	WITH-OUT EXP.	WITH EXP.	WITH-OUT EXP.	WITH EXP.
42. SUBSTITUTES FOR TEACHERS IN SITE COUNCILS MEETINGS WILL HINDER INSTRUCTION	2.893	3.000	2.688	3.286	2.828	3.167	2.835	2.875
43. COMMUNITY MEMBERS & PARENTS WILL NEED TRAINING BEFORE THEY CAN FUNCTION EFFECTIVELY ON SITE COUNCILS	1.842	2.000	1.813	2.061	1.905	2.063	1.862	1.875
44. SBDM WILL CREATE MORE COMPETITION	2.745	2.778	2.702	2.816	2.672	2.979	2.771	2.825
45. TRAINING SHOULD BE DONE BY OUTSIDE PROFESSIONALS	2.628	2.611	2.625	2.592	2.534	3.000	2.569	2.750
46. SUPERINTENDENT & SCHOOL BOARD MUST BE TRAINED	1.612	1.685	1.615	1.735	1.690	1.938	1.761	1.660

Table 24 (continued)

1 = STRONGLY AGREE 2 = AGREE 3 = UNCERTAIN 4 = DISAGREE 5 = STRONGLY DISAGREE								
STATEMENTS	SUPERVISORS		ELEMENTARY PRINCIPALS		MIDDLE SCHOOL PRINCIPALS		SECONDARY PRINCIPALS	
	MEAN		MEAN		MEAN		MEAN	
	WITH-OUT EXP.	WITH EXP.	WITH-OUT EXP.	WITH EXP.	WITH-OUT EXP.	WITH EXP.	WITH-OUT EXP.	WITH EXP.
47. SBDM SHOULD BE MANDATED BY STATE LAW FOR ALL SCHOOLS	4.061	4.130	4.072	3.796	3.879	3.604	3.780	3.650
48. SBDM WILL NOT FUNCTION PROPERLY UNLESS SCHOOL BOARDS FULLY SUPPORT IT	1.684	1.833	1.688	1.755	1.664	2.021	1.761	1.775
49. SYSTEMWIDE SUPERVISORS WILL STILL BE NEEDED WHEN SBDM IS IMPLEMENTED	1.760	1.963	2.346	2.653	2.284	2.375	2.321	2.225
50. STUDENT DISCIPLE CAN BE IMPROVED	2.597	2.778	2.740	2.388	2.612	2.458	2.743	2.450

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                      Tennessee Association for Supervision
                          and Curriculum Development
                      Tennessee Association of School
                          Librarians