

A STUDY OF THE PERCEPTIONS OF OKLAHOMA SCHOOL
PRINCIPALS REGARDING THEIR USE OF
PARTICIPATIVE MANAGEMENT

By

MICHAEL THOMAS SHANAHAN

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Bachelor of Science in Education
Central State University
Edmond, Oklahoma
1974

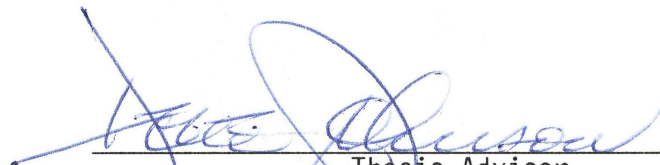
Master of Science
Oklahoma State University
Stillwater, Oklahoma
1976

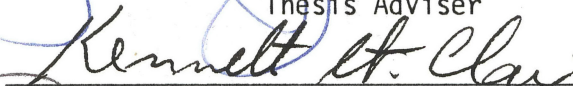
Submitted to the Faculty of the Graduate College
of the Oklahoma State University
in partial fulfillment of the requirements
for the Degree of
DOCTOR OF EDUCATION
July, 1987

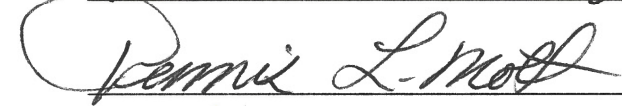



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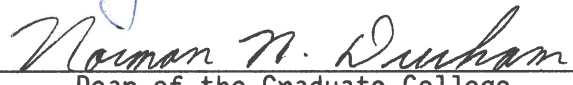
Thesis Approved:



Thesis Adviser








Dean of the Graduate College

ACKNOWLEDGMENTS

It is my desire to express my gratitude to those teachers, friends, colleagues, advisers, loved ones, and all persons who had a part in making this dissertation possible.

I want to say thanks to Dr. Deke Johnson, chairman of my doctoral committee, for his accurate and timely advice and assistance throughout the program. To Dr. Larry Perkins, Dr. Dennis Mott, and Dr. Kenneth St. Clair, members of the committee, I say thank you for expert and generous help. To Karen Munday and Brenda Brown, very faithful and efficient secretarial help in Gundersen Hall, and especially to Betty Rutledge, Dr. Karman's secretary, who can recognize the voices of hundreds of graduate students on the telephone and call them by first name, I am very appreciative. A special thank you to Dr. Thomas Karman, Head, Department of EAHEd, Dr. Gerald Bass, Dr. William Camp, Dr. Lynn Arney, and Dr. Ann Austin, who always have been willing to offer correct advice when needed. I appreciate the timely and precise assistance from Joyce Gazaway in the Graduate College; Iris McPherson in the University Computer Center; Bulen Barnes, who helped me in the analysis of data; and Sharon Phillips, for the expert preparation of this manuscript in its first and final stages. My secretary at Sapulpa Middle School, Harla Hardin, has generously offered her assistance throughout my graduate program.

I also want to say thanks to the administrators of the Sapulpa School District, who have been encouraging and supportive during this time of study. Dr. Randall Raburn, Superintendent of Sapulpa Schools,

has been especially helpful, as has Dr. Charles Dodson, Assistant Superintendent, Sapulpa Schools. They both have given time, advice, and encouragement for which I am deeply appreciative.

A special thanks to those members of the Sapulpa Middle School staff, who are the most diligent people and who have been supportive of my efforts the entire time. I also offer a thank you to my Assistant Principal, Tim Cameron, whose prayers, diligence, and skills in his position have allowed me to concentrate on this program and also pay proper attention to my principalship.

My family has paid a special price to see the culmination of this project. My parents, Dr. and Mrs. L. E. Shanahan, have offered every possible support during this time, as always. My in-laws, Mr. and Mrs. Floyd Payne, are always willing to do anything they can to help, and have never failed to do so. My wife, Susann, should also receive her graduate degree because of the special help that only a wife can be. She has encouraged, worked, demanded, typed, tolerated, prayed, and laughed with me as we went through this program. She is an excellent wife, and I thank God for her. My children, Greg, Matt, and Rebekah, have also been as supportive as they knew how to be, and have been very unselfish in their allowing me to spend several weekends and evenings traveling or studying. Family, I thank you for your faith in me.

Finally, I want to acknowledge a special thanks to God Almighty, the Creator of the Universe, and the Father of my Lord Jesus Christ. This program was begun at His direction, paid for by His generosity, and finished only by the strength He provides. To God alone goes any glory for the completion of this work.

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CHAPTER I

INTRODUCTION

Rationale for the Study

Thirty years ago, a few school administrators were giving advice and their opinions concerning participative management. The subject was usually addressed as democracy in the administration of the schools, and apparently was approached with considerable caution. Today, this process of shared decision-making is being discussed, researched, and tested by most types of organizations, including schools. There are presently many school administrators who are experienced in this type of management, some critical and some supportive, but most offering very practical viewpoints for the benefit of practicing school principals.

Presenting some hints for the study of the fundamental practices of a democratic group leader, one author declared that "Democracy may be a somewhat slow, at times even cumbersome process but, in the long run, it is infinitely more efficient than autocracy in dealing with people regardless of their age, social level, or economic condition" (Hindman, 1955, p. 22). This author believed that everyone who is affected by a decision should be able to participate in the making of that decision. He further stated that "the administrator's ultimate goal must be the participation of all group members in the formulation of decisions and policies" (p. 23).

Recognizing that participative decision-making is not a panacea for management ills, it remains a very important and useful method of improving productivity, edifying individuals, and consequently causing organizations to be more effective. Effective school research indicates that effective principals have supportive staffs, and they have faith in the competence of the members of that staff. All of the studies and research in the area of participative decision-making or democratic style of leadership which were utilized in this study agreed that support for the leader and productivity of the group are enhanced at least a little when the group members have some part in making the decisions that affect them.

It has been recognized that organizational leaders want four forms of success: (1) successful completion of tasks by employees, (2) successful accomplishment of organizational goals, (3) personal feelings of success by employees, and (4) personal success of the organizational leader (Burton, and Powell, 1984). Estimations are that organization effectiveness can be increased twofold if managers properly use the human resources around them (McGregor, 1960). It is also recognized that a systematic approach is a factor in the successful use of management methods (McGregor, 1960). It is obviously to the advantage of the principal and the organization if a systematic approach is applied, in that a more applicable flow of adequate and accurate information is available (Likert, 1967).

There are those who believe that any school principal who desires to be effective would be a proponent or a user (or both) of participative decision-making. Some research has been conducted to measure or define the leadership style of school principals, while other studies that described the attitudes of teaching staffs toward their principal. Taking

this into consideration, it was deemed useful to attempt to measure the actual intentional use of participative decision-making in the schools. How many building principals apply a systematic method of involving those concerned in the process of decision-making? With successful gathering and application of quality data, one could identify the degree of need for inservice, staff development, or training in this area. If a majority of building principals are successfully applying participative decision-making techniques, the need is certainly less urgent. However, if participative decision-making is not prominent, an emphasis placed on those techniques would appear beneficial to the principals, teachers, support staff, community members, and ultimately, the students.

Statement of the Problem

Assuming that some building principals, and possibly a large number, indicate that they were currently using a method of participation, it would be useful to measure the extent of use, and to compare that data with the advantages or disadvantages they notice. With this information, one could hopefully make some conclusions that would aid in the development of inservice or training practical to school administrators.

Some research indicates that teachers perceive that the principal or central office makes the important decisions (Duke, Imber, and Showers, 1980). Thus, shared decision-making is viewed by some as simply a formality, or as an attempt by the administration to create an illusion of teacher influence. These teachers believed that the probability of actually realizing the potential benefits of participation was very low. Seemingly, experience had taught them that shared decision-making does not necessarily mean shared influence. Apparently, principals could use some help in the application of the science of participative management.

This study was concerned with participative decision-making as used by building principals. While some data were collected to measure the use of participation by superintendents and department heads, this was only to give reference to the influence the principal is under or is exerting. It was important to establish whether or not the principal was purposefully seeking the involvement of his/her staff. One who has been directed to use some participation might not be as willing to continue to develop the proper techniques as would another who would be participative without orders from the superintendent. This could have some effect on the development and use of any training efforts. The questions which were researched were:

1. What is the extent of use of participative management by building principals? (This was answered both as to the number of principals using, and also the degree to which they use it, in their buildings.)
2. What degree of success does the principal notice because of the use of participative management in his/her building?
3. What is the relationship of the number of students to the extent of use and success of participative management?
4. What is the relationship of the number of certified staff in a building to the extent of use and success of participative management?
5. What is the relationship of the grade levels in a school to the extent of use and success of participative management?
6. What is the relationship of the age of the principal to the extent of use and success of participative management?
7. What is the relationship of the number of years of experience as a principal to the extent of use and success of participative management?

8. What is the relationship of the presence of an assistant principal to the extent of use and the success of participative management?

9. What is the relationship of the number of counselors to the extent of use and the success of participative management?

10. What is the relationship of the presence of department heads to the extent of use and success of participative management?

Assumptions

The following assumptions have some basis in fact, and may have impacted some way on the findings of this study:

1. Most Oklahoma principals have staff members who are willing to participate.

2. Most Oklahoma principals desire to improve their leadership effectiveness.

3. Oklahoma teachers are interested in overall improvement.

4. All respondents will similarly interpret the definition for "Participative Management."

5. Most Oklahoma principals use some degree of participative management.

6. Oklahoma teachers possess the expertise necessary to arrive at effective decisions.

Limitations

Limitations are abundant in any human endeavor. Limitations need to be identified, appreciated, and used to an advantage. They themselves are tools in good research when considered properly.

The limitations acknowledged by this researcher were as follows:

1. There could have been some difference in the classification of job descriptions such as "department head," "counselor," etc.

2. Some principals were prohibited from initiating participative management in their buildings for various reasons such as the leadership style of their superintendents, size of school, structure of their time in a building as principal.

3. Some principals might have had a misconception concerning the intent of the research, and decided to not respond.

Definition of Terms

Participative Management. Participative management has several descriptors that attempt to distinguish its use in various environments. The available research lists almost synonymously these descriptors: participative management, shared decision-making, team management, participatory management, group decision-making, participative decision-making, consultative decision-making, and, mostly in the older literature, democratic decision-making. For the purposes of this study we will use a definition derived from a combination of definitions found in the Dictionary of Education (Good, 1973): Participative Management is that style of leadership in which the principal seeks active involvement of the members of the staff, community, or student body in decision-making.

Principal. The administrative head and professional leader of a school (Good, 1973).

Autocratic Supervision. That leadership style which offers only dictatorial direction of the instructional activities of teachers (Good, 1973).

Democratic Supervision. That leadership style which seeks teacher participation in analyzing and determining such aspects of instruction as objectives, materials, and methods (Good, 1973).

Leadership Style. The mode of performance of an educational official (Good, 1973).

Summary

Participative management, when used properly, appears to provide to members, leaders, and organizations, advantages that outweigh the consequences of the possible disadvantages. One of the more important priorities of educational leaders should be in the area of developing more efficient and effective leaders. The increased interest in local control, along with the heightened awareness of our community members as to the once relatively secret aspects of school organization, should encourage us to apply the very best management techniques. The information gleaned from this study should be of great assistance in any endeavor directed toward the progress of educational programs designed to aid building principals in their self-development.

CHAPTER II

REVIEW OF THE LITERATURE

Chapter II contains aspects of the available literature related to participative management in education and industry. Some studies were specific to teachers and their perspectives, experiences, and desires. Other literature explored the techniques for the practical application of participative management by those in authority. Further, the advantages and disadvantages related to the use of participative management were considered. The chapter is concluded with the information necessary for the proper utilization of participative management (e.g., who to involve, when to use participation, and how to structure the group process).

History of the Use of Participative Management

Since the early part of this century, numerous efforts have been made to investigate the reasons for job satisfaction or the lack of it in many areas of employment (Herzberg, 1976). It is generally understood that there are two major styles of leadership, autocratic and democratic, and most studies assume that at least one of these styles, or a blend of both, is being used in every situation (Hersey and Blanchard, 1977). Thus, leadership style is considered to be of primary importance in the ability of a worker to gain job satisfaction. Both styles of leadership are undoubtedly successful in many areas of interest. Productivity can be held at high levels using either style, with a mixture of the two providing added benefits of high productivity and some increased job

satisfaction. The question, then, of interest here is: which has the most long-term benefits to all concerned? By studying the research and available literature, one can decide how to present practical information helpful to those who are interested in being good managers (Hersey and Blanchard, 1977).

Researchers and students have discovered that workers are motivated to increase production when there is someone obviously interested in them and their work. Employers, researchers, supervisors, and doctors, in their efforts to motivate workers toward increased output, have changed physical environments, increased frequency of rest periods, created incentives, offered self-improvement programs, and operated other experiments. The results of most of these actions has been an increase in productivity. However, in cases where, for various reasons, the workers themselves were involved in the planning and decision-making process, benefits other than simply increased output resulted. There have been dramatic changes in turnover, productivity, and moods of workers (Gellerman, 1963). The conclusion is that these notable changes were caused by the employees' participation in the management of their own work (Batchler, 1981).

Further studies have determined that these positive effects of employee-centered supervision have a longer-lasting value than when the members are not allowed to participate in the planning and decision process (Gellerman, 1963). As Elton Mayo (cited in Gellerman, 1963) has noted, when individuals become a team, the team supports and motivates itself toward the accomplishment of team goals. They are intent and fully cooperative. From these studies and others like them comes the realization that there is something inherently valuable in the development of supervisory skills that consider the characteristics and

abilities of workers. The need, then, is to convince managers that their personal satisfaction should come from their ability to teach those they supervise to manage themselves.

Participative Management and Schools

According to research, principals who are reluctant to initiate specific structure in their leadership behavior appear to be at a distinct disadvantage in moving the organization forward (Kunz and Hoy, 1976; Campbell, Bridges, and Nystrand, 1977). Principals need to have sound, practical information available to enable them to apply scientifically proven methods of leadership. A leader who disguises his/her failure to be willing to make decisions as a willingness to involve staff members in the decision-making process will be seen as artificial, and will not have the respect of those staff members. A principal must know how as well as when to use participative management in his/her building.

In order for principals to understand properly the motives behind the use of participation in their schools, they should have knowledge of the attitudes and perspectives of those teachers with whom they wish to participate. In a comparison of management systems in different types of schools, Nirenberg (1977) defined the "teacher sense of power" as the extent to which the teacher believes he/she is able to influence the course of events in the school system which holds significance for him/her. This sense of power is a measure of one's access to, or use of, the hierarchial decision center. Nirenberg (1977) provided evidence to suggest that a teacher's access to the "decision center" is as important to the sense of power as is the teacher's actual involvement in making decisions. While there may be more than one acceptable decision-making design to accommodate various interests and levels of responsibility,

when decisions that involve the perceived professional responsibilities of teachers are made at a level above or below the teachers, those teachers will tend to have a decreased sense of power, and the overall climate of the organization will be negatively affected. When dealing with the issues that concern the actual function of the teacher in the classroom, it is apparently beneficial to the individual members of the organization, and the organization as a whole, to involve the teachers in the decision-making process (Nirenberg, 1977; Purkey and Smith, 1982; Snyder, Kreiger, and McCormick, 1983).

Leadership Style of the Principal and the Use of Participation

The principal as educational leader in individual buildings assumes a great responsibility. Student achievement should be the focus of all activity in a school. This goal, as well as short-term goals, are made more attainable when the principal can gather and utilize the most efficient and enduring techniques in the management of the school. In this process the principal should be aware of the scientific knowledge of management and leadership that has been proven effective.

In the establishment and use of participatory management techniques in an organization, a great deal of consideration should be given to the style of the leader, as well as to the structure of the organization; two elements which are obviously interdependent. One study found that group leaders who were high in power motivation foster an atmosphere that is detrimental to group decision-making (Fodor and Smith, 1982). This type of leader leaned more to the autocratic style, and while possibly allowing for a participatory structure, still exerted an influence on the group that narrowed the range that the group's thinking took. Group

members under this type of leadership tended to defer to the leader's judgment rather than contributing to the group discussion themselves.

An examination of the effects of leadership style and structure of the organization on groups demonstrated that both the supervisory style and organizational structure have statistically significant effects on member participation in shared decision-making groups (Nightingale, 1981). Although this sample consisted of 20 industrial organizations, the relevancy to the schools is obvious. In an educational organization, the teachers are going to have the final say in some issues; for instance, the method of instruction (and ultimately the subject of instruction). This study found that the educational organization should be arranged to facilitate the use of the experience, expertise, knowledge, and wisdom of numerous professionals. If not, there is an abundance of waste within that structure. Schools should allow for a participative style of leadership because the rank and file employee has the ability to participate directly in the making of many decisions. When either the organizational structure or the supervisory style does not recognize and take advantage of this characteristic, the groups will not be as effective as possible.

In another study, groups were observed before and after the intervention of what was called a "Personal Management Interview" (Boss, 1983). This interview technique was designed to increase the involvement of the leader in the decision-making teams and to study the effects. After the team building took place and the members had gained some experience in working together to confront and solve problems, there was evidence of improved communication, a better understanding of one's colleagues and the nature of the problems that affected them, the development of action plans for dealing with problems, and a higher level

of confidence and interpersonal trust among team members. However, after a short period of time this effectiveness began to decrease.

With the implementation of the Personal Management Interview (which involved the Chief Executive in a personal, uninterrupted, regularly scheduled meeting with each leading supervisor) they stated that the teams returned to that high level of effectiveness in attaining those organizational goals (Boss, 1983). They declared that because the atmosphere was supportive, an attitude of cooperation and trust redeveloped. It was concluded from this study that this type of attitude on the part of the leader and the organization prevented regression or fade-out, which often follows off-site team building endeavors. This is especially pertinent to school systems where the central office is not geographically close to the majority of the schools.

Teachers' Perspectives of Costs and Benefits

Another perspective on this point is presented in an additional study. Using a list of costs and benefits of involvement that were identified as such by teachers, this study questioned another set of teachers to find out how they rated these costs and benefits (Duke, Imber, and Showers, 1980). The costs of involvement were identified as:

1. Increased Time Demands. These teachers recognized that their jobs already required more than a fixed expenditure of time.
2. Loss of Autonomy. This appears to be ironic. These teachers were aware that when they shared in decision-making in the organization, others would also share, which could influence their classroom operation.
3. Risk of Collegial Disfavor. The delegation of authority to subordinates has long been considered a basic means by which managers

maintain control. Not many people want to be used, or to appear that they are being used.

4. Subversion of Collective Bargaining. Teachers have been able to exercise influence on the organization while remaining outside the traditional authority structure through involvement in associations and unions.

5. Threats to Career Advancement. Minimizing one's responsibility is a way of protecting oneself, and ensuring a favorable report by supervisors. Involvement in decision-making could increase the likelihood that a teacher might become known as a troublemaker (Duke, Imber, and Showers, 1980).

The benefits of involvement were identified as:

1. Feelings of self-efficacy; satisfaction is attained by accomplishing something considered personally important.

2. Ownership; commitment is increased as is the probability of decision implementation when the responsibility for the decision is personal.

3. Workshop democracy; having a voice in the governance increases the probability of the advancement of workers' rights (Duke, Imber, and Showers, 1980).

Looking only at these teachers' ratings of the potential costs and benefits of involvement in decision-making, one might anticipate that this group of teachers would have been quite anxious to take part in shared decision-making. Almost all of them gave low ratings to costs and high ratings to benefits, and independently listed many more additional benefits than costs. Time was the only cost of involvement that was a significant problem to these teachers.

However, when questioned about their involvement in and their attitude toward shared decision-making, most of these teachers felt less than anxious to participate, and derived little satisfaction when they did. Fifty-eight percent declined some or all of the decision-making opportunities with which they were presented. Of those who did participate, most felt that they had benefited only slightly. They were generally skeptical as to the realizable value of participation (Duke, Imber, and Showers, 1980).

Typically, these teachers perceived that the principal or central office made the important decisions. Thus, shared decision-making was viewed as a formality, or as an attempt by the administration to create an illusion of teacher influence. These teachers believed that the probability of actually realizing the potential benefits of participation was very low. Seemingly, experience has taught them that shared decision-making does not necessarily mean shared influence. Invitations to participate in shared decision-making usually mean attending meetings, expressing an opinion, or giving advice to administrators. Rarely do teachers actually realize a shift in power.

These writers concluded that involvement does offer teachers significant potential benefits. However, benefits accrue from a combination of involvement and influence. Consequently, it might be wise to allow teachers to spend all of their professional time on those teaching activities which are most likely to yield intrinsic rewards.

Teachers' Actual and Desired Participation in Decision-Making

Some consequential research looked at the patterns of actual and desired participation in empirically determined decisional domains, and

at how such participation correlates with certain affective stages of organizational members. The purpose here is to show that distinguishing among decisional domains or dimensions has some utility in terms of increasing the predictive validity of measures of participation (Mohrman, Cooke, and Mohrman, 1978).

Twelve decisional areas were defined and those areas factored into two substantive domains: (1) those central to the teaching task and (2) those regarding managerial support functions. The survey then asked teachers to report on the extent to which they actually participated and the extent to which they should participate in those 12 decisional areas in their schools. These data show that teachers' satisfaction was not simply related to the degree to which they participated, but also to the types of decisions in which they participated. The practical implication here was that efforts to increase teacher influence should focus on particular kinds of decisions as opposed to the quantity of participation opportunities (Mohrman, Cooke, and Mohrman, 1978).

Advantages of Participative Management

Implementation

The implementation of decisions made at any level climaxes any decision-making effort. All of the writings which this researcher has viewed agreed that one of the most profitable advantages of participatory management is that decisions are effectively and efficiently implemented. According to a recent study, managers could be well-advised to plan carefully and to structure group problem-solving meetings because, when the problem is clearly defined and procedures are clarified, attempts by the group to implement the decisions are increased (White, Dittrich, and

Lang, 1980). This refers us again to the style of leadership provided by the supervisor. One could gather that a strong, highly structure-oriented leader is the same as the power motivated leader who is more autocratic than democratic. However, the efficiency of the group is increased when the participative manager actually leads the group to the places of decision, and expects the group to bear that responsibility. The power motivated, autocratic type simply organizes the group, but does not expect them to make the decision. Implementation is the evidence of success (Barnard, 1968). If the decision is the group's, implementation will be accepted by the group members as part of their responsibility. If the decision is not the group's, efficient implementation is less probable.

Group Benefits

The advantages noted through actual experience are mentioned with enough frequency to convince a student of participation that this method of leadership has positive long-range effects on the members of the organization. Participation caused an increased commitment on the part of the group members toward the decisions made, the group itself, and the organization (Hersey and Blanchard, 1977). Increased productivity was a benefit credited to the use of participation, usually because of the individual internalization of organizational goals, a better understanding and acceptance of goals by the members, a greater feeling of ownership by employees, and a sense of community or team spirit fostered by interaction and interdependency (Wolfe, 1961; Hersey and Blanchard, 1977). When subordinates were involved in the appropriate decisions, they seemed to be motivated to be successful decision-makers, and often with the aid of a number of inputs, better decisions were made (Barnard,

1968). As Robert Burton, Administrative Assistant to the Superintendent, Tulsa Public Schools, observed: "Anybody can make a quality decision, but it may not be an effective decision because there is no acceptance by those who must implement the decision. An effective decision contains quality and acceptance" (Burton, 1985, n.p.).

To encourage member participation in decision-making is to reflect an appreciation of the American ideals of equality, democracy, and individual dignity. Involvement in the appropriate decisions helps in meeting the needs of the group for autonomy, self identity, and achievement, and is seen by some to aid in psychological growth. A trend in this country presently is showing an increased concern for local control and local interest in government and politics (Naisbett, 1984). More people are locally involved, or desiring to be, in decisions that affect them where they live and work. The availability of participation to organization members causes them and the organization leaders to be more aware of the personal elements they have in common and assists in resolving problems between the two. These aspects of participation are of benefit to any organization, but especially to those that deal primarily with the human element as is the case in education.

Disadvantages of Participative Management

The disadvantages noted in the reviewed literature can be combined into four categories. The consumption of time is increased when utilizing the group process. Some consider this to be an important drawback (Powers and Powers, 1983; Burton and Powell, 1984; Hersey and Blanchard, 1977). It was judged by some that participative management was an indication of weak management and caused communication and implementation problems, which led to a disruption of understanding and motivation among

the group members. This was reckoned to result in lower staff morale, divisions among the staff members, and consequently, ineffective decisions (Powers and Powers, 1983; Burton and Powell, 1984).

The reviewed literature also mentioned that some people seemingly were not able to function outside of an autocratic system of management. These people preferred structure that is readily identifiable and provides a consistent amount of control (Burton and Powell, 1984; Ejiogu, 1983; Hersey and Blanchard, 1977). The use of participative management with these people could easily have resulted in all of the disadvantages mentioned above.

Utilizing Participative Management

One of the keys to the successful operation of any management method is the knowledge of the intricacies of that method, including how, when, and with whom to apply it. It is the responsibility of the principal to decide which method or leadership style will be used, and this decision will obviously be only as good as the reasoning behind it. Of course, experience adds knowledge, usually, and new, different, or adjusted methods will be applied as situations require. Again, however, this change should be based on sound reasoning with the achievement of appropriate goals as the objective (Campbell, Bridges, and Nystrand, 1977).

The justification for using a participative approach in schools should be based on available research and the experience of others. It is widely accepted that the involvement of more than one person in the making of decisions provides an increased amount of ideas, possibilities, and solutions with which to work. Bureaucracy is encouraged when there is little localized decision-making, and with proper participation by

building-level teachers and administrators, decentralization will result in a decrease in the less-efficient bureaucratic steps often seen (Spear, 1983).

Who to Involve

It has been frequently shown that employees who participate meaningfully in decision-making are more likely to identify with the goals of the organization (Batchler, 1981; Parks, 1983). The ability of teachers to be personally committed depends largely on their being able to see reason in the entire scheme. The only way individual teachers can identify with organizational goals is for them to be involved in certain pertinent decisions. This involvement by sheer numbers increases the power of the problem-solving body (Barnard, 1968).

Effective school research has indicated that there are several lasting benefits from the use of participative decision-making at the building level. There is agreement that in schools where teachers spent an appropriate amount of time working jointly within the building, sharing experience and expertise as plans are made, the results were an increase in student achievement (Purkey and Smith, 1982; Snyder, Krieger, and McCormick, 1983). School staffs which were involved in the sharing of instructional leadership made efficient use of their instructional time (Mendez, 1983). Appropriate participation in decision-making also promoted longevity of staff, individual, and group effort, and consequently, a resolute and experienced faculty (Purkey and Smith, 1982; Glatthorn and Newberg, 1984). Some effective school studies have shown that the ability of a staff to be in agreement on instructional issues, discipline procedures, and so forth, caused a decrease in student violence and vandalism, and an increase in student attendance and achievement (Squires,

n.d.). Teachers are like other people--when they are important to the organization, the organization becomes important to them.

The building principal has the responsibility for deciding the appropriate method of management to be used. This responsibility includes a requirement that the principal must select the proper members of the group to be involved in decision-making, as well as the selection of the relevant problems to be solved. It has been shown that teachers want involvement when it is important to the performance of their job; they do not necessarily want to make organizational decisions not directly affecting their classroom, and that the wrong involvement or too much involvement is as undesirable as is no involvement (Conway, 1976; Riley, 1984). Consequently, a principal who decides upon a participatory approach must, to maximize effectiveness, address this endeavor with a well-planned use of the accumulated systematized knowledge of the subject. Proper application of this knowledge will ensure that the right people are involved at the right time. This should increase job satisfaction, decision implementation, and production (Burton and Powell, 1984; Gellerman, 1963; Powers and Powers, 1983).

One accepted prerequisite to participation is that the members are motivated to participate (Mulder, 1971). Agreeing that teachers do want to participate in issues directly involving them and their classrooms, a principal must decide which kind of involvement is desired--influential, or active. Active involvement in decision-making should be understood as that situation where the members actually participate with specificity in one or more phases of the decision. To be influential would be that involvement which has some effect on the decisions. This influence could be positive or negative, and can be unintentional (Imber and Duke, 1984).

Apparently, then, the first step toward deciding who is involved and which problems should be presented to the group for solution, is to make some analysis of school decision-making in a particular school. When a principal has discovered which decisions are made, who has been normally involved in their making, and the process used, they can then be classified as system, school, or classroom decisions (Lephan, 1983). Once this categorization has been made, the principal needs to judge to whom the problem is applicable; what particular talents, experiences, or proficiencies are required; and the amount of authority that is available to the group members who are going to be given the responsibility of making the decision.

A second accepted prerequisite for participation is that there be enough similarities between group members that proper expertise, experience, and desires can be effectively combined (Chase, 1983; Mulder, 1971). Again, we are referred to the questions of the relevance of the problem to the group members, the particular specialties of those members, and the ability of the group to exercise enough authority to implement the decisions (Batchler, 1981). One of the basic premises in support of a participative management style is the involvement of all those members who are affected by the decision to be made (Hindman, 1955). This premise defends the claim of the advantages of participation, as discussed earlier in this chapter. The more people, to a certain limit, that are involved, the better chances for a more effective decision, and this improves the ability to implement. Effective school research has further indicated that teachers are more innovative and more willing to share that innovation with their colleagues when there is a process of collaboration in effect (Greenblatt, Cooper, and Muth, 1984). These findings and conclusions guide principals to proper selection of group

members by reminding them to tailor the group to the decision to be made, and to make an effort to involve everyone who will be affected by the decisions.

When to Participate

The determination of which problems should be presented to the group for solution should also follow a systematic analysis. The problem has to match the available expertise, be of interest to the decision-makers, and be a problem that the principal has decided should be within the province of the particular group members. It has been found that when the group and problems were not purposefully coordinated, only the items that directly concerned and were considered as important to the teacher received any measurable deliberation (Chase, 1983; Dawson, 1984; Duke, Imber, and Showers, 1980). Therefore, some items need to be excluded from the realm of the group process and declared as out-of-bounds (Chase, 1983; Powers and Powers, 1980). When these items are not excluded, a principal runs the risk of developing an attitude in teachers of feeling manipulated and not really important to decision-making (Chase, 1983).

Additional studies of the application of participative management in cultures outside of America have shown that this management strategy is not always desired by staff members. Teachers in Nigeria preferred authoritarian leaders over those who were democratic (Ejiogu, 1983). Factory workers in Norway showed no significant difference in productivity, whether involved in participative management or not (Hersey and Blanchard, 1977). This apparently was the result of what has been referred to as the "task-relevant maturity" of the group members (Hersey

and Blanchard, 1977, p. 181). The higher the level of "task-relevant maturity," the more likely that participation will be effective (p. 181).

Teachers probably are more effective in their use of instructional strategies when their principals use the correct approaches to staff participation in decision-making. For instance, in a study of school curriculum decision-making, an accepted research finding was that "teachers are far more interested in how to teach than in what to teach" (Kimpston and Anderson, 1982, p. 63). The conclusion here suggested that "what to teach" is a system decision, and teachers may desire some influence in those decisions, but they expect the administration to make the final decisions. Here it is appropriate to consider that element labeled as the "zone of indifference" (Barnard, 1968, p. 167). This descriptor defines a willingness of individuals to accept certain orders without question, because they assume that the source of the orders is a valid authority and they know that the eventual decision will not be of direct interest to them (Barnard, 1968, p. 167).

Riley (1984) offered some specific direction for selecting areas that should be the subject of the group decision-making process on the school level. He suggested the use of building-level committees to decide on issues such as time-tabling, student grouping, discipline policies, equipment replacement, and textbook selection. Other authors proposed that teachers be included in areas such as: determining the organizational structure of the school, teacher evaluation procedures, selection of team leaders, hiring of colleagues, and establishing school goals (Lephan, 1983; Campbell, Bridges, and Nystrand, 1977).

However, some studies have shown that teachers were not enthusiastic about being responsible for the final decision at any of the organization levels (Riley, 1984). It is usually agreed that teachers do

want to be influential at those levels, and managers are wise to take advantage of their expertise.

How to Structure

A principal must be able to not only select a group fit to the problem, but also to be able to erect a structure so that the group will progress at a pace that makes efficient use of their time. There are many suggestions made that will help a principal design the type of process best suited for the particular group and problem.

The natural limits on the ability to make the right decision are compounded when a group is involved. These limits are overcome when leaders provide proper structure and procedures for the group to follow (Zander, 1977). In fact, it has been concluded by research that the methods used by the group in problem solving have a tendency to force compatibility and other positive factors to be present in the group and thereby have an effect on the group's ability to work together (Heimons and Zemelman, 1978). In a study of group processes, it was found that a systematized procedure would produce significantly more in terms of decision implementation than a less formal approach (White, Dittrich, and Lang, 1980). This same study stated that the process used should depend on the degree of complexity of the problem. In those relatively simple situations, a group needs few guidelines in order to be effective. In a more complex situation, a highly structured discussion process will produce the best results. However, these writers did admit that in a highly complicated situation, neither structured nor unstructured proved to be better (White, Dittrich, and Lang, 1980). Still, the overwhelming evidence favored the scientific, systematic approach to group design. In a study previously mentioned, it was noted that the use of designated

group processes improves the accuracy of the individual members, and of the group as a whole (Heimons and Zemelman, 1978). When a participative management technique is employed, it is to the advantage of the organization, the leaders, and all members to operate within specific guidelines. A systematic approach encourages the most effective and efficient use of the group process; it almost promises productive outcomes and effective decision implementation.

For the leader to offer the group a headstart in the decision-making process, there should be time spent in outlining the rules of order and the objectives of the group. The problem to be solved should be clearly defined, and procedures should be discussed and understood by the member (White, Dittrich, and Lang, 1980). Any particular conditions must be stated at the outset. If management has already narrowed the alternatives to only two, the group should be aware of this. Any restrictions on plans to be made (budget, time, personnel) should be clearly stated. The group should be responsible for setting its own goals and objectives, and deciding how it will function within the boundaries set by management (Coots, 1986). If the group needs access to information that it would not normally have, or authority for decision implementation that is not ordinary, this must be made available. One principal suggested the development of "substructures" within the building in order to establish a working level of trust, as well as to facilitate the delegation of authority, the functional discretions necessary, and to make the most efficient use of time (Mercaldo, 1986).

Two practitioners suggested an ordered procedure for implementing a participative decision-making approach that contributes to the ability of management to guide and apply necessary controls. The steps they suggested were: diagnosis of leadership style, allocation of accumulated

information necessary for team structure, implementation of plans for the use of the group processes, and evaluation of the team effectiveness (Glatthorn and Newberg, 1984). This allows for members of the group to be involved in the development of the group, which is a systematic approach to the use of a teacher participation method in its purest form.

Some who have had experience in using a participative style of decision-making have declared that

The pendulum has swung from the authoritarian end to the participative, but now has moved back toward stronger control, suggesting that leaders in education can be strong, decisive, and open to subordinates (Greenblatt, Cooper, and Muth, 1984, p. 59).

They offered us some guidelines for the use of this shared decision-making method. The conclusion at which they have arrived is that "consultation" is effective if it is done within a structured process (Greenblatt, Cooper, and Muth, 1984). The implementation and operation of a participative management technique in a school should follow specific and certain rules. There are also some mistakes made in the use of participation in schools that should be avoided. Meetings should not be held during planning periods or in the afternoons after school. This usually does not allow enough time for productive discussion. Caution should be exercised to ensure that some teachers are not overinvolved on committees. This could possibly reduce their effectiveness. Principals also need to be alert to their own ability to be involved. If the group does not establish its own leader and continue to function without the principal being present, effectiveness is lost and progress is delayed (Dawson, 1984). In a study of the making of curriculum decisions in schools, it was found that a "supportive" principal has a better chance of creating a participative atmosphere (Brady, 1984). However, it was more importantly noted that

Group decision-making may operate by principal decree, but principals need to understand that its successful operation may depend more upon the appropriate organizational climate, and upon principal behavior, than upon the mere provision for its operation (Brady, 1984, p. 21).

This conclusion agreed with those that suggested the importance of a structured, systematic, scientific application of the properties of participative management.

Summary

Many studies and experiments have been made over the past few decades of the need for and origins of job satisfaction in workers. This summary of related research shows ways to increase productivity, and at the same time maintain or attain high levels of job satisfaction. In this country, researchers have discovered that workers develop a sense of motivation when they have some involvement in decisions made about their work and their working environment. When the involvement by the workers is genuinely meaningful, the benefits have been dramatic and long-lasting.

According to research, effective school principals use a structure of some kind in their leadership style. These principals have a distinct advantage in moving their organizations forward. To be effective in using the participative management techniques, principals must know the teachers' perspectives of participation in decisions, the decisions that are within the domain of the teachers, who to involve in which decisions, and the advantages and disadvantages of participation.

Teachers are aware of the consequences of their involvement in the making of decisions. They know that to be a part of a decision-making group they will have to spend an increased amount of time on the job. They could possibly lose some autonomy over their classrooms, they risk

being accused of taking sides with the administration against the classroom teachers, and if they get too involved, they could be labeled by the administration as a troublemaker.

However, they also recognize some personal benefits, such as: satisfying, personal feelings, increased commitment to the job which increases personal motivation, and an increase in the administration's awareness of the needs of the workers.

Teachers apparently believe that their involvement in most decisions is nothing more than the giving of advice. The majority of those studied declined from participation in decisions outside their classroom or department, because they felt that the principal or central office would make those decisions regardless. Teachers do, however, desire to be involved in a responsible fashion when the decisions are directly related to their classrooms or the teaching act. Teachers' job satisfaction is related to the degree of participation, but even more to the types of decisions in which they participate.

The advantages of using participative management outnumber the disadvantages. They include ease and effectiveness of decision implementation, increased commitment on the part of the group members, increases in productivity, and an increase in the sense of community or team spirit because of the interaction and interdependency within the group. Also, after the group has had some experience in participation, time is used more efficiently, and leaders within the ranks will surface causing even better decision implementation.

The disadvantages are few, albeit very important. The most discussed disadvantage is that of time consumption. The involvement of more people results in the use of more time. When participation is viewed as a failure to manage properly, there will be opportunity for dissension

in the ranks. This could cause other disadvantages such as lower staff morale, delays in implementation, and incorrect information resulting in poor decisions.

The principal who operates within this participative management strategy will have success when the majority of the variables are present. Those variables, who to involve, when to use participation on which decisions, and how to structure the use of the group, when combined properly, give the principal the advantage in solving problems, promoting staff longevity, building continuity within the school, and providing an environment where creativity is rewarded.

This review of literature has established that the use of participative management in schools is a valid style of leadership. The research has shown that the advantages gained by the organization, and the individual members, outnumber and outweigh the possible disadvantages. This study has also found that there are certain techniques which, when applied properly, increase the probability of the success of this management method. Therefore, this study will attempt to survey the perspectives of Oklahoma school principals toward their use of participative management. With information gathered from this survey, the intent of this researcher was to analyze the degree of need by principals to have a concise and practical package of information that would enable them to benefit from the proper use of participative management.

CHAPTER III

METHODS AND PROCEDURES

Introduction

The purpose of this study was to gather and analyze information regarding the perceptions of principals toward their use of participative management. It has given insight into the degree of success those users have experienced, has offered a look at the agreement between the principals' reasons for their success and the advantages as found in the research, and has presented demographic data that should allow insight into where instruction is most necessary and where the respondents are most receptive to an increased understanding of this style of management. This chapter of methodology will be divided into the following sections: (1) Population, (2) Sample, (3) Instrumentation, (4) Data Collection, and (5) Treatment of Data.

Population

The population selected as respondents for this study were building principals of public schools in the state of Oklahoma. A list of those principals and their mailing addresses was obtained from the Oklahoma State Department of Education. As the rationale for this study has explained, building principals were chosen as respondents because of the need the researcher perceived to be present. Superintendents and managers of large organizations seem to have an abundance of literature,

research, advice, and experience available to them in the study of the leadership of people. However, at least as far as the style of participation is concerned, there was an apparent lack of that information available for principals to use, and yet the principal is at the management level where participation can provide its most valuable contributions.

Sample

The list obtained from the Oklahoma State Department of Education contained the names and addresses of 1,958 principals. Based upon advice from the doctoral committee, 450 principals were randomly selected to receive the survey. Three categories of schools were chosen: high schools, junior high/middle schools, and elementary schools. According to the relationship of 450 to the total 1,958 principals in the state, a representative proportion of high school, junior high/middle schools, and elementary schools was decided upon: 112 high school principals, 86 junior high/middle school principals, and 252 elementary school principals. Because of the relative homogeneity of the sample, it was determined that 450 would prove sufficient as being representative of the whole. The researcher carefully considered the nature of the population, the type of sample, and the required measure of accuracy desired.

The list of principals' names and addresses was produced in order of zip codes. Each principal was assigned a number of 1 through 112, 1 through 86, or 1 through 252, according to where they appeared on the list. After numbers were assigned, the selection of the 450 participants was made using a mechanically produced random number chart (Popham, 1973). School district size and geographic location were not considered. This procedure was followed by the mailing of a survey with a letter of explanation to each participant. (See Appendix A for an example of the

letter.) Each mailing also included a stamped, addressed, return envelope to encourage prompt response.

Instrumentation

The instrument (to be completed in relative anonymity) was selected primarily because it permitted wide coverage with the least expense. The survey instrument could have some limitations; however, the technique in the structuring of the items was designed to decrease the effect of those limits on the accuracy of the combined data.

In an effort to provide the respondent anonymity, there were no requests for identification. However, a number was assigned to each survey in order to allow for a follow-up letter to nonrespondents. The survey was printed front and back on 8-1/2 x 11 inch paper, and each survey was contained on one sheet. The letter of introduction and explanation was printed on the researcher's school letterhead, and provided a definition of "Participative Management."

The first eight items of the survey asked for demographic information about the respondent. Items included were: number of students, number of certified staff in their building, grade levels in their building, age of the principal, number of years of experience as a principal, number and availability of counselors, department heads, and assistant principals. The answers to the research items 3 through 10 depended upon this information. Demographic data could easily have been the most useful in this study if the relationships between demographics and the other items proved significant.

The second part of the instrument contained 15 items that measured the principal's knowledge, degree of use, reasons for use, and estimated success of participative management. Four of the 15 items required more

than one answer. Consequently, each principal had opportunity to make 32 responses within these 15 items.

Item 9 was designed to require the respondent to be specific about the use of participative management in one or more areas of possible concern to a school principal. If the principal responded "never" to all parts of this item, the same principal should have responded "never" to several other items, including items 10, 11, 15, 16, 17, and 18. However, that principal should have had some positive responses to item 19.

Time efficiency was an advantage mentioned in the available literature (Powers and Powers, 1983). It was actually referred to when discussing the ease in implementation because of group participation in decision-making. Item 10 was included to compel the respondents to be specific in their measure of success or the lack of it because of participative management. Also, a positive response to item 10 should have resulted in a positive response to some part, at least, of item 9, and also to item 11, parts of items 15, 16, 17, and parts of 18. A respondent who positively agreed with item 10 should have had a negative response to item 19.

The rationale for items 11, 16, and 17 were similar. These items were intended to check the consistency of the instrument by forcing decisions upon respondents that would concur with other items and the research. For instance, if a principal said that decisions were more effective because of the use of participative management, then that principal should also have had a similarly positive response to items 10, 16, and, at least parts of 15 and 18. If a positive response was made to item 17, the same respondent should have recognized more than one advantage at least "frequently" because of the use of participative management. and, finally, if a principal claimed to be a better principal

because of the use of participative management, the same principal should have been able to give positive responses to items 10, 11, 17, and parts of 9, 15, and 18.

Items 12, 13, 21, 22, and 23 were designed to give the researcher an idea of the respondents' attitudes toward participative management. For example, if a majority of principals responded "always" to item 13, thereby indicating that participative management is not an option, the researcher could have had a more thorough understanding of the remainder of the responses and the attitudes behind them. If, for example, there were more "no" answers to item 22 and a majority of positive responses to items 9 through 18, the researcher would have deduced that principals decided on their own to be participative managers. Items 14, 20, and 21 were designed simply to provide information.

Item 15 gave every respondent another opportunity to be specific in their use or nonuse of participative management. Every principal might not have an assistant principal, but every principal has students, and most have teachers. This is an item to which every respondent could reply.

Item 18 was simply a list of advantages as found in the review of literature. Time efficiency (when considering decision implementation) (Powers and Powers, 1983) improved staff morale (Powers and Powers, 1983; Burton and Powell, 1984; Herzberg, 1976; Campbell, 1977), increases awareness (Powers and Powers, 1983; Duke, Imber, and Showers, 1980), improves communication (Powers and Powers, 1983; Burton and Powell, 1984; Herzberg, 1976), aids in implementation (Powers and Powers, 1983; Burton and Powell, 1984; Herzberg, 1976), causes leaders to surface (Powers and Powers, 1983; Bridges, 1979), and better decisions (Powers and Powers, 1983; Burton and Powell, 1984) all are abbreviations of the listed

advantages. This item was designed to check the consistency of the responses with the research. If a majority of the respondents claimed some use of participative management and replied that they had seen some success, they should also have recognized some or all of these advantages.

The same was true of item 19. This list of disadvantages, ineffective decisions (Powers and Powers, 1983), consumes too much time (Powers and Powers, 1983; Burton and Powell, 1984; Herzberg, 1976), causes staff divisions (Powers and Powers, 1983; Herzberg, 1976) and lowers staff morale (Powers and Powers, 1983; Herzberg, 1976), should also have provided consistency of responses within the instrument. If a respondent, for instance, replied positively to item 19, then item 18 should have had negative answers from the same respondent.

This instrument was revised and refined from its original format and structured through recommendations from the doctoral committee, and after a small pilot study in a graduate education class. The respondents were building principals who were invited to complete the instrument and to offer a critique which would include their evaluation of the readability and a discussion of the professional relevancy of the survey items. Eighteen responses were received and utilized. These respondents used in the pilot study were excluded from the final data-gathering efforts. A copy of the instrument can be found in Appendix B.

Data Collection

The 450 surveys were mailed to principals during the first week of March, 1986. They were mailed using first-class postage, complete with a stamped, addressed enveloped for return. The participants were instructed as to the purpose of this effort, given a definition of

"Participative Management," and asked to return their responses within one week.

Treatment of Data

This survey displayed a "Likert type" response format, which allowed for a principal to indicate degrees of involvement as well as areas of use of participative management at the building level. Upon receipt of the completed instruments, each response was coded for input into the computer. This treatment focused on two areas, mainly: (1) demographic information, and (2) analysis of the data gathered in items 9 through 23.

The demographic information was further categorized to more precisely study the relationship between this knowledge and the responses to items 9 through 23. All responses underwent a frequency and percentage comparison initially. A Pearson Correlation Coefficient was developed on those items with continuous variables, and a point biserial was compiled on those items with dichotomous variables.

The demographic information was categorized as:

1. Item number 1: number of students.
2. Item number 2: 10 or less, 11-20, 21-40, 41 or more.
3. Item number 3: K-6, 7-8, 9-12. (Any variations, for example, K-8, or 7-9, would be placed in the category that is more closely suitable. K-8 would be in K-6 and 7-9 would be placed in 7-8.)
4. Item number 4: 21-30, 31-45, 46 or more.
5. Item number 5: 10 or less, 11-20.
6. Item number 7: 0, 1-2, 3 or more.
7. Item numbers 6 and 8: yes, no.

Summary

The purpose of this study was to gather and analyze information regarding the perceptions of principals toward their use of participative management. The population selected as respondents were building principals of public schools in the State of Oklahoma. A representative proportion of the principals of high schools, junior high/middle schools, and elementary schools, resulting in a total sample of 450, was selected.

An instrument was designed, based on the available research, to gather data to be used in the analysis. The instrument requested demographic information along with other responses to identify perspectives.

The data gathered were processed using the Statistical Program for Social Studies (SPSS) -X21. This program provided a frequency and percentage tally on all items, a Pearson Correlation Coefficient on those items with continuous variables, and a point biserial on those items with dichotomous variables. The results of these efforts are presented and analyzed in Chapter IV.

CHAPTER IV

PRESENTATION AND ANALYSIS OF DATA

Introduction

The purpose of this chapter was to report the data gathered from the instruments sent to a sample of school principals across the state of Oklahoma. The instrument was designed to measure the extent of use of participative management by building principals, with the expectation that useful training material could be developed to aid in the correct application of the participative style of management. The total number of surveys returned was 303, resulting in a 67.3% return.

Frequencies and Percentages

The following is a report of the results of the frequency and percentage tallies on all variables, one question at a time:

Item 1. Number of Students.

Those principals who responded managed schools with as few as 63 students and as many as 2,000 students. Three-hundred-three principals responded to this item. One-hundred-forty-six (48.2%) claimed fewer than 296 students, and 81 (26.7%) said that they enrolled between 296-480 students. Seventy-six (25.1%) answered that they had 481 or more students. There were no missing cases (Figure 1).

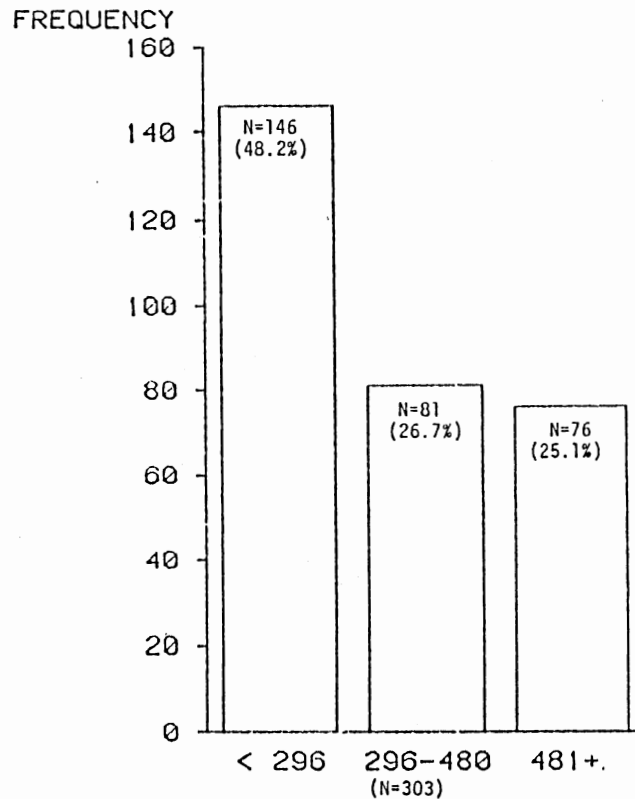


Figure 1. Number of Students (Item 1)

Item 2. Number of Certified Staff in Your Building.

The 302 respondents reported staff sizes ranging from 2 to 98. Thirty-Four (11.3%) had fewer than 11, 118 (39%) reported between 11 and 20, and 108 (35.8%) said that they had 21 to 40 certified staff. Another 42 (13.9%) said that they had 41 or more. There was one missing case (Figure 2).

Item 3. Grade Levels in Your Building.

With 299 respondents responding to this item, 147 (52.5%) were K-6, 45 (15.1%) were 7-8, and 97 (32.4%) were 9-12. This was 62% of the solicited elementary school principals responding, 52% of the junior high/middle school principals, and 86% of the high school principals. There were four missing cases (Figure 3).

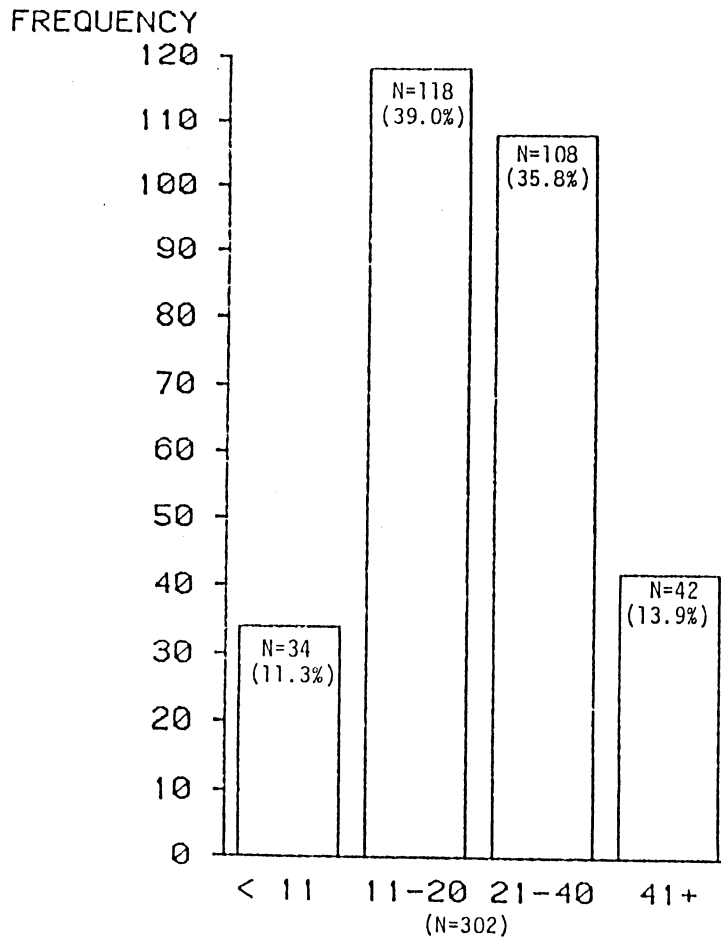


Figure 2. Number of Certified Staff in Your Building (Item 2)

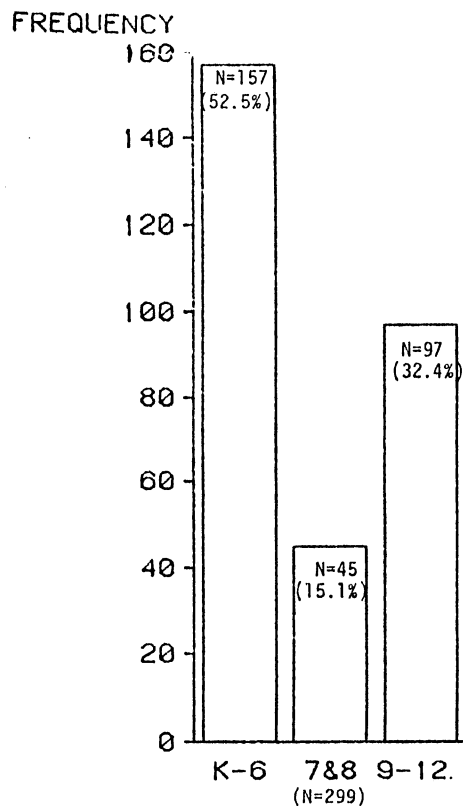


Figure 3. Grade Levels in Your Building (Item 3)

Item 4. Age of Principal.

Three-hundred-one principals responded to this item. The ages of respondents ranged from 21-30 (2%), 31-45 (58.8%), and 46 or over (39.2%). There were two missing cases (Figure 4).

Item 5. Number of Years Experience as a Principal.

With 302 respondents, 24 (7.9%) claimed over 20 years experience. Eighty-Seven (28.8%) said that they had 11-20 years experience, and 191 (63.3%) said that they had fewer than 11 years of experience. There was one missing case (Figure 5).

Item 6. Do You Have an Assistant Principal?

A total of 301 principals responded to this item. Of that number,

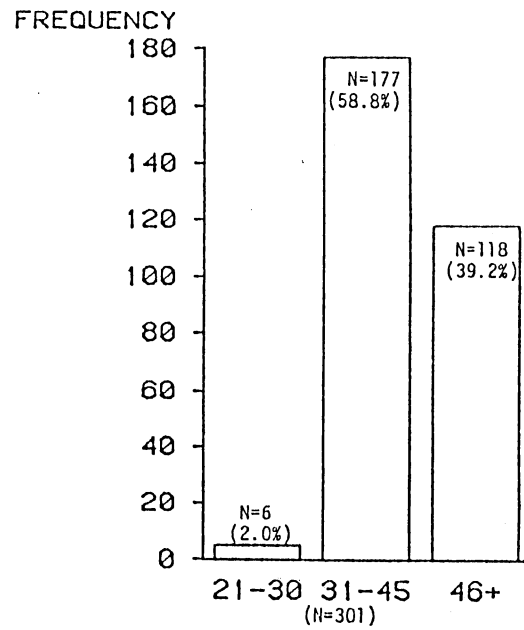


Figure 4. Age of Principal (Item 4)

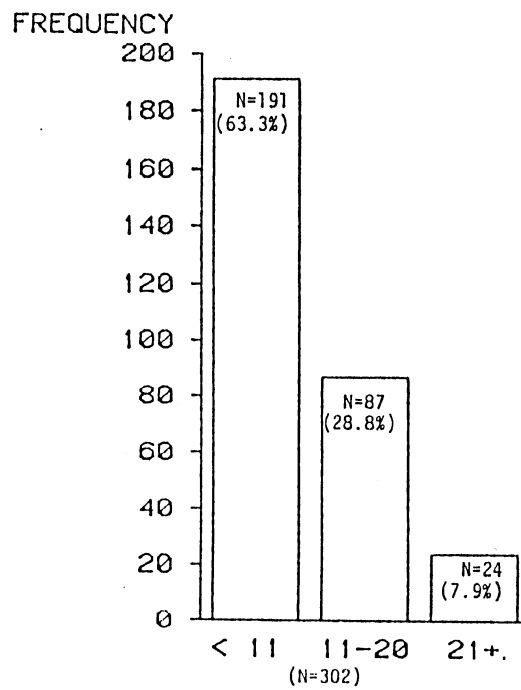


Figure 5. Number of Years Experience as a Principal (Item 5)

75 (24.9%) did have an assistant principal, and 226 (75.1%) had no assistant principals. There were two missing cases (Figure 6).

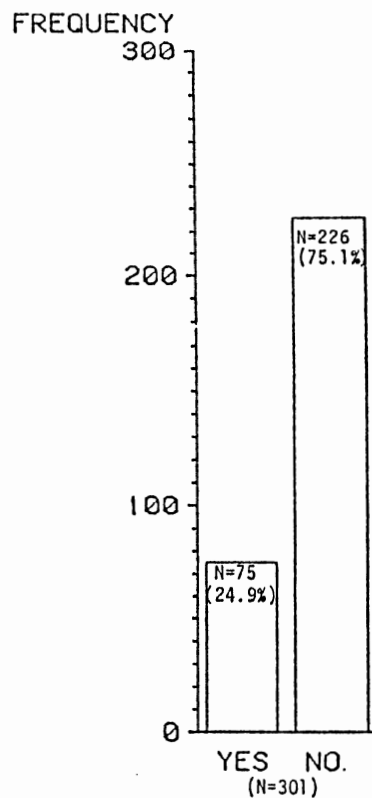


Figure 6. Do You Have an Assistant Principal?
(Item 6)

Item 7. How Many Counselors do You Have?

Two-hundred-fifty-six principals responded to this item. Seventy (27.3%) said that they had no counselors, and 165 (64.5%) said that they had one to two counselors. Twenty-one (8.2%) said that they had three or more counselors. There were 47 missing cases (Figure 7).

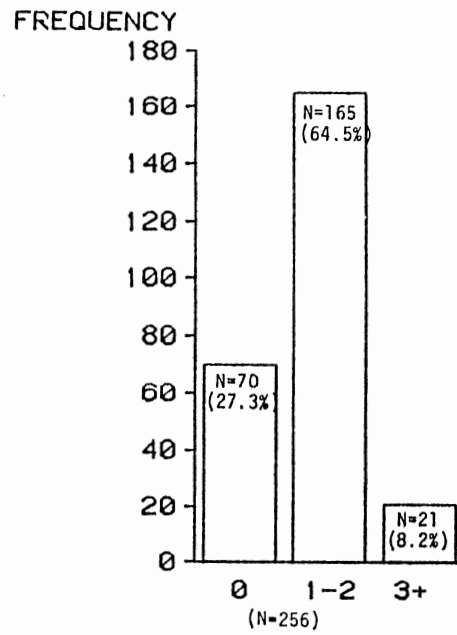


Figure 7. How Many Counselors Do You Have? (Item 7)

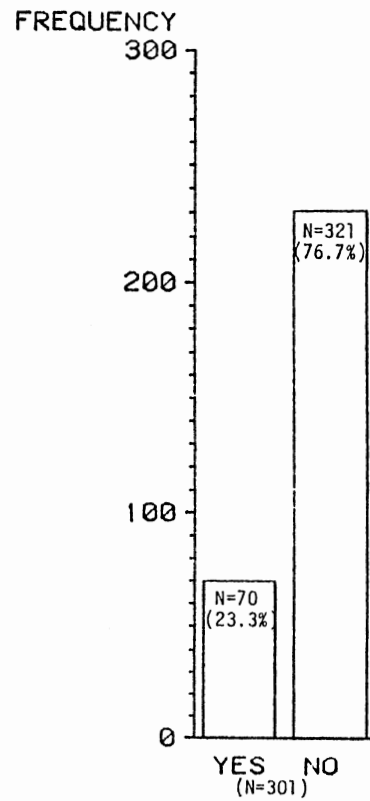


Figure 8. Do You Have Department Heads? (Item 8)

Item 8. Do You Have Department Heads?

Seventy (23.3%) of the responding principals did have department heads in their buildings. Two-hundred-thirty-one (76.7%) did not have department heads. There were two missing cases (Figure 8).

Item 9. I Use Participative Management in These Areas.

1. Budget. Two-hundred-thirty-three principals responded to this item. Fifty-two of the respondents replied that they always used participative management in this area. This number amounted to 22.3% of the respondents. Another 85 claimed that they frequently used participative management in this area, which was 36.5% of those who responded. The 59 principals who seldom used participative management in budget decisions accounted for 25.3% of the respondents. Thirty-seven principals said that they never used participative management with budget matters. This was 15.9% of the total. There were 70 missing cases (Figure 9).

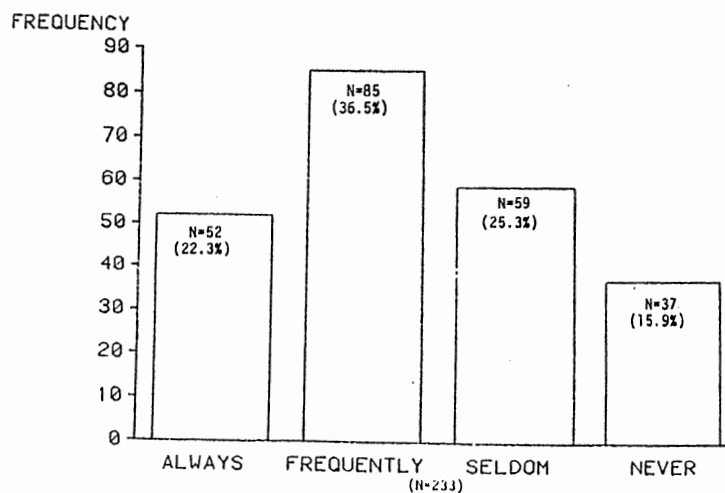


Figure 9. I Use Participative Management in These Areas: Budget (Item 9.1)

2. Master Schedule. The number of respondents to this item was 291, with 111 (38.1%) saying that they always used participative management with their master schedule. Another 136 (46.7%) frequently used participative management in this area. Thirty-seven principals seldom used participative management with their master schedule. This was 12.7% of the total. Those who said that they never used participative management with their master schedule numbered 7, which was 2.4% of the respondents. There were 12 missing cases (Figure 10).

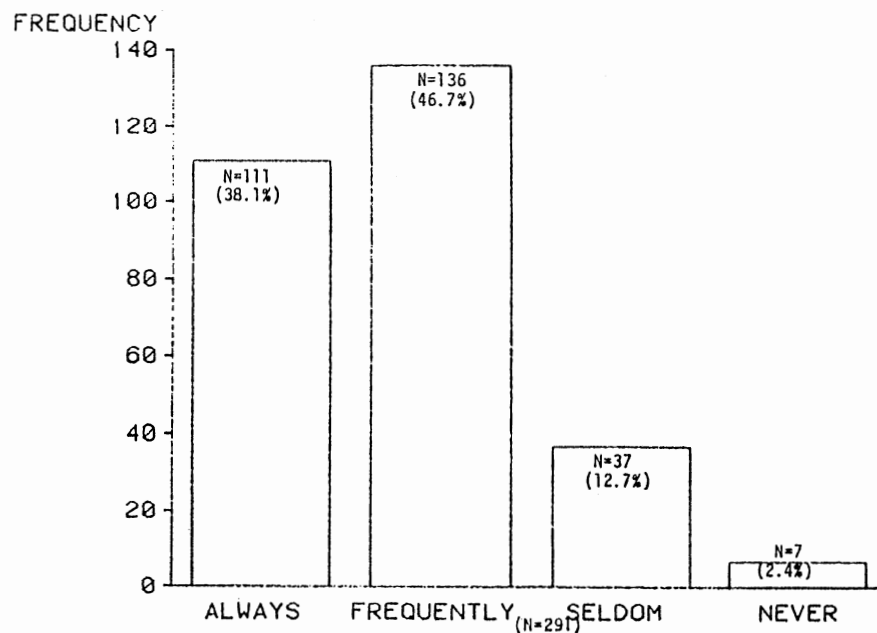


Figure 10. I use Participative Management in These Areas: Master Schedule (Item 9.2)

3. Curriculum. Out of 299 principals responding, 150 (50.2%) said that they always used participative management in curriculum matters. Another 126 replied that they frequently used participative management in

this area. These amounted to 42.1% of the respondents. Sixteen (5.4%) answered seldom, and 7 (2.3%) answered never. There was a total of four missing cases (Figure 11).

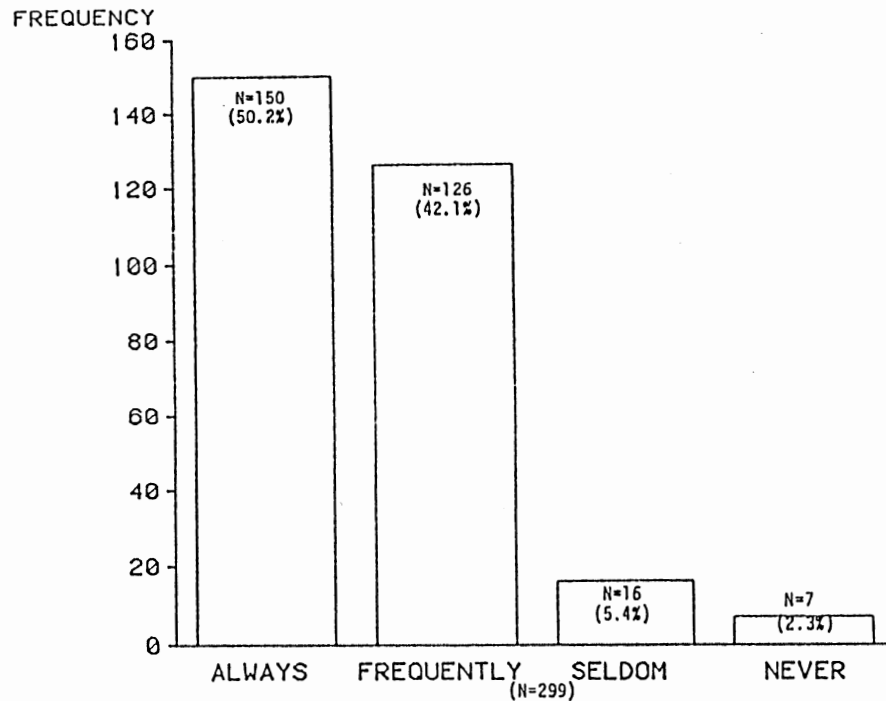


Figure 11. I Use Participative Management in These Areas: Curriculum (Item 9.3)

4. Personnel. Twenty-five answered that they always used participative management in personnel matters. This was 9.3% of the total respondents. Ninety of the principals, which was 33.6% of those who responded, maintained that they frequently used participative management in personnel issues. Principals who responded by claiming that they seldom used participative management in this area numbered 101, and accounted for 37.7% of the total, while 52 (19.4%) replied that they never used

participative management in personnel decisions. There were 268 responses, leaving 35 missing cases (Figure 12).

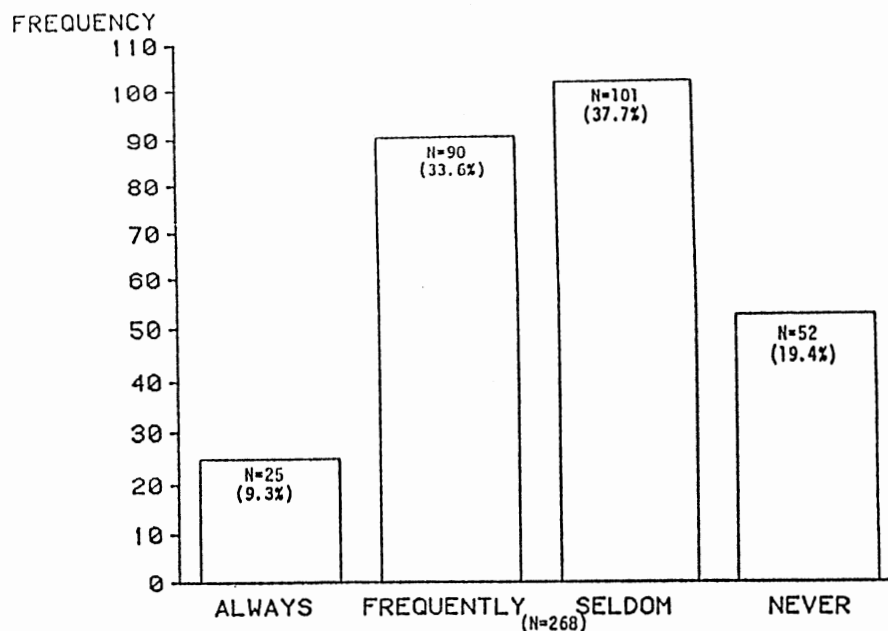


Figure 12. I Use Participative Management in These Areas: Personnel (Item 9.4)

Item 10. I Use Participative Management Because It Improves Efficiency.

Sixty-eight of the 297 principals who responded asserted that they always used this method because it improved efficiency. This was 22.9% of the total. One-hundred-eighty-three (61.6%) said that they frequently used participative management for this reason. Thirty-seven said that they seldom used participative management because it improved efficiency, and nine said that they never used it for this reason. These answers

accounted for 12.5% and 3% of the respondents, respectively. There were six missing cases (Figure 13).

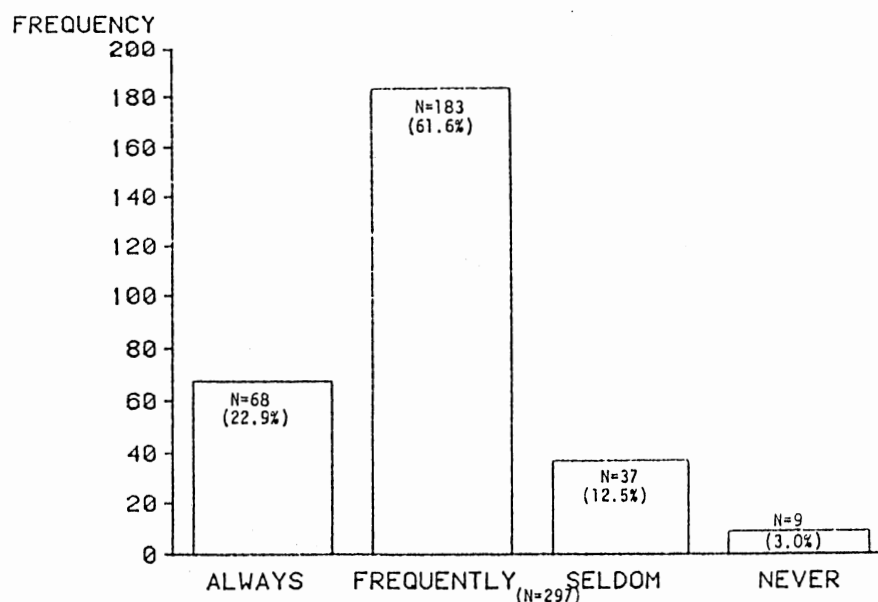


Figure 13. I Use Participative Management Because It Improves Efficiency (Item 10)

Item 11. Participative Management Makes My Decisions More Effective.

Two-hundred-ninety-six principals responded to this item, leaving only seven missing cases. One-hundred stated that participative management always makes their decisions more effective. This number amounted to 33.8% of the respondents. Another 173 (58.4%) replied that they frequently made more effective decisions because of participative management. Twenty (6.8%) said that they seldom made more effective decisions

using participative management, and 3 principals (3% of the total) responded never to this item (Figure 14).

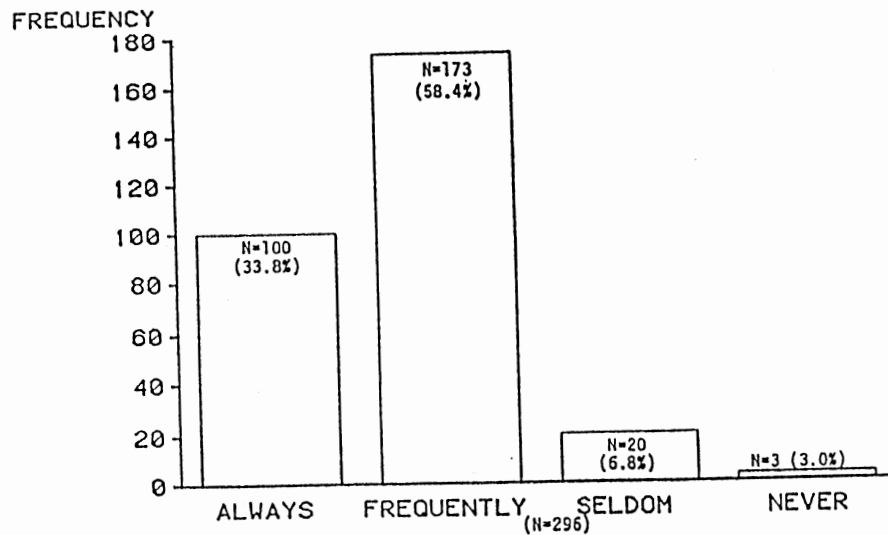


Figure 14. Participative Management Makes My Decisions More Effective (Item 11)

Item 12. I Have to Use Participative Management Because It Is Part of My District's Negotiated Agreements.

Twelve the 281 respondents answered always to this item. This number accounted for only 4.3% of the total responses. Twenty-nine (10.3% of those responding, said that they frequently used participative management because of negotiated agreements. Thirty-five (12.5%) said that it seldom was used because of negotiated agreements, and 205 said that they never used participative management because it was a part of their

district's negotiated agreements. This was 73% of the responses. There were 22 missing cases (Figure 15).

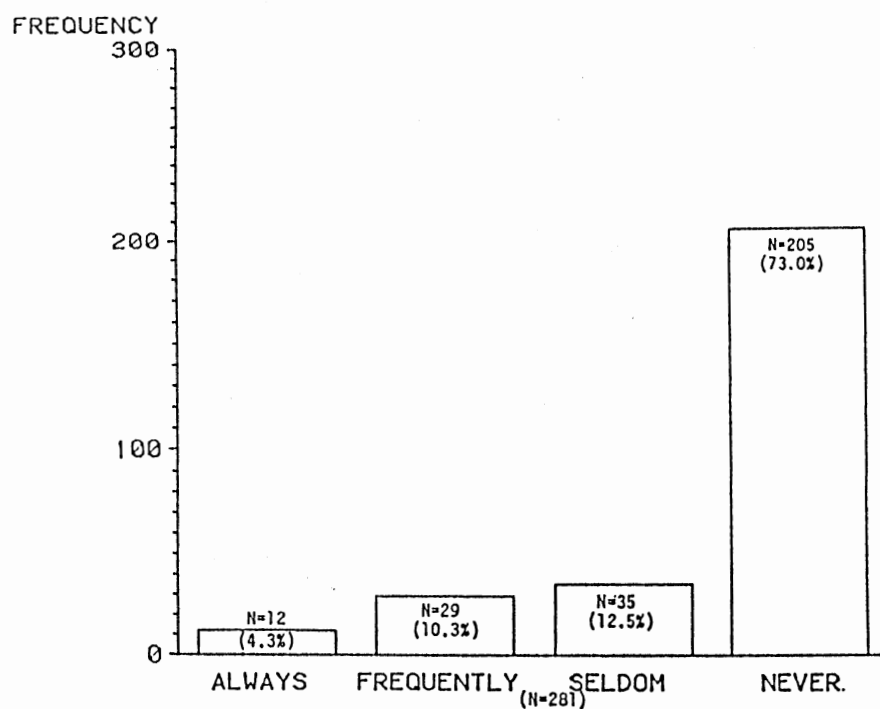


Figure 15. I Have to Use Participative Management Because It Is Part of My District's Negotiated Agreements (Item 12)

Item 13. I Use Participative Management Because My Superintendent Expects Me to.

One-hundred-thirty of the 286 respondents said that they never used participative management because of the expectations of their superintendent. This was 45.5% of the total. An additional 72 said that they seldom used participative management because their superintendent

expected them to, which amounted to 25.2%. There were 59 (20.6%) respondents who claimed that they frequently were expected to use participative management, and 25 principals (8.7%) responded always to this item. There were 17 missing cases (Figure 16).

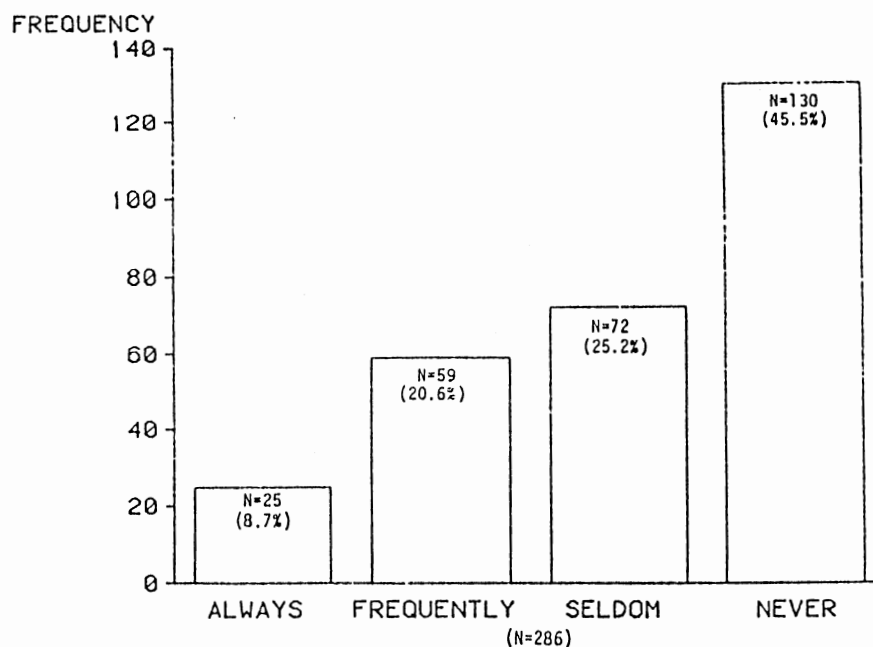


Figure 16. I Use Participative Management Because My Superintendent Expects Me To (Item 13)

Item 14. I Involve Parents in Decision-Making.

Nine of the 285 principals who responded to this item stated that they always involved parents in decision-making. This was 3.2% of the respondents. One-hundred-twenty-four answered frequently, and 143 answered seldom to this item. This accounted for 43.5% frequently and

50.2% seldom. Nine (3.2%) said that they never involved parents in decision-making. There were 18 missing cases (Figure 17).

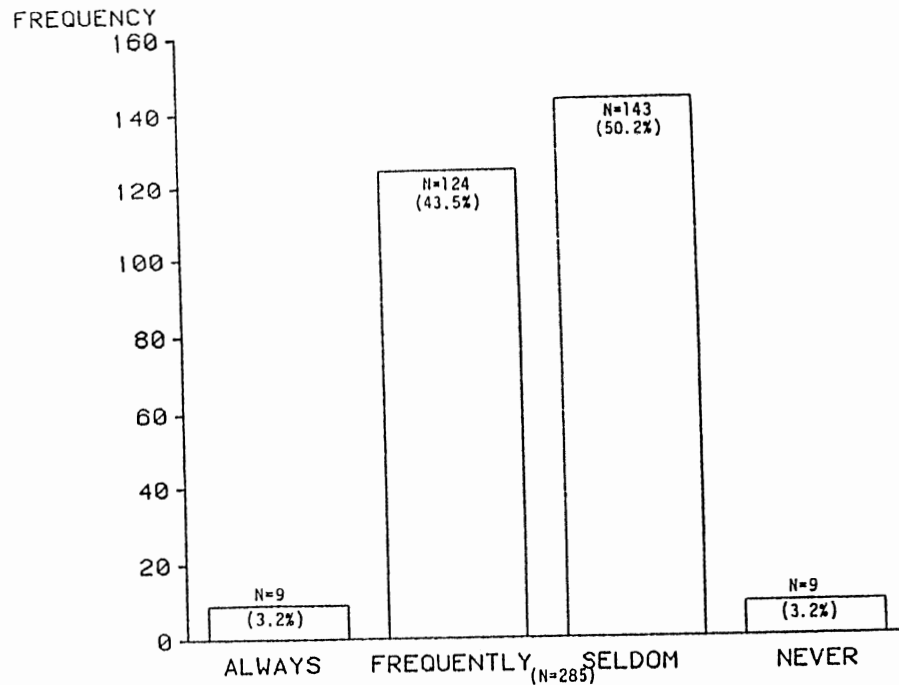


Figure 17. I Involve Parents in Decision-Making (Item 14)

Item 15. I Use Participative Management With:

1. Counselors. Two-hundred-forty principals responded to this item. There were 63 missing cases. Seventy-one declared that they always used participative management with their counselors. This was 29.6% of the total. Those who answered frequently amounted to 57.9%, and were 139 principals. Fourteen (5.8%) answered seldom, and 16 (6.7%) replied

that they never used participative management with their counselors (Figure 18).

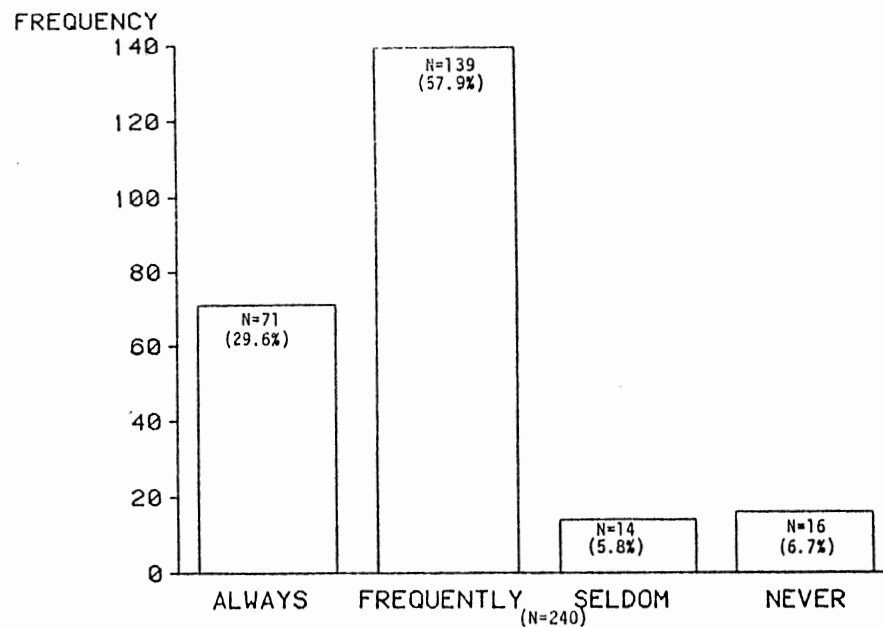


Figure 18. I Use Participative Management With: Counselors (Item 15.1)

2. Assistant Principals. One-hundred-sixteen principals responded to this item, and of those, 56 (48.3%) said that they always used participative management with their assistant principals. Twenty-eight (24.1%) answered frequently, and 2 (1.7%) answered seldom. However, 30 principals (25.9%) reported that they never used participative management with their assistant principal. There were 187 missing cases (Figure 19).

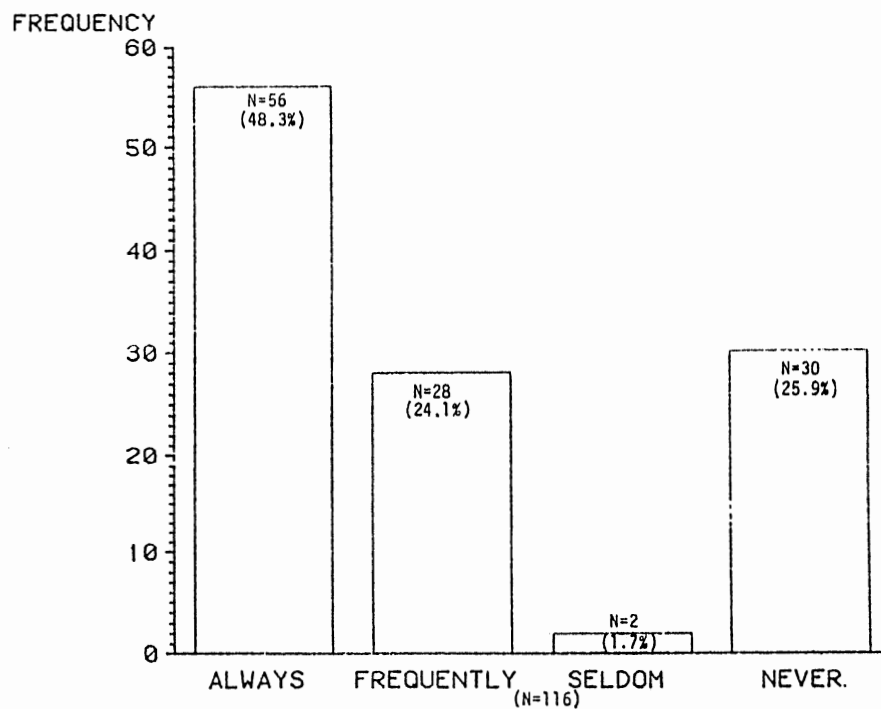


Figure 19. I Use Participative Management With:
Assistant Principals (Item 15.2)

3. Teachers. Two-hundred-ninety-nine principals responded to this item, leaving four missing cases. Seventy-two of the respondents reported that they always used participative management with their teachers, and 207 answered frequently. This amounted to 24.1% always and 69.2% frequently. Nineteen (6.4%) replied seldom, and 1 (.3%) said never (Figure 20).

4. Support Staff. Twenty-seven of the 275 that responded answered always to this item. This was 9.8% of the total. One-hundred-fifty-four (56%) said that they frequently used participative management with their support staff. Eighty-three replied seldom, and 11 said never. This was 30.2% seldom and 4% never. There were 28 missing cases (Figure 21).

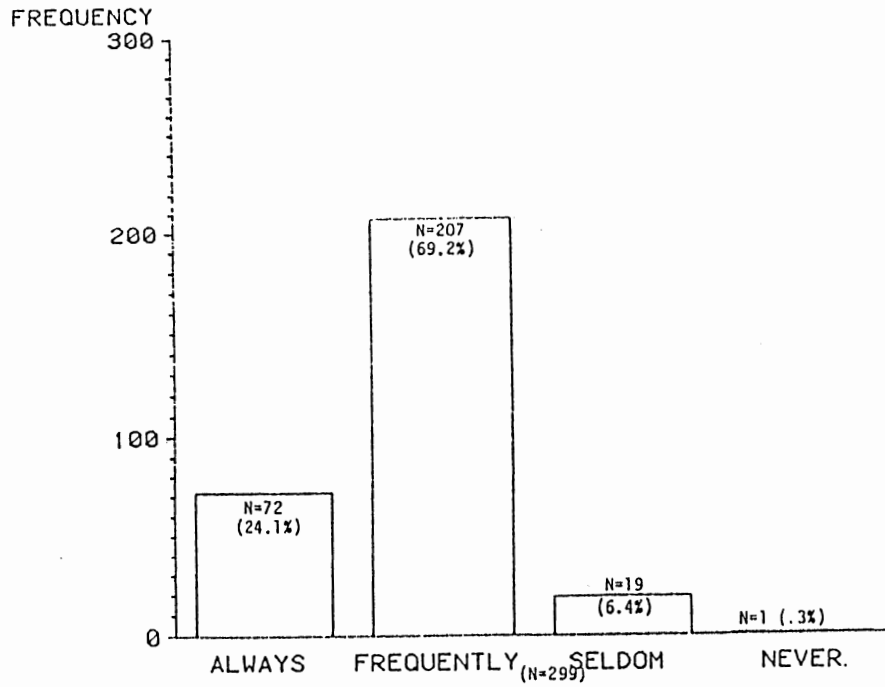


Figure 20. I Use Participative Management With:
Teachers (Item 15.3)

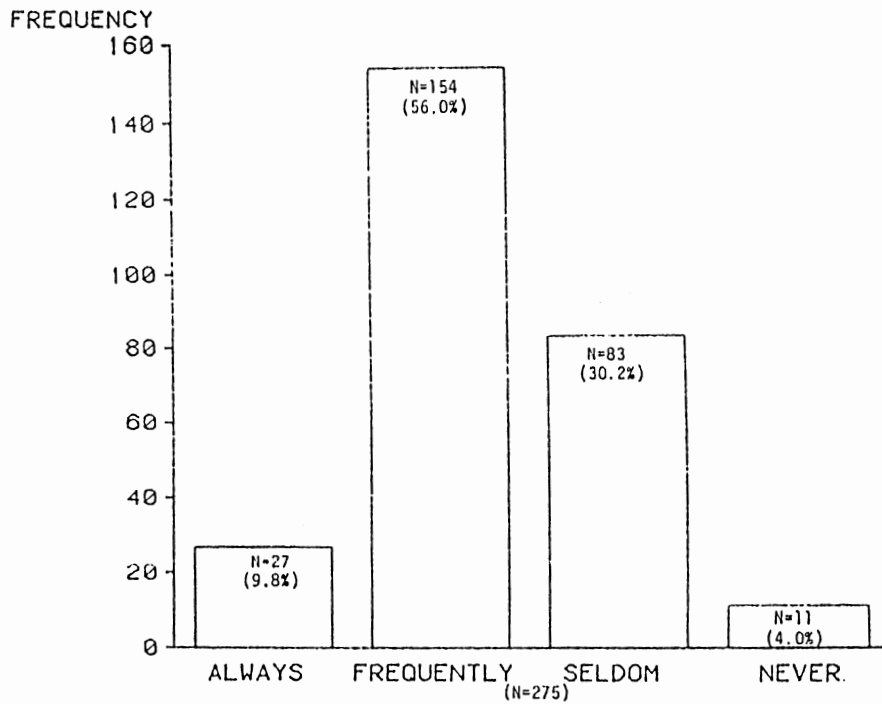


Figure 21. I Use Participative Management With:
Support Staff (Item 15.4)

5. Department Heads. Thirty-four (29.3%) replied always. Forty-eight (41.4%) said that they frequently used participative management with their department heads. Six (5.2%) answered seldom. Twenty-eight stated that they never used participative management with department heads. One-hundred-sixteen responded, leaving 187 missing cases (Figure 22).

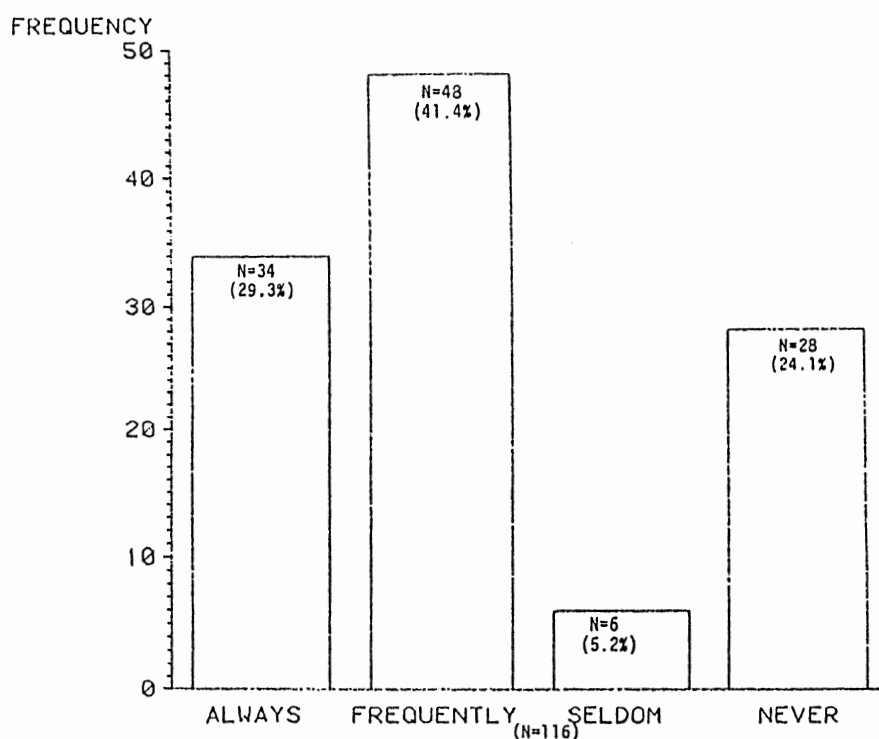


Figure 22. I Use Participative Management With: Department Heads (Item 15.5)

6. Students. Two-hundred-seventy-nine responded to this item, with 8 (2.9%) answering always. However, 114 replied that they frequently used participative management with students. This accounted for 40.9%,

while another 138 (49.5%) said that they seldom used participative management with students. Nineteen, which was 6.8% of the respondents, replied that they never used participative management with students. There were 24 missing cases (Figure 23).

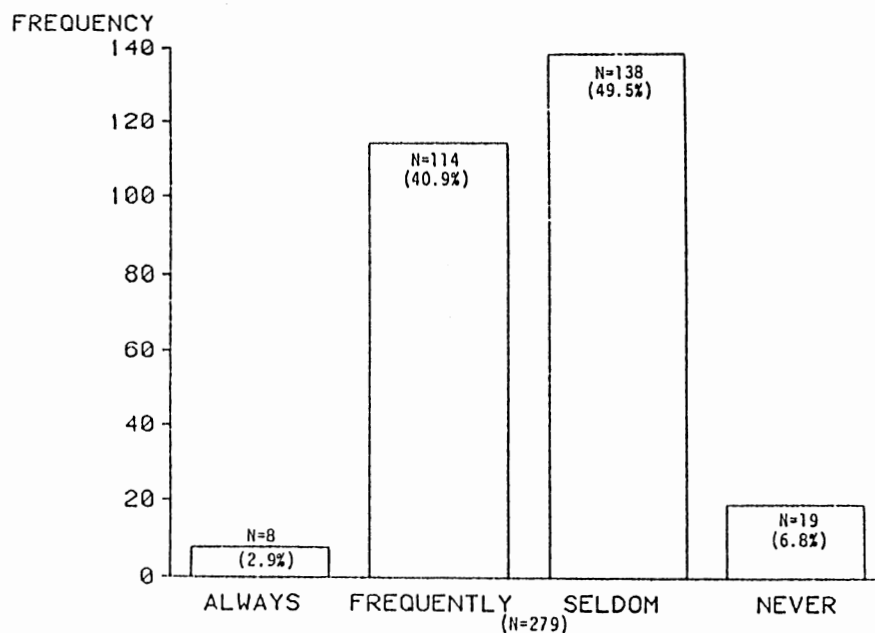


Figure 23. I Use Participative Management With: Students (Item 15.6)

Item 16. The Use of Participative Management Has Helped Me be a Better Principal.

Two-hundred-ninety-four principals answered this item, with 80 (27.2%) saying always and 188 (63.9%) replying frequently. Twenty-three (7.8%) answered seldom, and 3 (1%) said never. There were nine missing cases (Figure 24).

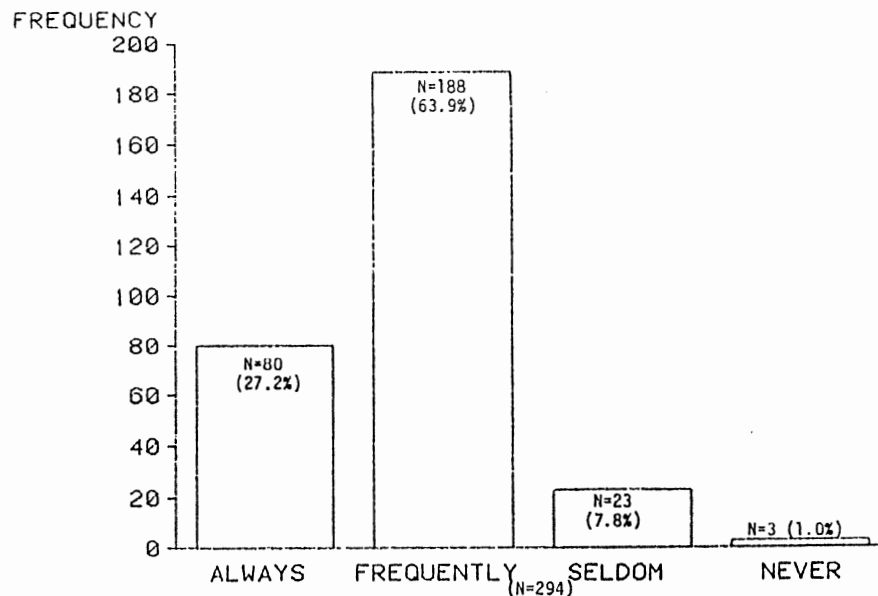


Figure 24. The Use of Participative Management Has Helped Me to Be a Better Principal (Item 16)

Item 17. Participative Management is Successful in My School.

Sixty-eight of the 284 respondents replied always to this item. That accounted for 23.9%. One-hundred-eighty-five (65.1%) claimed that participative management was successful in their schools frequently, with another 28 saying that seldom was participative management successful in their schools. This amounted to 9.9%. Three (1.1%) said never in response to this item. There were 19 missing cases (Figure 25).

Item 18. Participative Management Has Provided the Following Advantages in My Building:

1. Time Efficiency. Two-hundred-forty-three principals responded. Thirty-three of those (13.6%) answered always. One-hundred-thirty-six (56%) said frequently. Fifty-seven replied seldom, and 17 said never in

response to this item. This accounted for 23.5% and 7%, respectively. There were 60 missing cases (Figure 26).

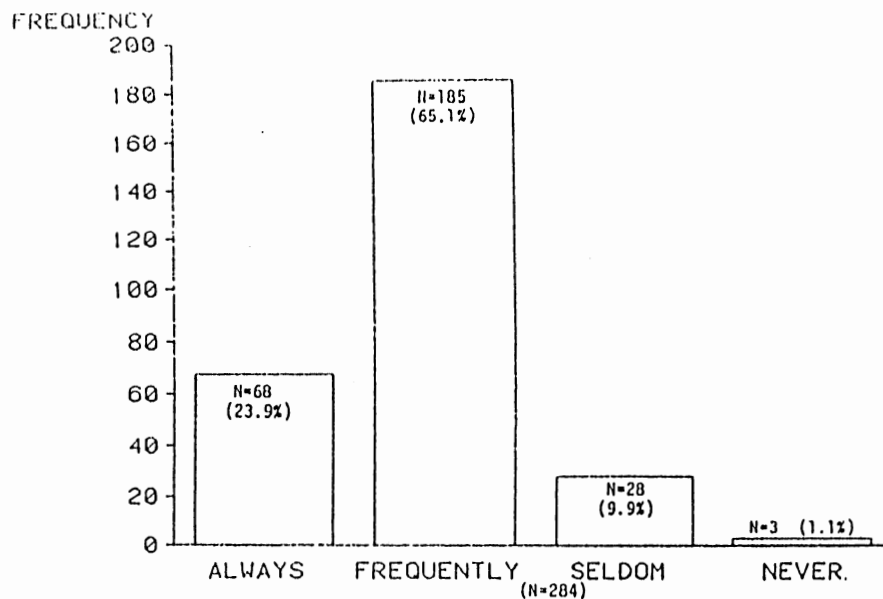


Figure 25. Participative Management Is Successful in My School (Item 17)

2. Improved Staff Morale. One-hundred-fourteen said always, and another 160 replied frequently to this item. This amounted to 39.4% always and 55.4% frequently. Thirteen (4.5%) said seldom, and 2 (.7%) said never. There were 289 respondents and 14 missing cases (Figure 27).

3. Increases My Awareness. Two-hundred-eighty-three answered this item. Of those, 104 claimed always and 159 replied frequently. This accounted for 36.7% and 56.2%, respectively. Sixteen said that

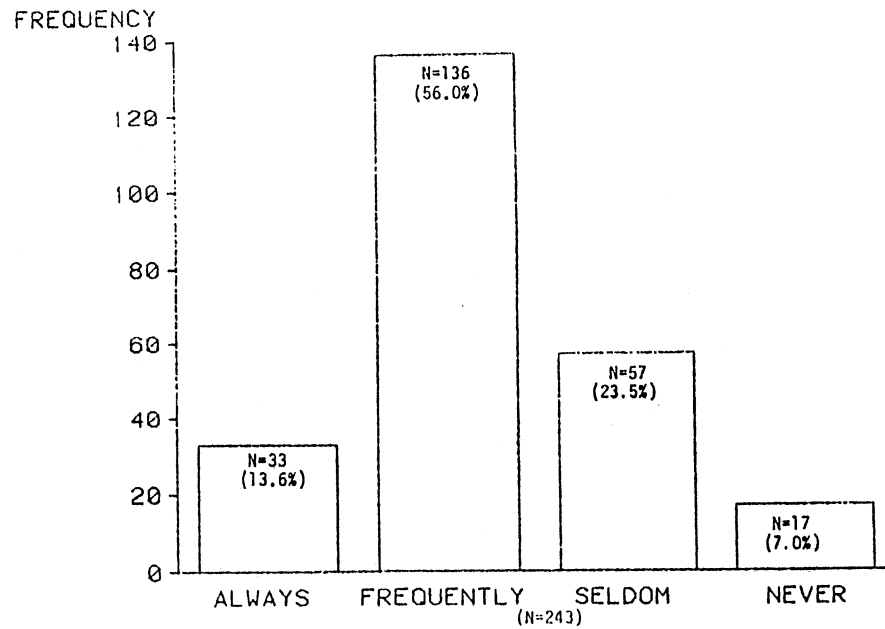


Figure 26. Participative Management Has Provided the Following Advantages in My Building: Time Efficiency (Item 18.1)

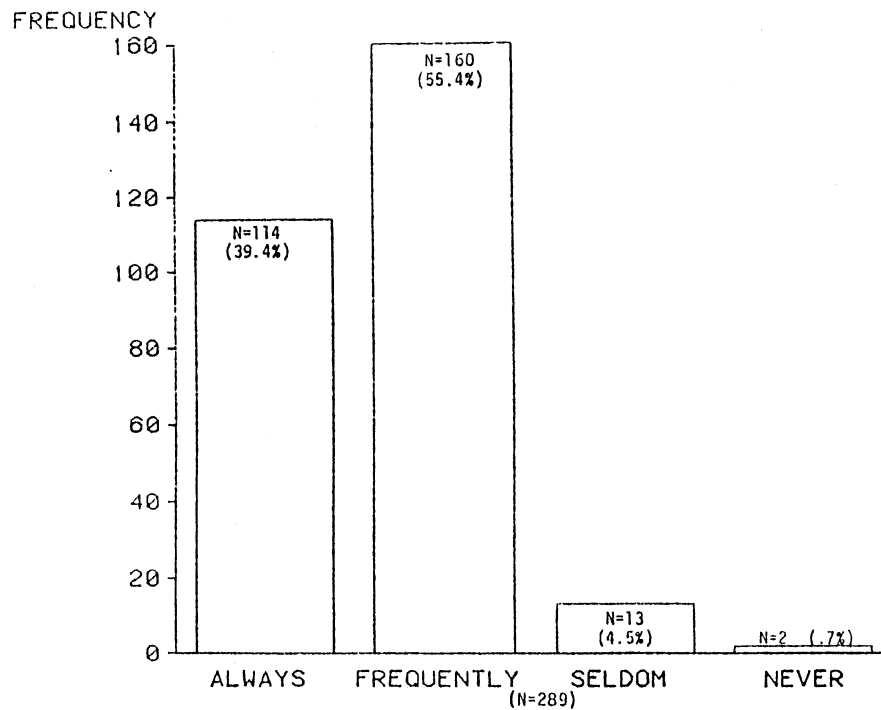


Figure 27. Participative Management Has Provided the Following Advantages in My Building: Improved Staff Morale (Item 18.2)

participative management seldom increased their awareness, and only 4 replied never. This is 5.7% seldom and 1.4% never. There were 20 missing cases (Figure 28).

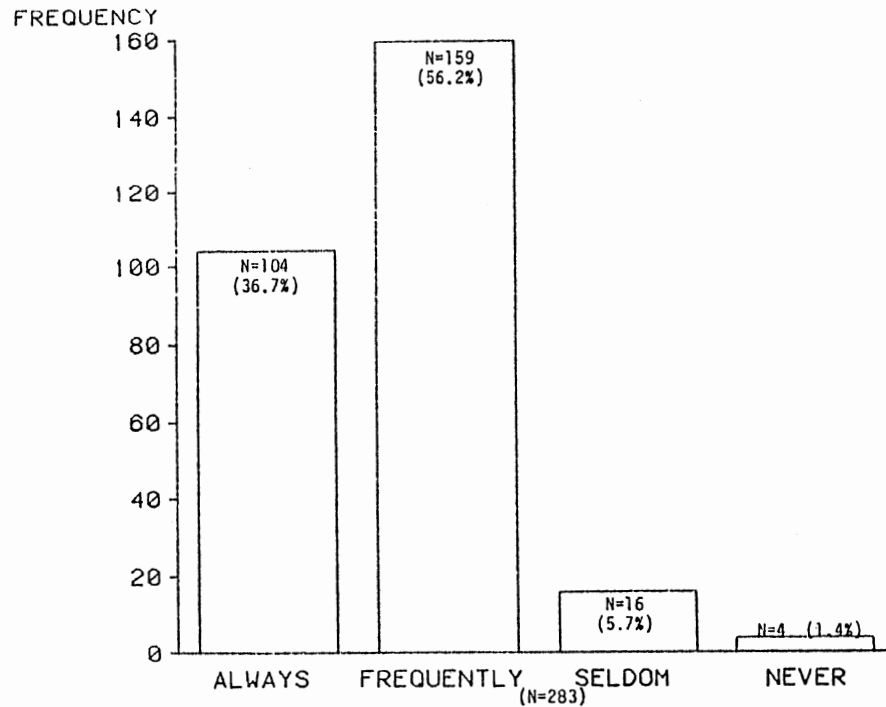


Figure 28. Participative Management Has Provided the Following Advantages in My Building: Increases My Awareness (Item 18.3)

4. Improves Communication. One-hundred-thirty-three (45.4%) answered always to this item, and 145 (49.5%) said frequently. Of the 293 respondents, 11 (3.8%) said seldom, and 4 (1.4%) replied never to this item. There were 10 missing cases (Figure 29).

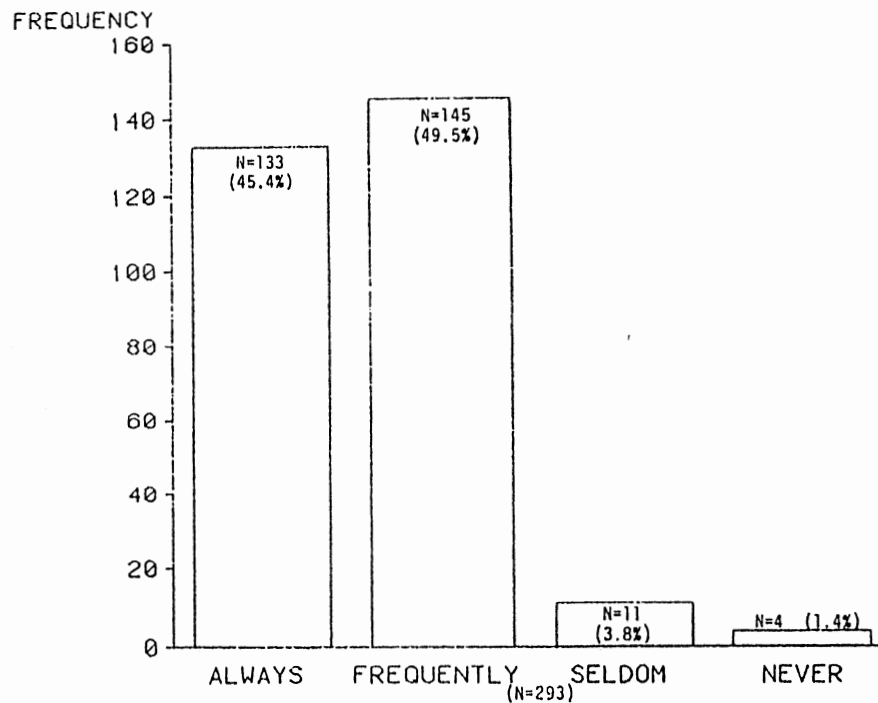


Figure 29. Participative Management Has Provided the Following Advantages in My Building: Improves Communication (Item 18.4)

5. Aids in Implementation. Two-hundred-eighty-five principals responded to this item. One-hundred-five (36.8%) said always, and 161 (56.5%) said frequently. Sixteen (5.6%) replied seldom, and 3 (1.1%) said never. There were 18 missing cases (Figure 30).

6. Causes Leaders to Surface. Forty-eight said that participative management always caused leaders to surface in their buildings, and 169 replied frequently to this item. These replies accounted for 18.4% always and 64.8% frequently. Another 39 (14.9%) responded with seldom, and 5 (1.9%) said never. There were 261 principals who responded to this item, leaving 42 missing cases (Figure 31).

7. Better Decisions. Two-hundred-eighty-two principals responded to this item. Eighty-six (30.5%) said always, and 169 (59.9%) said

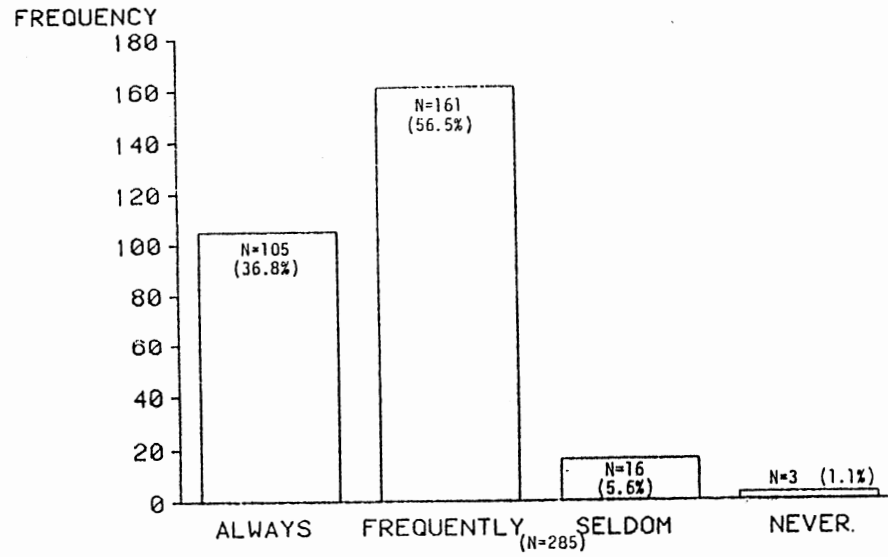


Figure 30. Participative Management Has Provided the Following Advantages in My Building: Aids in Implementation (Item 18.5)

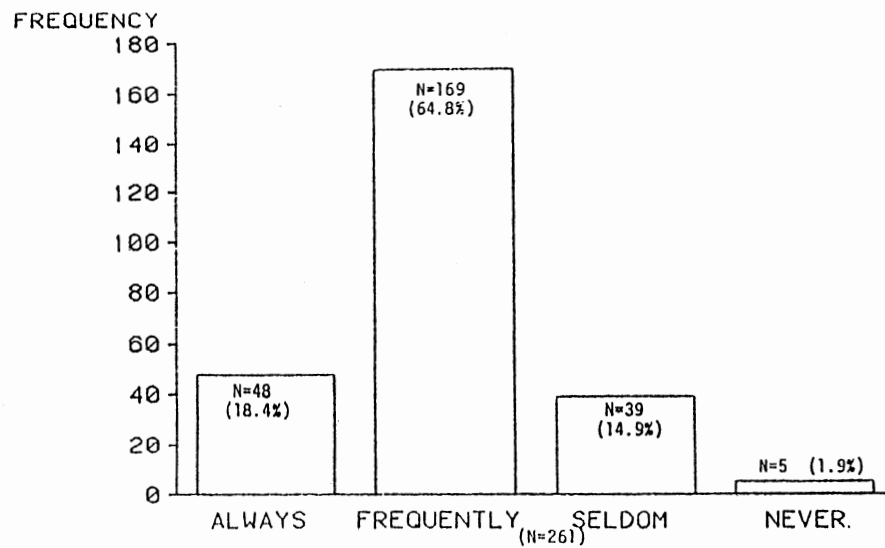


Figure 31. Participative Management Has Provided the Following Advantages in My Building: Causes Leaders to Surface (Item 18.6)

frequently. Twenty-five (8.9%) said seldom, and 2 (.7%) replied never. There were 21 missing cases (Figure 32).

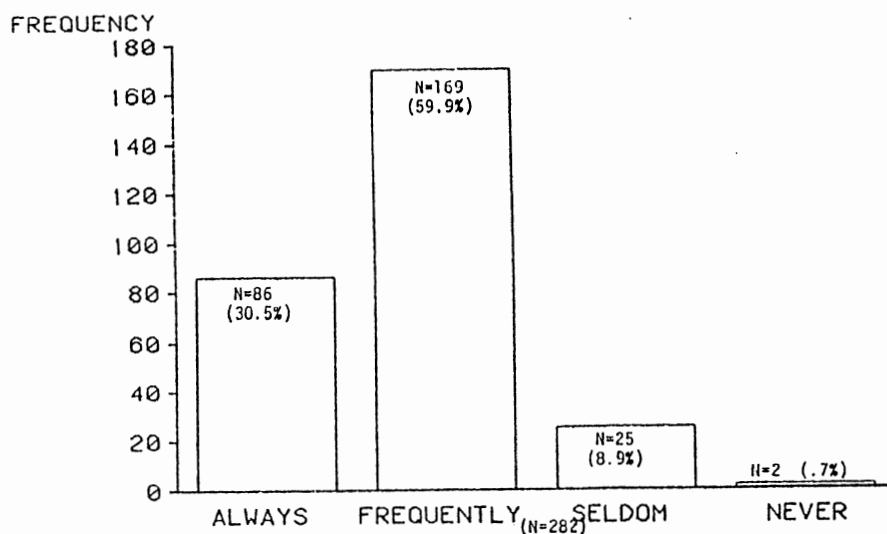


Figure 32. Participative Management Has Provided the Following Advantages in My Building: Better Decisions (Item 18.7)

Item 19. Participative Management Presents the Following Disadvantages in My Building:

1. Ineffective Decisions. Eight principals (4%) replied always to this item. Thirteen (6.5%) replied frequently. Of the 201 respondents, 120 (59.7%) answered seldom, and another 60 (29.9%) answered never. There were 102 missing cases (Figure 33).

2. Consumes Too Much Time. Two-hundred-thirty-four replied, and 15 (6.4%) said always, with 62 (26.5%) answering frequently. One-hundred-fifty (44.9%) replied seldom, and 52 (22.2%) said never (Figure 34).

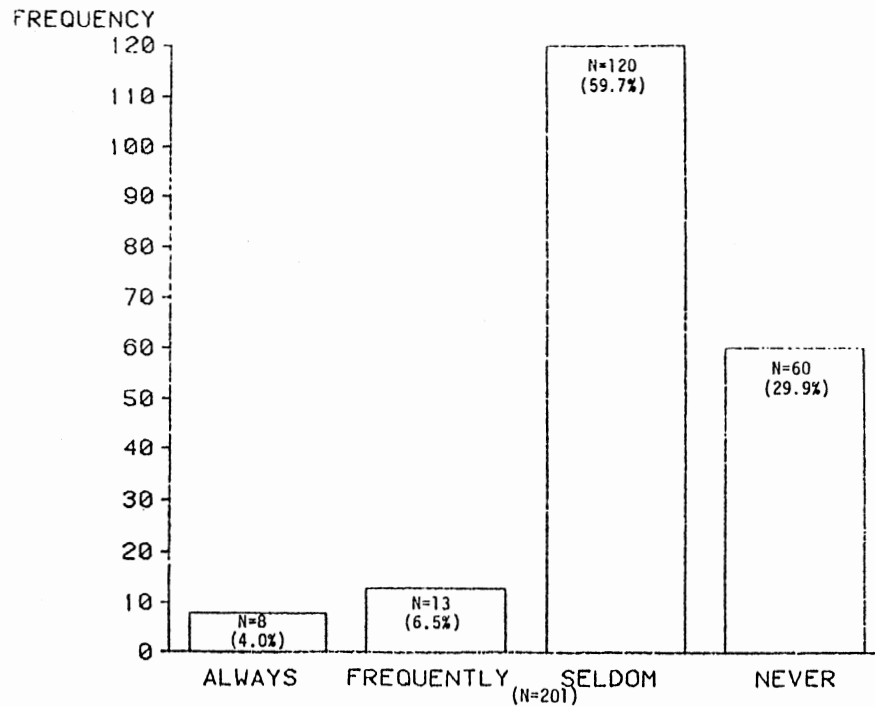


Figure 33. Participative Management Presents the Following Disadvantages in My Building: Ineffective Decisions (Item 19.1)

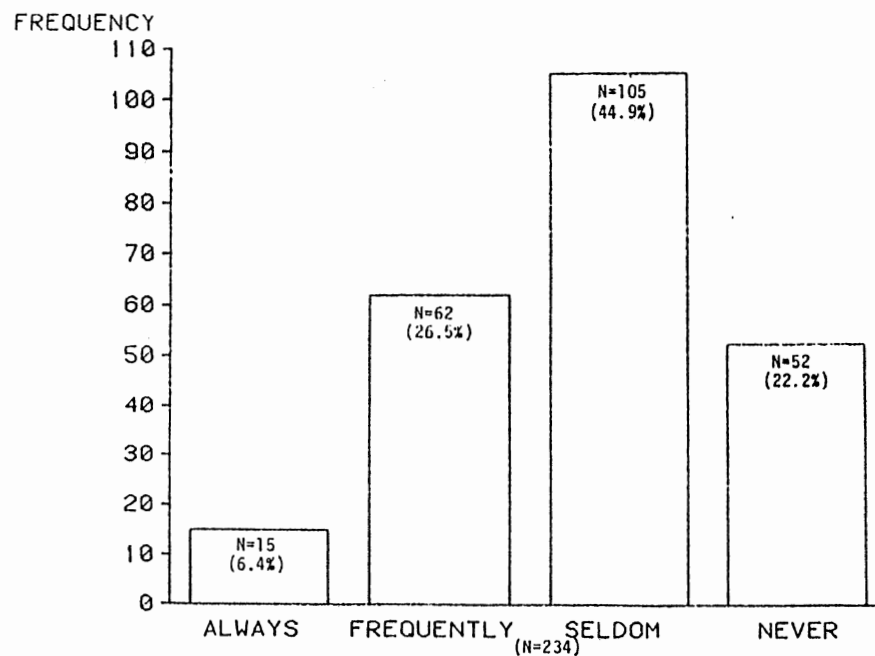


Figure 34. Participative Management Presents the Following Disadvantages in My Building: Consumes Too Much Time (Item 19.2)

3. Causes Staff Divisions. With 218 respondents, 8 (3.7%) replied always to this item, and 31 (14.2%) said frequently. One-hundred-fifteen did reply seldom to this item, and 64 replied that the use of participative management in their buildings never caused staff divisions. These accounted for 52.8% and 29.4%, respectively. There were 85 missing cases (Figure 35).

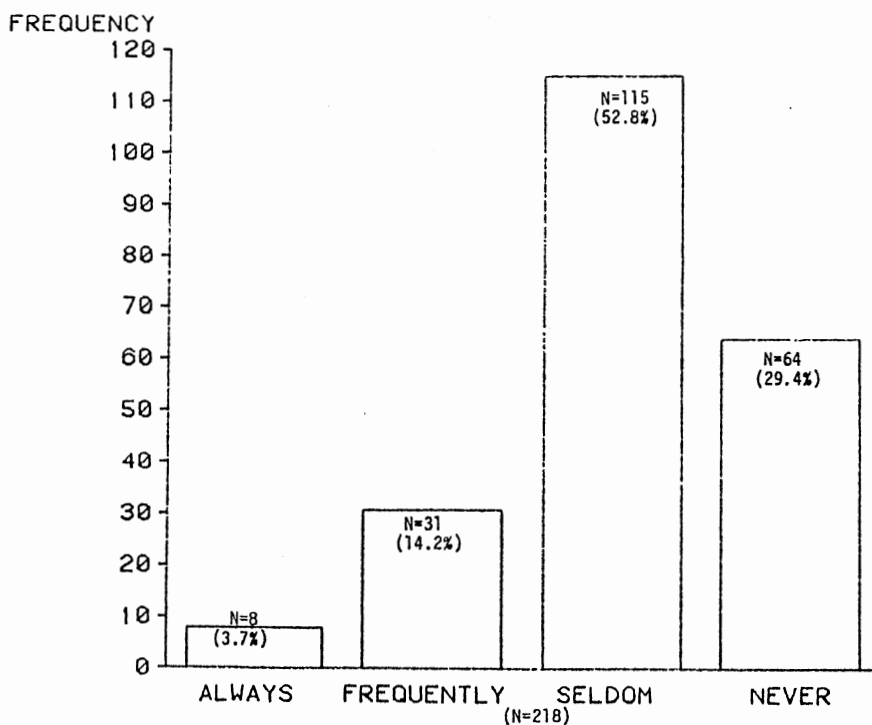


Figure 35. Participative Management Presents the Following Disadvantages in My Building: Causes Staff Divisions (Item 19.3)

4. Lowers Staff Morale. Six principals (2.9%) reported always in response to this item, while 14 (6.9%) said frequently. Two-hundred-four principals responded to this item, and of those, 81 (39.7%) answered

seldom, and 103 (50.5%) answered never. There were 99 missing cases (Figure 36).

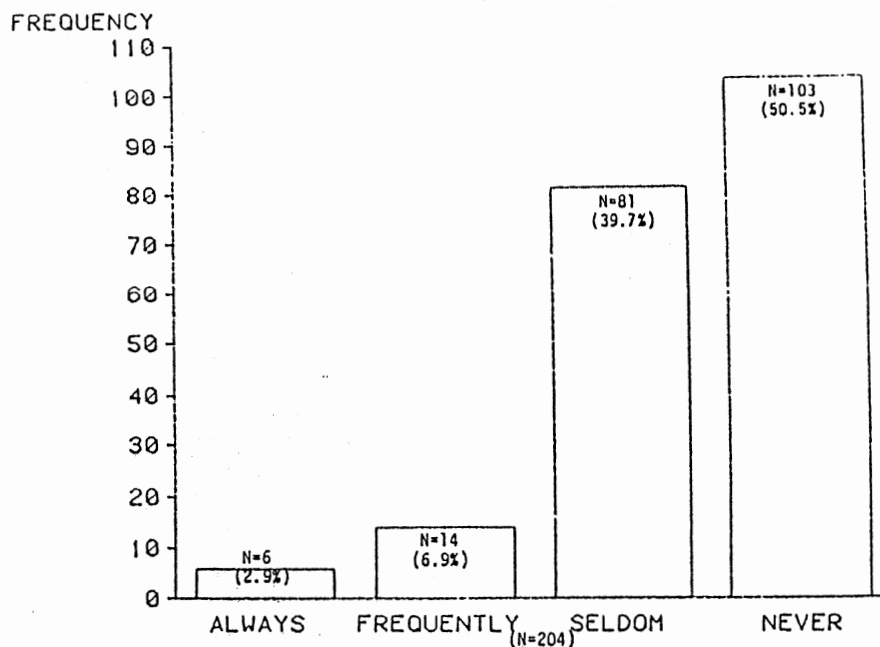


Figure 36. Participative Management Presents the Following Disadvantages in My Building: Lowers Staff Morale (Item 19.4)

Item 20. How Long Have You Used Participative Management?

Two-hundred-ninety-eight principals responded to this question. One-hundred-thirty-eight (46.3%) answered less than 5 years, and 93 (31.2%) replied 5 to 10 years. Another 27 (9.1%) said that they had used participative management for 11 to 15 years, and 36 (12.1%) said 5 years or more. There were five missing cases (Figure 37).

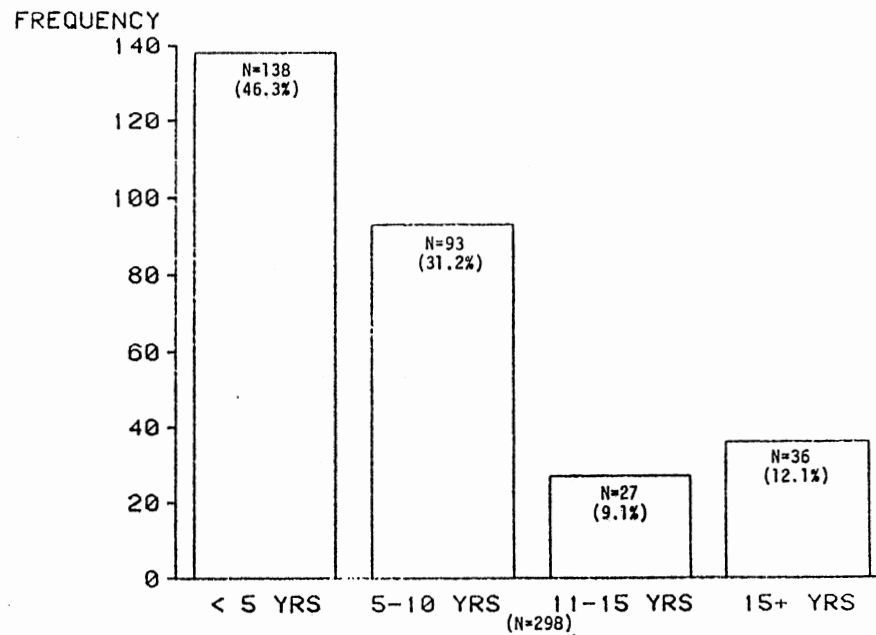


Figure 37. How Long Have You Used Participative Management? (Item 20)

Item 21. Did You Ever Use Participative Management as Your Basic Leadership Style, But Later Abandon the Idea?

Twenty-two respondents answered yes. This accounted for 7.4% of the valid cases. Two-hundred-seventy-six (92.6%) replied no to this question. There were 298 respondents, leaving five missing cases (Figure 38).

Item 22. Does Your Superintendent Use Participative Management?

There were 299 valid cases, with 230 answering yes to this question. This amounted to 76.9%. Sixty-nine (23.1%) answered no, leaving four missing cases (Figure 39).

Item 23. Do You Feel That You Could be More Involved in Participative Management in Your Building?

Two-hundred-ninety-eight principals responded to this question. One-hundred-ninety-one (64%) answered yes, and 107 (36%) said no. There were five missing cases (Figure 40).

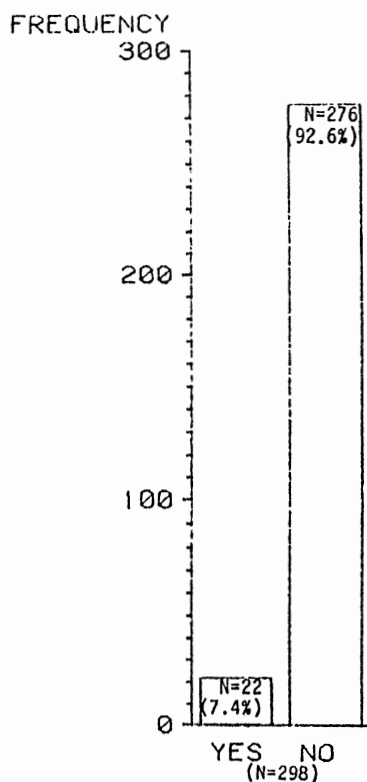


Figure 38. Did You Ever Use Participative Management as Your Basic Leadership Style, But Later Abandon the Idea? (Item 21)

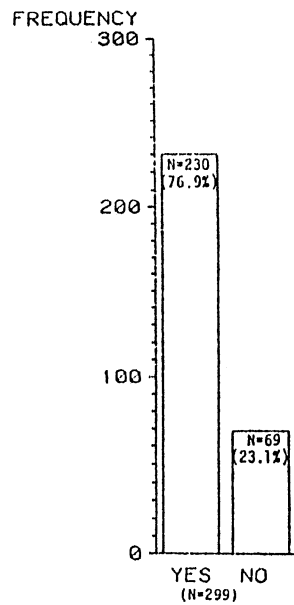


Figure 39. Does Your Superintendent Use Participative Management? (Item 22)

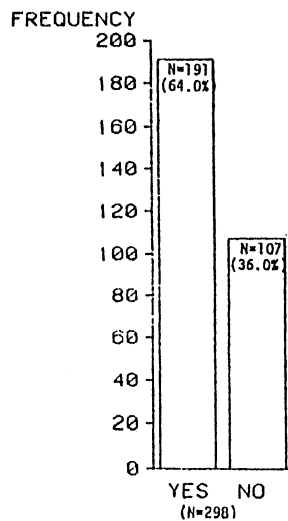


Figure 40. Do You Feel That You Could Be More Involved in Participative Management in Your Building? (Item 23)

Correlation Coefficients

In order to further study and verify the consistency of these survey results, a statistical correlation measure was applied to each item on the survey. The method used for items with continuous variables, and those with discontinuous variables but more than two categories, was the product-moment correlation coefficient developed by Pearson. A point biserial coefficient was used for those items with dichotomous variables (items 6, 8, 21, 22, 23). In this section, each noteworthy significant relationship is presented. These noteworthy relationships were significant at the .00 level. The correlation coefficient which was utilized as a cutoff was $r = \pm .30$. Tables are provided to display all coefficients, significant or otherwise (Appendix C).

Demographics: Items 1 Through 8

With regard to the demographic data, the relationships listed as follows were considered noteworthy:

Item 1 (number of students) with: (1) item 9.1 (use of participative management in the area of budget) ($r = -.30$); (2) item 15.2 (use of participative management with an assistant principal) ($r = -.43$); and (3) item 15.5 (use of participative management with department heads) ($r = -.38$).

Item 2 (number of certified staff) with: (1) item 15.2 (use of participative management with an assistant principal) ($r = -.45$); and (2) item 15.5 (use of participative management with department heads) ($r = -.38$).

Item 6 (presence of an assistant principal) with: (1) item 15.2 (use of participative management with an assistant principal) ($r = .75$);

and (2) item 15.5 (use of participative management with department heads) ($r = .32$).

Item 8 (presence of department heads) with: (1) item 15.2 (use of participative management with an assistant principal) ($r = .46$); and (2) item 15.5 (use of participative management with department heads) ($r = .64$) (Appendix C, Table I).

Extent of Use: Items 9, 14, and 15

With regard to the extent of use of participative management, the relationships listed below were considered noteworthy. With regard to the utilization of participative management in the area of budget (item 9.1) with: (1) item 15.4 (support staff) ($r = .34$); and (2) item 15.5 (department heads) ($r = .36$). With regard to the use of participative management in the area of the master schedule (item 9.2) with: (1) item 15.1 (with counselors) ($r = .30$); (2) item 15.3 (with teachers) ($r = .54$); and (3) item 15.4 (with support staff) ($r = .40$). The utilization of participative management in the area of curriculum (item 9.3) had these relationships: (1) item 15.1 (with counselors) ($r = .30$); (2) item 15.3 (with teachers) ($r = .51$); and (3) item 15.4 (with support staff) ($r = .33$). With regard to the utilization of participative management in the area of personnel, the following relationships were noted: (1) item 15.4 (with support staff) ($r = .30$); and (2) item 15.6 (with students) ($r = .36$).

In comparing the use of participative management with counselors (item 15.1), the following relationships were considered noteworthy: (1) item 15.2 (with an assistant principal) ($r = .64$); (2) item 15.3 (with teachers) ($r = .42$); and (3) item 15.5 (with department heads) ($r = .60$). With regard to utilizing participative management with assistant

principals (item 15.2), the following were the noteworthy relationships: (1) item 15.5 (with department heads) ($r = .81$); and (2) item 15.6 (with students) ($r = .31$). The utilization of participative management with teachers (item 15.3) had the following notable relationships: (1) item 15.4 (with support staff) ($r = .53$); and (2) item 15.5 (with department heads) ($r = .39$). With regard to the utilization of participative management with support staff (item 15.4), the following were the noteworthy relationships: (1) item 14 (with parents) ($r = .32$); and (2) item 15.6 (with students) ($r = .40$). With regard to the use of participative management with department heads (item 15.5), the following was a noteworthy relationship: (1) item 15.6 (with students) ($r = .50$) (Appendix C, Tables II, II, and IV).

Perceptions of Success: Items 10
Through 13, 16, and 17

In regard to the success the respondents perceived because of the use of participative management, the following were the noteworthy relationships. The use of participative management because it was perceived to have improved efficiency (item 10) had notable relationships with: (1) item 9.2 (with the master schedule) ($r = .41$); (2) item 9.3 (with curriculum) ($r = .43$); (3) item 9.4 (in personnel matters) ($r = .34$); and (4) item 15.3 (with teachers) ($r = .39$). The use of participative management because it made decisions more effective (item 11) had important relationships with: (1) item 9.2 (use of participative management with the master schedule) ($r = .46$); (2) item 9.3 (use of participative management with curriculum) ($r = .51$); and (3) item 15.3 (use of participative management with teachers) ($r = .51$). A noteworthy relationship existed between those who were required by district negotiated

agreement to use participative management (item 12) and those who used participative management because their superintendents expected it of them (item 13) ($r = .49$) (Appendix C, Table III).

With regard to those respondents who perceived that the use of participative management had helped them be better principals (item 16), the following were noteworthy relationships: (1) item 9.2 (use of participative management with the master schedule) ($r = .44$); (2) item 9.3 (use with curriculum) ($r = .48$); (3) item 15.1 (use with counselors) ($r = .34$); (4) item 15.3 (use with teachers) ($r = .49$); (5) item 15.4 (use with support staff) ($r = .31$); and (6) item 15.5 (use with department heads) ($r = .31$). With regard to those respondents who perceived that participative management was successful in their schools (item 17), the following were noteworthy relationships: (1) item 9.2 (use of participative management with the master schedule) ($r = .48$); (2) item 9.3 (use with curriculum) ($r = .50$); (3) item 15.5 (use with counselors) ($r = .30$); (4) item 15.3 (use with teachers) ($r = .50$); (5) item 15.4 (use with support staff) ($r = .38$); (6) item 15.5 (use with department heads) ($r = .30$) (Appendix C, Table V).

Perceptions of Advantages: Item 18

With regard to those respondents who perceived the advantage of improved staff morale (item 18.2) because of the use of participative management, the following were noteworthy relationships: (1) item 9.2 (use with the master schedule) ($r = .43$); (2) item 9.3 (use with curriculum) ($r = .3$); and (3) item 15.3 (use with teachers) ($r = .43$). With regard to those respondents who perceived the advantage of increased awareness (item 18.3) because of the use of participative management, the following were noteworthy relationships: (1) item 9.2 (use with the

master schedule) ($r = .41$); (2) item 9.3 (use with curriculum) ($r = .41$); and item 15.3 (use with teachers) ($r = .39$). With those who perceived the advantage of improved communication (item 18.4) because of the use of participative management, the following were noteworthy relationships: (1) item 9.2 (use with the master schedule) ($r = .50$); (2) item 9.3 (use with curriculum) ($r = .51$); (3) item 15.1 (use with counselors) ($r = .36$); (4) item 15.2 (use with assistant principals) ($r = .30$); (5) item 15.3 (use with teachers) ($r = .43$); and (6) item 15.5 (use with department heads) ($r = .33$).

With regard to those respondents who perceived the advantage of aid in implementation (item 18.5) because of the use of participative management, the noteworthy relationships were: (1) item 9.2 (use with the master schedule) ($r = .44$); (2) item 9.3 (use with curriculum) ($r = .41$); (3) item 15.1 (use with counselors) ($r = .33$); (4) item 15.3 (use with teachers) ($r = .41$); and (5) item 15.5 (use with department heads) ($r = .32$). With regard to those respondents who perceived the advantage of leaders having surfaced (item 18.6) because of the use of participative management, the noteworthy relationships were: (1) item 9.2 (use with the master schedule) ($r = .33$); and (2) item 15.5 (use with department heads) ($r = .36$). With regard to those respondents who perceived the advantage of better decisions (item 18.7) because of the use of participative management, the noteworthy relationships were: (1) item 9.2 (use with the master schedule) ($r = .36$); (2) item 9.3 (use with curriculum) ($r = .33$); and (3) item 15.3 (use with teachers) ($r = .35$) (Appendix C, Table VI).

Perceptions of Disadvantages: Item 19

With regard to those respondents who perceived that the use of

participative management resulted in ineffective decisions (item 19.1), the noteworthy relationship was: (1) item 9.1 (use with the budget) ($r = -.46$). With regard to those respondents who perceived that the use of participative management resulted in a lower staff morale (item 19.4), the noteworthy relationships were: (1) item 9.2 (use with master schedule) ($r = -.33$); (2) item 9.3 (use with curriculum) ($r = .35$); and (3) item 12 (use of participative management because it is part of the district's negotiated agreement) ($r = .33$) (Appendix C, Table VII).

Summary

The purpose of this chapter was to report the data gathered through the use of a survey sent to a sample of school principals from across the state of Oklahoma. The data were summarized, and an analysis was offered. This analysis found 191 statistically significant relationships out of a possible 800. Those noteworthy significant relationships were presented, and tables were provided to display all coefficients, significant or otherwise. Chapter V presents the findings, discussion, conclusions, recommendations for further research, and recommendations for practical application.

CHAPTER V
FINDINGS, DISCUSSION, CONCLUSIONS,
AND RECOMMENDATIONS

Introduction

Chapter IV presented and analyzed the data collected for this study. In this chapter, the findings are discussed and summarized, and the implications explored. The chapter concludes with suggestions for further research and recommendations for practical application.

The purpose of this research project was to gather data that would indicate the need and probable success of the development of an inservice program or training procedure that would be practical to school principals who use or would like to use a participatory approach to the management of their buildings. A sampling of Oklahoma principals was surveyed by an instrument designed to measure the extent of use of participative management by principals, to indicate the degree of success because of the use of this technique in these schools, and to measure the relationship of the demographic variables to the extent of use and success of participative management. The data analysis involved frequency distributions and related percentages in order to classify for counting and comparison purposes. The SPSS program also calculated the relationship between each variable using the Pearson Correlation Coefficient, or a point biserial coefficient, for the purpose of establishing the consistency of the instrument.

Findings

Demographics: Items 1 Through 8

The demographic data were tested with items 9 through 23. Thirteen relationships were statistically significant at the .00 level. Of these 13 relationships, 9 were considered noteworthy.

This study found that the number of students (item 1) had a negative relationship with the use of participative management in the area of budget (item 9.1), with an assistant principal (item 15.2), and with department heads (item 15.5). According to those data, the number of certified staff (item 2) had a negative relationship to the use of participative management with an assistant principal (item 15.2), and with department heads (item 15.5). This study also found that those principals who had an assistant principal and department heads on their staffs (items 6 and 8) would be likely to use participative management with those staff members (items 15.2 and 15.5) (Appendix C, Table I).

Extent of Use: Items 9, 14, and 15

The responses to item 9, which asked principals to indicate the frequency and extent of use of participative management in the areas of budget (item 9.2), the master schedule (item 9.2), curriculum (item 9.3), and personnel (item 9.4) indicated that a majority of principals used participative management in all of these areas. The most frequent use was in the areas of master schedule and curriculum. The least frequent use was in the personnel area (Figures 9, 10, 11, 12, Chapter IV). This study also found that those principals who used participative management with the budget were likely to have involved support staff (item 15.4) and department heads (item 15.5). Those who used participative

management with the master schedule and curriculum would probably have involved counselors (item 15.1), teachers (item 15.3), and support staff (item 15.4), according to these data. Also indicated was that principals who used participative management with personnel were likely to also have used it with support staff (item 15.5) and with students (item 15.6) (Appendix C, Table II).

The responses to items 14, which asked principals if they involved parents in decision-making, found that most principals did involve parents in decision-making to some degree (Figure 17, Chapter IV). These data also found that the principals who involved parents in decision-making were likely to use participative management with support staff (item 15.4) (Appendix C, Table III).

The response to item 15, which asked principals to indicate the frequency and extent of use of participative management with counselors (item 15.1), department heads (item 15.5), and students (item 15.6) found that a majority of principals used participative management with these people. They used it most frequently with counselors (item 15.1) (Figure 18, Chapter IV), and teachers (item 15.3) (Figure 20), and the least frequent use was with students (item 15.6) (Figure 23, Chapter IV). The data also indicated that the principals who used participative management with counselors (item 15.1) and teachers (item 15.3) were more likely to involve those people only in decisions about the master schedule (item 9.2) and curriculum (item 9.3). The principals who used participative management with support staff were likely to involve them in decisions regarding budget (item 9.1), master schedule (item 9.2), curriculum (item 9.3), and personnel (item 9.4). Those who used participative management with department heads probably involved them in decisions about budget

(item 9.1). Those who used participative management with students were likely to involve them in the area of personnel (item 9.4).

This data indicated that principals who used participative management with counselors (item 15.1) were likely to have used it with assistant principals (item 15.2), teachers (item 15.3), and department heads (item 15.5). Those who used participative management with assistant principals were likely to have used it with department heads (item 15.5) and students (item 15.6). Those who used participative management with teachers (item 15.3) were likely to have used it with support staff (item 15.2) and department heads (item 15.5). The principals who used participative management with support staff (item 15.4) were likely to use it with students (item 15.6) (Appendix C, Table IV).

Perceptions of Success: Items 10

Through 13, 16, and 17

The responses to item 10, which asked principals if they used participative management because it improved efficiency, did find that the majority of principals used participative management because they perceived that it improved efficiency (Figure 13, Chapter IV), and this efficiency was more probable when participative management was used in the areas of master schedule (item 9.2), curriculum (item 9.3), and personnel (item 9.4). The principals who used participative management because it was perceived to have improved efficiency were likely to have used participative management with teachers (item 15.3).

The responses to item 11, which asked principals if participative management made their decisions more effective, indicated that the majority of respondents perceived that participative management made their decisions more effective (Figure 14, Chapter IV). These principals were

more likely to have used participative management with the master schedule (item 9.2) and curriculum (item 9.3). These data also indicated that principals who said they made more effective decisions because of the use of participative management were more likely to have used it with teachers (item 15.3).

The responses to item 12, which asked principals if they had to use participative management because it was a part of their district's negotiated agreements, indicated that this did not occur often (Figure 15, Chapter IV). In the few districts where participative management was a part of negotiated agreements, the superintendent expected principals to use participative management (item 13).

The responses to item 13, which asked principals if they used participative management because their superintendents expected them to, indicated that this occurred, but not often (Figure 16, Chapter IV). The data indicated that when this did occur, participative management was part of that district's negotiated agreements (item 12).

The response to item 16, which asked principals if the use of participative management had helped them be better principals, and to item 17, which asked principals if participative management was successful in their schools, indicated that a majority of principals perceived that this use had helped them be better principals, and that participative management was successful in their schools (Figures 24 and 25, Chapter IV).

The data gathered from items 16 and 17 indicated that the principals who said that participative management had helped them be better principals and that participative management was successful in their schools, would probably use participative management in the areas of master schedule (item 9.2) and curriculum (item 9.3), and these principals would be

likely to have indicated that they used participative management because it improved efficiency (item 10), and that it made their decisions more effective (item 11). This information indicated that the principals who perceived that the use of participative management had helped them to be better principals (item 16) and that participative management was successful in their schools (item 17), would probably use participative management with counselors (item 15.1), teachers (item 15.3), support staff (item 15.4), and department heads (item 15.5) (Appendix C, Tables III and V).

Perceptions of Advantages: Item 18

The responses to item 18, which asked principals if participative management had provided the advantages of time efficiency (item 18.1), improved staff morale (item 18.2), increased awareness (item 18.3), improved communication (item 18.4), aid in implementation (item 18.5), causes leaders to surface (item 18.6), and better decisions (item 18.7) in their buildings, indicated that the respondents had perceived all of these advantages to some degree. The advantages of time efficiency (item 18.1) and causes leaders to surface (item 18.6) were perceived fewer times than the other advantages (Figures 26 through 32, Chapter IV).

The responses to item 18 also indicated that the principals who perceived the advantages of improved staff morale (item 18.2), increased awareness (item 18.3), improved communication (item 18.4), aid in implementation (item 18.5), and better decisions (item 18.7) were likely to have used participative management in the areas of master schedule (item 9.2) and curriculum (item 9.3). Those principals who claimed that participative management caused leaders to surface (item 18.6) were more likely to have used participative management with the master schedule

(item 9.2), and to have involved department heads (item 15.5) in those decisions.

This data indicated that the principals who had perceived the advantages of improved staff morale (item 18.2), increased awareness (item 18.3), and better decisions (item 18.7) were more likely to have used participative management with teachers (item 15.3). The principals who said they had perceived the advantage of improved communication (item 18.4) were more likely to have used participative management with counselors (item 15.1), assistant principals (item 15.2), teachers (item 15.3), and department heads (item 15.5). Those who had perceived the advantage of aids in implementation (item 18.5) were more likely to have used participative management with counselors (item 15.1), teachers (item 15.3), and department heads (item 15.5). Those who claimed they had perceived the advantage of causes leaders to surface (item 18.6) were more likely to have used participative management with department heads (items 15.5) (Appendix C, Table VI).

Perceptions of Disadvantages: Item 19

The responses to item 19, which asked principals if the disadvantages of ineffective decisions (item 19.1), consumes too much time (item 19.2), causes staff divisions (item 19.3), and lowers staff morale (item 19.4) were present because of participative management, indicated that a majority of principals seldom or never perceived these disadvantages because of participative management. There was, however, a significant number of principals who did claim to have perceived the disadvantage of consumes too much time (item 19.2) because of participative management (Figures 33 through 36, Chapter IV).

This study also found that those principals who claimed to have perceived the disadvantages of ineffective decisions (item 19.1) would probably have said that they had less ineffective decisions when they used participative management with the budget (item 9.1). The principals who perceived the disadvantage of lowers staff morale (item 19.4) were likely to have perceived less decrease in staff morale the more they used participative management with the master schedule (item 9.2) and curriculum (item 9.3). The principals who had perceived the disadvantages of lowers staff morale (item 19.4) were more likely to indicate that they used participative management because it was a part of their district's negotiated agreements (item 12) (Appendix C, Table VII).

Items 20 Through 23

The responses to item 20, which asked principals to state how long they had used participative management, indicated that the majority of principals had used it 10 years or less. The largest group of respondents indicated that they had used participative management fewer than five years, while the smallest group claimed they had used it between 11 and 15 years (Figure 37, Chapter IV).

The responses to item 21, which asked principals if they had ever used participative management as a basic leadership style, but then later abandoned it, indicated that the majority had not (Figure 38, Chapter IV).

The response to item 22, which asked principals if their superintendents used participative management, indicated that the majority of superintendents did use participative management (Figure 39, Chapter IV), but that this had no apparent effect on the principals' use of participative management.

The responses to item 23, which asked principals if they felt they could have been more involved in participative management in their buildings, indicated that twice as many felt they could have been more involved as there were who felt they could not have been more involved (Figure 40, Chapter IV) (Appendix C, Table VIII).

Discussion

Demographic Data

The literature that was reviewed for this study did not mention relationships, findings, or conclusions that would have indicated any effect of demographic variables on the extent of use or the success of participative management, with one exception. It was found that in very small organizations, the need for a structured approach to participation was minimized because communication was easier to obtain and maintain.

However, this study did find a few statistically significant relationships of the demographic variables selected for this research to the extent of use of participative management by principals. This study found that the greater the number of students, certified staff, and counselors, the less likely was the principal to have used participative management in budget matters, with an assistant principal, or with department heads. Furthermore, it was found that those principals who had assistant principals or department heads were likely to use participative management with those staff members.

Areas of Teacher Participation

The literature reviewed for this study did not focus on the principal's use of participative management. However, it did give attention to

the participation of teachers and their reaction to participative management. The literature indicated that teachers recognized the benefits of participation, but were not necessarily anxious to participate because they had derived little satisfaction from that involvement (see Chapter II). Participation was viewed by some teachers as a formality that simply meant more meetings and perhaps an opportunity to give advice, but rarely an event that allowed them to share some actual authority (see Chapter II). Studies have shown that teachers want involvement when the items for discussion or the problems to be solved concern their classrooms, but that too much or the wrong topics are undesirable (see Chapter II). Other studies have shown that job satisfaction does not result from the opportunity to participate, but from the occasion to participate in the right decisions (see Chapter II).

This study found that teachers were likely to be involved in the areas of master schedule and curriculum, and further, that department heads were involved in budget decisions. According to principals' responses, this use of participative management with teachers in these areas resulted in efficient management and effective decisions (Table III). In this study, principals also claimed that when teachers were involved in decisions in these areas, this helped them be better principals, and this involvement was successful in their schools (Table V).

Advantages of Participation

The research indicated that involvement in the appropriate decisions does benefit teachers. Other studies found that participation by teachers in the right decisions also benefited the organization. Participation had caused improved staff morale, better decisions, improved interstaff communication, effectiveness and efficiency in

decision implementation, increased awareness on the part of the principal, and had provided occasion for leaders to rise to the surface from among the teaching staff (see Chapter II).

According to this study, when principals used participative management with teachers in the areas of master schedule and curriculum, they recognized all of the listed advantages, with the exception of "time efficiency" and "causes leaders to surface." Moreover, when participative management was used with department heads in master schedule and curriculum decisions, principals noticed that this use was likely to cause leaders to surface.

Disadvantages of Participation

The literature indicated that some disadvantages could be caused by the use of participative management. Participation could consume a large amount of time and result in ineffective decisions, staff divisions, and staff morale problems (see Chapter II). This study found that the more involvement of department heads in budget decisions, the less likely were the decisions to be perceived as ineffective. Also found was that the more teachers were involved in master schedule and curriculum decisions, the less probable were staff morale problems.

Effects of Attitude

The literature indicated that a principal's supportive attitude toward member participation helped build cooperative, trusting teams. The research also found that when teachers were involved in the sharing of instructional leadership, they made efficient use of their instructional time, and that appropriate participation in decision-making promoted group effort (see Chapter II). Other studies have shown that

the ability of the teaching staff to be in agreement on instructional issues was advantageous to student achievement, among other things (see Chapter II). In contrast, this study indicated that when principals used participative management because it was a part of their district's negotiated agreements, there was a probability that staff morale problems would occur.

Conclusions

It was concluded from this study that:

1. The greater the number of students and certified staff, the less probable was a principal to involve assistant principals or department heads in budget decisions.

2. Demographic variables had little or no effect on the extent of use of participative management or on the success of that use, as perceived by Oklahoma school principals in this study.

3. A large majority of Oklahoma school principals in this study perceived themselves as being users of participative management. The most intensive use with teachers was in the areas of master schedule and curriculum decisions.

4. Principals responding to this study who perceived themselves as successful users of participative management claimed that this use made them better principals, and used participative management because it improved efficiency and made their decisions more effective.

5. The advantages mentioned in the literature as being provided by the use of participative management, were recognized by the respondents as apt to occur when participative management was used in their buildings. The use of participative management by school principals

eliminated or greatly reduced the possible disadvantages mentioned in the literature.

6. When the use of participative management was required by negotiated agreement, staff morale problems were likely. There were few districts where this requirement occurred.

7. The majority of Oklahoma superintendents referred to in this study did use participative management, but did not require principals to do so.

8. Oklahoma principals in this study used participative management because of their own volition. The majority said that they could be more involved in the use of participative management.

Recommendations for Further Research

Research is available, but not plentiful, in the area of use of participative management in schools. Efforts should be made to study the actual use of participative management by school principals, as well as the differences or similarities between the participation levels of elementary teachers and secondary teachers. Research questions should be asked to determine if the desired participation is different for elementary teachers than secondary teachers, and to find if a particular method of grouping teachers results in varied effectiveness at different levels. It would also be useful to know if the level of district wealth was a factor in determining the extent of use or the success of participative management. Other demographic data might be useful if some determination could be made as to the type of community in which participative management was more often used in schools.

It was determined in this study that the greater the number of students, certified staff, and counselors, the less likely was there to be

an assistant principal or department heads. This finding was seemingly inconsistent with managerial logic. Further study of these demographic data might be purposeful. These are some of the areas of study that might guide practitioners in the effective use of participative management.

Recommendations for Practical Application

The perceptions of Oklahoma school principals in this study toward their use of participative management was positive. The responses to the survey instrument indicated that principals purposefully used participative management, and would be interested in being more involved in its use. To be properly applied, the techniques of effective participation must be presented in a concise, practical program that would be accessible to school principals. Information in the form of texts, manuals, essays, and workshops should be assembled that provides principals with accumulated, systematized knowledge enabling them to master the application of participative management at the building level. This information should be presented in a form and frequency that would be advantageous to principals as they decide who to involve, which decisions to consider for group participation, and how to structure the groups for optimum participation. Proper presentation and use of this knowledge will help principals be better managers of time and people, ensuring more efficient and effective schools.

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APPENDIXES

APPENDIX A
CORRESPONDENCE

Sapulpa Middle School

1304 East Cleveland

Sapulpa, Oklahoma 74066

OFFICE OF THE PRINCIPAL

March 7, 1986

Dear Principal,

I am currently conducting a research program that will measure to what extent school principals use participative management. I know you are busy, and I appreciate your time used in completing the enclosed questionnaire.

The operational definition of "Participative Management" for this study is as follows:

Participative management is that leadership style in which the principal seeks active involvement of the members of the staff, community, or student body in decision-making.

This should take just a few minutes for you to complete. As quickly as possible, answer the questions and return it to me in the enclosed envelope. I would like to have your response within this next week. I will be very happy to communicate the results to you if you are interested. If you have any questions, please call me at (918) 224-8441. Thank you for your help.

God Bless You,



Mike Shanahan

APPENDIX B

INSTRUMENT

A STUDY IN PARTICIPATIVE MANAGEMENT

1. Number of students _____
2. Number of certified staff in your building _____
3. Grade levels in your building _____
(K-6, 7&8, 9-12, etc.)
4. Age of Principal

_____	21-25
_____	26-30
_____	31-35
_____	36-40

_____	41-45
_____	46-50
_____	over 50
5. Number of years experience as a Principal _____
6. Do you have an Assistant Principal?
 Yes No
7. How many counselors do you have? _____
8. Do you have department heads?
 Yes No

PARTICIPATIVE MANAGEMENT IS THAT LEADERSHIP STYLE IN WHICH THE PRINCIPAL SEEKS ACTIVE INVOLVEMENT OF THE MEMBERS OF THE STAFF, COMMUNITY, OR STUDENT BODY IN DECISION-MAKING.

For the following questions, check all that apply, and rate each according to this scale:

1 - always 2 - frequently 3-seldom 4 - never

9. I use participative management in these areas. (Check & rate all that apply)

_____ budget	1	2	3	4
_____ master schedule	1	2	3	4
_____ curriculum	1	2	3	4
_____ personnel	1	2	3	4
10. I use participative management because it improves efficiency.

1	2	3	4
---	---	---	---
11. Participative management makes my decisions more effective.

1	2	3	4
---	---	---	---
12. I have to use participative management because it is part of my districts' negotiated agreements.

1	2	3	4
---	---	---	---
13. I use participative management because my superintendent expects me to.

1	2	3	4
---	---	---	---

APPENDIX C

TABLES I THROUGH VIII

TABLE I

CORRELATION COEFFICIENTS FOR DEMOGRAPHICS (ITEMS 1-8)

	#1 Number of Students	#2 Number of Staff	#3 Grade Levels	#4 Age of Principal	#5 Years Experience	#6 Assistant Principal	#7 How Many Counselors?	#8 Have Dept. Heads?	#9.1 Use PM w/Budget	#9.2 Use PM w/Master Schedule	#9.3 Use PM w/Curriculum	#9.4 Use PM w/Personnel	#10 PM Improve Efficiency	#11 Decisions Effective	#12 Negotiated Agreements	#13 Supt. Expects	#14 Involve Parents	#15.1 Use PM w/Counselors	#15.2 Use PM w/Asst. Prin.	#15.3 Use PM w/Teachers	#15.4 Use PM w/Support	#15.5 Use PM w/Dept. Heads	#15.6 Use PM w/Students	#16 Better Principal Successful	#17 Is	#18.1 Adv. Time Efficiency	#18.2 Adv. Staff Morale	#18.3 Adv. Advanced Awareness	#18.4 Adv. Improved Comm.	#18.5 Adv. Aids in Implementation	#18.6 Adv. Leaders Surface	#18.7 Adv. Better Decisions
#1 Number of Students	1.0	.95	.08	.08	.04	-.56	.79	-.52	-.30	-.12	-.14	-.17	-.04	-.10	-.09	-.14	-.11	-.19	-.42	-.09	-.10	-.38	-.03	-.09	-.09	.06	-.09	-.09	-.12	-.11	-.13	-.07
#2 Number of Staff	.95	1.0	.21	-.60	.05	-.60	.82	-.53	-.29	-.11	-.11	-.15	0	-.04	-.10	-.13	-.08	-.21	-.45	-.06	-.07	-.38	-.06	-.07	-.05	-.05	-.05	-.07	-.11	-.07	-.13	-.07
#3 Grade Levels	.08	.21	1.0	-.05	-.08	-.33	.32	-.21	.02	.06	.18	0	.12	.17	.06	.07	.10	-.05	-.28	-.13	.10	-.28	-.16	.08	.12	.07	.14	.13	.10	.10	.06	.10
#4 Age of Principal	.08	-.60	-.05	1.0	.40	.02	.15	-.06	-.05	-.09	-.01	-.08	-.09	-.04	-.18	-.16	-.14	-.08	-.08	0	-.13	-.07	-.09	-.05	-.07	-.03	.07	.01	.03	-.06	-.04	-.05
#5 Years Experience	.04	.05	-.08	.40	1.0	-.06	.06	-.02	-.06	.01	.11	-.07	.07	.13	-.07	-.06	.05	.12	.20	-.03	-.09	.16	.12	.13	.13	.07	-.05	.09	.15	.08	.05	.07
#6 Assistant Principal	-.56	-.60	-.33	.02	-.06	1.0	-.06	.42	.21	.02	0	.02	-.08	0	.04	.04	-.03	.11	.75	.07	.01	.32	0	-.03	-.01	-.09	.05	-.01	.02	-.09	-.01	-.06
#7 How Many Counselors?	.79	.82	.32	.15	.06	-.06	1.0	-.51	-.32	-.14	-.10	-.11	.04	-.01	-.11	-.25	-.07	-.29	-.40	-.12	-.10	-.35	-.02	-.05	-.07	.12	-.04	-.04	-.11	-.07	-.06	0
#8 Have Dept. Heads?	-.52	-.53	-.21	-.06	-.02	.42	-.51	1.0	.20	.12	.12	.11	.03	.09	.05	.14	.13	.14	.46	.12	.12	.64	.10	.09	.12	-.04	.01	.06	.07	.06	.14	-.01
#19.1 Disadv. Ineffec. Dec.	0	-.12	-.04	0	.08	.01	0	.06																								
#19.2 Disadv. Consensus Plan	-.08	-.13	-.12	-.08	.07	.02	-.03	.06																								
#19.3 Disadv. Staff Divides	-.21	-.13	-.22	-.15	-.02	-.05	-.10	.03																								
#19.4 Disadv. Lower Morale	.06	-.02	.11	.05	.36	-.07	-.04	.11																								
#20. High Long Used PM?	-.20	-.11	-.07	-.11	.53	-.02	.11	.07																								
#21 Use Time Abandon?	.15	.16	.15	.10	.03	-.01	.04	-.06																								
#22 Supt. Use PM?	-.06	-.09	-.15	-.01	.02	.04	-.10	.09																								
#23 Be More Involved?	.04	.06	.01	0	-.07	0	-.03	-.06																								

TABLE V
CORRELATION COEFFICIENTS FOR ITEMS 16, 17

#16 Better Principal	#1 Number of Students	.05	.07
#17 Is Successful	#2 Number of Staff	-.05	.12
	#3 Grade Levels	.08	.13
	#4 Age of Principal	-.05	.13
	#5 Years Experience	-.07	.13
	#6 Assistant Principal?	-.03	-.01
	#7 How Many Counselors?	-.05	-.07
	#8 Have Dept. Heads?	.09	.12
	#9.1 Use PH W/Budget	.29	.28
	#9.2 Use PH W/Master Schedule	.44	.48
	#9.3 Use PH W/Curriculum	.48	.50
	#9.4 Use PH W/Personnel	.20	.29
	#10 PH Improves Efficiency	.59	.52
	#11 Decisions Effective	.65	.62
	#12 Negotiated Agreements	-.06	-.01
	#13 Supt. Expects	-.05	.03
	#14 Involve Parents	.18	.26
	#15.1 Use PH W/Counselors	.34	.30
	#15.2 Use PH W/Asst. Prin.	.24	.21
	#15.3 Use PH W/Teachers	.49	.50
	#15.4 Use PH W/Support	.31	.38
	#15.5 Use PH W/Dept. Heads	.31	.30
	#15.6 Use PH W/Students	.24	.24
	#16 Better Principal	1.0	.85
	#17 Is Successful	.85	1.0
	#18.1 Adv. Time Efficiency	.45	.39
	#18.2 Adv. Staff Morale	.56	.56
	#18.3 Adv. Increased Awareness	.61	.53
	#18.4 Adv. Improved Comm.	.63	.59
	#18.5 Adv. Aids in Implementation	.62	.57
	#18.6 Adv. Leaders Surface	.38	.37
	#18.7 Adv. Better Decisions	.64	.53

#16 Better Principal	#19.1 Disadv. Ineffective Dec.	-.35	-.32
#17 Is Successful	#19.2 Disadv. Consumes Time	-.34	-.25
	#19.3 Disadv. Staff Divisions	-.44	-.39
	#19.4 Disadv. Lowers Morale	-.44	-.46
	#20 How Long Used PH?	-.17	-.15
	#21 Use Then Abandon?	-.14	-.13
	#22 Supt. Use PH?	.09	.18
	#23 You Could Be More Involved?	-.12	-.19

TABLE VIII
CORRELATION COEFFICIENTS FOR ITEMS 20-23

#20 How Long Used PH?	.08	#1 Number of Students
#21 Use Then Abandon?	.01	#2 Number of Staff
#22 Supt. Use PH?	0	#3 Grade Levels
#23 Be More Involved?	.06	#4 Age of Principal
		#5 Years Experience
		#6 Assistant Principal?
		#7 How Many Counselors?
		#8 Have Dept. Heads?
		#9.1 Use PH W/Budget
		#9.2 Use PH W/Hoster Schedule
		#9.3 Use PH W/Curriculum
		#9.4 Use PH W/Personnel
		#10 PH Improves Efficiency
		#11 Decisions Effective
		#12 Negotiated Agreements
		#13 Supt. Expects
		#14 Involve Parents
		#15.1 Use PH W/Counselors
		#15.2 Use PH W/Asst. Prin.
		#15.3 Use PH W/Teachers
		#15.4 Use PH W/Support
		#15.5 Use PH W/Dept. Heads
		#15.6 Use PH W/Students
		#16 Better Principal
		#17 Is Successful
		#18.1 Adv. Time Efficiency
		#18.2 Adv. Staff Morale
		#18.3 Adv. Increased Awareness
		#18.4 Adv. Improved Comm.
		#18.5 Adv. Aids In Implementation
		#18.6 Adv. Leaders Surface
		#18.7 Adv. Better Decisions

#20 How Long Used PH?	0	#19.1 Disadv. Ineffective Dec.
#21 Use Then Abandon?	.12	#19.2 Disadv. Consumes Time
#22 Supt. Use PH?	.01	#19.3 Disadv. Staff Divisions
#23 Be More Involved?	.13	#19.4 Disadv. Lowers Morale
		#20 How Long Used PH?
		#21 Use Then Abandon?
		#22 Supt. Use PH?
		#23 You Could Be More Involved?

VITA 2

Michael Thomas Shanahan
Candidate for the Degree of
Doctor of Education

Thesis: A STUDY OF THE PERCEPTIONS OF OKLAHOMA SCHOOL PRINCIPALS REGARDING THEIR USE OF PARTICIPATIVE MANAGEMENT

Major Field: Educational Administration

Biographical:

Personal Data: Born in Oklahoma City, Oklahoma, September 13, 1948, the son of Dr. and Mrs. L. E. Shanahan.

Education: Graduated from Guthrie High School, Guthrie, Oklahoma, in May, 1966, received Bachelor of Science in Education degree from Central State University, Edmond, Oklahoma, in May, 1974; received Master of Science degree from Oklahoma State University in December, 1976, with a major in Distributive Education; completed requirements for the Doctor of Education degree at Oklahoma State University in July, 1987.

Professional Experience: Teacher of Distributive Education, Sapulpa High School, Sapulpa, Oklahoma, 1974-76; Assistant Principal, Sapulpa High School, Sapulpa, Oklahoma, 1976-82; Principal, Sapulpa Middle School, Sapulpa, Oklahoma, 1982 to present.