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Shared decision making in the First Educational District of Tennessee: Teachers' and principals' perceptions of actual and desired levels of participation

Hatcher, James Mitchell, Ed.D.

East Tennessee State University, 1994

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Shared Decision Making in the First Educational

District of Tennessee: Teachers' and Principals'

Perceptions of Actual and Desired Levels of

Participation

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A Dissertation

Presented to

the Faculty of the Department of Educational Leadership

and Policy Analysis

East Tennessee State University

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In Partial Fulfillment

of the Requirements for the Degree

Doctor of Education

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by

James Mitchell Hatcher

August 1994

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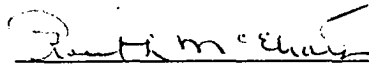
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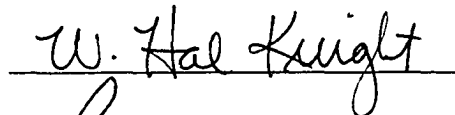
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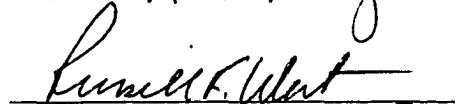
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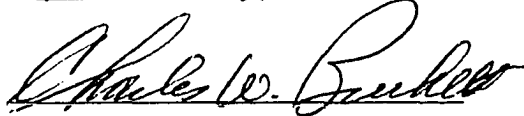
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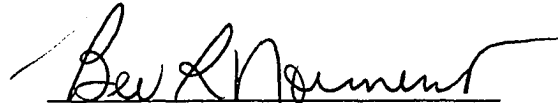
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ABSTRACT

SHARED DECISION MAKING IN THE FIRST EDUCATIONAL

DISTRICT OF TENNESSEE: TEACHERS' AND PRINCIPALS'

PERCEPTIONS OF ACTUAL AND DESIRED LEVELS OF

PARTICIPATION

by
James Mitchell Hatcher

The purpose of this study was to determine the current involvement of principals and teachers in shared decision-making as well as desired levels, and to identify the perceived areas of acceptance and non-acceptance by educators.

Eight domains of the Teacher Decision-Making Instrument: planning, policy, curriculum/instruction, pupil personnel, staff personnel, staff development, school/community relations, and budget management were used to assess the actual and desired levels of participation in shared decision-making by the respondents.

A random sample was selected from the public schools of Northeast Tennessee. Seventy-five schools were surveyed which included 75 principals and 1632 teachers. Responses were obtained from 59 principals and 1084 teachers at 59 schools. Data were analyzed using t-tests for independent means, t-tests for dependent (correlated) means and analysis of variance.

The analysis and interpretation indicated statistically significant differences between teachers' and principals' perceptions of actual participation in shared decision-making with principals perceiving a higher level of involvement than teachers. Significant difference was also found between actual and desired levels of participation with higher desired levels

especially in the areas of planning, staff personnel, school/community relations and budget management. No significant difference was found between principals' and teachers' perceptions of desired participation in shared decision-making.

Significant differences were found between groups' desired level of participation in shared decision-making based on age, participants' years in the school, and career ladder status level.

No significant differences were found between desired levels of participation in shared decision-making based on number of years in education, highest education level, and various school compositions. ladder III principals over career ladder I.

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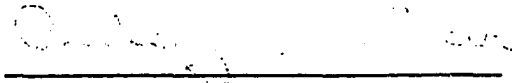
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EAST TENNESSEE STATE UNIVERSITY
INSTITUTIONAL REVIEW BOARD

PROJECT TITLE: Shared Decision Making in the First Eductional
District of Tennessee: Teachers and Principals
Perceptions of Actual and Desired Levels of
Participation.

PRINCIPAL INVESTIGATOR: James M. Hatcher

The Institutional Review Board has reviewed the above-titled

project on <u>January 6, 1994</u> 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

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DEDICATION

To my family, my wife Ernestine and my son Chris,
who made so many sacrifices for me along the way and
who encouraged me, inspired me, loved me, and prayed
for me to persevere in this endeavor.

ACKNOWLEDGMENTS

I would like to thank Dr. Robert McElrath, my committee chairman, for his assistance and support. Thanks also to the other members of my doctoral committee: Dr. Charles Burkett, Dr. Russell West, Dr. Hal Knight, and Dr. John Anderson for their respect, ideas, and assistance in helping me accomplish this goal.

Thanks to all of the educators who participated in this study. Without their input, this study would not have been possible.

Special thanks to the staff at Unicoi Elementary School who have offered so much help and encouragement, and to Peggy McInturff who has given so much of her time and talents to this project.

Many thanks to my friends from Cohort III who have offered help and support, especially my friend Allen Rogers. Thanks also to my church friends who have prayed and encouraged, and my family, including my brother Dan, who have never given up on me. I remain ever blessed.

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Chapter I

Introduction

Educational reform has become one of the leading

issues in America since the publication of <u>A Nation At</u>

<u>Risk</u> (1983). This national study condemned the

mediocrity of education. O'Neil (1990) indicated that

the ruination of society and the American economy was

tied to the ills of our educational system .

Deal (1990) maintained that regulations and

mandates from legislatures and school boards aimed

mainly at standardized testing resulted in blocking

innovation by educators. Accountability became the

watchword for educational leaders as incentive pay

plans for teachers and other similar plans of the 1960s

resurfaced under new titles (Deal, 1990). This time of

educational unrest in America saw many new movements

aimed at solving the problems associated with our

educational system. The thrust of these desired

changes became known as the "excellence" movement

(O'Neil, 1990).

Change of the educational system is now a dominant

topic in the educational literature of today, with many

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views of what will and will not work discussed at

length in educational journals and textbooks. Brickley

(1990) asserts that while politicians, business

leaders, parents and communities have not yet demanded

change, they do desire it, and that teachers and

administrators are ready to make it happen.

Educational change proponents suggest two

directions for change, reform and restructuring. While

reform means to amend what is defective, restructuring

is a broader concept. There is no consensus, however,

on what is restructuring or what it should be. Albert

Shanker, president of the AFT and backer of school

restructuring told a recent American Association of

Curriculum and Development (ASCD) conference that "If

you don't restructure, public education in America is

going to be finished in five to ten years" (Cited in

O'Neil, 1990, p.3).

With all of the focus on the restructuring of the

educational organization, it becomes evident that some

type of change must occur. Many proponents of change

argue that stakeholders in the organization itself are

best suited to bring about this change and, therefore,

should be involved in the planning, development, and implementation of that change. O'Neil (1990) contended that bureaucratic mandates impede innovation and frustrate educators; therefore, educators must become involved before these barriers are forced upon them.

One of the most promising management techniques in restructuring today is shared decision-making. This management technique redefines·the roles of those involved in the decision-making process and shifts to a bottom up approach. Should shared decision-making be enacted it would allow, "Those closest to the point of educational impact, teachers, principals, parents, and community members to have the opportunity to explore, create and implement innovative approaches and accountability structures designed to ensure significantly increased student achievement" (O'Neil, 1990, p.3).

Many political leaders have also decided that shared decision-making is an effective way of improving schools and have begun to push for its acceptance by educators. The state of Kentucky has recently required compliance by schools and school systems to school-based decision-making mandates.. While Tennessee has

not yet mandated it, one of the major goals in <u>The</u>
<u>Master Plan For Tennessee Schools: Preparing for the</u>
<u>Twenty-First Century</u>, is to "Give teachers a place at
the table of decision-making in regard to curriculum,
textbooks, discipline, professional development, and
any other matter related to the teaching/learning
process. School-based decision-making shall be the
rule rather than the exception in all school districts
of the state by the first day of the twenty-first
century" (Smith, 1989, p.20).

Some of the authors in support of shared decision-
making contend that it will result in decentralization
of decision-making empowering teachers and principals
to have more control of their schools, and that
teachers and principals must be ready to assume their
new roles (Harrison, Killion, & Mitchell, 1990).
Because decentralization has not yet been mandated,
what attitudes toward participation now exist? Do
principals and teachers really wish to participate in
shared decision-making at a high active level? To what
degree are schools already participating in shared
decision-making and in which areas?

Change within the educational system of the United
States of America is of great concern at this time,

while the direction of this change is not entirely
clear to everyone involved. The emphasis appears to be
on decentralization as a method of improvement, with
some form of shared decision-making being implemented
at the school level. Involvement of stakeholders in
the decision-making process involves careful and
planned implementation as their roles within the
organization change. Acceptance must be addressed and
considered if it is to be successful.

Statement of The Problem

The problem is that neither the current level nor
the desired level of participation of principals in
shared decision-making is known; yet the Tennessee
Board of Education has established school-based
decision-making as a goal to be achieved in all school
districts of the state by the first day of the 21st
century. This goal has been established without
addressing the needs of educational personnel in local
schools in the areas of staff development and awareness
of proposed involvement. This state goal for school-
based decision-making suggests assigning teachers a
place in the decision-making process in areas of
curriculum, textbooks, discipline, professional

development, and other matters related to the educational process for teachers. This goal does not address the conceived competency levels of these teachers and principals and their commitment to the decision-making process.

The problem was conceived based on the apparent lack of understanding and knowledge of school-based decision-making by the majority of Tennessee educators and the evident lack of an advertised plan of professional development and measure of educator commitment to this goal. Educators in the State of Tennessee have many different ideas of what school-based decision-making is, its definition, and the procedures necessary to implement it in their schools. It is vital that educators' levels of commitment and understanding of shared decision-making be determined.

Purpose of the Study

The study was conducted to determine the total involvement level for each school in some form of school-based decision-making. School profiles in each of eight dimensions were examined:

* Planning   * Policy

* Curriculum/instruction * Pupil personnel

* Staff personnel   * School/community

*Staff development   * Budget/management

These dimensions were common areas of decision-making involvement identified in the literature. Perceptions of involvement in shared decision-making, both actual and desired, by teachers and principals and the degree of involvement by the demographics of age, years in education, years in a school, school composition, level of educational attainment, and career ladder status were also examined.

Information was collected from current principals and teachers in the public schools of Northeast Tennessee. One of the intentions of the study was to better identify the perceived areas of acceptance that the educators in this geographic area of the state had for shared, school-based decision-making. Areas of conflict and congruence were also identified. The intention was that the information obtained would help educators establish a better understanding of their roles in shared decision-making so that a smoother transition during implementation of shared decision-making in Tennessee schools might take place.

Because the Master Plan for Tennessee schools: Preparing for the Twenty-First Century (Smith, 1989)

includes school-based decision-making as a goal for .Tennessee Schools, it is evident that many will begin implementation of some form of school-based decision-making at the school level in the very near future. It was, therefore, of utmost importance for educators to have at their disposal the tools that could provide the best opportunity for success. This study may provide valuable information about the identified domains of shared decision-making to the practitioners who could aid in quality implementation of school-based decision-making in the schools of Tennessee.

<div align="center">Research Questions</div>

Six research questions were addressed based on the statement of the problem:

1. What do teachers and principals perceive as the actual level of participation in shared decision-making?

2. What level of participation in shared decision-making is desired by principals and teachers?

3. Which domains of shared decision-making are teachers and principals generally in agreement with and which contain the most discrepancies?

4. Are there differences between desired levels of participation in shared decision-making based on age?

Experience level? Number of years in the school?

School composition? Level of educational attainment?

Career ladder status?

5. Are there differences in the actual level of

participation and desired levels of participation in

shared decision-making?

6. Are there differences between the perceptions of

principals concerning actual participation in shared

decision-making, desired participation in shared

decision-making, and the perceptions of teachers

concerning the same variables within their respective

schools?

<div align="center">Hypotheses</div>

The following nine null hypotheses relate to the

six research questions.

H_o1 There is no significant difference in the

perceptions of teachers and principals in the actual

level of participation in shared decision-making.

H_o2 There is no significant difference in the

perceptions of teachers and principals in the desired

level of participation in shared decision-making.

H_o3 There is no significant difference in the

desired level of participation in shared decision-

making based on age of respondents.

H_o4 There is no significant difference in the desired level of participation in decision-making based on the years in education of respondents.

H_o5 There is no significant difference in the desired level of participation in decision-making based on the number of years the respondent has been in the current school.

H_o6 There is no significant difference in the desired level of participation in decision-making based on the composition of schools.

H_o7 There is no significant difference in the desired level of participation in decision-making based on the level of educational attainment of respondents.

H_o8 There is no significant difference in the desired level of participation in decision-making based on the career ladder status of respondents.

H_o9 There is no significant difference between the actual and desired levels of participation in shared decision-making of respondents.

Significance of the Problem

Because school-based decision-making is a "bottom up" approach to school reform, allowing local educators flexibility to address the unique needs and concerns of

their community and students, it is important to discern the amount of knowledge that these educators have about decision-making and their level of commitment to the process.

The stakeholders' vision of what practices should be implemented in their schools must be in line with the thinking of those politicians and leaders who affect the mandates and goal setting at the state level if successful implementation of these goals and mandates is to occur. From the research findings of this study a better understanding of the differences and similarities can be identified, providing an opportunity for those who will affect change to better facilitate results. This shared information will allow for a smoother transition of acceptable change.

Limitations and Assumptions

1. It was assumed that all respondents answered the questions honestly.

2. Those participating in the survey were limited to those teachers and principals working at the time of the study in the Northeast educational district of the state of Tennessee.

Definitions of Terms

1. <u>School-based decision-making</u> generally refers
to an increase in authority at the individual school
site. This authority can include all or some of the
following items: budget decisions, personnel
decisions, and curriculum decisions. Some SBDM models
also include school site councils composed of school
staff, students, parents, or community leaders who aid
in governing the school (Valesky, 1992).

2. <u>Shared decision-making</u> allows the administrator to
share the situation and problem with the group and
allows the group to make the decision. It is the
general method that is a part of many other models used
to involve staff in the decision-making process. Some
of the models are site-based management, school-based
decision-making, total quality management,
collaborative decision-making, collective decision-
making shared governance, democratic decision-making,
etc.

Overview of the Study

The report of this study is organized into five chapters. Chapter 1 contains the introduction, statement of the problem, the purpose of the study, research questions and hypotheses, the significance of the problem, limitations and assumptions, definitions and an overview of the study.

Chapter 2 contains a review of the literature related to the topic.

Chapter 3 contains procedures used to conduct the study.

Chapter 4 is a presentation of the analysis of the data collected in the study.

Chapter 5 contains a summary of the study, findings, conclusions, and recommendations of the study.

CHAPTER 2

A Review of the Literature

Overview

The review of literature is divided into four main

sections. The first section introduces the historical

development of the school-based concept in the United

States. It includes subsections on the early years of

education in the United States, public initiative for

change, and reform as an adoption promoter. This first

section deals with the general topics which are related

to shared decision-making in the literature and the

background that has provided the foundation for the

current emphasis on this topic.

The second section reviews the literature that

provides theoretical and research support for shared

decision-making and addresses the advantages and

disadvantages cited in the literature and discusses the

domains of decision-making.

The third section deals with the instrument

selected for the study and the literature related to

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its development.

The fourth and final section summarizes the chapter of literature review.

Historical Development of Shared/School-based Decision-Making

The Early Years

During the early years of American education, the geographical isolation of schools and the lack of efficient communication and transportation contributed to schools' independence. Population was sparse with schools often great distances from their district offices. Travel was laborious and sometimes dangerous. Communication, because it relied on transportation for the most part, was inefficient and slow. These factors allowed for few, if any, restrictions on the school organization (Zimet, 1973).

The isolation of these early schools and lack of complexity in state governments allowed the staffs and principal to make almost all decisions. The parents and community were not very actively involved in the schools' daily operations, nor were they especially interested in them. Often if children could read the

Bible and count enough to change money, the general
public was satisfied. District policies were merely
passed down by the principal to teachers who were
expected to carry them out. Accountability was
basically in their hands (Taylor & Levine, 1991).
While school boards were established to set policies,
determine policies, and govern these local schools, the
schools were responsible for all parts of the
educational program. Decisions about building
construction, maintenance, personnel, curriculum,
textbook selection and budget occurred at the school
level (Marburger, 1985).

With the advent of urbanization and the expansion
of state governments in the early 1900s, bureaucratic
control came to education. The school district offices
expanded and more governance over the local schools was
established. It became easier to scrutinize the local
schools and mandate policy and procedures to them in
the name of "efficiency" to ensure a degree of quality
control of the educational system (Marburger, 1985).
"Top down" decision-making replaced the "bottom up"
that had been practiced. Managers took over the

decision-making roles of principals, teachers, and parents. Consequently, their control over the instructional programs at the local level became minimal. The original design of the American educational system, which was intended to keep the decision-making process close to the people that they served, deteriorated (Pierce, 1980).

Bureaucratic school control continued and grew in the years that followed. Swings in curriculum were manifested by the national sentiments (Zais, 1976). Shifts from standardized education to vocational training and education to prepare students to function in a modern changing world came about at the end of the World Wars.

Americans who had always felt superior in the world in all aspects of life were shaken to reality when the Soviet Union launched Sputnik in 1957. American education was portrayed as inferior and even tighter educational control began to be exercised (Finn, 1991).

Societal unrest in the 1960s and the questioning of establishment and bureaucracy became a driving force

for centralized reform. Top down efforts for reform
measures were aimed at the educational system. Many
techniques, practices, and programs were instituted
with limited degrees of success (Finn, 1991).

Different forms of decentralized school management
began to emerge. They were designed to grant a greater
degree of political power to the local community.
Usually they were referred to as decentralized or
school-site budgeting (White, 1989). Some other names
that began to be used were participatory decision-
making shared decision-making, school-based management,
shared governance, collaborative decision-making and
total quality management, all with decentralized
control and employee involvement as common themes.
These early efforts caught the attention of many
political leaders and educational practitioners.

Legislative mandates began to issue directives
requiring the adoption of school-based management
programs. The first of these mandates came in the
state of Florida and in 1971 the Monroe County District
in Key West, Florida implemented school-based
management (Lewis, 1989). California, Michigan, New

York, Maryland, South Carolina, and Kentucky as well as the cities of Chicago and Detroit have mandated or opted for some form of school-based decision-making since that time (Lewis, 1989).

Interest in this concept continues today as more agencies, legislatures, citizens' committees, Governors' groups, commissions, and other advocates study the successes and failures of the past.

Public Initiative for Change

The Education Commission of the States members passed unanimously the 1992-93 agenda. The agenda expressed wishes to involve the public in educational reform, and encourage site-based management and collaborative decision-making (Education USA, 1992).

Goals 2000: Mobilizing for Action Achieving the National Education Goals, a thirteen page paper from the National Education Association (1991), lists the goals announced by President Bush and measures for accomplishing them. Goal three, student achievement and citizenship measures include: accountability of student, school employees, schools, communities, and

parents; shared decision-making and international

education (NEA, 1991).

Based on staff development emphasis from A Nation
at Risk (1983), the New York City Board of Education
produced a research brief in 1991 citing five
strategies that emerged in the 1980s. One of the main
focuses was on School-based management/Shared decision-
making(NYCBE, 1991). Kentucky, a neighboring state of
Tennessee, mandated state-wide adoption of school-based
decision-making to begin in 1991-92, by the Kentucky
Education Reform Act of 1990 (Van Meter, 1991).

A senate committee report discussing the Education
for American Families Act (1991), endorsed
modifications that include school-based
management/shared decision-making (Senate Committee on
Labor and Human Relations, 1991). One of the key
statewide goals of the Tennessee State Department of
Education is described in 21st Century Challenge:
Statewide Goals and Objectives for Educational
Excellence, calling for implementation of school-based
decision-making in the state's public schools (Smith,
1989).

One of the rallying cries of school reform in the 1990s' is shared decision-making in schools (Carnegie Forum on Education and the Economy, 1986; Serotnik & Clark, 1988). The idea that a leader can be an expert in all situations and under all circumstances is unrealistic and sharing decisions with a larger pool of people is a new paradigm to be considered in moving away from the superprincipal complex (Chamley et al., 1992). Empowering teachers provides advantages in empowering the quality of decisions made and allows for opportunities that call for a deeper commitment to the decisions made. This in turn provides autonomy and opportunities for increased satisfaction in the workplace. Some experts claim that empowerment and participation advances professionalism, while Marburger (1985) advocates empowering schools with decision-making power as the first priority.

Reform as an Adoption Promoter

Early reforms increased state-mandated educational

standards and critics depicted the prescribed content

and form of schooling "too rigid, too passive, and too

note-oriented to produce learners who can think

critically, synthesize, and transform, experiment and

create, and are virtually identical to those of the

progressives at the turn of the century and again in

the 1960s" (Darling-Hammond & Berry, 1988, p.54). If

the first wave of educational reforms identified

teachers as the problem, the second wave identified

them as the solution (Hanson, 1991).

Reports on reform during the mid-1980's brought a

new focus to the challenges of empowering American

education. These reports had a common approach to

reform, a "bottom-up" approach. Some of the more

influential reports were: Tomorrow's Teachers: A Report

to the Holmes Group, A Nation Prepared: Teachers for

the 21st Century, by The Carnegie Forum, and Time for

Results: The Governors' 1991 Report on Education

(Hanson, 1991).

These reports stressed the difficulty of the

teachers' tasks and the lack of authority they were given to resolve problems. They stated that effective teaching and learning consists of a complex mix of intellect, spontaneity, insight, personal understanding, love, and patience. They found that rules, especially those impressed from afar, constrain the learning process rather than release it (Hoy & Miskel, 1991).

Timar (1989) pointed out that state-level policy makers have a limited repertoire from which to draw so that they can manage macro-policy, funding, teacher certification, textbook adoption, curriculum standards, equity and the like, but have limited control over the daily operation of schools. State policy could not change what it could not control (Hoy & Miskel, 1991).

The first wave of educational reform did not die out but was overcome in the mid-1980s by the second wave which began to pull our educational systems in differing directions. This new wave, unlike its predecessor, argued that restructuring should "empower teachers rather than manage them" (Hanson, 1991).

Theoretical Support

A basic principal in motivation theory is that people invest themselves in work in order to obtain desired returns or rewards (Sergiovanni & Elliot, 1975). Investment in work is of two types: Participation investment and performance investment (Hoy & Miskel, 1991). The participation investment includes all that is necessary for the teacher to obtain and maintain satisfactory membership in the school. Administrators cannot require teachers to go beyond this level of investment because it is all that is required for the job. The performance level of investment exceeds these limitations, teachers give more than reasonably expected and in return receive rewards that permit them to enjoy deep satisfaction with their work and themselves.

Abraham Maslows' hierarchy of needs contains five need levels. If we view these in two categories: lower-order (security, social, and some self-esteem), and higher-order, (esteem, autonomy, and self-fulfillment), lower-order apply to the participation level, and higher-order to the performance level.

Administrators who rely on reward structures that fit into the characteristics of the higher-order needs are exploring the motivational levels of the teacher (McClelland, 1961).

Robert White (1958) believed that people wish to understand and control their environment and wish to be active participants in it. This was called the competence motive. The achievement motive, as studied by McClelland (1961), described this person as one who needs to compete, has a strong need for achievement, is a moderate risk taker, etc. He stated that this person will express his energies negatively if they are not positively directed. He suggested allowing expression of these motives in schools to create and heighten a sense of efficacy (McClelland, 1961).

Teachers show more enthusiasm when allowed to participate regularly and actively in decision-making (Ramsey, 1984). A fundamental facet of promoting positive personnel management through the expectancy and encouraging process is the exercise of leadership in opening up the system (at the building or district level) to meaningful staff input and involvement. This

should include enhancing participatory decision-making and problem solving. Employees must find some inner joy in the work place and human interaction is ultimately the best teacher for everyone involved (Ramsey, 1984). Authentic participatory decision-making can help meet the needs of both the individual employee and the organization simultaneously.

Why Shared Decision-Making?

Schools are searching for dramatic new ways to effectively meet the needs of all children. Teachers, parents, and other community members are seeking to become involved in the decisions that affect their schools. To pursue these twin goals, many communities are studying and implementing what commonly is called "school-based management" (AASA, NAESP, & NASSP, 1988, p.3). One of the basic premises of this movement is that it "offers the promise that, by mobilizing resources at the school level, childrens' learning can be affected" (AASA, NAESP, & NASSP, 1988, p.3).

Management experts cite the advantages of systems that shift decisions to the levels most directly

affected. In <u>Megatrends</u> (1982), John Naisbitt pointed out the trend toward decentralized decision-making throughout the private sector. Peter Drucker (1989) emphasized the importance for managers to pay attention to the needs of employees. In <u>Search for Excellence</u> (1982), Tom Peters and Robert H. Waterman pointed out, "The point of smallness is that it induces manageability and above all, commitment. . . Smallness works. Small is beautiful" (Peters & Waterman, 1982, p.213).

According to James Lewis, Jr. in his report, <u>101 Questions and Answers About School-based Management</u> (1989), school organizations are moving toward this area of reform because it is the nearest form to how our democratic governments operate. The literature reports the positive effects of school-based management as:

(1) Improvement will mostly occur in school methods and procedures.

(2) Some gain will be evident in attracting and retaining teachers.

(3) Staffing flexibility will most likely increase.

(4) Service and product should show improvement.

(5) Teachers should be more productive.

(6) Decision-making may improve because of more

information and knowledge (Lewis, 1989).

Many of the authorities report their agreement on
the advantages of shared decision-making. Richard G.
Neal (1990) cited 18 advantages for school-based
management in his report at an administrative workshop
in Johnson City, Tennessee. Max Heim also shared
advantages in a "Shared Leadership" Conference in 1988.
In a workshop at East Tennessee State University, Bill
Cook stated that to increase the capacity of the
organization you must increase the capacity of the
individual (Cook, 1993).

Others report similar claims about various systems
employing the use of shared decision-making. "Site-
based management means creating ownership for those
responsible for carving out decisions by involving them
directly in the decision-making process" (Harrison,
Killon, & Mitchell, 1990, p. 55). Creating ownership
is believed to motivate and produce better results.

One of the areas most frequently cited in the

literature that needs restructuring is authority and decision-making. In the National Governors Association framework it states: "Authority and decision-making should be decentralized so that the most educationally important decisions are made at the school site. Teachers, administrators, and parents should set the basic direction of the school and determine strategies and organizational and instructional arrangements needed to achieve them" (O'Neil, 1990, p.9).

Terrence E. Deal believes that previous efforts have not made significant, lasting improvement. "More promising approaches, reflecting the symbolic side of schools, may be found by reviving the wisdom of the past or, a more formidable task, by transforming the basic character of schools" (Deal, 1990, p.7). As an organization grows and becomes more complex, it is more difficult for a few key leaders to be the most knowledgeable experts in every phase of the operation (Cook, 1990). Decisions then, should be shared with a larger pool of people. If all decisions are made by people at the top of the organization, people throughout the organization feel powerless over their

own professional destiny (Cook, 1990).

Two principles of shared decision-making/school-based management undergird the framework of the concept. They are: (1) local schools should be the primary decision-making unit, (2) ownership is an essential part of effective change. The rationale for shifting the authority for decision-making to the school site, according to Guthrie and Reed (1986), are the assumptions that: "members of the school have expertise and initiative to improve the instructional program and the school climate, and that deep, long-lasting school reform requires the active involvement of all stakeholders in the educational process" (p.96).

Research on effective schools has developed principles which garner support for shared decision-making as cited by the National Committee for Citizens in Education (Education Week, 1988).

Research Principles

(1) The school is the primary unit of change.

(2) The school principal is a key to an effective

school.

(3) Decisions made by a group of educators are of higher quality than those made by an individual educator.

(4) Shared decision-making generates ownership and ownership assures commitment.

(5) School improvement requires personal and group commitment to new performance norms.

(6) An effective school has a healthy school climate.

(7) High trust level, open communications, and holistic concern for people enhances school effectiveness.

(8) Significant and lasting improvements require considerable time.

(9) Change occurs best when the entire school culture is the focus and when the atmosphere is collegial and risk-free.

(10) Teachers and others are more willing to change when they are significantly involved in planning, implementing, monitoring, and evaluating programs.

While the research identifies positive aspects of

restructuring through shared decision-making and advocates participatory management, many barriers and obstacles must be overcome along the way and much preparation and evaluation must take place.

Disadvantages, Barriers, and Considerations

Studies have shown that principals' perceptions of the process are critical to the success of school-based decision-making (Etheridge, Hall, Brown, & Lucas, 1990). Tom Valesky found that principals' concerns focused on barriers to effective implementation which were lack of time, money, training and defined roles (Valesky, 1992). Other research studies indicate implementation must address these areas. Valesky also found that principals feel there are "inordinate restrictions placed on their leadership" (Valesky, 1992). Recent studies in Memphis, Tennessee schools show that principals who are authoritarian in their operational mode have found difficulty in fitting in the site-based style (Valesky, 1992). In a telephone interview with Tom Valesky on December 2, 1992, he related that three out of the original seven principals

in the Memphis study had been replaced at this time,

all of which were authoritarian in their leadership

style (Valesky, 1992). There is definitive evidence

that the principal's role changes in the constructs of

shared decision-making; however, little evidence

supports loss of power, instead "in schools where

adequate training is available to all participants and

everyone understands their role in the decision-making

process, principals actually feel more 'empowered'"

(Etheridge, Hall, Brown, & Lucas, 1990, p.86).

According to Sandra Strauber (1990), "since the

principal's sphere of communication is much greater,

the principal's influence actually increased" (p.65).

Some of the disadvantages that may be encountered

in shared decision-making are: that resistance by

principals may become a problem if their issues are not

accommodated; conflict between participating and non-

participating teachers may occur; salary costs may

increase; and support personnel responsibilities will

change, causing some dissatisfaction. Unmet

expectations for shared decision-making may also cause

training and development costs to increase.

With a direct drive towards teacher empowerment and site-based decision-making, as well as the evidence of ownership and job satisfaction as a by-product, one would certainly believe that teachers would not wait for such events to transpire. The literature, however, does not completely attest to this end.

Goldman (1992) found that in Montgomery County, Maryland and the state of Kentucky, school staffs have shown reluctance to opt into shared decision-making programs. Some teachers have declined. In Montgomery County, the principals' bargaining unit went on record in opposition to participating in decision-making (Goldman, 1992).

Superintendents, a principal, a teacher, and representatives of the National Education Association describe how they are attempting to resolve the question of establishing parameters in shared decision-making programs in an article by McWalters and others (1992). Kirby (1992) relates three sources of resistance to shared decision-making based on thirty principals learning to apply this over a two-year period. They are identified as certain principals'

personality characteristics, composition of teaching

staff in certain schools, and the managerial

expectations in some school districts.

Mitchell and Varner wrote "mainstream views of

empowerment as a management practice, internal state

and organizational state, are unidirectionally static

and manipulative and fail to support the constructs'

liberating values" (1990, p.18). Teacher empowerment

is a viable question in approaching shared decision-

making Do teachers really want to make their own

decisions? Foster (1990) addresses this question and

contends that while the best teachers do, the average

teacher or about 95 percent just want someone to tell

them what to do.

Perhaps there is reason for teacher concerns.

"Shared decision-making presents new demands" (Weiss,

Combone, & Wyeth, 1992, p.352). It places heavy

demands on their time, and they must become familiar

with issues not before concerned with (safety,

regulations, law). They also must overcome cynicism

about "fads" that have swept through education. Skills

to engage other adults, negotiate, resolve differences,

and come to decisions must be developed (Weiss et al.,
1992).

Perceptions of what "is" also has a direct impact
on the success, failure, desire (or lack of) that any
change must face. It may be predicted, according to
Hall and Galluzzo (1991), "that many administrators and
teachers will not see an advantage over existing
practices. Instead, they may perceive a number of
disadvantages, including a decrease in principal
authority or an increase in time they devote to
decision-making" (Hall & Gulluzzo, 1991, p. 6). They
also may see SDM as not compatible with current
practices and procedures and as complex, adding duties
and responsibilities.

Attitudes also have a direct affect on the success
or failure of reform measures. Negative attitudes may
be the demise of any program.

Tom Valesky cited that while the literature shows
that areas of decentralization should first be
budgeting, then personnel, and finally curriculum, that
in Tennessee they had been exactly opposite, with
school boards being reluctant to give up control of the

finances (Valesky, 1992). Teachers and principals realize that complete reform packages are not always the case when politicians are in control of the resources. If we cannot afford the whole car, what good is a tire?

Concern also is generated in the area of trust. The principal may feel that while involvement is worthwhile, he is the one who is held accountable for the decisions made (Weiss et al, 1992). This places a strain on the areas in which teachers may wish to become involved and those with which the principal feels he can allow teacher participation.

Teachers, on the other hand, are often skeptical of involvement based on whether true authority will be given or if participation is being substituted for authority (David, 1989).

What then are the implications for successful implementation as seen by experts in the field?

(1) Total commitment of the school board and superintendent.

(2) Training provided to all prior to implementation and on an on-going basis.

(3) Adoption of new budgeting practices. Allocation
by objective should be instituted.

(4) Time: Effective change takes an adequate amount of
time, usually three to five years. Also adequate
time must be provided in the workplace for those
involved in the process.

(5) Access to information that is timely, accurate and
essential to decision-making.

(6) Communication among everyone involved in the
process must be a high priority (NASSP, 1988).

Principals must make a conscious effort to build
trust and openness, help to formulate a vision and
communicate it, move the decisions to the appropriate
location, and continue to empower teachers in small
steps (Lewis, 1989).

Teacher Decision-Making Instrument (TDI)

Some studies in shared decision-making have
measured only actual participation and some have
measured only desired participation. Research now
indicates that the most meaningful measure in terms of
characterizing teacher participation in shared

decision-making is the deviation score, which represents the differences between what teachers perceive is occurring and what they perceive they desire (Bacharach et al., 1990; Conley, 1991).

Other weaknesses in past studies result from viewing the decision participation as a single domain where all decisions are combined in a single dimension. Current research suggests reexamination of this issue of domain specificity and that the multi-domain approach provides more meaningful conceptualization and understanding of teacher involvement in decision-making (Bacharach et al.,1990; Conley, 1991; Conley et al., 1988).

Vroom and Yettan (1973) suggested five alternatives of making decisions along an ordinal continuum: 1) unilateral, with the administrator using existing information and acting alone; 2) the administrator seeking information without the subordinate knowing the reason and acting alone; 3) the administrator's consulting with individual relevant subordinates and then making the decision which may or may not reflect input; 4) the administrator's

consulting with the group and then making the decision, which may or may not reflect input; 5) shared, with all members of the group sharing equally as they attempt to reach consensus (Vroom & Yettan, 1973).

The Teacher Decision-Making Instrument (TDI), designed and used by Donna L. Ferrara in her 1992 study, combined the elements listed above and modified the scale used by Vroom and Yettan (1973) to produce a new scale which reflects present perceptions of the ways in which decisions in the school setting are made (Ferrara, 1992). The eight domains that are included in this instrument were determined through factor analysis of actual scores, desired scores, and deviation scores derived from the items in the instrument (Ferrara, 1992). These identified domains closely match those areas that have been suggested for teacher involvement in The Master Plan For Tennessee School: Preparing for the Twenty-First Century, (Smith, 1989, p.20).

The choice of background characteristics, other than Career Ladder status and position, were based on variables investigated in past studies of teacher

participation in decision-making (Alutto & Belasco,

1972; Bacharach et al., 1990; Sousa, 1986; Stuckwisch,

1986), variables related to past investigation of

change initiatives (Fullan, 1982; Fullan, 1991; Hord et

al., 1987; Mann, 1978), and variables related to

general beliefs and attitudes concerning decision-

making (Hoy & Miskel, 1991). The inclusion of Career

Ladder status was based on the higher level of self-

esteem found in teachers at levels II and III as

reported by Myers (1992). Position of the respondent

was used as an identifier for the purpose of separating

the respondents into the groups identified for

analysis.

Summary

The review of literature suggests to the reader

that although there are pitfalls on the road to

implementing shared decision-making in schools, the

advantages outweigh the disadvantages. If the correct

procedures are followed and questions addressed, the

results should be worthwhile and productive.

The idea of shared decision-making is not a new

one. The research suggests that our early beginnings
in education were based on this idea out of necessity.
Reform concerns have run full circle in this respect
with the intensification of centralization back to a
push for decentralization and involvement of those
closest to the problem.

The school is now viewed as the center of change
rather than the recipient of change, and the
stakeholders are now viewed as primary in affecting
change. Gridlock from state mandated reforms,
policies, and schools' implementation of these reforms
has occurred in the past.

With change comes more barriers, perceptions, and
attitudes. Identification of these and planned,
controlled implementation should take place with regard
to determining the level of readiness, developing a
vision, communication, staff development, shaping of
attitudes, and evaluation.

Improvements in school climate, staff
satisfaction, morale, and better productive decisions
should materialize with the benefactors being students,
parents, staff, and the community at large. Past

studies have not adequately measured the desired versus
actual participation in shared decision-making or
examined multi-domains of decision participation. The
need for more intensive investigation exists.

CHAPTER 3

Methods and Procedures

<u>Introduction</u>

Chapter three presents an overview of the
population studied, the research design used,
information about the development of the instrument
used, data collection procedures, and data analysis.

<u>Population</u>

The population for this study consisted of all
teachers and principals in the first educational
district of Tennessee.

The <u>Update Directory of Public Schools in
Northeast Tennessee 1993-94</u> listed one hundred and
eighty-seven schools. Random sampling was used to
select the schools for this study. The random sample
was generated using a table of random numbers produced
by computer software.

Seventy-five schools out of the one hundred
eighty-seven were chosen to participate. An 80%
response rate was targeted which meant 60 schools
returned survey instruments.

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Research Design

The purpose of this study was to determine if differences exist between the desired levels of participation in decision-making by teachers and their actual levels of participation, and if there were differences in the principals' perceptions of these same levels. In addition the study aimed to determine if areas of desired participation were also the areas in which participation was perceived as the most prevalent. Various demographic variables were also used to determine which variables related most significantly to principal and teacher receptivity to shared decision-making. To accomplish this study a descriptive research method was used, because it provided adequate opportunities for data collection and analysis. According to Best (1981), "descriptive research describes what is. It involves the description, recording, analysis, and interpretation of conditions that exist. It involves some type of comparison or contrast and attempts to discover relationships between existing non-manipulated variables." (p. 25).

The data collected in this study was obtained through the completion of a questionnaire by each respondent from the selected schools that participated in the study. The data was gathered during the spring of 1994. The developmental procedures for this instrument and the processing of the data are described in further sections of this chapter.

Instrument Selection

During the review of related literature applicable to this study, research was found that addressed the basic purpose of this study. Teacher Perceptions of Participation in Shared Decision-Making in New York State: Actual and Desired Participation, Deviations Between Actual and Desired Participation, and Domains Identified From Participation Measures , by Donna L. Ferrara (1992), yielded an instrument for measuring shared decision-making, the Teacher Decision-Making Instrument (TDI). Telephone contact was made with Donna Ferrara and then a complete copy of the instrument and its reliabilities was received (Appendix A). Careful review of the items on the questionnaire was completed

and the items were found to be acceptable. Permission

to use the TDI was then requested and granted

(Appendices B & C).

The TDI was chosen because it had been adequately

tested for validity and reliability and was found to be

research-based. The instrument closely matched the

areas identified in The Master Plan For Tennessee

Schools: Preparing for the Twenty-First Century (Smith,

1989). The instrument contained two parts: the eight

decision areas inventory, and supplemental variables

(demographics) section. Permission was also granted to

change the demographics if needed (Appendix C).

Part one of the TDI (Appendix A) was used to

collect data about the actual and desired participation

of teachers in the decision-making process. The 68

items were broken into eight categories for information

gathering. The six-point Likert scale was used for

each item:

- One : Decision is made alone by the administrator.

- Two : Decision is made by the administrator after

  consulting with one or more individuals.

- Three : Decision is made by administrator/s after

consulting with one or more groups.

- **Four** : Decision is made by administrator/s after receiving recommendation of formal committee.

- **Five** : Decision is shared with teachers or delegated by administrator/s.

- **Six** : Teacher/s make autonomous decision, without administrative consultation or participation.

"Of the types of scales used to measure attitude, Likert, Gutttman, Semantic Differential, Thurstone and Self-rating, the Likert scale is superior to all the other scales" (Borg & Gall, 1989, pp.311-312).

Part one of the TDI contained a number of items for each of the listed categories of shared decision-making:

(1) Planning, 10; (2) Staff Personnel, 11; (3) Policy, 6; (4) School/Community, 9; (5) Curriculum/Instruction, 10; (6) Staff Development, 6; (7) Pupil Personnel, 7; (8) Budget/Management; 9.

Part two contained supplemental independent variables after modification:

(1) Age, (2) Years in Education, (3) Years in school

surveyed, (4) School composition, (5) Educational

Attainment, (6) Career Ladder Status, (7) Position.

Summary of Items and Domains on the Teacher Decision-

Making Instrument (TDI)

PLANNING

1. Designing change initiatives at district level

2. Designing change initiatives at building level

3. Determining who will be involved with district-wide

    change initiatives

4. Determining who will be involved with school-level

    change initiatives

5. Setting district-level goals

6. Setting building-level goals

7. Planning long-term educational improvements at the

    district level

8. Planning long-term educational improvements at the

    school level

9. Planning short-term educational improvements

    at the district level

10. Planning short-term educational improvements at the

school level

Policy

11. Setting guidelines for homework

12. Setting guidelines for student conduct and

    discipline

13. Determining guidelines for student retention

14. Determining student grading practices

15. Setting guidelines for staff performance standard

16. Setting guidelines for staff evaluation procedures

Curriculum/Instruction

17. Choosing content or program areas to be considered

    for curriculum development

18. Choosing content to be included in teaching

    (curriculum) documents

19. Selecting textbooks

20. Selecting instructional materials

21. Determining changes in course offerings

22. Determining methodologies to be used in delivering

    curriculum

23. Evaluating curriculum

24. Evaluating textbooks

25. Designing curricular change

26. Adopting new instructional methods at department, grade level, or school level

Pupil Personnel

27. Determining student placement for instructional programs

28. Determining recommended student class size

29. Determining methods of reporting pupil progress to parents

30. Choosing student support services administered by guidance

31. Determining pupils who are identified for merit, awards, and scholarships

32. Helping to solve a student's academic problems administrative consultation or participation

33. Helping to solve a student's personal problems

Staff Personnel

34. Hiring of instructional personnel

35. Hiring of administrators

36. Hiring of non-teaching personnel

37. Assigning teaching duties

38. Determining duty assignments

39. Assigning staff to committees

40. Granting tenure

41. Orientating new personnel

42. Accessing staff

43. Planning agendas for staff meetings

44. Resolving employee grievances

Staff Development

45. Assigning of staff to staff development committees

46. Carrying out staff development needs assessment
    activities

47. Designing required staff development activities

48. Designing elective staff development activities

49. Implementing staff development activities

50. Specifying evaluation activities associated
    with staff development activities

School/Community Relations

51. Involving business groups in school activities

52. Involving community (civic) groups in school
    activities

53. Determining the amount of influence the PTA

will have on school functioning

54. Determining agenda items for parent meetings

55. Determining the relationship between the media and the school

56. Determining the content of school news released to the media

57. Determining the extent to which citizen committees will be permitted to influence school decisions

58. Determining the distribution of outside resources within the school

59. Resolving difficulties with community groups

Budget/Management

60. Formulating the district-level budget

61. Formulating building-level budgets

62. Formulating department or grade-level budgets

63. Allocating monies for textbooks

64. Allocating monies for curriculum development

65. Allocating monies for plant decisions

66. Managing the building-level budget

67. Cutting monies from budgets

68. Determining priority use of school facilities

Instrument Validity and Reliability

Ferrara (1992) verified the face validity of the instrument through a panel of five experts who responded to questions about the instrument and from whom suggestions were solicited. A list of these experts and their qualifications is located in Appendix D.

Construct validity was addressed through factor analysis of the instrument using Cronbach's Alpha (Appendix A). According to Ferrara (1992), "A pre-pilot study was conducted to uncover any hidden construction defects, determine if draft questionnaire was ready for a full-scale pilot study, and determine the length of time it would take respondents to complete the questionnaire" (p. 68).

Next, a pilot study was completed by, administering the questionnaire to 343 teachers in the Long Island (New York City area). Reliability (Cronbach's Alpha) and factor analysis (for construct validity) were calculated on the actual and desired scores from the TDI. The results were as follows:

TEACHER Decision-Making INSTRUMENT (TDI)

Cronbach Alpha Reliabilities

Category	# Items/ Category	Actual Scores	Desired Scores	Difference Scores
Planning	10	.90	.93	.93
Policy	6	.78	.83	.83
Curriculum/Instruction	10	.92	.94	.93
Pupil Personnel	7	.78	.81	.81
Staff Personnel	11	.80	.91	.91
School/Community	9	.88	.92	.92
Staff Development	6	.91	.91	.91
Budget/Management	9	.90	.96	.96
Total Scale:		.95	.97	.97

A complete copy of the TDI as used in this study can be found in Appendix H.

Data Collection Procedures

Names and addresses for all of the public schools in Northeast Tennessee were obtained from the 1993-94 Update Directory of Public Schools in Northeast Tennessee. Each superintendent was mailed a letter

explaining which schools in his/her district had been

selected to participate, the purpose of the study,

explanation of the data collection process,

solicitation of his/her cooperation, a form for return

granting his/her permission to conduct the study in

his/her schools (Appendix E), and a self-addressed

stamped envelope for response.

The principal of each school was then mailed a

packet of questionnaires, a cover letter addressing the

same issues as that of the superintendent's

(Appendix F), and a self-addressed stamped envelope.

The questionnaires were to be administered to the

entire faculty of each participating school at a

faculty meeting.

Two weeks after the first mailing, a follow-up

letter was sent to each of the non-respondents

(Appendix G). One week after this, phone calls were

made to each non-respondent and they were encouraged to

complete and return the questionnaires.

The data was collected by administering the

Teacher decision-making Instrument (TDI) (Appendix A)

designed by Donna Ferrara (1992) during the spring of

1994. Permission had been given to use the TDI by Donna Ferrara prior to the administration of the instrument (Appendix C).

<div align="center">Data Analysis</div>

The returned questionnaires were examined for completeness and correctness, coded for computer processing, and analyzed using SPSS-PC (Norusis, 1990). The responses for teachers and principals were analyzed in several different ways.

Contrast between principals' and teachers' perceptions about actual participation in shared decision-making, by domain and by the entire scale, was accomplished by calculating t-tests for independent means to determine significant differences between principals' scores and teachers' scores.

The second analysis was between the principals' and teachers' perceptions about desired participation in shared decision-making. Again t-tests for independent means were calculated for each subscale and for the entire scale.

In the third set of analyses, comparisons were made between selected subgroups on desired

participation in decision-making. The comparisons were made between the following:

- Age Groups

  1 (20-29)

  2 (30-39)

  3 (40-49)

  4 (50-59)

  5 (60 or above)

- Number of years in education

  1 (Less than 1 year)

  2 (1-5)

  3 (6-10)

  4 (11-15)

  5 (16-20)

  6 (more than 20)

- Years in present school

  1 (1-5)

  2 (6-10)

  3 (11-15)

  4 (16-20)

  5 (more than 20)

- School Composition

1 (Elementary)

2 (Middle)

3 (Junior High)

4 (High School)

● Level of Educational Attainment

1 (Less than a bachelors degree)

2 (Bachelors degree)

3 (Masters degree)

4 (EDS)

5 (Doctorate)

● Career Ladder Status

1 (Apprentice)

2 (Career level I)

3 (Career level II)

4 (Career level III)

5 (Not applicable)

Each of the subgroups were analyzed according to population of principals and population of teachers. Analysis of variance was calculated to determine if there were significant differences among each of the subgroups. The ONEWAY procedure was used, as well as,

two-tailed tests at the level of(.05). When a difference was found using the ONEWAY test a post hoc, BTukey, multiple comparison test was calculated to determine which subgroups were significantly different from each other.

The fourth analysis was between teachers' and principals' perceptions of actual and desired participation in decision-making. The t-test for dependent (correlated) means were calculated for each subscale and for each scale in its entirety. The results were used to determine if significant differences existed in the means of teachers and principals in actual versus desired participation in decision-making.

The fifth analysis used compared the mean scores of principals' and teachers' perceptions of actual and desired participation in each of the 59 individual schools. Means were also generated for each of the subgroups to allow a basis for comparison. Total population means on each scale were also calculated and included for information purposes.

DATA ANALYSIS

The purpose of this study was to determine the
total involvement level for each school in some form of
school-based decision-making. School profiles in each
of eight domains that are commonly identified in the
literature were examined. Perceptions of involvement
in shared decision-making both actual and desired, by
teachers and principals, and the degree of involvement
based on the demographics of age, years in education,
years in a school, school composition, level of
educational attainment, and career ladder status were
also examined.

One of the intentions of the study was to better
identify the perceived areas of acceptance that
educators have for shared decision-making. Areas of
conflict and congruence were also identified.

Respondents

Beginning the first week in January, 1994, each
school in the study was mailed copies of the Teacher
decision-making Instrument (TDI) with modified

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demographics (Appendix H). Respondents completed the
questionnaires and either returned them by mail or they
returned them to the researcher in person. Fifty-nine
(59) of the seventy-five (75) schools responded (79%).
The questionnaires returned were from 59 administrators
(79%), and 1,084 teachers (55%)of the 1,978 surveyed.
The return rate per school was (66%) or 1084 of a
possible 1,632. All respondents reported demographic
data on their questionnaires according to age, years in
education, years in the present school, school
composition, level of educational attainment, career
ladder status, and their position at the time of
response.

Demographic data is presented in Tables 1-6. The
tables illustrate that the largest group of the
respondents (36%) were between 40-49 years of age.
Most teachers (32%) and the majority of principals
(52%) were in this age group. Within the category of
years in education, 20+ years had the highest
percentage (32%) for the entire population. This
category also had the highest percentages of teachers
(32%) and principals (58%).

Of the number of years in the current school, most respondents had been at the surveyed school between 1-5 years (29%). Again both teachers (29%) and principals (29%) were members of this group.

School composition was represented by the majority of respondents working in elementary schools (52%), with 51% of the teachers being in elementary and 64% of the principals being in elementary.

The largest percentages of respondents had attained a bachelor's degree (49%) as their highest degree. The majority of principals (80%) possessed a master's degree, while most teachers held a bachelor's degree (51%) as their highest degree attained.

Career ladder status revealed 63% of all respondents being at career level I. Both teachers (64%) and principals (41%) had their largest percentages at the career ladder I level.

A profile of the largest percentage of respondents indicated that the typical respondent was between 40-49 years of age, had been in the field of education more than 20 years, were employed at their current school 1-5 years currently at the elementary level, possessed a

bachelor's degree, and were on career ladder level I.

Table 1

Number and Percentages of Teachers and Principals by
Age Group

	Teachers		Principals		All respondents	
AGE	n	%	n	%	n	%
20-29	153	14.1	1	1.7	154	13.5
30-39	292	26.9	7	11.9	299	26.2
40-49	380	35.1	31	52.5	411	36.0
50-59	199	18.4	16	27.1	215	18.8
60 +	27	2.5	4	6.8	31	2.7
Missing	33	3.1	0	0	33	2.9
Total	1,084		59		1,143	

Note.

Percentages may not add up to 100% due to rounding.

Table 2

Number and Percentages of Teachers and Principals by

Number of Years in Education

	Teachers		Principals		All respondents	
Years	n	%	n	%	n	%
1-5	197	18.2	2	3.4	199	17.4
6-10	155	14.3	5	8.5	160	14.0
11-15	182	16.8	11	18.6	193	16.9
16-20	182	16.8	7	11.9	189	16.9
20 +	343	31.6	34	57.6	377	32.1
Missing	25	2.3	0	0	25	2.2
Total	1,084		59		1,143	

Note.

Percentages may not add up to 100% due to rounding.

Table 3

Number and Percentages of Teachers and Principals by
Number of Years in School Surveyed

	Teachers		Principals		All respondents	
Years	n	%	n	%	n	%
First	80	7.4	5	8.5	85	7.4
1-5	314	29.0	17	28.8	331	29.0
6-10	221	20.4	14	23.7	235	20.6
11-15	125	11.5	14	23.7	139	12.2
16-20	179	16.5	7	11.9	186	16.3
20 +	140	12.9	2	3.4	142	12.4
Missing	25	2.3	0	0	25	2.2
Total	1,084		59		1,143	

Note.

Percentages may not add up to 100% due to rounding.

Table 4

Number and Percentages of Teachers and Principals by

School Composition

	Teachers		Principals		All respondents	
	n	%	n	%	n	%
Elem.	555	51.2	38	64.4	593	51.9
Mid.	174	16.1	11	18.6	185	16.2
JrH.	45	4.2	1	1.7	46	4.0
High	283	26.1	8	13.6	291	25.5
Missing	27	2.5	1	1.7	28	2.5
Total	1,084		59		1,143	

Note.
Percentages may not add up to 100% due to rounding.

Abbreviations:
Elem. (Elementary), Mid. (Middle), JrH. (Junior High)
High (Secondary)

Table 5

Number and Percentages of Teachers and Principals by

Level of Educational Attainment

	Teachers		Principals		All respondents	
	n	%	n	%	n	%
LTB.	12	1.1	0	0	12	1.0
Bach.	556	51.3	5	8.5	561	49.1
MsD.	470	43.4	47	79.7	517	45.2
EDS.	11	1.0	6	10.2	17	1.5
Doc.	6	.6	1	1.7	7	.6
Missing	29	2.7	0	0	29	2.5
Total	1,084	·	59		1,143	

Note.

Percentages may not add up to 100% due to rounding.
Abbreviations:
LTB. (Less Than Bachelors Degree), Bach. (Bachelors
Degree), MsD. (Masters Degree), EDs. (Educational
Specialist), Doc. (Doctorate Degree)

Table 6

Number and Percentages of Teachers and Principals by

Career Ladder Status

	Teachers		Principals		All respondents	
	n	%	n	%	n	%
App.	113	10.4	6	10.2	119	10.4
CL I	698	64.4	24	40.7	722	63.2
CL II	77	7.1	3	5.1	80	7.0
CL III	112	10.3	23	39.0	135	11.8
N/A	50	4.6	3	5.1	53	4.6
Missing	34	3.1	0	0	34	3.0
Total	1,084		59		1,143	

Note.
Percentages may not add up to 100% due to rounding.

Abbreviations:
App. (Apprentice), CL I (Career Ladder I), CL II
(Career Ladder II), CL III (Career Ladder III), N/A
(Not Applicable)

Research Questions And Related Hypotheses

Six research questions served to guide the
analysis. Research hypotheses were associated with most
of these research questions.

1. What do teachers and principals perceive as the
actual level of participation in shared decision-making

2. What level of participation in shared decision-
making is desired by principals and teachers?

3. Which domains of shared decision-making are
teachers and principals generally in agreement about
and which contain the most discrepancies?

4. Are there differences between desired levels of
participation in shared decision-making based on age?
Experience level? Number of years in the school?
School composition? Level of educational attainment?
Career ladder status?

5. Are there differences in the actual levels of
participation and desired levels of participation in
shared Decision-Making?

6. Are there differences between the perceptions of
principals concerning actual participation in shared
decision-making, desired participation in shared

decision-making, and the perceptions of teachers concerning the same variables within their respective schools?

The following nine null hypotheses related to the six research questions were tested at the .05 level of significance:

H_o1 There is no significant difference in the perceptions of teachers and principals in the actual level of participation in shared decision-making.

H_o2 There is no significant difference in the perceptions of teachers and principals in the desired level of participation in shared decision-making.

H_o3 There is no significant difference in the desired level of participation in shared decision-making based on age of respondents.

H_o4 There is no significant difference in the desired level of participation in decision-making based on the years in education of respondents.

H_o5 There is no significant difference in the desired level of participation in decision-making based on the number of years the respondent has been in the current school.

H_o6 There is no significant difference in the desired level of participation in decision-making based on the composition of schools.

H_o7 There is no significant difference in the desired level of participation in decision-making based on the level of educational attainment of respondents.

H_o8 There is no significant difference in the desired level of participation in decision-making based on the career ladder status of respondents.

H_o9 There is no significant difference between the actual and desired levels of participation in shared decision-making of respondents.

Research Question 1: What do teachers and principals perceive as the actual level of participation in shared decision-making?

To answer this question all items on the TDI survey instrument were combined to form the total scale score for the category actual. This category represents 68 items each of which could be scored from 1-6 making it possible to score as high as 408.

This six-point Likert scale was used for each item:

- 1) Decision is made alone by the administrator.

- 2) Decision is made by the administrator after consulting with one or more individuals.

- 3) Decision is made by administrator/s after consulting with one or more groups.

- 4) Decision is made by administrator/s after receiving recommendation of formal committee.

- 5) Decision is shared with teachers or delegated by administrator/s.

- 6) Teacher/s make autonomous decision, without administrative consultation or participation.

Note that while a score of 2-5 indicates some degree of shared decision-making, a score of 1 indicates total autonomy by the administrator and a score of 6 indicates total autonomy by the teacher. Using a score of 1-2 as low, 3-4 as moderate, and 5-6 as high, and dividing the mean score of each subgroup by 68 (the number of items), yielded a level of 2.54 for teachers (low to moderate) and 2.9 for principals (moderate).

The following hypothesis was related to question

1:

H$_o$1   There is no significant difference between teachers' and principals' perceptions of the actual level of participation in shared decision-making.

A t-test for independent means was calculated to compare principals' means on the total scale score (197.22) with the means of the total scale score of teachers (172.49) to determine if the differences between the means of the two groups were statistically different. All results were calculated to the .05 level of significance. The results are presented in Table 7. Table 7 also contains the standard deviation, number of cases for each group, difference between the means, t-values, and the results of the t-tests for statistical significance. Also displayed in Table 7 are each of the 8 subscales and the same information about each of these subscales.

Table 7

Differences Between Teachers' Perceptions of Actual Shared

Decision-Making and Principals' Perceptions of Actual Shared

Decision-Making

| Domain | n | Teachers | | | n | Principals | | t |
		M	SD			M	SD	
APL	1083	23.79	8.61	59	28.85	7.14		-4.43*
APO	1080	19.03	6.46	58	19.62	5.11		-.69
ACI	1083	34.07	10.25	59	36.03	7.67		-1.45
APP	1077	23.51	7.27	59	25.03	5.28		-1.59
ASP	1083	20.33	9.06	59	24.25	9.73		-3.23*
ASD	1083	14.05	7.24	59	17.49	6.32		-3.57*
ASCR	1082	21.17	9.35	59	26.58	9.65		-4.32*
ABM	1083	16.35	8.86	59	19.71	8.17		-2.85*
Total	1073	172.49	45.52	58	197.22	41.51		-4.05*

Note. * p < .05

Abbreviations:
APL (Actual Planning), ACI (Actual Curriculum/Instruction), APO
(Actual Policy), APP (Actual Pupil Personnel), ASP (Actual Staff
Personnel), ASD (Actual Staff Development), ASCR (Actual
School/Community Relations), ABM (Actual Budget Management)

Statistically significant differences between teachers' and principals' scores occurred on the total scale and on 5 of the 8 subscales as well. The difference in total scale score (-4.05) indicated that principals perceived more involvement in actual decision-making than the teachers . The t-values for actual planning (-4.43), actual staff personnel (-3.23), actual staff development (-3.57), actual school and community relations (-4.32), and actual budget management (-2.85) indicate that the principals perceived more involvement in these domains than did the teachers. While the subscales actual policy (-.69), actual curriculum and instruction (-1.45) and actual pupil personnel (-1.59) were also indicative of supporting a higher perceived view of involvement by principals than by teachers, they were not statistically significant.

The hypothesis H_o1 was rejected on five of the eight subscales and was rejected on the total scale "actual".

Research Question 2: What level of participation in

shared decision-making is desired by principals and
teachers?

For this question the means of the total scale
score for the desired category for both principals
(243.37) and teachers (235.84) were compared. The same
procedures were used for this question as were used on
question one except they were used on the desired
category. The 68 item scale was scored 1-6 with a
possible high of 408. The mean score of the subgroups
teachers and principals divided by 68 (total number of
items on the scale) and yielded an average of 3.58
score per item for principals which fell in the medium
level (3-4). Teachers' mean score divided yielded 3.47
as an average mean score per item, also falling into
the medium range for desired participation (3-4).
These mean scores and other information are displayed
in Table 8.

Table 8

Differences Between Teachers' Perceptions of Desired Shared

Decision-Making and Principals' Perceptions of Desired Shared

Decision-Making

		Teachers			Principals		
Domain	n	M	SD	n	M	SD	t
DPL	1083	35.09	10.06	59	35.59	7.83	-.38
DPO	1078	24.20	6.09	59	22.76	5.23	1.77
DCI	1083	40.75	9.70	59	41.02	6.64	-.21
DPP	1077	28.31	7.58	59	29.03	5.13	-.72
DSP	1083	31.47	12.59	59	32.64	11.12	-.71
DSD	1083	19.88	7.78	59	21.53	5.79	-1.60
DSCR	1081	28.92	10.53	59	33.22	8.99	-3.08*
DBM	1083	27.08	11.36	59	27.58	9.47	-.33
Total	1070	235.84	58.65	59	243.37	44.93	-.97

Note.
* p < .05

Abbreviations:
(Desired Planning), DCI (Desired Curriculum/Instruction, DPO
(Desired Policy), DPP (Desired Pupil Personnel), DSP (Desired
Staff Personnel), DSD (Desired Staff Development), DSCR (Desired
School/Community Relations), DBM (Desired Budget Management)

The following hypothesis related to Research Question 2:·

$H_o 2$ There is no significant difference in the perceptions of teachers and principals in the desired level of participation in shared decision-making.

The t-tests for independent means were calculated to compare means for principals' desired participation and for teachers' desired participation to determine if they were statistically different. All results were calculated to the .05 level of significance. The results are displayed in Table 8. Table 8 also displays the standard deviation, number of cases for each group, difference between the means, t-values, each of the subscales within desired category, and the results of the t-tests for statistical significance.

Statistical differences occurred on only one of the eight subscales. The subscale for desired school/community relations yielded a t-value of -3.08 making it the only subscale on which the null hypothesis was rejected.·

The t-values on scales desired planning (-.38), desired curriculum/instruction (-.21), desired pupil

personnel (-.72), desired staff personnel (-

.71),desired staff development (-1.60), and desired

budget management (-.33), indicated that principals'

perceptions of the desired levels of participation in

these domains exceeded that of teachers, but not at a

statistically significant level. The subscale desired

policy (t-value = 1.77) indicates that teachers'

perceptions of desired participation in this domain

exceeded that of principals but was not significantly

different at the .05 level.

The hypothesis H_o2 was rejected.

Research Question 3: Which domains of shared decision-

making are teachers and principals generally in

agreement about and which contain the most

discrepancies?

Domains of shared decision-making in which

teachers and principals were generally in agreement

about and those which contained discrepancies were

revealed in the information presented in Tables 7 and

8.

Domains within the Actual category which

demonstrate no significant difference between the mean scores of principals and the mean scores of teachers, demonstrate general agreement. Actual policy (t = -.69) actual curriculum/instruction (t = -1.45), and actual pupil personnel (t = -1.59) are identified as areas of general agreement.

Domains which are statistically different within the actual category demonstrate discrepancies between the perceptions of principals and teachers about the actual participation level of shared decision-making. Actual planning (t-4.43), actual staff personnel (t = -3.23), actual staff development (t = -3.57), actual school/community relations (t = -4.32), and actual budget management (t = -2.85), are identified as areas of discrepancies between teachers and principals.

Within the desired category, the domains of desired planning (t = -.38), desired policy (t = 1.77), desired curriculum/instruction (t = -.21), desired pupil personnel (t = -.72), desired staff personnel (t = -.71), desired staff development (t = -1.60), and desired budget management (t = -.33), are identified as areas of general agreement between principals and

teachers in achieving the desired levels of participation in decision-making.

The only area of discrepancy identified within the scale desired was desired school/community relations (t = -3.08). This domains' t-value was statistically significant. It demonstrates that principals and teachers perceptions about the desired level of participation in shared decision-making in this domain are significantly different with principals desiring it more.

Research Question 4: Are there differences between desired levels of participation in shared decision-making based on age? Experience level? Number of years in the school? School composition? Level of educational attainment? Career ladder status?

The six hypotheses related to this question focused on desired levels of participation in shared decision-making based on demographics. Age groups were addressed in the first hypothesis which reads:

$H_o 3$ There is no significant difference in the desired level of participation in shared decision-making based on age of respondents.

Analysis of variance were calculated to determine if there were statistically significant differences among the subgroups of age and the desired category. Two-tailed significance was used at the .05 level.

Table 9 demonstrates the results from these analyses and provides the same information for both principals and teachers, including the number in each age group, means of the total scale score for desired participation, standard deviation, F ratio, and F probability.

The post hoc test BTukey for multiple comparisons indicated teachers age 30-39 and those age 40-49 were statistically significant different from those who were age 50-59. These teachers total scale score means were 241.92, 240.36, and 225.88 in the order presented above. Principals showed no significant difference among age groups at the .05 level of significance.

The hypothesis H_o3 was rejected for the teachers.

Table 9

Differences in Age Groups of Teachers' and Principals' by

Perceptions of Desired Participation in Decision-Making

		Teachers			Principals	
Age	n	M	SD	n	M	SD
20-29	149	233.22	49.11	1	240.00	0
30-39	287	241.92*	56.34	7	221.14	33.79
40-49	375	240.36*	59.63	31	247.29	45.93
50-59	199	225.88**	60.89	16	243.63	44.93
60 +	27	216.63	61.98	4	253.25	64.34
Total	1037	236.37	57.93	59	243.47	44.95

Teachers F Ratio = 3.6653   F Probability = .0057*

Principals F Ratio = 0.5189   F Probability = 0.7222

Note. Teachers age *30-39 and *40-49 were significantly different

from age **50-59 using the BTukey posthoc test.

The second hypothesis related to Research Question 4 is:

H_o4 There is no significant difference in the desired level of participation in decision-making based on the years in education of respondents.

Analysis of variance was calculated to determine if there were statistically significant differences among the subgroups of number of years in education. Table 10 illustrates the findings.

Means for total scale score in the desired category for principals who had 6-10 years in education (198.20) and those who had 11-15 years (222.00) were found to be statistically different from those having 20+ years (260.18),using the BTukey post hoc multiple comparison test. This did not hold true for the teachers as no two subgroups were found to have differences that were statistically significant at the .05 level. The hypothesis H_o4 was rejected for the principals' subgroup.

Table 10

Differences in Teachers' and Principals' Perceptions of Desired

Participation in Decision-Making Based on Number of Years in

Education

	Teachers			Principals		
Years	n	M	SD	n	M	SD
1-5	193	234.06	49.43	2	219.00	29.70
6-10	152	240.70	56.43	5	198.20	17.78*
11-15	180	233.04	58.54	11	222.00	50.68*
16-20	179	239.82	48.33	7	235.43	39.12
20 +	341	233.55	67.52	34	260.18	40.34*
Total	1045	235.67	58.23	59	243.47	44.95

Teachers F Ratio = 0.7509   F Probability = 0.5575

Principals F Ratio = 3.9372   F Probability = 0.0071*

Note. Principals *6-10 years and *11-15 years were significantly

different from those with *20+ years using the BTukey post hoc

test.

The third hypothesis relating to Research Question 4 is:

H_o5 There is no significant difference in the desired level of participation in decision-making based on the number of years the respondent has been in the current school.

Analysis of variance were calculated for the subgroups of number of years in the current school to determine if the differences among the subgroups were statistically significant at the .05 level. Table 11 demonstrates the results for each group.

The results of the BTukey post hoc test for multiple comparison revealed that statistically significant differences between mean total scale score for the category desired for teachers with 20+ years in the school in which they were surveyed (221.48), and those with 16-20 years in their schools (249.53) did exist. The Principals group demonstrated no significant differences between any of the groups related to number of years in the school. The hypothesis H_o5 was rejected for the subgroup of teachers.

Table 11

Differences in Teachers' and Principals' Perceptions of Desired

Participation in Decision-Making Based on Number of Years Employed

in a School

	Teachers			Principals		
Years	n	M	SD	n	M	SD
First	78	233.54	59.47	5	271.40	30.10
1-5	305	235.78	54.22	16	233.44	53.34
5-10	221	237.22	45.82	14	247.14	39.63
11-15	124	321.65	59.16	14	232.57	48.40
16-20	178	249.53*	57.97	7	243.86	28.82
20 +	139	221.48*	76.31	6	283.33	38.03
Total	1,045	235.87	58.08	59	243.47	44.95

Teachers F Ratio = 3.9068   F Probability = 0.0016*

Principals F Ratio = 1.2241   F Probability = 0.3108

Note. Teachers employed in school *16-20 years and those employed

*20+ years were significantly different using the BTukey post hoc

test.

Hypothesis four that relates to Research Question 4
is:

H$_o$6 There is no significant difference in the
desired level of participation in decision-making based
on the composition of schools.

To determine statistically significant differences
between subgroups within school composition, analysis
of variance was calculated and applied at the .05 level
of significance. Tables 12 displays the results of
this analysis for both principals and teachers. These
comparisons between the subgroups for school
composition yielded no statistically significant
difference between any of the subgroups of teachers or
principals.

Hypothesis H$_o$6 was not rejected.

Table 12

Teachers' and Principals' Perceptions of Desired Participation in

Decision-Making By School Composition

	Teachers			Principals		
	n	M	SD	n	M	SD
Elem.	548	235.44	59.63	38	240.87	46.94
Middle	169	236.56	52.54	11	225.55	33.16
Jr. High	44	255.07	62.99	2	263.00	14.14
High	282	233.75	57.62	8	275.63	40.78
Total	1,043	235.99	58.21	59	243.47	44.95

Teachers F Ratio = 1.7407   F Probability = 0.1569

Principals F Ratio = 2.2534   F Probability = 0.0923

Note. No significant difference was found between any of the

groups.

Abbreviations:

Elem. (Elementary), Jr. High (Junior High)

The fifth hypothesis relating to Research Question 4 is as follows:

H_o7 There is no significant difference in the desired level of participation in decision-making based on the level of educational attainment of respondents.

There were no significant differences found using the ONEWAY test.

The hypothesis H_o7 was not rejected.

Table 13

Differences in Teachers' and Principals' Perceptions of Desired

Participation in Decision-Making by Level of Educational

Attainment

	Teachers			Principals		
	n	M	SD	n	M	SD
No BD	12	222.75	48.19	0	-	-
BD	545	231.92	54.90	4	231.50	32.87
MsD	468	241.25	61.89	47	239.40	44.85
EDs	10	240.80	53.07	7	263.86	36.12
Doc	6	222.00	40.46	1	340.00	0.00
Total	1,041	236.03	58.12	59	243.47	44.95

Teachers F Ratio = 1.8939   F Probability = 0.1093

Principals F Ratio = 2.4028   F Probability = 0.0774

Note. No two groups were found to be significantly different at

the .05 level.

Abbreviations:

No BD (Less Than a Bachelors Degree), BD (Bachelors Degree), MsD
(Masters Degree), EDS (Educational Specialist Degree), Doc
(Doctorate Degree)

The last hypothesis relating to Research
Question 4 is:

H_o8 There is no significant difference in the
desired level of participation in decision-making based
on the career ladder status of respondents.

Analysis of variance was calculated to determine
if statistically significant differences were present
between subgroups of career ladder status and mean
scores on the total scale in the desired category for
both principals and teachers. Level of significance
was tested at the .05 level. Table 14 displays the
results of the analysis.

Statistically significant differences between the
subgroups of career ladder status failed to emerge from
the statistical analysis involving teachers as a group;
however, using the BTukey multiple comparison test,
principals as a group demonstrated significant
differences between mean scores of those who were
career ladder III (267.26) and those who were career
ladder I (230.43).

The hypothesis H_o8 was rejected for the subgroup
principals.

Table 14

Differences of Teachers' and Principals' Perceptions of Desired
Participation in Decision-Making Based on Career Ladder Status

	Teachers			Principals		
	n	M	SD	n	M	SD
App.	108	243.45	57.44	7	218.14	21.34
CL I	690	233.24	58.46	23	230.43	48.56
CL II	76	241.45	57.28	3	230.33*	43.00
CL III	112	244.65	53.51	23	267.26*	35.52
N/A	50	231.02	56.18	3	233.33	66.56
Total	1,036	236.03	57.73	59	243.47	44.95

Teachers F Ratio = 1.7415   F Probability = 0.1386

Principals F Ratio = 3.1630   F Probability = 0.0208*

Note. Principals at *career level I and those at *career level
III were significantly different at the .050 level using the
BTukey post hoc test.

Abbreviations:

N/A (not applicable), CL (Career Ladder), App. (Apprentice)

Research Question 5: Are there differences in the actual level of participation and desired levels of participation in shared decision-making?

The hypothesis relating to this research question is as follows:

H_o9 There is no significant difference between the actual and desired levels of participation in shared decision-making of respondents.

A t-test for dependent (correlated) means was calculated to compare each respondent's mean total scale score in the actual category to each respondent's mean total scale score in the desired category. This same procedure was used for teachers as a group and for principals as a group. The purpose of the comparison was to ascertain if the differences between the actual means and the desired means were statistically significant. The results of the analysis are portrayed in Tables 15-17, along with standard deviation, number of cases, difference between the two means for each category and subscale of the TDI, and t-values.

Significant differences for all domains were evidenced in the total population. Means for desired

levels of participation exceeded the actual

participation in every domain. Planning had the

highest t-value (t=-32.52), followed by budget

management (t=-29.92), staff personnel (t=-28.47),

Policy (t=-25.22), school community relations (t=-

25.13), staff development (t=-24.04),

curriculum/instruction (t=-22.75), and pupil personnel

(t=-21.98). For the entire scale the t value was (t=-

32.77).

Teachers' means scores for desired levels also

exceeded means for actual in every domain, and were

statistically different. Planning was again number

one (t=-31.94), followed by budget management (t=-

29.26), staff personnel (t=-27.86), policy (t=-24.80),

school/community relations (t=-24.52), staff

development (t=-23.44), curriculum/instruction (t=-

22.14), and pupil personnel (t=-21.32). The entire

scale yielded a t-value of (t=-32.13).

Principals as a group also maintained

statistically significant differences in actual means

scores and desired mean scores in every domain, with

desired scores being in excess of actual in every

domain. The t-values for domains ranked in order are: Planning (t=-6.75), budget management (t=-6.24), staff personnel (t=-5.85), staff development (t=-5.83), curriculum/instruction (t=-5.78), pupil personnel (t=-5.71), school/community relations (t=-5.59), and policy (t=-4.92). The entire scales t value (-6.76 was also significant.

The hypothesis H_o9 was rejected for all populations and subscales.

Table 15

Differences in Perceptions of All Respondents Between Actual and Desired Participation in Decision-Making by Domain

Domains	n	M	SD	Diff	t
APL	1143	24.05	8.61		
DPL	1143	35.11	9.95	-11.05	-32.52*
ACI	1143	34.17	10.13		
DCI	1143	40.76	9.56	-6.59	-22.75*
APO	1137	19.07	6.41		
DPO	1137	24.12	6.06	-5.05	-25.22*
APP	1136	23.60	7.18		
DPP	1136	28.36	7.46	-4.76	-21.98*
ASP	1143	20.54	9.13		
DSP	1143	31.53	12.51	-10.99	-28.47*
ASD	1143	14.24	7.24		
DSD	1143	19.97	7.69	-5.73	-24.04*
ASCR	1140	21.47	9.44		
DSCR	1140	29.14	10.49	-7.67	-25.13*
ABM	1143	16.54	8.86		
DBM	1143	27.11	11.26	-10.58	-29.92*
Actual	1127	173.91	45.67		
Desired	1127	236.25	57.96	-62.33·	-32.77*

Note.

* p < .05

Abbreviations:

APL (Actual Planning), ACI (Actual Curriculum/Instruction), APO (Actual Policy), APP (Actual Pupil Personnel), ASP (Actual Staff Personnel), ASD (Actual Staff Development), ASCR (Actual School/Community Relations), ABM (Actual Budget Management) DPL (Desired Planning), DCI (Desired Curriculum/Instruction, DPO (Desired Policy), DPP (Desired Pupil Personnel), DSP (Desired Staff Personnel), DSD (Desired Staff Development), DSCR (Desired School/Community Relations), DBM (Desired Budget Management)

Table 16
Differences in Perceptions of Teachers Between Actual and Desired
Participation in Decision-Making by Domain

Domains	n	M	SD	Diff	t
APL	1082	23.79	8.61		
DPL	1082	35.09	10.06	-11.30	-31.94*
ACI	1082	34.07	10.25		
DCI	1082	40.75	9.70	-6.68	-22.14*
APO	1077	19.04	6.48		
DPO	1077	24.20	6.10	-5.16	-24.80*
APP	1076	23.55	7.27		
DPP	1076	28.32	7.57	-4.81	-21.32*
ASP	1082	20.33	9.06		
DSP	1082	31.46	12.59	-11.14	-27.86*
ASD	1082	14.06	7.25		
DSD	1082	19.88	7.78	-5.83	-23.44*
ASCR	1079	21.17	9.35		
DSCR	1079	28.91	10.54	-7.74	-24.52*
ABM	1082	16.36	8.87		
DBM	1082	27.08	11.36	-10.72	-29.26*
Actual	1069	172.65	45.56		
Desired	1069	235.94	58.62	-63.29	-32.13*

Note.
* p < .05
Abbreviations:
APL (Actual Planning), ACI (Actual Curriculum/Instruction), APO
(Actual Policy), APP (Actual Pupil Personnel), ASP (Actual Staff
Personnel), ASD (Actual Staff Development), ASCR (Actual
School/Community Relations), ABM (Actual Budget Management) DPL
(Desired Planning), DCI (Desired Curriculum/Instruction, DPO
(Desired Policy), DPP (Desired Pupil Personnel), DSP (Desired
Staff Personnel), DSD (Desired Staff Development), DSCR (Desired
School/Community Relations), DBM (Desired Budget Management)

Table 17
Differences in Perceptions of Principals Between Actual and
Desired Participation in Decision-Making by Domain

Domains	n	M	SD	Diff	t
APL	59	28.76	7.09		
DPL	59	35.44	7.81	-6.68	-6.75*
ACI	59	35.81	7.35		
DCI	59	40.98	6.61	-5.17	-5.78*
APO	58	19.47	4.92		
DPO	58	22.50	5.12	-3.03	-4.92*
APP	59	25.03	5.28		
DPP	59	29.12	5.17	-4.08	-5.71*
ASP	59	24.42	9.79		
DSP	59	32.92	11.07	-8.49	-5.85*
ASD	59	17.32	6.19		
DSD	59	21.34	5.75	-4.02	-5.83*
ASCR	59	26.63	9.67		
DSCR	59	33.27	8.98	-6.64	-5.59*
ABM	59	19.85	8.19		
DBM	59	27.78	9.45	-7.93	-6.24*
Actual	58	197.22	41.51		
Desired	58	241.95	43.96	-44.72	-6.76*

Note.
* $p < .05$
Abbreviations:
APL (Actual Planning), ACI (Actual Curriculum/Instruction), APO
(Actual Policy), APP (Actual Pupil Personnel), ASP (Actual Staff
Personnel), ASD (Actual Staff Development), ASCR (Actual
School/Community Relations), ABM (Actual Budget Management) DPL
(Desired Planning), DCI (Desired Curriculum/Instruction, DPO
(Desired Policy), DPP (Desired Pupil Personnel), DSP (Desired
Staff Personnel), DSD (Desired Staff Development), DSCR (Desired
School/Community Relations), DBM (Desired Budget Management)

Research Question 6: Are there differences between the perceptions of principals concerning actual participation in shared decision-making, and the perceptions of teachers concerning the same variables within the individual schools?

Mean scores for individual schools by teacher and principal for both actual and desired total scale scores were computed to allow for comparison of these means. No significance level was established because the results were to be used for descriptive purposes only and no hypothesis testing was administered. The results of this analysis, in table form, are located in Appendix J. The number of cases at each school, mean scores on each category of the scale, standard deviation, and the difference between the scores of principals and teachers in the individual schools are displayed.

Differences in the mean scale score for the actual category between teacher and principal occurred in all fifty-nine schools with the differences ranging from a low of .5238 in school 5 to a high of 115.6667

in school 40. The average difference was 24.685 in this category.

In the desired category, differences were seen in fifty-eight of the fifty-nine schools with the principal of one school not providing enough data for a case. The differences ranged from a low of 0.5 in school 28 to a high of 122.7143 in school 20. The average difference was 7.5428.

Summary

The analysis of the results of this study indicate that the means for the perceptions of actual participation in shared decision-making were usually lower than the means for desired. Generally both teachers and principals desired an increase in participation in shared decision-making. Principals perceived the actual level of participation to be higher than did teachers. This was especially true in the areas of planning, staff personnel, school/community relations, and budget management.

Teachers and principals were more in agreement about desired participation with only school/community

relations yielding scores that were significantly different with principals desiring more in this participation area than teachers. Teachers ages 30-49 expressed higher desired scores for participation than did other teachers 50-59. Principals with twenty or more years in education displayed the highest desired scores. Teachers who had served 16-20 years in the same school had the highest desired scores and so were those who had been in he school 20 or more years.

Career ladder III principals desired scores were significantly higher than those for principals on career ladder I.

While most principals' desired scores (33 of 59) exceeded those of teachers at the individual schools', in many schools (26-59) teachers' desired scores exceeded that of principals. The data suggest that principals and teachers should address discrepancies in their individual schools so that levels of participation are more compatible. Participation levels should be matched to the desired levels of participation.

Chapter 5

Summary, Findings, Conclusions, and Recommendations

The purpose of this study was to determine the

current involvement level of schools in school-based

decision-making and their desired levels, and identify

the perceived areas of acceptance and non-acceptance by

educators.

Eight domains of the Teacher Decision-Making

Instrument: planning, policy, curriculum/instruction,

pupil personnel, staff personnel, school/community

relations, staff personnel, staff development, and

budget management were used to assess the actual and

desired levels of participation in shared decision-

making by the respondents.

A random sample was selected from the public

schools of Northeast Tennessee. Seventy-five schools

were surveyed which included 75 principals and 1,632

teachers. Useable responses were obtained from 59

principals and 1,084 teachers at 59 schools.

Data were analyzed using t-tests for independent

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means, t-tests for dependent (correlated) means, and

analysis of variance with the BTukey post hoc multiple

comparison test.

Findings

From the results of the data analysis and

interpretation, the following findings are presented.

Findings are reported as they pertain to each of the

hypotheses originally formulated.

1. A significant difference was found between

   principals' perceptions of actual participation in

   shared decision-making and those of teachers'.

   The null hypothesis was rejected.

2. No significant difference was found between

   principals' and teachers perceptions' of desired

   participation in shared decision-making. The null

   hypothesis was retained.

3. A significant difference was found between age

   groups 50-59, and both 30-39, as well as 40-49 in

   relation to their desired levels of participation

   in shared decision-making with the older group

desiring less than both other groups.

4. Significant difference was found for principals
    based on years in education and desired level of
    participation in shared decision-making. The null
    hypothesis was rejected.

5. Significant difference was found to occur
    between desired participation in shared decision-
    making for those who had been in the current
    school 20 or more years and those who had been in
    the current school between 16-20 years, with those
    in 20 or more years desiring it less.

6. No significant difference was found between
    various school compositions and desired levels of
    participation in decision-making. The null
    hypothesis was retained.

7. No significant difference was found based on
    highest level of educational attainment and
    desired level of participation in shared decision-
    making. The null hypothesis was retained.

8. A significant difference was found between career
    ladder III and career ladder I principals and
    their desired levels of participation in shared

decision-making, with level III desiring more.

The null hypothesis was rejected.

9.   A significant difference was found to occur

between actual and desired participation in shared

decision-making with more being desired than

existing in all cases. The null hypothesis was

rejected.

10. Differences between perceptions of principals and

teachers in individual schools in the areas of

actual and desired levels of participation in

decision-making was inconclusive.

<div align="center">Conclusions</div>

The following conclusions were warranted,

considering the limitations of the study and based upon

the findings. The sample was limited to public schools

in the First Educational District of Tennessee;

therefore, the conclusions are applicable to that

population.

1.   While teachers and principals desire an increase

in participation in shared decision-making,

especially in the areas of planning, staff personnel, school/community relations and budget management, most are only interested in a moderate level of involvement. Literature suggests that this could be due to the lack of time, money, training, defined roles, and attitude and leadership style of the principal.

2. It appears, based on the evidence gathered from this study, that teachers and principals who are mature in their careers and who are secure in their positions tend to desire the higher levels of participation in shared decision-making. This is evidenced by teachers who have served in the same school for 16-20 years desire more participation in shared decision-making than those who have been in the same school more than 20 years. Principals with twenty or more years in education desire the most participation in shared decision-making of any age group and those who are career ladder III desire a higher level than those at career ladder I. The literature explains that leaders who are not afraid of risks and are not

fearful of loss of power are more successful in implementation.

3. Teachers who are approaching retirement age desire less involvement than others, and those ages 30-49 desire more participation in shared decision-making. A contributing factor might be that most teachers in this age group have past the age of responsibility for their own children and have not yet reached the grandparenting stage, allowing them more opportunity to be involved.

4. Principals desire more participation in shared decision-making in school/community relations than do teachers. The review of literature suggests that teachers must have well defined roles in shared decision-making and must become familiar with issues that they have not been concerned with before.

5. While most schools indicate some level of involvement in shared decision-making, it is at a low to moderate level. Principals, however, perceive a level of actual participation in shared decision-making closer to the desired level

than do teachers. This may indicate that a formal method of involvement is not currently in place in the schools or that the communications in these schools is not open and collegial. This is also evidenced by teachers desiring more participation in policy than principals, as well as discrepancies existing in individual schools in perceptions of actual and desired participation in shared decision-making between teachers and principals. Because the 21st Century Challenge for Tennessee desires for teachers to have a place at the decision-making table, a deeper commitment for this undertaking must transpire.

This study indicates that principals and teachers both desired the strongest increase in shared decision-making in the areas of 1) planning, 2) budget management, and 3) staff personnel. Because previous studies show control should be transferred first in budgeting, then personnel, and then curriculum, two of the areas of this study support the literature. The area of planning does not. Perhaps this new concern

should be addressed before mandatory

implementation.

Recommendations

Based upon the results of this study the following

recommendations are proposed:

1. Principals need to assess more accurately the level

    of involvement in shared decision-making in their

    schools as perceived by their teachers. They also

    need to identify both those desiring higher levels

    of involvement and those desiring less, and adjust

    accordingly. Further, principals need to

establish and facilitate staff development

    procedures which will allow teachers to become

    more knowledgeable and confident concerning

    decision-making and more able to participate in a

    positive way.

2. Systematic strategies need to be employed and

    implemented which would support and train

teachers and provide them with a non-threatening

atmosphere and freedom to participate at a pace

based on readiness.

3. More open lines of communication should be sought

   in the school setting. A formal plan of action

   should be implemented to provide better linkage

   between teacher and principal.

4. This study should be replicated across the state

   of Tennessee to determine whether the findings may

   be generalized to the rest of the state.

5. Further study needs to take place at the

   individual school level to determine reasons for

   discrepancies between principals and teachers

   perceptions concerning actual and desired

   participation in shared decision-making.

6. Different research methodology should be used in

   another study to establish validity of the

   findings. Another instrument should be selected

   and other statistical procedures used.

7. This study should be replicated within five years

   to ascertain reliability.

8. Research studies need to be conducted regarding

the specific domains in shared decision-making to determine the relationship between teachers and principals in these areas.

9. Further research should be conducted to establish school direction as it relates to acceptance of increase in shared decision-making.

10. Additional studies should be conducted using different demographic variables and or levels of self-esteem to identify those who desire higher levels of participation in shared decision-making and those who desire less.

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APPENDICES

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APPENDIX A

LETTER, TDI, AND RELIABILITIES

FROM DONNA L. FERRARA

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DONNA L. FERRARA, Ph.D.
3 Linda Lane, Hampton Bays, NY 11946   (516)728-5566   127

October 21, 1993

Mr. Mickey Hatcher
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Unicoi, Tennessee 37692

Dear Mickey:

This letter is in response to your inquiry regarding the *Teacher Decision-making Instrument* (TDI) and the *Shared Education Decisions Survey* (SEDS). You will find enclosed a copy of each instrument plus information on reliability. During the pre-pilot and pilot phases of the development of the TDI, content and construct validity were established. This process can be found in my dissertation *Teacher Perceptions of Participation in Shared Decision Making in New York State* (1992 or 1993, depending on your source). It is available from UMI in paper, microfilm, or microfiche form. The telephone number for UMI is 1-800-521-0600 or 313-761-4700. Their address is 300 North Zeeb Road, Ann Arbor, Michigan 48106-1346.

We have not yet been able to establish construct validity on the SEDS, given the requirements of factor analysis for 5-10 cases per item. Our data base does not presently contain the minimal required 460-920 cases. However, we will soon have sufficient data to do this. On the other hand, given the high reliabilities, I have no doubt that valid scales are present, as the SEDS is merely an expansion of the TDI (or to put it another way, a revision). If you compare the items and the categories, you will see the distinct similarities, as well as relatively consistent reliability results across the same categories in the TDi and the SEDS.

The response key for the TDI indicates the relationship or interface between the teacher and the administrator/s and is therefore most useful for looking at decisions in terms of this relationship. The SEDS was designed to be used by all groups in an inclusive shared decision-making design, including administrators, teachers, parents, support staff, community members, business representatives, school board members, and, where applicable, students. You can add whatever demographics you need in order to get scores on various subgroups. Scores that are available from the dependent variable include measures of actual and desired participation, and a difference score (calculated by subtracting the desired score from the actual score), which indicates the magnitude of difference between what people report is actually happening and wish to happen. You can calculate item scores and category scores, depending on the needs of your research.

We are in the process of validating an eleventh scale, Student Achievement, within the spirit of most of the present systemic reform efforts. This additional scale should be added to the SEDS within the month.

Should you have any questions regarding statistical procedures that could be run utilizing either of these instruments, please feel free to call me. I can be reached on a daily basis in our field office at 516-728-5566.

There is no charge for using either instrument. All that I ask is that you provide me in ASCII format your raw data file and permission to use this data base in future comparative research projects. You will, of course, be properly referenced. You may also request permission to revise either instrument to fit the needs of your study. I will need this request in writing, with an explanation of exactly how you intend to modify it.

I can provide you with one or two copies of the instrument you finally settle on (if, indeed, you use either). You will be able to make as many copies as you wish, as long as this is for your dissertation purposes only. We are presently negotiating with a publishing company, and quite frankly, at anywhere between $1 and $2 per copy, it probably would be more cost efficient for you to duplicate your own. Once I know the date that the scannable forms will be available and the price per copy, I will be happy to discuss this with you. If you are willing to duplicate it, there is no cost to you. I feel strongly about making the instruments available to researchers for no cost other than what it takes them to duplicate it on their own.

I wish you all the best - heavens knows what an ordeal completing a doctoral program is. I did it commuting to New York City (100 miles each way) for four years with four children and the usual duties of a working Mom. During these four years, one daughter entered and completed college and two others entered college. At one point, there were four of us taking courses at one time. (Imagine the tuition!)

Please keep in touch, and if you ever need a little motivational medicine, please call!

Yours truly,

Donna

Donna L. Ferrara, Ph.D.

Hickey -

I'm sending you the items. If you wish to use either, let me know. Forward a letter from your chair, and I will send the actual instrumentation.

Regards,

D.

TEACHER DECISION-MAKING INSTRUMENT©

For items 1-68, decisions common to the school setting are divided into 8 organizational areas.
Using the key below, for each item please indicate by CIRCLING the appropriate number in each column:

1. the way you perceive each decision is **primarily** made by the administrator or
   administrators most responsible for that decision (Actual column) and
2. the way in which you would prefer for that decision to be made (**Desired**
   column)

It is important that you attempt to provide a response in both columns for each item.

KEY

1 - decision is made **alone** by administrator/s
2 - decision is made by administrator/s after **consulting**
    with one or more **individuals**
3 - decision is made by administrator/s after **consulting**
    with **one or more groups**
4 - decision is made by administrator/s after receiving
    recommendation of **formal committee**
5 - decision is **shared** with **teachers or delegated** by administrator/s
6 - **teacher/s make autonomous decision**, without
    administrative consultation or participation

	ACTUAL	DESIRED

Planning

1. Designing change initiatives at district
   level.. 1 2 3 4 5 6   1 2 3 4 5 6

2. Designing change initiatives at building
   level.. 1 2 3 4 5 6   1 2 3 4 5 6

3. Determining who will be involved with
   district-wide change initiatives......................... 1 2 3 4 5 6   1 2 3 4 5 6

4. Determining who will be involved with
   school-level change initiatives......................... 1 2 3 4 5 6   1 2 3 4 5 6

5. Setting district-level goals.............................. 1 2 3 4 5 6   1 2 3 4 5 6

6. Setting building-level goals............................ 1 2 3 4 5 6   1 2 3 4 5 6

7. Planning long-term educational improvements
   at the district level.. 1 2 3 4 5 6   1 2 3 4 5 6

8. Planning long-term educational improvements
   at the school level..1 2 3 4 5 6   1 2 3 4 5 6

9. Planning short-term educational improvements
   at the district level.. 1 2 3 4 5 6   1 2 3 4 5 6

10. Planning short-term educational improvements
    at the school level.. 1 2 3 4 5 6   1 2 3 4 5 6

Policy

11. Setting guidelines for homework........................1 2 3 4 5 6   1 2 3 4 5 6

12. Setting guidelines for student conduct
    and discipline..1 2 3 4 5 6   1 2 3 4 5 6

13. Determining guidelines for student retention....... 1 2 3 4 5 6   1 2 3 4 5 6

KEY

1 - decision is made alone by administrator/s
2 - decision is made by administrator/s after consulting
   with one or more **individuals**
3 - decision is made by administrator/s after consulting
   with **one or more groups**
4 - decision is made by administrator/s after receiving
   recommendation of **formal committee**
5 - decision is shared with teachers or delegated by administrator/s
6 - **teacher/s make autonomous decision**, without
   administrative consultation or participation

	ACTUAL	DESIRED
14. Determining student grading practices	1 2 3 4 5 6	1 2 3 4 5 6
15. Setting guidelines for staff performance standards	1 2 3 4 5 6	1 2 3 4 5 6
16. Setting guidelines for staff evaluation procedures	1 2 3 4 5 6	1 2 3 4 5 6

Curriculum/Instruction

	ACTUAL	DESIRED
17. Choosing content or program areas to be considered for curriculum development	1 2 3 4 5 6	1 2 3 4 5 6
18. Choosing content to be included in teaching (curriculum) documents	1 2 3 4 5 6	1 2 3 4 5 6
19. Selecting textbooks	1 2 3 4 5 6	1 2 3 4 5 6
20. Selecting instructional materials	1 2 3 4 5 6	1 2 3 4 5 6
21. Determining changes in course offerings	1 2 3 4 5 6	1 2 3 4 5 6
22. Determining methodologies to be used in delivering curriculum	1 2 3 4 5 6	1 2 3 4 5 6
23. Evaluating curriculum	1 2 3 4 5 6	1 2 3 4 5 6
24. Evaluating textbooks	1 2 3 4 5 6	1 2 3 4 5 6
25. Designing curricular change	1 2 3 4 5 6	1 2 3 4 5 6
26. Adopting new instructional methods at department, grade level, or school level	1 2 3 4 5 6	1 2 3 4 5 6

Pupil Personnel

	ACTUAL	DESIRED
27. Determining student placement for instructional programs	1 2 3 4 5 6	1 2 3 4 5 6
28. Determining recommended student class size	1 2 3 4 5 6	1 2 3 4 5 6
29. Determining methods of reporting pupil progress to parents	1 2 3 4 5 6	1 2 3 4 5 6
30. Choosing student support services administered by guidance	1 2 3 4 5 6	1 2 3 4 5 6
31. Determining pupils who are identified for merit, awards, and scholarships	1 2 3 4 5 6	1 2 3 4 5 6
32. Helping to solve a student's academic problems	1 2 3 4 5 6	1 2 3 4 5 6

1 - decision is made alone by administrator/s
2 - decision is made by administrator/s after consulting
with one or more individuals
3 - decision is made by administrator/s after consulting
with one or more groups
4 - decision is made by administrator/s after receiving
recommendation of formal committee
5 - decision is shared with teachers or delegated by administrator/s
6 - teacher/s make autonomous decision, without
administrative consultation or participation

	ACTUAL	DESIRED
33. Helping to solve a student's personal problems	1 2 3 4 5 6	1 2 3 4 5 6

Staff Personnel

	ACTUAL	DESIRED
34. Hiring of instructional personnel	1 2 3 4 5 6	1 2 3 4 5 6
35. Hiring of administrators	1 2 3 4 5 6	1 2 3 4 5 6
36. Hiring of non-teaching personnel	1 2 3 4 5 6	1 2 3 4 5 6
37. Assigning teaching duties	1 2 3 4 5 6	1 2 3 4 5 6
38. Determining duty assignments	1 2 3 4 5 6	1 2 3 4 5 6
39. Assigning staff to committees	1 2 3 4 5 6	1 2 3 4 5 6
40. Granting tenure	1 2 3 4 5 6	1 2 3 4 5 6
41. Orientating new personnel	1 2 3 4 5 6	1 2 3 4 5 6
42. Excessing staff	1 2 3 4 5 6	1 2 3 4 5 6
43. Planning agendas for staff meetings	1 2 3 4 5 6	1 2 3 4 5 6
44. Resolving employee grievances	1 2 3 4 5 6	1 2 3 4 5 6

Staff Development

	ACTUAL	DESIRED
45. Assigning of staff to staff development committees	1 2 3 4 5 6	1 2 3 4 5 6
46. Carrying out staff development needs assessment activities	1 2 3 4 5 6	1 2 3 4 5 6
47. Designing required staff development activities	1 2 3 4 5 6	1 2 3 4 5 6
48. Designing elective staff development activities	1 2 3 4 5 6	1 2 3 4 5 6
49. Implementing staff development activities	1 2 3 4 5 6	1 2 3 4 5 6
50. Specifying evaluation activities associated with staff development activities	1 2 3 4 5 6	1 2 3 4 5 6

School/Community Relations

	ACTUAL	DESIRED
51. Involving business groups in school activities	1 2 3 4 5 6	1 2 3 4 5 6
52. Involving community (civic) groups in school activities	1 2 3 4 5 6	1 2 3 4 5 6
53. Determining the amount of influence the PTA will have on school functioning	1 2 3 4 5 6	1 2 3 4 5 6

KEY

1 - decision is made alone by administrator/s
2 - decision is made by administrator/s after **consulting**
with *one or more* **Individuals**
3 - decision is made by administrator/s after **consulting**
with **one or more groups**
4 - decision is made by administrator/s after receiving
recommendation of **formal committee**
5 - decision is shared with **teachers** or delegated by administrator/s
6 - **teacher/s make autonomous decision**, without
administrative consultation or participation

	ACTUAL	DESIRED
54. Determining agenda items for parent meetings....	1 2 3 4 5 6	1 2 3 4 5 6
55. Determining the relationship between the media and the school..................................	1 2 3 4 5 6	1 2 3 4 5 6
56. Determining the content of school news released to the media..................................	1 2 3 4 5 6	1 2 3 4 5 6
57. Determining the extent to which citizen committees will be permitted to influence school decisions..	1 2 3 4 5 6	1 2 3 4 5 6
58. Determining the distribution of outside resources within the school............................	1 2 3 4 5 6	1 2 3 4 5 6
59. Resolving difficulties with community groups...	1 2 3 4 5 6	1 2 3 4 5 6

Budget/Management

	ACTUAL	DESIRED
60. Formulating the district-level budget................	1 2 3 4 5 6	1 2 3 4 5 6
61. Formulating building-level budgets..................	1 2 3 4 5 6	1 2 3 4 5 6
62. Formulating department or grade-level budgets...	1 2 3 4 5 6	1 2 3 4 5 6
63. Allocating monies for textbooks......................	1 2 3 4 5 6	1 2 3 4 5 6
64. Allocating monies for curriculum development....	1 2 3 4 5 6	1 2 3 4 5 6
65. Allocating monies for plant decisions..................	1 2 3 4 5 6	1 2 3 4 5 6
66. Managing the building-level budget....................	1 2 3 4 5 6	1 2 3 4 5 6
67. Cutting monies from budgets............................	1 2 3 4 5 6	1 2 3 4 5 6
68. Determining priority use of school facilities........	1 2 3 4 5 6	1 2 3 4 5 6

Please also complete the following two items:

93. What is your role in relation to the school?
this survey?
(Circle the number of the appropriate response.)
    1   Administrator
    2   Teacher
    3   Support staff
    4   Parent
    5   Community member
    6   School board member
    7   Business representative
    8   Other (please specify):_____

94. For which level of the school are you completing
(Circle the number of the appropriate response.)
    1   Pre-K
    2   Elementary
    3   Intermediate school
    4   Middle school
    5   Junior high school
    6   High school
    7   Junior-senior high school
    8   K-12
    9   Other (please specify):_____

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Teacher Decision-Making Instrument (TDI) ©1993
Cronbach Alpha Reliabilities

Category	# Items/ Category	Actual Scores	Desired Scores	Difference Scores
Planning	10	.90	.93	.93
Policy	6	.78	.83	.83
Curriculum/Instruction	10	.92	.94	.93
Pupil Personnel	7	.78	.81	.81
Staff Personnel	11	.80	.91	.91
School/Community	9	.88	.92	.92
Staff Development	6	.91	.91	.91
Budget/Management	9	.90	.96	.96
Total Scale:		.95	.97	.97

****

Shared Education Decisions Survey (SEDS) ©1993
Cronbach Alpha Reliabilities

Category	# Items/ Category	Actual Scores	Desired Scores	Difference Scores
Planning	12	.95	.94	.95
Policy	11	.91	.94	.94
Curriculum/Instruction	10	.96	.97	.96
Pupil Personnel	7	.85	.92	.85
Staff Personnel	14	.93	.96	.96
School/Community	7	.86	.92	.88
Parental Involvement	5	.90	.91	.89
Staff Development	5	.95	.97	.95
Budget	12	.94	.95	.95
Plant Management	9	.86	.91	.89
Total Scale:		.99	.98	.99

APPENDIX B

REQUEST FOR USE OF INSTRUMENT

134

East Tennessee State University
College of Education
Department of Educational Leadership and Policy Analysis • Box 70550 • Johnson City, Tennessee 37614-0550 • (615) 929-4415, 4430

November 9, 1993

Dr. Donna L. Ferrara
Executive Director,
Smith-Layne #3 Linda Lane
Hampton Bays, New York 11946

Dear Dr. Ferrara:

I serve as major advisor for Mr. James M. (Mickey) Hatcher, who is currently a principal in a district which our department and East Tennessee State University serve in upper East Tennessee. Mr. Hatcher is currently enrolled as a candidate for the Ed.D. degree in our department of Educational Leadership and Policy Analysis.

Mr. Hatcher has met with his committee and his topic with shared decision making has been approved by the committee. He is in the process of writing his prospectus for the dissertation. He indicated to me that your recent article in Educational Leadership, Teacher Decision-Making Instrument (TDI) and the Shared Education Survey (SEDS) would be extremely helpful to him in collecting data.

Therefore, I am writing this letter to request that you consider allowing Mr. Hatcher to review your instruments and if he recommends to the committee and the committee approves utilization of the instruments that you allow him to utilize these in the name of research. We would be most appreciative if the cost for the use of the instruments could be waived or be nominal and that you would provide the opportunity and right for him to utilize such instruments in his research. Of course, recognition would be provided to you and Dr. Repa as authors of the instrument.

Mr. Hatcher and I would be very appreciative if you would write such a letter of opportunity for Mr. Hatcher to utilize the instruments in his research.

Dr. Donna L. Ferrara
Page 2

I have noted in your article a presentation at the
International Society for Educational Planning in Virginia Beach in
1992. I sent students from my class in Strategic Planning to
attend. I was unable to attend that meeting and now after reading
your article I am even more unhappy about the fact I could not
attend. I would have enjoyed meeting you and hearing your
presentation.

I hope that this letter will serve to meet the request which
you stated to Mr. Hatcher in your earlier correspondence.

Sincerely,

Robert McElrath
Robert McElrath

RMcE:ps

cc: James M. Hatcher ✓

APPENDIX C

PERMISSION FOR USE OF TDI

137

DONNA L. FERRARA, Ph.D.
3 Linda Lane, Hampton Bays, NY 11946   (516)728-5566   138

November 14, 1993

Mr. Mickey Hatcher
Unicoi Elementary School
Route 1 Box 27
Unicoi, Tennessee 37692

Dear Mr. Hatcher:

This letter is in response to your inquiry regarding the *Teacher Decision-making Instrument* (TDI) and the *Shared Education Decisions Survey* (SEDS). You will find enclosed a copy of each instrument plus information on reliability. I have received the letter from your advisor and permission to use the instrumentation is hereby granted.

During the pre-pilot and pilot phases of the development of the TDI, content and construct validity were established. This process can be found in my dissertation *Teacher Perceptions of Participation in Shared Decision Making in New York State* (1992 or 1993, depending on your source). It is available from UMI in paper, microfilm, or microfiche form. The telephone number for UMI is 1-800-521-0600 or 313-761-4700. Their address is 300 North Zeeb Road, Ann Arbor, Michigan 48106-1346.

While we have established face validity on the SEDS, we have not yet been able to establish construct validity, given the requirements of factor analysis for 5-10 cases per item. Our data base does not presently contain the minimal required 460-920 cases. However, we will soon have sufficient data to do this. On the other hand, given the high reliabilities, I have no doubt that valid scales are present, as the SEDS is merely an expansion of the TDI (or to put it another way, a revision). If you compare the items and the categories, you will see the distinct similarities, as well as relatively consistent reliability results across the same categories in the TDI and the SEDS.

The response key for the TDI indicates the relationship or interface between the teacher and the administrator/s and is therefore most useful for looking at decisions in terms of this relationship. The SEDS was designed to be used by all groups in an inclusive shared decision-making design, including administrators, teachers, parents, support staff, community members, business representatives, school board members, and, where applicable, students. You can add whatever demographics you need in order to get scores on various subgroups. Scores that are available from the dependent variable include measures of actual and desired participation, and a difference score (calculated by subtracting the desired score from the actual score), which indicates the magnitude of difference between what people report is actually happening and wish to happen. You can calculate item scores and category scores, depending on the needs of your research.

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Should you have any questions regarding statistical procedures that could be run utilizing either of these instruments, please feel free to call me. I can be reached on a daily basis in our field office at 516-728-5566.

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I wish you all the best - heavens knows what an ordeal completing a doctoral program is. I did it commuting to New York City (100 miles each way) for four years with four children and the usual duties of a working Mom. During these four years, one daughter entered and completed college and two others entered college. At one point, there were four of us taking courses at one time. (Imagine the tuition!)

Please keep in touch. If you ever need a little motivational medicine, please fell free to call!

Yours truly,

Donna L. Ferrara, Ph.D.

APPENDIX D

PANEL OF EXPERTS AND THEIR QUALIFICATIONS

140

PANEL OF EXPERTS AND THEIR QUALIFICATIONS

Dr. Daniel A. Domenech
Superintendent of Schools
South Huntington Union Free School District
Weston Street
Huntington Station, NY 11746

Dr. Domenech has served as a presenter and practitioner in the area of shared decision making. Additionally, he has implemented a shared decision making model in his district of South Huntington.

Dr. Gene E. Hall
University of North Colorado
McKie Hall Room 126
Greeley, Colorado 80639

Dr. Hall has wide experience in the area of implementing of change initiatives. He has done research with various national laboratories and is widely published in the research field. He is co-author of the popular Taking Charge of Change.

Dr. Thomas Kelly
24 James Street
Shoreham, New York 11786

Dr. Kelly is presently the Assistant Director of the BOCES 3 Division of Planning and Program Development. His responsibilities include assisting districts in planning and implementing school improvement plans in the Effective Schools Model. Dr. Kelly also serves as the Metro Manager for the New York State Effective Schools Consortium Network.

Dr. Stewart Purkey
P.O. Box 599
Appleton, Wisconsin 54912 .

Dr. Purkey is nationally known for his published research, authorship, and work as a university professor. Among his areas of expertise and topics of publication are change initiatives, reform issues, and shared decision making.

Dr. William Smith
6 Marydale Lane
Brookhaven, New York 11719.

Dr. Smith is a former Assistant Superintendent for Curriculum and Instruction in the East Islip School District. Dr. Smith is a published author, researcher, and presenter in the area of change efforts. He has been recognized by the Regents of the State of New York for his efforts in school-site change initiatives.

APPENDIX E

LETTER TO SUPERINTENDENT

143

James M. Hatcher
Rt 1 Box 50A
Erwin, TN 37650
Jan. 5, 1994

Dear Superintendent XXXXXXXXXXXXXXXX,

   Schools in your district have been randomly selected
to participate in my study of shared leadership. As an
Elementary School Principal myself,   and a doctoral
student at East Tennessee State University, I realize the
demands on **your** time and that of your employees. I am,
therefore, greatful for your assistance in helping me
gather the data necessary to complete this study. I want
to assure you that all responses will remain totally
confidential. In no way will your schools be identified
in any report or dissertation published from this study.
A list of the schools selected from your district is
attached for your information.
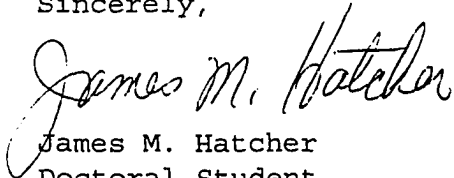
   The survey instrument will take approximately twenty
minutes or less to complete. Each section has
instructions provided and scales listed on each page. The
survey is to be completed by the building principal and
all teachers in each of the selected schools. Since all
teachers in each of the schools are being surveyed, the
ideal situation would be to have them complete the
questionnaires   in   a faculty meeting and have a staff

member seal them in the envelope provided. A separate envelope is provided for each principals survey, which can be attached to the outside of the large envelope. I would ask each principal or designee to mail the completed surveys to me in the enclosed, self addressed, stamped envelope as soon as possible.

If you have any questions you may call me at school at (615) 743-1665 or (615) 743-1666. My home phone is (615) 743-5114, or write Mickey Hatcher Rt 1 box 50A, Erwin, TN 37650.

Your help in this matter is greatly appreciated. It will contribute to the research and reveal valuable information about teachers and principals involvement in shared Decision-Making in the schools.

Sincerely,

James M. Hatcher
Doctoral Student
East Tennessee State University

APPENDIX F

LETTER TO PRINCIPALS

146

James M. Hatcher
Rt 1 Box 50A
Erwin, TN 37650
Jan. 10, 1994

Dear Principal,

Your school has been randomly selected to participate in my study of shared leadership. As an Elementary School Principal myself, and a doctoral student at East Tennessee State University, I realize the demands on **your** time and what a busy schedule **you** have. I am, therefore, greatful for your assistance in helping me gather the data necessary to complete this study. I want to assure you that all responses will remain totally confidential. In no way will your school be identified in any report or dissertation published from this study.
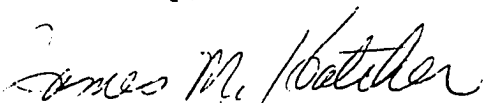
The survey instrument will take approximately twenty minutes or less to complete. Each section has instructions provided and scales listed on each page. The survey is to be completed by you and all teachers in your school. Since all teachers in your school are being surveyed, the ideal situation would be to have them complete them in a faculty meeting and have a staff member seal them in the envelope provided. A separate envelope is provided for your survey, which can be attached to the outside of the large envelope. I

would ask you to mail the completed surveys to me in the enclosed, self addressed, stamped envelope as soon as possible.

If you have any questions you may call me at school at (615) 743-1665 or (615) 743-1666. My home phone is (615) 743-5114, or write Mickey Hatcher Rt 1 box 50A, Erwin, TN 37650.

I realize that many surveys have been distributed already and certainly appreciate your help in this matter. It will contribute to the research and reveal valuable information about teachers and principals involvement in shared Decision-Making in the schools.

Sincerely,

James M. Hatcher
Doctoral Student
East Tennessee State University

APPENDIX G

FOLLOW UP LETTER TO PRINCIPALS

149

Unicoi Elementary School
Rt. 1, Box 27
(615) 743-1665
James M. (Mickey) Hatcher, Principal
"A diverse community of Lifelong Learners"

February 8, 1994

Dear Principal,

On Jan. 13, 1994 I delivered to various superintendent's offices, copies of a survey instrument on shared Decision-Making, which I asked you and your staff to fill out and either turn in to the contact person in your school system or to send in return mail to me. I had asked that those be returned by Jan. 24. I realize that many of your systems have had several snow days since that time and understand the delay, however since I desperately need these surveys to provide the information for my doctoral dissertation, I ask that you please complete these surveys and deliver them to the contact person or call me collect and I will come after them. I realize how full your schedule must be but I ask for your help in this endeavor. If you have already completed and returned the surveys, I am very grateful and sincerely express to you my heartfelt thanks. Should you need additional surveys, or need to contact me for any reason my address is Unicoi Elementary School, Rt 1 Box 27, Unicoi, TN 37692. Telephone (615) 743-1665, 743-1666, or 743-1667. Thanks again for your help.

James M. Hatcher, Principal
Unicoi Elementary School

APPENDIX H

STUDY SURVEY QUESTIONNAIRE

151

TEACHER Decision-Making INSTRUMENT

For items 1-68, decisions common to the school setting are divided into 8 organizational areas.
Using the key below, for each item please indicate by **CIRCLING** the appropriate number in each column:

1. the way you perceive each decision is **primarily made** by the administrator or administrators most responsible for that decision (**Actual** column) and
2. the way in which you would prefer for that decision to be made (**Desired** column)

It is important that you attempt to provide a response in both columns for each item.

KEY

1-decision is made **alone** by administrator/s
2-decision is made by administrator/s after **consulting** with one or more **individuals**
3-decision is made by administrator/s after consulting with **one or more groups**
4-decision is made by administrator/s after receiving recommendation of **formal committee**
5-decision is shared with **teachers or delegated** by administrator/s
6-teacher/s make **autonomous decision**, without administrative consultation or participation

Planning   ACTUAL   DESIRED

1. Designing change initiatives at district
   level...   1 2 3 4 5 6   1 2 3 4 5 6

2. Designing change initiatives at building
   level...   1 2 3 4 5 6   1 2 3 4 5 6

3. Determining who will be involved with
   district-wide change initiatives....................   1 2 3 4 5 6   1 2 3 4 5 6

4. Determining who will be involved with
   school-level change initiatives.....................   1 2 3 4 5 6   1 2 3 4 5 6

5. Setting district-level goals...........................   1 2 3 4 5 6   1 2 3 4 5 6

6. Setting building-level goals..........................   1 2 3 4 5 6   1 2 3 4 5 6

7. Planning long-term educational improvements
   at the district level....................................   1 2 3 4 5 6   1 2 3 4 5 6

8. Planning long-term educational improvements
   at the school level.....................................   1 2 3 4 5 6   1 2 3 4 5 6

9. Planning short-term educational improvements
   at the district level....................................   1 2 3 4 5 6   1 2 3 4 5 6

10. Planning short-term educational improvements
    at the school level.....................................   1 2 3 4 5 6   1 2 3 4 5 6

Policy

11. Setting guidelines for homework.................   1 2 3 4 5 6   1 2 3 4 5 6

12. Setting guidelines for student conduct
    and discipline...   1 2 3 4 5 6   1 2 3 4 5 6

13. Determining guidelines for student retention...   1 2 3 4 5 6   1 2 3 4 5 6

PLEASE PROCEED TO THE NEXT PAGE!

KEY

1-decision is made **alone** by administrator/s
2-decision is made by administrator/s after **consulting**
with one or more **individuals**
3-decision is made by administrator/s after consulting
with **one or more groups**
4-decision is made by administrator/s after receiving
recommendation of **formal committee**
5-decision is **shared with teachers or delegated** by administrator/s
6-**teacher/s make autonomous decision**, without
administrative consultation or participation

	ACTUAL	DESIRED
14. Determining student grading practices..........	1 2 3 4 5 6	1 2 3 4 5 6
15. Setting guidelines for staff performance standard...	1 2 3 4 5 6	1 2 3 4 5 6
16. Setting guidelines for staff evaluation procedures..	1 2 3 4 5 6	1 2 3 4 5 6

Curriculum/Instruction

	ACTUAL	DESIRED
17. Choosing content or program areas to be considered for curriculum development..........	1 2 3 4 5 6	1 2 3 4 5 6
18. Choosing content to be included in teaching (curriculum) documents..................	1 2 3 4 5 6	1 2 3 4 5 6
19. Selecting textbooks..................................	1 2 3 4 5 6	1 2 3 4 5 6
20. Selecting instructional materials..................	1 2 3 4 5 6	1 2 3 4 5 6
21. Determining changes in course offerings.......	1 2 3 4 5 6	1 2 3 4 5 6
22. Determining methodologies to be used in delivering curriculum	1 2 3 4 5 6	1 2 3 4 5 6
23. Evaluating curriculum..............................	1 2 3 4 5 6	1 2 3 4 5 6
24. Evaluating textbooks	1 2 3 4 5 6	1 2 3 4 5 6
25. Designing curricular change.......................	1 2 3 4 5 6	1 2 3 4 5 6
26. Adopting new instructional methods at department, grade level, or school level.........	1 2 3 4 5 6	1 2 3 4 5 6

Pupil Personnel

	ACTUAL	DESIRED
27. Determining student placement for instructional programs...............................	1 2 3 4 5 6	1 2 3 4 5 6
28. Determining recommended student class size..	1 2 3 4 5 6	1 2 3 4 5 6
29. Determining methods of reporting pupil progress to parents...................................	1 2 3 4 5 6	1 2 3 4 5 6
30. Choosing student support services administered by guidance...........................	1 2 3 4 5 6	1 2 3 4 5 6
31. Determining pupils who are identified for merit, awards, and scholarships...................	1 2 3 4 5 6	1 2 3 4 5 6
32. Helping to solve a student's academic problems...	1 2 3 4 5 6	1 2 3 4 5 6

PLEASE PROCEED TO THE NEXT PAGE!

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with one or more groups
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recommendation of formal committee
5-decision is shared with teachers or delegated by administrator/s
6-teacher/s make autonomous decision, without
administrative consultation or participation

	ACTUAL	DESIRED
33. Helping to solve a student's personal problems...	1 2 3 4 5 6	1 2 3 4 5 6
Staff Personnel		
34. Hiring of instructional personnel.................	1 2 3 4 5 6	1 2 3 4 5 6
35. Hiring of administrators.............................	1 2 3 4 5 6	1 2 3 4 5 6
36. Hiring of non-teaching duties.....................	1 2 3 4 5 6	1 2 3 4 5 6
37. Assigning teaching duties..........................	1 2 3 4 5 6	1 2 3 4 5 6
38. Determining duty assignments	1 2 3 4 5 6	1 2 3 4 5 6
39. Assigning staff to committees.....................	1 2 3 4 5 6	1 2 3 4 5 6
40. Granting tenure.......................................	1 2 3 4 5 6	1 2 3 4 5 6
41. Orientating new personnel.........................	1 2 3 4 5 6	1 2 3 4 5 6
42. Accessing staff.......................................	1 2 3 4 5 6	1 2 3 4 5 6
43. Planning agendas for staff meetings.............	1 2 3 4 5 6	1 2 3 4 5 6
44. Resolving employee grievances...................	1 2 3 4 5 6	1 2 3 4 5 6
Staff Development		
45. Assigning of staff to staff development committees..	1 2 3 4 5 6	1 2 3 4 5 6
46. Carrying out staff development needs assessment activities................................	1 2 3 4 5 6	1 2 3 4 5 6
47. Designing required staff development activities..	1 2 3 4 5 6	1 2 3 4 5 6
48. Designing elective staff development activities	1 2 3 4 5 6	1 2 3 4 5 6
49. Implementing staff development activities......	1 2 3 4 5 6	1 2 3 4 5 6
50. Specifying evaluation activities associated with staff development activities...................	1 2 3 4 5 6	1 2 3 4 5 6
School/Community Relations		
51. Involving business groups in school activities..	1 2 3 4 5 6	1 2 3 4 5 6
52. Involving community (civic) groups in school activities...	1 2 3 4 5 6	1 2 3 4 5 6
53. Determining the amount of influence the PTA will have on school functioning...................	1 2 3 4 5 6	1 2 3 4 5 6

PLEASE PROCEED TO THE NEXT PAGE!

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recommendation of formal committee
5-decision is shared with teachers or delegated by administrator/s
6-teacher/s make autonomous decision, without
administrative consultation or participation

	ACTUAL	DESIRED
54. Determining agenda items for parent meetings.	1 2 3 4 5 6	1 2 3 4 5 6
55. Determining the relationship between the media and the school.................................	1 2 3 4 5 6	1 2 3 4 5 6
56. Determining the content of school news released to the media.................................	1 2 3 4 5 6	1 2 3 4 5 6
57. Determining the extent to which citizen committees will be permitted to influence school decisions......................................	1 2 3 4 5 6	1 2 3 4 5 6
58. Determining the distribution of outside resources within the school	1 2 3 4 5 6	1 2 3 4 5 6
59. Resolving difficulties with community groups..	1 2 3 4 5 6	1 2 3 4 5 6

Budget/Management

	ACTUAL	DESIRED
60. Formulating the district-level budget.............	1 2 3 4 5 6	1 2 3 4 5 6
61. Formulating building-level budgets	1 2 3 4 5 6	1 2 3 4 5 6
62. Formulating department or grade-level budgets..	1 2 3 4 5 6	1 2 3 4 5 6
63. Allocating monies for textbooks..................	1 2 3 4 5 6	1 2 3 4 5 6
64. Allocating monies for curriculum development.	1 2 3 4 5 6	1 2 3 4 5 6
65. Allocating monies for plant decisions	1 2 3 4 5 6	1 2 3 4 5 6
66. Managing the building-level budget	1 2 3 4 5 6	1 2 3 4 5 6
67. Cutting monies from budgets......................	1 2 3 4 5 6	1 2 3 4 5 6
68. Determining priority use of school facilities..	1 2 3 4 5 6	1 2 3 4 5 6

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PLEASE PROCEED TO THE NEXT PAGE!

Please provide the following information about yourself by checking one response in each section.

69. AGE..........

1. ( ) 20-29 YEARS OLD
2. ( ) 30-39 YEARS OLD
3. ( ) 40-49 YEARS OLD
4. ( ) 50-59 YEARS OLD
5. ( ) 60 YEARS OR OLDER

**70. YEARS IN EDUCATION
(COUNT THIS YEAR AS
A FULL YEAR)**

1. ( ) 1-5 YEARS
2. ( ) 6-10 YEARS
3. ( ) 11-15 YEARS
4. ( ) 16-20 YEARS
5. ( ) MORE THAN 20 YEARS

71. YEARS IN THIS SCHOOL

1. ( ) LESS THAN ONE YEAR
2. ( ) 1- 5 YEARS
3. ( ) 6-10 YEARS
4. ( ) 11-15 YEARS
5. ( ) 16-20 YEARS
6. ( ) MORE THAN 20 YEARS

72. SCHOOL COMPOSITION

1. ( ) ELEMENTARY
2. ( ) MIDDLE
3. ( ) JUNIOR HIGH
4. ( ) HIGH SCHOOL

**73. LEVEL OF EDUCATIONAL
ATTAINMENT**

1. ( ) LESS THAN BACHELORS
   DEGREE
2. ( ) BACHELORS DEGREE
3. ( ) MASTERS DEGREE
4. ( ) EDS
5. ( ) DOCTORATE

74. CAREER LADDER STATUS

1. ( ) APPRENTICE
2. ( ) CAREER LEVEL I
3. ( ) CAREER LEVEL II
4. ( ) CAREER LEVEL III
5. ( ) NOT APPLICABLE

75. POSITION AT THIS TIME

1. ( ) TEACHER
2. ( ) ADMINISTRATOR
3. ( ) OTHER

76.   COMMENTS

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THANK YOU FOR COMPLETING THIS
SURVEY!

APPENDIX I

INFORMED CONSENT FORM

157

Informed Consent

Information About: Shared Decision-Making in the First Educational District of Tennessee: Teachers And Principals Perceptions of Actual And Desired Levels of Participation.

Principal Investigator: James Mitchell Hatcher

You understand that this is a research experiment.

You understand that the purpose of this experiment is to determine the actual and desired levels of participation in shared Decision-Making as perceived by teachers and principals.

You understand that the procedures to be followed are: You will be asked to complete a survey that will take approximately twenty minutes. You will then return the survey in a return envelope to the investigator. This stamped addressed envelope is provided.

You understand that the schools selected to participate in this study were randomly selected from public schools in Northeast Tennessee. The entire faculty of the selected schools are being asked to participate. The number of teachers involved in this study is dependent on the size of the schools that participate.

You understand that there are no possible risks and or discomforts associated with this experiment known by the investigator.

You understand that your name will not be used in this experiment and all information including school identification will be kept confidential.

You understand that the benefits you receive as a participant in this experiment will be the knowledge that you have added to the research base in the field of shared Decision-Making.

You understand that an alternative available to you if needed is that someone may read the survey to you and mark your answers.

You understand that there are no costs to you other than your time in completing the questionnaire for participating in this study.

You understand that your participation in this research study is completely voluntary and that you may withdraw at anytime without penalty or loss of benefits or treatment to which you are entitled.

You understand that you may withdraw from this study by contacting the investigator, James M. Hatcher, (615)743-1665 Rt 1 box 27, Unicoi, TN 37692.

You understand that you will be notified immediately if any of the results of the experiment might affect your willingness to continue to participate.

You understand that you may be withdrawn from the experiment at any time by the investigator James M. Hatcher without regard to your consent if in the opinion of the investigator, it would be unadvisable for you to continue to participate in this study, or if the study is ended.

You understand that if there are any questions or research related problems at any time during this study, that you may contact the investigator, James M. Hatcher (615) 743-1665 or Robert McElrath (615) 929-4199. In the event of a research-related medical problem, you may call either James M. Hatcher or Robert McElrath at the above phone numbers or at (615) 743-5114 at night or on weekends. You may also call the Chairman of the Institutional Review Board at (615) 929-6134 for any questions you may have about your rights as a research subject.

By signing below, I certify that I have read or had read to me, this document and have been given a copy. I have been given the opportunity to ask questions and discuss my participation with the investigator. I freely and voluntarily choose to participate in this research study.

_____   _____
DATE   SIGNATURE OF VOLUNTEER (SUBJECT)

_____   _____
DATE   SIGNATURE OF INVESTIGATOR

_____   _____
DATE   SIGNATURE OF WITNESS

APPENDIX J

COMPARISONS BETWEEN MEANS OF TEACHERS AND PRINCIPALS

PERCEPTIONS OF ACTUAL AND DESIRED PARTICIPATION IN

Decision-Making BY INDIVIDUAL SCHOOLS

160

Comparisons Between Means of Teachers and Principals Perceptions of Actual and Desired Participation in Decision-Making By Individual Schools.

		Teacher			Principal		
School #		n	M	SD	n	M	DIFF
Actual	1	14	194.00	36.33	1	209.00	15.0
Desired	1	14	242.29	35.79	1	255.00	12.71
Actual	2	12	181.08	34.66	1	209.00	27.92
Desired	2	12	222.5	89.41	1	212.00	-10.5
Actual	3	24	155.29	60.69	1	244.0	88.71
Desired	3	24	264.79	59.07	1	247.0	-17.79
Actual	4	10	206.80	37.66	1	198.0	-8.8
Desired	4	10	228.70	36.26	1	283.0	54.3
Actual	5	21	156.48	45.51	1	157.00	0.52
Desired	5	21	233.57	57.32	1	308.00	74.43
Actual	6	26	165.31	55.87	1	173.00	7.69
Desired	6	25	233.08	58.19	1	259.00	25.92
Actual	7	30	167.90	39.76	1	225.00	57.10
Desired	7	30	228.10	53.97	1	275.00	46.9
Actual	8	16	137.31	33.77	1	153.00	15.69
Desired	8	16	209.19	72.73	1	178.00	-31.19
Actual	9	2	220.50	16.26	1	179.00	-41.5
Desired	9	2	279.50	60.10	1	198.00	-81.5
Actual	10	7	177.14	52.42	1	231.00	53.86
Desired	10	7	243.14	42.00	1	241.00	-2.14
Actual	11	16	179.75	52.488	1	198.00	18.25
Desired	11	16	218.63	69.347	1	283.00	64.38
Actual	12	15	178.93	37.818	1	115.00	63.93
Desired	12	15	285.60	52.559	1	282.00	-3.6
Actual	13	28	170.39	72.665	1	256.00	85.61
Desired	13	28	223.54	67.720	1	247.00	23.46

(table continues)

	School #	Teacher			Principal		
		n	M	SD	n	M	DIFF
Actual	14	7	174.14	36.095	1	178.00	3.86
Desired	14	7	233.43	55.329	1	195.00	-38.43
Actual	15	19	173.63	37.590	1	209.00	35.37
Desired	15	19	219.47	77.179	1	212.00	-7.47
Actual	16	6	190.00	25.163	1	179.00	11.0
Desired	16	6	239.17	45.524	1	195.00	44.17
Actual	17	8	157.88	30.736	1	178.00	20.13
Desired	17	8	230.63	54.730	1	195.00	-35.63
Actual	18	13	162.31	37.113	1	189.00	26.69
Desired	18	13	240.46	48.975	1	212.00	-28.46
Actual	19	19	160.26	53.364	1	266.00	105.74
Desired	19	19	217.42	83.755	1	266.00	48.58
Actual	20	7	164.57	41.173	1	216.00	51.43
Desired	20	7	217.29	56.721	1	340.00	122.71
Actual	21	17	157.94	52.781	1	168.00	10.06
Desired	21	17	248.18	53.869	1	273.00	24.82
Actual	22	34	175.88	38.875	1	115.00	60.88
Desired	22	34	255.56	63.359	1	282.00	26.44
Actual	23	13	160.00	57.237	1	206.00	46.0
Desired	23	13	201.38	99.099	1	214.00	12.62
Actual	24	16	178.06	52.380	0	0	NA
Desired	24	16	242.81	59.401	1	326.00	83.19
Actual	25	18	156.89	37.715	1	203.00	46.11
Desired	25	17	234.71	50.740	1	204.00	-30.71
Actual	26	23	168.09	37.757	1	187.00	18.91
Desired	26	23	234.30	48.687	1	256.00	21.70
Actual	27	13	182.23	44.179	1	225.00	42.77
Desired	27	13	241.00	67.075	1	275.00	34.00

(table continues)

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School #		Teacher			Principal		DIFF
		n	M	SD	n	M	
Actual	28	20	166.95	36.005	1	214.00	47.05
Desired	28	20	230.50	49.568	1	230.00	0.5
Actual	29	5	148.00	61.563	1	155.00	7.0
Desired	29	5	279.20	37.857	1	302.00	22.8
Actual	30	8	167.25	39.760	1	185.00	17.75
Desired	30	8	229.13	70.385	1	240.00	10.87
Actual	31	30	167.90	39.760	1	225.00	57.1
Desired	31	28	223.46	52.270	1	275.00	51.54
Actual	32	12	194.50	43.862	1	189.00	-5.5
Desired	32	12	246.08	56.639	1	236.00	-10.08
Actual	33	19	153.32	38.676	1	232.00	78.68
Desired	33	19	234.37	47.516	1	231.00	-3.37
Actual	34	18	151.77	48.788	1	198.00	46.22
Desired	34	18	235.83	46.432	1	201.00	-34.83
Actual	35	5	137.20	49.555	1	203.00	65.8
Desired	35	5	255.40	62.695	1	204.00	-51.4
Actual	36	18	170.55	46.608	1	143.00	27.56
Desired	36	18	227.00	88.442	1	157.00	-70.0
Actual	37	17	145.41	50.807	1	167.00	25.59
Desired	37	17	249.18	55.642	1	231.00	-18.18
Actual	38	8	156.75	35.379	1	155.00	- 1.75
Desired	38	8	211.63	68.717	1	183.00	-28.63
Actual	39	23	167.61	49.795	1	227.00	59.39
Desired	39	24	242.67	44.282	1	273.00	30.33
Actual	40	42	179.33	42.298	1	295.00	115.67
Desired	40	42	230.29	45.940	1	320.00	89.71
Actual	41	22	193.36	40.377	1	191.00	-2.36
Desired	41	22	231.18	53.714	1	254.00	22.82

(table continues)

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School #		Teacher			Principal		
		n	M	SD	n	M	DIFF
Actual	42	14	200.29	33.274	1	173.00	-27.29
Desired	42	14	243.79	34.706	1	198.00	-45.79
Actual	43	21	189.10	41.066	1	195.00	5.91
Desired	43	21	247.19	26.449	1	234.00	-13.19
Actual	44	7	176.29	41.234	1	132.00	-44.29
Desired	44	7	243.57	55.271	1	339.00	95.43
Actual	45	61	184.16	42.417	1	271.00	86.84
Desired	45	61	269.31	46.820	1	271.00	1.69
Actual	46	13	188.92	57.121	1	235.00	46.08
Desired	46	13	231.23	33.389	1	283.00	51.77
Actual	47	18	187.28	32.820	1	283.00	95.72
Desired	47	18	237.83	44.451	1	298.00	60.17
Actual	48	20	186.25	19.311	1	203.00	16.75
Desired	48	20	237.65	69.823	1	204.00	-33.65
Actual	49	16	178.56	43.744	1	221.00	42.44
Desired	49	16	238.81	62.403	1	219.00	-19.81
Actual	50	13	140.62	46.262	1	127.00	-13.62
Desired	50	13	262.08	63.678	1	187.00	-75.08
Actual	51	21	184.57	43.338	1	166.00	-18.57
Desired	51	21	233.90	47.303	1	167.00	-66.90
Actual	52	9	172.00	47.281	1	262.00	90.0
Desired	52	9	250.89	35.420	1	274.00	23.11
Actual	53	41	175.39	41.737	1	280.00	104.61
Desired	53	41	227.83	46.783	1	292.00	64.17
Actual	54	17	164.94	33.729	1	221.00	56.06
Desired	54	16	229.81	78.286	1	219.00	10.81
Actual	55	59	180.68	46.813	1	154.00	26.68
Desired	55	60	213.92	54.392	1	289.00	75.08

(table continues)

	School #	Teacher			Principal		DIFF
		n	M	SD	n	M	
Actual	56	11	172.91	43.837	1	160.00	-12.91
Desired	56	11	208.82	62.027	1	231.00	22.18
Actual	57	25	187.84	39.541	1	180.00	7.84
Desired	57	25	245.12	43.959	1	219.00	-26.12
Actual	58	17	158.65	43.267	1	143.00	-15.65
Desired	58	17	217.82	59.043	1	161.00	-56.82
Actual	59	10	150.90	48.135	1	188.00	37.1
Desired	59	10	208.40	113.550	1	224.00	15.6

VITA

166

VITA

PERSONAL

James Mitchell (Mickey) Hatcher
Rt. 1 Box 50-A
Erwin, TN 37650

Born: August 19, 1950
Office: (615) 743-1666
Home: (615) 743-5114
Married (Ernestine Buchanan Hatcher)

EDUCATION

1991- Present

Doctoral Student in Educational Administration
Member of Cohort III Department of Educational
Leadership and Policy Analysis
East Tennessee State University, Johnson City, TN
Expected date of graduation- Summer 1994

Dissertation Title: "Shared Decision-Making in the First
Educational District of Tennessee: Teachers' and
Principals' Perceptions of Actual and Desired Levels of
Participation"

1983

Master of Education
Educational Administration/Supervision
East Tennessee State University, Johnson City, TN

1972 December

Bachelor of Science
East Tennessee State University, Johnson City, TN
concentration on Secondary education
Major fields of study Health and Physical Education

1968

High School Diploma
Unicoi County High School
Erwin, TN

Spring 1973- December 1973	Corrective Therapist McGuire Veterans Administration Hospital Richmond, VA

ACCOMPLISHMENTS AND AFFILIATIONS

- Step grade promotion at McGuire Veterans Hospital for Quality Graduate Status 1973
- Award for designing and constructing hemiplegic exercise device 1973
- Served in planning team during development and implementation of Unicoi County Middle School 1990-91
- Served as first curriculum director grades 7 thru 12 in Unicoi County schools, completed revision of English curriculum guides for these grades in one year 1989
- Named to Who's Who in the South and Southwest 21th Edition 1988
- Career Level III Principal 1985
- Leadership Development Certificate for Tennessee Education Association 1981
- President of Unicoi County Education Association 1981-1982
- Service Award for Homecoming '86 Activities 1986
- Tennessee Community Celebration Award 1987
- President of Unicoi County Principals Association 1985
- Tennessee Academy for School Leaders 1986-87
- National Association of Secondary School Principals Springfield Development Program 1991
- Coach of Elementary and High School sports since 1974 as well as Little League

Member of:
- Foster Care Review Board for Unicoi County
- Board of directors of newly formed Family Resource Center for Unicoi County
- Chairman of Deacon Board of Central Baptist Church
- Treasurer of Central Baptist Church for 15 years
- National Association of Elementary School Principals
- Association for Supervision and Curriculum Development
- Mid-South Educational Research Association
- Unicoi Ruritans