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Parents' Expressed Educational Dissent in Middle School Education Systems

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Parents' Expressed Educational Dissent in Middle School Education Systems

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DISSERTATION

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A dissertation submitted in partial fulfillment of the
requirements for the degree of Doctor of Philosophy in the
College of Communication and Information
at the University of Kentucky

By
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Lexington, Kentucky

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Communication

Lexington, Kentucky

2015

ABSTRACT OF DISSERATION

PARENTS' EXPRESSED EDUCATIONAL DISSENT IN MIDDLE SCHOOL
EDUCATION SYSTEMS

Hoy and Miskel (2008) and Weick (1976) conceptualize schools as organizational systems of which parents comprise part of the organization. Specifically, parent involvement includes such behaviors as assisting students with homework, participating in policy decisions, and providing feedback (Barge & Loges, 2003). Parent involvement is largely championed in K12 education and particularly in middle schools (e.g., Coalition of Essential Schools, 1993; Texas Education Agency, 1991). In fact, both parents and teachers value building positive parent-teacher relationships (Kalin & Steh, 2010) and may communicate regarding a variety of topics including student academic performance, classroom behavior, preparation, hostile peer interactions, and health (Thompson & Mazer, 2012). However, while parents and teachers report valuing positive parent-teacher interactions, Lasky (2000) found that "teachers and parents sometimes felt confused, powerless, and misunderstood as a result of their interactions" (p. 857). One specific type of parent-teacher communication that may lead to dissatisfying interactions is parent expressed educational dissent (PED). Similar to organizations and workplaces that do not value dissent as a feedback process increasing democratic discourse in the system, schools may actively attempt to avoid potentially negative or conflict-inducing communication such as dissent (Ehman, 1995). Scholars (e.g., Davies, 1987; Fine, 1993; Sarason, 1995) note the importance of dissent and parent involvement in education systems, and case studies espouse positive changes within education systems as a result of parental dissent (e.g., Ehman, 1997). In order to better understand PED, this dissertation project seeks to (a) examine why parents express dissent in educational systems, (b) identify how parents express dissent in educational systems, and (c) measure how PED affects members of the educational system. To accomplish these goals, the author conducted a series of focus groups with teachers and parents, developed a measure of PED, and disseminated a survey to both parents and teachers assessing the antecedents and possible outcomes affected by PED. The findings of this research aim to improve organizational communication within middle school education systems such that schools may develop prosocial strategies for (re)framing and addressing PED.

KEYWORDS: Dissent, Parents, Parent-Teacher Communication, Middle School, Education Systems

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May 5, 2015

For His glory.

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When I decided to pursue a PhD in the spring and summer of my Masters program, I immediately began putting together a plan. I scrutinized the available resources for a scholarly home. After researching school colors, locations, and areas of study, I got down to the important business of articulating a potential specialization and looking for a potential advisor. In September of 2011, I walked into a mentor's office and announced that I would be attending the University of Kentucky and working with Dr. Brandi Frisby. I had not yet applied, never met Dr. Frisby, and had substantial concerns about attending a school without purple as a school color in such a cold and mountainous location. At the NCA Conference that November, I met Dr. Frisby for the first time and all but begged her to let me into the program. Eventually, I was accepted into the program, and during the first year, I rather sheepishly asked Dr. Frisby to be my advisor. Thank goodness she agreed!

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Chapter I: Introduction

Current changes in national education curriculum via adoption or rejection of the Common Core State Standards have prompted reactions from parents, educators, and policymakers around the nation (e.g., Solé, 2014). While some collective organizations of parents and educators have issued public statements (e.g., Bidwell, 2014), individual parents and educators are also expressing their disagreement through other means. For example, one parent removed her child from public school following Indiana's adoption of the Common Core (Ravve, 2014). Parents' expressions of disagreement regarding education policies or procedures such as the Common Core, lunch fund policies (e.g., Boal, 2014), student dress code (e.g., Trapasso, 2012), and teacher behaviors (e.g., Solé, 2013) constitute a particular form of communication with the potential to affect educational systems. More specifically, parents' expressions of educational dissent may influence not only educational policy but also particular groups of people that comprise the educational system (e.g., students and teachers).

Weick (1976) identified two different systems within the educational context: (a) principal-vice-principal-superintendent and (b) teacher-classroom-student-parent-curriculum. Note that the first system includes members of administration, whereas the second system includes those interacting and carrying out the daily mission of the educational system. Additionally, parents are included as a key element of the second system specified by Weick. Although parents do not attend daily classes with their students and are not responsible for teaching content, parents do have a vested interest in the successful functioning of the system – educating students (i.e., the parents' child(ren)) – and are intimately connected to the facilitation of educational system goals (e.g.,

ensuring students attend school, giving permission for student participation in educational experiences at school).

Parent participation in the system may also occur as feedback, or responses regarding the design and implementation of the system. Parents may participate in the system through feedback, which may include parent involvement behaviors. Barge and Loges (2003) specify that parent involvement in the educational system may include behaviors such as helping with homework or participating in policy decisions. Moreover, parent involvement may occur in the form of feedback (e.g., a response to the system structure or function). For example, a parent expressing disagreement with an educational policy or procedure exhibits parent involvement that provides feedback to the system. Thus, expressing disagreement with educational policies or procedures of dissent may be one form of communication that takes place within and has the potential to affect system. In particular, parent expressed educational dissent (PED) may then affect others in the system, including teachers, students, the classroom environment, or curriculum.

Expressed dissent refers to communication that asserts disagreement (Kassing, 1997, 2011). More specifically, dissent means "feeling apart" (Morris, 1969; Kassing, 1997), and expressed dissent requires an individual to disclose and explain his or her oppositional stance (Kassing, 2011). Previous scholars have focused on dissent expressed by employees in organizations (Kassing, 1997, 1998) or dissent expressed by college students in classrooms (Goodboy, 2011a, 2011b). For example, an employee may choose to express dissent to a manager (e.g., upward dissent; Kassing, 1997) or co-worker (e.g., lateral dissent; Kassing, 1997), and a student may choose to express dissent to a peer (e.g., expressive dissent; Goodboy, 2011a) or an administrator (e.g., vengeful dissent;

Goodboy, 2011a). Thus, expressing disagreement with a policy or procedure may occur in a variety of contexts including an educational system (Kassing, 2011). Although an educational system is an organization (i.e., includes employees and subordinates working towards providing a service to a target audience) and includes classrooms, an educational system constitutes a unique and complex institution in which dissent may manifest differently. In particular, educational systems include others (e.g., parents) who are not directly integrated into the daily functioning of the organization or classroom. Yet, parents may experience disagreement with the structure or functions of the system and decide to reveal their disagreement by expressing dissent. PED may be particularly salient in primary or lower secondary schools where students are considered a vulnerable population who may need help discerning policies and procedures and exercising voice. The three primary purposes of this project are to examine (a) why parents express dissent in educational systems, (b) how parents express dissent in educational systems, and (c) how PED impacts the educational system.

According to Kassing (2011), dissent is "embedded in our institutions" and "ubiquitous within society" (p. 22). As education administrators, governing boards, and others continue to encourage parent involvement (e.g., Bauch, 2000) and research demonstrates the positive effects of parent participation in students' education journeys (e.g., Spera, 2005; Turley Lopez Desmond, & Bruch, 2010), it is important to consider the role of PED as one form of parent involvement. Adams and Christenson (2000) found that parent trust in teachers and teacher trust in parents decreased between elementary school and high school. Parent satisfaction with teacher interactions and student grades significantly predicted parent trust; teacher satisfaction with parent interactions

significantly predicted teacher trust. Thus, parent-teacher communication is an integral component of establishing trust, and furthering our understanding of what constitutes effective parent-teacher communication may allow parents and teachers to build more positive relationships. Moreover, understanding how to positively integrate and involve parents into the school system may allow school employees to develop stronger and more intentional relationships with parents. School administrators and teachers may use this research to develop prosocial strategies for (re)framing and addressing dissent, as well as preparing school employees to respond more effectively to dissent.

This research may also inform scholars about the multiple voices that may engage in dissent, the role of dissent in a complex system, and how dissent may effectively influence system changes. Kassing (2011) suggests that individuals are more likely to express educational dissent as opposed to organizational dissent. Yet, regardless of the likelihood or frequency of expressing dissent in various contexts, individuals may or may not express dissent effectively. Further, research regarding instructional dissent indicates that college students do not frequently express dissent (Buckner & Finn, 2012; Goodboy, 2011a). Though parents, who embody a different role in educational systems, may express dissent more frequently, parent expressed educational dissent may use different types of expressions and impact the system differently than student expressed dissent. Thus, this research will extend current scholarship by examining the role of PED as both an instructional and organizational communication process and focusing on the outcomes associated with expressed dissent in middle school education systems.

Using general systems theory as a lens through which to examine existing literature regarding educational systems, dissent, and parent communication, the

following literature review explicates what is currently known and highlights the

intersections that frame this research. The argument constructed articulates the need for

this project and justifies the approach adopted by the author.

Chapter Two: Review of Literature

Underlying this dissertation is a belief regarding the structure and functioning of middle schools. Specifically, public middle schools operate as educational systems (Hoy & Miskel, 2002) that are best described through general systems theory (GST; von Bertalanffy, 1955, 1968). Parents comprise one of the sub-systems within an educational system that the other sub-systems (e.g., teachers, students, curriculum) depend on to ensure the operating effectiveness of the system. GST provides a framework for exploring the function and importance of parent communication in public middle school education systems. In particular, PED is a type of feedback that may impact the public middle school system. Investigating parent dissent within the public middle school system requires first understanding the basic assumptions of the organizational structure and function, then identifying the unique features and outcomes of parent-teacher communication, and finally, clearly defining dissent as one feedback process that occurs in the system.

Educational Systems

General Systems Theory

Originally proposed as a meta-theory for use across disciplines, general systems theory (GST; von Bertalanffy, 1955, 1968) highlights the relationships between a set of elements, their functions, and their environment (Hall & Fagen, 1975). More specifically, Hall and Fagen specify a system as having "properties, functions, or purposes distinct from its constituent objects, relationships, and attributes" (p. 56). Elements from outside the system are brought into the system (i.e., inputs), transformed through the system, and then released back into the environment (i.e., outputs; Hoy & Miskel, 2008). Although

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originally developed as a biology theory, scholars in social science, technology, and other

natural sciences have employed GST to identify and make sense of connections between

objects in a more holistic manner (Almaney, 1974; von Bertalanffy, 1955).

Defining a system first requires stipulating whether the system is open or closed

and controlled/formal or uncontrolled/informal. Open systems respond to their

environment and are subject to positive and negative feedback (i.e., a response message

that contains reinforcing or corrective content); whereas closed systems do not respond to

their environment, and are therefore subject to entropy (von Bertalanffy, 1955; Kuhn,

1975; Rapoport, 1975). In other words, closed systems do not grow or change over time.

Thus, the openness or closedness of a system specifies (a) the relationship between the

system and the environment, and (b) the adaptability of the system to change as a

response to feedback. Because of their responsiveness to changes in the environment and

ability to grow and change, open systems are more viable and likely to exist across time.

Systems that have some input regarding internal structure, decide as a whole, and

can be analyzed according to how the system (a) receives information, (b) decides to

respond to an environmental stimulus, and (c) enacts the chosen behavior constitutes a

controlled/formal system (Kuhn, 1975). Uncontrolled/informal systems exist without (a)

preference, (b) making decisions, (c) input into structure, or (d) the ability to analyze

based on behavior choices. Hence, distinguishing a system as controlled/formal or

uncontrolled/informal defines how a system is expected to behave and how the system

should be analyzed. Monge (1977) emphasized the important of scholars using these

categories (i.e., open or closed, controlled/formal or uncontrolled/informal) to clearly

articulate the subject of study and examine both system behavior and system processes

related to behavior. Hence, to further specify the system, the primary properties of the system should be identified and described.

Laszlo (1972) identified four system properties: wholeness, self-regulation, adaptation, and hierarchical embeddedness. *Wholeness* or holism serves as the principal property of a system (von Bertalanffy, 1955; Laszlo, 1972). Wholeness refers to considering the system as a sum of its parts as well as considering the complete and total system. Yet, Almaney (1974) advises that "the notion of holism should not suggest that each of the individual components of the system is less important that the total system" (p. 36). Further, systems engage in *self-regulation*, also labeled equilibrium or homeostasis, through which the system strives to maintain a preferred state of being (Monge, 1977). As the environment or system changes, systems attempt to prevent collapse or reorganization by using resources in the system or environment to respond. Self-regulation closely relates to *adaptation*, or the systems ability to grow, shrink, or otherwise differentiate responses to the changing environment (Almaney, 1974; Boulding, 1975; Kuhn, 1975). More precisely, as feedback is introduced to the system, the system must adapt to survive. Positive feedback describes one variable reaching a limit and causing growth or shrinkage; negative feedback refers to "deviation from some point set in motion an opposite action which pushes the system back toward the limit" (Kuhn, 1975, p. 117). In other words, positive feedback is a response message that augments or supports, and negative feedback is a response message that provides corrective information (Harris, 1993; Hoy & Miskel, 2008). Lastly, systems exist in differing levels or *embedded hierarchies*. That is, the various elements that compose the system are organized in a hierarchical order. Systems are comprised of smaller sub-

systems that are embedded within a larger suprasystem. Hierarchical embeddedness

demonstrates the interconnectedness of systems. Also, identifying the elements of

systems as part of a hierarchy provides a framework for further specifying and examining

the relationships between subsystems, systems, and suprasystems.

Taken together, GST provides a framework for examining the relationship

between systems, their environments, and system properties and functions such as

adaptation. More generally, GST allows communication scholars to explore questions

regarding why and how a system does or does not work (Craig, 1999). Previous

communication scholars have used GST to examine and explain the contexts and impacts

of family communication (e.g.,Watzlawick, Bavelas, & Jackson, 1967) and

organizational communication (e.g., Katz & Kahn, 1978; Miller, 1972). Recently,

Sidelinger, Bolen, Frisby, and McMullen (2011) used GST to explore instructional

communication and connectedness within the college classroom. The researchers posited

instructor-student relationships and student-student relationships as systems within the

suprasystem of a college classroom, demonstrating the interdependence of instructors and

students in the primary function of the system – learning. Likewise, education scholars

have also used GST to understand administration within educational organizations. For

example, Hoy and Miskel (2008) use GST as the foundation of their book, *Educational

Administration: Theory, Methods, and Application*. Further, Bjork (2006) recommended

using GST to investigate four areas of educational systems:

> (1) environmental inputs that identify demands and needs of the community, state
>
> policies, court decisions, resources, knowledge, goals, and shared societal values;
>
> (2) organizational processes that identify and convene internal and external

experts to deliberate on the issue, build consensus, and determine actions needed

to resolve the problem at hand; (3) outputs resulting from processes that change

how an organization does work or the product delivered to meet the demand; and

(4) formative and summative feedback that provides information to those in the

organization. (p. 3)

In light of the complex nature of educational organizations and their embedded position

within larger social and political suprasystems that must continue to self-regulate and

adapt in response to changes in the environment and feedback, GST provides a guiding

framework to better understand educational organizations.

Educational Organizations as Systems

Educational organizations include private, public, charter, home, and for-profit

schools; school districts; school governing organizations; and possibly other

organizations related to serving or supporting the primary purpose of teaching and

learning. Each educational organization involves a variety of people such as students,

parents, teachers/instructors, and administrators that are interconnected participants in the

organization, working to accomplish the school's primary function – educating students.

As mentioned previously, education scholars have relied on GST as a theory to

explore relationships between schools and society (i.e., the environment; Easton, 1965;

Wirt & Kirst, 1982, 2001). Bjork (2006) remarked on the value of GST guiding research

investigating the dynamics between administrators, communities, and policy makers, as

well as research regarding the processes and internal properties of the educational

organization. Similarly, Hoy and Miskel (2008) emphasized the processes that occur

within systems. That is, inputs from the environment that occur within the system, and

outputs produced by the system that return to the environment. Inputs, then, include environmental constraints, human and capital resources, mission and board policies, materials, methods, and equipment. Structural, cultural, political, and individual structures and systems ignite the teaching and learning processes central to the educational organization system. Finally, outputs include achievement, job satisfaction, absenteeism, drop out rates, and overall quality of the experience within the system. When the actual outputs deviate from the expected outputs, feedback occurs and re-enters the system either directly or through an input from the environment. Weick (1976) provided a more specific description of two educational organization systems. The first proposed system includes the following subsystems: teacher, classroom, student, parent, and curriculum. Notably, parents may participate and comprise part of the educational organization system (Hoy & Miskel, 2008; Weick, 1976). Although parents may act in and impact a variety of educational organization systems, parents are particularly instrumental to public middle school systems (Hutchins, 2013; Rury, 2002; Texas Education Agency, 1991).

Public middle schools in the United States exist as part of state education systems and typically serve students ranging from 10 to 15 years of age (Association for Middle Level Education, 2014). Parents may participate as volunteers in the school; serve on parent advisory boards; provide emotional, informational, or instrumental support to their student(s); communicate directly with their student(s)'s teacher; or otherwise interact in the middle school system. In a recent study, Thompson and Mazer (2012) found that parents believe parent-teacher communication to be very important, and parents highly value open communication with their student(s)'s teachers(s). Both parents and teachers

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recommend communication as a way of increasing parent trust in teachers and teacher trust in parents (Adams & Christenson, 1998, 2000). Parents reported communicating with teachers about academic performance, student classroom behavior, student preparation, student health, and student hostile peer interactions (Thompson & Mazer, 2012). Just as teachers are more likely to contact parents regarding problems with a student (Cameron & Lee, 1997; Epstein, 1995; Nichols & Read, 2002; Shinn, 2002), parents may also be more likely to contact teachers when they perceive problems or concerns (Thompson, 2008b). That is, parents may feel separate or dissatisfied (i.e., dissent) with some element of the educational experience (e.g., student performance classroom management, curriculum).

In light of GST, scholars may categorize public middle schools as open systems that respond to environmental changes and constraints. Given Kuhn's (1975) description of (un)controlled and (in)formal systems, scholars may further identify public middle schools as controlled and formal systems that participate in structural and functional decisions. Importantly, this distinction dictates how public middle schools can be analyzed. Moreover, exploring processes within the system, such as feedback, are suitable to assess the function of the system.

Following Monge's (1977) recommendation, employing GST first requires examining conditions of the system. Using Weick's (1976) definition of an educational system, public middle schools include students, parents, teachers, curriculum, and classroom as components of the whole. In light of holism, the relationships between the subsystems and individuals are equally important to the overall functioning of the public middle school. With regard to self-regulation, public middle schools strive to maintain a

standard of academic excellence by providing a consistently safe space and necessary resources for student learning. The system puts into place policies and procedures that allow for student learning. Public middle schools are also embedded within a suprasystem that may include the nation, state, school district, community, high schools, elementary schools, neighborhoods, and individuals. Finally, public middle school systems must adapt to feedback.

When considering public middle school systems specifically, a necessary step towards problematizing communication in the system is to identify the subsystems of interest. Although subsystems within a public middle school may include parents, students, teachers, curriculum, support staff, and administrators, this series of studies focuses specifically on parents and teachers. Parents are an instrumental subsystem within public middle schools. In fact, the Texas Education Agency (1991) listed "parent responsibility" as a key to restructuring middle school education. The Coalition of Essential Schools (1993) purports that "…parents should be treated as essential collaborators." Parents are often asked to participate in decision-making organizations such as the Parent-Teacher Organization (PTO), Parent-Teacher Association (PTA), or boosters for school clubs, sports, or organizations, in addition to providing curriculum support (e.g., helping students with homework; Hutchins, 2013). Some public middle schools further include parents by giving access to their student(s)'s grades (K. Real, personal communication, March 12, 2014). Hence, parents comprise an important subsystem within the public middle school system and serve as the focus of this study.

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Parent Communication in Educational Systems

Adams and Christenson (1998, 2000) found that parents trust teachers more so than teachers trust parents. Yet, both teachers and parents reported only an average level of trust, and both groups recommended communication as a way of improving trust. In fact, Thompson (2008a) found that teachers reported stronger relationships with those parents with whom they most frequently communicated. As parents and teachers build relationships, parents see cooperation as important for addressing the teacher-student relationship and teachers see cooperation as important for addressing student well-being with peers (Kalin & Steh, 2010). Additionally, parents see teachers as listeners, experts, and advice givers. Despite the value parents and teachers attribute to parent-teacher interactions (Kalin & Steh, 2010; Thompson & Mazer, 2012), parents and teachers may compete rather than collaborate. Casanova (1996) argues that

> an atmosphere of suspicion and mistrust [between teachers and parents] is likely to increase competition for the control of student learning between these two groups of influential adults. A strained relationship can only lead to a concomitant decrease in productive relationships between parents and teachers to the detriment of students. (p. 32)

Communication may influence how parents and teachers perceive one another, and more importantly, affect levels of trust between teachers and parents. For example, teachers reported responding differently to parents based on a parent's behavior (Lasky, 2000). Specifically, when parents engaged in supportive behaviors and recognized teachers for their work, teachers perceived the parents positively; however, parents who deviated from these behaviors elicited negative emotions and perceptions from the teacher (Lasky,

2000). Moreover, Lasky (2000) noted "both teachers and parents sometimes felt confused, powerless, and misunderstood as a result of their interactions" (p. 857). Importantly, parents and teachers value their interactions, but may interact ineffectively with each other, particularly when communicating about negative information.

Parents report communicating with teachers about a variety of subjects including academic performance, student classroom behavior, student preparation, student health, and student hostile peer interactions (Thompson & Mazer, 2012). Based on this list of topics, parents appear more likely to express issues or concerns to teachers just as teachers are more likely to contact a parent when concerns arise (Cameron & Lee, 1997; Epstein, 1995; Nichols & Read, 2002; Shinn, 2002). When addressing a concern, parents may communicate disagreement, or dissent, while sharing an issue or concern (Thompson, 2008b). Further, a variety of topics parents report communicating with teachers about (e.g., academic performance, student classroom behavior) comprise different facets of the education experience. In other words, parents communicate about educational issues or concerns. Taken together, parents may express educational dissent when communicating with teachers.

Conceptualizing Dissent

Primarily studied as an organizational phenomenon, dissent refers to "expressing disagreement or contradictory opinions about organizational practices, policies, or operations" (Kassing, 1998, p. 183). Related to similar constructs such as voice, issue selling, whistle-blowing, and silence, dissent uniquely describes messages that communicate an individual's opposing views regarding an organization's functions or methods.

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Morrison (2011) defined voice as "discretionary communication of suggestions, concerns, or opinions about work-related issues with the intent to improve organizational or unit functioning" (p. 375). Similarly, a dissent message may contain a suggestion, address a concern, and is most likely an opinion. Garner (2009) posits that "dissent consists of those complaints and gripes that are orthogonal to the goals of organizational leadership" (p. 198). Thus, a dissent message may or may not be intended to improve the organization or unit. Further, Folger, Rosenfield, Grove, and Corkran (1979) describe voice as a form of participation in decision-making processes. For example, if the school is deciding whether or not to lengthen the school year calendar, the school may ask parents to share their ideas. Notably, voice may be established through a proxy or representative (Pyman, Cooper, Teicher, & Holland, 2006). That is, directly expressing an individual opinion is not necessary (Olison & Roloff, 2012). Instead, an individual need only feel that his or her opinion was represented in the decision-making process. For example, the president of the Parent Teacher Association (PTA) may share an opinion with school administrators on behalf of the parents. Dissent differs from voice in that dissent may or may not take place as part of a decision-making process and requires individual expression.

Likewise, issue selling occurs when individuals express concern for organizational performance (Ashford, Rothbard, Piderity, & Dutton, 1998; Dutton & Ashford, 1993; Dutton, Ashford, Lawrence, & Minor-Rubino, 2002). A dissent message may relate to a key trend, development, or event (Morrison, 2011), but dissent is not limited to these topics and the individual may or may not perceive the topic of dissent (i.e., the specific organizational practice, policy, or operation addressed) to affect

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organizational performance. Whistle-blowing refers to interacting with an external audience, particularly media (Miceli, Near, & Dworkin, 2008), and silence describes an individual's decision to not disclose organization related information to others who may possess the ability to act on the information (Brinsfield, Edwards, & Greenberg, 2009; Kish-Gephart, Detert, Trevino & Edmondson, 2009; Milliken, Morrison, & Hewlin, 2003; Pinder & Harlos, 2001; Tangirala & Ramanujam, 2008).

Alternately, Kassing (2011) outlined three conditions for organizational dissent to occur: (1) "it must be expressed to someone," (2) "that expression must involve the disclosure of disagreement or contradictory opinions," and (3) "the disagreement or contradictory opinions must be leveled against organizational policies and practices" (p. 30). In light of these conditions, whistle-blowing may constitute a specific subset of dissent; however, silence is not dissent. Importantly, expressed dissent is not inherently negative or positive. In fact, Kassing (2011) argued that "when communicated effectively and handled appropriately, dissent should be rewarding, not costly" (p. 25). While other features of the message (e.g., tone, facial expression, word choice) may communicate valence, expressed dissent constitutes an opposing viewpoint to an organizational policy or practice that is conceptualized as neutral.

Additionally, dissent entails a communicative progression of first feeling incompatibility between a policy or procedure, assessing the risk of disclosing this feeling, and finally expressing this feeling (Kassing, 1997). In Kassing's (1997, 1998) model of organizational dissent (see Figure 1), this first stage is considered the *triggering agent*. That is, something influenced the individual to feel apart from the organization. The second stage of the model, *strategy selection influences,* comprises the three

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categories of factors that may influence an individual's decision regarding dissent. Specifically, individual factors (e.g., verbal aggressiveness), relational factors (e.g., relational quality), and organizational factors (e.g., organizational commitment) may impact how an individual chooses to express dissent. Third, an individual's decision regarding the risk of retaliation characterizes the *strategy selection* phase. Lastly, an individual discloses his or her feelings of disagreement in the *expressed dissent* phase. Recently, Horan, Chory, and Goodboy (2010) found that students also use dissent as a response to injustice in the college classroom. Goodboy (2011a) initiated the investigation of instructional dissent by first defining the concept as student expressed disagreement with a classroom policy or procedure, which reflects Kassing's conceptualization of organizational dissent. Similarly, this dissertation project proposes that educational dissent refers to expressing disagreement or contradictory opinions about practices, policies, and operations, in the educational system.
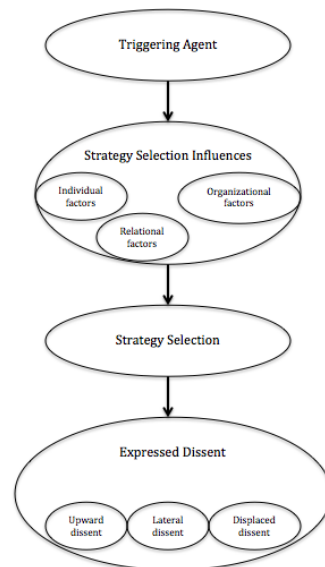
Figure 1. Model of organizational dissent (Kassing, 1997, 1998).

Interestingly, employees and students communicate dissent differently. That is, organizational dissent is most distinguishable by the intended audience of the dissent and instructional or student dissent is most distinguishable by the student's motive for communicating dissent. Kassing (1997) identified three different types of expressed organizational dissent –upward, lateral, and displaced. First conceptualized as articulated dissent, *upward dissent* refers to disagreement expressed directly to a superior in an effort to incite change. *Lateral dissent* describes disagreement expressed to a co-worker. Finally, dissent communicated outside of the organization to friends, family, or others characterizes *displaced dissent*.

In college classrooms, Goodboy (2011a) also identified three forms of expressed instructional dissent – rhetorical, expressive, and vengeful. Similar to upward dissent, *rhetorical dissent* is characterized by messages expressed to an instructor with the purpose of righting a perceived wrong. *Expressive dissent* relates to lateral dissent and is communicated to classmates, friends, or family in order to express frustration and garner sympathy and/or empathy. Lastly, students may communicate *vengeful dissent* in order to get even with the instructor or seek revenge.

The differences between employee and student dissent message types may relate to discrepancies in the contexts (i.e., work versus classroom) or the position of the person in the organization. For example, an employee is hired by an organization to fulfill a role. The employee's livelihood depends on maintaining the job. Consequently, the audience may be the most important consideration to the employee because different audiences may impact how well the employee's ideas are received and the employee's employment status. On the other hand, college students may operate as consumers (McMillan &

Cheney, 1996) who feel compelled to disclose displeasure and seek satisfaction with the service purchased (i.e., classroom experience). To ensure their concerns are heard and that the provider (e.g., instructor, department, university) remedies their dissatisfaction, students' desired solution is reflected in the type of dissent expressed. Middle school parents comprise a unique dissenting population in that they have a vested, albeit indirect, interest in a service provided (i.e., education). Moreover, middle school parents are not employed by the organization, though they are members of the educational organization or system. Therefore, middle school parents may express types of dissent messages that embody parents' idiomatic position within middle school educational systems.

Scholars have pursued research regarding expressed dissent within the boundaries of the contexts in which the dissent occurs (e.g., workplace, Kassing, 1997; college classroom, Goodboy, 2011a). Doing so ensures the integrity of the research, allowing researchers to account for dissimilarities within the bounded context studied. Thus, studying PED requires examining the phenomenon as a distinct form of communication separate from voice, issue selling, whistleblowing, and silence within an educational system. However, parent expressed educational dissent intersects both organizational and instructional dissent. That is, the organizational policies and procedures parents may dissent about include disagreement about classroom policies are procedures. Due to the duality of the dissent message content, *educational dissent* is a separate construct that blends elements of organizational and instructional dissent. Thus, delving into previous organizational and instructional dissent findings is required to frame the dissent process and related factors.

Organizational Dissent

Organizational dissent literature examines issues that cause an individual to feel dissent (e.g., Hegstrom, 1999), the dissenter's purpose (Graham, 1986), factors that influence dissenters to express their ideas (e.g., Kassing & Avtgis, 1999), audiences to whom dissent is expressed (e.g., Sprague & Rudd, 1988), and dissent message strategies (e.g., Garner, 2009). Redding's (1985) seminal piece explained the value of dissent as a positive and important type of feedback in organizations that should be taught and encouraged to ensure accountability and innovation. Further, Redding stipulated that the egregiousness of a decision may serve as a determining factor as to when employees feel dissent is necessary or appropriate. Hegstrom (1995) echoed the potential advantages of expressing dissent in an organization, highlighting the possibility of illuminating faulty or ineffective policies or practices.

While some may engage in dissent for personal advantage (e.g., pay increase), other employees may express dissent to address ethical issues (Graham, 1986; Hegstrom, 1999). Kassing and Armstrong (2002) and Kassing (2009) identified 12 triggering events that may incite an employee to feel and then express dissent: (a) employee treatment, (b) organizational change, (c) decision-making, (d) inefficiency, (e) role/responsibility, (f) resources, (g) ethics, (h) performance evaluation, (i) preventing harm, (j) supervisor inaction, (k) supervisor performance, and (l) supervisor indiscretion. After experiencing and identifying a triggering event, employees decide whether or not to disclose their disagreement and to whom.

As depicted in Kassing's (1997) model of organizational dissent, strategy selection influences comprise individual, relational, and organization factors that may

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influence an individual to express dissent through a particular type of message (i.e., upward, lateral, or displaced). Perhaps the most researched facet of dissent, scholarship demonstrates that individual factors such as verbal aggressiveness (Kassing & Avtgis, 1999), relational factors such as supervisor-subordinate relationship quality (Kassing, 2000b), and organizational factors such as freedom of speech in workplace (Kassing, 2000a) relate to how an employee expresses dissent. Though all three factors influence an employee's expression of dissent, Kassing (2008) determined that organizational factors are most influential. Nonetheless, strategy selection influences affect the type of message an employee expressed, and, as explained earlier, the type of message an employee chooses dictates the audience.

Kassing (2002) identified five message strategies employees use when expressing upward dissent: (a) direct-factual appeal, (b) repetition, (c) solution presentation, (d) circumvention, and (e) threatening resignation. Garner (2009) expanded Kassing's (2002) typology by examining messages (not strategies) and exploring both upward and lateral dissent. Recall, lateral dissent is expressed to co-workers. The 11 messages Garner (2009) identified are: (a) solution presentation, (b) pressure, (c) coalitions, (d) direct factual appeal, (e) venting, (f) circumvention, (g) exchange, (h) inspiration, (i) humor, (j) repetition, and (k) ingratiation. Though some overlap exists between strategy and message, Kassing (2011) argued that messages support strategies. Therefore, the messages Garner (2009) determined support the strategies Kassing (2002) distinguished. Taken together, organizational dissent research documents events that may cause employees to feel disagreement regarding organizational policies or practices, types of

messages employees express, factors influencing their dissent expression, and messages employees may communicate when engaging a particular strategy.

Though PED may occur in a different context and involve disparate types of dissent messages, organizational dissent literature provides a model for exploring dissent (e.g., Kassing's model of organizational dissent, 1997) and a framework for asking questions regarding disagreement in a given context. In fact, Goodboy (2011a) and other instructional scholars have used Kassing's (1997) model of organizational dissent to begin examining dissent expressed by students in college classrooms.

Instructional Dissent

In keeping with Kassing's (1997, 1998) model, Goodboy (2011a) first sought to determine the triggering agents students may experience that cause dissent. Through an open-ended questionnaire, students described nine triggering agents: (a) unfair tests/assignments, (b) unfair grading, (c) teaching style, (d) instructor offensiveness, (e) classroom policies, (f) violating the syllabus, (g) instructor indolence, (h) lack of feedback, and (i) group members slacking. Next, scholars began investigating the strategy selection influences that may affect whether a student discloses expressive, rhetorical, or vengeful dissent. Recall that students express different types of dissent than employees. Namely, students communicate expressive dissent (i.e., venting), rhetorical dissent (i.e., attempting to right a perceived wrong), or vengeful dissent (i.e., revenge). For example, Goodboy and Myers (2012) found that students who indicate greater verbal aggressiveness are more likely to express rhetorical or vengeful dissent. Buckner and Finn (2013) found that students who perceive a greater locus of control regarding their academic environment are also more likely to express vengeful dissent.

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Though Kassing's (1997) model yielded a fruitful start for instructional scholars to begin investigating dissent in the college classroom, scholars soon noted the limitations due to contextual factors and processes. LaBelle, Martin, and Weber (2013) used the instructional beliefs model (Weber, Martin, & Myers, 2011) in order to assess the affect of instructor characteristics and students beliefs on students' expressions of dissent. They found that students' academic self-efficacy mediated instructor behaviors and two types of instructional dissent (i.e., expressive and rhetorical). Further, instructor clarity positively impacted student perceptions of self-efficacy, which in turn influenced student expressions of rhetorical dissent. Importantly, this study allowed scholars to investigate factors unique to the classroom context (i.e., instructor behaviors and characteristics) and apply instructional communication theory. Holmgren and Bolkan (2014) explored student perceptions of instructor responses to rhetorical dissent. Results indicated that instructor responses positively affected student outcomes. This study exemplifies the process nature of dissent (Garner, 2013). That is, not only do factors influence dissent expression, but dissent affects subsequent interactions and perceptions. Thus, instructional dissent scholarship demonstrates the importance of situating dissent within a context by testing factors specific to the context, developing theory, and exploring antecedents and outcomes related to dissent expression. Defining middle school educational systems as the context and using systems theory as an explanatory framework that captures the dissent process provides a grounded and bounded environment in which to investigate PED.

Importantly, although a path of future research may include exploring instructional dissent within primary or secondary classrooms, the current study considers

parent expressed educational dissent. Educational dissent differs from instructional

dissent because (a) it is not expressed by a student (Goodboy, 2011a) and (b) may

concern policies that extend beyond a specific instructor's classroom but affects a middle

school student's educational experience (e.g., grade level curriculum, dress code). Due to

the breadth of triggering agents that educational dissent may encompass and the multiple

perspectives represented by a myriad of potential dissenters (e.g., teacher, parent,

administrator, community member, student), the current study is solely concerned with

PED. Because of the age of primary and secondary students, students may not have the

skill necessary to identify or articulate educational policies or practices with which they

disagree. Additionally, primary and secondary students may not have the maturity or

cognitive development to discern policies or practices that are, or are not, appropriate and

effective for the context and serve the greater good even if individual students are not

satisfied. Moreover, parents are an integral factor in students' educational experiences

(Rury, 2002) and may serve as advocates for their student (Ehman, 1997). Finally, parent

expressed educational dissent represents a unique intersection of organizational and

instructional scholarship, providing an opportunity to explore impacts on the organization

and student learning. The first step towards studying parent expressed educational dissent

is to determine whether parents express educational dissent.

Parent Expressed Educational Dissent

Though not studied as a communication phenomenon and rarely named as dissent,

education scholars (e.g., Davies, 1987) point to parent involvement as a role of advocacy

or voice. Importantly, Sarason (1995) underscored the importance of parent involvement

"…when decisions are made affecting you or your possessions, you should have a role, a

voice in the process of decision-making" (p. 19). However, education scholars focus on the lack of power parents have in an educational system, arguing that a perceived power differential may lead to conflict between teachers and parents (Davies, 1987; Fine, 1993; Sarason, 1995). More precisely, Fine (1993) argues not treating parents as equals leads to "'exclusion' from democratic discourse in the public sphere of schools" and limits educational organizations' abilities to change (Ehman, 1997). In other words, by restricting feedback, educational systems become increasingly closed systems and are not able to adapt. Further, educational systems actively attempt to decrease conflict (Ehman, 1997; Lightfoot, 1978) by reducing contact (and thereby conflict) with parents. That is, rather than seeking understanding and attempting to capitalize on the benefits that may occur through productive conflict and dissent, schools engage in gatekeeping or boundary maintenance (Ehman, 1995). In particular, conflict is seen as inducing distress and defensiveness (Swap, 1993), and something that should be avoided. Taken together, education scholars note the paradox between (a) the positive impact of parent involvement, including expressed feedback, and (b) school employees' engagement in avoidance behaviors to decrease potential conflict and negative impact.

To further understand the seemingly opposite viewpoints, two typologies of parent involvement describe a range of parent-school relationships ranging from adversarial to collaborative (Epstein, 1993; Swap, 1993). Thus, although educational systems may not engage in partnership-building or trust-building behaviors with parents, scholars and schools recognize the possibility for meaningful, collaborative relationships with parents.

Ehman (1997) conducted a case study of teachers' perspectives of "parents' complaints and efforts to change aspects of schooling at [the middle school] they believed wrong" (p. 7). Specifically, Ehman examined parent involvement in a particular seventh grade interdisciplinary activity. During the two-year study, Ehman documented parent involvement and concerns related to the activity and school employees' responses. Parent expressions of disagreement and concern regarding the activity included resources required for the activity (i.e., time and money), fairness of grading and distribution of effort in the group, expectations of students, and parent involvement. That is, parents expressed dissent for curriculum and instruction decisions. Dissent was initially communicated to the president of the Parent Council through a Parent Council Concern Form designed for parents to share their concerns in a formalized manner. The Parent Council president synthesized the expressed dissent and submitted a request to the principal for teachers to present an informational presentation regarding the activity to the Parent Council. The Parent Council president saw that emphasizing the parents' desire for an informational exchange rather than a defensive encounter was necessary to garner administrative support and teacher participation. Several days before the culmination of the activity, a few of the seventh grade teachers delivered an informational presentation and responded to questions at a Parent Council event. Through this discourse, parents achieved a greater understanding of the activity and teachers developed several positive changes to the activity (e.g., holding a parents' meeting early in the school year to explain the project to parents, removing competition from the activity by eliminating awards). Note that despite the positive and productive outcomes of PED, Ehman (1997) seems to describe the situation negatively, as though the parents were adversaries rather than

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collaborators. Ehman (1997) emphasizes parents' involvement as a way of advocating in the best interests of their individual student or exhibiting individual parent's knowledge, skill, ability, or experience. Nonetheless, this study demonstrates that (a) parents do express educational dissent and (b) PED impacts organization processes in an educational system. Specifically, dissent may positively impact decision-making and relationship-building, as well as performance related procedures (e.g., curriculum).

In light of systems theory, the feedback provided through PED can provide an impetus for altering the throughput procedures and producing a more effective output. However, this sole example does not illuminate the types of dissent parents communicate or resulting communication and organizational outcomes that may be affected by expressing dissent. For example, this study demonstrates one educational system's action responses but does not generalize to how other educational systems may react to expressed dissent. More importantly, the study does not problematize the communication expressed by parents or school employees but rather privileges the curriculum changes and describes the perceived impact of parents on the school environment. The current study seeks to systematically explore types of parent expressed educational dissent and communication outcomes experienced by parents and teachers, rather than structural changes to curriculum.

As mentioned previously, the first step towards understanding PED is to confirm previous evidence of parent expressed educational dissent in middle schools. Though some scholarship indicates that parents do express educational dissent (e.g., Ehman, 1997), studies have yet to systematically and purposefully examine dissent specifically. In order to better define PED, both middle school teachers and parents will participate in

focus groups describing their experiences with dissent. By sharing their narratives, parents and teachers may also be able to bring to light triggering agents that may cause a parent to dissent. That is, what topics do parents dissent about? Given the breadth of factors affecting a student's educational experience, are parents more likely to express dissent about some topics over others? Thompson and Mazer (2012) identified five topics parents frequently communicate with K12 teachers about: (a) academic performance, (b) classroom behavior, (c) student preparation, (d) hostile peer interactions, and (e) student health. Some of these topics may also incite a particular form of communication, parent expressed dissent. Additionally, parents may express dissent to a variety of individuals represented in the educational system and outside of the educational system. Though parents highly value parent-teacher communication (Thompson & Mazer, 2012), parents may choose to express dissent to others. Thus, audiences that parents express educational dissent to must be determined. Finally, PED may use different types of messages than either employees (i.e., organizational dissent) or college students (i.e., instructional dissent). That is, parents may not express upward dissent, namely because their position within the system does not include a manager. Similarly, parents may not feel the need to right a perceived wrong (i.e., rhetorical dissent), but they may feel the need to advocate for their student. Consequently, the disparate audiences, motivations, and desired outcomes of parents may yield types of messages that are not salient to or used by employees or college students.

The Impact of Parent Expressed Educational Dissent on Educational Systems

Though Kassing's (1997) model of organizational dissent has influenced rich research regarding organizational dissent and served as the springboard for instructional

dissent literature, the model is not without limitations. In addition to failing to account for unique differences within a given context, the model fails to capture multiple perspectives and does not account for the impact of dissent on other individuals. Specifically, the model limits how dissent is described and understood to the perspective of the individual who feels disagreement and is considering whether or not and how to share this information with others. The model does not account for the impact of expressing dissent on the individual or others involved. Thus, it is necessary to depart from Kassing's (1997) model of organizational dissent.

Reflective of GST, Garner (2013) conceptualizes dissent as a process through which others involved in the situation or context must react to and deal with an individual experiencing and expressing dissent. Through a case study, Garner (2013) describes an individual disagreeing with an organizational policy, sharing his or her disagreement, then the resulting consequences enacted and experienced by the individual, his/her manager, and co-workers. Garner's (2013) example illustrates a systems perspective in which the system components are affected by feedback, such as dissent, introduced into the system. For example, within a public middle school system, a parent's expression of dissent to a teacher may affect the parent, the teacher, the curriculum, or perhaps the system policy or procedure with which the parent disagrees, all of which have the potential to affect the student in the short and/or long term. Though capturing parent narratives may provide insight into how a parent expresses and navigates dissent, other methods are necessary for testing relationships and establishing causal processes. That is, Garner suggests that studying dissent as a co-constructed process requires a focus on the interaction and tracking across time, which is typically captured through qualitative

methods such as conversation analysis or case studies. However, quantitative methods are necessary for testing relationships and establishing causal relationships. Though surveys may be inaccurate for capturing multiple parties' verbal and nonverbal messages across time in real time, this study makes two important steps towards acknowledging the process nature of dissent. First, this study recognizes that dissent occurs across time with factors influencing the initial expression of dissent, the message expressed, and the residual effects of the individual as he or she navigates the aftermath of expressing dissent. Second, this study focuses on one particular relationship (teacher-parent) in which parents might express dissent, exploring how both parents and teachers perceive the interaction, relationship, and/or the organization following dissent expression. Despite the limitations to this approach, this study does reflect the spirit of Garner's argument and makes important contributions to understanding the complex experience of expressing dissent as it occurs within a system. In order to advance this line of research and investigate the impact of PED a survey instrument must be developed.

Development of a Parent Expressed Educational Dissent Scale

Following an initial qualitative investigation, a measurement tool to further explore the antecedents and outcomes embedded in the dissent process and educational systems will be developed. In particular, this scale will capture the types of messages parents use to express dissent. Survey instruments are the most commonly used method of field research (Stone, 1978) and generate numerical descriptions about some aspects of the study population (Fowler, 2009). Given the large number of middle school parents and educational systems coupled with national mandates to implement or increase effective parental involvement, an instrument with the ability to measure how a large

group thinks and acts is necessary. Moreover, the scale will allow for scholars to collect empirical data and test relationships between antecedents and outcomes of dissent, thus assessing the process and systemic nature of dissent. Hence, the next step towards furthering this line of research and understanding PED calls for the development of a reliable and valid psychometric measure.

Establishing validity involves assessing an instrument's accuracy for measuring what the instrument purports to measure (Kerlinger, 1986). Although several types of validity exist, this study of the newly developed PED measure will seek to establish content, concurrent, and discriminant validity. Hinkin (1995) defines content validity as the "adequacy with which a measure assesses the domain of interest" (p. 968). That is, do the items in the instrument appear to measure "the attributes of the concept being investigated" (Frey, Botan, & Kreps, 1999, p. 116)? Otherwise known as face validity, DeVellis (2012) recommends using an expert panel to review the items included in the measure. Perhaps the simplest form of validity to establish, content validity ensures that the items in the instrument will allow a researcher to study a particular construct. In order to establish content validity, parents and teachers will serve as experts to review the wording and language choice of the items included in the proposed instrument.

Concurrent validity refers to the agreement between a new measurement instrument and "an existing, known-to-be valid criterion" (Frey et al., 1999, p. 116). As specified by Cohen and Swerdlik (2005), the test scores of both the new and existing measure should be collected at the same time. Goodboy (2011b) specifies that concurrent validity is supported "when a new measure correlates in a theoretically meaningful way with a related and validated measure" (p. 424). Because PED is a form of parent-teacher

communication, and it is likely that parents who are communicating specifically about dissent are also communicating generally with their student(s)' teacher, the new PED scale will be tested with Thompson and Mazer's (2012) parental academic support scale (PASS). The PASS is a measure of parent-teacher communication that reflects "recent changes in parental involvement and communication" (Thompson & Mazer, 2012, p. 136). Specifically, the instrument measures the frequency, modes, and topics of parent-teacher communication. Thompson and Mazer (2012) found that parents and teachers communicated about five topics (i.e., academic performance, classroom behavior, preparation, hostile peer interactions, and health) using four modes (i.e., face-to-face, email, phone, and written communication/notes). The scale primarily serves to assess "how the combination of modes used parents and teacher to communicate can ultimately assist students" (Thompson & Mazer, 2012, p. 151). In relation to the PED scale, the PASS comprises a second instrument used for measuring parent-teacher communication. Whereas PED constitutes one facet of parent-teacher communication (i.e., disagreement expressed by parents), the PASS may capture general parent-teacher communication including agreement, neutral, and disagreement messages. Therefore, it is logical that parents who express educational dissent will also indicate communicating generally with teachers.

Finally, discriminant validity refers to empirically establishing the difference between constructs that may otherwise be regarded as similar (Kerlinger, 1986). That is, though constructs may be related, the constructs should be distinctly separate. Stated another way, the constructs "should not be isomorphic" (Goodboy, 2011b, p. 432). As discussed previously, organizational dissent and instructional dissent refer to two types of

disagreement expressed by employees or students, respectively, regarding organizational

or classroom policies and procedures. Though parents may also express disagreement

with educational policies and procedures, parents' expressions may differ from

employees and reflect the unique context of the school environment and parent roles in

middle schools. Thus, the organizational dissent scale (ODS), instructional dissent scale

(IDS), and PED scale may perform similarly, but the measures should not be isomorphic

indicating the disparate operationalization of each construct. In other words, though the

three constructs measure expressions of disagreement and may therefore correlate, each

construct is situated within a different context, measures disagreement expressed by

individuals filling different roles within each context, and more precisely, measures

different expressions of disagreement salient to the contexts and individual's roles.

According to Campbell and Fiske (1959), though, "tests can be invalidated by too high

correlations with other tests from which they were intended to differ" (p. 81).

Confirmatory factor analysis (CFA) serves as a second data analysis technique

that assesses the goodness-of-fit of rival models in order to substantiate a priori reasoning

hypothesizing how scale items will load on an expected construct (Hinkin, 1995;

Joreskog & Sorbom, 1989; Morrison, 2009; Nunnally & Bernstein, 1994). In this study,

CFA will be used to compare models comprised of the items in each scale and verify that

items do not cross load on constructs measured in separate scales. The use of two

separate data analyses (i.e., correlation and CFA) will test theoretical expectations of the

scales that support discriminant validity. Hence, the ODS and IDS will be used to

establish discriminant validity for the PED scale.

Following the establishment of a reliable and valid measurement of PED, this study will then test antecedents influencing parents to express educational dissent and the outcomes experienced by subsystems in middle school education organizations. Reflective of GST, this study will explore inputs and outputs associated with PED in public middle school educational systems. In particular, education scholarship indicates that parents' demographic make up may influence whether or not middle school parents express dissent (e.g., Lareau, 2011). Moreover, parents may feel differently after expressing dissent. That is, after expressing educational dissent, a parent may feel more or less satisfied regarding their communication with their student(s)' teacher. Additionally, the parent's identification with the middle school may strengthen or weaken. Importantly, PED may not only affect the parent. As Garner (2013) explained in a case study of organizational dissent, others observing or aware of the dissent episode may experience residual effects. In this study, teachers may feel more or less satisfied with parent-teacher communication and their job after listening to a parent express educational dissent. The following sections will review literature examining system inputs and outcomes associated with an episode of PED.

System Inputs

Prior to expressing dissent, individual and environmental factors may influence if a parent expresses dissent and how he or she chooses to express dissent. Specifically, sociological factors such as race, social class, and parenting style as well as environmental factors such as communication climate may affect a parent's decision to express educational dissent.

Sociological factors. Education data and scholarship demonstrates discrepancies in academic performance between students of varying races and social classes. For example, The College Board (2013) data indicates that students who self-identify as Asian, Asian American, or Pacific Islander or White tend to score higher on the SAT. Additionally, as family income increases or level of parent education increases, student scores on the SAT also increase. Importantly, The College Board (2013) notes that demographic factors should be considered independently. That is, demographic indicators such as race or family income do not cause academic performance. Nonetheless, a student's demographic make up does appear to correlate with their academic performance. However, these factors not only affect academic performance but behaviors in a variety of contexts including schools, and demographics affects parent behaviors such as expressing educational dissent in addition to student behaviors (Lareau, 2011).

According to Lareau (2011), in addition to the discrepancies in students' behavior, the parents of different races and social classes use disparate child-rearing approaches that encourage certain parent behaviors. Of particular interest to this study is how parents negotiate working with teachers and view education systems. One parent of the twelve children included in Lareau's study learned that her daughter was performing at an average level in one subject. In response, the parent sought to meet with the teacher and others involved to alert them to her daughter's learning style. Lareau explains that middle class parents often believe they have a right and responsibility to intervene with their child's school experiences. For example, another parent in the study expressed "comments during the parent-teacher conference [that] demonstrate her belief that she is entitled to point out what she sees as the teacher's failings with respect to the conduct of

[her child's] education" (Lareau, 2011, p. 187). Teachers interviewed as part of the study

shared that parents criticized "teachers' choice of projects, book report assignments,

homework levels, or classroom arrangements" (Lareau, 2011, p. 177). However, black

and white middle class parents differed on the types of issues they attended to and

subsequently intervened. Specifically, black middle class parents paid particular attention

to racial exclusion and insensitivity. Conversely, black and white poor and working class

parents approach working with teachers and schools differently. That is,

> working-class and poor parents typically are deferential rather than demanding
>
> toward school personnel; they seek guidance from educators rather than giving
>
> advice to them; and they try to maintain a separation between school and home
>
> rather than foster an interconnectedness...Moreover, these parents view education
>
> as the job of educators and thus they expect teachers and school staff to be the
>
> ones primarily responsible for seeing that their children learn all that they should
>
> (p. 198-199).

Consequently, poor and working class parents may respond less assertively when directly

interacting with teachers. Yet, these parents may also decry, discredit, or even vilify their

child(ren)'s teachers outside of the school.

In light of these findings, race, family income, and parenting styles appear to

influence how a parent communicates within institutions such as school systems, and

subsequently how students communicate within organizations. More particularly,

sociological factors influence how adults communicate disagreement. As described by

Lareau, middle class parents view speaking up to teachers and education staff regarding

disagreements with educational policies and procedures as a right or responsibility

whereas poor or working class parents may not directly express their disagreement to school personnel. In other words, race, social class, and child-rearing approaches influence how parents communicate dissent in education systems.

Organizational climate. In addition to individual differences between parents with regard to socioeconomic status and class, parent perceptions of communication climate or atmosphere of the educational system may influence if and how parents express educational dissent. Casanova (1996) indicates that a competitive climate between a parent and teacher may lead to a less productive and satisfying parent-teacher relationship that may hurt not only the parent and teacher but also the student. Prior to the deterioration of the relationship and negative outcomes experienced by the parties involved, a competitive as opposed to collaborative communication environment may stifle parent dissent. In other words, the parent's perception of the degree to which open communication is valued in the middle school system may influence a parent's decisions regarding expressing educational dissent.

Previous scholarship demonstrates connections between workplace freedom of speech and positive perceptions of organizations (i.e., increased participation in decision-making, commitment to work-life and product quality, and commitment to employee rights), as well as individual satisfaction and commitment to the organization (Gorden & Infante, 1991). Moreover, Kassing (2000a) found that employees who perceive a greater freedom of speech in the workplace also reported higher identification with the workplace and expressed articulated dissent. That is, the more open the employee perceived the communication environment at work, the more the employee felt connected to the organization, and the more the employee chose to share dissent directly with

someone who could affect change based on the information. Based on these results, Kassing suggested that creating an open communication climate that encouraged dissent increased the "aura of democracy" and allowed for greater democratic discourse within an organization. Further, Kassing (2008) found that employees rated organizational climate as a more influential factor than retaliation when deciding whether or not to express dissent.

Parents in educational systems may also be attuned to whether or not their ideas, specifically their expressions of disagreement are valued. As stated previously, schools continue to engage in gatekeeping practices in an effort to restrict PED and potential conflict, thereby limiting democratic discourse in the organization (Ehman, 1997; Fine, 1993). Parents' perceptions of schools participating in behaviors to limit or stifle the communication environment may deter parents from expressing dissent. Thus, parents who perceive their student(s)'s middle school as an open communication environment affording them greater freedom of speech may be more likely to express educational dissent. Conversely, parents who perceive their student(s)'s middle school as curbing communication may be less likely to express educational dissent.

System Outcomes

After expressing dissent, members of the educational system may experience residual reactions as consequences of a parent's expression of dissent. Particular to this study, a parent may re-evaluate his or her communication satisfaction with his or her student(s)'s teacher and his or her involvement with his or her student(s)'s education. Likewise, a teacher may feel differently about how satisfied and committed he or she

feels toward his or her job after listening to a parent express educational dissent. For example, Lasky (2000) found that teachers'

> negative judgments and classifications of parents were often a result of teachers feeling that parents challenged their purposes and caring ideals by questions their expertise, by falling to support their discipline practices, or by reading children according to standards and values that differed from those of the school. (p. 857)

Thus, the interactions parents and teachers participate in do result in residual communication or "communication about the dissent following the conversation in which it was expressed" (Garner, 2013, p. 383). Included in the residual communication phase of a process model of dissent (Garner, 2013) are the feelings, perceptions, and subsequent actions of those affected by the dissent expression. Hence, assessing parents' and teachers' residual feelings and behaviors following dissent expression is appropriate.

Parent communication satisfaction. Following an interaction in which a parent expresses educational dissent, the parent may feel satisfied or dissatisfied with the interaction (Lasky, 2000). Holmgren and Bolkan (2014) examined how students perceive instructor responses to rhetorical dissent in the college classroom. They found that students' perceptions of justice regarding an instructor's response to rhetorical dissent positively related to the students' communication satisfaction with the instructor and affect for the instructor. Additionally, students reported greater affective and cognitive learning when they also perceived the instructor's response to be just. Because parents of middle school students are not directly affected by the instructor's performance of distributive, procedural, or interactional justice in the classroom, parents may be more

concerned with how satisfied they feel regarding the instructor's communication during the dissent interaction.

According to Hecht (1978), communication satisfaction results from positive reinforcement of positive expectations regarding a communication event. That is, prior to an interaction, an individual may anticipate a positive communication exchange. During the interaction, the individual may perceive that his or her conversational partner is communicating in ways that match the individual's expectations. Following the interaction, the individual may consider the communication satisfactory because the feedback provided throughout the communication exchange by his or her conversational partner met or exceeded the individual's a priori positive expectations.

Scholars recognize communication satisfaction as an important factor related to student performance. In fact, Goodboy, Martin, and Bolkan (2009) recommend future studies include student communication satisfaction as a traditional learning outcome such as affective learning, cognitive learning, and motivation. Importantly, how satisfied a student is regarding interactions with his or her teacher may relate to the student's future behaviors and performance in the class (e.g., Holmgren & Bolkan, 2014). Because middle school students are often still learning how to navigate interactions with authorities (e.g., teachers) and institutions (e.g., schools; Lareau, 2011) from parents, how a *parent* interacts with, evaluates, and responds to communication events with teachers is more salient to this study. Therefore, this study examines the relationship between PED and parent communication satisfaction.

Teacher job satisfaction. Job satisfaction constitutes the positive or negative affect an individual may feel for their job (Fisher, 2000; Stahl, 2004; Weiss, 2002).

Mullins (1999) indicated that social factors such as relationships established in the organization may influence job satisfaction. In an educational system such as a public middle school, parent-teacher communication may negatively impact teacher's job satisfaction. For example, Farber (1984) found that 66.1% of teachers surveyed felt that parents never made their job easier. In the same study, 44.2% reported feeling emotionally drained occasionally or frequently, and 32.5% felt that they would not choose to become a teacher again. This data echoes Ehman's (1997) and Lasky's (2000) findings that teachers may perceive parent communication negatively. Additionally, the data indicates that many teachers do not feel satisfied with their job.

Turnover, stress, and burnout among teachers are well documented (e.g., Archer, 1999; Boreen, Niday, & Johnson, 2003; Farber, 1991; Zhang & Zhu, 2008). However, understanding the unique factors influencing teacher decisions to feel dissatisfied and perhaps leave their profession requires continued study (Plax, Kearney, & Downs, 1986). Though a myriad of factors may negatively influence teacher job satisfaction, parent communication may constitute an important factor that has not yet received attention with regard to teacher job satisfaction. Specifically, Farber (1984) lists parents as a contributor to teacher burnout, which is a feeling of general wearing out and the opposite of satisfaction. Schools may actively attempt to avoid or reduce communication with parents demonstrating that schools do perceive parent-teacher interactions as positive contributions, or perhaps related to feeling satisfied with their job (Ehman, 1997; Lightfoot, 1978). Because dissent constitutes a type of communication perhaps perceived as conflict inducing or making the teacher's job more difficult, teachers may feel less

satisfied with their job following an interaction in which a parent expresses educational dissent.

Teacher organizational commitment. PED may also relate to teacher's organizational commitment, or loyalty and desire to stay involved in the school. Porter, Steers, Mowday and Boulian (1974) considered organizational commitment an evaluation of the strength between an individual and their identification with and involvement in an organization. Members who are committed to the organization are considered loyal and may be more likely to accept the organization's goals and values as well as willingly contribute to and participate in the organization (Hart & Willower, 2001; Tsai, Tsai, & Wang, 2011). Committed organizational members are also less likely to voluntarily exit the organization (Allen & Meyer, 1996).

Meyer and Allen (1991) argue that three different factors comprise organizational commitment: affective, continuance, and normative. Similar to job satisfaction, affective organizational commitment describes the influence of an employee liking the organization and therefore remaining in the organization. Continuance commitment refers to the financial reasons or career purposes that strengthen an employee's dedication to the organization. Lastly, employees who remain with an organization out of loyalty or obligation exemplify normative commitment.

Previous scholarship demonstrates that communication with others in the educational system affects organizational commitment. For example, principal leadership style also affects teachers' organizational commitment such that teachers who reported working for a principal who engaged in transformational leadership behaviors also reported increased organizational commitment (Aydin, Sarier, & Uysal, 2013). Further,

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Starnaman and Miller (1992) investigated the relationship between communicative support (i.e., positive interactions particularly between principals and teachers) and teacher organizational commitment. They found that communicative support, as well as teacher workload, influenced organizational stressors, which in turn influenced organizational commitment. These studies illustrate (a) the affect of interactions with others in the educational system on teachers and (b) the positive effects associated with communication interactions perceived positively by teachers. Because PED involves the communication of disagreement, which teachers may interpret as non-supportive, teachers may have a negative view of the interaction and experience negative residual feelings regarding their commitment to the organization. In fact, college instructors who reported experiencing a student express vengeful dissent also indicated decreased affective organizational commitment (Frisby, Goodboy, & Buckner, 2014). Similar to the negative effects of dissent on college instructor commitment, perhaps PED also negatively impacts middle school teacher organizational commitment. That is, as a message that teachers may perceive as unsupportive or conflict inducing may influence a teacher to feel decreased commitment to the school.

Study Overview

In order to further understand PED, this dissertation will consist of multiple phases. Phases one and two involve the development and testing of a PED instrument. Phases three and four examine the antecedents that may predict PED and outcomes experienced by parents and teachers following a dissent interaction.

RQ$_1$: What triggering agents cause parents to engage in educational dissent?

RQ$_2$: Who are the most frequent audiences parents express educational dissent to?

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RQ3: What types of educational dissent messages do parents communicate?

RQ$_4$: Can a valid and reliable measure that captures parent expressed educational dissent be created?

RQ$_5$: Do parent demographics influence parent expressions of educational dissent?

RQ$_6$: How do parents perceive communication satisfaction with their student(s)' teacher after expressing educational dissent?

H$_1$: Parent expressions of educational dissent will be positively related to parental expressions of academic support.

H$_2$: The parent educational dissent scale is distinct from established measures of dissent (ODS and IDS).

H$_3$: Parents who perceive greater freedom of speech in the school system will be more likely to express educational dissent.

H$_4$: Parent expressed educational dissent will mediate the relationship between demographic factors and parent perceptions of freedom of speech, and parent-teacher communication satisfaction.

H$_5$: Teacher job satisfaction will be inversely related to parent expressions of educational dissent.

H$_6$: Teacher organizational commitment will be inversely related to parent expressions of educational dissent.

Chapter Three: Methods

Four phases of data collection were conducted in order to explore parents'

expressed dissent in public middle school systems. First, focus groups were conducted in

order to obtain parent descriptions of educational dissent experiences including triggering

agents, target audiences, and types of messages used to communicate dissent. In order to

establish validity, teacher experiences with PED were also captured through separate

focus groups. This step also served as an initial examination of the system outputs

experienced by a subsystem in the system. Second, and based on the qualitative data

gathered in phase one, a survey measure was developed to objectively measure parent

expressions of dissent. During this phase, content, concurrent, and discriminant validity

was tested. Third, a survey was administered to assess the impact of parents' expression

of dissent in relation to their satisfaction and identification with the school organization.

Fourth, a survey was administered to measure the impact of parent dissent on teachers'

communication and job satisfaction as well as organizational identification.

Phase One: Focus Groups

Participants

A total of 4 public middle school teachers (3 females; 1 male) and 6 public middle

school parents (5 females; 1 male) participated in 2 focus groups and 1 interview (1

teacher focus group; 1 parent focus group; 1 parent interview). The teacher participants

ranged in age from 28 to 60. All of the teacher participants identified as White/Caucasian.

Length of employment as a public middle school teacher ranged from 2 years to 15 years.

Participants reported between 4 years and 25 years of cumulative teaching experience.

Though three of the teacher participants indicated completing a Master's degree, none

indicated achieving National Board certification. The parent participants ranged in age from 40 years old to 47 years old. All parent participants identified as White/Caucasian. Parents' highest level of education achieved ranged from completing high school (1 participant) to completing a Master's degree (4 participants); one participant had completed a Bachelor's degree.

Procedures

After receiving IRB approval, public middle school teachers and parents were recruited through snowball samples. First, three colleagues of the author who had previously taught at a local public middle school or currently have at least one student enrolled in a local public middle school were contacted to request their assistance in recruiting participants. All three colleagues agreed to assist with recruitment. The author then met with each colleague to discuss participant requirements and schedule the focus groups. Specifically, only teachers who were currently teaching at a local public middle school and had at least three years teaching experience, and parents with at least one child between 10 and 15 years old who had attended a public middle school for at least one year of education at the time of recruitment. Then, the author provided each colleague with a tailored, IRB-approved focus group invitation that could be sent to the colleague's contacts. Through the colleagues' contacts, approximately 27 teachers and 21 parents were contacted; however, only 4 teachers and 6 parents agreed to participate.

Data Collection

The teacher focus groups and parent focus groups ranged from 4 to 5 participants each. The focus groups lasted for an average of 44 minutes. The sole single participant parent interview lasted for approximately 20 minutes. Because location is an important

consideration when conducting interviews (Lindlof & Taylor, 2002), the author chose to conduct the focus groups in locations that would encourage neutrality but were accessible and familiar. The teacher focus group took place at the school where the participants were employed in a private conference room located in the administrative hallway of the school. The parent focus group and parent interview took place at the school where the participants' child(ren) attended. Separate semi-structured interview protocols were developed for the teacher focus groups and parent focus groups (see Appendices A and B). Importantly, semi-structured interviews provided opportunities for issues such as dissent to emerge during the experience and for participants to build on each other's responses and emphasize similarities or differences in their experiences (Carey, 1994; Galanes & Carmack, 2014; Heyl, 2001; Kitzinger, 1994; Lindlof & Taylor, 2002). The teacher protocol prompted participants to consider parent-teacher interactions (i.e., frequency, modes, and message content) and feelings or outcomes associated with receiving messages from parents (see Appendix B). The parent protocol prompted participants to consider the positive and negative experiences with their student(s)'s middle school education experience, behaviors or interactions associated with these experiences, and parent-teacher communication (i.e., frequency, mode, and message content; see Appendix A). The author audio-recorded and took written notes during each of the focus groups.

As participants arrived, the author introduced herself and encouraged participants to introduce each other. Once all expected participants were present, the author turned on the audio recorder, welcomed the participants, and explained that the purpose of this study was to identify ways to improve parent-teacher communication. The author

distributed copies of the consent form and demographics form to participants. The author

then reviewed the information on both forms with the participants. After each participant

had signed the consent form and completed the demographics form, the author followed

the interview guide to prompt discussion among participants. At the conclusion of the

focus group, the author first asked the participants if they had any questions or concerns.

The author answered questions presented, then thanked participants for their

contributions and turned off the audio recorder.

Data Analysis

Through a thematic analysis, a three-step coding process of open, axial and

selective coding (Strauss & Corbin, 1990, 1998) was used to analyze the focus group

participants' responses. First, a constant comparison method was used to create *open*

codes informed by the data (Creswell, 2013). During this process, the author created

memos to capture recurring ideas of concepts that could be further distilled into

categories (Creswell, 2013). Second, *axial codes* were developed by condensing the open

codes into "specific coding categories that relate to or explain central phenomena"

identified in open codes (Creswell, 2013, p. 196). Finally, the author further distilled the

axial codes into *selective codes* representative of the interrelationships between the

categories and coding paradigm (Creswell, 2013).

Item Generation

The purpose of collecting focus group data was to inform development of a valid

and reliable scale that measures parent expressed educational dissent. Following the

method of previous scholars (DeVellis, 2012; Fowler, 2009; Goodboy, 2011b; Thompson

& Mazer, 2009), the author generated survey items reflective of the themes identified in

the focus group data. The author initially crafted 18 items for a new measure of parent

expressed educational dissent (see Table 1).

Table 1

Initial Item Pool for Parent Expressed Educational Dissent Scale Based on Focus Group Data

Items Generated
1. I express disagreement about policies and procedures at my child(ren)'s school in order to share information.
2. I complain about policies and procedures at my child(ren)'s school in order to incite change in the school.
3. I voice my opinions about policies and procedures at my child(ren)'s school to keep others informed.
4. I share opposing viewpoints regarding policies and procedures at my child(ren)'s school to show loyalty to my child(ren).
5. I express disagreement regarding policies and procedures at my child(ren)'s school to protect my child(ren).
6. I complain about policies and procedures at my child(ren)'s school to serve as an intermediary between my child and school authorities.
7. I voice my concerns about policies and procedures at my child(ren)'s school to seek justice for my child(ren).
8. I voice my opinions about policies and procedures at my child(ren)'s school to garner support for my position.
9. I express disagreement regarding policies and procedures at my child(ren)'s school to help my child(ren).
10. I complain about policies and procedures at my child(ren)'s school because my child(ren) do not know how to address situations effectively.
11. I feel unable to share opposing viewpoints regarding policies and procedures at my child(ren)'s school.
12. I express disagreement about policies and procedures at my child(ren)'s school to defend my child(ren).
13. I voice my concerns regarding policies and procedures at my child(ren)'s school to seek clarification.
14. I seek affirmation from others by expressing disagreement about policies and procedures at my child(ren)'s school.
15. I complain about policies and procedures at my child(ren)'s school to seek correction for school or school personnel (e.g., teacher) errors.
16. I express disagreement about policies and procedures at my child(ren)'s school to stand up for my child(ren).
17. I voice my opinions regarding policies and procedures at my child(ren)'s school to ensure my child(ren)'s success.
18. I speak up about policies and procedures at my child(ren)'s school in order to understand.

The author then conducted cognitive interviews with representatives of the target population to affirm face validity (Fowler, 2009). That is, a public middle school parent and a public middle school teacher who fit the participant criteria and had not participated in the phase one focus groups reviewed the generated items. Next, the author constructed and administered the survey instrument.

Phase Two: Scale Testing

Participants

To be eligible to participate, adults had to have at least one child between the ages of 10 and 15 who was currently enrolled in a public middle school. Over 100 participants ($N = 103$) consented to participate in the phase two survey. Participants represented public middle school parents of students in 22 different states Approximately 27.8% of the participants reported their child attending a public middle school in Kentucky, 15.7% in Texas, 11.3% in Ohio, 3.5% in Nebraska, and 3.5% in Pennsylvania. Other states represented included Arizona, California, Colorado, Georgia, Kansas, Louisiana, Maine, Michigan, New Jersey, New York, North Carolina, North Dakota, South Carolina, Tennessee, Virginia, and Washington.

Because the primary purpose of this phase was to conduct an exploratory factor analysis (EFA), participants who did not complete at least 90% of the new scale were deleted from the sample ($n = 12$). Of the remaining 83 participants, 4 identified as males, 44 identified as females, and 35 did not answer. Participant ages ranged from 32 years old to 54 years old ($n = 39$, $M = 43.46$). Forty-two (50.6%) identified as White/Caucasian, 2 as Asian American/Asian, 2 as Mixed Race (i.e., Caucasian/Hispanic and Caucasian/Native American), 1 as Black/African American, 1 as American

Indian/Alaskan Native, and 35 did not answer. Highest level of education achieved

ranged from completing some high school ($n = 1$) to completing a doctoral degree ($n =$

7). Approximately 27.7% ($n = 23$) completed a bachelor's degree and 13.3% ($n = 11$)

completed a master's degree, though 42.2% ($n = 35$) did not answer. Of the sample that

reported annual household income ($n = 43$), approximately one-half ($n = 22$) reported

earning less than $100,000 and approximately one-half ($n = 21$) reported earning over

$100,000.

Because states identify middle school grade levels differently, participants

reported the age and grade level of their middle school student. The majority of

participants ($n = 25$, 30.1%) reported parenting a 13 year old public middle school

student. Approximately 24 participants parent a 14 year old, 20 participants parent a 12

year old, 8 participants parent an 11 year old, 3 participants parent a 15 year old, and 2

participants parent a 10 year old. The majority of the participants' children are currently

in 8th grade ($n = 37$, 44.6%), followed by 7th grade ($n = 27$), 6th grade ($n = 13$), 5th grade

($n = 3$), and 9th grade ($n = 2$).

Data Collection

Upon receipt of IRB approval, the author recruited a snowball sample through

social media, personal contacts, and community organizations. The author posted an

initial Facebook status requesting participants on February 24, 2015. As of 2009,

approximately 37% of Facebook users reported over 100 friends (Wilson, Boe, Sala,

Puttaswamy, & Zhao, 2009). The author has 476 friends on Facebook. Additionally,

Facebook users have the option of controlling their privacy settings such that posts can be

shared with the public (i.e., all Facebook users), friends only, friends-of-friends, lists of

friends, or no one (Wilson, et al., 2009). The author marked this post as public to increase

visibility of the post. This post was shared 8 times, liked by 12 people, and received one

comment. One of the shares resulted in an additional 2 shares and 3 likes. The author's

initial post was re-posted on March 2, 2015 and received 3 new shares and 6 new likes.

Four Facebook friends of the author's opted to re-post the survey, rather than sharing it.

The Facebook post was also shared through private messages to 10 members of the

author's social network. Thirty-five personal contacts received individual emails about

the survey that encouraged participation or forwarding the information to eligible

participants. Thirty-three different community organizations (e.g., public libraries,

YMCA youth sports departments, Girl Scouts) received information about the survey.

Eleven confirmed posting fliers or sharing the information with members of their

organization. One organization initially agreed to distribute then cancelled. Another

organization responded that their national headquarters had closed study participation for

this year. Finally, six different social networks (e.g., school alumni networks) of the

author's were reached via email.

The survey was administered between the end of February and the beginning of

April (i.e., eight weeks) of the spring semester. Participants accessed the online consent

form and Qualtrics survey through an online link. The survey (see Appendices C, D, E, F,

and G) included a pilot version of the Parent Expressed Educational Dissent Scale (PED),

revised Organizational Dissent Scale (ODS; Kassing, 1998), revised Instructional Dissent

Scale (IDS; Goodboy, 2011b), and Parent Academic Support Scale (PASS; Thompson &

Mazer, 2012).

Measures

  Parent expressed educational dissent scale. The 18-item scale developed in this study assesses the roles parents perform, which emerged during analysis of the focus group and interview data, when expressing educational dissent – advocate, inciter, defender, and discloser. Items are measured using a 5-point Likert scale ranging from (1) *strongly disagree* to (5) *strongly agree*. Two items such as "I express disagreement regarding policies and procedures at my child(ren)'s school to help my child" constitute the advocate role. The inciter role is assessed by seven items such as, "I complain about policies and procedures at my child(ren)'s school to seek correction for school or school personnel (e.g., teacher) errors." Four items such as "I express disagreement about policies and procedures at my child(ren)'s school to stand up for my child(ren)" characterize the defender role. Five items such as "I express disagreement about policies and procedures at my child(ren)'s school in order to share information" reflect the discloser role. Importantly, the roles parents perform when expressing educational dissent contain nuances evident in descriptive narratives of expressing dissent but are not expected to produce significant differences that would reflect a multi-dimensional scale. Thus, though the original conceptualization of this scale may suggest the creation of a multi-dimensional measure, the results are expected to support a unidimensional scale. Descriptive statistics for this scale are included in the results section.

  Organizational dissent scale. The 24-item scale (Kassing, 1998) assesses three types of expressed organizational dissent – articulated/upward, lateral/latent, and displaced – using a 5-point Likert scale ranging from (1) *strongly disagree* to (5) *strongly agree* (Kassing, Piemonte, Gorman, & Mitchell, 2012). The articulated/upward

dimension includes nine items such as, "I speak with my supervisor or someone in management when I question workplace decisions." Eight items (e.g., "I join in when other employees complain about workplace changes.") comprise the latent/lateral dimension. The remaining six items (e.g., "I talk about my job concerns to people outside of work.") make up the displaced dimension. Previous studies have produced reliabilities for each dimension ranging between .71 to .90 (Kassing et al., 2012).

In light of the organizational role of the survey participant (i.e., paid employee versus parent of a student in a school) and contextual differences (i.e., workplace versus school), the scale was revised for this study. Specifically, the author revised items to reflect the context (e.g., my child(ren)'s school) and greater specificity regarding audience of expressed dissent (e.g., school administrators, teachers, children). For example, "I criticize inefficiency in this organization in front of everyone" was converted to four separate items: (a) "I criticize inefficiency in this school in front of parents"; (b) "I criticize inefficiency in this school in front of teachers"; (c) "I criticize inefficiency in this school in front of my child(ren)"; (d) "I criticize inefficiency in this school in front of school administrators." Such revisions transformed the 24-item scale into a 40-item scale. Previous studies have also used revised versions of scales in order to situate the measure within the appropriate context. For example, Ledbetter and Vik (2012) used a revised version of Huston, McHale, and Crouter's (1986) Marital Opinion Questionnaire to assess satisfaction in family relationships and establish convergent validity with the newly proposed Parental Privacy Invasions Instrument and Children's Defensive Behaviors. Because dissent has not previously undergone systematic and empirical

testing within a school context, this study is the inaugural use of the revised measure for this particular context.

Prior to using the measure in validity analysis, the measure was first analyzed via an exploratory factor analysis. The Kaiser-Meyer Olkin test of sampling adequacy (.79), and the Bartlett's test of sphericity ($\chi^2(66) = 493.562, p < .001$) indicated an adequate sample size for conducting a factor analysis. A principal components factor analysis with varimax rotation resulted in a 3 factor, 12 item scale (Table 2). As in the original organizational dissent scale, the three factors are attributed to audiences of dissent. The original organizational dissent scale included three groups: managers (i.e., upward dissent), co-workers (i.e., lateral dissent), and those not included in the organization (i.e., displaced dissent). Similarly, the results of this scale included three relevant groups: (a) other parents, (b) school personnel including teachers and administrators, and (c) their children. This study produced reliability coefficients ranging from .72 to .89: other parents ($M = 18.09$, $SD = 5.19$, $\alpha = .89$), school personnel ($M = 10.10$, $SD = 2.54$, $\alpha = .75$), children ($M = 9.64$, $SD = 2.58$, $\alpha = .72$).

Table 2

Revised Organizational Dissent Scale with Means, Standard Deviations, and Factor Loadings

Item	Mean	Standard Deviation	Other Parents	School Personnel	Children
1. I complain about things in my child(ren)'s school with other parents.	3.18	1.11	.853		
2. I criticize inefficiency in my child(ren)'s school in front of parents.	2.78	1.22	.826		
3. I join in when other parents complain about changes in my child(ren)'s school.	2.93	1.03	.767		
4. I join in when my child(ren) complain(s) about changes in my child(ren)'s school.	2.96	1.10			.778
5. I bring my criticism about changes in my child(ren)'s school that aren't working to school administrators.	3.34	0.993		.872	
6. I bring my criticism about changes in child(ren)'s school that aren't working to teachers.	3.34	1.01		.746	
7. I let other parents know how I feel about the way things are done around my child(ren)'s school.	3.15	1.03	.876		
8. I make suggestions to school administrators about correcting inefficiency in my child(ren)'s school.	3.42	1.10		.822	
9. I tell my child(ren) when I believe students are being treated unfairly.	3.39	1.07			.737
10. I speak freely with other parents about troubling issues at my child(ren)'s school.	3.4	1.05	.706		
11. I don't tell my child(ren) when I disagree with school decisions.	3.29	1.05		.840	
12. I hardly ever complain to other parents about school problems.	2.65	1.00	.731		

Extraction Method: Principal Components Analysis with Varimax Rotation

Instructional dissent scale. The 22-item scale (Goodboy, 2011b) assesses three types of expressed instructional dissent – expressive, rhetorical, and vengeful – using a 5-point Likert scale ranging from (0) *never* to (4) *very often*. The expressive dimension includes ten items such as, "I complain to others to express my frustration with this course." Six items (e.g., "I voice my opinions to my teacher when there is a disagreement because I want to do better in the course.") comprise the rhetorical dimension. Six

additional items (e.g., "I hope to ruin my teacher's reputation by exposing his/her bad practices to others.") make up the vengeful dimension. Previous studies have produced reliabilities for each dimension ranging from .86 to .95 (Goodboy, 2011b).

Similar to the organizational dissent scale, the instructional dissent scale closely aligns with the specific context (i.e., college classrooms) in which it was developed. Thus, a revised version of the scale that situated the original scale within a larger school context and accounted for the unique organizational member expressing consent was needed. Items such as "I tell my teacher when I disagree with him/her so I can do better in the course" were revised to two separate items: (a) "I tell school administrators when I disagree with them so my child(ren) can do better in school" and (b) "I tell teachers when I disagree with them so my child(ren) can do better in school." The revised scale included 31 total items and is the first time the revised scale has been used.

Prior to using the measure in validity analysis, the measure was first analyzed via an exploratory factor analysis. A principal components factor analysis with varimax rotation resulted in a 3 factor, 25 item scale (Table 3). As in the original instructional dissent scale, the three factors constitute types of dissent expressions. This study produced reliability coefficients ranging from .91 to .93: expressive ($M = 23.80$, $SD = 6.49$, $\alpha = .93$), rhetorical ($M = 20.58$, $SD = 6.44$, $\alpha = .91$), and vengeful ($M = 8.38$, $SD = 1.76$, $\alpha = .91$).

Table 3

Revised Instructional Dissent Scale with Means, Standard Deviations, and Factor Loadings

Item	Mean	Standard Deviation	Expressive	Rhetorical	Vengeful
1. I complain to others to express my frustrations with my child(ren)'s school.	2.49	.74	.796		
2. I express my disappointment about policies and procedures at my child(ren)'s school to other people because it helps me feel better.	2.17	.83	.802		
3. I talk to other parents to see if they also have complaints about my child(ren)'s school.	2.74	.82	.654		
4. I complain about my child(ren)'s school because it makes me feel better.	1.87	.89	.815		
5. I attempt to feel better about my frustrations with my child(ren)'s school by communicating with other people.	2.39	.79	.793		
6. I talk to other parents when I am annoyed with my child(ren)'s school in hopes that I am not the only one.	2.58	.88	.865		
7. I try to feel better about my child(ren)'s school by explaining my aggravations to others.	2.29	.84	.837		
8. I complain about my child(ren)'s school to get my frustrations off my chest..	2.36	.87	.677		
9. I criticize my child(ren)'s school to other parents because I hope they share my criticism.	2.14	.84	.732		
10. I talk to other parents so we can discuss the problems we have with my child(ren)'s school.	2.79	.91	.772		
11. I tell school administrators when I disagree with them so my child(ren) can do better in school.	2.49	1.01		.858	
12. I tell teachers when I disagree with them so my child can do better in school.	2.55	.99		.828	
13. I voice my concerns to my child(ren)'s school to make sure my child gets the best grade possible.	2.28	1.04		.811	
14. If I want my child(ren)'s school to remedy my concerns, I complain	2.51	.90		.741	

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to a school administrator.				
15. I voice my opinions to a school administrator when there is a disagreement because I want my child(ren) to do better in school.	2.45	.99	.781	
16. I voice my opinions to a teacher when there is a disagreement because I want my child to do better in school.	2.53	.95	.626	
17. I have no problem telling school administrators what I need them to do for my child to succeed in school.	2.77	1.20	.786	
18. I have no problem telling teachers what I need them to do for my child to succeed in school.	2.85	1.21	.726	
19. I talk to other schools' administrators and let them know school administrators at my child(ren)'s school are inferior.	1.05	.28		.806
20. I talk to other schools' teachers and let them know school administrators at my child(ren)'s school are inferior.	1.08	.39		.906
21. I talk to other schools' teachers and let them know teachers at my child(ren)'s school are inferior.	1.06	.34		.758
22. I hope one day school authorities at my child(ren)'s school get fired as a result of my criticism of them.	1.05	.28		.778
23. I spread negative publicity about my child(ren)'s school so that everyone knows how bad it is.	1.04	.25		.768
24. I seek revenge on my child(ren)'s school by trying to get school administrators in trouble.	1.01	.11		.849
25. I seek revenge on my child(ren)'s school by trying to get teachers in trouble.	1.01	.11		.849

Extraction Method: Principal Components Analysis with Varimax Rotation

Parent academic support scale. The 16-item scale (Thompson & Mazer, 2012) assesses five categories of message content parents communicate with their child's teacher about – academic performance, classroom behavior, preparation, hostile peer interactions, and health. A 5-point Likert scale ranging from (1) *not at all* to (5) *about every day* captures the frequency with which parents contact teachers regarding these

issues. Six items comprise the academic performance dimension (e.g., "This past month, I communicated with my child's teacher about why my child received the grade he/she did."). The classroom behavior dimension includes three items such as "This past month, I communicated with my child's teacher about solutions to address my child's behavior in class." Two items make up the preparation dimension (e.g., "This past month, I communicated with my child's teacher about my child's ability to make/maintain friendships with peers."). The hostile peer interactions dimension comprises two questions including "This past month, I communicated with my child's teacher about my child being picked on by his/her classmates." The final dimension, health, also includes two items (e.g., "This past month, I communicated with my child's teacher about a major physical health issue that my child is experiencing."). Previous studies report reliabilities for each dimension ranging from .74 to .87 (Thompson & Mazer, 2012). This study produced reliability coefficients ranging from -.039 to .93: academic performance ($M = 11.57$, $SD = 5.38$, $\alpha = .93$), classroom behavior ($M = 3.5$, $SD = .1.21$, $\alpha = .85$), preparation ($M = 2.29$, $SD = .76$, $\alpha = .63$), hostile peer interactions ($M = 2.14$, $SD = .48$, $\alpha = -.039$), and health ($M = 2.27$, $SD = .56$, $\alpha = .26$). Due to the reliability coefficients produced, only the first two dimensions (i.e., academic performance and classroom performance) were used for analysis.

Data Analysis

In order to analyze the newly developed Parent Expressed Educational Dissent Scale, all of the items generated for the scale were subjected to an exploratory factor analysis (EFA) using Principal Axis Factoring and varimax rotation. According to Gorsuch (1974, 1983), at least 100 participants and a ratio of 5 participants to every one

variable, or item, is needed to conduct an EFA. McCroskey and Young (1979) suggest at least 200 participants. Noar (2003) indicates that an appropriate sample size for an EFA is equal to or less than 250 participants. Morrison (2009) considers a more conservative estimate of 20 participants per variable unrealistic. In fact, Morrison (2009) notes that "pragmatic limitations often leave the researcher with using what is available, rather than what is best" (p. 203). Morrison recommends that researchers "recognize and report the implications and limitations of inadequate sample size, and treat conclusions conservatively" (p. 203). Thus, the analysis technique was deemed appropriate; however, in order to decrease the level of error introduced into the factor analysis, data on the full PED scale from phase two ($n = 83$) and three ($n = 29$) were analyzed together resulting in 112 participants for the EFA. The author employed the following criteria for factor and item retention: (1) eigenvalues greater than 1.0 for retained factors, (2) primary factor loadings of .60 or greater, (3) no secondary factor exceeding .40, (4) loading on a factor with a minimum of two items, and (5) theoretical interpretability (Comrey & Lee, 1992; McCroskey & Young, 1979). Using Cronbach's alpha, reliabilities were calculated for each factor.

Second, concurrent and discriminant validity were assessed. For data analysis procedures related to concurrent validity, only data collected as part of phase two was included. Specifically, only data collected in phase two in which the participant completed at least 90% of the PED measure and PASS measure were included. This reduced the sample size for this analysis to 56 participants. In order to evaluate concurrent validity, Pearson product moment correlations were calculated to measure the relationships between PED and parent academic support.

Next, Pearson product moment correlations were also calculated as an initial exploration of discriminant validity. Specifically, the relationships between PED, ODS, and IDS were measured. For data analysis procedures related to discriminant validity, data collected as part of phase two and phase three was included. More precisely, only data collected in phase two and phase three in which the participant completed at least 90% of the PED measure and ODS measure or IDS measure were included. Further, correlations supporting discriminant validity between the PED and ODS were calculated separately from the PED and IDS. This reduced the sample size to 96 participants for the PED and ODS assessment and 77 participants for the PED and IDS assessment. Though confirmatory factor analysis (CFA) is a more appropriate test to assess discriminant validity and was originally proposed to assess the factor structure of PED when compared to ODS and IDS, this study failed to meet the recommended sample size needed. That is, the study failed to meet Noar's (2003) suggested sample of 250 participants or more to test CFA. Schreiber et al. (2006) recommends that 10 participants per estimated parameter in the CFA model is needed for a one sample analysis. Because the data collected does not meet the sample size requirements specified, this analysis was not performed. However, correlations can serve as an initial test of discriminant validity. For example, Schrodt and Finn (2011) reported correlations between scales in order to ensure "that the magnitude of the correlation not be so strong that the scales are completely redundant" (p. 247). Colquitt (2011) also reported correlations as further support of discriminant validity. Taken together, while a CFA is the more appropriate test, an initial assessment of discriminant validity using correlations is appropriate.

Phase Three: Parent Inputs and Outputs

Participants

To be eligible to participate, adults had to have at least one child between the ages of 10 and 15 who was currently enrolled in a public middle school at the time of recruitment. Approximately 55 participants consented to participate in the phase three survey, however, many did not complete the entire survey. In fact, only 38% ($n = 21$) of the initial sample was retained once incomplete data was deleted. Participants included 3 males and18 females who ranged in age from 36 years old to 58 years old ($M = 43.15$). The majority of participants (90.5%) identified as White/Caucasian, and 2 participants identified as Hispanic/Latino/a. The highest level of education achieved ranged from completed high school ($n = 2$) to completed Master's degree ($n = 7$). Though 47.6% of the sample reported an annual household income of $80,000 to $90,000 or below, nine participants reported an annual household income of over $100,000.

Participants reported that their students attended public middle schools in Iowa, Kentucky, Massachusetts, New York, North Carolina, Texas, and Washington. The majority of participants reported on a child in the 7th (28.6%) or 8th (28.6%) grade.

Data Collection

Upon receipt of school board and IRB approval, the author recruited potential participants via snowball and purposive sampling. Snowball sampling procedures included sending 15 private Facebook messages and 26 emails with information about the study and the online link to access the consent form and survey. Based on the author's knowledge, four contacts shared the message through a Facebook post. One email contact confirmed sending the information to approximately 300 potential respondents. One

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community organization and one social network were contacted to participate. The community organization confirmed sending information to members. Further, the national Parent-Teacher-Student Association was contacted in addition to six state Parent-Teacher Associations, one district Parent-Teacher-Student Association, and eight school Parent-Teacher-Student Associations. Importantly, the author did not post a Facebook status recruiting for phase 3 and did not contact personal contacts or community organizations contacted in phase 2. That is, the author did not contact the same social network in order to recruit participants, so participants would not have participated in both phase 2 and phase 3. This is notable because data from phase 2 and 3 were combined for phase 2 data analysis (i.e., determining the factor structure of PED, exploring discriminant validity).

Purposive sampling included contacting two school districts (one with 12 middle schools and one with 18 middle schools) for approval to disseminate information through schools in the district. One district (with 12 middle schools) approved the study. Eight public middle schools in the district were contacted. One responded to say they would not allow information to be distributed through the school; one responded and participated by sharing the recruitment email and sending home fliers to parents. The flier included a description of the study and a link to an online informed consent form. Parents who chose to participate in the study were able to type the link written on the flier into a web browser, complete the consent form, then access and complete the survey. The survey included demographic information and three measures (see Appendices H, I, J, K, L, M, N): the newly developed Parent Expressed Educational Dissent Scale, Organizational Climate (Kassing, 2008), and Communication Satisfaction (Hecht, 1978).

Measures

  Parent expressed educational dissent scale. Following initial development and concurrent and discriminant validity testing, the scale created in phases 1 and 2 was used to measure parent expressed educational dissent. The final scale reduced through EFA analysis consists of 6 items (see Table 3). Participants responded to a 5-point Likert scale ranging from (1) *strongly disagree* to (5) *strongly agree.* This study ($n = 21$) produced a reliability coefficient of .89 ($M = 22.81$, $SD = 5.01$).

  Organizational climate scale. In keeping with Kassing (2008), the measure used to assess organizational climate is comprised of five items that were revised for the middle school education context. Participants responded on a 4-point Likert scale ranging from (0) *not a consideration at all* to (3) *a major consideration*. Items assessed a parent's perception of the school's openness to communication and the parent's trust in the school (e.g., "School's willingness to address parent concerns."). Previous reliabilities range from .81 to .87 (Kassing, 2008). This study produced a reliability coefficient of .95 ($M = 14.40$, $SD = 4.75$).

  Communication satisfaction scale. Hecht's (1978) measure of communication satisfaction specifically captures conversational participant's perceptions of a particular interaction. Thus, the measure was used to assess parent perceptions of dissent interactions with their student(s)'s teacher. The scale consists of 19 items (e.g., I felt that during the conversation I was able to present myself as I wanted the other person to view me) on a 7-point Likert scale ranging from (1) *agree* to (7) *disagree.* Previous studies have reported coefficient alphas ranging from .72 to .93 (see Rubin, Palmgreen, &

Sypher, 2009). In this study, the scale produced a coefficient alpha of .94 ($M = 86.31$, SD $= 17.35$).

Data Analysis

In order to assess the process nature of parents' experiences expressing educational dissent, the author proposed a series of analyses including ANOVA, Pearson product moment correlations, and path analysis. With regard to the proposed path analysis, the author found the sample size obtained to be insufficient. Barrett (2007) suggests that a sample sizes under 200 are not acceptable and should not be published. Kline (2011) argues that while a smaller sample size ($N = 100$) may be appropriate for a model with fewer than 10 parameters, a larger sample size is still recommended. Given that the sample size for phase 3 failed to reach above 100, the data was not analyzed as proposed.

<div align="center">

Phase Four: Teacher Outputs

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Participants

To be eligible to participate, adults had to currently teach in a public middle school Approximately 97 participants consented to participate, though 67 failed to complete at least 90% of all three measures included in phase 4 resulting in a sample size of 30. Participants included 23 females, 5 males, and 2 who preferred not to answer. Participant ages ranged from 24 years old to 60 years old ($M =41.85$, $SD = 11.92$), and 3 preferred not to answer. The majority of the sample (93.3%) identified as White/Caucasian, 1 identified as mixed race (i.e., Scottish and Irish), and 1 preferred not to answer. Highest level of education achieved ranged from bachelor's degree to a completed doctoral degree, though the majority of participants (73.3%) had completed a

master's degree. Only 3 participants have achieved National Board certification. On average, participants had taught between 3 and 38 cumulative years ($M = 14.37$, $SD = 9.73$) and had taught an average of 8.43 years at their current school. Participants reported working in a public middle school located in one of ten different states including Colorado, Georgia, Kentucky, Massachusetts, New York, North Carolina, Ohio, Pennsylvania, South Carolina, and Texas; two participants did not report.

Data Collection

Upon receipt of school board and IRB approval, the author recruited potential participants via snowball and purposive sampling. Snowball sampling procedures included sending 29 private Facebook messages and 45 emails with information about the study and the online link to access the consent form and survey. Based on the author's knowledge, four contacts shared the message through a Facebook post. Six social networks were contacted.

Purposive sampling included contacting two school districts (one with 12 middle schools and one with 18 middle schools) for approval to disseminate information through schools in the district. One district (with 12 middle schools) approved the study. Eight public middle schools in the district were contacted. One responded to say they would not allow information to be distributed through the school; one responded and participated by sharing the recruitment email and distributing fliers to teachers. Teachers who chose to participate in the study were able to click on the hyperlink (provided in email or Facebook message or type the link (provided on the flier) into a web browser, complete the consent form, then access and complete the survey. The survey included demographic information and three instruments (see Appendices O, P, Q, R, S, T, U): a revised version

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of the Parent Expressed Educational Dissent Scale designed to capture teacher

perceptions, Teacher Satisfaction Scale (Plax, et al., 1986), and Organizational

Commitment Scale (Allen & Meyer, 1990).

Measures

Parent expressed educational dissent scale. The scale created in phases 1 and 2

of this study was revised to collect teacher perceptions of parent expressed educational

dissent. For example, the item "I express disagreement about policies and procedures at

my child(ren)'s school in order to share information" was changed to "The parent

expressed disagreement about policies and procedures at the school where I teach in

order to share information." Participants responded on a 5-point Likert scale ranging

from (1) *strongly disagree* to (5) *strongly agree.* This study produced a reliability

coefficient of .80 (M = 21.53, SD = 4.78).

Teacher's job satisfaction scale. To measure teacher's job satisfaction, the first 3

items of Plax, Kearney, and Downs's (1986) 6-item teacher satisfaction scale was used.

Importantly, the first 3 items ask teachers about their satisfaction with teaching, whereas

the last 3 items ask teachers about their satisfaction towards students. Due to the nature of

the study, the 3 items referring to teacher satisfaction with students were not included.

Participants responded on 5-point Likert scales ranging from (1) *never* to (5) *always* or

(1) *very dissatisfying* to (5) *very satisfying.* Prior to conducting a scale analysis, the

response options were transformed so that a higher score indicates higher satisfaction.

Though the scale contains two dimensions (i.e., satisfaction with teaching and satisfaction

toward students), previous studies have used the scale as a unidimensional measure of

teacher satisfaction. Reliabilities for use of the unidimensional measure range from .71 to

.96 (Plax et al., 1986). In this study, the teacher job satisfaction scale produced a .81 reliability ($M = 10.40$, $SD = 3.18$).

Organizational commitment scale. Allen and Meyer's (1990) three-dimensional Organizational Commitment Scale (OCS) assesses affective, continuance, and normative commitment. Each dimension includes six items on a 7-point Likert scale ranging from (1) *strongly disagree* to (7) *strongly agree.* Previous studies have included modifications to the scale in order to more accurately describe the study context (e.g., a school context; Frisby, et al., 2014). Similarly, scale items were revised by changing the word "organization" to "school." Previous studies have also demonstrated the reliability of the scale, producing coefficients ranging from .73 to .85 (Allen & Meyer, 1990). The scale dimensions were reliable in this study: affective ($M = 27.93$, $SD = 9.33$, $\alpha = .85$), continuance ($M = 27.23$, $SD = 8.15$, $\alpha = .77$), and normative ($M = 26.76$, $SD = 9.52$, $\alpha = .90$).

Data Analysis

In order to analyze the relationship between PED and teacher outcomes (i.e., organizational commitment and job satisfaction), the author conducted Pearson product moment correlations.

Methods Summary

The four phases of data collection and analysis are theoretically-grounded in and reflective of GST. Specifically, the study is designed to investigate a particular form of feedback introduced into an educational system and the system inputs and outputs that influence or are affected by said feedback as members of the subsystems interact. In other words, this study investigates parent expressions of educational dissent (phase one),

creates a measurement tool for further research (phase two), investigates the parent inputs and outputs experienced as an individual engages in a dissent episode (phase three), and considers the possible outputs experienced by another organizational member, a teacher, after this member has participated in listening to expressed dissent (phase four). Following participant recruitment and data collection, the data were analyzed and results are reported in Chapter Four.

Chapter Four: Results

Phase One: Focus Group Results

Research questions one, two, and three reflect previous expressed dissent research (Kassing, 1997, 1998; Goodboy, 2011a) and inquire about PED triggering agents, frequent audiences, and types of messages. To answer these questions, the author analyzed the parent and teacher focus group and interview data. Analyzing the data from both populations together provides additional validity such that identifying similar themes in both data sets suggests that both parents and teachers have co-constructed a mutual understanding of dissent experiences. The results of each question are described below.

Research Question One: Triggering Agents

In regards to research question one, which explored the triggering agents that cause middle school parents to express educational dissent, the analysis revealed that parents primarily dissent regarding three issues: (a) academic performance (e.g., grading, assignments, student preparation, student participation), (b) structural issues (e.g., time allowed for class changes, bathroom policies, use of student/teacher teams, class assignments), and (c) communication management (e.g., receiving different messages from different members of the organization, multiple modalities used to communicate segments of information).

Academic performance comprises disagreement about grading, assignments, or the student's preparation and participation in class and echoes findings in Thompson and Mazer (2012). The inclusion of assignment policies in the larger category of academic performance mirrors Thompson and Mazer's (2012) classification of communication

about assignments as part of academic performance on the parental academic support scale. As identified through conversation by the teacher and parent focus group participants, academic performance was the most frequent triggering agent for parents. Importantly, teachers and parents in the focus group suggested that parents tend to raise questions about assignments or their student(s)'s preparation and participation once the parent has found that assignment grades are missing or progress grades (e.g., mid-term grades) are lower than expected. For example, teachers repeatedly told stories of parents sending emails or calling after checking the student's grades posted to the district web portal. These findings also align with Thompson's (2008b) identification of grades as the most frequent topic of parent-teacher emails, and Goodboy's (2011a) recognition of grades as the most frequent trigger of student dissent.

Second, parents also dissented about *structural issues* (i.e., policies and procedures) governing what students could and could not (e.g., bring a water bottle to class) do as they performed in the school context. One parent expressed frustration with the lack of time and opportunities students had to visit the bathroom. While this parent understood the idea of restricting students' "free" time that may lead to students partaking in unsavory activities, the parent also understood the frustrations that may arise from a student needing to request a bathroom pass in the same class each day. Additionally, the parent expressed frustration that a policy could not be enacted to strategically target those who misbehave and grant greater latitude to those who choose to follow the rules. Other examples of structural policies include the implementation or dissolution of teams within the grade level or school and class assignments. Schools sometimes use teams as a way of organizing teachers and students into learning

communities. For example, students on the same team may all take classes together from the same set of teachers. One parent described this system as beneficial for parents and students and lamented the dissolution of the use of teams in the middle school where her child attends.

The third triggering agent emerging from the data was *communication management*. That is, parents reported receiving mixed messages from different stakeholders in the system (e.g., teacher expresses to the parent that he or she is willing to work with a struggling student to help the student achieve, but the counselor pulls the student out of class and tells the parent and student that the student's schedule has already been changed), as well as inadequate, confusing, or even conflicting information through a variety of media (e.g., Twitter, school website, daily email). One parent described the process of receiving information as "sporadic," stating that "you have to go and search out the information that you want." Parents attributed some of the discrepancies to individual teacher personalities and individual teacher's savviness and capability using technology. Parents also expressed frustration with teachers who did not respond to parents' communication initiatives (e.g., sending an email before the semester starts about their students' learning disability) but asked parents to email or otherwise contact them with concerns.

Kassing (1997) described triggering agents as the mechanism that "exceeds an individual's tolerance for dissent (Redding, 1985)" (p. 322). Redding (1985) suggested that triggering agents may consist along a continuum ranging from illegal to annoying. The triggering agents parents described encompass educational issues that may also exist along this continuum. Further, these triggering agents mirror triggering agents identified

by employees and students. Sprague and Ruud (1988) identified employee resistance to change, office politics, career advancement, and unjust treatment of employees as dissent triggering events described by organizational employees. Kassing and Armstrong (2002) developed a more comprehensive typology of dissent triggering events including employee treatment, organizational change, decision making, inefficiency, role/responsibility, resources, ethics, performance evaluation, and preventing harm. The triggering agents described by parents parallel those identified by Kassing and Armstrong (2002). For example, academic performance relates closely to performance evaluation; structural issues may encompass organizational change, employee treatment, and resources; and communication management includes inefficiency. More crossover between the typologies may exist, however, the differences are reflective of the contexts, organizational positioning of the dissenter, and purposes of the organization.

Though perhaps more closely aligned with regard to context, the triggering agents identified by college students only somewhat mirror the agents described by parents. That is, Goodboy (2011a) identified nine triggering agents of instructional dissent reported by college students. Five of the triggering agents relate to academic performance (i.e., unfair testing/assignments, unfair grading, instructor indolence, lack of feedback, and group members slacking). Additional causes such as classroom policies, violating the syllabus, teaching style, and instructor offensiveness may constitute structural issues. Instructor offensiveness, instructor indolence, and lack of feedback appear similar to communication management. However, as with the triggering agents described by organizational employees, the issues described by students do not reflect the unique organizational positioning of a parent dissenting in a school system or the overall

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organizational purpose of an educational organization. That is, a parent's position in an educational organization is tied to his or her student. The triggering agents parents report dissenting about reflect a connection between the issue and the student. On the other hand, a student dissenting in a college classroom is dissenting about issues directly affecting him or herself, as is the employee in an organization. Even if an individual dissents about the unfair treatment of a colleague, for example, the employee working with that colleague is affected by the unfair treatment of that colleague. For a parent, they may also dissent about an issue affecting another student in their child's class, but the issue is indirectly related to the dissenting parent's child. Thus, the organizational positioning of the parent and the school organization is vastly different than the distance between an employee and their work organization or a student in a classroom. This is further supported by the emergence of communication management as a triggering agent. Due to the systemic nature of the organization connecting a parent, teacher, student, and potentially other administrators or school personnel, communication management is key to the parent's ability to perform his or her role. However, the triggering agents parents described (in part) reflect their unique relation to the educational organization.

Research Question Two: Frequent Audiences

Research question two sought to identify the most frequent audiences of parent expressed educational dissent. The analysis revealed that parents primarily dissent to other parents and the person most directly tied to their situation (e.g., teachers, counselors, administrators). In other words, parents choose to express dissent to indirect (e.g., other parents) and direct (e.g., teachers) audiences. This finding mirrors Kassing's (1997) and Goodboy's (2011a) initial explorations of expressed dissent in workplace and

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classroom contexts. More specifically, parents reported sharing disagreements regarding educational policies and procedures with other parents, particularly through neighborhood or student extra-curricular networks (e.g., other cross-country team parents). Some of the parents described as audiences also belonged to the school system; thus, this might align with Kassing's (2001) lateral dissent (i.e., dissent expressed between an employee and another employee). However, some of the parents described as audiences did not belong to the specific school system the dissenter belonged to, though they may have a student in a different school. This experience more closely aligns with displaced dissent (Kassing, 1997, 1998), or dissent expressed to individuals outside the organization. Similar to Goodboy's (2011a) distinction of expressive dissent, though, parents indicated that their motive for expressing dissent to other parents was primarily to commiserate or vent.

Regarding additional audiences (e.g., teachers, administrators, counselors), parents did not indicate expressing dissent more to one party or another. Rather, parents suggested that they express dissent directly to the individual most closely linked to the policy or procedure or the individual who brought the policy or procedure to the parent's attention. This practice reflects Goodboy's (2011a) distinction of rhetorical dissent in which students attempt to incite change of a policy or procedure with which they disagree. The triggering events identified, however, point to teachers as a frequent audience for PED. In other words, academic performance, which includes grading and assignments, emerged as the most frequent triggering agent and is most often related to a specific teacher. Because parents indicate expressing dissent to the person most closely linked to the policy or procedure with which they disagree, it makes sense that teachers

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comprise a frequent audience of parent dissent messages. Yet, acknowledging frequent audiences does not undermine dissent expressed to other stakeholders. In fact, recognizing the diverse audiences who received PED messages further supports GST as a theoretical framework because it allows for the exploration of interdependent relationships between stakeholders.

Research Question Three: Types of Dissent Messages

Research question three investigated the types of educational dissent messages parents communicate. Interestingly, the data revealed that parents perform four different roles as they express educational dissent, which guided the types of dissent messages used. Specifically, as parents communicate educational dissent messages, they may act as an (a) advocate, (b) inciter, (c) defender, or (d) discloser.

An *advocate* is "one that that pleads the cause of another," "one that defends or maintains a cause or proposal," or "one that supports or promotes the interests of another" (Merriam-Webster, 2015, advocate, para. 4, 5, 6). As parents discussed their experiences expressing educational dissent, several described advocacy behaviors such as arguing on behalf of their child. For example, several parents described emailing teachers before the semester started in order to alert the teacher to a special condition the child had and how best to handle the condition in class or related to classwork. In other words, the parent advocated for his or her child to receive the accommodations the student needed to be successful. Another parent described one of her children's behavior as boisterous and sometimes distracting. However, this parent also described advocating for the child to continue in a higher level class despite the child's behavior. In other words, the parent saw the child being in this particular class as a key to the child's future success. Even

though the child did not behave in ways that demonstrated the child's ability to perform in the class, the parent pleaded the child's case to stay in the class. Actions such as this in which the parent dissented in order to ensure a better outcome for their student characterizes the parent as an advocate.

When parents disagree to "stir [something or someone] up" (Merriam-Webster, 2015, inciter, para. 3) they enact the role of an *inciter*. Parents discussed expressing disagreement in order to instigate change in the organization. One parent discussed how an off campus incident had affected her child at school. The parent approached school administrators involved to create a change that would better address the issue. Several parents specifically mentioned discussing late work policies with teachers. Each example describes an instance in which the parent attempts to function as an instigator of change to a school policy or procedure.

Separately, a parent may express disagreement in a way to protect or defend his or her child rather than to spur change that may benefit his or her child. Particularly, a *defender* is someone who fights "in order to keep (someone or something) safe" or "to speak or write in support of (someone or something that is being challenged or criticized" (Merriam-Webster, 2015, defender, para. 1, 3). Parents shared stories of standing up for their child by dissenting to a teacher or other member of the school. Sometimes the student may even be in the wrong (e.g., not completed a homework assignment), and the parent would contact the teacher to fight for their child to make up the work or have another attempt. One parent described defending a child's behavior simply by acknowledging that the child had behaved in an inappropriate manner but that the child should not have any consequences. In fact, the parent suggested that the teacher was at

fault for not contacting the parent sooner to address the issue at home. Parent dissent

expressed as a defender includes behaviors that may challenge the other in order to

protect their child in some way.

Finally, a parent may dissent to expose an issue or make something known

(Merriam-Webster, 2015, discloser, para. 1). In other words, the parent may act as a

discloser when expressing disagreement. For example, one parent recalled inquiring

about passing times for students to get to and from classes. The purpose, according to the

parent, was to illuminate the inequality of stringent rules that prevented students from

taking care of basic needs (e.g., going to the bathroom, drinking water) in order to

accommodate students who continued to disobey school rules. Other parents attempted to

alert teachers, school administrators, or other parents about issues with which they

disagreed. Sharing information served as the primary purpose of expressing dissent. For

example, parents mentioned talking to past teachers of their child's who still worked at

the school or discussing with other parents about teachers, for instance, with whom they

disagreed or were dissatisfied with in order to provide additional insight into what their

student may experience. Parents also shared information with others about grading,

assignments, teacher communication preferences and more to make the information

known. Expressing disagreement for those who enacted discloser behaviors privileged

spreading information.

The results presented here suggest that parents may enact four different roles

when expressing educational dissent. Notably, the four roles described closely relate to

each other. That is, advocating for someone may involve disclosing information,

attempting to incite change, and/or standing up for someone. As a parent, these four roles

may seem intertwined in your role as a parent. Further, these four roles demonstrate that a parent's connection to the educational organization is through their child.

Taken together, results from phase one suggest that (a) parents experience dissent with educational organizations, (b) parents report experiencing dissent regarding concerns reflective of their position in the organization and the organization's purpose, (c) parents express dissent to a variety of audiences, though most often to an audience directly related to the issue, and (d) parents express dissent messages that reflect the role they perform when communicating their disagreement. Interestingly, the roles appear interrelated. That is, the function in each role positions the parent as connected to the organization through their child(ren) and all four roles involve the parent interceding or communicating for their child(ren)'s benefit. These results informed the development of the 5-point Likert-type unidimensional scale measuring how parents express educational dissent described in Chapter Three. The initial scale included 18 items total. Phase two of this project subjected the developed items to an exploratory factor analysis to determine the underlying factors of the PED scale. Additionally in phase two, concurrent validity was tested between PED and PASS, and discriminant validity was tested between the PED, ODS, and IDS.

Phase Two: Scale Testing Results

Phase two sought to answer research question four, hypothesis one, and hypothesis two. More specifically, phase two investigated the underlying factor structure of the new PED scale and assessed concurrent and discriminant validity of the scale in relation to established measures of K12 parent-teacher communication and expressed dissent.

Prior to conducting the exploratory factor analysis (EFA), a Kaiser-Meyer-Olkin test of sampling adequacy and Bartlett's test of sphericity was conducted. The KMO (.81), and the Bartlett's test of sphericity ($\chi^2(153) = 949.676, p < .001$) indicated an adequate sample size for conducting a factor analysis. Exploratory factor analysis (EFA) using principal axis factoring and varimax rotation was used to answer research question four regarding the ability to create a valid and reliable measure of parent expressed educational dissent. The analysis produced a 6-item unidimensional scale that accounted for approximately 62.02% of the variance (see Table 4). Employing the criteria established by Comrey and Lee (1992) and McCroskey and Young (1979), 12 items were dropped from the initial item pool. The remaining items were subjected to another EFA and the resulting scale produced a single factor with Eigenvalue of 3.72.

Table 4

Parent Expressed Educational Dissent Scale with Means, Standard Deviations, and Factor Loading (n = 112)

Item	Mean	Standard Deviation	Factor Loading
1. I express disagreement regarding policies and procedures at my child(ren)'s school to protect my child(ren).	3.73	1.10	.765
2. I complain about policies and procedures at my child(ren)'s school to serve as an intermediary between my child and school authorities.	3.25	1.12	.734
3. I voice my concerns about policies and procedures at my child(ren)'s school to seek justice for my child(ren).	3.36	1.06	.792
4. I express disagreement regarding policies and procedures at my child(ren)'s school to help my child(ren).	3.77	1.05	.818
5. I express disagreement about policies and procedures at my child(ren)'s school to stand up for my child(ren).	3.50	1.10	.875
6. I voice my opinions regarding policies and procedures at my child(ren)'s school to ensure my child(ren)'s success.	3.60	1.17	.731

Extraction Method: Principal Axis Factoring with Varimax Rotation

Research question one inquired about the possibility of creating a valid and reliable measure of PED. To assess reliability, Cohen's alpha was used. The scale produced a reliability alpha of .91 (*M* = 21.14, *SD* = 5.49). To assess concurrent validity, the new scale was compared to an existing valid and reliable scale that should be meaningfully related (see hypothesis one). To assess discriminant validity, the new scale was compared to existing measures of similar constructs to determine uniqueness (see hypothesis two).

Hypothesis one posed that parent expressions of educational dissent would be positively related to parental expressions of academic support (PASS). Given the reduced sample size (*n* = 56) due to incomplete surveys (i.e., less than 90% of items needed for analysis were completed), scale statistics for PED were recalculated prior to analysis. The PED scale produced a reliability alpha of .89 (*M* = 20.67, *SD* = 5.17). Because not all dimensions of the PASS indicated reliability, only the relationships between PED, academic performance, and classroom behavior were analyzed. The results of a Pearson product-moment correlation did not support hypothesis one such that non-significant inverse relationships emerged between parent expressions of educational dissent and two dimensions of parental expressions of academic support (i.e., academic performance, classroom behavior; see Table 5).

Table 5

Concurrent Validity Correlations (n = 56)

	1	2
1. Parent Expressed Educational Dissent		
2. Academic Performance	-.005	
3. Classroom Behavior	-.080	.545**

**Correlation is significant at the 0.01 level (1-tailed).

Hypothesis two, which predicted that the PED scale is distinct from the organizational dissent scale and instructional dissent scale, received initial support. First, Pearson product moment correlations were calculated for the PED and revised ODS (n = 96). The parent dimension of the revised ODS (r = .18, p = .07), children dimension (r = .18, p = .08), and school personnel dimension (r = .40, p = .000) were positively related to parent expressed educational dissent (see Table 6). The weak correlations between the PED and three dimensions of the revised ODS suggest discriminant validity.

Table 6

Discriminant Validity Correlations with the Revised Organizational Dissent Scale (n = 96)

	1	2	3
1. Parent Expressed Educational Dissent			
2. Parents (RODS)	.18		
3. Children (RODS)	.18	.37**	
4. School Personnel (RODS)	.40**	.03	-.015

**Correlation is significant at the 0.01 level (2-tailed).
*Correlation is significant at the 0.05 level (2-tailed).

Second, Pearson product moment correlations were calculated for the PED and revised IDS measure (n = 77). Expressive dissent (r = .23, p = .04) and rhetorical dissent (r = .37, p = .001) were positively related to PED. Vengeful dissent (r = .06, p = .60) was also positively related to PED, but the relationship was not significant. The weak correlations produced between PED and the three dimensions of the IDS support discriminant validity (see Table 7).

Table 7

Discriminant Validity Correlations with the Revised Instructional Dissent Scale (n = 77)

	1	2	3
1. Parent Expressed Educational Dissent			
2. Expressive (RIDS)	.23*		
3. Rhetorical (RIDS)	.37**	.25*	
4. Vengeful (RIDS)	.06	.12	0.03

**Correlation is significant at the 0.01 level (2-tailed).
*Correlation is significant at the 0.05 level (2-tailed).

Phase two results indicate that the new scale is a valid and reliable measure of parent expressed educational dissent. Thus, the new scale can be used to explore antecedents and outcomes related to PED. In light of existing scholarship, demographic factors and parent perceptions of the organization's willingness to listen to their ideas may influence how a parent expresses disagreement with an educational policy or procedure to a teacher. Moreover, the parent's perceived communication satisfaction with the teacher following an incident in which the parent expressed dissent may be influenced by the way in which the parent shared their disagreement. In consideration of systems theory, the antecedents parents report may be system inputs that affect how feedback to the system (i.e., dissent) is communicated, then informs system outputs (i.e., parent outcomes). To that end, phase three investigated parent inputs and outputs related to PED.

Phase Three: Parent Inputs and Outputs

Research questions five and six, hypotheses three and four, explored antecedents and outcomes of parent expressed educational dissent. Research question five asks if

sociological factors (e.g., race, education, perceived class, and reported income level) influence PED. Previous studies suggested that a combination of factors (i.e., class and race) influence how individuals interact with an institution (e.g., Larue, 2011). Rubin's (2012) meta-analysis of social class differences and students' social integration into higher education indicates that scholars have used a variety of measures to indicate social class including education, income, and a combination of indicators (e.g., parental education and parental income). Rubin found no significant effects regarding different class measures. Thus, for this study, parent highest education achieved was used to indicate social class. An ANOVA was conducted to assess differences in PED between parents of different educational groups (see Table 8). The results yielded no significant differences in PED between parents from various social classes as determined by highest education level achieved $F(4, 16) = .36$, $p = .84$, $\eta_p^2 = .08$. Though the cell sizes were not equal, the cells were determined to be adequate given that the ratio between the smallest and largest cell size was no greater than 1:4 (Barton & Peat, 2014).

Table 8

Differences in PED Between Classes as Determined by Highest Education Level Achieved (n = 21)

	Completed high school ($n = 2$)	Completed some college ($n = 4$)	Completed Associate's degree ($n = 3$)	Completed Bachelor's degree ($n = 5$)	Completed Master's degree ($n = 7$)
M	4.25	3.71	4.17	3.77	3.60
SD	.63	.45	.52	.40	.34

Hypothesis three proposes that parents who perceive greater freedom of speech in the middle school system will be more likely to express educational dissent. A Pearson product-moment correlation determined a non-significant, positive relationship ($r = .12$, $p = .31$) between a parent's perception of organizational climate and PED. That is, the more willing the parent believes the school is to hear his or her ideas, the more likely the parent is to express educational dissent. Hypothesis three was not supported.

Research question six speculates the relationship between PED and the parent's perceived relational satisfaction with the teacher to whom the parent expressed dissent. A Pearson product-moment correlation revealed a non-significant, inverse relationship ($r = -.05$, $p = .83$) between PED and relational satisfaction.

Table 9

Correlation Matrix of Parent Inputs and Outcomes (n = 21)

	1	2
1. Organizational Climate		
2. Parent Expressed Educational Dissent	.12	
3. Communication Satisfaction	.12	-.05

Hypothesis four predicted that PED would mediate the relationship between parent demographic factors (i.e., parent education), parent perceptions of organizational climate, and parent-teacher communication satisfaction. Parent-teacher communication satisfaction constituted the manifest outcome variable (see Figure 2). Parent expressed dissent was designated as the most proximate influence, which was in turn predicted by parent education and parent perceptions of organizational climate. As previously noted in the methods section, the sample size did not allow this analysis to be conducted.
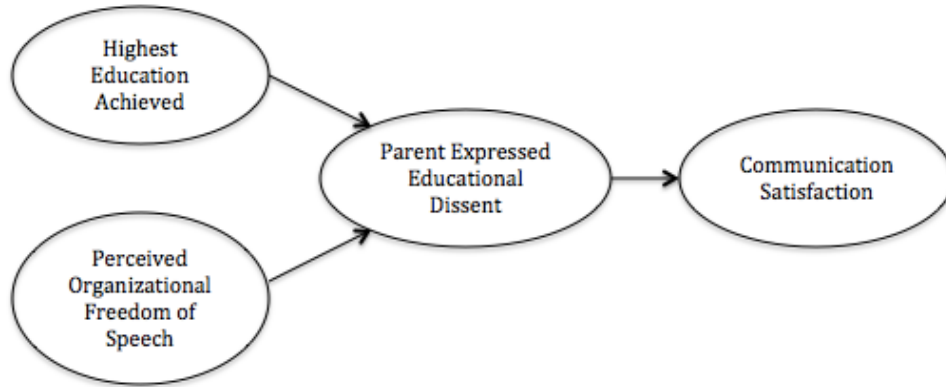
Figure 2. Proposed Model for Phase 3 Analysis

Although the sample size in phase three did not support a path analysis, the proposed model offers theory-based connections between the variables included in phase three. The results of phase three suggest that the proposed relationships may exist and deserve further examination. The potential benefits of pursuing this research and limitations associated particularly with the sample size of this particular study are further explored in the discussion.

Phase Four: Teacher Outputs

Hypothesis five and hypothesis six predicted relationships between teacher perceptions of PED and perceptions of organizational outcomes (see Table 10). Specifically, hypothesis five predicted an inverse relationship between teacher perceptions of PED and teacher job satisfaction. A Pearson product-moment correlation determined a non-significant inverse relationship ($r = -.25, p = .09$). Hypothesis five was not supported.

Hypothesis six predicted an inverse relationship between teacher perceptions of PED and teacher organizational commitment. A Pearson product-moment correlation determined a non-significant inverse relationship between PED and continuance

organizational commitment (r = -.18, p = .17), normative organizational commitment (r = -.08, p = .35), and affective organizational commitment (r = .13, p = .25).

Table 10

Correlation Matrix of Teacher Organizational Outcomes (n = 30)

	1	2	3	4
1. Parent Expressed Educational Dissent				
2. Teacher Job Satisfaction	-.25			
3. Affective Organizational Commitment	.13	-.57**		
4. Continuance Organizational Commitment	-.18	.04	.09	
5. Normative Organizational Commitment	-.08	-.45**	.67**	.30

**Correlation is significant at the 0.01 level (1-tailed).

Results from phase four indicate that the proposed direction of correlations was supported. Given a larger sample size, the results indicate that a significant inverse relationship may exist between teachers' organizational outcomes and parent expressing educational dissent. However, further scrutiny of these relationships is needed. An explanation of the results is provided in the conclusion.

Results Summary

The results from the four phases included in this study suggest that parents express educational dissent regarding specific triggering agents to a variety of audiences embedded in the context of an educational system and these expressions, as well as associated inputs and outputs, can be measured and assessed via the developed measure of PED. Moreover, the results suggest areas of further and future exploration. A more

robust discussion including implications for PED scholarship and members of public

middle school education systems, limitations, and future directions follows in the next

chapter.

Chapter Five: Discussion

Parents are an integral component of a public middle level education organization (Anfara & Mertens, 2008). Moreover, teachers and parents recognize the importance and necessity of trust and communication between teachers and parents as a factor influencing student performance (Adams & Christenson, 2000; Chrispeels & Rivero, 2001; Cowan, 2003; Myers & Monson, 1992). However, communication between teachers and parents may not always include positive communication (e.g., expressions of gratitude). Rather, parents may express concerns or disagreement related to education policies and procedures (Ehman, 1997). Without a systematic and empirical understanding of PED, scholars and educational system members do not have the tools necessary to develop feedback processes that support the educational system. To that end, this project (a) identified the ways in which parents express educational dissent, (b) developed a measure of PED, (c) explored factors that may influence PED and perceptions of an organizational relationship (i.e., parent-teacher) following PED (i.e., parent inputs and outputs), and (d) investigated another organizational member's (i.e., teacher) perception of the organization (i.e., outputs) after experiencing PED.

Parent Expressions of Educational Dissent

Public middle school parents indicated that they do express educational dissent once a triggering agent has been encountered. The triggering agents described by parents (i.e., academic performance, structural issues, and communication management) align with the purpose of educational organizations. Cohen (2006) asserts that "parents and teachers want schooling to support children's ability to become lifelong learners who are able to love, work, and act as responsible members of the community" (p. 201). To that

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end, how a student performs and shows competencies towards achieving this goal (i.e., academic performance), how the organization is facilitating this goal (i.e., structural issues), and managing the communication related to the previous two items with relation to achieving this goal (i.e., communication management) constitute issues that appear most salient to parents' ideals regarding K-12 education in the United States, or in other words, the organization's purpose. Thus, the triggering agents described by parents parallels the typology of employee triggering agents described by Kassing and Armstrong (2002), which reflect the position of the employee within the organization and the employee's facilitation of the organization's purpose. Moreover, the triggering agents described by parents also align with Goodboy's (2011a) college student triggering agents, which reflect the position of the student within the classroom and the student's goals in light of the classroom. In short, the parent triggering agents identified in this study account for parents' position within the organization and key goals and processes related to educational organization functioning.

By identifying these triggering agents, school administrators, and teachers can better prepare for and perhaps proactively temper triggering agents that parents may encounter. Moreover, increasing parental awareness of the issues that serve as triggering agents and helping parents cognitively group the issues may assist parents in developing more systematic approaches to addressing such issues rather than reacting to multiple separate occasions. For example, rather than emailing the teacher each time the parent experiences a triggering agent (e.g., communicating with the teacher via email, checking grades on a district portal, and having to check Twitter for updates on the class), the

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parent may benefit from grouping related events and addressing larger issues at hand (i.e., needing a clear systematic approach to communication).

Parents reported expressing dissent to a variety of individuals in the educational system including school administrators, teachers, and other parents. Importantly, parents expressed a desire to communicate with the individual most closely linked to the triggering agent experienced. That is, parents did not report choosing their audience based on proximity or familiarity. Rather, parents reported expressing dissent to the person(s) most closely affiliated to the issue. When navigating an educational system, this approach may be most effective. That is, organizations work to specify roles and offer role clarity through socialization (Jablin, 1987, 2001). Using this understanding of various organizational members' roles to appropriately address the member most influenced or able to address the concern demonstrates a willingness to participate within the structure of the organization and a desire to serve as an effective member of the organization. Teachers and school administrators report apprehension and frustration related to parent involvement due to lack of parent understanding (Abrams & Gibbs, 2000; Becker & Epstein, 1982; Moles, 1982). Yet, parent actions suggest willingness to navigate the organizational structure once understood. Thus, schools may take care to provide instruction to participants as to how to best communicate with and approach addressing disagreement (Anfara & Mertens, 2008; Ehman, 1997).

The revision of the organizational dissent scale (Kassing, 1998) as part of the discriminant validity assessment in phase two further supports the audiences to whom parents express dissent. Following an EFA, the resulting ODS scale included three factors reflective of the audiences to whom parents express educational dissent – other parents,

school personnel (i.e., administrators and teachers), and their children. The subscales reflect audiences particular to the educational context, and not addressed in the original ODS scale. The original ODS scale includes dimensions for upward dissent (i.e., dissent expressed by an employee to a manager), lateral dissent (i.e., dissent expressed by an employee to a coworker), and displaced dissent (i.e., dissent expressed by the employee to those outside of the organization who are generally interpersonally connected to the employee). Because a public middle school parent is not an employee of the school organization, though is considered part of the organizational system (Hoy & Miskel, 2008), a revised version was needed to appropriately assess discriminant validity. Interestingly, the scale supported results of the focus groups conducted as part of phase one data collection. Notably, the scale highlighted audiences of dissent that were not named or discussed at length in the focus group – other parents and children.

Though the focus group data collected as part of phase one primarily reflected dissent expressed to school personnel, parents did allude to conversations with other parents and conversations in which the parent shared their perspective with their student. For example, one parent described an instance in which the parent's child complained about a school policy or procedure. The parent insinuated a reply such as, "I know, and I agree with you, but…" was the response given to the child. Importantly, this reinforces the ways in which parents may impact a child's educational experiences. That is, if a parent is willing to share dissenting opinions with their child, this may affect how the child understands and participates in his or her own education. Not only may these dissent messages have an immediate impact on the student (e.g., alter student behavior), but these messages may include memorable messages about education, organizations, and

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learning. In fact, memorable messages about education shared by parents with their child(ren) serve as indicators of college student success (Kranstuber, Carr, & Hosek, 2012). Identifying parent's child(ren) as potential audiences of dissent highlights the influential role of parents in a child's education. In order to ensure a focus on learning and education, parents and teachers need to be able to work together and communicate clearly and openly.

Further, parents express dissent to other parents. Though most closely aligned with Kassing's (1997, 1998) notion of lateral dissent or Goodboy's (2011a) identification of expressive dissent (i.e., dissent expressed by a student to friends or family in order to feel better), parent-parent dissent indicates the presence and vibrancy of the parent subsystem within the educational organization. That is, sharing information about disagreement or dissatisfaction with educational policies and procedures may serve as a way of facilitating information exchange and helping organizational members in the same role navigate the experience. Additionally, parents may or may not share dissent with other parents at the same rate at which they express dissent to school personnel. Garner and Wargo (2009) found that church members expressed more upward dissent (i.e., to church leaders) than lateral dissent (i.e., to other church members), though church leaders reported that they believed church members to be "unwilling" to express dissent. Although the current study suggests that parents communicate dissent to other members of the organization (i.e., parents and children), parents also express dissent to teachers and schools administrators.

Interestingly, parents did not report distinctions between communicating with school administrators versus communicating with teachers. That is, parent descriptions of

interactions with teachers and school administrators did not include a discussion of organizational hierarchy in which school administrators were seen as more powerful or able to address the parents' concerns than teachers. Though a critic of this work cited anecdotal experiences in which this person intentionally bypassed teachers to address concerns with the principal at this person's school (J. Lee, personal communication, November 13, 2014), this sentiment was not supported in either the parent or teacher focus groups. Unlike Garner and Wargo (2009)'s investigation of the church where church leaders were clearly identified, educational organization members appear to embrace a systems perspective in which members interact across the organization.

Regardless of the audience, however, parents described expressing educational dissent as part of enacting a role reflective of their unique position to the organization. In other words, the ways in which parents chose to pursue expressing educational dissent emphasized their connection to the organization through their child(ren). Further, this role also functioned in ways indicative of a parent identity such as "advocate," "inciter," "defender," and "discloser." That is, parents may identify as protectors of their kids and as advocates for their children, attempting to afford their children the best possible opportunities or circumstances to succeed. From a parent's perspective, expressing educational dissent may be related to providing or ensuring your student's success. Importantly, these roles inform how parents express educational dissent. While differences between the nuanced roles were evident in focus group participants' narratives and discussion, the over-arching similarities between the functions informed the development of the PED scale. The similarities evident in parent descriptions of dissent enactment informed the unidimensional scale developed in this study.

PED Scale Development and Validation

As the primary finding of this study, the results of this study provide initial

support for a valid and reliable scale measuring parent expressed educational dissent. The

scale accounts for the unique positioning of a parent in a public middle school

educational system. Particularly, that the parent's connection and membership to the

organization is perceived as directly tied to their child(ren)'s membership as a student.

The items of the scale further reflect the specific identity of a parent in echoing protective

functions such as "advocate," "inciter," "defender," and "discloser." Perhaps most

importantly, the results suggest that the scale is reliable. Specifically, the initial reliability

alpha produced for the scale in phase 2 was .91, indicating a highly reliable scale

(Nunally, 1978). Phase 3 produced a similar alpha of .89, and phase 4 produced an

acceptable reliability alpha of .80. The consistently high and acceptable Cronbach's

alphas demonstrate scale reliability. Moreover, considering that phase 4 accounted for

teachers' perceptions of PED, the results submit that the scale measures precisely the

communication that the scale claims to measure (i.e., PED) as opposed to a particular

group's perspective of communication (i.e., parents' perspectives of PED). That is, the

scale consistently measures PED as experienced by multiple members of an educational

system.

With regards to validity, the results indicate that the scale may be valid. Notably,

apart from face validity established through expert reviewers in accordance with Fowler

(2009), the results of this study should be interpreted with caution. Lack of power due to

low sample size limits the interpretability of the results. However, initial assessments

indicate some success in the development of a valid scale.

First, concurrent validity was assessed measuring the relationship between PED and the parent expressions of academic support scale (PASS, Thompson & Mazer, 2012).Though hypothesized as positive relationships, the results indicated non-significant inverse relationships between PED and the two dimensions of PASS included in analysis. There are several possible explanations for this finding including unreliable dimensions of the PASS and small sample size. The PASS measure includes five factors of which, three of the factors include only two items. For one of the two-item factors, a correlation matrix showed that the items produced an inverse relationship; thus violating assumptions of covariance and reliability. Additionally, a sample size of 56 lacked the power needed to detect significant results. Given that the PASS was the fourth scale included in the phase two survey, participants may have experienced fatigue or were otherwise interrupted and failed to complete the survey. In light of the overlap between triggering agents identified in phase one and dimensions of the PASS, non-significant inverse relationships seem unlikely. However, it is important to note that dissent constitutes a particular form of communication of which participants may have negative perceptions. For example, one participant contacted me to ask if they could still participate if they had never disagreed with an educational policy or practice. Moreover, they communicated hesitancy expressing disagreement anonymously through an online survey. On the other hand, the PASS records frequency of communicating about a variety of topics and is not message-centric like PED. In light of this information, it is possible that the relationships would not improve given better reliability or sample size.

Another explanation may exist within the type of messages communicated. That is, though there is overlap between triggering agents of PED and the content of messages

parents communicate to teachers, PASS and PED may be two different things. Precisely, PED refers to messages of disagreement and PASS describes informational messages about aspects of a student's participation and success in the educational system. Perhaps differences between the messages themselves may suggest discriminant validity as opposed to concurrent. Yet, further testing is needed.

Second, an initial exploration of discriminant validity was conducted using correlations between revised versions of two established measures of dissent. One of the primary reasons for developing the PED scale was the inability to directly translate either scale into a measure appropriate for the context and relationship of a parent dissenter to the organization. Though the results indicate positive relationships between PED and the revised ODS and IDS, the correlations produced are weak. Specifically, the correlations between the PED and dimensions of the revised ODS are at or below .40, indicating weak correlations. The only relationship to indicate significance was the relationship between the school personnel dimension and PED. This result makes sense in that school personnel seem to be the more frequent audiences of parent dissent. Teachers in the phase one focus group indicated that PED was a common, though perhaps not frequent, occurrence.

Though the relationships between the expressive and rhetorical dissent dimensions of the revised IDS and PED produced significant relationships, the correlations were also weak (below .40). Expressive dissent constitutes expressing dissent in order to vent, and rhetorical dissent refers to attempting to right a perceived wrong (Goodboy, 2011a). The items included on the PED measure do not specifically refer to either expression, but the verbs used in the items conjure similar meanings. For example,

one item on the PED scale is: "I complain about policies and procedures at my child(ren)'s school to serve as an intermediary between my child and school authorities." The verb "complain" parallels the expressions described in the expressive and rhetorical dimensions of the IDS (e.g., expressive: "I attempt to feel better about my frustrations in this class by communicating with other people."; rhetorical: "I voice my concerns to my teacher to make sure I get the best grade possible."). Thus, there is initial and tentative support for discriminant validity of the PED scale.

Prior to asserting the validity of this scale, further testing is needed. Specifically, a greater sample size (n > 250) is needed to compute a confirmatory factor analysis to ascertain discriminant validity and produce greater power for establishing construct validity. Confirmatory factor analysis is a standard procedure for (a) confirming factor structure (Noar, 2003) and (b) providing greater support for discriminant validity (e.g., Schrodt & Finn, 2011). Securing a sample size that would allow for this testing would strengthen the current support for the PED scale. Also, while the PASS may be the strongest K12 parent-teacher communication scale for testing construct validity, perhaps including an alternate scale that is more reliable would provide additional support. In light of the education literature regarding parent-teacher trust (e.g., Adams & Christenson, 2000), perhaps a measure of organizational trust may meaningfully demonstrate construct validity for the PED scale.

A strength of the scale includes the brief time needed to complete the unidimensional scale. That is, only six items compromise the entire scale. In light of the participant attrition experienced in this study, future research using the PED measure may not result in the same limitations. Phases two and three of this study were estimated to

take participants between 15 and 20 minutes to complete. Given the responsibilities of this demographic (e.g., childcare, work, personal health and well-being, relational maintenance with family and friends, hobbies and interests), a 15 to 20 minute time commitment may be too much.

Additionally, this population may or may not have an understanding of or experience participating in social science research. Unfamiliarity with the process and the nature of research may serve as a deterrent to participate or complete the study as well. One parent participant in phase three and one teacher participant in phase four contacted me to ask questions regarding their responses. The parent interpreted the study as to say that he or she could not or should not participate unless he or she had disagreed with an educational policy or procedure. The participant did not understand that reporting that he or she had never had a disagreement regarding an educational policy or procedure was meaningful and needed data. The teacher communicated feeling as though the answers he or she provided would not help my study. The participant did not understand that the author was not seeking a right or wrong answer. Rather, the author is researching a precise area of communication and interested in generating knowledge as it exists to further understand a specific idea. Other participants may have experienced similar thoughts and opted not to complete the study.

Taken together, the evidence provides tentative support for a reliable and valid 6-item unidimensional measure of PED. The development of this scale will provide scholars with a tool for assessing a continuously reported parent behavior (e.g., Ehman, 1997) and extending current literature on educational organizations, parent involvement, and expressions of dissent.

Parent Inputs and Outputs

Garner's (2013) process approach to organizational dissent made a substantial contribution to the dissent literature. Rather than conceptualizing dissent as something experienced and expressed by an individual (seemingly in a silo), Garner proposed a life cycle, connected approach in which dissent extends beyond antecedents and initial expression and affects affiliated others as well as the dissenter. To that end, phase three attempted to explore inputs (i.e., highest education level achieved, perceived organizational freedom of speech) influencing PED and outputs (i.e., communication satisfaction) following expressed dissent.

Due to the lack of power needed for the appropriate analysis, additional analyses were conducted to explore parent inputs and outputs. Considering Larue's (2011) findings that indicated discrepancies between members of different social classes regarding parent interactions with educational organizations, the first analysis measured differences between groups of parents in the sample. The analysis suggested that no differences existed in relation to PED; however it is important to interpret these results with care. Though the cell sizes for the analysis were adequate, they were not equal. Thus, there is a possibility of error that would be reduced with purposive sampling and increased study participation. Support for potential error exists in anecdotal evidence shared by others during this project. For example, a colleague shared her lived experience regarding PED in which growing up in a working class home, her parents would never have expressed disagreement within the school (B. Berkelaar, personal communication, September 13, 2014). While the focus of this study was PED to teachers, it is important to understand that parents may choose others in the educational system as audiences for

their dissent. As noted in phase one and phase two (i.e., factors determined in the revised ODS), parents also report expressing dissent to other parents and their children. Unfortunately, research participation is not equal across class, as indicated in the results presented here (i.e., more participants had graduated from an institute of higher education as compared to those who had completed high school only). Nevertheless, future studies should continue to investigate the possibility of class influence on voice within the educational organization.

In lieu of examining the theoretically-based model proposed, the second analysis conducted investigated the relationship of organizational freedom of speech, PED, and communication satisfaction. The results indicated non-significant relationships in the proposed direction. That is, organizational freedom of speech positively related to PED, which makes sense that the more open a parent perceives the educational organization to be regarding disagreement then the more likely he or she may be willing to express his or her ideas. Moreover, an inverse relationship emerged between PED and communication satisfaction. In other words, parents reported lower communication satisfaction after expressing educational dissent to a teacher. Lasky (2000) reports that when teachers perceive that parents were not communicating in a supportive manner, teachers reported negative emotions and perceptions of the parent. However, this study does not speak to parents' perceptions of teachers. Further, Kassing's (1997) model of organizational dissent does not include any indication as to what happens to the dissenter after expressing dissent. Frisby et al. (2014) suggested that expressing dissent may be considered a face threatening act by the person(s) listening to the expressed dissent. The emotions felt and the manner in which the listener responds may in turn co-construct the

experience so that each party develops individual perceptions of the communication interaction as positive or negative. In light of a co-constructed approach, communication satisfaction may also serve as an antecedent of PED. That is, when a parent is dissatisfied with parent-teacher communication, the parent may be more likely to express educational dissent. Thus, further investigation is needed. Though not significant, the results suggest that parents experience decreased communication satisfaction with the teacher in relation to expressing educational dissent.

Phase three was initially proposed to reflect GST and support a process approach to expressed dissent. In other words, factors that exist outside of the system (i.e., demographic factors) and factors that exist based on previous encounters as part of the system (i.e., organizational freedom of speech) influence feedback in the system that in turn affects system outputs (i.e., perceived communication satisfaction with another member of the system). Using Garner's (2013) terms, factors comprising the precipitation phase influence the initial conversation phase that in turn influence the residual phase. The results of this study suggest that further investigation is warranted.

Investigating the Effect on Another Organizational Member: Teacher Outputs

Garner (2013) acknowledges that other members of the organization will respond to the dissenter and the dissenter's message as part of the residual phase. This perspective echoes systems theory. In this particular study, systems theory brings to light the other members of the educational organization who may experience outcomes related to a dissenter's expression of disagreement. As found by Frisby et al. (2015), college instructors reported higher burnout, as well as decreased efficacy, job satisfaction, and organizational commitment after receiving messages of student dissent. Given that this

study is focusing particularly on parent expressed educational dissent shared with teachers, the teacher who serves as the audience of PED is the organizational member most likely to react and respond. Further, an interaction with a parent in which the parent shares disagreement about educational policies or procedures may influence how the teacher perceives his or her job and the organization. Communicating with parents is one aspect of teachers' roles in educational organization (Anfara & Mertens, 2008). If that communication involves instances that highlight conflict, a teacher may be less satisfied with his or her job and may feel less committed to the organization. To further explore the relationship between PED and teacher outputs, phase four sought to determine teachers' satisfaction with their jobs and commitment to the educational organization following an instance of PED.

Results indicate that teachers are negatively affected by parent expressions of educational dissent. Specifically, public middle school teachers reported decreased job satisfaction, continuance organizational commitment, and normative organizational commitment after experiencing PED. Though non-significant, the results are in the predicted direction. Notably, the non-significant relationship between public middle school teachers' affective commitment and PED was positive but minute. First, it is reasonable that if a teacher is receiving messages about an educational policy or procedure with which a parent disagrees, then the teacher may experience lowered job satisfaction. Becker and Epstein (1982) found that teachers may worry as to parents' perceptions of their professional competence. After partaking in a conversation in which a parent expresses dissent, the teacher may interpret the incident to negatively reflect his or her own abilities as a teacher and feel dissatisfied. Moreover, teachers may not

consider communicating with parents as a high priority or satisfying part of their job. Experiencing dissent in addition to this inclination may exacerbate feelings of job dissatisfaction.

Aligned with feelings of job dissatisfaction, teachers also report decreased commitment to staying at the organization based on finances/professional gain (i.e., continuance organizational commitment) and loyalty to the organization (i.e., normative organizational commitment). Starnaman and Miller (1992) found that communicative support such as positive interactions between a teacher, the principal, and other instructors positively influenced teacher perceptions of organizational commitment. However, dissent may not be perceived as a form of communicative support. Teachers may not only form negative perceptions of the parent lacking such behavior (Lasky, 2000), but teachers may also experience decreased commitment to their organization following an interaction in which a parent expressed educational dissent. Careers in teaching and education are not commonly purported to have large financial gains or many opportunities to advance through professional gain. Thus, it is not surprising that after a less than supportive interaction, a teacher may not perceive great continuance commitment. Additionally, it makes sense that a perceived lack of support may decrease any loyalty felt on behalf of the teacher. Though these results were non-significant, they did occur in the proposed direction.

Future studies may find greater support for these relationships such that scholars are better able to understand how parents communicate a particular message may affect a teacher's perception of his or her job and organizational commitment. Further, PED may have additional implications for trust between parents and teachers, which influences

organizational outcomes. The results suggest further investigation as to how teachers

respond to PED, manage their feelings and perspectives of the organization, and negotiate

future interactions in the educational system is needed.

In sum, the results of all four phases included in this study offer important

contributions to scholarship and practice. This study identifies and explores a particular

message parents communicate in educational systems. Doing so provides scholars an

avenue for future investigation to develop a more comprehensive understanding of

communication within educational systems. This work also offers parents, teachers,

school administrators, community members, and others connected to educational systems

a basis for identifying, framing and responding to dissent, as well as initial insight into

improving a key process to organizational success (i.e., communication) within the

system. To explore the potential influence of this study on research and educational

systems, the next section further explicates the contributions of this work to scholarship

and practice.

Theoretical and Practical Implications

A strength of this work are the ways in which the results inform and contribute to

a fuller understanding of dissent as a type of feedback within public middle school

education systems. This includes theoretical contributions such as extending general

systems theory to further investigate a communication message expressed in education

systems and exploring the process nature of dissent as well as practical contributions such

as identifying perspectives parents may have when expressing PED and understanding

the outcomes other members of the system may experience once PED has been shared.

Bjork (2006) and Hoy and Miskel (2008) recommend general systems theory as an informative framework for guiding scholarship concerned with education systems. This study used the theory to highlight a particular communication phenomenon (i.e., PED) within the system and examine the affect of this feedback on the subsystems. The results indicate further use of this theory is warranted as scholars continue to explore communication in education systems. Notably, parents and teachers see communication as a tool that may positively enhance their connection (Adams & Christenson, 1998, 2000) and perhaps improve organizational success. Only by using general systems theory as a lens through which to view the organization can scholars continue to examine how processes such as communication influence dynamics between subsystems and organizational function. Further, by labeling dissent as a feedback process, scholars can more precisely explore how systems encounter dissent.

The co-constructed theory of dissent (Garner, 2013) reflects general systems theory and adopts the notion that dissent occurs across multiple phases and may be experienced by other members of the organization as opposed to solely affecting the dissenter. Though unable to fully test in this study, this project does consider a process orientation to dissent that includes the presence of interconnected relationships described within general systems theory. Specifically, this study offers support for this theory by demonstrating that (a) in addition to antecedents influencing a dissenter's expression of dissent, the dissenter may also experience outcomes related to the expression of dissent and (b) others' (i.e., not the dissenter) perspectives of the organization may be related to a dissenter's shared message. That is, once a dissenter expresses disagreement, the dissenter as well as others in the organization may be affected by this shared information.

Kassing's (1997, 1998) model of organizational dissent suggests that factors may influence how an individual expresses dissent; yet the model fails to explore what may happen to the dissent or others after dissent has been expressed. Garner's (2013) theory addresses this void by positing that an individual may experience a residual phase in which the dissenter's perspective or ideas may be influenced by expressing dissent. For example, results in this study indicate that parents' perceptions of parent-teacher communication may be associated with PED. Though further investigation is needed, it is likely that parents' perceptions of parent-teacher communication are affected by PED (Lasky, 2000). In a workplace context, superior-subordinate communication satisfaction may shift following upward dissent (i.e., employee expressed dissent to a manager). Kassing (2000b) found that perceived relational quality between superiors and subordinates influenced how subordinates expressed dissent. Perhaps after expressing dissent, a subordinate may perceive lower or higher communication satisfaction. That is, the experience of expressing dissent may affect how the individual perceives organizational processes and interconnections within the system.

Additionally, organizational members may perceive outcomes negatively in light of expressed dissent. Regardless of context, the results of this study necessitate additional exploration into other subsystems or members of the educational organization in addition to investigations concerning the dissenter. For example, within an educational system, how might a parent be ostracized or encouraged to no longer be involved? How might a school administrator, other parent, or student respond to PED? How might this affect not only organizational outcomes but learning outcomes for the student? Each of these

questions warrants future studies of PED and the co-constructed theory of dissent, in addition to offering practical suggestions for educational organizations.

A primary contribution of this study is examining the process of parent communication in education systems. Current scholarship primarily examines communication channels and frequency of parent communication (e.g., Thompson & Mazer, 2012) or variables related to parent communication (e.g., trust; Adams & Christenson, 2000). Though communication is identified by scholars and organizational members as a process affecting schools (e.g., Kalin & Steh, 2010), scholarship precludes precise and systematic examination of communication messages shared by parents within education systems. Greater examination of communication processes and elements of the process (e.g., messages such as dissent) is needed in order to better understand how parents are engaged and participating in educational systems.

To that end, the measure developed in this study will allow scholars to continue exploring one of the communication processes evident in education systems. Specifically, the measure will allow for continued examination of antecedents and outcomes related to PED. Not only will this measure contribute to the advancement of theory, but this measure will also contribute to the assessment of parent communication within educational systems. By further exploring how parents communicate, education systems may better involve parents in the organization.

Teachers, school administrators, parents and community members benefit from the identification of PED as a communication phenomenon within education systems. By labeling, measuring, and studying this phenomenon, members of education systems can determine ways in which to proactively and positively address and manage concerns

regarding academic performance, structural issues, and communication management. Moreover, identifying parent roles when expressing dissent may position others within the system to better understand parent perspectives and motives for communicating dissent. For teachers and school administrators, acknowledging that a parent expressing PED is primarily concerned with his or her child may decrease any perceived face threat (Frisby et al., 2014) and mitigate perceptions of distrust that may lead to strained relationships (Casanova, 1996; Lasky, 2000). On the other hand, understanding the association between PED and teacher organizational outcomes may help school administrators and teachers generate training and support systems for teachers who experience PED. For example, teachers may benefit from professional development that includes instruction of PED and possible responses that emphasize the collaborative and connected nature of teachers and parents within the educational system. Support systems may include venting or grievance opportunities in which the teacher can (a) express his or her own frustrations regarding the interaction as well as (b) pose the concerns shared by the parent and discuss ways that change may result from PED. As mentioned previously, parents may communicate to incite change within the organization. Providing resources to facilitate conversations around potentially productive change may help improve organizational processes and function.

The theoretical and practical implications of this study indicate that PED is a noteworthy contribution to communication scholarship and education systems. Given the possible scholarly directions and developments of instructional practices building from this research, studies regarding PED may continue to inform scholarship and practice.

In light of the potential for future directions suggested, it is important to first note the limitations then explore opportunities for further investigation.

<p style="text-align:center">**Limitations**</p>

Despite the intentionality and thoughtfulness of the research design executed in this project, challenges to recruitment, definition of population, and non-paired or dyadic data limit the explanatory power of the results. First, challenges to recruitment yielded small sample sizes for all four phases. Notwithstanding the efforts described in the methods section, parents were largely unresponsive to appeals via social networks and personal contacts, which yielded low participation in phases one through four. Few PTSAs and community organizations responded. Finally, despite university and district approval for collecting data in the schools, individual school principals had to approve distribution of the survey information. Few principals returned correspondence, and only one school agreed to participate. One participant suggested that parents and teachers are frequently asked to participate in studies such as this and would be more inclined to participate if their student was rewarded in some way. Unfortunately, this study was unable to capitalize on this suggestion due to lack of external funding to purchase or arrange for incentives and intimate knowledge of the reward systems for students in each school. A colleague who also conducts research in K12 contexts suggested that paper surveys may yield a higher response. Yet without external funding, affording paper surveys was not feasible. Future studies may consider the role of external funding, focus on building relationships with a small number of schools who agree to participate early in the process, and devising incentives that are embedded within the school's current reward system and do not detract from educational integrity.

Additionally, the embedded hierarchy of the school system creates a time-intensive process for gaining approvals from each level of the organization before conducting research. This gatekeeping practice prevents researchers from quickly accessing their target population. In the future, scholars should consider attaining assurance for participation from schools prior to submitting paperwork. Including a school directly in the formation of the study may increase participation and provide additional insight into future work that is needed.

During the course of data collection, several uncontrollable events occurred that delayed data collection. First, the Institutional Review Board underwent an accreditation review during study approval, which slowed down study review and approval. Second, the university and participating school district accumulated 7 days of school cancellation during study recruitment. Unpreventable delays such as this affected the ability of the author to conduct research and correspond quickly and effectively with potential participants. Third, the superintendent of the school district that agreed to participate stepped down from his position during phase one of the study. Several participants in the teacher and parent focus groups mentioned the unsettling announcement and the uncertainty that this shift in organizational leadership induced. Thus, during phases two, three, and four, organizational members may have experienced additional duties related to searching for a new superintendent, including providing feedback to district-conducted surveys and interviews and participating in community forums. Fourth, the school district created a committee to redraw the school attendance zones during the 2014-2015 school year. Though the school district intends to enforce the new zones beginning in the fall 2016, this school year involved conversations and data collection from principals and

community members across the system. For example, two different public feedback forums occurred during phase 2, phase 3, and phase 4 data collection. Potential participants may have felt overextended participating in a variety of studies and feedback sessions related to the redistricting, which in parents' perceptions, may have more direct influences on their child(ren) than this study.

In the future, scholars should anticipate a longer timeline for research design approval and data collection. Further, scholars may consider collecting data in the late fall as opposed to spring. Though this presents validity problems for the study (i.e., parents and teachers may not have had enough time in the public middle school to have experienced or expressed dissent), the researcher may encounter fewer natural challenges to data collection. Additionally, scholars should plan, if possible, to accommodate large organizational changes by changing data collection dates to those that will not compete or conflict with district business. Principals and others in positions of legitimate and authoritative power in the district may be more likely to partner and provide access to participants when system-wide pressures and expectations are less involved and time sensitive.

However, it is important to note that while sample sizes were indeed small and require interpretations of the data to be done with great caution, the sample sizes reported in this study are similar to the samples sizes reported by other communication scholars examining K12 parent communication in educational systems. For example, in light of the phase one focus groups, Thompson (2008b) reported interviewing 30 teachers and 30 parents. Only 3 of the teachers interviewed were junior high teachers, and none were parents of specifically junior high parents (though it is possible that any of the 10 parents

who had students at multiple levels may have included a student in junior high). Additionally, this sample included both public and private schools. Considering phases two, three, and four, Thompson and Mazer (2012) reported a sample size of 191 parents in study one and 175 parents in study two. Importantly, the sample size included parents with children in elementary school, junior high school, and high school. Though not reported for study one, Thompson and Mazer (2012) indicated that only 53 parents of the 175 participants in study two were parents of junior high school students. Thus, the sample size collected in this study does appear to align with expected participation for this population.

Perhaps most interesting regarding sampling is individuals expressed interest in the study and affirmation for the need of this research. Leading up to and during recruitment, discussions about this research typically elicited supportive responses in the form of stories offered that illustrated expressed educational dissent, further discussion of potential antecedents or outcomes, and willingness to participate or recruit. Often, however, the people who engaged in conversation and were most excited about the project were individuals whose children had already moved on from middle school. These individuals could recall specific instances of dissent, craft their own argument for pursuing this line of work, and articulate the ways in which this research could positively affect education, specifically public middle schools. However, several participants with current public middle school students reported being unable to think of a time where they disagreed with a school policy or procedure or feeling uncomfortable with the label "dissent." One concern regarding self-report survey data is the time frame in which individuals are asked to recall or reflect on an experience. In this case, unsolicited

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participant feedback and interactions in the field support the possibility of researching experiences of parents whose children attended a public middle school prior to the time of the study. Perhaps participants would feel more comfortable reporting on reflected experiences rather than current experiences. Redefining the population in this way may improve sample size.

Arguably, an additional way to increase sample size would be to extend this study to include all K12 teachers and parents. Yet, one of the strengths of this study is limiting the population to (a) public schools and (b) middle schools. This is a strength because scholarship suggests that parent relationships to educational organizations and their involvement in their child's education may change over time (Carnegie Council on Adolescent Development, 1989). For example, Adams and Christenson (2000) note that parent-teacher trust decreases as students progress from elementary school through high school. Moreover, a parent may perceive their role as preparing their child for adulthood (e.g., Lareau, 2011). Thus, the parent may choose to participate in their child's education differently across time. Paulson and Sputa (1996) conducted a longitudinal study, measuring adolescents' and their parents' perceptions of parent involvement between ninth grade and twelfth grade. The results of the study indicated that both parties reported a decrease in parent involvement. Specifically, adolescents and parents reported a decline in parent interest in schoolwork and parents reported a decline in school function involvement. Hill and Taylor (2004) reported similar results, such that parents of middle and high school students participate in their child(ren)'s education outside of the school and through communication with their child. Therefore, measuring parent-teacher communication across K12 education introduces variability to the study. Despite a

smaller sample size and greater recruitment obstacles, specifying a particular time segment of the K12 education experience (e.g., middle level education) provides greater validity to the results.

Finally, though the research sought to learn about parent-teacher experiences with PED, the research design relied on individual, self-report data. That is, individual perceptions of different events were collected and analyzed a rather than dyadic perceptions of single event. Though informative and valuable, this research does not capture the dynamic nature of a single episode of dissent and does not directly assess Garner's (2013) co-constructed theory of dissent. Future studies should extend this study by collecting data from parents and teachers about a single dissent event. This would allow researchers to more directly assess the effects of dissent experienced by both parties. Further, future studies should include additional organizational members who comprise the educational system such as administrators, staff, and students. Not only should other dyads be considered (e.g., parent-parent, parent-student, parent-administrator, etc.), but triadic and quadratic data such as parent-teacher-student or parent-teacher-administrator-staff should be considered as well. This sort of data would better situate the dissent experience within the interconnectedness of the system and further demonstrate the impact of dissent during the residual phase (Garner, 2013). Another consideration of the individual, self-report data collected is that participants responded to questions after recalling a previous dissent experience. Some error and discrepancies may exist regarding initial perceptions versus recalled perceptions. Collecting data across multiple data points may limit error related to recall.

Taken together, this study speaks to individualized experiences of expressing and responding to dissent in a public middle school educational system. Refining recruitment procedures through formalized relationships with individual middle schools, accepting the definition of middle level education based on student age, collecting information regarding type of school, and seeking opportunities to expand current knowledge through dyadic data would add to current scholarship regarding dissent, communication in public middle school educational systems, and extend Garner's (2013) co-constructed process approach to dissent. Despite these limitations, the results of this study contributed to existing literature by (a) defining a communication behavior described by education scholars, (b) developing a scale to measure the behavior, (c) identifying antecedents and outcomes related to the behavior, and (d) testing potential outcomes experienced by audiences of dissent. In short, this work extends the use of systems theory in the classroom to explore a particular type of feedback between interconnected subsystems and provides some support for conceptualizing dissent as a co-constructed process.

Future Directions

In order to add to this body of literature, scholars should consider (a) further validation and testing of the PED scale, (b) the hierarchical nature of the school system, (c) collective dissent, (d) organizational socialization, (e) organization type and membership, (f) unique circumstances, and (g) organizational learning. First, continued efforts to validate the PED scale created in this study are needed. In light of the limitations discussed above, additional sampling and continued comparisons between existing scales measuring parent communication and dissent will further address the appropriateness and effectiveness of using the scale to assess PED. Moreover, increasing

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participant response will allow for the testing of the proposed models, strengthening the theoretical and practical implications of this study.

Second, scholars might explore a more authentic systems perspective by considering the hierarchical structure of a school district in which the system would also include a school board, the community, and other schools. Though none of the parents in the current study reported bypassing school personnel to express dissent to school district administrators or board members, popular press articles and personal experience describes instances in which parents express dissent directly to school district administrators or board members (e.g., Buckner, 2015). Notably, parents may express dissent to school district administrators or board members conditionally. That is, as part of the initial expression phase because of a personal relationship to a school district employee or as part of the residual phase because the parent desires to escalate the disagreement.

Third, scholars should consider collective expressions of dissent. That is, dissent expressed by one person on behalf of many or through a group or coalition such as a Parent-Teacher-Student Association (PTSA), Parent-Teacher Organization (PTO), or Parent-Teacher Association (PTA) may involve different system inputs and outputs or produce disparate effects from individual expressions of dissent. Future studies should consider how the group organizes to address members concerns as well as the co-constructed circumstances that spur members to feel the need to dissent as a united front and the unique effects of such expression. Furthering Garner's (2013) approach, scholars should take care to define the circumstances under which coalition dissent constitutes a part of the residual or whether the coalition dissent process is separate from other

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instances of members expressing dissent as individuals. That is, does the speaker (i.e., individual or group) define the beginning of the dissent process or does subject matter/topic define the beginning of the dissent process?

Fourth, scholars should consider organizational socialization in regards to parent involvement in public middle schools. In particular, scholars should consider how educational organizations instruct parents to express feedback, specifically dissent. The Center for Prevention Research and Development at the University of Illinois reported that middle school parents may lack awareness of procedures and policies specific to middle level education (Mulhall, Mertens, & Flowers, 2001). Lack of awareness and understanding may contribute to dissent. By providing instructional messages and further orienting parents to middle level education, parents may experience a decreased need to express dissent. Van Maanen and Schien (1979) and Jablin (1987, 2001) describe organizational socialization as the experience of an individual integrating into an organization. Jablin (1987, 2001) elaborates that socialization involves two interdependent processes of the individual assimilating by learning the ways of the organization and the individual asserting preferences to personalize and define his or her role in the organization.

Educational organizations acknowledge parents as part of the organization, yet provide limited and sometimes confusing information regarding how the parent should participate in the organization. Specifically when considering dissent, schools that (a) do not provide feedback systems and instructions for parents and (b) fail to provide training for administrators, staff, and teachers to respond effectively and appropriately to expressed disagreement may be more likely to experience lack of trust and willingness to

communicate between organizational members and an increase in gatekeeping behaviors (e.g., limiting options for parents to contact teachers). Conversely, without instruction, feedback such as dissent may be received in a scattered or inappropriate manner that reduces efficient resolution. For example, without a specified method, parents may contact teachers at will via any channel available. The teacher may never receive the message, receive a delayed message, or not have the opportunity to respond. One of the participants in the focus group mentioned that she does email her child's teachers and often receives no response. The lack of response produces uncertainty for the parent and may contribute to a lack of trust between the parent and teacher. If the teacher had provided instruction to the parent at the beginning of the school year regarding communication, then uncertainty may be reduced, trust increased, and ability to respond increased.

In conjunction with organizational socialization, future studies may also consider organization type and parent membership. That is, how the organization is defined and how the parent is connected to the organization. Gathering data more descriptive information regarding the specific public middle school contexts on which participants are reporting may reveal more narrowly focused results. For example, participants may distinguish the type of public middle school he or she was associated with (e.g. public charter school such as KIPP – Knowledge is Power Program, public middle school with a specialty such as a school of the performing arts, or an alternative public middle school who's students are assigned to attend). Teachers may also report if they were involved with the Teach for America program. Collecting this information may reduce variability. For example, a parent of a child attending a traditional public middle school based on

district zoning and location of the child's residence may be considered an involuntary member of the organization. That is, the parent did not choose membership with this particular educational organization. However, a parent of a child attending a charter school or specialty school (e.g., performing arts) may be considered a voluntary organizational member.

Peterson (2010) describes a membership continuum between involuntary and voluntary status that depends on an individual's assessment of five central facets of membership: (a) tangible external incentives, (b) intrinsic internal incentives, (c) boundary management entrance, (d) boundary management exit, and (e) participation. Peterson argues that "current research would suggest that lower incentives, less control over organizational boundaries, and lower levels of participation are all tentative indicators that individuals likely fall more toward the involuntary end of the membership continuum" (p. 43). Additional peripheral facets of membership (i.e., organization type, job status, spatial presence, temporal presence, identification, and assimilation/socialization) may also influence an individual's perception of membership, though these factors are not central to situating an individual on the membership continuum.

Parents who have a child that attends a public middle school for which they were zoned may experience low external and internal incentives, limited or no control regarding boundary management entrance or exit, and variably participate in the organization – all indicators of involuntary membership. On the other hand, parents with a child who attends a charter or specialty school may experience high internal incentives, moderate control regarding boundary management entrance or exit, and participate more

frequently in the organization, which suggests a comparatively more voluntary membership status.

Related to PED, a parent's voluntary or involuntary membership status in the middle school may influence if and how a parent expresses dissent. Moreover, a parent's membership status may influence how the feedback is received within the system and how other members of the system are affected. That is, expressing dissent as a voluntary member of the organization may be more likely to incite conversation with other organizational members or potentially change in the organization. For example, a parent whose child is at a public middle school that specializes in the performing arts may experience greater access to instructors and support for providing feedback including dissent. However, a parent whose child is at a public middle school for which they are zoned to attend may experience less access to organizational members to express dissent, perceive different consequences for expressing dissent, receive less support for providing feedback such as dissent, and experience an organizational system that is slower or more resistant to change. In addition to collecting this information, working with one or a few schools of similar structure, identification verbiage, and school type may limit the variance that may exist. Future studies should consider the type of public middle school and explore organizational membership as an important factor shaping the dissent experience.

Future studies should also consider a more explicit definition of public middle school. Though ages 10 to 15 encompasses students in middle level education (Middle Level Education Association, 2014), public school districts across the United States and even within an individual school district use different terminology (e.g., "middle school,"

"junior high," etc.) and include different grade levels (e.g., 4th grade to 8th grade versus 6th grade to 8th grade) when defining middle level education. In this study, the author used child ages and self-reported belonging to or employment at a middle school as criteria for participants.

Sixth, capturing unique circumstances that may place the parent at odds with educational system policies and procedures may generate greater predictability regarding PED. For example, a parent with a student who has learning, physical, mental, or other disabilities may be more likely to (a) encounter triggering agents in an education system and (b) communicate with educational system members. That is, due to the nature of a student's health condition, the parent may have more frequent contact with the education system and/or may more frequently find him- or her-self at odds with the policies and procedures of the education system. Consequently, parents of public middle school students with disabilities or in need of accommodations may be more likely to express dissent or may have more opportunities to express dissent. Future studies should consider unique circumstances such as student disability status as a possible parent input.

Finally, scholars should consider the role of dissent in organizational learning. Weick's (1979, 1995) theory of sensemaking and Argyris and Schon's (1974, 1978) double loop learning may provide frameworks through which to specifically investigate Garner's (2013) residual dissent phase. That is, how do organizations and members of organizations, and specifically middle school organizations, understand and learn from expressed dissent? Weick (1979) specified four distinct tenets (i.e., ecological change, enactment, selection, and retention) that may guide an individual's and an organization's understanding of dissent after the dissent has been expressed. *Ecological change*

characterizes a disruption of the system that may create equivocality and uncertainty. An important element of ecological change is the cosmology episode in which "people suddenly and deeply feel that the universe is no longer a rational, orderly system. What makes such an episode so shattering is that both the sense of what is occurring and the means to rebuild that sense collapse together" (Weick, 1993, p. 633) Expressing dissent, particularly in an organization where voice is discouraged, limited, or silenced may constitute a cosmology episode that embodies ecological change. That is, members of the system may feel uncertainty and a disruption in the system once disagreement is brought to light. *Enactment* refers to the actions individuals take to make sense of the change experienced. For example, members of a system may re-tell the story of the expressed dissent to members who did not witness the initial expression, declare their own agreement or disagreement of the event or subject of the dissent, or express alignment with one of the parties' involved. Notably, enactment also includes determining the significance of the actions taken. In other words, actions are considered valuable or not valuable in light of attempts to make sense of the ecological change. *Selection* involves interpreting the collected products (i.e., actions) from the enactment phase and creating collective meaning regarding the event. *Retention* refers to the final phase of sensemaking in which a "punctuated and connected summary of previously equivocal displays" is constructed (Weick, 1995, p. 397). This phase provides the system with feedback for the prior processes. That is, the system devises a way to make sense of the event and progress forward. Regarding the residual phase of Garner's (2013) model of dissent, sensemaking provides a framework for exploring and understanding how a system responds to and reacts to expressed dissent.

More specifically, this framework may have disparate implications depending on the audience to whom dissent is expressed and the audience's response to the dissent (i.e., does the audience of the initial expression forward the concerns of the dissenter or is the message protected between only those parties?). For example, if a parent expresses dissent to another parent, the sensemaking process may only involve limited stakeholders (i.e., the two parents) and occur as an interpersonal process. Alternately, if a parent expresses dissent to a teacher who then shares the message with other teachers and an administrator, then sensemaking may become an organizational process that involves multiple stakeholders and subsystems.

Argyris and Schon (1974, 1978) posit single loop and double loop learning as different ways in which organizations react to feedback in a system. Single loop learning constitutes initial feedback provided to a system that results in adaptive changes that are designed to correct identified errors (Argyris & Schon, 1974). Alternately, double loop learning looks beyond the error itself to the underlying assumptions or values that may be causing or contributing to the error (Argyris & Schon, 1978). Argyris and Schon (1978) propose "that through the integration of reiterative cycles of reflective inquiry and action, root causes of problems can be uncovered, organizational performance improved, and equilibrium with its external environment achieved" (Bjork, 2006, p. 4). In light of this framework, scholars may investigate school responses to PED and evaluate effectiveness. For example, Ehman (1997) described an instance in which single loop learning occurred. That is, parents expressed dissent regarding the International Fair assignment, and teachers and the principal responded by changing the assignment (e.g., holding a parent information meeting, eliminating trophies for "best booth"). This episode demonstrates

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single loop learning in which dissent functioned as feedback regarding a perceived error in the system that was corrected via teacher and parent decisions regarding the assignment. Though parents and teachers reported greater understanding of boundaries and expectations regarding parent involvement and parent-teacher communication, the situation did not prompt a deeper examination that produced long-term change for the educational system. Using Argyris and Schon's (1978) framework may highlight the governing variables influencing the system actions that some stakeholders may consider problematic and provide insight into possible revisions to the governing variables that may incite lasting change in the system.

Senge's (1990) five traits of a learning organization include: systems thinking, personal mastery, mental models, building a shared vision, and team learning. In order for schools to proactively and constructively use expressed parental dissent, stakeholders must be educated on and then embrace these traits. Though many of the traits are embedded in the existing scholarship (e.g., using GST as a theoretical foundation for this study), a gap in the research regarding training and development regarding long-term practices for a particular communication concept exists. Future studies may adopt an applied approach to helping school systems address the residual dissent phase by testing reflective processes that evaluate events in light of the larger organization purpose and shared vision.

Conclusions

Parent involvement is an important aspect of American public school systems (Anfara & Mertens, 2008). Parent expressed educational dissent constitutes one form of feedback parents may convey as they enact involvement in educational organizations.

The purpose of this study was to extend current literature and theory regarding dissent, parent involvement, and the role of PED as an instructional and organizational communication process. The study contributed to existing literature by providing a definition and understanding of a parent communication strategy. Additionally, the study extended general systems theory (von Bertalanffy, 1955) as used in education scholarship (e.g., Bjork, 2006; Hoy & Miskel, 2008) by conceptualizing this parent behavior as a form of feedback. A second theoretical contribution included an initial attempt at exploring the process nature of dissent (Garner, 2013), specifically addressing the affect others in the educational organization may experience after PED. In evaluating instructional and organizational processes, the measure developed in this study will assist scholars continuing to explore system outputs related to PED.

Importantly, this work can inform educational systems. Namely, this work demonstrates what parents may disagree with and how they may communicate in light of their organizational role. By understanding a parents perspective, schools can entertain proactive measures to provide instruction for parents so as to build awareness regarding middle level education policies and procedures generally and specifically to individual schools. Schools are continually encouraged to involve parents (e.g., Anfara & Mertens, 2008) and understanding the ways in which parents participate and communicate within the organization can afford schools the opportunity to better anticipate and respond to parent behaviors as well as create more effective inclusion options. Moreover, parents can engage in self-reflection regarding the ways in which their communicative behaviors may influence the educational system.

Taken together, parent expressed educational dissent is an important feedback behavior that requires greater attention from scholars and practitioners. Through this work and future scholarship, parents and teachers, as well as the entire educational system, have the opportunity to improve communication and better our education system.

Appendix A: Interview Protocol for Parent Focus Groups

Script: My name is Marjorie Buckner, and I am a doctoral candidate in the College of Communication and Information at the University of Kentucky. As you know, parents play an important role in a student's educational experience. Parent involvement has been shown to increase positive student outcomes including learning. I am working on a project to learn more about how parents talk about their perceptions of their student(s)'s middle school experience(s). Your participation will help us learn more about how parents can strengthen their relationships and communication with those they interact with in middle school systems. I will be tape recording our discussion.

1. Please describe your general experiences with having a student(s) in middle school.
2. What about your child's middle school experience do you agree with?
3. Why do you feel this way?
4. Who have you shared this information with?
5. How have you shared this information?
6. Did you repeat this information? To whom? How?
7. How often do you share this type of information?
8. Why did you share this information?
9. What has happened after you have shared this information?
10. What about your child's middle school experience do you disagree with?
11. Why do you feel this way?
12. Who have you shared this information with?
13. How have you shared this information?
14. Did you repeat this information? To whom? How?
15. How often do you share this type of information?
16. Why did you share this information?
17. What has happened after you have shared this information?

Demographics Form

Sex
Please circle the sex with which you identify.

Male   Female   Prefer Not to Say

Age
Please write your age in years. _____

Experiences as a Middle School Parent
Please answer the following questions by circling the correct answer or filling in the appropriate numbers.

Do you currently have a middle school student?   Yes   No

Do you have more than one child currently in middle school?   Yes   No

What grade is your oldest middle student currently in?   6th grade   7th grade
    8th grade

How old is your oldest middle school student in years?   _____

Do you have any other children who have attended middle school before your oldest child currently enrolled in middle school?   Yes   No

If yes, how many years have passed since your other child(ren) was in middle school? _____

Ethnic Origin
Please mark an "X" next to the ethnicity you identify as.

African American

American Indian/Alaskan Native

Asian American/Asian

Caucasian

Hispanic/Latino/a

Pacific Islander/Native Hawaiian

Other (Please specify here: _____)

Mixed (Please specify here: _____)

Prefer not to answer.

Educational Background
Please circle the highest level of education you have completed.

Completed some high school

Completed high school

Completed some college

Completed Associate's Degree

Completed Bachelor's Degree

Completed Master's Degree

Completed Doctoral Degree

Prefer Not to Say

Appendix B: Interview Protocol for the Teacher Focus Groups

Script: My name is Marjorie Buckner, and I am a doctoral candidate in the College of Communication and Information at the University of Kentucky. As you know, parents play an important role in a student's educational experience. Parent involvement has been shown to increase positive student outcomes including learning. I am working on a project to learn more about how parents talk about their perceptions of their student(s)'s middle school experience(s). Your participation will help us learn more about how parents can strengthen their relationships and communication with those they interact with in middle school systems. I will be tape recording our discussion.

1. Please describe your general experiences with teaching middle school.
2. What do you enjoy most about teaching middle school?
3. What challenges have you encountered teaching middle school?
4. Please describe your general experiences working with parents of middle school students.
5. How often do middle school parents contact you?
6. Why do middle school parents contact you?
7. What information do parents share when they contact you?
8. How do they express themselves?
9. What do you do with the information middle school parents share?
10. What factors may determine what you do after receiving information from a parent?
11. How do you feel when initially contacted by a parent?
12. How do you feel after communicating with a parent?
13. How often do you contact parents?
14. Why do you contact parents?
15. What information do you share with parents when you contact them?
16. What do you do after communicating with a parent?
17. What factors may determine what you do after giving information to a parent?
18. How do you feel when initially contacting a parent?
19. How do you feel after communicating with a parent?
20. Do students know when you have been in contact with their parent?
21. Do students say anything to you or within earshot of you to others about the information shared between you and their parent?
22. Does the student change after an exchange between you and their parent?

Demographics Form

Sex
Please circle the sex with which you identify.
   Male   Female   Prefer Not to Say

Age
Please write your age in years. _____

Teaching Experience
How many cumulative years have you taught? _____
How many cumulative years have you taught in a public middle school? _____
How many schools have you taught in? _____
How many years have you taught at your current school? _____

Ethnic Origin
Please mark an "X" next to the ethnicity you identify as.
   African American
   American Indian/Alaskan Native
   Asian American/Asian
   Caucasian
   Hispanic/Latino/a
   Pacific Islander/Native Hawaiian
   Other (Please specify here: _____)
   Mixed (Please specify here: _____)
   Prefer not to answer.

Educational Background
Please circle the highest level of education you have completed.
   Completed Bachelor's Degree
   Completed Master's Degree
   Completed Doctoral Degree
   Prefer Not to Say

Have you achieved National Board certification? Yes No

Appendix C: Screening Questions (Phase 2)

The following questions will ask you about your public middle school child. Though you may have more than one child in school, please answer all of the questions in this survey about only one of your children.

Do you currently have a child between the ages of 10-15?
Yes
No

How old is your child?
10
11
12
13
14
15

What grade is this child currently in?
5th
6th
7th
8th
Other (Please specify.) _____
How many middle schools has your child attended?
1
2
3
4
Other _____

Has this child attended public middle school for at least one year?
Yes
No

In what state is your child's school? (Please write the full name of the state in the space below.)

Appendix D: Initial Item Pool of Parent Expressed Educational Dissent (Phase 2)

This survey is interested in how parents express disagreement regarding educational policies and procedures in public middle school. The following items describe different ways parents may communicate disagreement. Thinking of your experience with child currently enrolled in a public middle school, please indicate your level of agreement with each statement below.

	Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree
	1	2	3	4	5
1. I express disagreement about policies and procedures at my child(ren)'s school in order to share information.					
2. I complain about policies and procedures at my child(ren)'s school in order to incite change in the school.					
3. I voice my opinions about policies and procedures at my child(ren)'s school to keep others informed.					
4. I share opposing viewpoints regarding policies and procedures at my child(ren)'s school to show loyalty to my child(ren).					
5. I express disagreement regarding policies and procedures at my child(ren)'s school to protect my child(ren).					
6. I complain about policies and procedures at my child(ren)'s school to serve as an intermediary between my child and school authorities.					
7. I voice my concerns about policies and procedures at my child(ren)'s school to seek justice for my child(ren).					
8. I voice my opinions about policies and procedures at my child(ren)'s school to garner support for my position.					

9. I express disagreement regarding policies and procedures at my child(ren)'s school to help my child(ren).					
10. I complain about policies and procedures at my child(ren)'s school because my child(ren) do not know how to address situations effectively.					
11. I feel unable to share opposing viewpoints regarding policies and procedures at my child(ren)'s school.					
12. I express disagreement about policies and procedures at my child(ren)'s school to defend my child(ren).					
13. I voice my concerns regarding policies and procedures at my child(ren)'s school to seek clarification.					
14. I seek affirmation from others by expressing disagreement about policies and procedures at my child(ren)'s school.					
15. I complain about policies and procedures at my child(ren)'s school to seek correction for school or school personnel (e.g., teacher) errors.					
16. I express disagreement about policies and procedures at my child(ren)'s school to stand up for my child(ren).					
17. I voice my opinions regarding policies and procedures at my child(ren)'s school to ensure my child(ren)'s success.					
18. I speak up about policies and procedures at my child(ren)'s school in order to understand.					

Appendix E: Revised Organizational Dissent Scale (Phase 2)

This is a series of statements about how people express their concerns. There are no right or wrong answers. Some of the items may sound similar, but they pertain to slightly different issues. Please respond to all items. Considering how you express your concerns at work, indicate your level of agreement with each statement.

	Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree
	1	2	3	4	5
1. I am hesitant to raise questions about my child(ren)'s school's policies or procedures.					
2. I am hesitant to express contradictory opinions about my child(ren)'s school's policies or procedures.					
3. I complain about things in my child(ren)'s school with other parents.					
4. I criticize inefficiency in my child(ren)'s school in front of parents.					
5. I criticize inefficiency in my child(ren)'s school in front of teachers.					
6. I criticize inefficiency in my child(ren)'s school in front of school administrators.					
7. I criticize inefficiency in my child(ren)'s school in front of my child(ren).					
8. I do not question teachers.					
9. I do not question school administrators.					
10. I'm hesitant to question school policies.					
11. I join in when other parents complain about changes in my child(ren)'s school.					
12. I join I when teachers complain about changes in my child(ren)'s school.					
13. I join in when my child(ren) complain(s) about changes in my					

child(ren)'s school.					
14. I share my criticism of my child(ren)'s school openly.					
15. I make certain everyone knows when I'm unhappy with school policies.					
16. I don't tell my child(ren)'s teacher when I disagree with school decisions.					
17. I don't tell my child(ren) when I disagree with school decisions.					
18. I don't tell my child(ren)'s administrators when I disagree with school decisions.					
19. I bring my criticism about changes in my child(ren)'s school that aren't working to school administrators.					
20. I bring my criticism about changes in my child(ren)'s school that aren't working to teachers.					
21. I let other parents know how I feel about the way things are done around my child(ren)'s school.					
22. I speak with teachers when I question school decisions.					
23. I speak with school administrators when I question school decisions.					
24. I do not criticize my child(ren)'s school in front of other parents.					
25. I do not criticize my child(ren)'s school in front of my child(ren).					
26. I do not criticize my child(ren)'s school in front of teachers.					
27. I do not criticize my child(ren)'s school in front of school administrators.					
28. I make suggestions to teachers about correcting					

inefficiency in my child(ren)'s school.					
29. I make suggestions to school administrators about correcting inefficiency in my child(ren)'s school.					
30. I make suggestions to school administrators about correcting in my child(ren)'s school.					
31. I do not express my disagreement to school administrators.					
32. I do not express my disagreement to teachers.					
33. I do not express my disagreement to other parents.					
34. I do not express my disagreement to my child(ren).					
35. I hardly ever complain to other parents about school problems.					
36. I tell school administrators when I believe students are being treated unfairly.					
37. I tell teachers when I believe students are being treated unfairly.					
38. I tell other parents when I believe students are being treated unfairly.					
39. I tell my child(ren) when I believe students are being treated unfairly.					
40. I speak freely with other parents about troubling issues at my child(ren)'s school.					

Appendix F: Revised Instructional Dissent Scale (Phase 2)

Below are a series of statements describing a response an individual might provide when they are confronted with an educational policy or procedure with which they disagree. Please indicate how often you observe or hear the following student behavior in reference to you and your general experiences with your currently enrolled public middle school child.

	Never	Rarely	Sometimes	Often	Very Often
	1	2	3	4	5
1. I complain to others to express my frustrations with my child(ren)'s school.					
2. I express my disappointment about policies and procedures at my child(ren)'s school to other people because it helps me feel better.					
3. I talk to other parents to see if they also have complaints about my child(ren)'s school.					
4. I complain about my child(ren)'s school because it makes me feel better.					
5. I attempt to feel better about my frustrations with my child(ren)'s school by communicating with other people.					
6. I talk to other parents when I am annoyed with my child(ren)'s school in hopes that I am not the only one.					
7. I try to feel better about my child(ren)'s school by explaining my aggravations to others.					
8. I complain about about my child(ren)'s school to get my frustrations off my chest.					
9. I criticize my child(ren)'s school to other parents because I hope they share my criticism.					
10. I talk to other parents so we can discuss the problems we may have with my child(ren)'s school.					
11. I tell school administrators when I disagree with them so my					

child(ren) can do better in school.					
12. I tell teachers when I disagree with them so my child can do better in school.					
13. I voice my concerns to my child(ren)'s school to make sure my child gets the best grade possible.					
14. If I want my child(ren)'s school to remedy my concerns, I complain to a school administrator.					
15. If I want my child(ren)'s school to remedy my concerns, I complain to a teacher.					
16. I voice my opinions to a school administrator when there is a disagreement because I want my child(ren) to do better in school.					
17. I voice my opinions to a teacher when there is a disagreement because I want my child to do better in school.					
18. I express my disagreements with my child(ren)'s school to school administrators because I want something to change in the school for the better.					
19. I express my disagreements with my child(ren)'s school to teachers because I want something to change for the better.					
20. I have no problem telling school administrators what I need to do for my child to succeed in school.					
21. I have no problem telling teachers what I need them to do for my child to succeed in school.					
22. I hope to ruin my child(ren)'s school's reputation by exposing their bad practices to others.					
23. I talk to other schools' administrators and let them know school administrators at my child(ren)'s school are inferior.					
24. I talk to other schools' teachers					

and let them know school administrators at my child(ren)'s school are inferior.					
25. I talk to other schools' administrators and let them know teachers at my child(ren)'s school are inferior.					
26. I talk to other school's teachers and let them know teachers at my child(ren)'s school are inferior.					
27. I hope one day school authorities at my child(ren)'s school get fired as a result of my criticism of them.					
28. I spread negative publicity about my child(ren)'s school so that everyone knows how bad it is.					
29. I make sure that everyone knows how awful my child(ren)'s school is to get revenge for the bad experience my child had.					
30. I seek revenge on my child(ren)'s school by trying to get school administrators in trouble.					
31. I seek revenge on my child(ren)'s school by trying to get teachers in trouble.					

Appendix G: Parent Academic Support Scale (Phase 2)

Please indicate how often you communicated with your student(s)'s teacher over the past month regarding the topics below.

This past month, I communicated with my child's teacher about…

	Not at all	Once or twice	About once a week	Several times a week	About every day
	1	2	3	4	5
1. ...my child's grades in the class.					
2. ...why my child has a missing assignment.					
3. ...how my child can improve his/her grade.					
4. ...why my child received the grade he/she did.					
5. ...why my child was not completing assignments.					
6. ...learning more about homework assignments.					
7. ...a question I had about an assignment.					
8. ...solutions to address my child's behavior in class.					
9. ...my child talking back to the teacher.					
10. ...my child goofing off in class.					
11. ...my child's ability to make/maintain friendships with peers.					
12. ...how my child was not bringing materials to class.					
13. ...my child being picked on by his/her classmates.					
14. ...a major classroom behavioral incident (fight, racial slur).					
15. ...a temporary health issue that my child is experiencing.					
16. ...a major physical health issue that my child is experiencing.					

Appendix H: Demographic Questions (Phase 2)

Please indicate the sex with which you identify.
     Male
     Female
     Prefer not to answer.

Please write your current age in years.
     _____

Please indicate the ethnicity you identify as.
     African American
     American Indian/Alaskan Native
     Asian American/Asian
     Caucasian
     Hispanic/Latino/a
     Pacific Islander/Native Hawaiian
     Other (Please specify.) _____
     Mixed Race (Please specify.) _____
     Prefer not to answer.

Please indicate the highest level of education you have completed.
     Completed some high school
     Completed high school
     Completed some college
     Completed Associate's Degree
     Completed Bachelor's Degree
     Completed Master's Degree
     Completed Doctoral Degree
     Prefer not to answer

Are you the primary financial provider for your household.
     Yes
     No
     Prefer not to answer.

Please indicate how many individuals currently live in your household.
     1
     2
     3
     4
     5
     6
     Other (Please specify). _____

Please indicate your annual household income.
Less than $10,000
Between $10,000 - $20,000
Between $20,001 - $30,000
Between $30,001 - $40,000
Between $40,001 - $50,000
Between $50,001 - $60,000
Between $60,001 - $70,000
Between $70,001 - $80,000
Between $80,001 - $90,000
Between $90,001 - $100,000
Between $100,001 - $110,000
Between $110,001 - $120,000
Between $120,001 - $130.000
Between $130,001 - $140,000
Between $140,001 - $150,000
Between $150,001 - $160,000
Between $160,001 - $170,000
Between $170,001 - $180,000
Between $180,001 – $190,000
Between $190,001 - $200,000
Above $200,000
Prefer not to answer

Please indicate the social class with which you identify.
Working Class
Middle Class
Upper Middle Class
Upper Class
Prefer not to answer.

Do you currently have a child who is between 10 and 15 years old?

     Yes
     No

Has this child attended public middle school for at least one year?

     Yes
     No

What grade is this child currently in?

     5th
     6th
     7th
     8th
     Other (Please specify.)

In what state is your child's school? (Please type the full name of the state in the space below.)

_____

This survey is interested in learning about parent-teacher communication in public middle schools. Specifically, this survey will ask you about expressing disagreement to a teacher at your current public middle school student's school. Think of a time in which you expressed disagreement to a teacher at your current public middle school student's school. What was the educational policy or procedure with which you disagreed?

Please answer the questions below regarding how your perceived the disagreement.

              1   2   3   4   5   6   7

Severe	Not severe
Important	Not important
Not serious	Serious
Critical	Trivial
Insignificant	Significant

Answer the following questions thinking of this particular incident.

Appendix J: Organizational Climate (Phase 3)

Please rate the degree to which you considered each of the following items when deciding whether or not to express your disagreement regarding an educational policy or procedure to your student(s)'s teacher.

	Not at all a consideration	A minor consideration	A consideration	A major consideration
	1	2	3	4
1. School's willingness to address parent concerns.				
2. School's willingness to listen to parent concerns.				
3. School's ability to address parent concerns.				
4. School's willingness to seek parent input.				
5. My trust in the school				

Appendix K: Initial Item Pool of Parent Expressed Educational Dissent (Phase 3)

This survey is interested in how parents express disagreement regarding educational policies and procedures in public middle school. The following items describe different ways parents may communicate disagreement. Thinking of your experience with child currently enrolled in a public middle school, please indicate your level of agreement with each statement below.

	Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree
	1	2	3	4	5
1. I express disagreement about policies and procedures at my child(ren)'s school in order to share information.					
2. I complain about policies and procedures at my child(ren)'s school in order to incite change in the school.					
3. I voice my opinions about policies and procedures at my child(ren)'s school to keep others informed.					
4. I share opposing viewpoints regarding policies and procedures at my child(ren)'s school to show loyalty to my child(ren).					
5. I express disagreement regarding policies and procedures at my child(ren)'s school to protect my child(ren).					
6. I complain about policies and procedures at my child(ren)'s school to serve as an intermediary between my child and school authorities.					
7. I voice my concerns about policies and procedures at my child(ren)'s school to seek justice for my child(ren).					
8. I voice my opinions about policies and procedures at my child(ren)'s school to garner support for my position.					

9. I express disagreement regarding policies and procedures at my child(ren)'s school to help my child(ren).				
10. I complain about policies and procedures at my child(ren)'s school because my child(ren) do not know how to address situations effectively.				
11. I feel unable to share opposing viewpoints regarding policies and procedures at my child(ren)'s school.				
12. I express disagreement about policies and procedures at my child(ren)'s school to defend my child(ren).				
13. I voice my concerns regarding policies and procedures at my child(ren)'s school to seek clarification.				
14. I seek affirmation from others by expressing disagreement about policies and procedures at my child(ren)'s school.				
15. I complain about policies and procedures at my child(ren)'s school to seek correction for school or school personnel (e.g., teacher) errors.				
16. I express disagreement about policies and procedures at my child(ren)'s school to stand up for my child(ren).				
17. I voice my opinions regarding policies and procedures at my child(ren)'s school to ensure my child(ren)'s success.				
18. I speak up about policies and procedures at my child(ren)'s school in order to understand.				

Appendix L: Revised Organizational Dissent Scale (Phase 3)

This is a series of statements about how people express their concerns. There are no right or wrong answers. Some of the items may sound similar, but they pertain to slightly different issues. Please respond to all items. Considering how you expressed your concerns regarding the educational policy or procedure, indicate your degree of agreement with each statement.

	Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree
	1	2	3	4	5
1. I am hesitant to raise questions about my child(ren)'s school's policies or procedures.					
2. I am hesitant to express contradictory opinions about my child(ren)'s school's policies or procedures.					
3. I complain about things in my child(ren)'s school with other parents.					
4. I criticize inefficiency in my child(ren)'s school in front of parents.					
5. I criticize inefficiency in my child(ren)'s school in front of teachers.					
6. I criticize inefficiency in my child(ren)'s school in front of school administrators.					
7. I criticize inefficiency in my child(ren)'s school in front of my child(ren).					
8. I do not question teachers.					
9. I do not question school administrators.					
10. I'm hesitant to question school policies.					
11. I join in when other parents complain about changes in my child(ren)'s school.					
12. I join I when teachers complain about changes in my child(ren)'s school.					

13. I join in when my child(ren) complain(s) about changes in my child(ren)'s school.					
14. I share my criticism of my child(ren)'s school openly.					
15. I make certain everyone knows when I'm unhappy with school policies.					
16. I don't tell my child(ren)'s teacher when I disagree with school decisions.					
17. I don't tell my child(ren) when I disagree with school decisions.					
18. I don't tell my child(ren)'s administrators when I disagree with school decisions.					
19. I bring my criticism about changes in my child(ren)'s school that aren't working to school administrators.					
20. I bring my criticism about changes in my child(ren)'s school that aren't working to teachers.					
21. I let other parents know how I feel about the way things are done around my child(ren)'s school.					
22. I speak with teachers when I question school decisions.					
23. I speak with school administrators when I question school decisions.					
24. I do not criticize my child(ren)'s school in front of other parents.					
25. I do not criticize my child(ren)'s school in front of my child(ren).					
26. I do not criticize my child(ren)'s school in front of teachers.					
27. I do not criticize my child(ren)'s school in front of school administrators.					

28. I make suggestions to teachers about correcting inefficiency in my child(ren)'s school.					
29. I make suggestions to school administrators about correcting inefficiency in my child(ren)'s school.					
30. I make suggestions to school administrators about correcting in my child(ren)'s school.					
31. I do not express my disagreement to school administrators.					
32. I do not express my disagreement to teachers.					
33. I do not express my disagreement to other parents.					
34. I do not express my disagreement to my child(ren).					
35. I hardly ever complain to other parents about school problems.					
36. I tell school administrators when I believe students are being treated unfairly.					
37. I tell teachers when I believe students are being treated unfairly.					
38. I tell other parents when I believe students are being treated unfairly.					
39. I tell my child(ren) when I believe students are being treated unfairly.					
40. I speak freely with other parents about troubling issues at my child(ren)'s school.					

Appendix M: Revised Instructional Dissent Scale (Phase 3)

Below are a series of statements describing a response an individual might provide when they are confronted with an educational policy or procedure with which they disagree. Please indicate how often you observe or hear the following student behavior in reference to you and your general experiences with your currently enrolled public middle school child.

	Never	Rarely	Sometimes	Often	Very Often
	1	2	3	4	5
1. I complain to others to express my frustrations with my child(ren)'s school.					
2. I express my disappointment about policies and procedures at my child(ren)'s school to other people because it helps me feel better.					
3. I talk to other parents to see if they also have complaints about my child(ren)'s school.					
4. I complain about my child(ren)'s school because it makes me feel better.					
5. I attempt to feel better about my frustrations with my child(ren)'s school by communicating with other people.					
6. I talk to other parents when I am annoyed with my child(ren)'s school in hopes that I am not the only one.					
7. I try to feel better about my child(ren)'s school by explaining my aggravations to others.					
8. I complain about about my child(ren)'s school to get my frustrations off my chest.					
9. I criticize my child(ren)'s school to other parents because I hope they share my criticism.					
10. I talk to other parents so we can discuss the problems we may have with my child(ren)'s school.					
11. I tell school administrators when I disagree with them so my					

child(ren) can do better in school.					
12. I tell teachers when I disagree with them so my child can do better in school.					
13. I voice my concerns to my child(ren)'s school to make sure my child gets the best grade possible.					
14. If I want my child(ren)'s school to remedy my concerns, I complain to a school administrator.					
15. If I want my child(ren)'s school to remedy my concerns, I complain to a teacher.					
16. I voice my opinions to a school administrator when there is a disagreement because I want my child(ren) to do better in school.					
17. I voice my opinions to a teacher when there is a disagreement because I want my child to do better in school.					
18. I express my disagreements with my child(ren)'s school to school administrators because I want something to change in the school for the better.					
19. I express my disagreements with my child(ren)'s school to teachers because I want something to change for the better.					
20. I have no problem telling school administrators what I need to do for my child to succeed in school.					
21. I have not problem telling teachers what I need them to do for my child to succeed in school.					
22. I hope to ruin my child(ren)'s school's reputation by exposing their bad practices to others.					
23. I talk to other schools' administrators and let them know school administrators at my child(ren)'s school are inferior.					
24. I talk to other schools' teachers					

and let them know school administrators at my child(ren)'s school are inferior.					
25. I talk to other schools' administrators and let them know teachers at my child(ren)'s school are inferior.					
26. I talk to other school's teachers and let them know teachers at my child(ren)'s school are inferior.					
27. I hope one day school authorities at my child(ren)'s school get fired as a result of my criticism of them.					
28. I spread negative publicity about my child(ren)'s school so that everyone knows how bad it is.					
29. I make sure that everyone knows how awful my child(ren)'s school is to get revenge for the bad experience my child had.					
30. I seek revenge on my child(ren)'s school by trying to get school administrators in trouble.					
31. I seek revenge on my child(ren)'s school by trying to get teachers in trouble.					

Appendix N: Communication Satisfaction (Phase 3)

The purpose of this questionnaire is to investigate your reactions to the interaction you had in which you expressed disagreement to your student(s)'s teacher. Please indicate the degree to which you agree or disagree that each statement describes this conversation. The four or middle position on the scale represents "undecided" or "neutral," then moving out from the center, "slight" agreement or disagreement, then "moderate," the "strong" agreement or disagreement.

	Strongly Disagree			Neither Agree nor Disagree			Strongly Agree
	1	2	3	4	5	6	7
1. My student(s)'s teacher let me know that I was communicating effectively.							
2. Nothing was accomplished.							
3. I would like to have another conversation like this one.							
4. My student(s)'s teacher genuinely wanted to get to know me.							
5. I was very *dis*satisfied with the conversation.							
6. I had something else to do.							
7. I felt that during the conversation I was able to present myself as I wanted my student(s)'s teacher to view me.							
8. My student(s)'s teacher showed me that he/she understood what I said.							
9. I was very satisfied with the conversation.							
10. My student(s)'s teacher expressed a lot of interest in what I had to say.							
11. I did *not* enjoy the							

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conversation.							
12. The other person did *not* provide support for what he/she was saying.							
13. I felt I could talk about anything with my student(s)'s teacher.							
14. We each got to say what we wanted.							
15. I felt that we could laugh easily together.							
16. The conversation flowed smoothly.							
17. My student(s)'s teacher changed the topic when his/her feelings were brought into the conversation.							
18. My student(s)'s teacher frequently said things which added little to the conversation.							
19. We talked about something I was *not* interested in.							

Appendix O: Demographic Questions (Phase 3)

Please indicate the sex with which you identify.
      Male
      Female
      Prefer not to answer.

Please write your current age in years.
      _____

Please indicate the ethnicity you identify as.
      African American
      American Indian/Alaskan Native
      Asian American/Asian
      Caucasian
      Hispanic/Latino/a
      Pacific Islander/Native Hawaiian
      Other (Please specify.) _____
      Mixed Race (Please specify.) _____
      Prefer not to answer.

Please indicate the highest level of education you have completed.
      Completed some high school
      Completed high school
      Completed some college
      Completed Associate's Degree
      Completed Bachelor's Degree
      Completed Master's Degree
      Completed Doctoral Degree
      Prefer not to answer

Are you the primary financial provider for your household.
      Yes
      No
      Prefer not to answer.

Please indicate how many individuals currently live in your household.
      1
      2
      3
      4
      5
      6
      Other (Please specify). _____

Please indicate your annual household income.
      Less than $10,000
      Between $10,000 - $20,000
      Between $20,001 - $30,000
      Between $30,001 - $40,000
      Between $40,001 - $50,000
      Between $50,001 - $60,000
      Between $60,001 - $70,000
      Between $70,001 - $80,000
      Between $80,001 - $90,000
      Between $90,001 - $100,000
      Above $100,000

Please indicate the social class with which you identify.
      Working Class
      Middle Class
      Upper Middle Class
      Upper Class

Appendix P: Screening Questions (Phase 4)

Do you currently teach at a public middle school?
        Yes
        No

How much cumulative years have you taught?

        _____

How many years have taught at your current school?

        _____

Think about an occasion in which a parent expressed disagreement regarding an educational policy or procedure. Please describe the educational policy or procedure with which the parent disagreed below.

Using the space below, please describe how the parent expressed disagreement with this educational policy or procedure.

Continuing to think about this particular interaction, please answer the following questions.

Appendix Q: Teacher Observed PED Scale (Phase 4)

Below are a series of statements that describe some things parents say or do in response to perceived disagreement regarding educational policies or procedures. Thinking about the same interaction, please indicate your degree of agreement with the following statements about how the parent involved expressed their disagreement.

	Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree
	1	2	3	4	5
1. The parent expressed disagreement about policies and procedures at the school where I teach in order to share information.					
2. The parent complained about policies and procedures at the school where I teach in order to incite change in the school.					
3. The parent voiced their opinions about policies and procedures at my child(ren)'s school to keep others informed.					
4. The parent shared opposing viewpoints regarding policies and procedures at the school where I teach to show loyalty to my child(ren).					
5. The parent expressed disagreement regarding policies and procedures at the school where I teach to protect my child(ren).					
6. The parent complained about policies and procedures at the school where I teach to serve as an intermediary between my child and school authorities.					
7. The parent voiced their concerns about policies and procedures at the school where I teach to seek justice for their child(ren).					
8. The parent voiced their opinions about policies and					

procedures at the school where I teach to garner support for their position.					
9. The parent expressed disagreement regarding policies and procedures at the school where I teach to help their child(ren).					
10. The parent complained about policies and procedures at the school where I teach because their child(ren) do not know how to address situations effectively.					
11. The parent felt unable to share opposing viewpoints regarding policies and procedures at the school where I teach.					
12. The parent expressed disagreement about policies and procedures at the school where I teach to defend their child(ren).					
13. The parent voiced their concerns regarding policies and procedures at the school where I teach to seek clarification.					
14. The parent sought affirmation from others by expressing disagreement about policies and procedures at the school where I teach.					
15. The parent complained about policies and procedures at the school where I teach to seek correction for school or school personnel (e.g., teacher) errors.					
16. The parent expressed disagreement about policies and procedures at the school where I teach to stand up for their child(ren).					
17. The parent voiced their opinions regarding policies and procedures at the school where I teach to ensure their child(ren)'s success.					

18. The parent spoke up about policies and procedures at the school where I teach in order to understand.					

Appendix R: Revised Organizational Dissent Scale (Phase 4)

This is a series of statements about how people express their concerns. There are no right or wrong answers. Some of the items may sound similar, but they pertain to slightly different issues. Please respond to all items. Considering how this parent expressed his or her concerns about educational policies or procedures.

	Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree
	1	2	3	4	5
1. The parent was hesitant to raise questions about the school where I teach's policies or procedures.					
2. The parent was hesitant to express contradictory opinions about the school where I teach's policies or procedures.					
3. The parent complained about things at the school where I teach with other parents.					
4. The parent criticized inefficiency at the school where I teach in front of parents.					
5. The parent criticized inefficiency at the school where I teach in front of teachers.					
6. The parent criticized inefficiency at the school where I teach in front of school administrators.					
7. The parent criticized inefficiency at the school where I teach in front of their child(ren).					
8. The parent did not question teachers.					
9. The parent did not question school administrators.					
10. The parent was hesitant to question school policies.					
11. The parent joined in when other parents complain about changes at the school where I teach					

12. The parent joined in when teachers complain about changes in the school where I teach.					
13. The parent joined in when their child(ren) complain(s) about changes in the school where I teach.					
14. The parent shared their criticism of the school where I teach openly.					
15. The parent made certain everyone knows when they are unhappy with school policies.					
16. The parent did not tell their child(ren)'s teacher when they disagree with school decisions.					
17. The parent did not tell their child(ren) when they disagree with school decisions.					
18. The parent did not tell school administrators at the school where I teach when they disagree with school decisions.					
19. The parent brought their criticism about changes that aren't working in the school where I teach to school administrators.					
20. The parent brought their criticism about changes that aren't working in the school where I teach to teachers.					
21. The parent let other parents know how they feel about the way things are done around the school where I teach.					
22. The parent spoke with teachers when they question school decisions.					
23. The parent spoke with school administrators when they question school decisions.					
24. The parent did not criticize the school where I teach in front of other parents.					
25. The parent did not criticize					

the school where I teach in front of their child(ren).					
26. The parent did not criticize the school where I teach in front of teachers.					
27. The parent did not criticize the school where I teach in front of school administrators.					
28. The parent made suggestions to teachers about correcting inefficiency in the school where I teach.					
29. The parent made suggestions to school administrators about correcting inefficiency in the school where I teach.					
30. The parent made suggestions to school administrators about correcting inefficiency in the school where I teach.					
31. The parent did not express their disagreement to school administrators.					
32. The parent did not express their disagreement to teachers.					
33. The parent did not express their disagreement to other parents.					
34. The parent did not express their disagreement to their child(ren).					
35. The parent hardly ever complained to other parents about school problems.					
36. The parent told school administrators when they believe students are being treated unfairly.					
37. The parent told teachers when they believe students are being treated unfairly.					
38. The parent told other parents when they believe students are being treated unfairly.					
39. The parent told their child(ren) when they believe					

students are being treated unfairly.					
40. The parent speaks freely with other parents about troubling issues at the school where I teach.					

Appendix S: Revised Instructional Dissent Scale (Phase 4)

Below are a series of statements describing a response an individual might provide when they are confronted with an educational policy or procedure with which they disagree. Please indicate how often you observe or hear the following expression of disagreement from the parent involved in the situation.

	Never	Rarely	Sometimes	Often	Very Often
	1	2	3	4	5
1 The parent complained to others to express their frustrations with the school where I teach.					
2. The parent expressed their disappointment about policies and procedures at the school where I teach to other people because it helps them feel better.					
3. The parent talked to other parents to see if they also have complaints about the school where I teach					
4. The parent complained about the school where I teach because it makes them feel better.					
5. The parent attempted to feel better about their frustrations with his or her child(ren)'s school by communicating with other people.					
6. The parent talked to other parents when he or she were annoyed with the school where I teach in hopes that he or she were not the only one.					
7. The parent tried to feel better about the school where I teach by explaining their aggravations to others.					
8. The parent complained about the school where I teach to get his or her frustrations off his or her chest.					
9. The parent criticized the school where I teach to other parents because he or she hoped other parents shared his or her criticism.					
10. The parent talked to other parents so he or she can discuss the					

problems he or she has with the school where I teach..					
11. The parent told school administrators when he or she disagreed with them so his or her child(ren) could do better in school.					
12. The parent told teachers when he or she disagreed with them so his or her child can do better in school.					
13. The parent voiced his or her concerns to the school where I teach to make sure his or her child gets the best grade possible.					
14. If parents want the school where I teach to remedy their concerns, the parents complain to a school administrator.					
15. If parents want the school where I teach to remedy their concerns, the parents complain to a teacher.					
16. The parent voiced their opinions to a school administrator when there is a disagreement because he or she wanted their child(ren) to do better in school.					
17. The parent voiced their opinions to a teacher when there was a disagreement because he or she wanted his or her child to do better in school.					
18. The parent expressed their disagreements with the school where I teach to school administrators because he or she wants something to change in the school for the better.					
19. The parent expressed his or her disagreements with the school where I teach to teachers because he or she wanted something to change for the better.					
20. The parent had no problem telling school administrators what					

he or she needed the administrators to do for his or her child to succeed in school.					
21. The parent had no problem telling teachers what he or she needed the teachers to do for his or her child to succeed in school.					
22. The parent hoped to ruin the reputation of the school where I teach by exposing their bad practices to others.					
23. The parent talked to other schools' administrators and let them know school administrators at the school where I teach are inferior.					
24. The parent talked to other schools' teachers and let them know school administrators where I teach are inferior.					
25. The parent talked to other schools' administrators and let them know teachers at the school where I teach are inferior.					
26. The parent talked to other school's teachers and let them know teachers at the school where I teach are inferior.					
27. The parent hoped one day school authorities at the school where I teach get fired as a result of their criticism of them.					
28. The parent spread negative publicity about the school where I teach so that everyone knows how bad it is.					
29. The parent made sure that everyone knows how awful the school where I teach is to get revenge for the bad experience his or her child had.					
30. The parent sought revenge on the school where I teach by trying to get school administrators in trouble.					
31. The parent sought revenge on					

the school where I teach by trying to get teachers in trouble.					

Appendix T: Teacher Job Satisfaction Scale (Phase 4)

Please indicate the answer that best represents your feelings about each of the following statements.

	Never	Seldom	Sometimes	Usually	Always
	1	2	3	4	5
Have you ever considered quitting teaching?					

Please indicate the answer that best represents your feelings about each of the following statements.

	Very Satisfying	Satisfying	Somewhat Satisfying	Dissatisfying	Very Dissatisfying
	1	2	3	4	5
Everything considered, how satisfying has teaching been for you?					

Please indicate the answer that best represents your feelings about each of the following statements.

	Definitely	Probably	Possibly	Probably Not	Definitely Not
	1	2	3	4	5
If you had your life to live over, do you think you would go into teaching as a profession?					

Appendix U: Organizational Commitment Scale (Phase 4)

Please indicate the degree to which you agree with the following statements.

	Strongly Disagree			Neither Agree Nor Disagree			Strongly Agree
	1	2	3	4	5	6	7
1. It would be hard for me to leave my school right now, even if I wanted to.							
2. I do not feel any obligation to remain with my current school.							
3. I would be very happy to spend the rest of my career with this school.							
4. One of the few negative consequences of leaving this school would be the scarcity of available alternative.							
5. Even if it were to my advantage, I do not feel it would be right to leave my school now.							
6. I really feel as if this school's problems are my own.							
7. Right now, staying with my school is a matter of necessity as much as desire.							
8. I do not feel a strong sense of "belonging" to my school.							
9. I feel that I have too few options to consider leaving this school.							
10. I do not feel "emotionally attached" to this school.							
11. I would feel guilty if I left my school now.							
12. I do not feel like "part of the family" at my school.							
13. This school deserves my loyalty.							
14. If I had not already put							

so much of myself into this school, I might consider working elsewhere.							
15. I would not leave my school right now because I have a sense of obligation to the people in it.							
16. This school has a great deal of personal meaning for me.							
17. Too much of my life would be disrupted if I decided I wanted to leave my school right now.							
18. I owe a great deal to my school.							

Please indicate the sec with which you identify.
        Male
        Female
        Prefer not to answer.

Please write your current age in years.

        _____

Please indicate the ethnicity you identify as.
        African American
        American Indian/Alaskan Native
        Asian American/Asian
        Caucasian
        Hispanic/Latino/a
        Pacific Islander/Native Hawaiian
        Other (Please specify.) _____
        Mixed Race (Please specify.) _____
        Prefer not to answer.

Please indicate the highest level of education you have completed.
        Completed some high school
        Completed high school
        Completed some college
        Completed Associate's Degree
        Completed Bachelor's Degree
        Completed Master's Degree
        Completed Doctoral Degree
        Prefer not to answer.

Have you achieved National Board certification?
        Yes
        No

What state do you currently teach in? (Please type the full name of the of the state in the box below.)

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    development. *Structural Equation Modeling, 10,* 622-647.

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    Perceptions of adolescents and parents. *Adolescence, 31,* 369-381.

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Zhang, Q., & Zhu, W. (2008). Exploring emotion in teaching: Emotional labor, burnout, and satisfaction in Chinese higher education. *Communication Education, 57,* 105-122. doi:10.1080/03634520701586310

VITA

EDUCATION

August 2015   **(Expected) Ph.D., University of Kentucky, Communication Studies**
Co-Advisors: Brandi N. Frisby, Ph.D. and Deanna Sellnow, Ph.D.
Committee: Kevin Real, Ph.D. and Lars G. Bjork, Ph.D.
Dissertation: Parent Expressed Educational Dissent in Middle School Education Systems
Qualifying Exams Defended: May 13, 2014
Proposal Defended: September 3, 2014

May 2012   **M.S., Texas Christian University, Communication Studies**
Advisor: Amber N. Finn, Ph.D.
Committee: Chris Sawyer, Ph.D. and Johny T. Garner, Ph.D.
Thesis: Student Characteristics as Predictors of Instructional Dissent

May 2004   **B.A., Clemson University, Communication Studies**
Advisor: Sharon Mazzarella, Ph.D.
Thesis: Media Portrayals and Education Systems: Stereotypes in Teen, High School Films

ACADEMIC EMPLOYMENT

2012-Present   Graduate Teaching Assistant and Instructor of Record, College of Communication and Information, University of Kentucky
2014, Spring   Executive Administrative Assistant for the Graduate Program, College of Communication and Information, University of Kentucky
2011-2012   Assistant Basic Course Director, Department of Communication, Texas Christian University
2010-2011   Graduate Teaching Assistant, Department of Communication, Texas Christian University

AWARDS AND HONORS

2015	Teacher Who Made a Difference, College of Education, University of Kentucky
2014	Graduate Student Travel Grant, Department of Communication, University of Kentucky
2014	Outstanding Thesis Award, Instructional and Developmental Communication Division, International Communication Association
2013	College of Communication and Information Research Fellowship, University of Kentucky
2012-2014	Graduate Student Travel Grant, The Graduate School, University of Kentucky
2012-2014	Graduate Student Travel Grant, Graduate Program in the College of Communication and Information, University of Kentucky
2012	Outstanding Graduate Student, Texas Christian University
2011	Graduate Student Travel Grant, Texas Christian University
2011	First Place, Graduate Research, Celebration of Student Research and Creativity, College of Communication, Texas Christian University

SCHOLARLY PRODUCTIVITY

PUBLISHED REFEREED JOURNAL ARTICLES

Limperos, A. M., Buckner, M. M., Kaufmann, R., & Frisby, B. N. (2015). Online teaching and technological affordances: An experimental investigation of the impact of modality and clarity on perceived and actual learning. *Computers & Education, 83,* 1-9. doi: 10.1016/j.compedu.2014.12.015

Buckner, M. M., & Frisby, B. N. (Accepted). Feeling valued matters: An examination of instructor confirmation and instructional dissent. *Communication Studies.*

Frisby, B. N., Goodboy, A. K., & Buckner, M. M. (2014). Students' instructional dissent and relationships with faculty members' burnout, commitment, satisfaction, and efficacy. *Communication Education.*

Kaufmann, R., & Buckner, M. M. (2014). To connect or promote?: An exploratory examination of Facebook pages dedicated to moms. *Computers in Human Behavior.* doi:10.1016/j.chb.2014.02.030

Buckner, M. M., & Finn, A. N. (2013). Academic locus of control as an individual factor influencing instructional dissent. *Communication Research Reports, 30,* 333-341. doi:10.1080/08824096.2013.837389

Buckner, M. M., Ledbetter, A. M., & Bridge, M.C. (2013). Raised to dissent: Family-of-origin family communication patterns as predictors of organizational dissent. *Journal of Family Communication, 13,* 263-279. doi:10.1080/15267431.2013.823433

Garner, J. T., & Buckner, M. M. (2013). Skyping class: Using videoconferencing in organizational communication classes. *Communication Teacher, 27,* 1 – 5. doi:10.1080/17404622.2012.730618

UNDER REVIEW REFEREED JOURNAL ARTICLES

Buckner, M. M. (Submitted). "You might want to bring 600 cupcakes": The ineffectiveness of Salt Lake City School District's image restoration strategies after throwing away elementary students' lunches. *Journal of School Public Relations.*

Vos, S., & Buckner, M. M. (Revise and Resubmit). Social media messages in an emerging health crisis: Tweeting bird flu. *Journal of Health Communication*.

MANUSCRIPTS IN PROGRESS

Buckner, M. M., Frisby, B. N., Gannon, M., McBrayer, B., Bill, T., & Franke, C. (Revisions). The influence of relevance, frequency, and negativity of student disclosures on peer and instructor expectations and evaluations in the college classroom.

Buckner, M. M., Gentile, C., Frisby, B. N., & Limperos, A. M. (Data Analysis). The role of computer mediated communication anxiety in perceptions of online instructors and the online learning process.

Buckner, M. M., Herovic, E., Lawrence, A., & Lane, D. (Data Collection). Culture and communication in a woman-owned business.

Buckner, M. M., & Strawser, M. G. (Data Analysis). Peer perceptions of student leaders in post-secondary classrooms.

Kaufmann, R., Buckner, M. M., & Ledbetter, A. (Data Analysis). Facebook moms I: Examining uses, gratifications, and satisfaction online.

REFEREED CONFERENCE PRESENTATIONS

Kaufmann, R., Buckner, M. M., & Ledbetter, A. M. (Submitted). Embracing connection and health: An examination of mothers' mental health quality with their Facebook enjoyment and use. Paper submitted to the annual conference of the National Communication Association, Las Vegas, NV. Health Communication Division.

Buckner, M. M. (2015, April). "You might want to bring 600 cupcakes": The ineffectiveness of Salt Lake City School District's image restoration strategies after throwing away elementary students' lunches. Paper submitted to the annual conference of the Central States Communication Association, Madison, WI. Public Relations Interest Group.

Buckner, M. M., & Frisby, B. N. (2014, November). Students' instructional dissent and relationships with faculty members' burnout, commitment, satisfaction, and efficacy. Paper accepted to the annual conference of the National Communication Association, Chicago, IL. Instructional Development Division.

Limperos, A. M., Buckner, M. M., Kaufmann, R., & Frisby, B. N. (2014, November). Online teaching and technological affordances: An experimental investigation of the impact of modality and clarity on perceived and actual learning. Paper accepted to the annual conference of the National Communication Association, Chicago, IL. Human Communication and Technology Division. Scholar to Scholar.

Buckner, M. M., & Strawser, M. (2014, September). Student transformational leadership in the 21st century classroom. Paper presented at the annual conference of the Kentucky Communication Association, Buckhorn State Park, KY.

Buckner, M. M. (2014, September). Parent expressed educational dissent in public middle school education systems. Paper presented at the annual conference of the Organizational Communication Mini-Conference, Purdue University.

Vos, S., & Buckner, M. M. (2014, May). Social media messages in an emerging health crisis: Tweeting bird flu. Paper presented to the annual conference of the International Communication Association, Seattle, WA. Health Communication Division.

Buckner, M. M. (2014, May). GIFTS: Describing the network of your favorite character. Lesson presented to the annual conference of the International Communication Association, Seattle, WA. Instructional Development Division.

Kercsmar, S., Pennell, M., & Buckner, M. M. (2014, May). It's a Bird! It's a Plane! It's a Hybrid: Developing delivery formats for instructional communication. Interactive workshop presented at Pedagogicon, Eastern Kentucky University, Richmond, KY.

Buckner, M. M., & Frisby, B. N. (2013, November). Exploring instructor behaviors as relational factors influencing dissent. Paper presented at the annual conference of the National Communication Association, Washington, DC. Instructional Development Division.

Buckner, M. M., Frisby, B. N., Gannon, M., McBrayer, B., Bill, T., & Franke, C. (2013, November). The influence of relevance, frequency, and negativity of student disclosures on peer and instructor expectations and evaluations in the college classroom. Paper presented at the annual conference of the National Communication Association, Washington, DC. Instructional Development Division.

Kaufmann, R. K., & Buckner, M. M. (2013, September). The purpose is in the post: An examination of Facebook for mothers. Paper presented at the annual conference of the Kentucky Communication Association.

Kaufmann, R. B., Nestmann, M. A., & Buckner, M. M. (2013, May). The active classroom in communication: Mobilizing the digital native. Paper presented at the 2013 Kentucky Innovations Conference: Higher Education in the 21st Century, University of Kentucky – Lexington, KY.

Buckner, M. M., & Bridge, M. C. (2012, November). Family COMMunity influences workplace dissent: Family communication patterns as predictors of organizational dissent. Paper presented at the annual conference of the National Communication Association, Orlando, FL. Student Division.

Bridge, M. C., & Buckner, M.M. (2011, November). Voices in a chorus: Connections between role clarity and organizational culture. Paper presented at the National Communication Association, New Orleans, LA. Scholar to Scholar.

INVITED PRESENTATIONS
Limperos, A. M., & Buckner, M. M. (2013, August). *Classroom Management.* Presented to the College of Communication and Information, Instructional Communication and Research Faculty and Staff Orientation. University of Kentucky, Lexington, KY.

GRANTS
2013 – 2014   Title: Effective Communication with Stakeholders: Intervention Workshops for Teachers who Communicate with Administrators, Colleagues, Parents, and Students
Co-Investigators: Marjorie Buckner, Renee Kaufmann, and Michael Strawser (PI: Brandi Frisby)
Funding Source: The Institute of Education Sciences
Amount: Not Funded

2013 – 2014   Title: Research to Improve Risk Communication Strategies During and After the Decontamination/Clearance Phase of an Intentional Biological Release
Investigators: Pamela Cupp, Chike Anyaegbunam, Shari Veil, Timothy Sellnow, Anna Hoover, H. Dan O'Hair
Funding Source: Environmental Protection Agency
Amount: $369,233
Role: Recordings Team Member for Listening/Discussion Group Interaction

BOOK CHAPTERS
Real, K., & Buckner, M. M. (2014). Interprofessional communication: Healthcare teams and medical interpreters. In N. G. Harrington (Ed.), *Health Communication: Theory, Method, and Application.* New York: Routledge.

TEACHING EXPERIENCE

COURSES TAUGHT
University of Kentucky (Fall 2012- Present)
CIS 110, Composition and Communication I, Instructor
CIS 111, Composition and Communication II, Instructor
CIS 111, Composition and Communication II, Hybrid, Co-Instructor
CIS 112, Accelerated Composition and Communication, Service Learning, Instructor
COM 252, Interpersonal Communication, Instructor
COM 281, Small Group Communication, Instructor
COM 325, Organizational Communication, Instructor
COM 351, Communication Theory, Co-Instructor/Shadowed, Instructor
COM 365, Communication Research Methods, Co-Instructor/Shadowed
COM 425, Communication, Conflict, and Negotiation, Instructor

Texas Christian University (Fall 2010 – Spring 2012)
COMM 10123, Basic Speech Communication, Hybrid, Lab Instructor

COURSE AND CURRICULAR DEVELOPMENT
University of Kentucky (Fall 2013)
Instructional Communication Pedagogy Minor

- Designed for English Education Majors within the College of Education
- Emphasis on Communication Education
- Aligned with Common Core standards for 6-12 English/Language Arts
- Coordinated the development of syllabi for a total of 18 credit hours
- Developed syllabi for 6 credit hours (ICR 401: Navigating the Educational Environment Using Communication and Information Strategies; ICR 500: Interpersonal and Teamwork Strategies for Teachers)
- Division of Instructional Communication Research/College of Education partnership

CIS 391, Dark Side of Instructional Communication
COM 317, Dark Side of Organizational Communication

Texas Christian University (Summer 2012)
Graduate Teaching Assistant Online Training

GUEST LECTURER
COMM 30183, Conflict and Communication, Texas Christian University (May 2012)
  "Conflict in the Classroom"
COM 252, Interpersonal Communication, University of Kentucky (February 2013)
  "Out and About: Exploring Nonverbal Communication in Our Lives"
COM 365, Communication Research Methods, University of Kentucky (February 2014)
  "Developing a Research Proposal"

CIS 590, Apprenticeship in Instructional Communication (April 2014)
> "Finding Opportunities Outside of the Academy: Using Teaching Skills in Other Professions"

COM 365, Communication Research Methods (September 2014)
> "The Good, the Bad, and the Ugly of Bibliographic Research"

SERVICE

DEPARTMENT
University of Kentucky
Peer Instructor Mentor (2013-2014)
Composition & Communication Instructor Orientation Planning Team Member (2013-2014)
Curriculum Pedagogy Committee (2013-2014)
School of Library and Information Science School Planning Committee, Student Member (2013-2014)

COLLEGE
University of Kentucky
Communication Graduate Student Association Co-chair (2013-2015)
Peer Graduate Student Mentor (2013-2014)
College of Communication and Information Dean's Student Leadership Council (2014-2015)
College of Communication and Information Dean's Leadership Council (2014-2015)
Graduate Studies Strategic Plan Task Force (2014-2015)
Graduate Studies Program Committee (2014-2015)
Engagement Strategic Planning Task Force (2014-2015)

UNIVERSITY
University of Kentucky
Microteaching Mentor for Graduate Teaching Assistants (Fall 2013, Fall 2014)
Presentation U Faculty Fellow, Implementation Team for the Southern Association of Colleges and Schools   Quality Enhancement Program (Spring 2014-Spring 2015)

Texas Christian University
Graduate Student Senate, Secretary and Grant Committee Co-chair (Spring 2012)
Graduate Student Symposium Panel Member (Spring 2012)

PROFESSIONAL
International Communication Association (ICA)
Reviewer, Instructional and Development Division (2013, 2014, 2015)
Junior Vice-Chair, Officer Shadowing Program, Instructional and Developmental Communication Division
    (2013-2014)
Panel Chair, Instructional and Development Division (2014)

Registration Volunteer (2011, 2013, 2014)
Reviewer, Instructional Development Division, Student Section (2014)
Panel Chair, Instructional Development Division (2014)

Central States Communication Association (CSCA)
Reviewer, GIFTS Interest Group and Graduate Student Caucus (2014)
Reviewer, GIFTS Interest Group, Instructional Resources Interest Group, Organizational and Professional Communication Interest Group (2015)

Basic Course Director's Conference (BCDC)
Conference Planning Team Member (2015)

CONFERENCE PARTICIPATION

2015   *Embracing Online Opportunities: Communication Curricula in a Digital World.* Panel discussion submitted to the annual conference of the National Communication Association, Las Vegas, NV. Scholarship of Teaching and Learning Division.

2015   *Convergence in the Basic Course: The Multiple Roles of the Assistant Basic Course Director.* Panel discussion at the annual conference of the Central States Communication Association, Madison, WI. Basic Course Interest Group.

2015   *Embracing Risk and Vulnerability in the Classroom from the Perspective of Graduate Teaching Associates.* Panel discussion at the annual conference of the Central States Communication Association, Madison, WI. Communication Education Interest Group.

2015   *Renovating GTA Training: Just in Time Teaching, Risk Taking and Vulnerability, and the Emotions of Learning.* Panel discussion at the annual conference of Basic Course Directors, Lexington, KY. (Moderator)

2014   *To Flip or Not to Flip.* Panel discussion at the annual conference of the Eastern Communication Association, Providence, RI. Communication and Technology/Instructional Communication Interest Group.

2012   *Creating COMMunity from a Cohort: How GTAs/GTIs/RAs (and Faculty) COMMunicate and Connect.* Panel discussion presented at the annual conference of the National Communication Association, Orlando, FL. Basic Course Division.

| 2011 | *Horton Heard a Who, Can You? Voices from GTAs on Teaching Practices in the Basic Course,* Roundtable discussion presented at the annual conference of the National Communication Association, New Orleans, LA. Basic Course Division. |

PROFESSIONAL MEMBERSHIPS

2014 – Present	Eastern Communication Association
2013 – Present	International Communication Association
2013 – Present	Kentucky Communication Association
2012 – Present	Central States Communication Association
2010 – Present	National Communication Association

MEDIA RECOGNITION

January 2015	Frisby, B. (2015, January 29). UK Division of Instructional Communication and Research Hosts Annual Basic Course Director's Conference [Blog post]. Retrieved from http://uknow.uky.edu/content/uk-division-instructional-communication-and-research-hosts-annual-basic-course-director's-co
November 2014	Gross, A. (2014, November 3). Biology, STEM, and Communication: A University of Kentucky collaboration [Blog post]. Retrieved from http://blog.getacclaim.com/ biology-stem-and-communication-a-university-of-kentucky-collaboration/
April 2013	Using Skype to Teach Videoconferencing Skills in Class. *Communication Currents, 8*(2). Retrieved from http://www.natcom.org/CommCurrentsArticle.aspx?id=3602
March 2013	Spotlight: In Our Journals. *Spectra Special Issue: Technology and Higher Education, 49,* 4.