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An assessment of support by Michigan public school teachers for structural changes that may accompany teacher empowerment

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AN ASSESSMENT OF SUPPORT BY MICHIGAN PUBLIC SCHOOL TEACHERS FOR STRUCTURAL CHANGES THAT MAY ACCOMPANY TEACHER EMPOWERMENT

BY

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ABSTRACT

AN ASSESSMENT OF SUPPORT BY MICHIGAN PUBLIC SCHOOL TEACHERS FOR STRUCTURAL CHANGES THAT MAY ACCOMPANY TEACHER EMPOWERMENT

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Purpose

The researcher's purpose in this study was to assess the level of support Michigan public school teachers have for the structural changes that may accompany teacher empowerment. The goal was to examine collective and individual support by teachers using variables of gender, age, level of education, years of teaching experience, level of assignment and career satisfaction.

Teacher empowerment is a concept which reformers suggest would enable teachers to act as professionals and would ultimately improve student learning. Empowerment may also change the basic school structure. The organizational structure of schools was divided into four dimensions: spatial, occupational, hierarchical and functional. For each dimension there are: characteristics that have been ascribed to schools by reformers, a set of criticisms, and reform proposals that alter the existing structure. For these school reforms to occur, teacher support, both

collective and individual, is crucial.

Procedure

A survey was developed using Chester Barnard's theory of authority. The criterion for acceptance was: teachers understood the concept, believed it was compatible with the purpose of schools, believed it was in their own best interest and were able to comply.

Four school districts were selected by a Prism computer program. All school teachers in the selected districts were invited to participate in this study.

Using a Likert scale, teachers rated statements about structural changes in each of the four dimensions. Two statements were developed to match each of the criterion. Results were tabulated using frequency of response, means, standard deviations, anovas, p-values and two tailed tests of significance.

Major Findings

1. Surveyed teachers showed moderate support for proposed structural changes in the Spatial, Hierarchical and Functional Dimensions.
2. Teachers expressed less agreement with proposed changes in the Occupational Dimension, especially those items linked to teacher testing and national certification.
3. The priority for change by teachers was the

Occupational, Spatial, Functional and Hierarchical Dimensions.

5. Approximately fifty percent of the teachers indicated a willingness to commit time and energy to restructuring efforts.

6. Less than 40% of the teachers rated themselves as having expertise to provide input and less than 45% of the teachers indicated a willingness to receive additional training to gain expertise.

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CHAPTER 1

PURPOSE

The purpose of the study is to enable the researcher to assess the level of support that Michigan public school teachers give the structural changes that may accompany teacher empowerment. This study will provide data to examine the teachers' collective acceptance of the changes as well as their personal commitment to them. The study results will also relate the teachers' attitudes toward structural change to nonstructural factors such as the subject's gender, age, level of education, teaching experience, level of assignment and career satisfaction.

INTRODUCTION

It is widely reputed that American schools and students are not doing well. Newspapers, magazine articles, books and reports point to the decline in academic performance by American students when compared to their global counterparts. The major concern is that students today are not adequately prepared to compete successfully in the world

marketplace and that society will suffer from the results of an inadequate educational system. Drop out rates, youthful unemployment, teenage pregnancy, illiteracy, widespread use of drugs are lumped together and causally charged to inadequate schooling.

The logic of the argument is that under the present educational system students are performing less well than they could; therefore something must be wrong with the system. In order to "correct" the educational system, some changes have to be made in the system. The system, for the purpose of this study, is the sum total of the existing regularities. Seymour Sarason in The Culture of the Schools and the Problem of Change (1971), argued that "any attempt to introduce change into the school setting requires, among other things, changing the existing regularities in some way."[1] This study will help the researcher examine the teachers' reactions to some of these structural changes that are being suggested.

Advocates of teacher empowerment see a solution to the problems of schooling in a less bureaucratic school structure. Bureaucratic decentralization lies at the heart of restructuring efforts that turn away from centralization and regulation (Timar, 1989). The need for restructuring is based on the premise that the structure is overly bureaucratic, that the bureaucracy impedes the efforts and creativity of teachers, and that less bureaucracy would encourage greater effort, creativity, spontaneity and

commitment. The argument used is that, "the energy, enthusiasm and persistence characteristic of effective teachers is difficult to mobilize and sustain for individuals who perceive themselves and their professional activity as stagnant or thwarted."[2] In other words, "the degree to which schools can respond effectively to changing conditions and pressures on the system depends ultimately on the response of individuals in the classrooms"[3], thus empowerment will set in motion changes that will enable teachers to improve schooling.

The Carnegie Forum on Education and the Economy and AFT President Albert Shanker emphasize empowering teachers as a means of improving the effectiveness of schools (Timar,1989). An important question for this study is whether a view of school improvement via teacher empowerment is supported by teachers. The study will be used to assess the level of support that Michigan public school teachers have for the structural changes that may accompany teacher empowerment.

BACKGROUND FOR THIS STUDY

Teacher Empowerment

When school reforms were proposed in the early 1980's, teachers were not considered active participants in

developing initiatives. In 1986 the ensuing reform literature paid attention to the role of the teacher in bringing about educational improvement. Researchers such as John Goodlad (A Place Called School,1984), Gerald Grant (The World We Created at Hamilton High,1988), Theodore Sizer (Horace's Compromise,1985), and Sara Lawrence Lightfoot (The Good High School,1983) wrote about the importance of teacher input in developing and creating good schools. Their books suggest that teachers who were able to direct and control their daily professional lives were more committed and better able to respond to individual student needs. The logic is that a school environment which encourages teacher commitment and participation will lead to improved student learning.

Society at the same time, was receiving the message that improvement efforts should rest with those closest to the effort in books such as: John Naisbitt's Megatrends (1982), Rosabeth Moss Kanter's The Change Masters (1983) and Warren Bennis and Burt Nanus' Leaders (1985). Theory Z, decentralization and the participatory management embraced by corporate America, were popularly embraced as a solution to the problems of education (McDaniel, 1989). The argument was that by decentralizing schools, and bringing decisions to the teachers' level, teachers would exhibit a greater sense of ownership and commitment to the endeavor. This increased effort would ultimately result in greater student learning.

Teachers are seen as those closest to the problems in educating students and best equipped to know what students need (Futrell,1989, citing Sizer 1986, Wise 1979). By increasing the voice and power of teachers, problems of student learning could be addressed. The Holmes Group; "Tomorrow's Teachers," Carnegie Forum on Education and the Economy; " Nation Prepared; Teachers for the 21st Century," C.E.D.: "Investing in Our Children," Governor's Task Force: "1991 Time for Results," NEA/NASSP; "Ventures in Good Schooling," differed in specifics, but were united around the theme of empowerment. There was an insistence on the need to improve education by improving the status and power of teachers. The logic of the argument is that if the schools are supposed to produce learning and students are not deemed adequately skilled and prepared for the global marketplace then the system needs to be restructured so that teaching is made more professional. If teachers were empowered and given a professional status and working environment then teachers would work harder and enable students to learn more.

Empowerment Defined

While the term "empowerment" has visceral appeal, it has definitional problems. There is no uniformly accepted definition of empowerment. Authorities in the field may not agree about what it is, but they do agree that teachers do

not have it. What they may have is authority conferred by and limited by boards and administrators. As explained by Myrna Cooper, "teacher authority in the present wave of reform reports is essentially 'derived power'...the licensing by others to act somewhat free of direction in specified areas of performance....to have authority delegated is not the same as to have authority. ...in such areas as curriculum, school improvement and professional development teachers received power, limited by others' decisions and subject to cancellation if extended beyond defined boundaries."[4]

Although conceptual in nature, empowerment does have a set of given behaviors or circumstances ascribed to it. The 1986 Carnegie Report focuses on the professionalization of teaching. Elements of empowerment include the following recommendations:[5]

1. Restructure schools to provide a professional environment for teaching, freeing them (teachers) to decide how to best meet state and local goals for children while holding them (teachers) accountable for student progress.

2. Restructure the teaching force and introduce a new category of Lead Teachers with the proven ability to provide active leadership in the redesign of the school and in helping their colleagues to uphold high standards of learning and teaching.

The Carnegie Report calls for a professional autonomy wherein "teachers make or influence decisions concerning materials and instructional methods to be used, the staffing

structure, the organization of the school day, the assignment of students, the consultants to be used and the allocation of resources available to the school. Implementing these changes is seen as the professionalization of the teacher work force." [6]

The Holmes Group Report takes a similar position. Listed among their major reform goals is "making schools better places for practicing teachers to work and learn." The report states that "the existing structure of schools, the current working conditions of teachers and the current division of authority between administrators and teachers are all seriously out of step with the requirements of the new profession."[7]

Empowerment has been linked to the concept of professionalism among educators by Gene Maeroff, The Empowerment of Teachers (1988). He uses the term "empowerment" to reflect an environment in which teachers act as professionals and are treated as such. According to Ann Lieberman's Building a Professional Culture in Schools,(1988), professionalization would result in restructuring the school organization. "Involved in that restructuring is the building of a new set of relationships between and among all members of the school community, including the enlargement of the leadership team in schools, new roles for teachers and administrators, changed organizational arrangements, and even a rethinking of the substance of what is to be taught."[8]

The central theme of empowerment is the expansion of teachers' roles and power. The argument is that the system prevents teachers from behaving as professionals resulting in reputed poor performance by students. If the system were to be changed and teachers were allowed to behave as

professionals, then student learning would improve.

The link between professionalized teachers and improved student learning is based on motivation. Advocates of empowerment argue that teachers who feel a "sense of professional movement (continuing challenge and growth) are more likely to be effective in motivating students and reaching youngsters with diverse needs...these feelings affect the energy, interest, and commitment brought to the classroom."[9] The causal link between the satisfaction derived from teachers' professional behavior and increased student learning may be less direct. Charles Perrow, Complex Organizations (1986) points out that few studies support the premise that happy workers are productive workers. Citing studies by Brayfield and Crockett and a literature review by Victor Vroom, Perrow pointed to a small positive correlation between worker satisfaction and worker performance. Lawler and Porter in their literature review and study suggest the causal relationship is reversed and satisfaction is derived from high performance. They concluded "high performance should be rewarded by satisfying such higher order needs as 'self actualization' and autonomy." Perrow complicates this connection between high morale and high productivity by finding that "in many jobs, there is no room for high performance ... productivity depends much more on such things as technological changes and economies of scale than on human effort." [10]

Career satisfaction, teacher performance and improved

student learning are central issues in the school reform arguments and literature. The focus of this dissertation is not the circular argument determining their causal link but the central role of the teacher in this restructuring effort. The rhetoric of restructuring schools and empowering teachers focuses on the premise that school change requires the active involvement of teachers (Watts, McClure 1990). The study will be used to assess the level of support teachers have for changes in school structure which may be associated with teacher empowerment.

The Structure of Public Schools

The Differentiation of Work Organizations

In order to examine changes in the school structure, one first has to look at the structure of the school organization. Schools are complex bureaucracies. At the base of the teacher empowerment movement is the assertion that schools are too bureaucratic.

Schools can be characterized as bureaucratic organizations. According to Richard Hall, Organizations: Structure and Process (1982), the traditional organizational characteristics attributed to bureaucracies were described by Max Weber. These characteristics included a hierarchy of authority, technically competent participants and a division of labor to carry out a specified function according to designated rules and procedures. The work of schooling is

not handled by self-employed individuals, but by bureaucratic organizations. Local school districts are types of work organizations and this set of characteristics matches the way schools function. Peter Blau and Richard A. Schoenherr, The Structure of Organizations, (1971) analyzed the way work organizations function. Because schools are types of work organizations, the four dimensions they examined will be used as the basis for discussing school organization. Blau and Schoenherr said work organizations are differentiated by four dimensions: hierarchical, spatial, occupational and functional (p.63)

The hierarchical dimension is the vertical division of authority and decision making used by the organization. The layers of managerial authority in the school system; superintendents, central office, principals and assistant principals, reflect the hierarchical dimension.

The school organization is also divided by the ways in which students are educated. One division is spatial differentiation. Space and time are used by schools to subdivide clients and accomplish tasks. Schools subdivide by elementary and secondary levels as a way of responding to the size of the organization. Further spatial differentiation occurs in larger school systems with several buildings assigned to the elementary, middle and senior levels. Spatial differentiation includes grade level and classroom divisions within buildings. Time is also used to organize the orderly flow of students into buildings and

between classes within the school day.

Functional differentiation is the acknowledgement that school employees have a variety of job descriptions and responsibilities. Functional differentiation occurs within the school building by programming and classroom assignment. The need to provide a variety of services to students results in a labor division by occupational specialty.

Occupational differentiation arises from function and the professional expertise of the workers in servicing students. Educational personnel are separated and differentiated by their occupational specialty. Teachers are labeled and sorted in the organizational system. Elementary teachers, computer specialists, social workers, band directors are all occupational specialists. They are not fundamentally interchangeable. Subject area departments are created at the secondary level which reinforce this occupational differentiation.

Changing School Structural Organization

If the structure is to be changed, as the critics assert it must, then those dimensional characteristics have to be changed. The restructuring platform is one that redefines each of these dimensions as summarized in Richard Elmore and Associates, Restructuring Schools:The Next Generation of Educational Reform (1990). Flexibility in the use of time, curriculum materials, grouping of children and

teachers would be introduced into the spatial dimension. Differentiated staffing, new roles for teachers and collegial relationships would change the occupational dimension. The hierarchical dimension would feature decentralized decision making. A site based management approach would mean more decisions would be made at the building level and teachers would have greater input in these decisions. As a result of all of these recommended changes, the functional dimension would be less structured, with decreased specialization. This plays itself out as less attention to defined roles and responsibilities and greater attention on achieving mastery and integrated learning, intellectual and character development.(p.117)

As the argument goes, restructuring the school organization would enable teachers to increase their commitment and their productivity, which would result in increased student learning.

SUMMARY

There are a set of characteristics that describe each dimension of the school organization. Then there are criticisms and counter arguments made by reformers for changing the current structures. Advocates of public school restructuring argue that the current bureaucratic system prevents teachers from demonstrating the commitment, creativity and energy that would improve student learning.

By altering the structures in place, teachers could assume more professional roles and increased responsibilities. This would result in increased student learning.

The importance of teacher acceptance of these reform proposals is paramount. Reformers are proposing changes that teachers may not want and may not accept. The researcher will use Chester Barnard's work as the theoretical framework for this study because it will help explain that the success of the proposed reforms hinges on teacher acceptance. The purpose of the study is to assess the level of support that Michigan public school teachers give the structural changes that many accompany teacher empowerment. The study will be used to examine the teachers' collective acceptance of the changes as well as their personal commitment to them.

THEORETICAL FRAMEWORK

Chester Barnard's theory of authority will be used in this study for assessing collective approval. Barnard, The Functions of the Executive (1938), states that authority resides with those to whom the order is addressed, rather than the individual issuing the order. Restructuring as a means of implementing empowerment can be labeled a conceptual "order" issued by educational reform panels and reports. The communication (order) will be followed if four

conditions are met: (1) the teacher can and does understand the communication, (2) at the time, the teacher believes it is not inconsistent with the purposes of the organization, as s/he understands them, (3) at the time, s/he believes it is compatible with her/his personal interest and (4) s/he is able, physically and mentally, to comply.[11]

For each of the four organizational dimensions, the study will be used to examine the perception of that organizational dimension, the validity of the criticism aimed at that dimension, the consistency of the structural change with the purpose of schools, the compatibility with personal interest and the willingness of public school teachers to commit personal time to changes that may occur as a result of teacher empowerment.

Collective approval of the ideas embodied in the concept of empowerment is pivotal. If restructuring is to receive collective support, it is because teachers perceive it to be in their own best interests. Also, it is possible that teachers can make the decision to collectively endorse structural changes without demonstrating the willingness to make a personal commitment.

The personal decision rests on the belief that the goal to be achieved is worth the individual effort expended. If the cost is perceived to be higher than the reward, then the effort is abandoned. If a teacher believes the rewards outweigh the costs, s/he should be willing to make a commitment of time and energy to the structural changes.

RESEARCH QUESTIONS

The willingness of teachers to endorse changes in the current structure of the school organizations can be assessed by posing five questions from Chester Barnard's theory of authority (1938).

In order to assess the level of teacher support, it would be beneficial to discuss the criterion as it relates to restructuring schools. Teachers have to understand the reform effort as it relates to restructuring in order to support it. The first criterion tests the accuracy of the descriptions of the current school structures. There should be agreement between reformers and teachers about the characteristics that define the dimension under study. The second criterion validates the criticisms aimed at each dimension of the school system and thus builds the foundation for accepting alternatives. The third criterion is that teachers see the reform as fitting in with their sense of the purpose of schools. Reform proposals would have to benefit teachers collectively and individually. For teachers to accept the reforms, they would have to be willing to commit their time and energy. Although teacher empowerment is not an issued communication (order), the following criteria would still be helpful in examining the willingness to support change.

1. Do teachers believe that the dimensions of the present school system are described accurately?

2. Do teachers believe that the criticisms aimed at each dimension are valid?

3. Do teachers believe that the structural changes that may arise from teacher empowerment would improve student learning? (consistent with the purpose of the organization)

4. Do teachers believe they would benefit from the structural changes that may arise from teacher empowerment? (compatible with his/her interest as a whole)

5 Will teachers commit time/energy to accomplish these structural changes? (able to mentally and physically comply)

Because the teaching population is heterogeneous, these research questions will be addressed using the independent variables of gender, age, level of education, years of teaching experience, level of teaching assignment and career satisfaction.

Additional research questions will focus on the individual level of commitment. Teachers will be asked to assess their own willingness to participate in reform efforts. Commitments of their time, expertise and

willingness to get additional training will be measured. The answers to these additional research questions will be meaningful when matched to the collective level of teachers' verbal agreement given each dimension.

Related Research Questions

1. In which dimension(s) are teachers willing to commit time to restructure efforts?

2. In which dimensions do teachers indicate an expertise?

3. In which dimensions are teachers willing to get additional training to provide input/expertise ?

Significance of the Study

This study will contribute to the existing knowledge about teacher attitudes and responses toward the structural changes that may accompany teacher empowerment. The significance of this study is to see if teachers are willing to play a major role in creating and supporting the new structures. This measure of the level of support for these reforms by Michigan public school teachers may enable a local school district, state department of education or university school of education to better predict response patterns of teachers towards proposed reform measures.

Overview of Succeeding Chapters

Literature pertinent to this study is presented in Chapter II. Survey methodology and analysis procedures are presented in Chapter III. Data findings and tables are presented in Chapter IV. Chapter V contains a brief summary of the purpose of the study, the methodology and the data results. Conclusions are drawn from the data and these are discussed as they pertain to the literature in Chapter II. Implications and recommendations for further research are included.

CHAPTER II

SELECTED REVIEW OF THE LITERATURE

DIMENSIONS OF PUBLIC SCHOOL STRUCTURE

The organizational structure of public schools is divided into four dimensions: spatial, occupational, hierarchical and functional. In this section the researcher will cite literature that describes the current practice in public schools related to those dimensions, the criticisms the current practice generates and the reform suggestions for improvements in each dimension.

DIMENSION #1 SPATIAL

PART A Current Spatial Practices

Physical Structure of School Buildings

Physically, school buildings enable people to be easily separated by age and function. Elementary students and educational personnel are housed apart from those at the secondary level. This segregation of persons by age and function limits contact and communication among school personnel and inhibits the development of common interests.

School buildings reflect and reinforce the bureaucratic organization. According to Norris Brock Johnson, West Haven

(1985), the designs of traditional public school buildings are fairly standardized. "The architectural design principle of the elementary school building is based on the replication of rectangular forms. Mirroring the school's bureaucratic concern with the precise organization of objects (students) in time and space, the mechanical ordering of repeated forms is congruent with our dominant sociocultural orientation toward standardization."[12]

Johnson observed that "...school buildings lend themselves to divisions. School buildings that are rectilinear, are likely to be multiple roomed with each room associated with a different task."[13] The separation of maintenance and learning areas can be explained in terms of function. Classrooms are separated from the office, and support areas (gym, art, lunchroom, supply areas, maintenance). The office is located in such a way as to monitor and control the activity within.

John Goodlad observed similar spatial structure in his study, A Place Called School (1984). His description of a junior high school building as a series of classrooms located side by side down a long hallway is often likened to cells. Inside each classroom is a controlled environment with spatial limitations that restrict student and teacher movement.

The common theme of spatial differentiation in schools is separation. Students are separated into age groupings. Teachers and other educational personnel are separated to

reflect these groupings.

Structured Time Schedule

Time, like spatial differentiation, is structured and predictable. At the elementary level, the primary focus is on the development of reading and math skills. The use of time reflects this priority. Goodlad observed that the first time period was "devoted to language arts and mathematics and lasted from opening bell to recess. After the break, instruction in these two areas continued until lunch. The afternoon block of time was used for science, social studies and the arts and a recess type break for physical education."[14]

Curriculum at the secondary level is presented in measurable and standardized units of time, regardless of content or student ability. "At the junior and senior high schools, the school days appear to be divided into chunks of time, each chunk for a different subject. The periods lasted approximately 55 minutes each at the junior high level and slightly less at the senior high level."[15]

PART B Criticisms of the Spatial Dimension

The current spatial organization of the public school system is criticized for the ways in which time and space are utilized particularly the separation and standardization of these units. Albert Shanker, President of the American Federation of Teachers, complains that "isolated cellular

structure of classrooms and the top down egg crate structure of schools are impediments to effective teaching and learning. Time allotted to learning and mastering skills is sequentially predetermined by programming constraints. Often students and teachers are conditioned to stop and start activities according to the clock."[16]

Teachers are unable to step outside these restraints and create alternative patterns, inhibiting their ability to address the special needs of their students in more creative ways. Larry Cuban describes how teachers react to this stress, "teachers rationed their energy and time in order to cope with conflicting and multiple demands, constructed certain teaching practices that have emerged as resilient, simple and efficient solutions in dealing with a large number of students in a small space for extended periods of time."[17]

The isolation and segmentation of school classrooms as units have been criticized by the proponents of teacher empowerment. Along with limiting teaching styles and learning patterns of students, the physical structure and time limits of the school day also prevent teachers from developing collegial relationships. Daniel Lortie's study, Schoolteacher (1975), showed that teachers have little time to interact and few opportunities to discuss and share ideas. Gene Maeroff, The Empowerment of Teachers, (1988), noted that restructuring the teacher's schedule was essential if teachers were to have the time to be involved

in curriculum planning, and that as professionals, teachers need the time to be connected with each other through collegiality.

In summary, the critics say that the separation by time and space within schools is a problem that inhibits spontaneity, creativity and collegiality. Without time to interact, teachers have little chance to build trust among themselves and create a shared body of knowledge to jointly address concerns and seek solutions. Judith Warren Little and Linda Darling-Hammond in Building a Professional Culture in Schools (1988), emphasize that time has to be restructured so that teachers can develop collegiality and share instructional decision making.

PART C Proposed Reforms for the Spatial Dimension

Teacher empowerment is meant to alter the traditional use of time and space. The standardized units of time, space, chunks of curriculum and student groupings do not recognize the variety of teaching and learning styles and limit measures of success, therefore flexibility must be introduced. In this new setting "groups of teachers would gather periodically to determine how best to cluster and distribute among the staff those students for whom they were responsible. Class times and sizes might be varied across the school day, and teachers might not be confined to a single classroom."[18]

The 1986 Carnegie report, Nation Prepared:Teachers for the 21st Century, suggested the need for radical reorganization of work roles to make better use of staff in a collegial environment with a new approach to the use of staff. "The concept of a professional environment that fosters learning is based on having more available time for teachers to plan, reflect and discuss methodology with their colleagues. Providing the time to teachers means that additional support staff and technology will relieve teachers of routine tasks."[19]

With empowerment, Henrik Gideonse in Elmore's Restructuring Schools (1990), suggests that teachers would dedicate themselves to diagnosing, designing curriculum, creating materials and working with students until they achieve success. Students would be expected to use time differently as well. If teachers no longer spent the bulk of their time in front of students, it is hoped that students would be obliged to assume a more active learning style and more responsibility for their own progress. Without the parameters of mandated curriculums, teachers could offer more variety in instructional grouping patterns, that acknowledge the differences in student motivation, performance, ability and other instructional factors. [20]

The Carnegie report, A Nation Prepared; Teachers for the 21st. Century,paints scenarios of cooperative learning in settings that cut across age, role and status lines. The argument goes that the collegial approach is unlikely to

work unless class size varies. "The use of space has to be flexible so that some students can work alone and others in small groups, or with teachers or a tutor." [21]

Calls for professionalization of teachers would alter the conditions of their work, the relationships with other teachers and the manner in which schools are structured. Changes in spatial dimensions would affect how students and their lessons are organized. To summarize the projected change, greater flexibility would be exercised by teachers in the arrangement of students in the available space. The individual needs and abilities of students as well as the curriculum would be a consideration in arranging the school day. Units of time could vary with the topic or lesson and students would be grouped to maximize learning. Teachers would also have less rigid assignments and schedules, enabling them to pursue collegial projects and relationships.

The assumed results of this flexibility would be the spontaneity, creativity and commitment by teachers that would enable them to improve student learning.

DIMENSION #2 OCCUPATIONAL

Part A Current Occupational Practices

Teaching can be characterized by specialization, isolation and classroom autonomy. The teaching profession

is ungraded, with no formal differentiation in status between teachers of varying seniority or competence. It is a specialized occupation with teachers assigned specific grades or subjects based on certification. This specialization serves to reinforce the privacy and isolation that characterize the profession.

Daniel Lortie in Schoolteacher, (1975), found that "the way teachers define their tasks and the feelings they attach to them are largely congruent with the orientations induced by recruitment, socialization and career rewards. Conservatism, individualism and presentism are significant components in the ethos of American classroom teachers."[22]

The teachers in Lortie's samples were "preoccupied with classroom matters; they attach secondary importance to organizational affairs." Teachers "want to concentrate their efforts on the core tasks of teaching, not on distractive organizational duties." In Lortie's survey of teacher preferences to increase their effectiveness and satisfaction, suggestions were individualistic rather than collectivist, conservative rather than radical and present rather than future oriented. Responses showed an overriding preoccupation with time and the preference for teaching versus other tasks. From the responses to his survey, Lortie senses the yearning of teachers for "uninterrupted productive engagements with students." [23]

Teachers have a closed door ethic in schools. The notion of collegial consultation is alien in most schools

and resisted by some teachers (Darling-Hammond, 1988). Teaching is both autonomous and private. Teachers secure their privacy by not allowing their successes or failures to be observed by others. Lortie (1975) found the norms among teachers on collegial relationships to be "permissive rather than mandatory. Teachers share the egalitarian spirit which rules out imposing one's view on others; the etiquette rule seems to be "live and let live and help when asked." Collegial norms respect the individual's right to choose between association and privacy."[24] The isolation that accompanies this privacy rule prevents collegiality and encourages the kind of isolation that critics say is responsible for low morale.

The occupational dimension of the current school organization is embedded in the deep and stable structure of classroom autonomy. The isolation and lack of collegiality among teachers are byproducts of this autonomy and subject to the criticism of the empowerment advocates.

Part B Criticism of the Occupational Dimension

Theodore Sizer, Horace's Compromise (1988), looks at the frustrations of a classroom teacher, seeking to be effective while overcoming the obstacles of the bureaucracy. According to Theodore Sizer, "teachers suffer the paradox of personal commitment to education and the demoralization of their profession. Teachers receive little respect, which

society signals through autonomy, financial reward and accolades." [25]

Sizer points out that "teacher salaries are often tied to years of experience and to post graduate credits." There is generally no direct link between teaching competence and salary. "Some systems include merit increments, but these tend to be marginal. The political difficulties of making judgments about teaching effectiveness are paralyzing." Teachers quickly learn that salary and performance are unrelated. While other professions recognize competence through promotions, the teaching profession offers no such advancement. Some type of hierarchy may exist through department chairpersons, the reality is that a teacher always has the same rank, and essentially the same responsibilities. [26]

Outside the educational system, teachers experience problems of respect and societal recognition. Within the educational system, isolation is a problem for teachers. Gene Maeroff, The Empowerment of Teachers (1988), noted that many teachers work without contact with colleagues, except over lunch. Teachers, separated by their classrooms, have little time to share ideas and knowledge. There are few opportunities to see colleagues practice their profession. Teachers, because of their occupational isolation, are able to determine their own teaching style. Lacking internal support and professional feedback from colleagues, professional growth and development are impaired.(p.24)

The privacy surrounding the teacher's efforts in the classroom may signal a kind of disrespect for professional expertise. Teachers rarely decide their course curriculum and often are unable to select their texts. Teachers are told the amount of time they are to spend with each class. Teachers are rarely consulted over the rules and regulations that govern the life of their school. Some teachers may have a personal commitment and dedication to their career and to their students but demonstrate little professional collegiality.

The isolation, autonomy and specialization are conditions that exist in the current occupational dimension of the school organization. These conditions have been criticized by those who advocate empowerment because teachers are disengaged, devoting less of themselves and their talents to their teaching.

PART C Reform Suggestions for the Occupational Dimension

As the argument goes, empowerment would enable teachers to be revitalized, individually and collectively, and positively connected to efforts to improve student learning. Bringing teachers into closer contact with one another is a key to moving them closer to empowerment (Darling-Hammond,1988). The less that teachers deal with each other, the less likely they are to trust each other. A collegial environment provides opportunities for interaction and

creates an atmosphere that encourages colleagues to act as sources for feedback, support and ideas (Maeroff,1988).

Furthermore, teacher empowerment offers a solution to those that find the "flat" career of teaching problematic. Empowerment, through differentiated staffing, presents a reward system for teachers and an avenue to gain more autonomy, financial reward and recognition without having to leave the teaching field for administration or other career options.

Differentiated staffing patterns accommodate a variety of career paths for teachers. The Holmes Group Report, Tomorrow's Teachers (p.8-11) and Carnegie Forum Report, A Nation Prepared: Teachers for the 21st Century (pp.36,157-8) suggest empowerment is a natural consequence of the more rigorous standards and training they demand of teachers and they suggest the status of teachers rises when the "best and brightest" have career ladder opportunities, mentorships, instructional leadership roles, and as Carnegie proposes, teacher committees to run the schools.

The Holmes Group Report, Tomorrow's Teachers, proposes a change in licensing to establish a three tier system. "An Instructor would hold a five year non renewable license to teach in subjects which they have an undergraduate major or minor under the direct supervision of a certified professional. The Professional Teacher would hold a master's degree and have passed rigorous examinations and demonstrated their competence as practitioners. The Career

Professional would come from the ranks of the Professional Teachers. This category would carry the additional requirements of specialized study at the doctoral level, although the actual degree may not be required in all cases. Teachers holding this license might be involved in teacher education, curriculum improvement, testing and measurement and conducting action research." [27]

These lead teachers would play a key role in setting the instructional policy for the school and involving other teachers in collegial projects. They would provide direct supervision for new instructors, train student tutors, head curriculum revision teams, serve as consultants to other teachers and problem solvers for student learning problems.

With these new structures of responsibility, comes differentiation in compensation. This would involve differences in salary based on certification through a National Board.

Schools are complex organizations that are hierarchical. The Holmes Group Report suggests "the problems associated with differentiation and hierarchies are a result of illegitimate, irrational and counterproductive distinctions. Rational, differentiated professional staffing in schools that is based on defensible differences in training, authority and responsibilities, will make it possible to respond fairly to the complexities of teaching and learning."[28]

In summary, more collegiality would be introduced into

the work setting. Teachers would be given greater opportunities for interaction and collaboration. Occupational ladders would replace the present plateau of status. The responsibilities for both teaching and curricular decisions would be divided among tiers of teachers. Master teachers would supervise short term teachers, model good teaching, conduct staff development and participate in school decision making. This study will provide data about the willingness of teachers to change their status by adding salaried levels and decision making responsibilities.

DIMENSION #3 HIERARCHICAL

PART A: Current Hierarchical Practice

The authority structure of schools encompasses the processes by which school decisions are made and officials are recognized as participants. Teachers experience personal autonomy at the classroom level but have little latitude for decision making at the organizational level. The current bureaucratic models assumes clear lines of authority, delegation of responsibilities, rules, centralized planning, decision making and evaluation. It controls participants and coordinates services through the use of time and space. Many teachers perceived it as a top down bureaucracy and talk about decisions made "downtown"

having little to do with their daily realities. In conventional schools, principals stand in the middle of the bureaucratic chain, and teachers carry out an agenda mandated from above. (Lieberman and Miller, 1990). Gerald Grant, The World They Created at Hamilton High (1988), argues that "most teachers and principals feel they have little control over their fate. They have lost their sense of efficacy and believe they are on the receiving end of policies made elsewhere. Principals have become middle managers who process directives issuing from a multilayered bureaucracy." [29]

Although teachers work directly with children, they are not perceived as important members of the educational community. They are not well represented in decision making about curriculum, testing, policies, grouping and promotional policies (Darling-Hammond,1988). The central officials tend to "do the hiring, develop the curricula, impose the tests, plan the budgets in minute detail, make the rules, interpret them, revise them, publish the guidelines, and require the reports to make sure that all the plans and guidelines are being conformed to."[30]

The crux of the issue is not whether teachers can make decisions, but in what arenas these decisions should occur. Administrators, because they are giving authority to teachers, have the power to define and limit the range and depth of teacher decisions. Conley, Schmidle and Shedd (1988), divide decision making into 2 categories;

organizational and operational. Organizational decisions deal with matters of setting educational goals and policies, which direct the entire system. Teachers should be given a real voice in the operational decisions; those affecting the day to day methods of achieving goals and arriving at outcomes. In January 1986, Instructor Magazine polled 8,500 teachers on elementary educational policy. Teachers responded that they had authority mostly over instructional methods and issues. Seventy-six percent (76%) reported making most of the instructional decisions while 20% reported making only some. The 1989 Gallup Poll of Teachers' Attitudes toward the Public Schools,(reported in Phi Delta Kappan,June 1989) showed that there were discrepancies between the amount of control teachers have and the amount they would like to have over the educational process. The two areas of greatest difference were perceived authority in determining academic standards and establishing the school schedule. Differences occurred in setting grading policies, determining student placements, setting discipline policies and determining funds for instructional materials.

While central office personnel make the majority of decisions, principals are the messengers sent to carry them out. Along with such bureaucratic tasks as discipline and attendance, they act as a buffer between teachers and the community of parents. Lortie, Schoolteacher,(1975) saw principals making many "small decisions" that affect the

social life of the school and those who work in them. The principal's decisions affect the teacher's working conditions. The allocation of materials, space and equipment, time and class schedules are handled through the principal's office (p.202) As long as order is maintained in the classroom, little interaction between teachers and principals takes place. Teachers view administrators more as managers than instructional leaders.

PART B Criticisms of the Hierarchical Dimension

The trends toward greater centralization and state regulations increase the distance between decision makers and those affected by those decisions. Constant control from "downtown" undermines the ablest teachers and administrators. The hierarchical culture of schools measures its success in quantitative terms: number of hours spent in class, the number of credits completed and the like (Timar, 1989). Sizer argues that "such a pyramidal governance structure overlooks special, local conditions. It tends to focus on quantitative data (attendance rates, test scores) and norms of central tendency. It encourages a system of specialists that serve limited needs rather than the whole student while it demoralizes the teacher by stifling initiative."[31]

PART C Reform Suggestions for the Hierarchical Dimension

Arthur Wise argues "we must restructure schools to promote teacher participation in decision making. For example, many of the hiring procedures school districts use are inadequate. It's possible for an administrator to attempt to assess the competence of teachers of mathematics, French, and Russian without discovering whether the person has knowledge in those fields. By involving teachers in hiring new colleagues, schools can attend to subject-matter competence in ways not otherwise possible." [32]

Grant (1988) believes that central authorities should establish general goals and monitor a school's efforts toward achievement, however, the school faculties should have the power to organize themselves to achieve the desired ends. Teachers should be empowered to make decisions about their teaching practices and school organization (Shanker 1990, Macphail-Wilcox, Forbes, Parramore, 1990).

Teacher empowerment draws upon the concept that teachers, as professionals, should be involved in setting the educational goals, developing the curricular plan, and participating in the review and evaluation of peers. "The main determinant of students' educational programs is the teacher's judgment on how to motivate and enable them to learn. Supporting each teacher's judgment are facultywide (sic) decisions- facilitated by the principal-on matters of curriculum, instructional method, school climate,

communication with and involvement of parents, selection and assignment of teachers, inservice education and teacher evaluation." [33]

School level decisions enable educators to react quickly and more effectively to student needs. Site management includes authority over budget and resource allocation so that the school can make decisions and spend money in accordance with school priorities. This system allows the staff to immediately gather the necessary resources to put a plan into action. James Guthrie(1986), recognized that individual schools, not school districts, garner the allegiance of parents and students. This "school as community" philosophy enhances the feeling of shared concern and commitment to improvement at the building level.

As the argument goes, shared decision making translates into teacher empowerment and results in greater teacher satisfaction. Conley, Schmidle, Shedd (1988), found the positive results derived from shared decision making are: greater employee morale and satisfaction, greater commitment to the organization, a greater willingness to accept change and a more cooperative environment with less conflict. Further it insures that policies and teaching practices are coherent and offers better avenues for supervision and review of teachers.

Grant believes that teachers need to have the ability to make decisions about their practice and that they need to "be trusted with matters of the organization of the school."

If a vacancy occurs they should have a voice in deciding whether "it should be filled by hiring a replacement or developing a plan in which three teachers in a team-teaching arrangement would be better served by hiring four part-time teachers' aides for the same money. This implies, of course, that teachers and principals should be given more discretion over the budget at the school level."[34]

The 1986 Carnegie report (p.61-6) proposes a different model for the way in which school leadership is organized. The model school is headed by the Lead Teachers acting as a committee, one of whom acts like a managing partner in a professional partnership. In such a model, the teachers might hire the administrators while they act as instructional leaders for each other. Administrators would be given the responsibilities associated with the management of the building, not of the programming.

To extend support for this argument, most principals have degrees in administrative studies, not in teaching or curriculum. They have received advanced training as managers and are not generally as well prepared to meet the needs of the staff in instructional leadership roles.

The thrust of the hierarchical change would be to increase the number of roles and decisions open to teachers by bringing the decision making down to the building level.

DIMENSION #4 FUNCTIONAL

PART A Current Functional Practice

The functional dimension is the common thread that ties the other three previous dimensions together. The functional dimension influences how space and time are utilized, how roles are defined and responsibilities are carried out and how decisions are made.

Schools function as complex, specialized bureaucratic organizations. They are described as loosely coupled organizations (Weick) and bureaucracy is "believed to be the only plausible, viable form of social organization." (Elmore, p.170) The reason for this arrangement is that the functional dimension of schools has a set of assumptions that centers on differentiation, specialization and fragmentation. Schools are differentiated organizations using the bureaucratic model by identifying more and more functions needing special attention and treatment. Considerable organizational time and energy is spent in maintaining the role differentiation of teachers, administrators, support staff (counselors) as well as departmental expertise (Timar, 1989). The more types of students and the more functions the schools take on, the more they have to provide separate and different opportunities and categories of specialists.

Roles and responsibilities and accountability are closely defined by task (Timar, 1989). Schools have divided

the educational task in terms of the "knowledge base" that undergirds each function. As the array of curriculum expands, so does the number of specialists, further limiting each expertise, role and function.

In the school bureaucracy, the direction and coordination of tasks is masterminded from the top and "the lower one's position in the pyramid shaped hierarchy, the narrower the range of function and the fewer discretionary decisions to be made."[35]

Grant described the dominant values of the public school as "legal-bureaucratic with a reliance on rules and centralized administrative hierarchy,and in it formalism, impersonality and emphasis on legal due process...individualistic with an accent on freedom of choice in intellectual and moral realms, and...technicist in its assumptions that there were technical solutions to most problems..."[36]

In summary the functional dimension of the school organization is characterized by a bureaucratic form which emphasizes the delivery of services through task specialization and clearly defined roles and responsibilities. The dominant values it operates with are bureaucratic-legalistic, individualistic and technicalist. Schools continue to operate in this form because complex bureaucracies seek and encourage bureaucratic solutions to bureaucratically defined problems.

PART B Criticism of the Functional Dimension

Critics of the current school organization focus on the organizational arrangement and functional divisions and suggest they are out of sync with both their external and internal environments. "Bureaucracy has been criticized as inefficient and ineffective...as inhumane, unresponsive to its clients or to the rest of the public, dominated almost entirely by technological and territorial imperatives, largely out of control, and blind and impervious to the need for change."[37]

Critics attribute an assortment of ills within education to bureaucratic controls. Bureaucracy is linked to "an unacceptable conception of the school's mission, a stultifying social order within the school, a counterproductive distribution of roles and functions among the players (students, teachers, specialists, administrators and parents) as well as an inappropriate decision-making structure."[38]

Critics suggest that the increasing number of specialists works toward "deskilling the classroom teacher, leaving them in diminishing roles with less knowledge of the total enterprise of schooling" (Cronin in Elmore, 177). Additional arguments are made that narrow role definitions serve to alienate workers in the school and that top down controls contribute to the alienation of teachers (Darling-Hammond and Wise, 1983).

When the system of arranging learning becomes the end in itself, it separates people, disciplines and tasks. The criticism of the current school structure is that the division of services is fundamentally unsuited to clients (Brickley, Westberg, 1990). "The division of subjects, presented by different teachers creates a situation in which students remain unknown to their teachers, and subjects taught by colleagues are unknown to teachers. The division and fragmentation of subjects is said to deny the students a sense of meaningfulness and continuity. The division between counselors and teachers prevents students from having contextual adult guidance. The division between disciplinary and teaching functions undermines the teacher's ability to maintain classroom control."[39]

The negative effects of these divisions, according to critics, is that "as roles and tasks are more closely defined and narrowed, it is more difficult to assign responsibility for the development of the broader educational goals of good character, traits of good citizenship, sound judgment and critical intelligence."[40]

Goodlad, Grant, Lightfoot, Sizer, as ethnographic researchers and advocates of reform, suggest the educational system has lost its positive ethos. Grant defines ethos as "the enduring values or character of the school community: the spirit that actuates not just manners, but moral and intellectual attitudes, practices, and ideals."[41] There is less emphasis on the value of civic responsibility and

greater emphasis placed on individuality. The first and only real obligation of the teachers is to maintain order and discipline and that is achieved through a series of accommodations or treaties (Powell, Farrar and Cohen, 1985, Sedlak, Wheeler, Pullin and Cusick, 1986). Teachers' survival skills are strategies of minimal compliance. Students seem increasingly alienated. Tracking, labeling, test taking and passive classroom roles encourage students to become disengaged.

PART C Reform Suggestions for the Functional Dimension

To restructure schools means to derive a more positive ethos with greater community commitment by making the individual school the key. Most of the reform language includes the metaphor of community. Schools need to resemble less the factory metaphor, avoid the business model and assume the character of a "community of learners."

Grant sees the central task of reconstituting intellectual and moral authority as belonging to individual schools, led by dedicated teachers. A school with a strong positive ethos "is one that affirms the ideals and imparts the intellectual and moral virtues proper to the functioning of the educational community in a democracy. It attempts to commit its members to those ideals and virtues in at least a provisional way through the espousal of goals, exemplary actions and practices, ritual celebrations and observance of

norms."[42] It is the unique character of the individual school that can best respond to the needs of the learners.

Under the partnership concept of parent-educator and home school links, the school and its purpose are grounded in the "sense of community" rather than a focus on the individual. As a "community" the group is responsible for defining the common good and the bureaucratic depersonalization diminishes. " The imagery is a shift from the public schools characterized by Tonnies's "gesellschaft" to the simpler, smaller school likened to "gemeinschaft." These new smaller schools would be marked with primary relationships of interest and concern." [43]

The reform language suggests that teachers will be instrumental in successfully, bringing reform to schools by setting goals and philosophies that fit the community. The goals shift from universalism and individualism to specific client needs and community agendas through magnet schools and tailored programs.

Reformers suggest that the success of the restructuring effort rests with the teachers. As the argument goes, it will take a professional cadre of teachers that demonstrate a strong commitment of time and energy to make the restructuring of public schools possible.

SUMMARY OF THE STRUCTURAL DISCUSSION

The school organization has been studied and criticized by those calling for structural reform. A review of some of the literature covering the four dimensions of the school organization: spatial, occupational, hierarchical and functional indicates that critics have viewed the status quo as flawed. Reformers suggest that the bureaucratic organization creates a situation in which teachers are limited and deskilled by their roles and unable to remain motivated and committed to helping their students learn. Critics argue that schools are functionally, spatially, occupationally and hierarchically unable to meet the needs of students in today's society. The logic of their argument is that students are not learning as well as they should because teachers are prevented from acting as professionals in the current organizational structure. The structure, they argue, must be made more flexible so that teachers may redesign their roles and become more committed. School time and space need to be used more flexibly by teachers and school governance needs to be reworked so that teachers are given a greater voice in the educational processes.

This study will be used to assess the level of support by Michigan public school teachers for the structural changes that may accompany teacher empowerment in each of the four dimensions: spatial, occupational, hierarchical and functional.

TEACHERS AND THE REFORM PROPOSALS

This study will be used to assess the level of support that Michigan public school teachers have for the structural changes that may accompany teacher empowerment. The assertion made by reformers is that under the present structure teachers are unfulfilled, burned out, disengaged and dissatisfied. Demographics show teachers have become a veteran, middle-aged, immobile group.(Feistritzer 1986) Few of these veteran teachers seem to be displaying the benefits of their age and experience. Disenchantment may be characterized by the complaints of salary, support, recognition, increased demands and deteriorating conditions. (Evans 1989)

At midcareer teachers, like other professionals, are prone to boredom and diminished job interest. Some evidence has indicated that teachers have adapted to the current educational system with shifts in attitude, perception, priority and needs. At midcareer, a teacher's focus may be on personal and family concerns due to time limitations, reduced career options and opportunities, conflicts in material vs. intrinsic rewards of teaching, and isolation in sharing these dilemmas.(Evans 1989)

While schools are being asked to do "all things for all students," school personnel are reluctant to commit their energy to such a task. The problems of high demand/low

support are evident through schools. Schools have experienced increased curricular needs, greater responsibility for the overall care and development of students, diminished financial support and shifting patterns of enrollment.(Evans 1989) Lortie (1975) and Cuban (1984) see patterns among teacher values of conservatism, presentism and individualism as daily strategies for institutional survival. Teachers talk about the value of their students and student learning, not the school organization. When bureaucracy conflicts with "what is good for kids, teachers ignore, minimally comply and quietly subvert superior's demands." [44]

One response to the pressure of the bureaucratic system in a work organization is for the employee to determine the degree of commitment related to his/her central life interest and satisfaction. The work of Robert Dubin, "Person and Organization" in assessing central life interests, suggests that people can delegate a portion of energy and interest, time and intellect toward their career while maintaining priority outside the workplace. The consequence of this is that while participating in work, a general attitude of apathy and indifference prevails. The response to the demands of the institution is to satisfy the minimum expectations of required behavior.

Teaching as a career is a subjective, constructed reality (Cuban 1984, Lortie 1975.,Lieberman 1988). Lortie's research showed that many devoted a portion of their energy

to teaching while maintaining the importance of either a family commitment, or other outside employment to supplement their income, or a hobby to which they devote their excess energy.

Larry Cuban, How Teachers Taught (1984), furthers this argument of displaced interest among teachers by suggesting that "persons attracted to teaching seek classroom contact with children, appreciate the flexible work schedule, acknowledge the limited financial rewards and adhere to the service ethic. Women, entering teaching, are attracted by the flexibility of work schedules in meeting family obligations. Men, entering teaching, often leave in search of higher salaries, more influence and recognition. The argument runs that men and women, for differing reasons, invest little energy in altering their working conditions. Recruitment tends to bring in people who affirm rather than challenge the status quo."[45]

Many persons will admit frustration with the system: and acknowledge the flaws in the current structure, without endorsing change. The decline to support changes may come from a unwillingness to alter the status quo, an inability to commit time and energy to the change process or a personal assessment that the rewards do not outweigh the costs. Such observations were made by Kathleen Devaney and Gary Sykes in Lieberman's Building a Professional Culture in Schools,(1988) when talking about capable teachers balancing the obligations with the rewards of professional salary and

status and choosing to decline the offer. (p.3)

The success of reform proposals rests on the active support of teachers. It is teachers' time and energy that drive the reform and it will only be successful if teachers believe it makes sense. It places severe demands on the already precious resource of teacher time. (Carnoy, 1990) It takes time in meetings to draft educational goals, get parents involved and make site level decisions. It is realistic to acknowledge the stress associated with this demand for more time and energy at the possible expense of family time and outside commitments. The traditional answer to the time issue is increased salary, as in Rochester, New York. But more income does not necessarily answer the question of time commitment. The success of the restructuring effort rests on the ability of teachers to commit time and energy there as well as/in place of/ classroom commitment to students and personal commitment to family, home and personal endeavors. This ability and willingness to commit personal time and energy is crucial to the reform efforts and worthy of study. The researcher will use this study to assess the support by Michigan public school teachers of structural changes in the school organization that may arise from teacher empowerment.

TEACHER BEHAVIORS IN DISTRICTS EXPERIMENTING WITH REFORMS

Much has been written about reforms and restructuring efforts in funded programs, such as the Coalition of Essential Schools where the key to decentralizing schools is understanding children's needs rather than teacher's motives.

The Carnegie Task Force focuses on changing the nature of the "contract" between schools and teachers, while the Coalition focuses on a pedagogical plan. Rochester, New York and Dade County, Florida are school districts that worked with teachers' unions and contracts to create new working environments for teachers. A critical dimension of the reform in Dade County is the strong connection between union and district administrators. Schools participating in the restructuring effort requested more than 100 waivers from the union contract, board rules and regulations and state rules and regulation, which were granted. Restructuring involved changing many of the conditions in place.

One problem is the lack of incentives for teachers to alter long entrenched practices. Traditionally, educators have been rewarded for maintaining the status quo rather than for venturing in new directions.

Adam Urbanski, president of the Rochester Teachers Association, says, "Teachers tend to teach the way they have

been taught. Deep down inside, teachers-like the general public- hold suspect any school that does not resemble the school they remember. We are victims of our own experiences,... and that, I think, is the biggest obstacle."[46]

Adam Urbanksi says that "although many teachers have agreed to the changes in theory, others are still resistant. And reforms within individual schools are not coming easily. Even when teachers are given the opportunity to radically alter the way schools operate, they may focus on the day-to-day-details of lunchroom duty and hall monitoring rather than on more fundamental changes in instruction."[47]

Time is another major problem in schools. Teachers complain that they already are overworked without taking on additional responsibilities. No one has restructured schools in a way that gives teachers more time to perform their new roles. Instead, most schools have asked teachers to take on new tasks without relieving them of the old ones.

Reformers acknowledge that districts and teachers are tentative about taking the initial steps to restructure. This study be used to assess the level of support by Michigan public school teachers, both collectively and individually, for the structural changes that may accompany teacher empowerment.

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CHAPTER III

RESEARCH DESIGN AND PROCEDURE

The researcher's purpose in this study was to enable the researcher to assess the level of support that Michigan public school teachers give the structural changes that may accompany teacher empowerment.

This chapter will describe and explain the research design and the procedure for conducting this study. The basic research instrument used in this study was a survey. Surveys are conducted for the purpose of making descriptive assertions about some population. They measure the distributions of a trait across the population, rather than explaining why the trait exists. (Babbie, 1973) A survey was used to assess the support of teachers for the structural changes that may accompany teacher empowerment by asking questions related to their attitudes, beliefs and values about the school structure.

Survey Research

Questionnaires are the most widely used method for collecting information about people's attitudes and behavior. Sudman and Bradburn, Asking Questions (1986) say that the terms "attitude," "opinion," and "belief," all refer to the psychological states that are in principle

unverifiable except by the report of the individual. An attitude gives rise to many opinions. The term belief may include a normative component related to religion, moral or proper behavior.

Sudman and Bradburn suggest there are three ways to measure attitude which can be used in a questionnaire. The affective or evaluative measure asks if the respondent favors or disfavors the item. The cognitive measure asks what the respondent knows about the item or topic. The action measures the respondent's willingness or intention to do something with regard to the item or attitude (p.123).

According to Earl R. Babbie, Survey Research Methods (1973), survey research does not permit the direct measurement of behavior however survey research does permit the indirect measurement of behavior. Survey research can also examine prospective behavior, either real or hypothetical. It is useful to create hypothetical situations and ask the respondent how he would behave. The hypothetical situation, in this study, is the set of structural changes that may accompany teacher empowerment. An attitude, belief or value can be held toward this specific hypothetical situation by Michigan public school teachers. (p.137)

Survey Construction

Developing the questionnaire was an 10 step process.

1. A review of literature for selection of appropriate themes, sentences, or phrases was done.
2. A first draft was reviewed by the students of the dissertation writing seminar at Michigan State.
3. A rewrite of the first draft to clarify dimensions and alter the format of the questionnaire was done.
4. A second draft was reviewed by a sample group of 6 public school teachers for clarity and fluency.
5. The second draft was administered as a pre-test to a small group of 20 elementary and secondary teachers employed in the Farmington, Hartland, Hazel Park, Rochester and Southfield school districts.
6. The second draft was presented to the dissertation committee for review and was submitted to receive study approval.
7. A third draft was written with the help of Dr. Woznick to increase the comprehensiveness of the survey.
8. The third draft was administered to MSU students enrolled in the extern program for reactions.
9. A fourth revision was written as a result of that feedback, using the primary content of the second draft.
10. The fourth draft was administered as a pilot test to 65 public school teachers employed in Brighton, Flint, Hazel Park, Holly, Lansing, Livonia, Olivet, and Whitmore Lake.

Questionnaire Format

Teachers were asked to read approximately forty statements related to school organization. Two statements per dimension were directed at each of Barnard's criteria as well as at individual willingness to commit personal time and energy. Additional statements were added to measure individual priorities, expertise and willingness to gain expertise in any of the four dimensions. Approximately 10 statements were used to gather demographic data.

Respondents rated each statement using a Likert scale of 1-5: (One) Strongly Disagree, (Two) Disagree Somewhat, (Three) Neither Disagree Nor Agree (Four) Agree Somewhat and (Five) Strongly Agree. The Likert Scale is a rating scale and able to provide data on each item scored. According to Robinson, Athanasious and Head, "Measures of Occupational Attitudes and Occupational Characteristics," (1969), two items are sufficient to constitute an adequate scale for the measurement of a criterion (p.4). A high score in any of the four dimensions would indicate a teacher's agreement with a pattern of statements reflecting Barnard's criteria and be indicative of a favorable attitude or willingness to support a structural change in that area.

Validity

Content validity was determined by the inspection of the test items by the dissertation committee, as well as by the comments of those pre-reading each version of the questionnaire and pilot test. Every effort was made to assure that the test items related specifically and clearly to the theme of structural change associated with teacher empowerment.

Reliability

Reliability is the degree of consistency. External reliability is addressed because all teachers in the selected districts are invited to participate, therefore the characteristics of the population of teachers could be represented in this sample. Mehrens and Lehmann, Measurement and Evaluation in Education and Psychology (1972), use the split-half method of estimating reliability as one measure of internal consistency because the two equivalent forms are contained within the same test. A measure of one half of the test is correlated with the other half. The appropriate formula using a special case of the Spearman Brown prophecy formula was applied. The two halves of the test correlated at .62 The estimate reliability of the whole test was .77

Survey Sample Methodology

Survey samples must represent the populations from which they are drawn, if they are to provide useful estimates about the characteristics of that populations. (Babbie p.79) For the purpose of this study the population was defined:

Element: The unit about which the information is collected. Individual Michigan public school teachers, currently employed during the 1990-91 school year werethe unit of analysis.

Population: Michigan public school teachers, currently employed in the 1990-91 school year were the population for this study.

Sampling Unit: Michigan public school districts were the sampling units. Information was obtained about the number of teachers employed in each district as listed in the Michigan Educational Directory.

Sampling Frame: Rather than use all the 526 school districts in Michigan, this study used the 100 Michigan public school districts which were surveyed by the Detroit Free Press to gather data for articles on school funding. The list of 100 Michigan school districts, was printed in the March 6, 1988, Detroit Free Press article, "The Haves, The Have-Nots." The article stated " Free Press reporters surveyed 100 selected school districts to compile data on

what programs students are offered, what school districts spend and the sources of their funding. All southeastern Michigan public school districts are included, except for Clawson, Saline and Milan, whose superintendents declined to participate. Selected out state districts are included for comparison."

This study employed a stratified cluster sample as described by Scheaffer, Mendenhall and Off, Elementary Survey Sampling (1986). A stratified sample is one obtained by separating the elements into non-overlapping groups (strata) and then selecting a sample from each stratum. A cluster sample is a sample in which each sampling unit is a collection or cluster of elements. Cluster sampling can be combined with stratified sampling, in the sense that the population may be divided into strata and a cluster sample can then be selected from each stratum. (p.217)

Cluster sampling for this study began with the assumption that the 100 districts selected for the article by the Free Press, were selected to represent Michigan school districts using some form of stratified rather than random sampling. A telephone conversation with one of the writers, Cassandra Spratling, did determine that a statistical approach was used to select these districts.

Selection from this group of 100 districts was possible for use in this study because this sample has the same type of school organizational structure as the population. The teachers employed by these districts have the same

characteristics as the general population of teachers. The use of this group of 100 school districts did enable the researcher to begin with accurate data on the districts for comparisons of economy and funding, curricular program, staffing ratios and student population.

Sampling Procedure:

The focus of this study was not on Michigan school districts, but on Michigan public school teachers. In order to draw a manageable sample that would represent characteristics of the population of teachers, a stratified cluster sample was drawn. The list of 100 school districts was stratified and a cluster was drawn from each stratum. The cluster size was defined as all teachers currently employed in that selected district. The exact number of the cluster was taken from the Michigan Educational Directory and later corrected by school district data at the central office and building level.

PRISM -Potential Rating Index for Zip Markets

The list of 100 school districts was stratified for sampling by coding each district according to zipcode information. The Prism (Potential Rating Index for Zip Markets) computer program designed was by Jonathan Robbin and explained by Michael Weiss, The Clustering of America

(1989). The premise of the Prism program is that in fifty states there are forty common clusters of lifestyles. America has a pluralistic society, but clustering focuses on the community level. The forty clusters are formed by demographic data and lifestyle surveys. The Clustering of America shows that neighborhoods separated geographically can be virtually identical in lifestyle. Census data show that most people tend to move where they can afford to live, with people who are like themselves. Cluster rating of zipcodes for zipquality is based on rankings of income, home value, education and occupation. The cluster system simply holds that neighborhoods are reasonably stable. Within each cluster, neighbors tend to lead similar lives, drive similar cars and hold similar interests.

While clusters prove that neighborhoods separated geographically can still be identical in lifestyle, each cluster has a separate identity and lifestyle pattern. Each cluster determines how to properly raise its children and pass on its values because income, education and household composition help influence neighborhood settlement.

Schools reflect the values of the communities in which they are built based on this neighborhood concept. In attempting to get a representative sample of teachers, teachers were assumed to be residents of their school community in a figurative sense. Each school district was coded for the zipcodes of the administration building and all school building addresses listed in the 1990 Michigan

Education Directory and Buyer's Guide. The program provided data on population, average income, average level of education, average cost of houses, and population percentage of households with children aged 6-17 yrs., who would be eligible for attending public schools.

The sample of 100 school districts was ranked by these demographic data. The one hundred districts were divided into four quartiles. The next selection process was to find the district in the median (11-13) range of each group of 25 districts for cluster selection. Selection of the midrange districts eliminated the possibility of randomly selecting districts such as West Bloomfield, Birmingham, and Bloomfield Hills. These three districts at the top of the scale represent a jump of $40,000 in medium home value and $20,000 in average household income above the other districts in the stratum. They would be classified more as outlyers when selecting representatives of the population and for drawing relationships to the teachers as residents of that neighborhood community.

The selected mid-range districts were then compared in size so that similar clusters could be selected. The districts selected were:

Avondale	T=154
Center Line	T=182
Inkster	T=175
Lamphere	T=160

Cluster Sampling involved surveying all teachers

currently employed at all levels (elementary, middle school and high school buildings) in these selected districts.

The size of the sample was to be T=671, corrected then by district and building level information. A sample of 600 is used by the Michigan Education Association, according to Research Department personnel, when polling its membership of 85,000. A sample size of 600 is appropriate for a population of 46,000 teachers (teachers reported in the sampling frame) for survey precision and reporting using an alpha of .05, giving a 95% confidence interval.

Selected Districts

For each of the four selected districts, letters were sent out to invite the district's participation. The letter explained the purpose of the study and asked for cooperation. During interviews, phone conversations and personal visits, district concerns about how the data was to be used were addressed. Districts were assured that the study focused on Michigan public school teachers, and that the results were to be reported on the combined responses of teachers without any district comparisons. Contacts were made with Mr. James Steeby, Assistant Superintendent for the Avondale School District, Dr.Linda Farr, Assistant Superintendent for Instruction for Center Line Schools, Mr. Charles Johnson, Executive Assistant for Inkster Schools and Dr. John White, Assistant Superintendent of Lamphere Schools. They provided permission for the study and

significant cooperation. District data information gave an adjusted total of the study sample size to 602. Inkster school district had a smaller teacher count (143) than was listed in the directory. In Center Line two elementary schools elected not to participate.

According to Babbie, the appearance of a research worker, either delivering the questionnaire, picking it up or both, leads to a higher response rate than is normal for straightforward mail surveys.(p.159) Distribution of the surveys was handled by personal visits to each school building in the four selected districts. In some buildings, visits were made with the building administrator. Primary contacts were with building staff. Each distribution packet contained a letter to the building principal, surveys for the teachers with instructional cover letters, extra surveys and a large return envelope with designated pick up date listed on the envelope along with the researcher's name and telephone number. The time frame for distribution and return was approximately 10 days. When the first survey returns were picked up, additional surveys, a letter to the building administrator asking for help in reaching a higher return rate and a second response envelope were delivered. When second returns were picked up, additional surveys and arrangements were made for third pick ups. In two cases, additional surveys were sent to teachers using the district office mailing, to increase returns. The rationale was that a more familiar name and district relationship might

encourage non respondents to complete their surveys. For two districts four survey sets were distributed and returned. The time frame for the survey study extended two months to cover response time for each survey set delivered.

Assumptions

1. It was assumed that teachers, through professional magazines, journals, educational association materials and presentations, are aware of reform proposals that would create structural changes associated with teacher empowerment.

2. It was assumed that teachers are familiar with the terminology common in major reform reports and writings such as differentiated staffing and national certification and that cues may be used to increase the recognition of these terms. An example would be using "different levels of teaching responsibilities and different staffing patterns" to refer to the concept of differentiated staffing.

3. It was assumed that teachers accurately reported their level of support for structural change and their individual level of commitment to such changes. It is assumed that some reflection was used when responding to this questionnaire.

4. It was assumed that each teacher received the survey and attached cover letter in a manner and condition that would enable the voluntary completion of the questionnaire

within a reasonable time frame.

Limitations

This study was limited to those schools in each district that decided to participate in this study. In one district, two elementary schools elected not to participate in this study. This limitation did not affect the quality of the cluster because 3 of the 5 elementary schools in that district did participate and the researcher was assured that teachers in those two buildings were not unlike teachers in the three that did participate.

A severe limitation of this study was the time-table used to gather data. It must be recognized that voluntary completion of surveys relies on the amount of discretionary free time available during the survey period and the relative priority of that task.

The original timeline was developed to elicit optimum teacher response in January, right after the holiday break and before the change of semester. It appeared to be a time period when teachers would have some available time to complete a survey. Conversations with teachers involved in the pre-test led to a recommended time frame of winter. Those teachers indicated it was a period with fewer immediate demands on their time. Schools resumed the week of January 7, 1991 so the survey period was to begin January 14. The first survey materials were distributed 2 days

prior to the initial phase of Desert Storm Operation that began January 16, 1991. The attention of this nation was on the Middle East and discretionary time was spent watching or listening to CNN and other news broadcasts.

Because of the national events, the first set of materials and ten day response line was scrapped. A second set of surveys was prepared for distribution the week of January 28, with returns due the middle of February. This time frame included the change of semester schedules for teachers and midwinter recess, reducing the anticipated return rate.

Additional surveys were distributed in mid-February with a pick up date the week of February 25. The Desert Storm Ground Operation began on February 24, 1991. Even with administrative appeals to their staff, the challenge of competing for discretionary time with national interests and events, as well as classroom responsibilities and personal schedules, caused response rates to be low.

Intervention was necessary. The researcher decided that another set of surveys needed to be distributed. Personal appeals had been made to the building administrators to assist in the return of the surveys. One group of teachers completed the surveys in a staff meeting. At this point, central office administrators were asked to help. Survey questionnaires were sent out in two districts from central office, with the intent of increasing response rate. The researcher removed the university cover letter

and included an appeal from someone known to the teachers in the district in order to enhance return rates. This was done the first two weeks in March.

The final surveys were picked up from the district central offices March 12-15. One district called March 20, about additional surveys which were picked up on March 22, 1991. The entire survey period amounted to two months. The response rate did reach 52.16% at the end of that time, which is considered adequate for data analysis.

The survey dateline could not be extended beyond the middle of March because of the timing of district financial forecasts and Governor Engler's proposed cuts to state budgets and recapture plans. Districts that anticipate cuts in fall spending must issue reduction in force/lay off notices to teachers in the spring, according to teacher contracts. The immediate concerns of staffing and assignment would override the priority of survey response among teachers.

Hypothesis Testing

In order to assess the level of support of Michigan public school teachers for structural changes that may accompany teacher empowerment, a questionnaire was developed. The questionnaire was designed to extrapolate attitudes toward changes in the four dimensions of school structure:

Part I Spatial Dimension

Part II Occupational Dimension

Part III Hierarchical Dimension

Part IV Functional Dimension

The questionnaire was comprised of statements which operationalize beliefs and opinions about the status quo, the criticisms it generates and the suggested reforms in terms of Barnard's acceptance of authority. For each dimension, teachers were asked to respond to statements based on the fofive criterion:

1. Do they agree with the description of the dimension within the present system?
2. Do they agree with the criticism aimed at it?
3. Do they believe the changes in school structure would improve student learning? (consistent with the goals of schools)
4. Do they believe they (teachers) would benefit from the

changes in the school structure?

5 Will they commit their time and energy to making changes in the school structure? (able to comply)

To assess teachers'level of support and to draw conclusions about teacher support, it is necessary to analyze the data as it relates to the independent variables. It is important to pinpoint whether teachers, as a group, support change or if pockets of support exist among certain groups of teachers with identifiable characteristics. This was the reason for using six independent variables. The four major data questions ask what, if any, differences exist between groups of teachers in their level of acceptance across the four dimensions. The general hypothesis for testing each of the data sets asks whether there were differences between groups of teachers in the levels of agreement related to the independent variables of gender, age, level of education, teaching experience, level of assignment and career satisfaction.

Data Question #1

What differences, if any, exist between groups of teachers in their level of agreement toward the structural changes in the Spatial Dimension which may accompany teacher empowerment?

Data Question #2

What differences, if any, exist between groups of teachers in their level of agreement toward the structural changes in the Occupational Dimension which may accompany teacher empowerment?

Data Question #3

What differences, if any, exist between groups of teachers in their level of agreement toward the structural changes in the Hierarchical Dimension which may accompany teacher empowerment?

Data Question #4

What differences, if any, exist between groups of teachers in their level of agreement toward the structural changes in the Functional Dimension which may accompany teacher empowerment?

Hypothesis #1-#4

There is no difference between groups of teachers in their level of agreement. This hypothesis will be tested using each of six independent variables.

Hypothesis testing: independent variable: Gender

There is no mean score difference between males and females.

H_O : $U_{Females} = U_{Males}$

H_1 : H_o is false

(2 tailed test p= .05)

Hypothesis testing: independent variable: Age

There is no mean score difference between age categories.

H_o : $U_1 = U_2 = U_3 = U_4$

H_1 : H_o is false

(2 tailed test p= .05)

Where:
1= 20-29 years of age
2= 30-39 years of age
3= 40-49 years of age
4= 50 + years of age

Hypothesis testing:independent variable: Level of education

There is no mean score difference between teachers' levels of education (degree held).

H_o: $U_B = U_M = U_{M+}$

H_1: H_o is false

(2 tailed test p = .05)

Where:
B = Bachelor's degree/plus hours
M = Master's degree
M+= Master's plus hours/Specialist/Doctorate

Hypothesis testing: independent variable: Current level of teaching

There is no mean score difference between elementary, middle school and high school teachers. (level of assignment)

$H_o : U_E = U_M = U_H$

$H_1 : H_o$ is false

(2 tailed test p = .05)

Where:
E=Elementary school
M=Middle school/Jr. high
H=High school

Hypothesis testing: independent variable: Years of teaching experience

There is no mean score difference between teachers using categories of years of teaching experience.

H_o : $U_1=U_2=U_3=U_4=U_5=U_6$

H_1: H_o is false

(2 tailed test p = .05)

Where:
1 = Less than 5 years teaching experience
2 = 5 through10 years
3 = 11 through 16 years
4 = 17 through 21 years
5 = 22 through 26 years
6 = more than 26 years

Hypothesis testing: independent variable: Career satisfaction

There is no mean score difference between teachers who say their highest level of career satisfaction is their current assignment and those that selected a different option.

H_o : $U_S= U_D$

H_1 : H_o is false

(2 tailed test p=.05)

RELATED RESEARCH QUESTIONS

Part II ORGANIZATIONAL PRIORITY

In which dimension, do teachers identify changes and restructuring as being most important to them?

The research approach taken was to have teachers number the four dimensions to show the the level of importance that change in each holds for them.

Descriptive frequencies were used to report general trends. The mean score from each dimension was tested against the six independent variables.

Part III PERSONAL PARTICIPATION PROFILE

1. In which dimension(s) are teachers willing to commit time to restructure efforts?

2. In which dimension(s) do teachers indicate an expertise?

3. In which dimensions are teachers willing to get additional training to provide expertise?

Again, descriptive frequencies were used to report trends. The mean scores for each response set were tested against the six independent variables.

CHAPTER IV

ANALYSIS AND INTERPRETATION OF THE DATA

Introduction

The researcher's purpose in this study was to assess the level of support that Michigan public school teachers have for the structural changes that may accompany teacher empowerment.

Questionnaires were distributed to Michigan public school teachers during the month of January with follow ups in February and in March. Data results are measurements of survey responses collected from the stratified cluster sample of Michigan public school teachers during this period.

As described in Chapter III, the survey instrument was designed to gather information about the attitudes, beliefs and values of teachers toward changes in the structural dimension of public schools that may accompany teacher empowerment. Statements were arranged in each of the four dimensions to follow the criteria set by Chester Barnard for acceptance of an order or communication. Teachers were asked to read each statement and rate their level of agreement using a Likert scale. The responses were then coded to answer the research questions presented in Chapter III.

Demographic Information

The individual school districts gave permission for the survey research project based on complete anonymity. It was agreed that the focus of the study was on Michigan public school teachers and not those teachers in selected districts. The four districts have one high school and one middle school per district and concern was expressed about reporting data cells. The researcher proposed that in the break out of data, no data would be reported by district and that only aggregated data would be reported within the dissertation. Administrators in two districts had reservations about test item #34 which then became an invalid file. The solution to the representativeness of the sample pool was that each school district and building was visited at least 3 times and contacted as many as 5 times to reach a survey sample return rate of 52.16%

Listed in Tables 4.1 through 4.6 are the descriptive statistics of the demographic information given by the participants who returned the survey. In all, there were 314 respondents in the sample pool. The requested demographic information included gender, age, level of education (degrees held), the level of their current assignment, years of teaching experience and their career satisfaction.

Gender

Table 4.1--Distribution of Teachers by Gender

GENDER	NUMBER	PERCENT
Female	214	69.71 %
Male	93	30.29 %
Total	307	100.00 %
Missing cases	7	

Age

Table 4.2--Distribution of Teachers by Age

AGE GROUP	NUMBER	PERCENT
20-29 years	32	11.85 %
30-39 years	48	17.78 %
40-49 years	122	45.19 %
50 and above	68	25.19 %
Total	270	100.00 %
Missing Cases	44	
Response Percent	86%	

Gender

Approximately seventy percent of the respondents were male and thirty percent were female.

Age

The data in Table 4.2 show that the highest percentage of responses (45%) was from the age group of 40-49 years. Those teachers over 49 years of age accounted for 25% of the sample while those under 40 years of age accounted for 29.5%. Data were collapsed to these four groups for frequency analysis. The actual range of age reported was 22 through 62 years. Fourteen percent of the survey respondents chose not to answer this question or gave a response that could not be coded.

Level of Education-Degree Held

Table 4.3--Distribution by Level of Teacher's Education

DEGREE HELD	NUMBER	PERCENT
Bachelor's	30	9.9 %
Bachelor's Plus Hours	81	26.6 %
Master's	107	35.2 %
Master's Plus Hours	79	26.0 %
Doctorate	7	2.3 %
Total	304	100.0 %
Missing Cases	10	

Level of education

Level of education data showed that thirty-five percent of the respondents had received a Master's degree and that twenty-six percent had hours beyond the Master's. The Bachelor's degree was held by nine percent of the teachers. Collapsing categories showed that those teachers with a Bachelor's or Bachelor's plus hours equaled thirty-six percent. Those with a Master's equaled thirty-five percent and those with a hours or degrees above a Master's totalled twenty-eight percent.

Level of Current Teaching Assignment

TABLE 4.4--Distribution by Level of Assignment

LEVEL	NUMBER	PERCENT
Elementary/Pre-Primary	118	38.94 %
Middle School/Jr. High	64	21.12 %
High School	100	33.00 %
More Than 1 Level	21	6.93 %
Total	303	100.00 %
Missing Cases	11	

Level of assignment

The highest percentage of teacher respondents were at the elementary level (39%) followed by high school (33%) and middle school/junior high (21%). Seven percent of the respondents served students at more than one level. Most written feedback on this question referred to a middle school/high school combination such as instrumental music or a multi-level assignment. Because school reform proposals address changes in the school structure related to the elementary, middle school and high school settings, the fourth category was rolled into the missing cases for purposes of analysis.

Years of Teaching Experience

Table 4.5--Distribution by Years of Teaching Experience

GROUP	NUMBER	PERCENT
Under 5 years	35	11.4 %
5 -10 years	37	12.1 %
11-16 years	42	13.7 %
17-21 years	74	24.1 %
22-26 years	71	23.1 %
26 + years	48	15.6 %
Total	306	100.0 %
Missing	8	

According to the data in Table 4.5, teachers with 17-21 years of experience totalled 23% of the respondents, similar to those with 22-26 years. Teachers having more than 16 years of experience accounted for 62.75% of the respondents. Teachers with less than 17 years totalled 37.25% of the respondents.

Level Of Career Satisfaction

Table 4.6--Distribution of Career Satisfaction

CATEGORY	NUMBER	PERCENT
Current teaching assign.	162	53.6 %
Different teaching assign.	31	10.3 %
Support position	28	9.3 %
Administrative position	22	7.3 %
Continuing/Higher education	38	12.6 %
Outside education	21	7.0 %
TOTAL	302	100.0 %
Missing	12	

Level of Career Satisfaction

The figures in Table 4.6 show that given those select options, the majority of teachers surveyed (53.6%) indicate the situation that best describes their highest level of career fulfillment and satisfaction is their current teaching assignment. Approximately twenty-seven percent selected alternative assignments within the typical public school setting. Ten percent of the teachers selected a different teaching position while nine percent indicated they wished for a support position. Examples of this option on the survey were counselor, reading or media specialist.

Seven percent of the teachers surveyed indicated a preference for an administrative position while approximately the same percent (7%) wished for a position outside of education. Twelve percent indicated that their highest level of career satisfaction would come from a position in continuing and/or higher education. This data set was collapsed for analysis into two cells: the current teaching assignment (53%) and all other options (47%).

This demographic information was computer generated by StatPac Gold prior to the collapsing of data for cross tabulations.

TESTING THE HYPOTHESIS

DATA QUESTION #1 SPATIAL DIMENSION

What are the differences, if any, between groups of teachers in their level of agreement with the structural changes in the Spatial Dimension that may accompany teacher empowerment?

Hypothesis #1

There are no differences between groups of teachers in the level of agreement toward structural changes in the Spatial Dimension which may accompany teacher empowerment.

Table 4.7 is a summary table of descriptive statistics of the survey responses to statements contained in the Spatial Dimension using a 5 point Likert scale. A score of five indicated strong agreement, three indicated the respondent neither agreed nor disagreed with the statement and one indicated strong disagreement.

Table 4.7--Mean Score Response for the Spatial Dimension

Item	N	Mean	S.D.
1. Bldg. separate people	310	3.23	1.18
2. Day sched. by admin.	313	3.18	1.44
3. Class as indep. unit	312	3.27	1.22
4. Teach/learn limited by time	313	3.60	1.30
5. Learn improve/flex. sched	312	3.70	1.15
6. Learn imp./vary class size	312	4.00	0.99
7. Flex sched/coop plan for T	312	3.98	0.96
8. Flex sched/time/room for T	309	3.76	1.02
9. Input/school day sched.	311	4.15	0.85
10. Input/ bldg space usage	312	4.00	0.91

The statistical analysis used was a comparison of the means for each of the ten statements against the independent variables: gender, age, level of education (degree held), years of teaching experience, level of current assignment and career satisfaction. The ANOVA was run by STATPAC GOLD for each statement, setting a significance of $p = .05$ and a two-tailed test. There was significance across the Spatial Dimension using the independent variable level of current assignment. Four statements were significant using the independent variable of gender and one statement was

significant using the independent variable of years of teaching experience.

Table 4.8 - Table 4.15 show the significant differences between teachers at the elementary, middle school and high school levels for the first eight statements in the survey.

In Table 4.8 high school teachers were significantly different from elementary teachers in agreement with building design but the largest difference is between middle school teachers, with the highest agreement, and elementary teachers.

In Table 4.9 secondary teachers were significantly different from elementary teachers. Middle school teachers had the highest level of agreement while elementary teachers as a group disagreed that their day is scheduled by administrators.

In Table 4.10 secondary teachers showed significantly higher agreement than elementary teachers. High school teachers had the highest level of agreement with the statement that each classroom works as an independent unit.

In Table 4.11 secondary teachers had a significantly higher level of agreement than elementary teachers that teaching and learning are limited by time periods. Taking into account the use of time periods in scheduling the day at the middle school and high school levels, secondary teachers as a group perceive the criticism to be more valid.

In Table 4.12 middle school and elementary teachers as groups showed stronger agreement with the link between

improved student learning and flexible scheduling than high school teachers.

In Table 4.13 middle school teachers agreed more strongly that varying the size of classes and rooms would improve student learning than high school teachers. Teachers in all three groups agreed somewhat with this concept as consistent with the goal of improved student learning.

In Table 4.14 middle school and elementary teachers indicated an agreement level that differed significantly from high school teachers, They agreed somewhat that flexible scheduling would benefit them by enabling them to plan cooperatively with other teachers.

In Table 4.15 teachers at the elementary and middle school levels had a significantly higher level of agreement with the statement that flexible scheduling of time and room assignment would benefit teachers, than those at the high school.

From this set of ANOVA tables, it can be seen that middle school teachers as a group responded differently and often rated statements higher than elementary and high school teachers. Middle school teachers, as a group, were more apt to agree somewhat with; the descriptions, the criticisms, the consistency of reform proposals with the goal of student learning and the benefit to teachers of these changes.

Table 4.8--ANOVA for Test Item #1- Teaching Level

Design: One Factor Completely Randomized Design

Factor A (Fixed) - LEVEL AT WHICH YOU CURRENTLY TEACH
Level 1 -- 1=ELEM/ PRE-PRIM
Level 2 -- 2=MID SCH/JR HIGH
Level 3 -- 3=HIGH SCHOOL

Descriptive Statistics for: SCHOOL BLDGS DESIGNED TO SEPARATE PEOPLE

Factor A: LEVEL AT WHICH YOU CURRENTLY TEACH

Cell Definition	N	Mean	Standard Dev.
(A) Level 1	117	3.0513	1.2095
(A) Level 2	62	3.5323	1.1835
(A) Level 3	99	3.3333	1.1339

Anova Summary Table

Source of Variation	DF	Sum of Squares	Mean Squares	F	Significance Level
A	2	10.2247	5.1124	3.6888	0.0262
Error	275	381.1278	1.3859		
Total	277	391.3525			

T-Test Between Cell Means - (Values of p are for a two-tailed test.)
Note: Statistics are only printed if p is less than or equal to .050

t = 2.6009 Factor (A) Level 1
p = .0098 Factor (A) Level 2

Table 4.9--ANOVA for Test Item #2-Teaching Level

Design: One Factor Completely Randomized Design

Factor A (Fixed) - LEVEL AT WHICH YOU CURRENTLY TEACH
Level 1 -- 1=ELEM/ PRE-PRIM
Level 2 -- 2=MID SCH/JR HIGH
Level 3 -- 3=HIGH SCHOOL

Descriptive Statistics for: TEACHING DAY SCHEDULED BY ADMINISTRATORS

Factor A: LEVEL AT WHICH YOU CURRENTLY TEACH

Cell Definition	N	Mean	Standard Dev.
(A) Level 1	118	2.4153	1.2495
(A) Level 2	63	3.9206	1.2482
(A) Level 3	100	3.6400	1.3597

Anova Summary Table

Source of Variation	DF	Sum of Squares	Mean Squares	F	Significance Level
A	2	124.7078	62.3539	37.4963	0.0000
Error	278	462.2957	1.6629		
Total	280	587.0036			

T-Test Between Cell Means - (Values of p are for a two-tailed test.)
Note: Statistics are only printed if p is less than or equal to .050

t = 7.4814 Factor (A) Level 1
p = .0000 Factor (A) Level 2

t = 6.9875 Factor (A) Level 1
p = .0000 Factor (A) Level 3

Table 4.10--ANOVA for Test Item #3-Teaching Level

Design: One Factor Completely Randomized Design

Factor A (Fixed) - LEVEL AT WHICH YOU CURRENTLY TEACH
Level 1 -- 1=ELEM/ PRE-PRIM
Level 2 -- 2=MID SCH/JR HIGH
Level 3 -- 3=HIGH SCHOOL

Descriptive Statistics for: EACH CLASSROOM WORKS AS INDEPENDENT UNIT

Factor A: LEVEL AT WHICH YOU CURRENTLY TEACH

Cell Definition	N	Mean	Standard Dev.
(A) Level 1	117	3.0855	1.2565
(A) Level 2	63	3.3175	1.2550
(A) Level 3	100	3.5600	1.1039

Anova Summary Table

Source of Variation	DF	Sum of Squares	Mean Squares	F	Significance Level
A	2	12.1496	6.0748	4.1918	0.0161
Error	277	401.4361	1.4492		
Total	279	413.5857			

T-Test Between Cell Means - (Values of p are for a two-tailed test.)
Note: Statistics are only printed if p is less than or equal to .050

t = 2.8944 Factor (A) Level 1
p = .0041 Factor (A) Level 3

Table 4.11--ANOVA for Test Item #4-Teaching Level

Design: One Factor Completely Randomized Design

Factor A (Fixed) - LEVEL AT WHICH YOU CURRENTLY TEACH
Level 1 -- 1=ELEM/ PRE-PRIM
Level 2 -- 2=MID SCH/JR HIGH
Level 3 -- 3=HIGH SCHOOL

Descriptive Statistics for: TEACHING/LEARNING LIMITED BY TIME PERIODS

Factor A: LEVEL AT WHICH YOU CURRENTLY TEACH

Cell Definition	N	Mean	Standard Dev.
(A) Level 1	118	3.0847	1.3686
(A) Level 2	63	4.0794	1.0049
(A) Level 3	100	3.9000	1.1934

Anova Summary Table

Source of Variation	DF	Sum of Squares	Mean Squares	F	Significance Level
A	2	54.8030	27.4015	18.0190	0.0000
Error	278	422.7557	1.5207		
Total	280	477.5587			

T-Test Between Cell Means - (Values of p are for a two-tailed test.)
Note: Statistics are only printed if p is less than or equal to .050

t = 5.1690 Factor (A) Level 1
p = .0000 Factor (A) Level 2

t = 4.8639 Factor (A) Level 1
p = .0000 Factor (A) Level 3

Table 4.12--ANOVA for Test Item #5-Teaching Level

Design: One Factor Completely Randomized Design

Factor A (Fixed) - LEVEL AT WHICH YOU CURRENTLY TEACH
Level 1 -- 1=ELEM/ PRE-PRIM
Level 2 -- 2=MID SCH/JR HIGH
Level 3 -- 3=HIGH SCHOOL

Descriptive Statistics for: LEARNNG WOULD IMPRV WITH FLEX SCHEDULING

Factor A: LEVEL AT WHICH YOU CURRENTLY TEACH

Cell Definition	N	Mean	Standard Dev.
(A) Level 1	117	3.8034	1.0687
(A) Level 2	63	3.8730	0.9417
(A) Level 3	100	3.4700	1.1411

Anova Summary Table

Source of Variation	DF	Sum of Squares	Mean Squares	F	Significance Level
A	2	8.4272	4.2136	3.6892	0.0262
Error	277	316.3728	1.1421		
Total	279	324.8000			

T-Test Between Cell Means - (Values of p are for a two-tailed test.)
Note: Statistics are only printed if p is less than or equal to .050

t = 2.2908 Factor (A) Level 1
p = .0227 Factor (A) Level 3

t = 2.3444 Factor (A) Level 2
p = .0198 Factor (A) Level 3

Table 4.13--ANOVA for Test Item #6-Teaching Level

Design: One Factor Completely Randomized Design

Factor A (Fixed) - LEVEL AT WHICH YOU CURRENTLY TEACH
Level 1 -- 1=ELEM/ PRE-PRIM
Level 2 -- 2=MID SCH/JR HIGH
Level 3 -- 3=HIGH SCHOOL

Descriptive Statistics for: VARYING CLASS SIZE WOULD IMPRV LEARNING

Factor A: LEVEL AT WHICH YOU CURRENTLY TEACH

Cell Definition	N	Mean	Standard Dev.
(A) Level 1	118	4.1017	0.9642
(A) Level 2	63	4.2222	0.8696
(A) Level 3	99	3.8081	1.0943

Anova Summary Table

Source of Variation	DF	Sum of Squares	Mean Squares	F	Significance Level
A	2	7.8029	3.9015	3.9583	0.0202
Error	277	273.0221	0.9856		
Total	279	280.8250			

T-Test Between Cell Means - (Values of p are for a two-tailed test.)
Note: Statistics are only printed if p is less than or equal to .050

t = 2.1699 Factor (A) Level 1
p = .0309 Factor (A) Level 3

t = 2.5883 Factor (A) Level 2
p = .0102 Factor (A) Level 3

Table 4.14--ANOVA for Test Item #7-Teaching Level

Design: One Factor Completely Randomized Design

Factor A (Fixed) - LEVEL AT WHICH YOU CURRENTLY TEACH
Level 1 -- 1=ELEM/ PRE-PRIM
Level 2 -- 2=MID SCH/JR HIGH
Level 3 -- 3=HIGH SCHOOL

Descriptive Statistics for: FLEX SCHEDULNG WOULD ENABLE COOP PLANNG

Factor A: LEVEL AT WHICH YOU CURRENTLY TEACH

Cell Definition	N	Mean	Standard Dev.
(A) Level 1	117	4.1282	0.8861
(A) Level 2	63	4.1905	0.8955
(A) Level 3	100	3.7000	1.0299

Anova Summary Table

Source of Variation	DF	Sum of Squares	Mean Squares	F	Significance Level
A	2	13.1766	6.5883	7.4249	0.0007
Error	277	245.7912	0.8873		
Total	279	258.9679			

T-Test Between Cell Means - (Values of p are for a two-tailed test.)
Note: Statistics are only printed if p is less than or equal to .050

t = 3.3379	Factor (A) Level 1
p = .0010	Factor (A) Level 3
t = 3.2371	Factor (A) Level 2
p = .0014	Factor (A) Level 3

Table 4.15--ANOVA for Test Item #8-Teaching Level

Design: One Factor Completely Randomized Design

Factor A (Fixed) - LEVEL AT WHICH YOU CURRENTLY TEACH
Level 1 -- 1=ELEM/ PRE-PRIM
Level 2 -- 2=MID SCH/JR HIGH
Level 3 -- 3=HIGH SCHOOL

Descriptive Statistics for: FLEX SCHEDULING WOULD BENEFIT TEACHERS

Factor A: LEVEL AT WHICH YOU CURRENTLY TEACH

Cell Definition	N	Mean	Standard Dev.
(A) Level 1	114	3.9035	0.9864
(A) Level 2	63	3.8730	0.9417
(A) Level 3	100	3.5200	1.0776

Anova Summary Table

Source of Variation	DF	Sum of Squares	Mean Squares	F	Significance Level
A	2	8.9115	4.4558	4.3621	0.0136
Error	274	279.8827	1.0215		
Total	276	288.7942			

T-Test Between Cell Means - (Values of p are for a two-tailed test.)
Note: Statistics are only printed if p is less than or equal to .050

t = 2.7695	Factor (A) Level 1
p = .0060	Factor (A) Level 3
t = 2.1715	Factor (A) Level 2
p = .0308	Factor (A) Level 3

Middle school teachers did not differ from elementary or high school teachers in their desire to give input on these changes. With a total mean score of 4.15 and 4.10, teachers at all levels seemed to indicate a desire to give input on scheduling the school day and the arrangement of assigned space.

Table 4.16 shows the frequency patterns for the two responses indicating a willingness to participate that could be interpreted as a collective level of moderate agreement with the Chester Barnard's criteria.

In completing the ANOVA for the Spatial Dimension, the independent variable of gender was significant in four test items. In Table 4.17 males agreed more that their teaching day was scheduled by administrators which may related to their assignments at the secondary level.

In Tables 4.18 and Table 4.19 female teachers showed moderate agreement that flexible scheduling would improve student learning and that varying the size of classes and rooms would improve student learning.

In Table 4.20 female teachers were more supportive of the concept that flexible scheduling would enable teachers to plan cooperatively.

Table 4.16--Frequency of Response for Input

	School Day Schedule		Bldg. Space Usage	
Likert Scale	N	(Percent)	N	(Percent)
1= Strongly Disagree	3	1.0	5	1.5
2= Disagree Somewhat	11	3.5	12	3.8
3= Neither	42	13.5	65	20.8
4= Agree Somewhat	133	42.8	124	39.7
5= Strongly Agree	122	39.2	106	34.0
Total	311	100.0	312	100.0

Table 4.17--ANOVA for Test Item #2-Gender

Design: One Factor Completely Randomized Design

Factor A (Fixed) - RESPONDENT SEX
Level 1 -- 1=MALE
Level 2 -- 2=FEMALE

Descriptive Statistics for: TEACHING DAY SCHEDULED BY ADMINISTRATORS

Factor A: RESPONDENT SEX

Cell Definition	N	Mean	Standard Dev.
(A) Level 1	93	3.6129	1.3190
(A) Level 2	213	3.0047	1.4650

Anova Summary Table

Source of Variation	DF	Sum of Squares	Mean Squares	F	Significance Level
A	1	23.9467	23.9467	11.8359	0.0007
Error	304	615.0598	2.0232		
Total	305	639.0065			

T-Test Between Cell Means - (Values of p are for a two-tailed test.)
Note: Statistics are only printed if p is less than or equal to .050

t = 3.4403	Factor (A) Level 1
p = .0007	Factor (A) Level 2

Table 4.18--ANOVA for Test Item #5-Gender

Design: One Factor Completely Randomized Design

Factor A (Fixed) - RESPONDENT SEX
Level 1 -- 1=MALE
Level 2 -- 2=FEMALE

Descriptive Statistics for: LEARNNG WOULD IMPRV WITH FLEX SCHEDULING

Factor A: RESPONDENT SEX

Cell Definition	N	Mean	Standard Dev.
(A) Level 1	93	3.4409	0.9720
(A) Level 2	212	3.8066	1.1081

Anova Summary Table

Source of Variation	DF	Sum of Square	Mean Squares	F	Significance Level
A	1	8.6471	8.6471	7.5726	0.0063
Error	303	345.9955	1.1419		
Total	304	354.6426			

T-Test Between Cell Means - (Values of p are for a two-tailed test.)
Note: Statistics are only printed if p is less than or equal to .050

t = 2.7518 Factor (A) Level 1
p = .0063 Factor (A) Level 2

Table 4.19--ANOVA for Test Item #6-Gender

Design: One Factor Completely Randomized Design

Factor A (Fixed) - RESPONDENT SEX
Level 1 -- 1=MALE
Level 2 -- 2=FEMALE

Descriptive Statistics for: VARYING CLASS SIZE WOULD IMPRV LEARNING

Factor A: RESPONDENT SEX

Cell Definition	N	Mean	Standard Dev.
(A) Level 1	92	3.8152	1.0370
(A) Level 2	213	4.0657	0.9739

Anova Summary Table

Source of Variation	DF	Sum o Squares	Mean Squares	F	Significance Level
A	1	4.0320	4.0320	4.0868	0.0441
Error	303	298.9385	0.9866		
Total	304	302.9705			

T-Test Between Cell Means - (Values of p are for a two-tailed test.)
Note: Statistics are only printed if p is less than or equal to .050

t = 2.0216 Factor (A) Level 1
p = .0441 Factor (A) Level 2

Table 4.20--ANOVA for Test Item #7-Gender

Design: One Factor Completely Randomized Design

Factor A (Fixed) - RESPONDENT SEX
Level 1 -- 1=MALE
Level 2 -- 2=FEMALE

Descriptive Statistics for: FLEX SCHEDULNG WOULD ENABLE COOP PLANNG

Factor A: RESPONDENT SEX

Cell Definition	N	Mean	Standard Dev.
(A) Level 1	93	3.6022	0.9224
(A) Level 2	212	4.1509	0.9418

Anova Summary Table

Source of Variation	DF	Sum of Square	Mean Squares	F	Significance Level
A	1	19.4687	19.4687	22.2227	0.0000
Error	303	265.4494	0.8761		
Total	304	284.9180			

T-Test Between Cell Means - (Values of p are for a two-tailed test.)
Note: Statistics are only printed if p is less than or equal to .050

t = 4.7141	Factor (A) Level 1
p = .0000	Factor (A) Level 2

The number of years of teaching experience was significant only in the response to the statement that flexible scheduling of time and space would benefit teachers.

Table 4.21 shows that teachers with 5-10 years of teaching experience differed significantly in their response to the statement that flexible scheduling would benefit teachers. Their agreement level was similar to those teachers with more than 26 years experience. There was a singificant dip in the mean score values at the 5-10 year experience mark. Teachers with fewer or more years of experience rated the statement with higher agreement.

Table 4.21--ANOVA for Test Item #8- T. Experience

Design: One Factor Completely Randomized Design

Factor A (Fixed) - YEARS OF TEACHING EXPERIENCE
Level 1 -- 1=UNDER 5 YEARS
Level 2 -- 2=5-10 YEARS
Level 3 -- 3=11-16 YEARS
Level 4 -- 4=17-21 YEARS
Level 5 -- 5=22-26 YEARS
Level 6 -- 6=26+ YEARS

Descriptive Statistics for: FLEX SCHEDULING WOULD BENEFIT TEACHERS

Factor A: YEARS OF TEACHING EXPERIENCE

Cell Definition	N	Mean	Standard Dev.
(A) Level 1	35	3.7714	0.8432
(A) Level 2	37	3.5405	1.2822
(A) Level 3	40	4.0250	0.7334
(A) Level 4	72	3.8472	1.0833
(A) Level 5	71	3.9014	0.9282
(A) Level 6	47	3.4043	1.1163

Anova Summary Table

Source of variable	DF	Sum of Squares	Mean Squares	F	Significance Level
A	5	12.4908	2.4982	2.4222	0.0358
Error	296	305.2841	1.0314		
Total	301	317.7748			

T-Test Between Cell Means - (Values of p are for a two-tailed test.)
Note: Statistics are only printed if p is less than or equal to .050

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t = 2.0914 Factor (A) Level 2
p = .0373 Factor (A) Level 3

t = 2.8414 Factor (A) Level 3
p = .0048 Factor (A) Level 6

Table 4.21 (cont'd)

t = 2.3260	Factor (A) Level 4
p = .0207	Factor (A) Level 6
t = 2.6033	Factor (A) Level 5
p = .0097	Factor (A) Level 6

Summary of the Data for the Spatial Dimension

The Spatial Dimension is described as separated groups of students sitting in classrooms following a schedule which has limited input and flexibility for teachers. Critics say these classrooms function as independent units with teaching and learning limited by time periods. The Carnegie Report suggests the flexible use of time and space to accommodate a variety of teaching and learning styles which may ultimately improve student learning. This increased flexibility would benefit teachers and enable them to plan cooperatively.

Teachers, as a group, rated statements in this dimension with a range of mean scores between 3.1 and 4.1. Seven of the ten statements had a mean score above 3.5 with a frequency response approval of over 60%. Three statements were approved by over 70% and giving input on how the school day is scheduled was approved by 81% of the teachers. This would suggest that teachers as a group, did show a moderate level of agreement with the proposed reforms. Specifically, teachers did indicate that they had a moderate level of

support for more flexible use of time and space.

The independent variable of level of assignment was significant across the test items for this dimension indicating that middle school teachers as a group were more apt to agree with the statements than elementary and high school teachers.

CONCLUSIONS FOR THE HYPOTHESIS FOR THE SPATIAL DIMENSION

Hypothesis #1

There are no differences between groups of teachers in the level of agreement toward structural changes in the Spatial Dimension which may accompany teacher empowerment.

Independent Variable: Gender

H_o : $H_M = H_F$ Decision: Reject

H_1 : H_o is False

Reject H_o in favor of H_1 due to the significance of responses to the four statements shown in Table 4.17.

Independent Variable: Age

H_o: $U_1=U_2=U_3=U_4$ Decision: Accept

H_1: H_o is false

Where:
1 = 20-29 years of age
2 = 30-30 years of age
3 = 40-49 years of age
4 = 50 + years of age

Accept H_o because there were no significant differences found.

Independent Variable: Level of education (degree held)

H_o : $U_B=U_M=U_{M+}$ Decision: Accept

H_1 : H_o is false

Where:
B = Bachelor's degree/ plus hours
M = Master's degree
M+= Master's plus hrs/ Specialist/ Doctorate

Accept H_o because no significant differences were found.

Independent Variable: Level of current assignment

H_o: $U_E=E_M=U_H$ Decision: Reject

H_1: H_o is false

Where:
E= Elementary school
M= Middle school/ Jr. high
H= High school

Reject H_o in favor of H_1 because of the significant differences in response patterns of middle school teachers.

Independent Variable: Years of Teaching Experience

H_o : $U_1=U_2=U_3=U_4=U_5=U_6$ Decision: Reject

H_1 : H_o is false

Where:
1 = less than 5 years
2 = 5-10 years
3 = 11-16 years
4 = 17-21 years
5 = 22-26 years
6 = more than 26 years

Reject H_o in favor of H_1 because of the significance found in statement #8 among teachers with different amounts of teaching experience.

Independent Variable: Career satisfaction

H_o: $U_S=U_D$ Decision: Accept

H_1: H_o is false

Where:
S = Career satisfaction in current position
D = Different option selected

Accept H_o because there were no significant differences found.

DATA QUESTION #2 OCCUPATIONAL DIMENSION

What are the differences, if any, between groups of teachers in their level of agreement with the structural changes in the Occupational Dimension that may accompany teacher empowerment?

Hypothesis #2

There are no differences between groups of teachers in the level of acceptance toward structural changes in the Occupational Dimension which may accompany teacher empowerment.

Table 4.22 is a summary table of descriptive statistics of the survey responses to statements contained in the Occupational Dimension using a five point Likert scale. A score of five indicated strong agreement, three indicated the respondent neither agreed nor disagreed with the statement and one indicated strong disagreement.

Table 4.22--Mean Score Response for the Occupational Dimension

Item	N	Mean	S.D.
11. Feel isolated when I teach	313	3.03	1.40
12. Identify more with students	312	2.71	1.29
13. Exp. little status from soc.	313	3.48	1.15
14. Excellence not adeq. reward	311	3.91	1.05
15. Improve T status/impr. learn	311	4.00	0.91
16. T w/nat. cert/ impr. learn	312	2.97	1.01
17. T benefit/diff resp./staff	311	3.27	0.95
18. T benefit/ collegiality	309	4.15	0.79
19. I want incr.status/testing	309	2.74	1.25
20. I want to make dec/growth	313	4.44	0.64

The statistical analysis used was a comparison of the means for each of the ten statements against the independent variables: gender, age, level of education (degree held), years of teaching experience, level of current assignment and career satisfaction. The ANOVA was run by STATPAC GOLD for each statement using a significance of p=.05 and a two-tailed test.

Significance was found in four statements using the independent variable of level of current assignment. Significance was found in two other statements using the independent variable of age and one statement was significant using the independent variable of gender.

Elementary, middle school and high school teachers had significant differences in their level of agreement. The following four tables show the significance of level of assignment.

In Table 4.23 secondary teachers were significantly different from elementary teachers in their level of agreement with the description that they feel isolated when they teach. Middle school teachers as a group had the highest level of agreement.

In Table 4.24 secondary teachers were in significantly higher agreement with the criticism that teaching excellence is not adequately recognized nor rewarded, than elementary teachers.

In Table 4.25 middle school and high school teachers had a higher level of agreement than elementary teachers to different levels of teaching responsibilities and different staffing patterns would benefit teachers.

In Table 4.26 elementary teachers differed significantly from high school teachers in their disagreement with wanting to increase their status, responsibilities and salary through teacher testing and national certification.

When comparing levels, elementary teachers in all four tables (4.23-4.26) rated the statements significantly lower than high school teachers. Middle school teachers tended to have an agreement pattern similar to the high school teachers.

Table 4.23--ANOVA for Test Item #11-Teaching Level

Design: One Factor Completely Randomized Design

Factor A (Fixed) - LEVEL AT WHICH YOU CURRENTLY TEACH
Level 1 -- 1=ELEM/ PRE-PRIM
Level 2 -- 2=MID SCH/JR HIGH
Level 3 -- 3=HIGH SCHOOL

Descriptive Statistics for: I FEEL ISOLATED WHEN I TEACH

Factor A: LEVEL AT WHICH YOU CURRENTLY TEACH

Cell Definition	N	Mean	Standard Dev.
(A) Level 1	118	2.7627	1.4773
(A) Level 2	63	3.2381	1.2790
(A) Level 3	100	3.1600	1.3538

Anova Summary Table

Source of Variation	DF	Sum of Squares	Mean Squares	F	Significance Level
A	2	12.7435	6.3717	3.2911	0.0387
Error	278	538.2245	1.9361		
Total	280	550.9680			

T-Test Between Cell Means - (Values of p are for a two-tailed test.)
Note: Statistics are only printed if p is less than or equal to .050

t = 2.1896 Factor (A) Level 1
p = .0294 Factor (A) Level 2

t = 2.1007 Factor (A) Level 1
p = .0366 Factor (A) Level 3

Table 4.24--ANOVA for Test Item #14-Teaching Level

Design: One Factor Completely Randomized Design

Factor A (Fixed) - LEVEL AT WHICH YOU CURRENTLY TEACH
Level 1 -- 1=ELEM/ PRE-PRIM
Level 2 -- 2=MID SCH/JR HIGH
Level 3 -- 3=HIGH SCHOOL

Descriptive Statistics for: TEACHING EXCELLENCE IS NOT ADEQ REWARDED

Factor A: LEVEL AT WHICH YOU CURRENTLY TEACH

Cell Definition	N	Mean	Standard Dev.
(A) Level 1	117	3.7094	1.1601
(A) Level 2	63	4.0794	0.9555
(A) Level 3	99	4.0000	1.0202

Anova Summary Table

Source of Variation	DF	Sum of Squares	Mean Squares	F	Significance Level
A	2	7.2628	3.6314	3.1846	0.0429
Error	276	314.7228	1.1403		
Total	278	321.9857			

T-Test Between Cell Means - (Values of p are for a two-tailed test.)
Note: Statistics are only printed if p is less than or equal to .050

t = 2.2171 Factor (A) Level 1
p = .0274 Factor (A) Level 2

t = 1.9928 Factor (A) Level 1
p = .0473 Factor (A) Level 3

Table 4.25--ANOVA for Test Item #17-Teaching Level

Design: One Factor Completely Randomized Design

Factor A (Fixed) - LEVEL AT WHICH YOU CURRENTLY TEACH
Level 1 -- 1=ELEM/ PRE-PRIM
Level 2 -- 2=MID SCH/JR HIGH
Level 3 -- 3=HIGH SCHOOL

Descriptive Statistics for: DIFF LEVELS OF RESP WOULD BENEFT TEACHRS

Factor A: LEVEL AT WHICH YOU CURRENTLY TEACH

Cell Definition	N	Mean	Standard Dev.
(A) Level 1	116	3.0690	1.0277
(A) Level 2	63	3.3492	0.8064
(A) Level 3	100	3.4100	0.9754

Anova Summary Table

Source of Variation	DF	Sum of Squares	Mean Squares	F	Significance Level
A	2	6.9762	3.4881	3.7612	0.0245
Error	276	255.9557	0.9274		
Total	278	262.9319			

T-Test Between Cell Means - (Values of p are for a two-tailed test.)
Note: Statistics are only printed if p is less than or equal to .050

t = 2.5952 Factor (A) Level 1
p = .0100 Factor (A) Level 3

Table 4.26--ANOVA for Test Item #19-Teaching Level

Design: One Factor Completely Randomized Design

Factor A (Fixed) - LEVEL AT WHICH YOU CURRENTLY TEACH
Level 1 -- 1=ELEM/ PRE-PRIM
Level 2 -- 2=MID SCH/JR HIGH
Level 3 -- 3=HIGH SCHOOL

Descriptive Statistics for: I WANT TO INCREASE MY STATUS THRU TESTNG

Factor A: LEVEL AT WHICH YOU CURRENTLY TEACH

Cell Definition	N	Mean	Standard Dev.
(A) Level 1	116	2.4569	1.2399
(A) Level 2	63	2.7619	1.3040
(A) Level 3	98	3.0714	1.2373

Anova Summary Table

Source of Variation	DF	Sum of Squares	Mean Squares	F	Significance Level
A	2	20.0884	10.0442	6.3897	0.0019
Error	274	430.7131	.5719		
Total	276	450.8014			

T-Test Between Cell Means - (Values of p are for a two-tailed test.)
Note: Statistics are only printed if p is less than or equal to .050

t = 3.5724 Factor (A) Level 1
p = .0004 Factor (A) Level 3

Using age as an independent variable, there were two test items where response patterns indicated a significance as shown in Tables 4.27 and Table 4.28.

In Table 4.27 teachers between the ages of 20-29 years were significantly different as a group in the mean response from teachers in other age groups. Teachers in that group had the highest agreement level for the link between teachers with national certification and improved student learning. The mean response of the group of teachers aged 30-39 years, was significantly lower.

In Table 4.28 each group had a mean score that indicated an agreement with the statement that teachers would benefit by more collegiality. Teachers between the ages of 30-39 years were significantly lower in their level of agreement than teachers in other age groups.

Gender was a significant variable in the response pattern toward making decisions about professional growth and the use of inservice. In Table 4.29 female teachers indicated a higher level of agreement.

Table 4.27--ANOVA for Test Item #16-Age

Design: One Factor Completely Randomized Design

Factor A (Fixed) - AGE OF RESPONDENT
Level 1 -- 1=20-29
Level 2 -- 2=30-39
Level 3 -- 3=40-49
Level 4 -- 4=50+

Descriptive Statistics for: TEACHRS W/ NAT CERTIF WOULD IMPRV LEARNG

Factor A: AGE OF RESPONDENT

Cell Definition	N	Mean	Standard Dev.
(A) Level 1	32	3.5000	1.0160
(A) Level 2	48	2.8542	0.9891
(A) Level 3	121	3.0496	0.9988
(A) Level 4	68	2.8529	0.9185

Anova Summary Table

Source of Variation	DF	Sum of Squares	Mean Squares	F	Significance Level
A	3	10.6960	3.5653	3.7167	0.0120
Error	265	254.2111	0.9593		
Total	268	264.9071			

T-Test Between Cell Means - (Values of p are for a two-tailed test.)
Note: Statistics are only printed if p is less than or equal to .050

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t = 2.8893 Factor (A) Level 1
p = .0042 Factor (A) Level 2

t = 2.3134 Factor (A) Level 1
p = .0215 Factor (A) Level 3

Table 4.27 (cont'd)

t = 3.0818	Factor (A) Level 1
p = .0023	Factor (A) Level 4

Table 4.28--ANOVA for Test Item #18-Age

Design: One Factor Completely Randomized Design

Factor A (Fixed) - AGE OF RESPONDENT
Level 1 -- 1=20-29
Level 2 -- 2=30-39
Level 3 -- 3=40-49
Level 4 -- 4=50+

Descriptive Statistics for: TEACHRS WOULD BENEFIT BY MORE COLLEGLTY

Factor A: AGE OF RESPONDENT

Cell Definition	N	Mean	Standard Dev.
(A) Level 1	32	4.2813	0.7719
(A) Level 2	48	3.8750	0.8660
(A) Level 3	119	4.2269	0.8176
(A) Level 4	67	4.2687	0.5924

Anova Summary Table

Source of Variation	DF	Sum of Square	Mean Squares	F	Significance Level
A	3	5.5815	1.8605	3.1295	0.0262
Error	262	155.7569	0.5945		
Total	265	161.3383			

T-Test Between Cell Means - (Values of p are for a two-tailed test.)
Note: Statistics are only printed if p is less than or equal to .050

t = 2.3087	Factor (A) Level 1
p = .0217	Factor (A) Level 2
t = 2.6691	Factor (A) Level 2
p = .0081	Factor (A) Level 3
t = 2.6999	Factor (A) Level 2
p = .0074	Factor (A) Level 4

Table 4.29--ANOVA for Test Item #20-Gender

Design: One Factor Completely Randomized Design

Factor A (Fixed) - RESPONDENT SEX
Level 1 -- 1=MALE
Level 2 -- 2=FEMALE

Descriptive Statistics for: I WANT TO MAKE DECISNS ABOUT OWN GROWTH

Factor A: RESPONDENT SEX

Cell Definition	N	Mean	Standard Dev.
(A) Level 1	93	4.3011	0.7038
(A) Level 2	213	4.5117	0.6035

Anova Summary Table

Source of Variation	DF	Sum of Squares	Mean Squares	F	Significance Level
A	1	2.8728	2.8728	7.1125	0.0081
Error	304	122.7905	0.4039		
Total	305	125.6634			

T-Test Between Cell Means - (Values of p are for a two-tailed test.)
Note: Statistics are only printed if p is less than or equal to .050

t = 2.6669 Factor (A) Level 1
p = .0081 Factor (A) Level 2

The overall mean response rate for test item #20 was

4.4473, the highest mean reported for the entire survey. Teachers, as a group, support being able to make their own professional decisions.

Table 4.30--Frequency of Response for Teacher Decisions/Prof. Growth and Use of Inservice

Likert Scale	N	Percent
1 Strongly Disagree	0	0
2 Disagree Somewhat	3	1.0 %
3 Neither	17	5.4 %
4 Agree Somewhat	130	41.5 %
5 Strongly Agree	163	52.1 %
Total	313	100.0%

Teachers were asked to respond to statements regarding national certification and teacher testing. Item #16 linked teachers with national certification to improved student learning. The frequency table for Item #16 appears to be a bell shaped curve. The majority of teachers disagreed with Item #20. Forty-one percent of the teachers surveyed

disagreed that they would want to increase their status, responsibilities and salary through teacher testing and national certification.

Table 4.31--Frequency Response for Tests/National Cert.

	N.C./Impr.Learn		Want Test/N.C.	
Likert Scale	N	Percent	N	Percent
1= Strongly Disagree	25	8.0	66	21.4
2= Disagree Somewhat	62	19.9	62	20.0
3= Neutral	106	46.8	97	31.4
4= Agree Somewhat	53	17.0	52	16.8
5= Strongly Agree	26	8.3	32	10.4
Total	312	100.0	309	100.0

Summary of the Data for the Occupational Dimension

The Occupational Dimension for teachers is described as isolated with minimal contact with other teachers. The fact that there are limited opportunities for teachers to develop collegiality is also a criticism of the current system. Critics say that teachers lack recognition and reward for their efforts by society. Reform proposals suggest that by

increasing the status, responsibilities and salary of teachers, teacher status would increase and student learning would improve. Teachers would be able to make more decisions about their own professional growth and career opportunities within the teaching field. The Holmes Group Report explains a system of differentiated staffing patterns. The Carnegie Report proposals call for national certification of teachers.

Teachers, as a group, rated statements in this dimension with a range of mean scores between 2.7 and 4.4. Four of the ten statements had a mean score above 3.5 with a frequency response approval of over 73%. Three of the ten statements had mean scores below 3.0 (neither agree nor disagree). This would suggest that teachers as a group, were more divided toward measurements of criteria for agreement with proposed reforms in the Occupational Dimension.

On selected items, frequency of support was high. Seventy-six percent of the surveyed teachers did indicate that they believed in the validity of the criticism that teaching excellence is not adequately recognized nor rewarded. Seventy-three percent agreed with the concept that improving teacher status, respect and autonomy would improve student learning. Eighty-four percent of the surveyed group of teachers did agree that they would benefit by more collegiality and ninety-one percent said they wanted to make decisions about their own professional growth and

use of inservices.

The lowest mean score ratings came from three statements. While 47% of the teachers disagreed that they identified more with their students than other staff members, 24% agreed with the item. There was no significant difference found between elementary and secondary teachers on this item.

The statements on national certification of teachers were matched to show that 46% of the teachers were neutral about the link between teachers with national certification and improved student learning. Forty-one percent of the teachers indicated that they would not want to go through teacher testing and national certification.

This response pattern would seem to indicate that if reform in this dimension were to be tied to national certification, teachers would not as a group be supportive.

The independent variable of level of assignment was significant for two items, as was age. Gender was also significant once in this dimension. Younger teachers were more supportive of the importance of collegiality and the link between nationally certified teachers and improved student learning.

CONCLUSIONS FOR THE HYPOTHESIS FOR THE OCCUPATIONAL DIMENSION

Hypothesis #2

There are no differences between groups of teachers in the level of agreement toward the structural changes in the Occupational Dimension which may accompany teacher empowerment.

Independent Variable : Gender

H_o: $U_M=M_F$ Decision: Reject

H_1: H_o is false

Reject H_o in favor of H_1 because there was a significant difference in their desire to make decisions about professional growth.

Independent Variable: Age

H_o : $U_1=U_2=U_3=U_4$ Decision: Reject

H_1 : H_o is false

Where:
1 = 20-29 years of age
2 = 30-39 years of age
3 = 40-49 years of age
4 = 50 + years of age

Reject H_o in favor of H_1 because of age group differences in the response patterns toward national certification and improved student learning from teachers with national certification.

Independent Variable: Level of education (degree held)

H_o : $U_B=U_M=U_{M+}$ Decision:Accept

H_1 : H_o is false

Where:

B = Bachelor's degree/ plus hours
M = Master's degree
M+= Master's plus hours/ Specialist/ Doctorate

Accept H_o because there were no significant differences found.

Independent Variable: Level of current assignment

H_o : $U_E=U_M=U_H$ Decision: Reject

H_1 : H_o is false

Where:

E= Elementary school
M= Middle school/ Jr. high
H= High school

Reject H_o in favor of H_1 because of the significance noted in four test items.

Independent Variable: Years of teaching experience

H_o: $U_1=U_2=U_3=U_4=U_5=U_6$ Decision: Accept

H_1: H_o is false

Where:

1 = less than 5 years
2 = 5-10 years
3 = 11-16 years
4 = 17-21 years

5 = 22-26 years
6 = more than 26 years

Accept H_o because no significance was found between groups of teachers based on years of teaching experience.

Independent Variable: Career satisfaction

H_o: $U_S=U_D$ Decision: Accept

H_1: H_o is false

Where:
S= Career satisfaction in current position
D= Different option selected

Accept H_o because no significant differences were found.

DATA QUESTION #3 HIERARCHICAL DIMENSION

What are the differences, if any, between groups of teachers in their level of agreement with structural changes in the Hierarchical Dimension which may accompany teacher empowerment?

Hypothesis #3

There are no differences between groups of teachers in their level of agreement toward structural changes in the Hierarchical Dimension which may accompany teacher empowerment.

Table 4.29 is a summary table of the descriptive statistics of the survey responses to the statements contained in the Hierarchical Dimension, using a five point Likert scale. A score of five indicated strong agreement, three indicated that the respondent neither agreed nor disagreed with the statement and one indicated strong disagreement.

Table 4.32--Mean Score Response for the Hierarchical Dimension

Item	N	Mean	S.D.
21. Tchr Input/instruc	309	3.21	1.09
22. Dist dec./bldg needs	312	3.56	1.03
23. Adm control tchr dec	311	3.49	1.07
24. Tchr comm./maj. voice	312	3.98	0.95
25. Tchr comm/imp.learn	311	3.82	0.89
26. T.bgt/staff/imp.learn	310	3.44	0.97
27. T.ben/ policy/bgt dec.	310	3.72	0.87
28. T.impt/staff/eval dec.	312	4.23	0.72
29. Input/policy/bdgt	312	3.79	0.93
30. Input staff/dec/t.eval	311	3.82	1.04

The statistical analysis used was a comparison of the means for each of the ten statements against the independent variables: gender, age, level of education (degree held), years of teaching experience, level of current assignment and career satisfaction. The ANOVA was run by STATPAC GOLD for each statement, setting a significance of p=.05 and a two-tailed test.

There was significance found in two items using the independent variable of current level of assignment. Significance was found in one item using the independent variable of age.

Tables 4.33 and 4.34 show that teachers at different levels were found to answer two test items significantly different.

In Table 4.33 middle school teachers as a group rated this statement significantly higher than teachers at the other two levels indicating agreement with the statement that district decisions do not match building needs.

In Table 4.34 middle school teachers as a group indicted a significantly higher rating of agreement that building administrators control the decisions teachers can make than elementary teachers.

The independent variable of age was significant for one test item. In Table 4.35 teachers in the age group 30-39 years differed significantly in their belief that teachers would benefit by making policy and budget decisions. Teachers in the age group 20-29 years seemed to have a significantly higher agreement rating with this statement. Again the mean score response patterns dips with the 30-39 year old teachers.

Table 4.33-ANOVA for Test Item #22-Teaching level

Design: One Factor Completely Randomized Design

Factor A (Fixed) - LEVEL AT WHICH YOU CURRENTLY TEACH
Level 1 -- 1=ELEM/ PRE-PRIM
Level 2 -- 2=MID SCH/JR HIGH
Level 3 -- 3=HIGH SCHOOL

Descriptive Statistics for: DISTRCT DECISONS DO NOT MATCH BLDG NEEDS

Factor A: LEVEL AT WHICH YOU CURRENTLY TEACH

Cell Definition	N	Mean	Standard Dev.
(A) Level 1	118	3.6017	1.0633
(A) Level 2	63	4.0000	0.8614
(A) Level 3	100	3.2500	0.9987

Anova Summary Table

Source of Variation	DF	Sum of Squares	Mean Squares	F	Significance Level
A	2	22.0024	11.0012	11.0397	0.0000
Error	278	277.0297	0.9965		
Total	280	299.0320			

T-Test Between Cell Means - (Values of p are for a two-tailed test.)
Note: Statistics are only printed if p is less than or equal to .050

t = 2.5571	Factor (A) Level 1
p = .0111	Factor (A) Level 2
t = 2.5920	Factor (A) Level 1
p = .0100	Factor (A) Level 3
t = 4.6709	Factor (A) Level 2
p = .0000	Factor (A) Level 3

Table 4.34--ANOVA for Test Item # 23-Teaching level

Design: One Factor Completely Randomized Design

Factor A (Fixed) - LEVEL AT WHICH YOU CURRENTLY TEACH
Level 1 -- 1=ELEM/ PRE-PRIM
Level 2 -- 2=MID SCH/JR HIGH
Level 3 -- 3=HIGH SCHOOL

Descriptive Statistics for: BLDG ADMINS CONTROL DECISNS TEACHRS MAKE

Factor A: LEVEL AT WHICH YOU CURRENTLY TEACH

Cell Definition	N	Mean	Standard Dev.
(A) Level 1	116	3.2759	1.0842
(A) Level 2	63	3.6667	0.9504
(A) Level 3	100	3.5600	1.1310

Anova Summary Table

Source of Variation	DF	Sum of Squares	Mean Squares	F	Significance Level
A	2	7.6141	3.8071	3.3062	0.0381
Error	276	317.8124	1.1515		
Total	278	325.4265			

T-Test Between Cell Means - (Values of p are for a two-tailed test.)
Note: Statistics are only printed if p is less than or equal to .050

t = 2.3270 Factor (A) Level 1
p = .0207 Factor (A) Level 2

Table 4.35--ANOVA for Test Item #27-Age

Design: One Factor Completely Randomized Design
Factor A (Fixed) - AGE OF RESPONDENT
Level 1 -- 1=20-29
Level 2 -- 2=30-39
Level 3 -- 3=40-49
Level 4 -- 4=50+

Descriptive Statistics for: TECHRS WLD BENEFIT BY MAKING POLICY DECS

Factor A: AGE OF RESPONDENT

Cell Definition	N	Mean	Standard Dev.
(A) Level 1	32	4.0313	0.7399
(A) Level 2	47	3.5532	0.8549
(A) Level 3	120	3.8417	0.8599
(A) Level 4	67	3.6269	0.9018

Anova Summary Table

Source of Variation	DF	Sum of Squares	Mean Squares	F	Significance Level
A	3	6.3524	2.1175	2.8857	0.0362
Error	262	192.2491	0.7338		
Total	265	198.6015			

T-Test Between Cell Means - (Values of p are for a two-tailed test.)
Note: Statistics are only printed if p is less than or equal to .050

t = 2.4351 Factor (A) Level 1
p = .0156 Factor (A) Level 2

t = 2.1969 Factor (A) Level 1
p = .0289 Factor (A) Level 4

One part of Barnard's criteria is that teachers see themselves as willing to comply/able to comply. In Table 4.36 the mean scores of item #29 and #30 test the level of willingness to give input in the areas of policy and budget (#29) and in the staff selection and evaluation process (#30). Item #30 couples wanting to give input in staff selection and evaluation with wanting to receive staff input in their own evaluation.

Table 4.36--Frequency of Response for Input

	Policy/Budget		Staff Select	
Likert Scale	N	Percent	N	Percent
1. Strongly Disagree	6	1.9	10	3.1
2. Disagree Somewhat	25	8.0	26	8.4
3. Neutral	62	19.9	60	19.3
4. Agree Somewhat	152	48.7	126	40.5
5. Strongly Agree	67	21.5	89	28.6
Total	312	100.0	311	100.0

Summary of the Data for the Hierarchical Dimension

The Hierarchical Dimension is described as a decision

making process with limited connection to teachers in the classroom except for their input on instructional matters. Critics say that decisions made at the district level do not match building needs and that administrators limit the arenas in which teachers can make decisions. Reform proposals are aimed at increasing the input of teachers to policy and budget issues as well as staffing decisions. The results of teacher participation would be decisions more closely matched to the needs of the students and aimed at improving student learning. The Carnegie Report talks about committees of teachers making significant decisions about the way in which schools operate.

Teachers, as a group, rated statements in this dimension between a mean score of 3.1 and 4.1. Six of the ten statements had a mean score above 3.5 with a frequency response approval of over 63%. This would suggest that teachers as a group, did exhibit moderate agreement with the proposed reforms. The surveyed teachers indicated that they approved of greater participation in the decision making process at the building level.

Frequency response patterns showed that teachers supported decision making. Eighty-eight percent of the respondents agreed that teachers' insight was important in staffing decisions and teacher evaluation. Sixty-eight percent of the teachers surveyed indicated that they would want to be involved in staff selection and evaluation and would want teacher input in their own. This agreement level

was carried over to policy and budget issues. Sixty-nine percent of the teachers agreed that they would want to give input on policy and budget decisions and sixty-three percent felt teachers would benefit by making these decisions.

The independent variable of level of assignment was significant for two items and age was significant for one item.

CONCLUSIONS FOR THE HYPOTHESIS FOR THE HIERARCHICAL DIMENSION

Hypothesis #3

There are no differences between groups of teachers in the level of agreement toward the structural changes in the Hierarchical Dimension which may accompany teacher empowerment.

Independent Variable: Gender

H_o : $U_M=U_F$ Decision: Accept

H_1 : H_o is false

Accept H_o because no significant differences were found.

Independent Variable: Age

H_o : $U_1=U_2=U_3=U_4$ Decision : Reject

H_1 : H_o is false

Where:
1 = 20-29 years of age
2 = 30-39 years of age
3 = 40-49 years of age
4 = 50 + years of age

H_o is rejected because significance was found between age groups in the response pattern to one item on the benefit to teachers of making policy and budget decisions.

Independent Variable: Level of education (degree held)

H_o: $U_B=U_M=U_{M+}$ Decision: Accept

H_1: H_o is false

Where:
B = Bachelor's degree/ plus hours
M = Master's degree
M+= Master's plus hours/ Specialist/ Doctorate

H_o is accepted because no significant differences between teachers with different degrees were found.

Independent Variable: Level of current assignment

H_o: $U_E=U_M=U_H$ Decision: Reject

H_1: H_o is false

Where:
E = Elementary
M = Middle school/ Jr. high
H = High school

Reject H_o in favor of H_1 because significant differences were found in two items. Middle school teachers had a higher level of agreement with two statements.

Independent Variable: Years of teaching experience

H_o: $U_1=U_2=U_3=U_4=U_5=U_6$ Decision: Accept

H_1: H_o is false

Where:
1 = less than 5 years
2 = 5-10 years
3 = 11-16 years
4 = 17-21 years
5 = 22-26 years
6 = more than 26 years

Accept H_o because no significant differences were found.

Independent Variable: Career satisfaction

H_o: $U_S=U_D$ Decision: Accept

H_1: H_o is false

Where:
S= Career satisfaction in current position
D= Different option selected

Accept H_o because there were no significant differences found.

DATA QUESTION #4 FUNCTIONAL DIMENSION

What are the differences, if any. between groups of teachers in their level of agreement with the structural changes in the Functional Dimension that may accompany teacher empowerment?

Hypothesis #4

There are no differences between groups of teachers in the level of agreement toward structural changes in the Functional Dimension which may accompany teacher empowerment.

Table 4.37 is a summary table of descriptive statistics of the survey responses to the ten statements contained in the Functional Dimension using a five point Likert scale. A score of five indicated strong agreement, three indicated that the respondent neither agreed nor disagreed with the statement and one indicated strong disagreement.

Table 4.37--Mean Score Response for the Functional Dimension

Item	N	Mean	S.D.
31. School/compex,spec. org.	313	4.12	0.90
32. Curr. emphasize indiv. st.	312	3.29	1.18
33. Surv. thru diff/spec/frag.cur	307	3.19	0.94
34. Adm. serve as buffers.....invalid file.....			
35. No consensus amg.tchr	311	3.29	1.13
36. Impr.learn/decentral schl	312	3.45	0.91
37. Conn subj/curr/impr. learn	311	4.11	0.75
38. Tchr ben./defn purp. of schl	310	3.90	0.81
39. Tchr. ben/stand. of behav.	313	4.16	0.76
40. I want to set goal/purp. schl	314	3.93	0.91
41. My time/energy/restruc schl	314	3.60	1.06

The statistical analysis used was a comparison of the means for each of the ten statements against the independent variables: gender, age, level of education (degree held), years of teaching experience, level of current assignment and career satisfaction. The ANOVA was run by STATPAC GOLD for each statement, setting a significance of p=.05 and a two-tailed test. There was significance found for gender

for one item. Age was a significant variable for one item also. Significance was found for years of teaching experience for one item and career satisfaction was a significant variable for two items.

Item 34 is an invalid file, so data are not reported on this question.

Years of teaching experience was an independent variable which was significant for item #34.

In Table 4.38 the greatest significant difference in response came between teachers with 5-10 years and those with 0-5 years and 11-16 years when rating the statement that schools survive through differentiation, specialization and fragmentation of the curriculum. Teachers with 5-10 years of experience had a lower agreement rating with the test item.

Table 4.38--ANOVA for Test Item #33-T. Experience

Design: One Factor Completely Randomized Design

Factor A (Fixed) - YEARS OF TEACHING EXPERIENCE
Level 1 -- 1=UNDER 5 YEARS
Level 2 -- 2=5-10 YEARS
Level 3 -- 3=11-16 YEARS
Level 4 -- 4=17-21 YEARS
Level 5 -- 5=22-26 YEARS
Level 6 -- 6=26+ YEARS

Descriptive Statistics for: SCHOOLS SURVIVE THRU DIFF OF CURRICULUM

Factor A: YEARS OF TEACHING EXPERIENCE

Cell Definition	N	Mean	Standard Dev.
(A) Level 1	35	3.5143	0.8531
(A) Level 2	37	2.9459	1.1042
(A) Level 3	41	3.5122	1.0277
(A) Level 4	71	3.0563	0.7908
(A) Level 5	71	3.2254	0.9885
(A) Level 6	45	3.0889	0.9250

Anova Summary Table

Source of Variation	DF	Sum of Squares	Mean Squares	F	Significance Level
A	5	11.9046	2.3809	2.6851	0.0216
Error	294	260.6921	0.8867		
Total	299	272.5967			

Table 4.38 (cont'd)

T-Test Between Cell Means - (Values of p are for a two-tailed test.)
Note: Statistics are only printed if p is less than or equal to .050

t = 2.5597	Factor (A) Level 1
p = .0110	Factor (A) Level 2
t = 2.3547	Factor (A) Level 1
p = .0192	Factor (A) Level 4
t = 2.0045	Factor (A) Level 1
p = .0459	Factor (A) Level 6
t = 2.6519	Factor (A) Level 2
p = .0084	Factor (A) Level 3
t = 2.4680	Factor (A) Level 3
p = .0142	Factor (A) Level 4
t = 2.0822	Factor (A) Level 3
p = .0382	Factor (A) Level 6

In Table 4.39 significance was found in test item #38 using age groups of teachers as the independent variable. Teachers aged 40-49 years were in higher agreement that they would benefit by defining the purpose of their schools than teachers over the age of 50 years.

In Table 4.40 gender was significant for item #39 in that female teachers agreed more with the statement that they would benefit by establishing the standards of school behavior than male teachers.

In Tables 4.41 and 4.42, the variable level of career satisfaction was significant. Those selecting a different

option for career satisfaction agreed more with item #35, there is an absence of consensus in schools, and item #41 that they would want to devote time and energy to reforming and restructuring their school.

Table 4.39--ANOVA for Test Item #38-Age

Design: One Factor Completely Randomized Design

Factor A (Fixed) - AGE OF RESPONDENT
Level 1 -- 1=20-29
Level 2 -- 2=30-39
Level 3 -- 3=40-49
Level 4 -- 4=50+

Descriptive Statistics for: TCHRS WLD BENEFT BY DEFINNG PURP OF SCHL

Factor A: AGE OF RESPONDENT

Cell Definition	N	Mean	Standard Dev.
(A) Level 1	32	3.8125	1.0298
(A) Level 2	47	3.9149	0.6537
(A) Level 3	119	4.0756	0.7497
(A) Level 4	68	3.7206	0.8437

Anova Summary Table

Source of Variation	DF	Sum of Squares	Mean Squares	F	Significance Level
A	3	5.9512	1.9837	3.1207	0.0266
Error	262	166.5451	0.6357		
Total	265	172.4962			

T-Test Between Cell Means - (Values of p are for a two-tailed test.)
Note: Statistics are only printed if p is less than or equal to .050

t = 2.9294 Factor (A) Level 3
p = .0037 Factor (A) Level 4

Table 4.40--ANOVA for Test Item #39-Gender

Design: One Factor Completely Randomized Design

Factor A (Fixed) - RESPONDENT SEX
Level 1 -- 1=MALE
Level 2 -- 2=FEMALE

Descriptive Statistics for: TCHRS WLD BENEFIT BY ESTAB STDS OF BEHAV

Factor A: RESPONDENT SEX

Cell Definition	N	Mean	Standard Dev.
(A) Level 1	93	3.9677	0.9378
(A) Level 2	213	4.2488	0.6652

Anova Summary Table

Source of Variation	DF	Sum of Square	Mean Squares	F	Significance Level
A	1	5.1146	5.1146	8.8993	0.0031
Error	304	174.7154	0.5747		
Total	305	179.8301			

T-Test Between Cell Means - (Values of p are for a two-tailed test.)
Note: Statistics are only printed if p is less than or equal to .050

t = 2.9832 Factor (A) Level 1
p = .0031 Factor (A) Level 2

Table 4.41- ANOVA for Test Item #35-Career satisfaction

Design: One Factor Completely Randomized Design

Factor A (Fixed) - HIGHEST LEVEL OF CAREER SATISFACTION
Level 1 -- 1=CURRENT ASSIGN
Level 2 -- 2=OTHER

Descriptive Statistics for: IS AN ABSENCE OF CONSENSUS AMNG TEACHERS

Factor A: HIGHEST LEVEL OF CAREER SATISFACTION

Cell Definition	N	Mean	Standard Dev.
(A) Level 1	160	3.1188	1.1994
(A) Level 2	140	3.4786	1.0489

Anova Summary Table

Source of Variation	DF	Sum of Squares	Mean Squares	F	Significance Level
A	1	9.6672	9.6672	7.5478	0.0064
Error	298	381.6795	1.2808		
Total	299	391.3467			

T-Test Between Cell Means - (Values of p are for a two-tailed test.)
Note: Statistics are only printed if p is less than or equal to .050

t = 2.7473 Factor (A) Level 1
p = .0064 Factor (A) Level 2

Table 4.42--ANOVA for Test Item #41-Career satisfaction

Design: One Factor Completely Randomized Design

Factor A (Fixed) - HIGHEST LEVEL OF CAREER SATISFACTION
Level 1 -- 1=CURRENT ASSIGN
Level 2 -- 2=OTHER

Descriptive Statistics for: I WANT TO DEVOTE MY TIME TO REFORMNG SCH

Factor A: HIGHEST LEVEL OF CAREER SATISFACTION

Cell Definition	N	Mean	Standard Dev.
(A) Level 1	162	3.4938	1.1159
(A) Level 2	140	3.7714	1.0060

Anova Summary Table

Source of Variation	DF	Sum of Squares	Mean Squares	F	Significance Level
A	1	5.7873	5.7873	5.0888	0.0248
Error	300	341.1795	1.1373		
Total	301	346.9669			

T-Test Between Cell Means - (Values of p are for a two-tailed test.)
Note: Statistics are only printed if p is less than or equal to .050

t = 2.2558 Factor (A) Level 1
p = .0248 Factor (A) Level 2

Barnard's criteria included the teacher's ability to comply. The frequency of response patterns to setting educational goals and purpose and the willingness to devote time and energy to reform and restructuring schools meets that criteria in Table 4.43.

Table 4.43--Frequency of Response for Input

	Set Goals/ Purpose Schl		Time/Energy Restr.Schl	
Likert Scale	N	Percent	N	Percent
1= Strongly Disagree	6	1.9	14	4.4
2= Disagree Somewhat	15	4.8	30	9.6
3= Neutral	56	17.8	86	27.4
4= Agree Somewhat	152	48.4	118	37.6
5= Strongly Agree	85	27.1	66	21.0
Total	314	100.0	314	100.0

Summary of the Data for the Functional Dimension

The Functional Dimension of schools is described as a highly specialized and complex bureaucracy. Schools are said to meet the needs of students through curriculum that emphasizes the individual. Critics say that schools are too specialized and that curriculum is fragmented. Often there is no consensus among teachers about what to teach, how to teach it or how to relate to staff and students. Reform proposals call for decentralizing schools with curricula that connects subjects along themes for improved student learning. Teachers would be involved in drafting and defining the goals and the purpose of school as well as establishing the standards of behavior.

Teachers, as a group, rated statements in this dimension between a mean score of 3.1 and 4.1. Six of the ten statements had a mean score above 3.5 with a frequency response approval of over 68%. This would suggest that teachers as a group, had moderate agreement with the proposed reforms. The surveyed teachers did indicate that they approved of their involvement in redefining the purpose of schools.

Frequencies of agreement by over seventy five percent of the surveyed teachers were achieved on five items. Seventy-eight percent of the teachers agreed with the description of schools as complex and highly specialized

organizations. Eighty-two percent agreed that connecting subjects and curriculum would improve student learning. Eighty-two percent of the teachers believe they would benefit by defining the purpose of their schools and by establishing the standards of school behavior. Seventy-five percent indicated that they wanted to set the educational goals and purpose of their schools.

Sixty-eight percent of the teachers surveyed indicated that they would want to devote time and energy to reforming/restructuring their school.

The independent variable of gender, age, years of teaching experience and career satisfaction were each significant for one item.

CONCLUSIONS FOR THE HYPOTHESIS FOR THE HIERARCHICAL DIMENSION

Hypothesis #4

There are no differences between groups of teachers in the level of agreement toward structural changes in the Hierarchical Dimension which may accompany teacher empowerment.

Independent Variable: Gender

H_o: $U_M=U_F$ Decision: Reject

H_1: H_o is false

Reject H_o in favor of H_1 because significant difference was

found in male and female response pattern to the benefits of teachers establishing standards of school behavior.

Independent Variable: Age

H_o: $U_1=U_2=U_3=U_4$ Decision: Reject

H_1: H_o is false

Where:
1 = 20-29 years of age
2 = 30-39 years of age
3 = 40-49 years of age
4 = 50 + years of age

Reject H_o in favor of H_1 because responses were found to be significantly different between age groups 3 and 4 on agreement with the benefits to teachers of defining the purpose of schools.

Independent Variable: Current level of education (degree held)

H_o: $U_B=U_M=U_{M+}$ Decision: Accept

H_1: H_o is false

Where:
B = Bachelor's degree/ plus hours
M = Master's degree
M+= Master's plus hours/ Specialist/ Doctorate

Accept H_o because there were no significant differences found.

Independent Variable: Level of current assignment

H_o : $U_E=U_M=U_H$ Decision:Accept

H_1: H_o is false

Where:
E= Elementary school
M= Middle school/Jr. high
H= High school

Accept H_o because no significant differences were found.

Independent Variable: Years of teaching experience

H_o: $U_1=U_2=U_3=U_4=U_5=U_6$ Decision: Reject

H_1: H_o is false

Where:

1 = less than 5 years
2 = 5-10 years
3 = 11-16 years
4 = 17-21 years
5 = 22-26 years
6 = more than 26 years

Reject H_o in favor of H_1 because there were differences found between groups in levels of agreement with the statement that schools survive through differentiation, specialization and fragmentation of the curriculum.

Independent Variable: Career satisfaction

H_o: $U_S=U_D$ Decision: Reject

H_1: H_o is false

Where:
S= career satisfaction in current position
D= different option selected

Reject H_o in favor of H_1 because significant differences were found in two test items.

Part II OGANIZATIONAL PRIORITY

Most schools and school districts are not in a position to change all four dimensions of school structure simultaneously nor are teachers in a position to devote time and energy to changes in all dimensions with equal interest. Teachers were asked to read the four dimensions and to place a priority on the importance of change in that dimension to themselves.

Identifying Organizational Priority

In individual sections, surveyed teachers had responded with their level of agreement to statements. The last two statements in each dimension were intended to measure willingness/desire to provide input and participate in restructuring efforts. Teachers were asked in this section to identify their priorities for structural change in the four dimensions by rating them #1-4 with #1 being of highest value.

Table 4.44--Frequency Distribution of Organizational Priority N=255

Dimension	Spatial	Occup.	Hier.	Func.
	percent	percent	percent	percent
Rating				
1= Highest	28.6	32.9	12.2	25.5
2=	27.5	31.0	23.9	17.6
3=	20.0	27.8	23.1	29.4
4= Lowest	23.9	8.2	40.8	27.5

Only 255 teachers responded to this section using each number once, giving a response rating of 81%. Many of the surveys had multiple ratings of 2 and 3 and could not be coded for preference.

Table 4.45--Mean Response of Priority per Dimension N=255

Dimension	Mean	S.D.
Spatial	2.39	1.13
Occupational	2.11	0.96
Hierarchical	2.92	1.06
Functional	2.58	1.14

When comparing the means for each of the four dimensions, the Occupational Dimension was lowest, indicating greatest priority by the surveyed teachers. The level of current assignment was significant for the Spatial Dimension.

In Table 4.46 middle school teachers were more likely to rate change in the Spatial Dimension of higher importance to them than elementary and high school teachers.

In Table 4.47 current level of education as a variable was significant when matched to the Occupational Dimension as a priority. Teachers with a Bachelor's degree were more likely to rate change as of greater importance than teachers with a Master's degree.

Table 4.46--ANOVA-Spatial Dim/Org. Priority

Design: One Factor Completely Randomized Design

Factor A (Fixed) - LEVEL AT WHICH YOU CURRENTLY TEACH
Level 1 -- 1=ELEM/ PRE-PRIM
Level 2 -- 2=MID SCH/JR HIGH
Level 3 -- 3=HIGH SCHOOL

Descriptive Statistics for: SPATIAL DIMENSION AS ORG PRIORITY

Factor A: LEVEL AT WHICH YOU CURRENTLY TEACH

Cell Definition	N	Mean	Standard Dev.
(A) Level 1	100	2.3800	1.0710
(A) Level 2	51	2.0588	1.0278
(A) Level 3	77	2.5974	1.2382

Anova Summary Table

Source of Variation	DF	Sum of Squares	Mean Squares	F	Significance Level
A	2	8.8996	4.4498	3.5390	0.0307
Error	225	282.9030	1.2573		
Total	227	291.8026			

T-Test Between Cell Means - (Values of p are for a two-tailed test.)
Note: Statistics are only printed if p is less than or equal to .050

t = 2.6604 Factor (A) Level 2
p = .0084 Factor (A) Level 3

Table 4.47 ANOVA -Occupational Dim/Org. Priority

Design: One Factor Completely Randomized Design

Factor A (Fixed) - CURRENT LEVEL OF EDUCATION
Level 1 -- 1=BACH+
Level 2 -- 2=MASTERS
Level 3 -- 3=MASTERS+

Descriptive Statistics for: OCCUPATIONAL DIMENSION AS ORG PRIORITY

Factor A: CURRENT LEVEL OF EDUCATION

Cell Definition	N	Mean	Standard Dev.
(A) Level 1	88	1.9205	0.8335
(A) Level 2	88	2.2727	1.0364
(A) Level 3	71	2.1127	0.9644

Anova Summary Table

Source of Variation	DF	Sum of Squares	Mean Squares	F	Significance Level
A	2	5.4733	2.7367	3.0491	0.0492
Error	244	218.9963	0.8975		
Total	246	224.4696			

T-Test Between Cell Means - (Values of p are for a two-tailed test.)
Note: Statistics are only printed if p is less than or equal to .050

t = 2.4665 Factor (A) Level 1
p = .0143 Factor (A) Level 2

PART III PERSONAL PARTICIPATION PROFILE

Willingness to commit time and energy is important to the success of the restructuring effort. Teachers were asked to rate their willingness to commit their time and energy using a Likert scale for each of the four dimensions.

Table 4.48--Willingness to Commit Time per Dimension

Dimension	Spat.	Occup.	Hier.	Func.
Frequency	percent	percent	percent	percent
1=Strongly Disagree	8.1	7.1	9.9	8.0
2=Disagree Somewhat	11.2	6.4	11.9	10.8
3=Neutral	24.7	22.2	31.1	27.6
4=Agree Somewhat	38.0	47.8	35.8	37.4
5=Strongly Agree	18.0	16.5	11.3	16.2

From this table, it can be seen that teachers appear to be most willing to devote their time and energy to restructuring efforts in the Occupational Dimension and

least willing in the Hierarchical Dimension. The greatest level of agreement is the Occupational Dimension where 64.3 percent of the teachers appear to be willing to devote their time and energy.

An ANOVA using mean scores for each of these dimensions across all independent variables shows no significance. Therefore the response percentages do reflect the total of the sample pool, without any difference due to the six independent variables tested.

Additional Time Commitment

Teachers responded to the statement that they have additional commitments which prevent them from giving time and energy to restructuring efforts beyond the school day.

Table 4.49--Frequency of Additional Commitments N=304

Likert Scale	N	Percent
1=Strongly Disagree	14	4.6
2=Disagree Somewhat	48	15.8
3=Neutral	49	16.1
4=Agree Somewhat	108	35.5
5=Strongly Agree	85	28.0

Sixty-three percent of the teachers who responded indicated that additional commitments prevent them from using time beyond the school day for restructuring.

Combining these data with the willingness to commit time and energy from Table 4.49 shows that teachers demonstrate varied willingness to become involved in restructuring of the Spatial, Occupational and Functional Dimensions, but that these efforts should occur during the school day.

Teacher Expertise

An important component to teacher participation is their perceived level of expertise in these dimensions. Reluctance to participate in restructuring schools in any dimension may be related to lack of perceived qualification or expertise rather than willingness itself.

Table 4.50--Frequency for Teacher Expertise N=313

Dimension	Spat.	Occup.	Hier.	Func.	None
Response					
YES	39	37.1	28.8	32.9	37.7
NO	61	62.9	71.2	67.1	62.3

From this frequency distribution, most teachers did not identify themselves has having expertise to provide input in the restructuring efforts. Coding YES=1 and NO=2 enabled an ANOVA to be run for the six independent variables. Significance was found using the independent variable of teaching experience in the Spatial and Occupational Dimensions. Level of education (degree held) was significant in the Occupational, Hierarchical and Functional Dimensions. Gender was significant in the Functional Dimension.

In Tables 4.51 and 4.52 teachers at Level 5 and 6, having more than 22 years of experience, were more likely to rate themselves as having expertise to provide input in the Spatial and Occupational Dimensions. Teachers with 5-10 years were least likely to rate themselves as having expertise in this dimension.

Table 4.51--ANOVA for Expertise -T. Experience -Spatial

Design: One Factor Completely Randomized Design
Factor A (Fixed) - YEARS OF TEACHING EXPERIENCE

Level 1	-- 1=UNDER 5 YEARS
Level 2	-- 2=5-10 YEARS
Level 3	-- 3=11-16 YEARS
Level 4	-- 4=17-21 YEARS
Level 5	-- 5=22-26 YEARS
Level 6	-- 6=26+ YEARS

Descriptive Statistics for: IN SPATIAL DIM I HAVE EXPERTSE FOR INPUT

Factor A: YEARS OF TEACHING EXPERIENCE

Cell Definition	N	Mean	Standard Dev.
(A) Level 1	35	1.6857	0.4710
(A) Level 2	37	1.7568	0.4350
(A) Level 3	42	1.6905	0.4679
(A) Level 4	74	1.6081	0.4915
(A) Level 5	71	1.4507	0.5011
(A) Level 6	47	1.5745	0.4998

Anova Summary Table

Source of Variation	DF	Sum of Squares	Mean Squares	F	Significance Level
A	5	3.1218	0.6244	2.6746	0.0220
Error	300	70.0318	0.2334		
Total	305	73.1536			

T-Test Between Cell Means - (Values of p are for a two-tailed test.)
Note: Statistics are only printed if p is less than or equal to .050

t = 2.3551	Factor (A) Level 1
p = .0192	Factor (A) Level 5
t = 3.1241	Factor (A) Level 2
p = .0020	Factor (A) Level 5
t = 2.5493	Factor (A) Level 3
p = .0113	Factor (A) Level 5

Table 4.52--ANOVA for Expertise -T Experience-Occup.

Design: One Factor Completely Randomized Design

Factor A (Fixed) - YEARS OF TEACHING EXPERIENCE
Level 1 -- 1=UNDER 5 YEARS
Level 2 -- 2=5-10 YEARS
Level 3 -- 3=11-16 YEARS
Level 4 -- 4=17-21 YEARS
Level 5 -- 5=22-26 YEARS
Level 6 -- 6=26+ YEARS

Descriptive Statistics for: IN OCC DIM I HAVE EXPERTISE FOR INPUT

Factor A: YEARS OF TEACHING EXPERIENCE

Cell Definition	N	Mean	Standard Dev.
(A) Level 1	35	1.7714	0.4260
(A) Level 2	37	1.8108	0.3971
(A) Level 3	42	1.6429	0.4850
(A) Level 4	74	1.6757	0.4713
(A) Level 5	71	1.4366	0.4995
(A) Level 6	47	1.5532	0.5025

Anova Summary Table

Source of Variation	DF	Sum of Squares	Mean Squares	F	Significance Level
A	5	4.9931	0.9986	4.4856	0.0006
Error	300	66.7880	0.2226		
Total	305	71.7810			

T-Test Between Cell Means - (Values of p are for a two-tailed test.)
Note: Statistics are only printed if p is less than or equal to .050

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t = 3.4357 Factor (A) Level 1
p = .0007 Factor (A) Level 5

Table 4.52 (cont'd)

t = 2.0716	Factor (A) Level 1
p = .0392	Factor (A) Level 6
t = 3.9113	Factor (A) Level 2
p = .0001	Factor (A) Level 5
t = 2.4843	Factor (A) Level 2
p = .0135	Factor (A) Level 6
t = 2.2454	Factor (A) Level 3
p = .0255	Factor (A) Level 5
t = 3.0498	Factor (A) Level 4
p = .0025	Factor (A) Level 5

Logically, years of teaching experience would be an avenue of developing expertise. Teachers tended to rate themselves as having expertise after 20 years of teaching.

Another independent variable which would seem highly correlated to expertise is level of education. This variable was significant in the Occupational Dimension as shown in Table 4.53, and in the Hierarchical Dimension as shown in Table 4.54 and in the Functional Dimension as shown in Table 4.55. In all three tables, teachers with a Bachelor's degree rated themselves as having less expertise than teachers with a Master's degree or more.

Table 4.56 shows that gender was a significant variable in rating expertise in the Functional Dimension where female teachers rated themselves as having expertise more than male teachers.

Table 4.53--ANOVA for Expertise-Level of Ed- Occup. Dimension

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Design: One Factor Completely Randomized Design

Factor A (Fixed) - CURRENT LEVEL OF EDUCATION
Level 1 -- 1=BACH+
Level 2 -- 2=MASTERS
Level 3 -- 3=MASTERS+

Descriptive Statistics for: IN OCC DIM I HAVE EXPERTISE FOR INPUT

Factor A: CURRENT LEVEL OF EDUCATION

Cell Definition	N	Mean	Standard Dev.
(A) Level 1	111	1.7027	0.4591
(A) Level 2	106	1.6698	0.4725
(A) Level 3	86	1.4884	0.5028

Anova Summary Table

Source of Variation	DF	Sum of Squares	Mean Squares	F	Significance Level
A	2	2.4797	1.2399	5.4602	0.0047
Error	300	68.1210	0.2271		
Total	302	70.6007			

T-Test Between Cell Means - (Values of p are for a two-tailed test.)
Note: Statistics are only printed if p is less than or equal to .050

t = 3.1310	Factor (A) Level 1
p = .0019	Factor (A) Level 3
t = 2.6236	Factor (A) Level 2
p = .0091	Factor (A) Level 3

Table 4.54--ANOVA for Expertise-Level of Ed-Hier. Dimension

Design: One Factor Completely Randomized Design

Factor A (Fixed) - CURRENT LEVEL OF EDUCATION
Level 1 -- 1=BACH+
Level 2 -- 2=MASTERS
Level 3 -- 3=MASTERS+

Descriptive Statistics for: IN HIER DIM I HAVE EXPERTISE FOR INPUT

Factor A: CURRENT LEVEL OF EDUCATION

Cell Definition	N	Mean	Standard Dev.
(A) Level 1	111	1.8198	0.3861
(A) Level 2	106	1.6792	0.4690
(A) Level 3	86	1.6279	0.4862

Anova Summary Table

Source of Variation	DF	Sum of Squares	Mean Squares	F	Significance Level
A	2	2.0070	1.0035	5.0526	0.0069
Error	300	59.5838	0.1986		
Total	302	61.5908			

T-Test Between Cell Means - (Values of p are for a two-tailed test.)
Note: Statistics are only printed if p is less than or equal to .050

t = 2.3227 Factor (A) Level 1
p = .0209 Factor (A) Level 2

t = 2.9976 Factor (A) Level 1
p = .0029 Factor (A) Level 3

Table 4.55--ANOVA for Expertise-Level of Ed-Func. Dimension

Design: One Factor Completely Randomized Design

Factor A (Fixed) - CURRENT LEVEL OF EDUCATION
Level 1 -- 1=BACH+
Level 2 -- 2=MASTERS
Level 3 -- 3=MASTERS+

Descriptive Statistics for: IN FUNC DIM I HAVE EXPERTISE FOR INPUT

Factor A: CURRENT LEVEL OF EDUCATION

Cell Definition	N	Mean	Standard Dev.
(A) Level 1	111	1.7928	0.4071
(A) Level 2	106	1.6415	0.4818
(A) Level 3	86	1.5465	0.5008

Anova Summary Table

Source of Variation	DF	Sum of Squares	Mean Squares	F	Significance Level
A	2	3.0712	1.5356	7.2064	0.0009
Error	300	63.9255	0.2131		
Total	302	66.9967			

T-Test Between Cell Means - (Values of p are for a two-tailed test.)
Note: Statistics are only printed if p is less than or equal to .050

t = 2.4132	Factor (A) Level 1
p = .0164	Factor (A) Level 2
t = 3.7139	Factor (A) Level 1
p = .0002	Factor (A) Level 3

Table 4.56--ANOVA for Expertise-Gender-Func. Dimension

Design: One Factor Completely Randomized Design

Factor A (Fixed) - RESPONDENT SEX
Level 1 -- 1=MALE
Level 2 -- 2=FEMALE

Descriptive Statistics for: IN FUNC DIM I HAVE EXPERTISE FOR INPUT

Factor A: RESPONDENT SEX

Cell Definition	N	Mean	Standard Dev.
(A) Level 1	93	1.5591	0.4992
(A) Level 2	213	1.7183	0.4509

Anova Summary Table

Source of Variation	DF	Sum of Squares	Mean Squares	F	Significance Level
A	1	1.6401	1.6401	7.5516	0.0064
Error	304	66.0233	0.2172		
Total	305	67.6634			

T-Test Between Cell Means - (Values of p are for a two-tailed test.)
Note: Statistics are only printed if p is less than or equal to .050

t = 2.7480 Factor (A) Level 1
p = .0064 Factor (A) Level 2

Looking at level of expertise showed that teachers with more teaching experience and more education were more likely to perceive themselves as having expertise to provide input into the four dimensions. But not every teacher has years of experience nor a Master's degree/plus hours/ Specialist/Doctorate. The next level of investigation is to look at the willingness of the teachers to gain expertise.

Willing to Get Additional Training to Provide Input

It is important to look at both the level of perceived expertise that teachers indicated they had and couple that data with their willingness to get additional training to provide input in the dimensions of their choice.

Table 4.57-- Frequency of Teachers' Willingness to Train in the 4 Dimensions N=313

Dimension	Spatial	Occup.	Hier.	Func.	None
Response					
Yes	37.4	42.5	33.9	36.7	32.9
No	62.6	57.5	66.1	63.3	67.1

From this frequency distribution, it would seem that

teachers indicated only a modest interest in receiving additional training to provide input in restructuring efforts. Coding YES=1 and NO=2, an ANOVA was run using the six independent variables. Significance was found twice using teaching experience, age and career satisfaction.

In Table 4.58 for Spatial Dimension the fewer the years of teaching experience, the more willing the teachers indicated they were to get additional training in that dimension.

In Table 4.59 for Functional Dimension, teachers with less than 5 years of experience were most willing to get additional training. This group was significantly more willing than those with 17-21 years and more than 26 years of experience.

Table 4.58-ANOVA for Training-T.Experience- Spatial

Design: One Factor Completely Randomized Design

Factor A (Fixed) - YEARS OF TEACHING EXPERIENCE
Level 1 -- 1=UNDER 5 YEARS
Level 2 -- 2=5-10 YEARS
Level 3 -- 3=11-16 YEARS
Level 4 -- 4=17-21 YEARS
Level 5 -- 5=22-26 YEARS
Level 6 -- 6=26+ YEARS

Descriptive Statistics for: SPATIAL DIMEN: WILLING TO GET TRAINING

Factor A: YEARS OF TEACHING EXPERIENCE

Cell Definition	N	Mean	Standard Dev.
(A) Level 1	35	1.4000	0.4971
(A) Level 2	37	1.5676	0.5022
(A) Level 3	42	1.6429	0.4850
(A) Level 4	74	1.6081	0.4915
(A) Level 5	71	1.6479	0.4810
(A) Level 6	47	1.7872	0.4137

Anova Summary Table

Source of Variation	DF	Sum of Squares	Mean Squares	F	Significance Level
A	5	3.1975	0.6395	2.7874	0.0177
Error	300	68.8286	0.2294		
Total	305	72.0261			

T-Test Between Cell Means - (Values of p are for a two-tailed test.)
Note: Statistics are only printed if p is less than or equal to .050

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t = 2.2153 Factor (A) Level 1
p = .0275 Factor (A) Level 3

t = 2.1179 Factor (A) Level 1
p = .0350 Factor (A) Level 4

Table 4.58 (cont'd)

t = 2.5058	Factor (A) Level 1
p = .0127	Factor (A) Level 5
t = 3.6210	Factor (A) Level 1
p = .0003	Factor (A) Level 6
t = 2.0867	Factor (A) Level 2
p = .0378	Factor (A) Level 6
t = 2.0050	Factor (A) Level 4
p = .0459	Factor (A) Level 6

Table 4.59-ANOVA for Training-T.Experience-Func. Dimension

Design: One Factor Completely Randomized Design

Factor A (Fixed) - YEARS OF TEACHING EXPERIENCE
Level 1 -- 1=UNDER 5 YEARS
Level 2 -- 2=5-10 YEARS
Level 3 -- 3=11-16 YEARS
Level 4 -- 4=17-21 YEARS
Level 5 -- 5=22-26 YEARS
Level 6 -- 6=26+ YEARS

Descriptive Statistics for: FUNC DIMEN: WILLING TO GET TRAINING

Factor A: YEARS OF TEACHING EXPERIENCE

Cell Definition	N	Mean	Standard Dev.
(A) Level 1	35	1.4000	0.4971
(A) Level 2	37	1.6486	0.4840
(A) Level 3	42	1.5714	0.5009
(A) Level 4	74	1.7162	0.4539
(A) Level 5	71	1.6056	0.4922
(A) Level 6	47	1.7234	0.4522

Anova Summary Table

Source of Variation	DF	Sum of Squares	Mean Squares	F	Significance Level
A	5	3.0087	0.6017	2.6346	0.0238
Error	300	68.5207	0.2284		
Total	305	71.5294			

T-Test Between Cell Means - (Values of p are for a two-tailed test.)
Note: Statistics are only printed if p is less than or equal to .050

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t = 2.2065 Factor (A) Level 1
p = .0281 Factor (A) Level 2

t = 3.2253 Factor (A) Level 1
p = .0014 Factor (A) Level 4

Table 4.59 (cont'd)

t = 2.0833	Factor (A) Level 1
p = .0381	Factor (A) Level 5
t = 3.0309	Factor (A) Level 1
p = .0027	Factor (A) Level 6

Using age as an independent variable, differences between groups were found in the Spatial and Functional Dimension.

In Table 4.60 for the Spatial Dimension and Table 4.61 for the Functional Dimension, the younger the group of teachers, the more willing they indicated they were to get additional training to provide input.

Using the independent variable of career satisfaction, signifcance was found twice. In Table 4.62 for the Hierarchical Dimension and Table 4.63 for the Functional Dimension, significantly higher agreement was indicated on the part of those teachers who selected a different option other than their current teaching assignment.

Table 4.60--ANOVA for Training-Age-Spatial Dimension

Design: One Factor Completely Randomized Design

Factor A (Fixed) - AGE OF RESPONDENT
Level 1 -- 1=20-29
Level 2 -- 2=30-39
Level 3 -- 3=40-49
Level 4 -- 4=50+

Descriptive Statistics for: SPACIAL DIMEN: WILLING TO GET TRAINING

Factor A: AGE OF RESPONDENT

Cell Definition	N	Mean	Standard Dev.
(A) Level 1	32	1.4063	0.4990
(A) Level 2	48	1.5417	0.5035
(A) Level 3	122	1.6148	0.4887
(A) Level 4	67	1.7761	0.4200

Anova Summary Table

Source of Variation	DF	Sum of Squares	Mean Squares	F	Significance Level
A	3	3.3907	1.1302	4.9777	0.0022
Error	265	60.1707	0.2271		
Total	268	63.5613			

T-Test Between Cell Means - (Values of p are for a two-tailed test.)
Note: Statistics are only printed if p is less than or equal to .050

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t = 2.2031 Factor (A) Level 1
p = .0284 Factor (A) Level 3

t = 3.6122 Factor (A) Level 1
p = .0004 Factor (A) Level 4

Table 4.60 (cont'd)

t = 2.6019	Factor (A) Level 2
p = .0098	Factor (A) Level 4
t = 2.2270	Factor (A) Level 3
p = .0268	Factor (A) Level 4

Table 4.61--ANOVA for Training-Age-Func.Dimension

Design: One Factor Completely Randomized Design

Factor A (Fixed) - AGE OF RESPONDENT
Level 1 -- 1=20-29
Level 2 -- 2=30-39
Level 3 -- 3=40-49
Level 4 -- 4=50+

Descriptive Statistics for: FUNC DIMEN: WILLING TO GET TRAINING

Factor A: AGE OF RESPONDENT

Cell Definition	N	Mean	Standard Dev.
(A) Level 1	32	1.4375	0.5040
(A) Level 2	48	1.5208	0.5049
(A) Level 3	122	1.6475	0.4797
(A) Level 4	67	1.7164	0.4541

Anova Summary Table

Source of Variation	DF	Sum of Squares	Mean Squares	F	Significance Level
A	3	2.2510	0.7503	3.2431	0.0226
Error	265	61.3104	0.2314		
Total	268	63.5613			

T-Test Between Cell Means - (Values of p are for a two-tailed test.)
Note: Statistics are only printed if p is less than or equal to .050

t = 2.1986	Factor (A) Level 1
p = .0288	Factor (A) Level 3
t = 2.6985	Factor (A) Level 1
p = .0074	Factor (A) Level 4
t = 2.1503	Factor (A) Level 2
p = .0324	Factor (A) Level 4

Table 4.62--ANOVA for Training- Career Sat.-Hier. Dimension

Design: One Factor Completely Randomized Design

Factor A (Fixed) - HIGHEST LEVEL OF CAREER SATISFACTION
Level 1 -- 1=CURRENT ASSIGN
Level 2 -- 2=OTHER

Descriptive Statistics for: HIER DIMEN: WILLING TO GET TRAINING

Factor A: HIGHEST LEVEL OF CAREER SATISFACTION

Cell Definition	N	Mean	Standard Dev.
(A) Level 1	162	1.7407	0.4396
(A) Level 2	140	1.5571	0.4985

Anova Summary Table

Source of Variation	DF	Sum of Squares	Mean Squares	F	Significance Level
A	1	2.5315	2.5315	11.5673	0.0008
Error	300	65.6540	0.2188		
Total	301	68.1854			

T-Test Between Cell Means - (Values of p are for a two-tailed test.)
Note: Statistics are only printed if p is less than or equal to .050

t = 3.4011 Factor (A) Level 1
p = .0008 Factor (A) Level 2

Table 4.63--ANOVA for Training-Career Sat.-Func. Dimension

Design: One Factor Completely Randomized Design

Factor A (Fixed) - HIGHEST LEVEL OF CAREER SATISFACTION
Level 1 -- 1=CURRENT ASSIGN
Level 2 -- 2=OTHER

Descriptive Statistics for: FUNC DIMEN: WILLING TO GET TRAINING

Factor A: HIGHEST LEVEL OF CAREER SATISFACTION

Cell Definition	N	Mean	Standard Dev.
(A) Level 1	162	1.7037	0.4580
(A) Level 2	140	1.5429	0.4999

Anova Summary Table

Source of Variation	DF	Sum of Squares	Mean Squares	F	Significance Level
A	1	1.9429	1.9429	8.5067	0.0038
Error	300	68.5206	0.2284		
Total	301	70.4636			

T-Test Between Cell Means - (Values of p are for a two-tailed test.)
Note: Statistics are only printed if p is less than or equal to .050

t = 2.9166 Factor (A) Level 1
p = .0038 Factor (A) Level 2

Overall, teachers did indicate a modest interest in getting additional training. While less than 50% of the teachers indicated a willingness to get additional training to provide expertise in restructuring efforts, younger

teachers or those with fewer years of teaching experience did indicate a greater willingness. Those who were looking for career satisfaction outside their current position also indicated a greater willingness to get training.

Summary Discussion of Teacher Participation

Coupling data from teacher expertise with data from teachers' willingness to get additional training was important. While 40-60% of the surveyed teachers indicated a willingness to help with restructuring efforts, approximately 30%-40& of the surveyed teachers indicated they had the expertise or were willing to get additional training to provide input into restructuring efforts. The response of the surveyed teachers suggests a low level of individual commitment to the restructuring efforts, and a lack of desire to develop any leadership role in the restructuring effort.

SUMMARY

The surveys returned by 314 Michigan public school teachers were keypunched and coded. The statistical package used for analysis was STATPAC GOLD. The programs selected were descriptive frequencies, means and ANOVAs. Cross tabulations were performed and results of the data analysis provided demographic information about the respondents and answers to the four main research questions.

Each of the four research questions asked if there were differences among groups of teachers in their level of agreement with the structural changes in that dimension that may accompany teacher empowerment. Six independent variables were tested for each question.

The independent variable level of assignment seemed to be significant most often, indicating that teachers at the three levels viewed their school's structural characteristics differently.

A summary of the major findings and conclusions drawn from these findings are presented in Chapter V.

CHAPTER V

SUMMARY, CONCLUSIONS, IMPLICATIONS, RECOMMENDATIONS

This chapter will begin with a summary of the purpose of the study, the methodology employed in the study and a brief descriptive summary of the statistical results found in Chapter IV. The researcher will draw conclusions that connect the study results with the reform proposals. The implications will arise from these conclusions and recommendations will be made for further research.

Summary of the Purpose and Methodology

The purpose of this study was to enable the researcher to assess the level of support of Michigan public school teachers for the structural changes that may accompany teacher empowerment.

Teacher empowerment is a concept which reformers suggest will enable teachers to act as professionals and as a result ultimately improve student learning. Under the present school structure teachers are not able to act as professionals; thus empowering teachers may bring structural change.

The framework for examining structural change in the school organization followed that of Blau and Schoenherr (1971). The organization was divided into four dimensions:

spatial, occupational, hierarchical and functional. The review of literature included how researchers described each dimension, what criticisms were aimed at each dimension and what reform proposals were suggested for changing each dimension.

The theoretical framework used to assess the level of support was Chester Barnard's theory of authority (1938). Barnard argued that an order or communication would be accepted if the person: understood it, saw it as compatible with the purpose of the organization, saw it as personally beneficial and was able to comply.

The survey was developed using the criteria established by Barnard. The measure for understanding the need for change was an agreement with the description of the dimension in its present state, and an agreement with the criticisms aimed at that dimension.

School districts were selected by the Prism computer program using the school building addresses of 100 districts. The districts were placed into quartiles and from the median range of each, four districts of similar size were selected. All school teachers in the selected districts were invited to participate in the study.

Using a Likert scale, teachers rated their level of agreement with statements about school structure and proposed reforms. Two statements were developed to match each of Barnard's criterion. Six independent variables were tested against each statement. Results were tabulated using

frequencies, means, standard deviations and ANOVAs with a p=.05 and a two-tailed test of significance.

Discussion of the Results

The surveyed teachers indicated a low to moderate level of agreement for each dimension. They did, as a group, show a moderate level of agreement with both the descriptions of the four dimensions as they currently function and also the criticisms aimed at each dimension. In effect, teachers understand the platform for reform. There was moderate support for the link between the restructuring effort and improved student learning. In effect, the surveyed teachers believe that restructuring is compatible with the goal of improved student learning. Surveyed teachers also agree that proposed changes would benefit teachers as a whole. There was also support for teacher participation in restructuring efforts. The fact that most test items received a rating between neutral and "agree somewhat" indicates that moderate teacher support exists for school restructuring.

Of the four dimensions, highest and most consistent levels of agreement were reached in the Functional Dimension. The Spatial and Hierarchical Dimensions received consistent and more moderate levels of agreement. The highest level of agreement indicated that teachers want to have a say in their own professional growth and use of

inservices. On the other hand, the Occupational Dimension received the least consistent and lowest levels of agreement. The low levels of agreement in the Occupational Dimension may reflect teachers' fears and apprehensions about teacher testing and national certification.

While teachers' collective agreement was moderate, their individual commitment to participate was low. The survey results demonstrate the problem with teachers' time commitment. First, the teachers' commitment level varied significantly for each of the four dimensions. Second, most teachers indicated their available time was limited to the school day. This would cause a natural conflict between teaching responsibilities and restructuring efforts.

Measures of individual commitment were the teachers' self-reported ability and willingness to give input into the restructuring effort. The teachers' ratings of their expertise and their willingness to get additional training to provide input, were generally very low. Approximately thirty to forty percent of the surveyed teachers indicated they had expertise or were willing to get additional training to participate in restructuring efforts. Sixty to seventy percent of the surveyed teachers said they neither had expertise nor wanted to get additional training.

The uncertainty of the role teachers want to play in the restructuring effort and the limits on their time constrain teachers' ability to make individual commitments to the restructuring efforts. Further, these findings cast

a doubt that teachers will assume leadership roles in the restructuring efforts.

Conclusions

The researcher's purpose in the study was to assess the level of teacher support for structural changes that may accompany teacher empowerment. To assess support the researcher looked at measures of collective agreement and individual commitment. Individual commitment was measured by the willingness on the part of classroom teachers to actively participate in restructuring efforts.

Given the response patterns of the surveyed teachers, will the reforms work? Probably not. In the four selected school districts, the surveyed teachers showed there isn't a strong base of individual support from which to undertake and sustain the restructuring reform.

The explanation for this conclusion might be attributed to the discrepancies between what reformers think and what the practicing teachers think about restructuring schools. School reform is seen differently by these two groups and their prespectives color their reactions to it. Larry Cuban pinpointed the problem of accurately recording data about schools when he suggested that historians invent the past. They don't invent the facts, but they interpret them and analyze them, filtered through their own experiences, values

and expertise. History is woven out of multiple interpretations of what happened (1990). Reform writers are historians of the school culture so explanations of the same school phenomena may vary. Reformers view facts, add meanings and interpret them differently than the classroom teachers. Classroom teachers also view the restructuring reforms differently according to their: gender, age, level of assignment, years of experience and level of career satisfaction.

Reformers tend to write in terms of national statistics and a global perspective. Their focus is on the conditions of the 21st century and the need to compete in a global economy. Reformers see the solution to societial concerns in altering the way schools function. Calls for site based management and schools of choice blend with calls for standardized tests and national certification.

Ron Brandt noted the difference in these two perspectives in the overview to the April, 1991, Educational Leadership magazine, "most schools continue to function much as they always have. Some individuals understand the urgency of our situation, but life around us looks about the same from day to day, so the need for a substantially different response is not apparent to many of those who would need to support proposed changes."

Teachers do not view their world through the same lens as reformers do. Adam Urbanski, President of the Rochester Teachers Association, noted that when Rochester teachers had

the oppportunity to radically change the way schools operate, they focused on the day-to-day details of school operation rather than fundamental changes in instruction.

Classroom teachers in average districts deal with the realitites of their local situation, with a focus on the immediate and practical solutions to everyday problems. They do not appear to have a sense of compelling urgency toward the more large scale school reform proposals.

Why don't teachers support the restructuring efforts more fully? Perhaps there is cynicism involved, or the recognition of the obstacles that arise when attempting to change the entire system. Robert Merton, in Social Theory and Social Structure (1968), defined the concept of dysfunction in terms of strain, stress and tension on the different structural levels. The reformers see the structure of the school organization as dysfunctional in each of the four dimensions discussed. These dysfunctions, however, are contained in such a way as to allow the school organization to maintain its overall stability.

Because schools are able to maintain this stability, teachers are not compelled to support change. These changes are being proposed by people who are not practicing classroom teachers. Teachers seem to hold the reform movement suspect. The Carnegie Foundation for the Advancement of Teaching released a major study in September 1990. Among the findings quoted in the Nov/Dec. 1990 issue of Teacher Magazine, was the finding that teachers'

attitudes toward the national movement to improve education are significantly critical. Only 18 percent of the 21,389 teachers gave school reform efforts a grade of A or B, 54 percent gave the reform movement a C and 28 percent said it deserved a D or an F. Despite the frustrations of teaching, 86 percent of the teachers said they were satisfied, overall, with their jobs (p.16).

What this means is that teachers see a reality which does not compel them to commit to new causes. Larry Cuban (1984), suggested that teacher recruitment tends to bring in people who affirm rather than challenge the status quo. Many of the surveyed teachers admitted to the flaws in each dimension and endorsed the changes in principle, without making a personal commitment to involve themselves in the change process. For differing reasons, teachers invest little energy in altering their working conditions. Robert Dubin, in "Person and Organization" (1968), asserts that people can delegate a portion of energy, interest, time and intellect toward their career while maintaining priorities outside of the workplace.

The surveyed teachers exhibited a low level of personal commitment to the structural changes that may accompany teacher empowerment. This also can be explained by the percieved imbalance of costs and rewards for their efforts. Kathleen Devaney and Gary Sykes (1988) make that same point. Teachers may be capable and experienced but when they balance the cost and reward involved, they may decline-or

think twice before accepting the commitment to be actively involved in restructuring efforts.

Implications/Recommendations for Restructuring/Reform Efforts

The implication arising from the data in this study is that teachers are not going to be the sustaining force behind the drive to reform schools. Teachers may collectively indicate their desire to participate in the change process and may see the results of their collective participation as positive, without making the necessary individual commitment. Teachers attribute themselves with little expertise or willingness to gain expertise.

The recommendation is that school districts proceed with caution, carefully measuring the individual support of their own teachers for proposed changes before beginning any restructuring efforts. Close attention should be paid to the level of expertise possessed by teachers and their willingness to gain expertise. If the teacher population is stable, these measurements are important to assessing sustained teacher support.

Recommendations for Further Research

1. Replicate this study using three districts per cell to allow for comparisons across "community" lines using the same Prism zipcode formatting.

Post hoc data snooping did show significant differences which may arise from comparisons of districts/neighborhood cells.

2. Conduct a comparison study with administrators and teachers to show patterns of agreement and approval. The rationale would be that school improvement plans, as an approach to restructuring schools, would have a greater chance for success if both teachers and administrators exhibited similar patterns of agreement, priorities and levels of individual commitment to proposed changes.

3. Conduct interviews with teachers to more closely examine their definition and criteria for assessment of their expertise. Many teachers indicated that they lacked expertise and were not willing to get additional training to gain expertise. Perhaps the perception of "expertise" is significant.

4. Study the relationship between the degree of teachers' participation in district committees and school improvement plans and teachers' assessment of their expertise and/or willingness to gain expertise.

EPILOGUE

The study is finished and the prognosis for successful reform is slim. I believe the reform doesn't work because there are two different perspectives involved and essentially two different stories being told.

The reformers who advocate teacher empowerment and restructuring schools are a core group. The persons most often contributing to this body of literature are well connected. They cite each other so that their rational and analysis are mutually confirming, piggybacking onto one another's notions of schools.

The reformers are policy based and argue their points from a global perspective. They project changes that are "imperatives" as society moves towards the 21st century. Their appeal is their ability to assign responsibility. Teachers (schools) must prepare students to compete in the global economy and world marketplace. Even panel report titles are futuristic: "A Nation Prepared: Teachers for the 21st Century," and "Tomorrow's Teachers."

Reformers have a publishing connection to bring their perspective to the general public and to the policy and law makers. However, the story they tell is not identical to that of classroom teachers.

Teachers have a very different story to tell from their perspective. They are not as a group, dissatisfied with

their career choice and the status of their profession. They are not grasping the reforms as <u>their</u> personal answer to the school and societal problems. Teachers are dealing with the realities of their students and their world with a look toward practical solutions to their most immediate problems. They have learned to function within the bureaucratic system by keeping a localized perspective and individualistic point of view.

And quite reasonably teachers are holding the reforms and writings suspect. Teachers are not reading professional research journals and panel reports and treating them as gospel.

My hope for the future is in a "third wave" of reforms. They should be "bottom up" teacher-based forums for change. The changes that teachers initiate would reflect their perspective and their story. Teachers' power is in their union/association and the ability to collectively bargain the conditions of their employment. Reforms that are written into teachers' contracts are the ones that will last.

APPENDICES

APPENDIX A

SURVEY INSTRUMENT

Dear Educator,

I am interested in your attitudes, values and beliefs about the current school structure and possible changes. School organization is divided into four areas: spatial, occupational, hierarchical and functional. For each topic, please read each statement and circle the response that indicates whether you:

(1) Strongly Disagree
(2) Disagree Somewhat
(3) Neither Agree Nor Disagree
(4) Agree Somewhat
(5) Strongly Agree

PART I STRUCTURAL FACTORS

SPATIAL DIMENSION (flexible use of time schedules/ building space)	SD 1	D 2	N 3	A 4	SA 5
1. School buildings are designed to separate people.	1	2	3	4	5
2. My teaching day is scheduled and organized by administrators.	1	2	3	4	5
3. Each classroom in my school works as an independent unit.	1	2	3	4	5.
4. Teaching and learning are scheduled and limited by time periods.	1	2	3	4	5
5. Student learning would improve with flexible scheduling of time units.	1	2	3	4	5
6. Varying the size of the classes and rooms would improve student learning.	1	2	3	4	5
7. Flexible scheduling would enable me to plan cooperatively with other teachers.	1	2	3	4	5
8. Flexible scheduling of time and room assignment would benefit teachers.	1	2	3	4	5
9. I want to give input on how the school day is scheduled and organized.	1	2	3	4	5
10. I want to give input on how the building space is assigned and used.	1	2	3	4	5
OCCUPATIONAL DIMENSION (different staffing patterns/ more collegiality)					
11. I feel isolated when I teach and have little contact with other teachers.	1	2	3	4	5
12. I identify more with my students than with the other staff members in my building.	1	2	3	4	5
13. Teachers experience little status, or respect from society.	1	2	3	4	5
14. Teaching excellence is not adequately recognized nor rewarded.	1	2	3	4	5
15. Improving teacher status, respect and autonomy would improve student learning.	1	2	3	4	5
16. Teachers with national certification and different levels of teaching responsibilities would improve student learning.	1	2	3	4	5
17. It would benefit teachers to have different levels of teaching responsibilities and different staffing patterns.	1	2	3	4	5
18. Teachers would benefit by more collegiality and shared efforts.	1	2	3	4	5
19. I want to increase my status, responsibilities, and salary through teacher testing and national certification.	1	2	3	4	5
20. I want to make decisions about my own professional growth and use of inservices	1	2	3	4	5

HIERARCHICAL DIMENSION (decisions on hiring,evaluation,budget)

	SD 1	D 2	N 3	A 4	SA 5
21. Teachers have meaningful input only in decisions about instructional matters.	1	2	3	4	5
22. District decisions do not match building needs.	1	2	3	4	5
23. Building administrators control which decisions teachers can make.	1	2	3	4	5
24. Committees of teachers should have a major voice in the day to day operation of the schools.	1	2	3	4	5
25. Building policies made by committees of teachers would improve student learning.	1	2	3	4	5
26. Student learning would improve if teachers made budget and staff decisions.	1	2	3	4	5
27. Teachers would benefit by making policy and budget decisions.	1	2	3	4	5
28. Teachers insight is important in staffing decisions and teacher evaluations.	1	2	3	4	5
29. I want to give input on policy and budget decisions.	1	2	3	4	5
30. I want to be involved in staff selection and evaluation, and I want teacher input in my own evaluation.	1	2	3	4	5

FUNCTIONAL DIMENSION (redefined roles/divisions/ethos)

31. Schools are complex and highly specialized organizations.	1	2	3	4	5
32. Schools meet the varying needs of students through curriculum that emphasizes the individual.	1	2	3	4	5
33. Schools survive through differentiation, specialization and fragmentation of the curriculum.	1	2	3	4	5
34. Administrators serve as buffers so that teachers can teach with minimal distraction.	1	2	3	4	5
35. There is an absence of consensus among teachers on what and how to teach, as well as how to relate to students and other staff members.	1	2	3	4	5
36. Student learning would improve if schools were decentralized and made less bureaucratic.	1	2	3	4	5
37. Connecting subjects and curriculum would improve student learning.	1	2	3	4	5
38. Teachers would benefit by defining the purpose of their individual school.	1	2	3	4	5
39. Teachers would benefit if they established the standards of school behavior.	1	2	3	4	5
40. I want to set the educational goals and purpose of my school.	1	2	3	4	5
41. I want to devote my time and energy to reforming/restructuring my school.	1	2	3	4	5

PART II ORGANIZATIONAL PRIORITY

42. Please read each dimension, then number them 1,2,3,4 (#1 the highest and #4 the lowest) to show how important change in this area is to you.

(a)___ SPATIAL DIMENSION (flexible use of time schedules/ building space)
(b)___ OCCUPATIONAL DIMENSION (different staffing patterns/ more collegiality)
(c)___ HIERARCHICAL DIMENSION (decisions on hiring,evaluation,budget)
(d)___ FUNCTIONAL DIMENSION (redefined roles/divisions/ethos)

Part III PERSONAL PARTICIPATION PROFILE

	SD	D	N	A	SA
	1	2	3	4	5

43. I would be willing to commit time and energy to restructuring efforts aimed at the:

a. Spatial Dimension	1	2	3	4	5
b. Occupational Dimension	1	2	3	4	5
c. Hierarchical Dimension	1	2	3	4	5
d. Functional Dimension	1	2	3	4	5

44. I have additional commitments which prevent me from giving time and energy to restructuring issues beyond the school day. 1 2 3 4 5

45. I have the expertise to provide input in the: (please mark an X for all that apply)
(a)___ spatial dimension
(b)___ occupational dimension
(c)___ hierarchical dimension
(d)___ functional dimension
(e)___ none of the above

46. I would be willing to get additional training to provide input in the:
(please mark an x for all that apply)
(a)___ spatial dimension
(b)___ occupational dimension
(c)___ hierarhical dimensions
(d)___ functional dimensions
(e)___ none of the above

47. The situation that best describes my highest level of career fulfillment and satisfaction
(a)___ my current teaching assignment
(b)___ a different teaching assignment
(c)___ a support position(Counselor/Reading/Media)
(d)___ an administrative position
(e)___ a position in continuing/higher education
(f) ___ a position outside of education

(continued)

PART IV PERSONAL INFORMATION

48. Gender: _____ Male _____ Female

49. Age: _____

50. Your current level of education
    (a)___Bachelors degree
    (b)___Bachelors plus hours
    (c)___Masters degree
    (d)___Masters plus hours/Specialist degree
    (e)___Doctorate

51. Level at which you currently teach:
    (a)___Elementary/Pre-Primary
    (b)___Middle School/ Junior High
    (c)___High School
    (d)___Servicing students at more than 1 level

52. Years of teaching experience, including substitute teaching:
    (a)___ Less than 5 years
    (b)___ 5 through 10 years
    (c)___ 11 through 16 years
    (d)___ 17 through 21 years
    (e)___ 22 through 26 years
    (f) ___more than 26 years

Thank you so much for taking the time to complete this survey. Your cooperation is sincerely appreciated. The individual information that you have provided will be held in strict confidence. If you would like to receive a summary of the aggregated data, please indicate in the space provided below:

___ No Thank you.
___ Yes Please

Educator
_____ Street Address
_____ City, State Zip Code
_____

APPENDIX B

OVERHEAD PRESENTATION

AND TABLED RESULTS

AN ASSESSMENT OF SUPPORT BY MICHIGAN PUBLIC SCHOOL TEACHERS FOR STRUCTURAL CHANGES THAT MAY ACCOMPANY TEACHER EMPOWERMENT

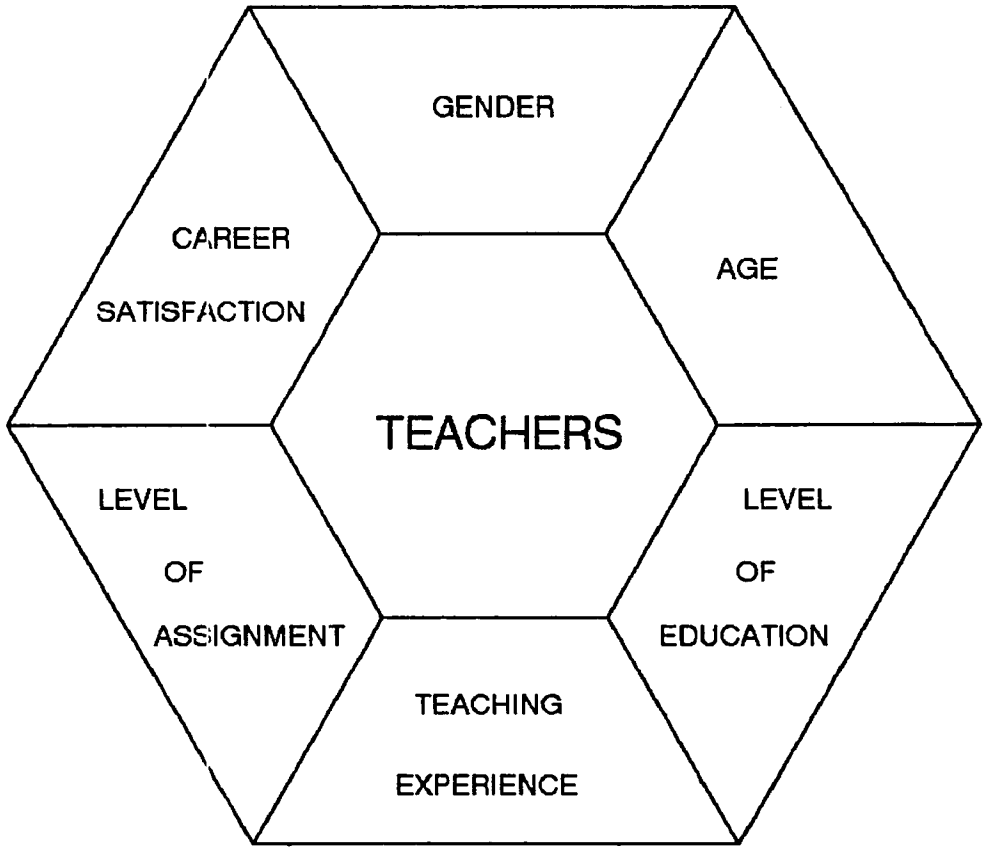
BY

ELAINE STANLEY MIDDLEKAUFF

APRIL 29, 1991

DIS1 DRW

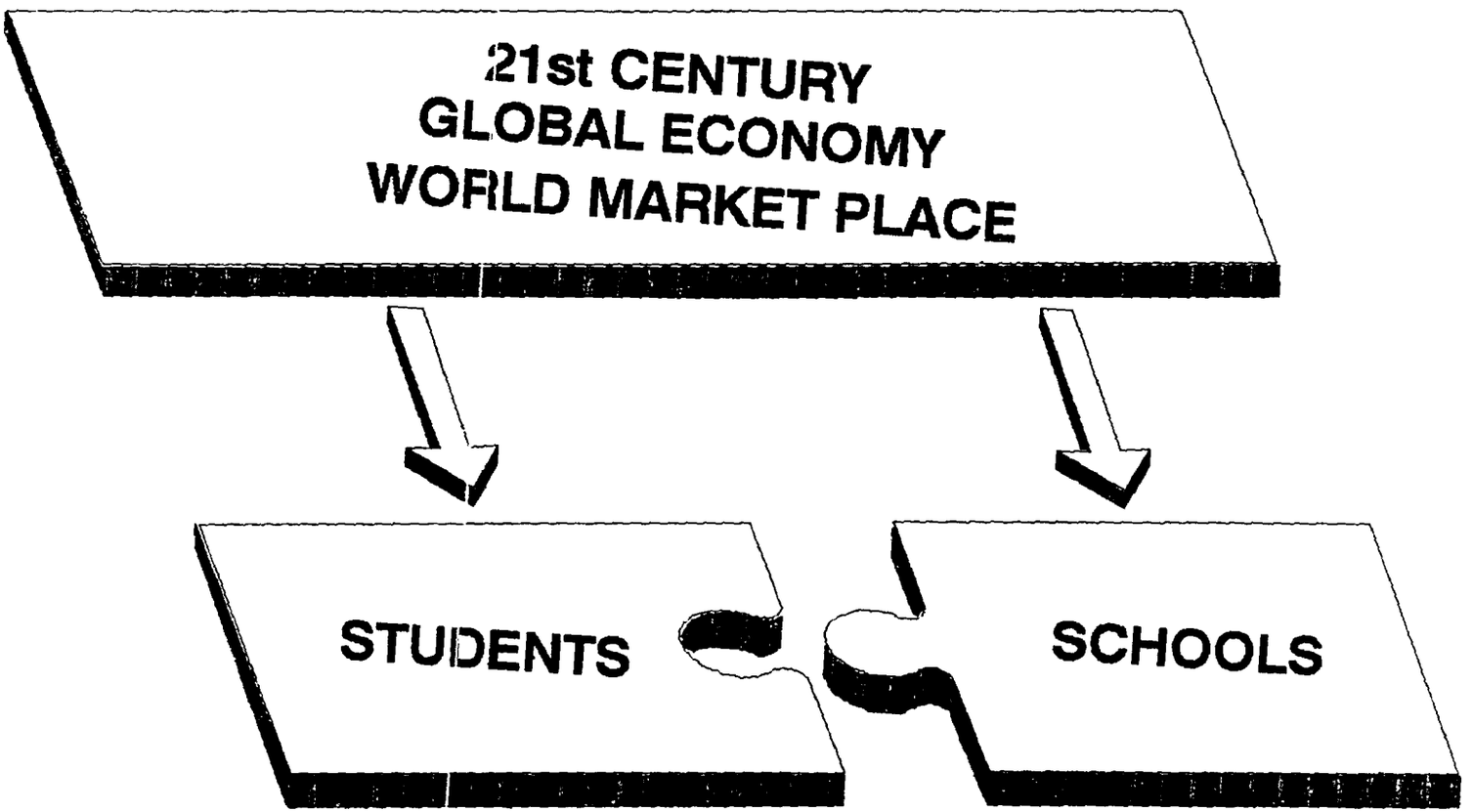
COLLECTIVE AGREEMENT



INDIVIDUAL COMMITMENT

DIS2 DRW

LOGIC OF THE REFORM



DIS3.DRW

EMPOWERMENT

BASED UPON 1986 CARNEGIE REPORT RECOMMENDATIONS

- TEACHERS MAKE OR INFLUENCE DECISIONS
  - INSTRUCTIONAL MATERIALS AND METHODS
  - STAFFING STRUCTURES
  - ORGANIZATION OF THE SCHOOL DAY
  - ASSIGNMENT OF STUDENTS
  - CONSULTANTS TO BE USED
  - ALLOCATION OF AVAILABLE RESOURCES

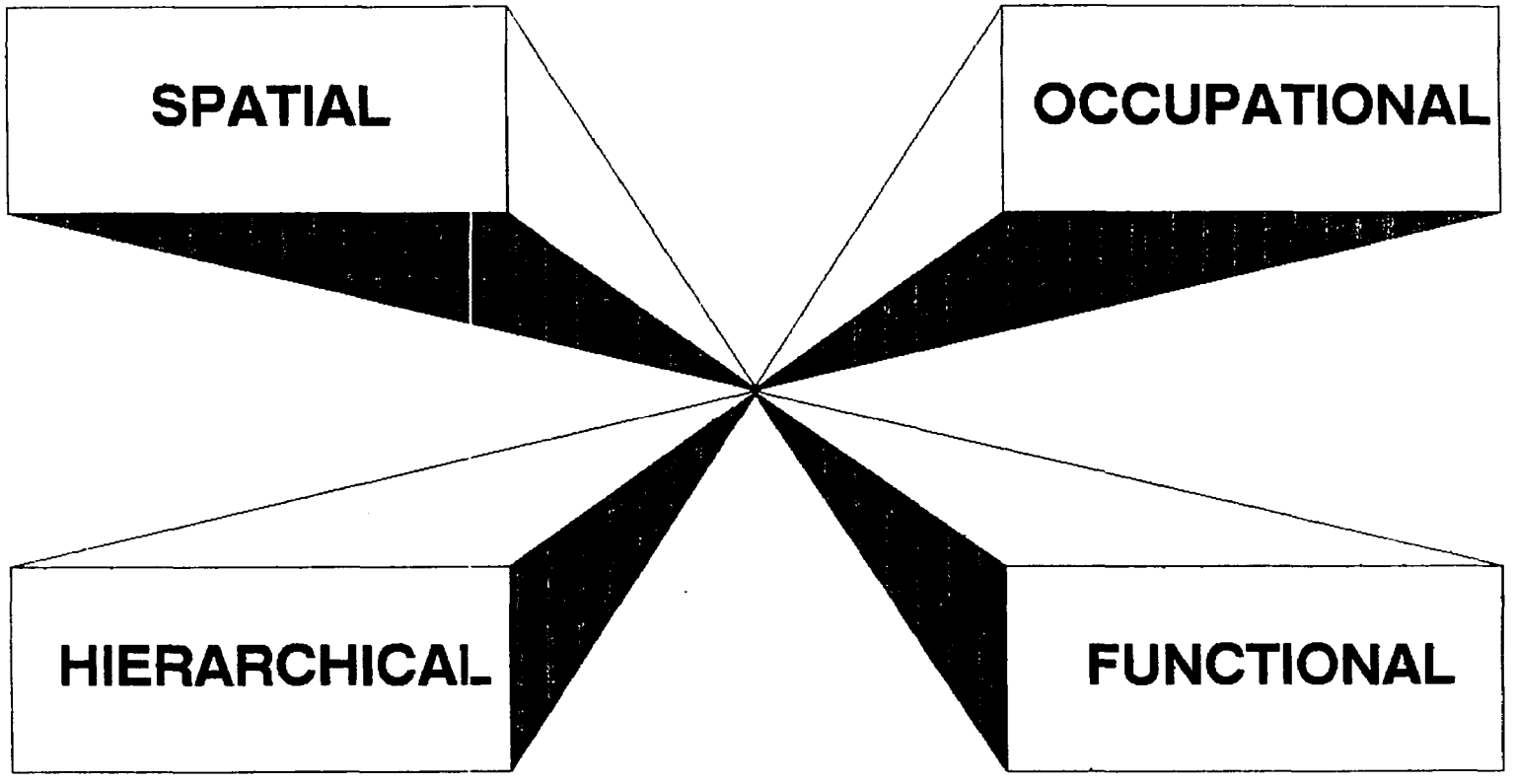
DIS4 DRW

EMPOWERMENT
MEANS RESTRUCTURING SCHOOLS

- HOLMES GROUP REPORT
  - "MAKING SCHOOLS BETTER PLACES FOR PRACTICING TEACHERS TO WORK AND LEARN."
- ANN LIEBERMAN'S BUILDING A PROFESSIONAL CULTURE IN SCHOOLS (1988) vii
  - "INVOLVED IN THAT RESTRUCTURING IS THE BUILDING OF A NEW SET OF RELATIONSHIPS BETWEEN AND AMONG ALL MEMBERS OF THE SCHOOL COMMUNITY INCLUDING THE ENLARGEMENT OF THE LEADERSHIP TEAM, NEW ROLES FOR TEACHERS AND ADMINISTRATORS, CHANGED ORGANIZATIONAL ARRANGEMENTS, AND EVEN A RETHINKING OF THE SUBSTANCE OF WHAT IS TO BE TAUGHT."

DIS5 DRW

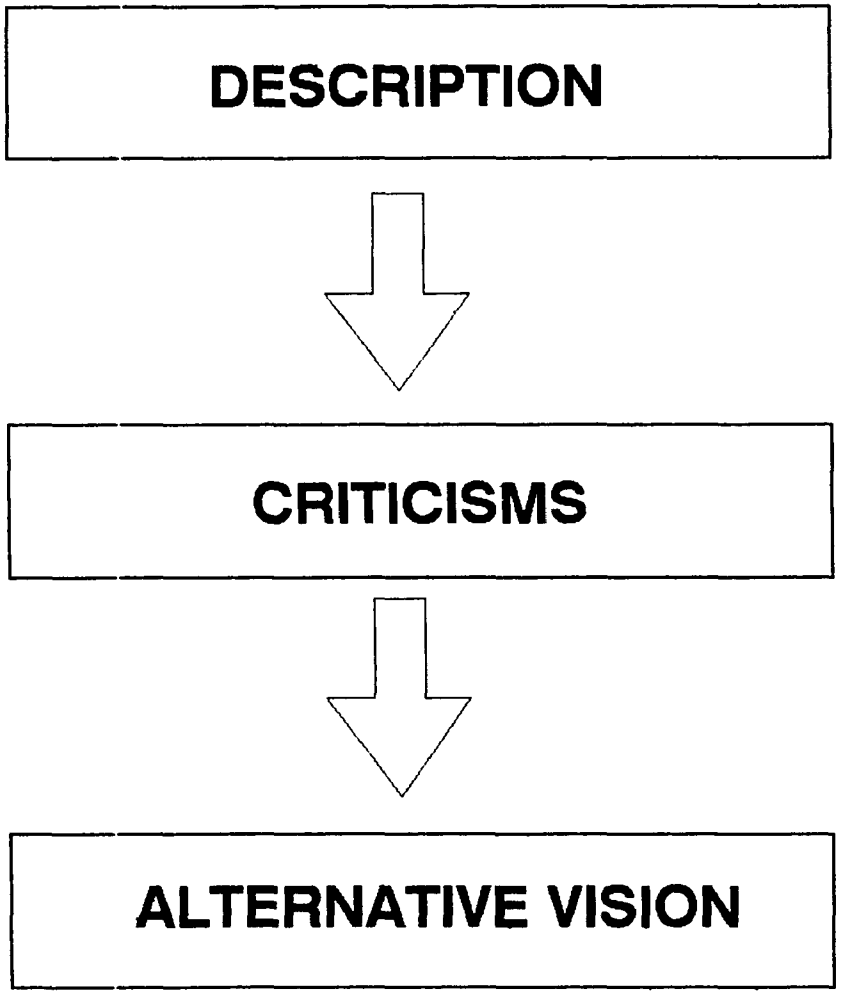
4 DIMENSIONS OF AN ORGANIZATION



PETER BLAU, RICHARD SCHOENHERR, THE STRUCTURE OF ORGANIZATIONS (1971)

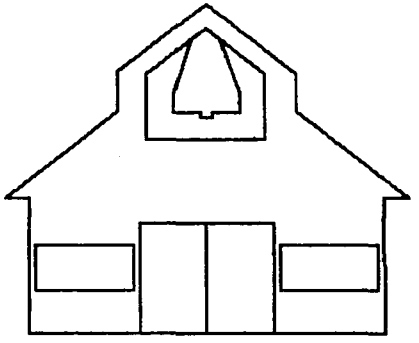
DIS6 DRW

DIMENSIONS



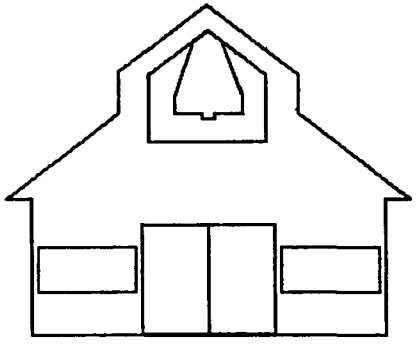
DIS7 DRW

SPATIAL DIMENSION

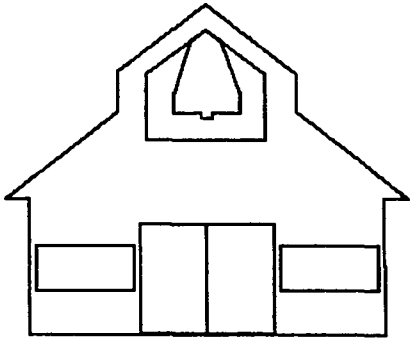


RECTANGULAR FORM

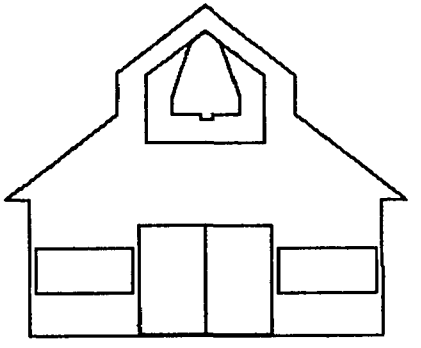
- CELLULAR STRUCTURE
- TIME PERIODS



ELEMENTARY



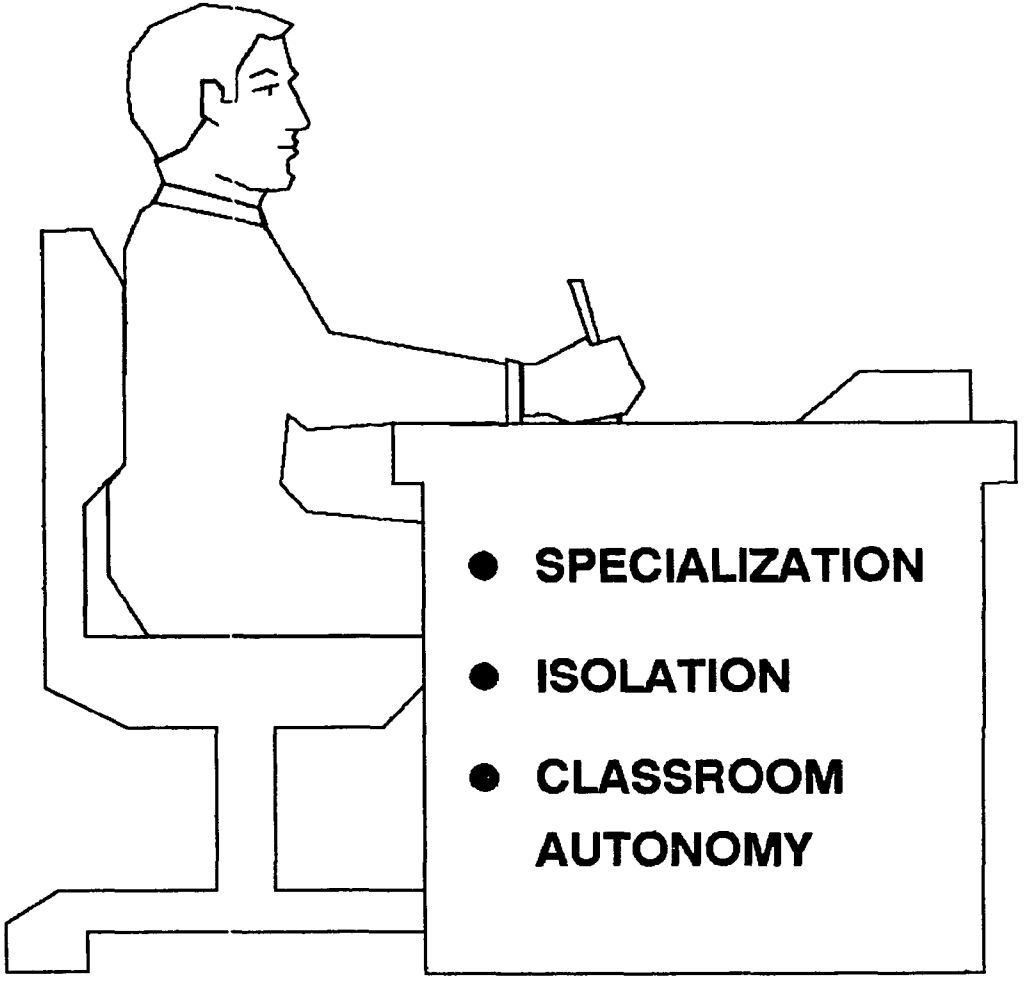
MIDDLE SCHOOL



HIGH SCHOOL

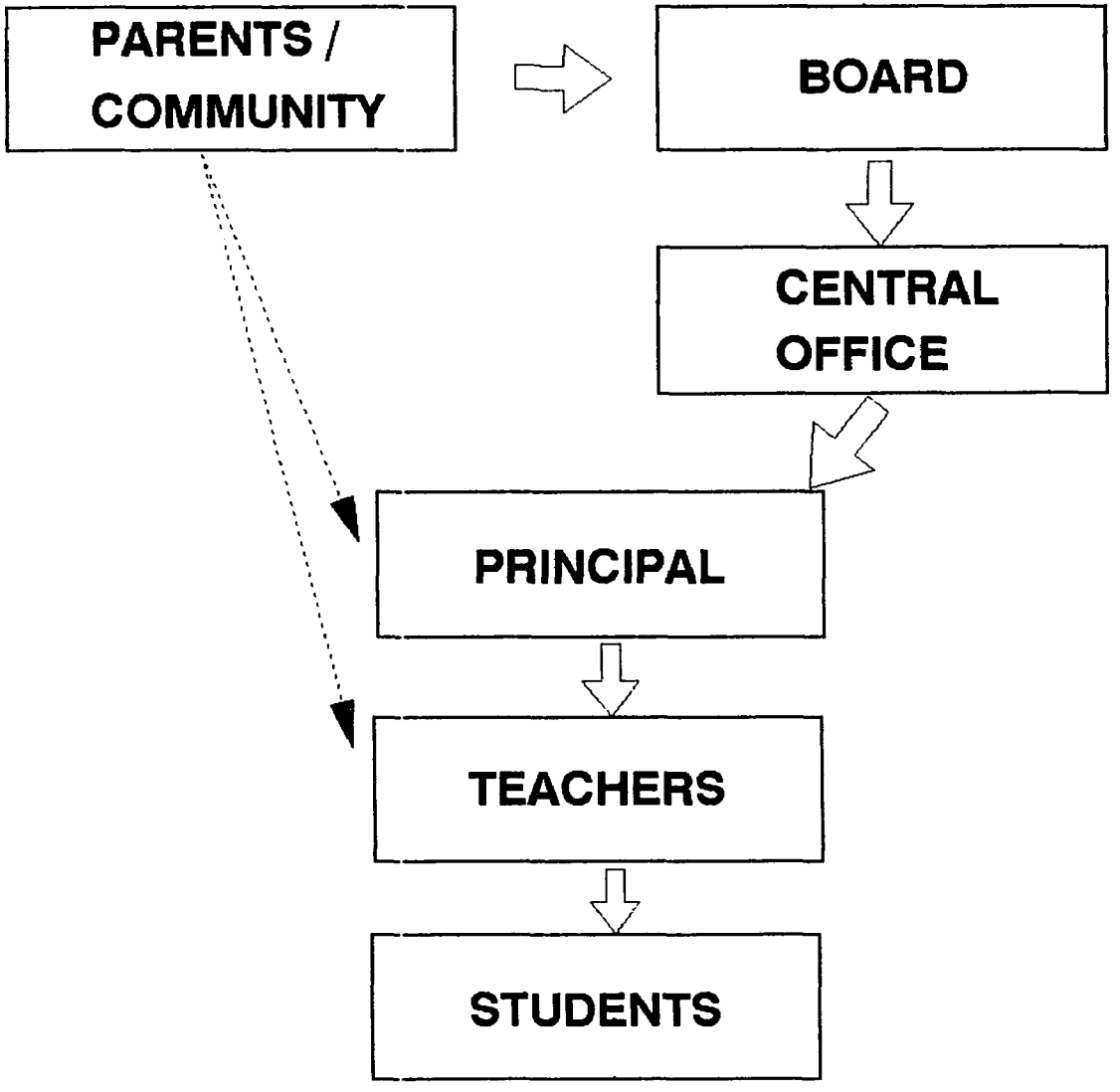
DIS8 DRW

OCCUPATIONAL



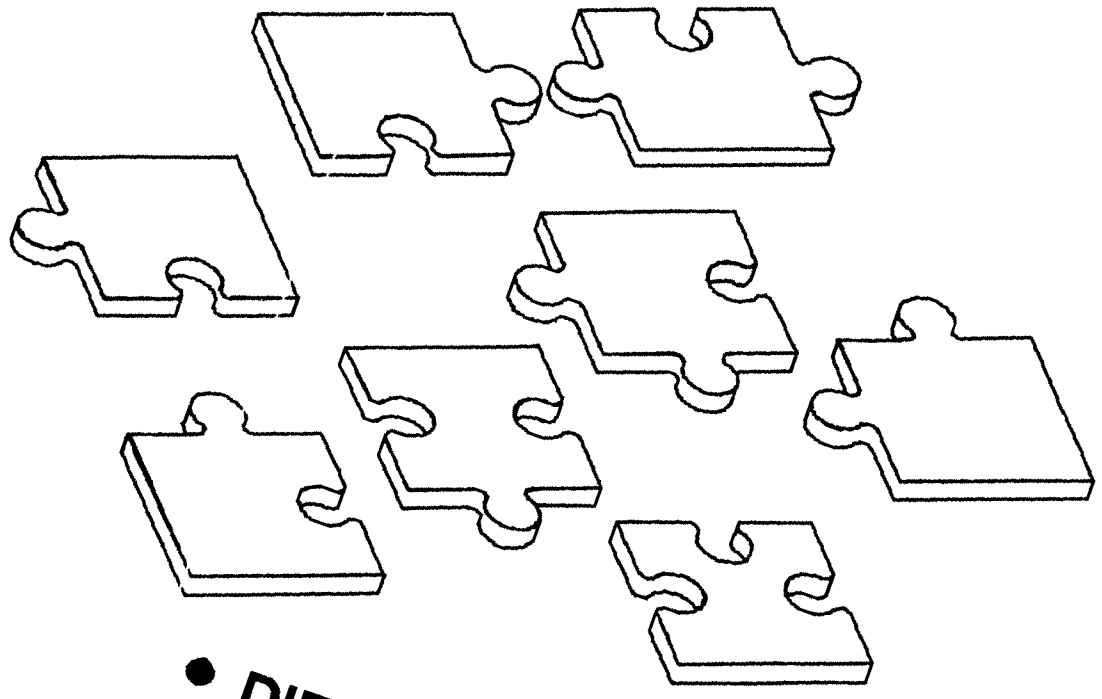
DIS9 DRW

HIERARCHICAL



DIS10

FUNCTIONAL



- DIFFERENTIATION
- SPECIALIZATION
- FRAGMENTATION

DIS11 DRW

ACCEPTANCE OF CHANGE

- **ACCEPTANCE OF AN ORDER OR COMMUNICATION IS BASED UPON:**
  - **AN UNDERSTANDING OF THE COMMUNICATION**
  - **A BELIEF THAT IT IS CONSISTENT WITH THE PURPOSE OR GOAL OF THE ORGANIZATION**
  - **A BELIEF THAT IT IS COMPATIBLE WITH YOUR OWN BEST INTERESTS**
  - **AN ABILITY (PHYSICALLY & MENTALLY) TO COMPLY**

DIS12DRW

CHESTER BARNARD, FUNCTIONS OF THE EXECUTIVE (1938)

PROFILE OF RESPONDENTS

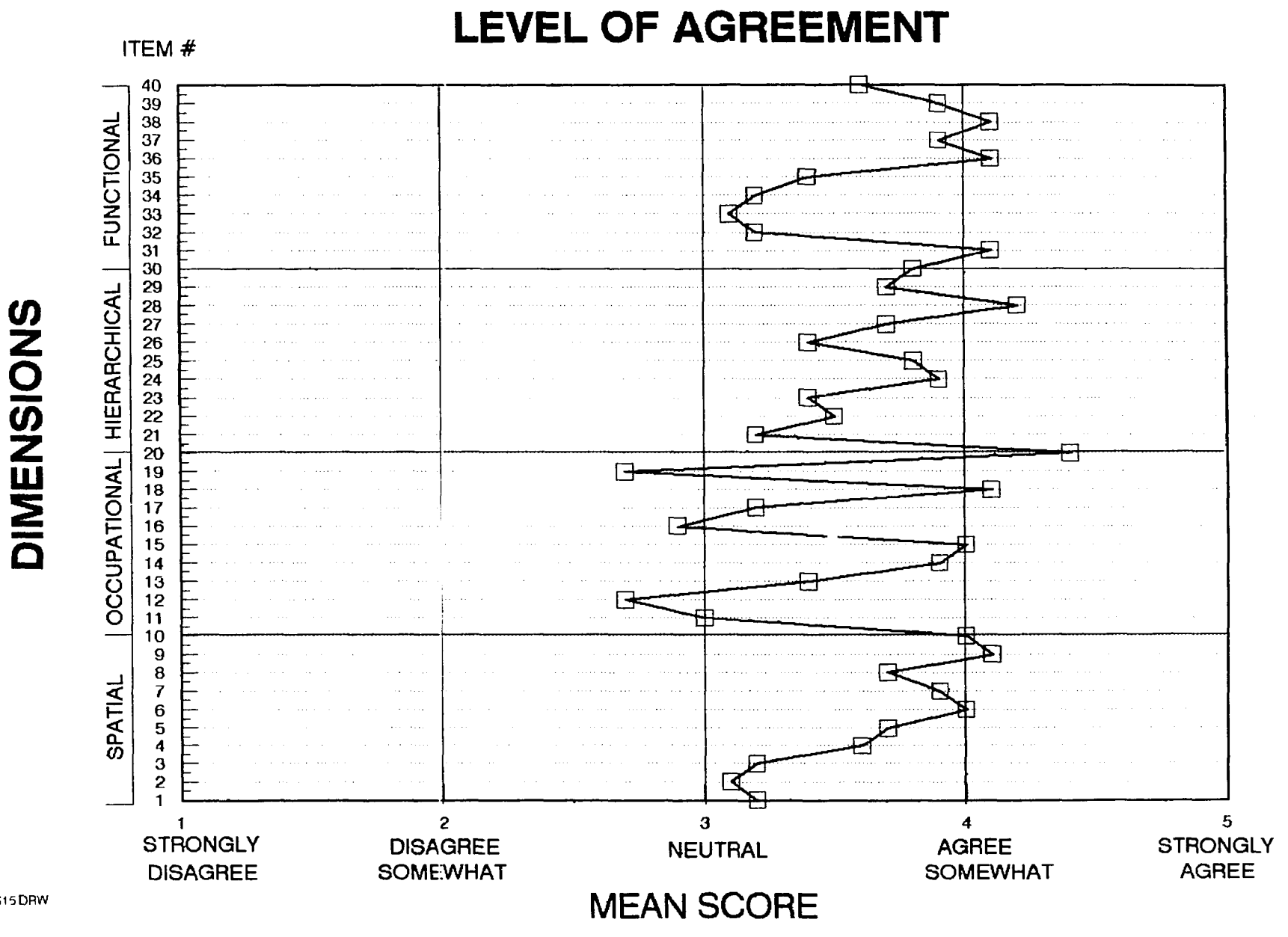
VARIABLE	GROUP	PERCENT
GENDER	FEMALE	70
	MALE	30
AGE	20-29	12
	30-39	18
	40-49	45
	50 +	25
DEGREE	BACHELORS	37
	MASTERS	35
	MASTERS PLUS	28
ASSIGNMENT	ELEMENTARY	39
	MIDDLE SCHOOL	21
	HIGH SCHOOL	33
	MULTI / OTHER	7

DIS13DRW

PROFILE OF RESPONDENTS

VARIABLE	GROUP	PERCENT
YR.TEACHING EXPER.	0-5	11
	6-10	12
	11-16	14
	17-21	24
	22-26	23
	27 +	16
CAREER SATISFACTION	CURRENT	54
	DIFFERENT TEACH	10
	SUPPORT	9
	ADMIN.	7
	CONT. HIGHER ED.	13
	OUTSIDE ED.	7

DIS14 DRW


LEVEL OF AGREEMENT
ITEM #
DIMENSIONS
FUNCTIONAL
HIERARCHICAL
OCCUPATIONAL
SPATIAL
40 39 38 37 36 35 34 33 32 31 30 29 28 27 26 25 24 23 22 21 20 19 18 17 16 15 14 13 12 11 10 9 8 7 6 5 4 3 2 1
1 STRONGLY DISAGREE
2 DISAGREE SOMEWHAT
3 NEUTRAL
4 AGREE SOMEWHAT
5 STRONGLY AGREE
MEAN SCORE

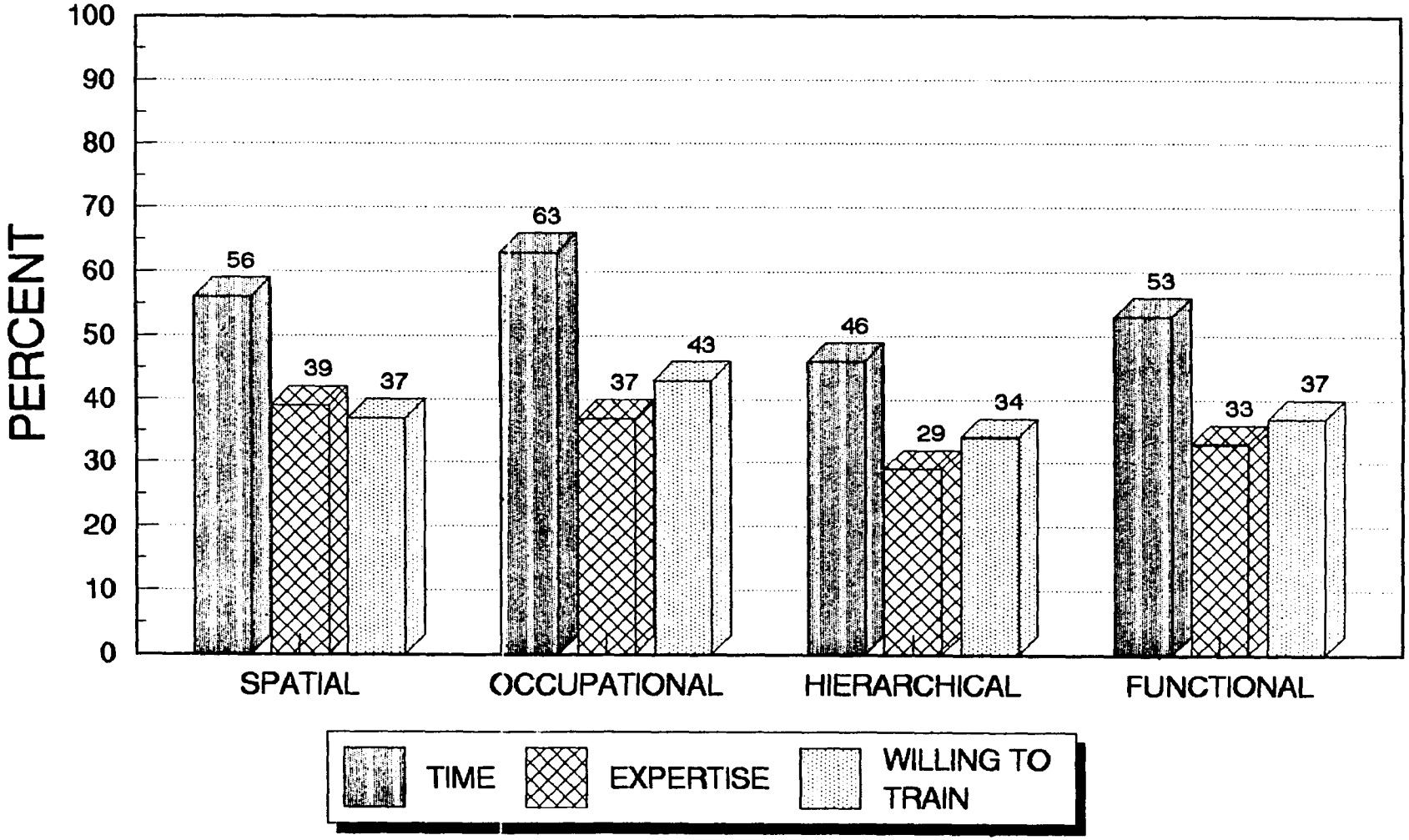
DIS15DRW

SIGNIFICANCE OF THE INDEPENDENT VARIABLES

	SPATIAL	OCCUPATIONAL	HIERARCHICAL	FUNCTIONAL
GENDER	**YES**	**YES**	**NO**	**YES**
AGE	**NO**	**YES**	**YES**	**YES**
LEVEL OF ED-DEGREE	**NO**	**NO**	**NO**	**NO**
LEVEL OF ASSIGNMENT	**YES**	**YES**	**YES**	**NO**
YRS OF TEACH EXPER.	**YES**	**NO**	**NO**	**YES**
CAREER SATISFACTION	**NO**	**NO**	**NO**	**YES**

DIS16.DRW

TEACHERS' INDIVIDUAL COMMITMENT TO RESTRUCTURING EFFORTS



DIS17 DRW

SURVEY CONCLUSIONS

MAJOR FINDINGS

- MODERATE LEVEL OF COLLECTIVE SUPPORT EXISTS FOR SPATIAL, HIERARCHICAL & FUNCTIONAL DIMENSIONS
- TEACHERS EXPRESSED LESS AGREEMENT WITH PROPOSED CHANGES IN THE OCCUPATIONAL DIMENSION ESPECIALLY THOSE ITEMS LINKED TO TEACHER TESTING AND NATIONAL CERTIFICATION
- THE PRIORITY FOR CHANGE IS OCCUPATIONAL, SPATIAL, FUNCTIONAL, HIERARCHICAL DIMENSIONS
- APPROXIMATELY 50% OF TEACHERS INDICATE A WILLINGNESS TO COMMIT TIME AND ENERGY TO RESTRUCTING EFFORTS
- LESS THAN 40% OF TEACHERS RATED THEMSELVES AS HAVING EXPERTISE, LESS THAN 45% INDICATED A WILLINGNESS TO RECEIVE ADDITIONAL TRAINING TO GAIN EXPERTISE

DIS19DRW

WHY THE REFORM DOESN'T WORK
TWO DIFFERENT PERSPECTIVES
TWO DIFFERENT STORIES

- REFORMERS
  - GLOBAL PERSPECTIVE
  - FUTURISTIC PLANNING
  - POLICY POINT OF VIEW
  - UNIVERSITY PUBLISHING CONNECTION
- TEACHERS
  - LOCAL PERSPECTIVE
  - CONCERN FOR IMMEDIACY
  - INDIVIDUALISTIC POINT OF VIEW
  - HOLD REFORMS, WRITINGS SUSPECT

APPENDIX C

LETTERS OF CORRESPONDENCE

MICHIGAN STATE UNIVERSITY

COLLEGE OF EDUCATION • DEPARTMENT OF TEACHER EDUCATION EAST LANSING • MICHIGAN • 48824-1034

January 1991

Dear Dr. X,

I am requesting your permission to invite all the teachers in (district)to respond to a short survey. The topic is school structural changes related to teacher empowerment. This survey is useful because it focuses on the level of support Michigan public school teachers may have for these reforms. I developed the questionnaire under the guidance of Dr. Philip Cusick for my dissertation and have University approval. It was piloted in schools in Brighton, Holly, Olivet and Livonia.

Your school district was selected by Prizm Cluster of 100 Michigan School Districts to be one of four asked to participate in the final study. The size of your district enables me to invite total voluntary rather than selective participation.

The survey takes approximately 15-20 minutes to complete. The time frame for distribution is January-February, working within your district calendar. The surveys and stamped return envelope would be mailed to building principals for distribution through staff mailboxes and with a completed survey return time of 10 days.

All individual responses would be treated as confidential and the study would not reflect the practices of your district specifically. To your benefit, the results of the data for your district would be extrapolated and returned for district use in assessing and developing your own reform goals.

I am asking that you look over the enclosed survey sample. Should you have any questions or seek further clarification, please feel free to contact me during the day at my home (313) 643-0331 or leave a message at my office (517)355-1713. I am hoping to receive your answer in the next week so that we can set up a convenient schedule for survey distribution. Thank you very much for your consideration of my request and cooperation.

Sincerely,

Elaine Middlekauff
Field Instructor
301 Erickson
(517)355-1713

1930 Sparrow Ct.
Troy, Michigan 48084
(313) 643-0331

MICHIGAN STATE UNIVERSITY

COLLEGE OF EDUCATION • DEPARTMENT OF TEACHER EDUCATION

EAST LANSING • MICHIGAN • 48824-1034

January 1991

Mr X
Assistant Superintendent
School District
X.
Michigan

Dear Mr.X,

I am requesting permission to allow (district) teachers to participate in a survey on school reform. The study measures the level of support by Michigan public school teachers for structural changes that may accompany teacher empowerment. The pilot study used participating schools in Brighton, Holly, Livonia and Olivet. Your district will be one of four districts invited to respond to the survey.

The survey will be conducted in January-February time frame, requiring approximately 20-30 minutes to complete. Surveys will be mailed to each building for distribution along with a stamped return envelope. Time frame suggested for the return is one week to 10 days.

Attached is a copy of the survey, as it would be distributed to your staff. The cover letter offers teachers an option to receive the survey results. A copy of the complete survey results will also be forwarded to your office.

The benefit to your district is a measure of the level of support teachers have for possible changes associated with teacher empowerment, from which you can develop district plans and strategies.

The study fulfills my requirement for a doctorate in school administration and is under the guidance of Dr. Philip Cusick, Michigan State University. I appreciate your support and cooperation in allowing your staff members to participate.

Should you have any questions or seek further clarification, please feel free to telephone me at my home (313) 643-003 or leave a message at my office (517)355-1713

Thank you.

Elaine S. Middlekauff
Field Instructor
310 Erickson
Michigan State 48824-1034

Home: 1930 Sparrow Ct.
Troy, Mi. 48084

MICHIGAN STATE UNIVERSITY

COLLEGE OF EDUCATION • DEPARTMENT OF TEACHER EDUCATION

EAST LANSING • MICHIGAN • 48824-1034

January 1991

Dear Building Administrator,

I am on staff at MSU College of Education, and am working on a study that measures the level of teacher support for structural changes proposed in major reform reports. The study is being done for a dissertation, under the direction of Dr. Philip Cusick and has University approval. Pilot studies were done in schools in Brighton, Holly, Olivet and Livonia School Districts.

Your central office administration has approved your district as one of four across the state participating in the final study. It has approved the delivery of these surveys to the teachers in your building. The entire certified teaching staff is invited to respond to the survey, but participation is voluntary. I realize that not all teachers will answer the survey, but a high return rate would give a more accurate assessment of teacher attitudes.

Because of your cooperation and participation in this study, your district will receive both the complete study results and the extrapolated results relating specifically to your district. These district results would be helpful in assessing and establishing your own goals.

The time frame for this survey is 2 weeks. Enclosed in this packet are surveys to be distributed to your certified teaching staff through their mailboxes as soon as possible. Each survey has an attached cover letter that gives teachers the needed directions. Extra copies are enclosed should they be needed. The survey takes approximately 15-20 minutes to complete.

I have asked each teacher to return the completed survey within 10 working days to the return envelope located in the school office. I will pick up the surveys from the office in approximately 2 weeks and leave a stamped addressed envelope so that any late returns can be included.

I appreciate your cooperation in distributing and collecting these surveys. Should you have any questions please feel free to call me at home (313) 643-0331 or leave a message at my office (517) 355-1713.

Thank you very much.

Elaine Middlekauff

Elaine Middlekauff
Field Instructor

MICHIGAN STATE UNIVERSITY

COLLEGE OF EDUCATION • DEPARTMENT OF TEACHER EDUCATION EAST LANSING • MICHIGAN • 48824-1034

January 1991

Dear (District)Teacher,

You are being invited to respond to this survey. School reform suggests a variety of changes in school structure, many of which directly affect you and your teaching environment. I am interested in your opinions! My study will measure your level of support, both as a professional group and as individuals, for changes in school structure that may accompany teacher empowerment.

All (district) teachers are welcome to participate. The questionnaire will take approximately 15-20 minutes to complete. The individual answers you give will be treated as confidential. Please return your completed survey before February 13 to the collection folder located in the school office. Should you have any questions or seek further clarification of this study, please feel free to telephone my office (517)355-1713 and leave a message.

Thank you very much for taking the time to share your views. Your cooperation is sincerely appreciated.

Elaine Middlekauff
Field Instructor

If you wou like to receive a summary of the aggreated data, there is a space provided at the end of the survey for you to fill in your mailing address.

MICHIGAN STATE UNIVERSITY

COLLEGE OF EDUCATION • DEPARTMENT OF TEACHER EDUCATION EAST LANSING • MICHIGAN • 48824-1034

January 1991

Dear Teacher,

Will you take a few moments to complete this survey? It deals with teachers' perceptions about school change and restructuring. The premise is that everyone has ideas about school change, but not everyone has asked for teachers' opinions. I am doing just that!

You are being invited to express your opinion in this survey. School reform suggests a variety of changes in school structure, many of which directly affect you and your teaching environment. My study will measure your level of support, both as a professional group and as individuals, for changes in school structure that may accompany teacher empowerment.

The questionnaire will take approximately 15-20 minutes to complete. The individual answers you give will be treated as confidential. Please mail your completed survey in the addressed and stampled envelope provided. Should you have any questions or seek further clarification of this study, please feel free to telephone my office (517) 355-1713 and leave a message.

Thank you very much for taking the time to complete and return this survey. Your cooperation is sincerely appreciated.

Elaine Middlekauff
Field Instructor

If you would like to receive a summary of the aggregated data, there is a space provided at the end of the survey for you to fill in your mailing address.

MICHIGAN STATE UNIVERSITY

COLLEGE OF EDUCATION • DEPARTMENT OF TEACHER EDUCATION EAST LANSING • MICHIGAN • 48824-1034

March 1991

Dear Michigan Public School Teacher,

Will you take a few moments to complete this survey? It deals with teachers' perceptions about school change and restructuring. The premise is that everyone has ideas about school change, but not everyone has asked for teachers' opinions. I am doing just that!

You are being invited to express your opinion in this survey. School reform suggests a variety of changes in school structure, many of which directly affect you and your teaching environment. My study will measure your level of support, both as a professional group and as individuals, for changes in school structure that may accompany teacher empowerment.

The questionnaire will take approximately 15-20 minutes to complete. The individual answers you give will be treated as confidential. Please mail your completed survey in the addressed and stampled envelope provided. Should you have any questions or seek further clarification of this study, please feel free to telephone my office (517) 355-1713 and leave a message.

Thank you very much for taking the time to complete and return this survey. Your cooperation is sincerely appreciated.

Elaine Middlekauff
Field Instructor

If you would like to receive a summary of the aggregated data, there is a space provided at the end of the survey for you to fill in your mailing address.

APPENDIX D

SURVEY DRAFTS

Dear Educator,

I am interested in your attitudes, values and beliefs about the current school structure and possible changes.

School organization is divided into four areas: spatial, occupational, hierarchical and functional. For each topic, please read each statement and circle the response that indicates whether you:

(1) Strongly Disagree
(2) Disagree Somewhat
(3) Neither Agree Nor Disagree
(4) Agree Somewhat
(5) Strongly Agree

PART I STRUCTURAL FACTORS

SPATIAL DIMENSION	SD 1	D 2	N 3	A 4	SA 5
1 School buildings are designed to separate people by function.	1	2	3	4	5
2. Each classroom in my school works as an independent unit.	1	2	3	4	5
3. Schools can accurately be described as eggcrate structures.	1	2	3	4	5
4. My teaching day is scheduled and organized by administrators.	1	2	3	4	5
5. Teaching and learning are scheduled and limited by time blocks (periods).	1	2	3	4	5
6. Flexible scheduling of time units would improve student learning.	1	2	3	4	5
7. Classrooms that vary in size and number of students would improve learning.	1	2	3	4	5
8. Flexible scheduling would enable me to plan cooperatively with other teachers.	1	2	3	4	5
9. Flexible scheduling would help teachers have more control over their day.	1	2	3	4	5
10. Different use of building space would benefit teachers.	1	2	3	4	5
OCCUPATIONAL DIMENSION					
11. Privacy means no unsolicited advice/help is offered to another teacher.	1	2	3	4	5
12. I identify more with my students than with the other staff members in my building.	1	2	3	4	5
13. As a teacher I experience little status, or respect from society.	1	2	3	4	5
14. I feel isolated when I teach and have little contact with other teachers.	1	2	3	4	5
15. Improving teacher status, respect and autonomy would improve student learning.	1	2	3	4	5

(1) Strongly Disagree
(2) Disagree Somewhat
(3) Neither Disagree Nor Agree
(4) Agree Somewhat
(5) Strongly Agree

16. Differentiated staffing would improve student learning.	1	2	3	4	5
17. Differentiated staffing that allow teachers to have different responsiblities related to their training and certification would help teachers.	1	2	3	4	5
18. Teachers would benefit by more collegiality and shared efforts.	1	2	3	4	5

HIERARCHICAL DIMENSION

19. Policies are made at central office by administrators, removed from where students learn.	1	2	3	4	5
20. Teachers have little input in setting building policy.	1	2	3	4	5
21. Teachers have meaningful input in decisions about instructional matters.	1	2	3	4	5
22. District decisions do not match building needs.	1	2	3	4	5
23. Building administrators control which decisions teachers can make.	1	2	3	4	5
24. Committees of teachers should have a major voice in the day to day operation of the schools.	1	2	3	4	5
25. Policies made by committees of teachers would improve student learning.	1	2	3	4	5
26. Staffing and budget decisions made by teachers would improve student learning.	1	2	3	4	5
27. It would benefit teachers to make policy and budget decisions.	1	2	3	4	5
28. It would benefit teachers to make staffing decisions and teacher evaluations.	1	2	3	4	5

FUNCTIONAL DIMENSION

29. Schools are complex, specialized, bureaucratic organizations.	1	2	3	4	5
30. Schools function to meet the varying needs of students through curriculums that emphasize the individual.	1	2	3	4	5
31. Schools survive through differentiation, specialization and fragmentation of the curriculum.	1	2	3	4	5
32. Administrators serve as buffers so that teachers can teach with minimal distraction.	1	2	3	4	5

(1) Strongly Disagree
(2) Disagree Somewhat
(3) Neither Disagree Nor Agree
(4) Agree Somewhat
(5) Strongly Agree

33. There is an absence of consensus among teachers on what and how to teach, as well as how to relate to students and other staff members.	1	2	3	4	5
34. Student learning would improve if schools were decentralized and made less bureaucratic.	1	2	3	4	5
35. Building loyalty to an individual school would improve student learning.	1	2	3	4	5
36. Teachers would benefit by defining the purpose of their individual school.	1	2	3	4	5
37. Teachers would benefit by sharing responsibility for students.	1	2	3	4	5
38. Teachers would benefit by establishing the standards of behavior.	1	2	3	4	5

PART II ORGANIZATIONAL PRIORITY

39. Please read each dimension, then number them 1-4 (#1 the highest and #4 the lowest) to show how important change in this area is to you

(a) ___ **SPATIAL DIMENSION**
(flexible use of time schedules/ building space)
(b) ___ **OCCUPATIONAL DIMENSION**
(differentiated staffing/ more collegiality)
(c) ___ **HIERARCHICAL DIMENSION**
(decisions on hiring,evaluation,budget)
(d) ___ **FUNCTIONAL DIMENSION**
(redefined roles/divisions/ethos)

PART III PERSONAL OPINIONS

Please read the following statements, and respond to each to show that you:

(1) Strongly Disagree
(2) Disagree Somewhat
(3) Neither Disagree Nor Agree
(4) Agree Somewhat
(5) Strongly Agree

40. I want to decide how the school day is scheduled and organized in my building.	1	2	3	4	5
41. I want to decide how my building space is assigned and used.	1	2	3	4	5

(1) Strongly Disagree
(2) Disagree Somewhat
(3) Neither Disagree Nor Agree
(4) Agree Somewhat
(5) Strongly Agree

42. I want to increase my status, responsibilities, and salary through teacher testing and national certification.	1	2	3	4	5
43. I want to share ideas and plan my teaching with other teachers to improve my effectiveness.	1	2	3	4	5
44. I want to make the decisions about my own use of inservices and need for professional growth	1	2	3	4	5
45. I would to be involved in the non instructional, (day to day operations) decisions related to my school.	1	2	3	4	5
46. I want to help make staffing decisions.	1	2	3	4	5
47. I want to help make building policy and budget decisions.	1	2	3	4	5
48. I want to be involved in the evaluations of my fellow teachers and I want their input in my evaluation.	1	2	3	4	5
49. I want to set the educational goals and purpose of my school.	1	2	3	4	5
50. I want to devote my time and energy to restructuring my school.	1	2	3	4	5
51. I see restructuring as part of the pendulum swing in school reforms.	1	2	3	4	5
52. There is not enough momentum to sustain this school reform movement.	1	2	3	4	5
53. Small efforts will not bring great improvement in student skills.	1	2	3	4	5
54. The school organization must be changed entirely to improve student learning.	1	2	3	4	5
55. The students in my district are already high achievers.	1	2	3	4	5
56. Students in my district are already motivated learners.	1	2	3	4	5
57. My efforts to improve student skills are rewarded.	1	2	3	4	5

Part IV PERSONAL PARTICIPATION PROFILE

58. I would be willing to commit time and energy to restructuring efforts aimed at the:

	SD		Neither D/A		SA
a. Spatial Dimension	1	2	3	4	5
b. Occupational Dimension	1	2	3	4	5
c. Hierarchical Dimension	1	2	3	4	5
d. Functional Dimension	1	2	3	4	5

59. This time commitment could occur
(please number your preferences 1-5, #1 highest)

a. ___ before the start of the school day
b. ___ during the school day (free periods)
c. ___ during the school day-release time
d ___ after the school day ends
e. ___ during school holidays, breaks, vacations

60. I have additional commitments which prevent me from giving time and energy to restructuring issues beyond the school day.

Strongly Disagree		Neither D/A		Strongly Agree
1	2	3	4	5

61. My commitments include: (please check all that apply)

(a) ____ my children and their activities
(b) ____ other family members (parents, etc)
(c) ____ work schedule of spouse
(d) ____ paid school positions (coaching,etc.,).
(e) ____ additional job
(f) ____ college classes
(g) ____ community/religious activities
(h) ____ hobby
(i) ____ other Please specify _____

62. I have the expertise to provide input in the:
(please check all that apply)

(a) _____spatial dimension
(b) _____occupational dimension
(c) _____hierarchical dimension
(d) _____functional dimension
(e) _____none of the above

63. I would be willing to get additional training to provide input in the: (please check all that apply)

(a) _____spatial dimension
(b) _____occupational dimension
(c) _____hierarhical dimensions
(d) _____functional dimensions
(e) _____none of the above

64. How many committee memberships (average number) do you have per school year at the building level:

(a) ____ None
(b) ____ 1-2
(c) ____ 3-4
(d) ____ More than 4

65. How many committee memberships (average number) do you have per school year at the district level:

(a) ____ None
(b) ____ 1-2
(c) ____ 3-4
(d) ____ More than 4

66. In my experience, teachers serving on building and/or district committees most often: (select 1)

(a) ____ make the decisions
(b) ____ make recommendations to decision makers
(c) ____ provide information to decision makers
(d) ____ are tolerated/ignored by decision makers

67. The situation that best describes my highest level of career fulfillment and satisfaction

(a)____ my current teaching assignment
(b)____ a different teaching assignment
(c)____ a support position(Counselor/Reading/Media)
(d)____ an administrative position
(e)____ a position in continuing/higher education
(f)____ a position outside of education

PART V PERSONAL INFORMATION

68. Gender _____ Male _____ Female

69. Age ____

70. Your current level of education

(a) _____ Bachelors degree
(b) _____ Bachelors plus hours
(c) _____ Masters degree
(d) _____ Masters plus hours/Specialist degree
(e) _____ Doctorate

71. Level at which you currently teach

(a) _____ Elementary/Pre-Primary
(b) _____ Middle School/ Junior High
(c) _____ High School
(d) _____ Servicing students at more than 1 level

72. Years of teaching experience at your current assignment

(a) ____ Less than 5 years
(b) ____ 5 through 10 years
(c) ____ 11 through 16 years
(d) ____ 17 through 21 years
(e) ____ 22 through 26 years
(f) ____ more than 26 years

73. Total years of teaching experience, including substituting

(a) ____ Less than 5 years
(b) ____ 5 through 10 years
(c) ____ 11 through 16 years
(d) ____ 17 through 21 years
(e) ____ 22 through 26 years
(f) ____ more than 26 years

OPEN ENDED QUESTIONS

74. After thinking about the reform and restructuring efforts suggested, which do you personally think would be the hardest to accomplish and why?

75. How much do you believe teacher professionalism relates to improved student learning?

MICHIGAN STATE UNIVERSITY

COLLEGE OF EDUCATION • DEPARTMENT OF TEACHER EDUCATION EAST LANSING • MICHIGAN • 48824-1034

January 1991

Dear Educator,

You are being invited to respond to this survey as a pilot study. School reform suggests a variety of changes in school structure, many of which directly affect you and your teaching environment. My study will measure your level of support, both as a professional group and as individuals, for changes in school structure that may accompany teacher empowerment.

The questionnaire will take approximately 20-30 minutes to complete. The individual answers you give will be treated as confidential. Please return your completed survey to the collection folder located in the school office. Should you have any questions or seek further clarification of this study, please feel free to telephone my office (517)355-1713 and leave a message.

Thank you very much for taking the time to complete and return this survey. Your cooperation is sincerely appreciated.

Elaine Middlekauff

Elaine Middlekauff
Field Instructor

If you would like to receive a summary of the aggregated data, please indicate in the space provided below:

___ No Thank you.
___ Yes Please

Educator
_____Street Address
_____City, State Zip Code

Dear Educator,

I am interested in your attitudes, values and beliefs about the current school structure and possible changes.

School organization is divided into four areas: spatial, occupational, hierarchical and functional. For each topic, please read each statement and circle the response that indicates whether you:

(1) **Strongly Disagree**
(2) **Disagree Somewhat**
(3) **Neither Agree Nor Disagree**
(4) **Agree Somewhat**
(5) **Strongly Agree**

PART I STRUCTURAL FACTORS

SPATIAL DIMENSION	SD 1	D 2	N 3	A 4	SA 5
1. School buildings are designed to separate people.	1	2	3	4	5
2. My teaching day is scheduled and organized by administrators.	1	2	3	4	5
3. Each classroom in my school works as an independent unit.	1	2	3	4	5.
4. Teaching and learning are scheduled and limited by time periods.	1	2	3	4	5
5. Student learning would improve with flexible scheduling of time units.	1	2	3	4	5
6. Varying the size of the classes and rooms would improve student learning.	1	2	3	4	5
7. Flexible scheduling would enable me to plan cooperatively with other teachers.	1	2	3	4	5
8. Flexible scheduling of time and room assignment would benefit teachers.	1	2	3	4	5
9. I want to give input on how the school day is scheduled and organized.	1	2	3	4	5
10. I want to give input on how the building space is assigned and used.	1	2	3	4	5
OCCUPATIONAL DIMENSION					
11. I feel isolated when I teach and have little contact with other teachers.	1	2	3	4	5
12. I identify more with my students than with the other staff members in my building.	1	2	3	4	5
13. Teachers experience little status, or respect from society.	1	2	3	4	5
14. Teaching excellence is not adequately recognized nor rewarded.	1	2	3	4	5
15. Improving teacher status, respect and autonomy would improve student learning.	1	2	3	4	5

(1) Strongly Disagree (3) Neither Disagree/Agree (5) Strongly Agree

16. Teachers with national certification and different levels of teaching responsibilities would improve student learning.	1	2	3	4	5
17. It would benefit teachers to have different levels of teaching responsibilities and types of staffing patterns.	1	2	3	4	5
18. Teachers would benefit by more collegiality and shared efforts.	1	2	3	4	5
19. I want to increase my status, responsibilities, and salary through teacher testing and national certification.	1	2	3	4	5
20. I want to make decisions about my own professional growth and use of inservices	1	2	3	4	5

HIERARCHICAL DIMENSION

21. Teachers have meaningful input only in decisions about instructional matters.	1	2	3	4	5
22. District decisions do not match building needs.	1	2	3	4	5
23. Building administrators control which decisions teachers can make.	1	2	3	4	5
24. Committees of teachers should have a major voice in the day to day operation of the schools.	1	2	3	4	5
25. Building policies made by committees of teachers would improve student learning.	1	2	3	4	5
26. Student learning would improve if teachers made budget and staff decisions.	1	2	3	4	5
27. Teachers would benefit by making policy and budget decisions.	1	2	3	4	5
28. Teachers'insight is important in staffing decisions and teacher evaluations.	1	2	3	4	5
29. I want to give input on policy and budget decisions.	1	2	3	4	5
30. I want to be involved in staff selection, evaluation and I want teacher input in my own evaluation.	1	2	3	4	5

FUNCTIONAL DIMENSION

31. Schools are complex and highly specialized organizations.	1	2	3	4	5
32. Schools meet the varying needs of students through curriculums that emphasize the individual.	1	2	3	4	5
33. Schools survive through differentiation, specialization and fragmentation of the curriculum.	1	2	3	4	5

(1) Strongly Disagree (3) Neither Disagree/Agree (5) Strongly Agree

34. Administrators serve as buffers so that teachers can teach with minimal distraction.	1	2	3	4	5
35. There is an absence of consensus among teachers on what and how to teach, as well as how to relate to students and other staff members.	1	2	3	4	5
36. Student learning would improve if schools were decentralized and made less bureaucratic.	1	2	3	4	5
37. Connecting subjects and curriculum would improve student learning.	1	2	3	4	5
38. Teachers would benefit by defining the purpose of their individual school.	1	2	3	4	5
39. Teachers would benefit if they established the standards of school behaviors.	1	2	3	4	5
40. I want to set the educational goals and purpose of my school.	1	2	3	4	5
41. I want to devote my time and energy to reforming/restructuring my school.	1	2	3	4	5

PART II ORGANIZATIONAL PRIORITY

42. Please read each dimension, then number them 1-4 (#1 the highest and #4 the lowest) to show how important change in this area is to you

(a) ___ **SPATIAL DIMENSION**
(flexible use of time schedules/ building space)
(b) ___ **OCCUPATIONAL DIMENSION**
(different staffing patterns/ more collegiality)
(c) ___ **HIERARCHICAL DIMENSION**
(decisions on hiring,evaluation,budget)
(d) ___ **FUNCTIONAL DIMENSION**
(redefined roles/divisions/ethos)

Part III PERSONAL PARTICIPATION PROFILE

43. I would be willing to commit time and energy to restructuring efforts aimed at the:

	SD		Neither D/A		SA
a. Spatial Dimension	1	2	3	4	5
b. Occupational Dimension	1	2	3	4	5
c. Hierarchical Dimension	1	2	3	4	5
d. Functional Dimension	1	2	3	4	5

44. I have additional commitments which prevent me from giving time and energy to restructuring issues beyond the school day.	1	2	3	4	5

45. I have the expertise to provide input in the: (please mark an X for all that apply)

(a) _____spatial dimension
(b) _____occupational dimension
(c) _____hierarchical dimension
(d) _____functional dimension
(e) _____none of the above

46. I would be willing to get additional training to provide input in the: (please mark an x for all that apply)

(a) _____spatial dimension
(b) _____occupational dimension
(c) _____hierarhical dimensions
(d) _____functional dimensions
(e) _____none of the above

47. The situation that best describes my highest level of career fulfillment and satisfaction

(a)____ my current teaching assignment
(b)____ a different teaching assignment
(c)____ a support position(Counselor/Reading/Media)
(d)____ an administrative position
(e)____ a position in continuing/higher education
(f)____ a position outside of education

PART IV PERSONAL INFORMATION

48. Gender _____ Male _____ Female

49. Age ____

50. Your current level of education

(a) _____ Bachelors degree
(b) _____ Bachelors plus hours
(c) _____ Masters degree
(d) _____ Masters plus hours/Specialist degree
(e) _____ Doctorate

51. Level at which you currently teach

(a) _____ Elementary/Pre-Primary
(b) _____ Middle School/ Junior High
(c) _____ High School
(d) _____ Servicing students at more than 1 level

52. Years of teaching experience, including substitute

(a) ____ Less than 5 years
(b) ____ 5 through 10 years
(c) ____ 11 through 16 years
(d) ____ 17 through 21 years
(e) ____ 22 through 26 years
(f) ____ more than 26 years

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