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FACULTY PERCEPTIONS OF SHARED DECISION MAKING AND THE PRINCIPAL'S LEADERSHIP BEHAVIORS IN DUVAL COUNTY SECONDARY SCHOOLS

by
Donald Wayne Leech

A dissertation submitted to the doctoral program faculty in Educational Leadership in partial fulfillment of the requirements for the degree of

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In
Educational Leadership

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College of Education and Human Services

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The dissertation of Donald W. Leech is approved: **(date)**

Signature Deleted

Kenneth T. Wilburn, Chair — 10/12/99

Signature Deleted

David E. W. Fenner

Signature Deleted

Charles Ray Fulton, University of Mississippi

Signature Deleted

Bruce A. Gutknecht

Signature Deleted

Joyce T. Jones

Accepted for the Program:

Signature Deleted

Program Director — 11/30/99

Accepted for the Division:

Signature Deleted

Division Chairperson — 12/1/99

Accepted for the College:

Signature Deleted

Dean, College of Education & Human Services — 12/1/99

Accepted for the University:

Signature Deleted

Graduate Dean & Associate Vice-President for Academic Affairs — 1/3/00

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This Doctoral Dissertation is Dedicated

to

My Late, Best Friend and Brother, Richard Cash

and

My Parents, Wayne and Joyce Leech

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ABSTRACT

Faculty Perceptions of Shared Decision Making

and the Principal's Leadership Behaviors in

Duval County Secondary Schools

by

Donald Wayne Leech

University of North Florida

Jacksonville, Florida

Kenneth Wilburn, Chairperson

Joyce Jones, Co-chairperson

Members of the school community should work collaboratively in the educating of students. Teachers and principals must understand that their traditional roles have changed and improved organizational teamwork will be fostered by all members of the learning community assuming decision making roles. Toward this end, the purpose of this correlational study was to explore the relationship between teachers' perceptions of the leadership behaviors of Duval County secondary school principals and their perceptions of the level of shared decision making practiced in their schools. This study provides insight into principal behaviors which nurture participation.

Leadership behavior was operationalized by the responses to each of

the five practices on the Leadership Practices Inventory [LPI] (Kouzes & Posner, (1997). These behaviors were (a) challenging the process, (b) inspiring a shared vision, (c) enabling others to act, (d) modeling the way, and (e) encouraging the heart. The level of shared decision making was measured by responses to the Shared Educational Decisions Survey-Revised (Ferrara, 1994) in the areas of (a) planning, (b) policy development, (c) curriculum and instruction, (d) student achievement, (e) pupil personnel services, (f) staff development, and (g) budget management.

The population for the study was a sample selected from all secondary schools in the Duval County Public School System. Schools with principals who had served in their schools two or more years were selected for the study. The sample consisted of 646 participants from 26 schools.

Pearson product-moment correlations were generated for each of seven questions. A total of 34 significant relationships between the leadership behaviors of the principal and the level of shared decision making were identified. The significant correlations ranged between .096 and .191. These weak correlations demonstrate that the principals' leadership practices only explained between one percent and four percent of the variance in the level of shared decision making. Therefore, there was very little relationship between the leadership behaviors of the principal and the level of shared decision making in schools.

A possible explanation of the weak relationships discovered for each of the seven research questions may relate to the construct of the principals' leadership behaviors used in the study. From a more speculative perspective,

individual leadership behaviors of school principals may have less influence on the decision making culture than the organizational structure and culture of the schools and school district.

The findings of this study provide implications for the leadership of school principals as they implement shared decision making in their schools. Principal training programs must provide prospective principals with experiences which will nurture the skills necessary to promote dynamic learning communities. Furthermore, in order to encourage their involvement, teachers must also be trained in this area. Tomorrow's principals must develop collaborative, professional cultures characterized by shared governance. Educational leaders should continue to construct deeper understandings of these professional learning communities.

CHAPTER ONE

INTRODUCTION

Historically, schools have been viewed as windows to our society. Consequently, as society changes, schools are confronted by more complex problems and greater challenges. For example, schools have inherited the responsibility of addressing such problems as violence, illicit drugs, physical and mental abuse, and teen pregnancy. Schools are often looked to as the vehicle to promote a better society through the development of prepared and responsible citizens. The complex problems of today's schools require educators to examine the process of schooling and the roles that schools play in our society. We are readdressing learner readiness, individual student needs, and learner motivation and their impact on curricular content and instructional practices. In order to accomplish this enormous task, we contend that schools must take a different approach to generating thoughtful questions, developing answers, and implementing solutions. Educational leaders must capitalize on the shared knowledge and experiences of all members of the learning community: students, parents, and most importantly, teachers. One way this may be obtained is through shared decision making in schools, a practice that must be more closely embraced by educational leaders.

Teacher empowerment, one of the most important results of shared decision making, is essential to school renewal and long-term school improvement. No matter what structure shared decision making assumes or the

types of decision-making processes utilized, the benefits will be the same--a greater variety of ideas, more effective decisions, and a greater acceptance of ownership of the problems and solutions. According to Guthrie (1986), true school reform will only be sustained through the involvement of all school staff.

Shared decision making intensifies the need for strong instructional leadership on the part of the school principal (David, 1989b; Fullan 1995). The literature on shared decision making is voluminous. However, most of the related literature can be categorized into a number of general themes including: (a) the structure of the shared decision making process; (b) decision making methodology; (c) rationale for shared decision making; and to a much lesser extent, (d) the role and behaviors of the educational leader (David, 1989b; White, 1992). Even though studies on participatory management are replete in the literature, specific recommendations for leadership skills and behaviors utilized in participatory management are scant (Manz & Sims, 1987). This study addresses the leadership behaviors of school principals in schools practicing shared decision making and contributes to the knowledge base which informs leadership practice in schools.

Purpose of the Research

The general purpose of this study was to examine the relationship between the leadership behaviors of secondary school principals and the level of teacher participation in shared decision making. This study adds to the broad body of knowledge concerning the leadership behaviors of school principals and their schools' cultures. Exploring the most effective leadership style for

principals in implementing shared decision making better equips present and future principals with the tools to create a school culture emphasizing shared decision making.

For this study, shared decision making was defined as a formal process of implementing school-based management, in which the stakeholders are intricately involved in making vital decisions in school policies and practices. The literature often uses the terms "site-based management," "school-based management," "participatory management or decision making" and "shared decision making" synonymously.

Leadership behaviors were defined in terms of Kouzes and Posner's (1995) leadership practices of exemplary leaders. Through intensive interviews with hundreds of high-performing leaders and managers, Kouzes and Posner identified five exemplary practices: (a)"challenging the process," (b)" inspiring a shared vision," (c)"enabling others to act," (d) "modeling the way," and (e)"encouraging the heart" (p.9). These practices form a lens through which we may study principals' behavior.

Definition of Terms

To insure consistency throughout the study, the following terms were operationally defined.

Secondary schools are those schools serving students in grades 6-12, including middle schools (grades 6-8), high schools (grades 9-12), and composite schools (grades 6-12). Alternative education programs and vocational schools were not included.

Principals are the chief administrative officers of the schools. They have the statutory responsibility of administering and supervising the school program including personnel, budget, facilities, and curriculum.

Teachers (faculty members) are classroom instructors, guidance counselors and school-based exceptional education resource personnel who possess a State of Florida teaching certificate. For the purpose of this study, certificated administrators are not considered a part of this group.

Shared decision making is a formal process of implementing school-based management, in which the stakeholders are intricately involved in making vital decisions in school policies and practices. Shared decision making will be described using the following seven dimensions.

Planning is the setting of the school's goals and objectives and developing work maps demonstrating how these goals and objectives will be accomplished. This dimension includes developing the school improvement process and designing change initiatives (Ferrara, 1992).

Policy development is the process of formulating rules, regulations, and procedures which guide the way of work in schools.

Curriculum and instruction is the dimension of schools which is most closely related to the teaching and learning process. This dimension includes the development and revision of courses of study, the selection of instructional materials and methods, and the design of new academic programs (Ferrara, 1992).

Student achievement is the dimension of schools that identifies student academic performance. It includes identifying standards of performance

and student evaluation techniques. This dimension will also be the area which addresses the alignment between curriculum, instruction, and assessment (Ferrara, 1992).

Pupil personnel is the dimension of schools which addresses student services, including academic placement, academic and personal counseling, and student recognition.

Staff development is the program of activities provided to upgrade the faculty's knowledge and skills in the teaching and learning process.

Budget management is the process of controlling fiscal resources. It includes both the allocation and expenditure of funds at the district, school, and department levels.

Leadership is "an influence relationship among leaders and followers who intend real changes that reflect their mutual purposes" (Rost, 1991, p. 102).

Leadership style is the pattern of behavior exhibited when a person attempts to influence the activities of others in their efforts to achieve individual, group, or organizational goals (Hersey, Blanchard, and Johnson, 1996).

Leadership behaviors are the individual actions of the leader which influence the activities of others in their efforts to achieve individual, group, or organizational goals (Hersey, Blanchard, and Johnson, 1996). The principal's leadership behaviors will be described according to Kouzes and Posner's (1997) five leadership practices. These are:

Challenging the process is the leadership practice of constantly searching for opportunities to change the status quo. Leaders are seeking

innovation--new ways to improve the organization (Kouzes and Posner, 1997). They are risk-takers.

Inspiring a shared vision is the leadership practice demonstrated by the leaders' passion for their work, believing they can make a difference. Leaders have a vision of the future and a unique image of the organization's possibilities. They inspire this same vision and dream in their constituents (Kouzes and Posner, 1997). They become dream makers.

Enabling others to act is the leadership practice of facilitating collaboration and building inspired teams. Constituents are actively involved--leadership is a team effort. Leaders promote mutual respect and create an atmosphere of trust. "When people have more discretion more authority, and more information, they are much more likely to use their energies to produce extraordinary results" (Kouzes and Posner, 1995, p. 12).

Modeling the way is the leadership practice of leading through personal example. Leaders are clear about their guiding principles. "Titles are granted, but it's your behavior that wins you respect" (Kouzes and Posner, 1995, p. 12).

Encouraging the heart is the leadership practice of celebrating follower and organizational successes, thereby giving people a heroic feeling (Kouzes and Posner, 1997).

Statement of the Problem

The problem investigated in this descriptive, correlational study was the need to better understand the relationship between the leadership behaviors of secondary school principals and the level of shared decision making in schools as perceived by teachers. The problem was reframed in the form of the following research question: Is there a relationship between the leadership behaviors of Duval County Public School secondary school principals and the level of shared decision making in schools as perceived by teachers? This reframed question allowed the study to be guided by several subquestions, which address the core technologies of our schools (Glickman, 1993).

Question 1: Is there a relationship between the leadership behaviors of Duval County secondary school principals and the level of shared decision making in the area of planning as perceived by teachers?

Question 2: Is there a relationship between the leadership behaviors of Duval County secondary school principals and the level of shared decision making in policy development as perceived by teachers?

Question 3: Is there a relationship between the leadership behaviors of Duval County secondary school principals and the level of shared decision making in curriculum and instruction as perceived by teachers?

Question 4: Is there a relationship between the leadership behaviors of Duval County secondary school principals and the level of shared decision making in the area of student achievement as perceived by teachers?

Question 5: Is there a relationship between the leadership behaviors of Duval County secondary school principals and the level of shared decision making in pupil personnel services as perceived by teachers?

Question 6: Is there a relationship between the leadership behaviors of Duval County secondary school principals and the level of shared decision making in the area of staff development as perceived by teachers?

Question 7: Is there a relationship between the leadership behaviors of Duval County secondary school principals and the level of shared decision making in the area of budget management as perceived by teachers?

Significance of the Research

Over the past several decades, effective-schools researchers have successfully identified common characteristics of schools demonstrating high levels of achievement. Two of these characteristics support the utilization of shared decision making.

1. Teachers demonstrate collaborative planning for instruction.
2. Schools are given local autonomy and flexibility (Golarz & Golarz,1995).

Furthermore, effective-schools studies have consistently identified strong instructional leadership by the principal as a correlate of high-achieving schools (Edmonds, 1979). This study explores shared governance as one means by which principals may integrate these effective school characteristics into practice.

In America's struggle for educational excellence, shared decision making is a second-wave reform effort launched in response to the first wave of top-

down reform initiated by the "Nation at Risk" (1983) report. For this second-wave reform to be successful, specific teacher/administrator relationships must be considered (Conley & Bacharach, 1990). Teachers and principals cannot operate as isolated islands--they must work collaboratively in educating students. All decisions are interdependent. Teachers must understand that their traditional roles have changed, and improved organizational teamwork will be fostered by teachers assuming leadership roles. Re-engineering the learning organization must be a vision shared by all members of the school community and led by the principal.

The findings of this study provide significant implications for the leadership of school principals as they implement shared decision making in their schools. By identifying the relationship between leader behavior and shared decision making, smoother implementation of teacher participation in decision making can be facilitated. Fostering a collaborative climate is imperative for true school improvement.

Additionally, the results of this study provide lessons for the preparation of future school leaders. Principal preparation programs must provide prospective principals with experiences which will nurture the skills necessary to promote strong learning communities.

Limitations

The study focused only on teachers' perceptions of the relationship between the principal's leadership behaviors and the level of shared decision making in the school. It did not consider other confounding explanations for the level of shared decision making. Of course, critical or unusual events at the

schools sampled may have affected the results of the responses and the study results.

Since the findings of this study were greatly dependent upon the measurement instruments for leadership style and the level of shared decision making, the study was limited to the extent that these instruments are valid and reliable. It also depended on the level of understanding of instrument items by the participants. The participants' trust in the anonymity of the results was also imperative.

Finally, the lack of a qualitative component limited the type of information collected and analyzed. Qualitative data would surely add depth to the findings of this study. Qualitative inquiry may be a suitable method for follow-up studies.

Organization of the Study

This study, addressing the leadership behavior of school principals in schools practicing shared decision making, is organized into five chapters. Chapter one presents the purpose, problem, questions, hypotheses, and significance of the study.

Chapter two provides a review of the related literature, including a discussion of school reform and restructuring, an examination of leadership theories and practices, and school-based management and shared decision making. This chapter concludes with a summary of the related literature confirming the need for the study. Chapter three describes the research methodology and design, including the population and sample, instrumentation, ethical considerations, limitations, and assumptions.

Chapter four is a presentation of the data analysis and findings. The study concludes with Chapter five, which summarizes the data, discusses the findings, presents conclusions, and sets forth implications for practice and further study.

CHAPTER TWO

REVIEW OF LITERATURE

A review of the literature was conducted to (a) identify the theoretical foundations for the proposed study, (b) provide contextual background information for the study, (c) identify and synthesize key research and other writings related to the purpose of the study, and (d) confirm the need for the study. Organization of the review is topical, beginning with a discussion of school reform and restructuring. This is followed by an examination of the related literature on leadership theories and models. The third section describes school-based management, giving particular emphasis to teacher participation in school-wide decision making/shared decision making. The final section summarizes and synthesizes the related literature previously presented, confirming the need for the proposed study. A connecting strand throughout the review is a focus within each section on the impact that the literature has on the leadership roles and practices of the school principal. The review includes both primary and secondary research sources and the discussion of earlier findings by later researchers and practitioners offering insight into complex issues. Figure 1 represents the model used for the development of the literature review.

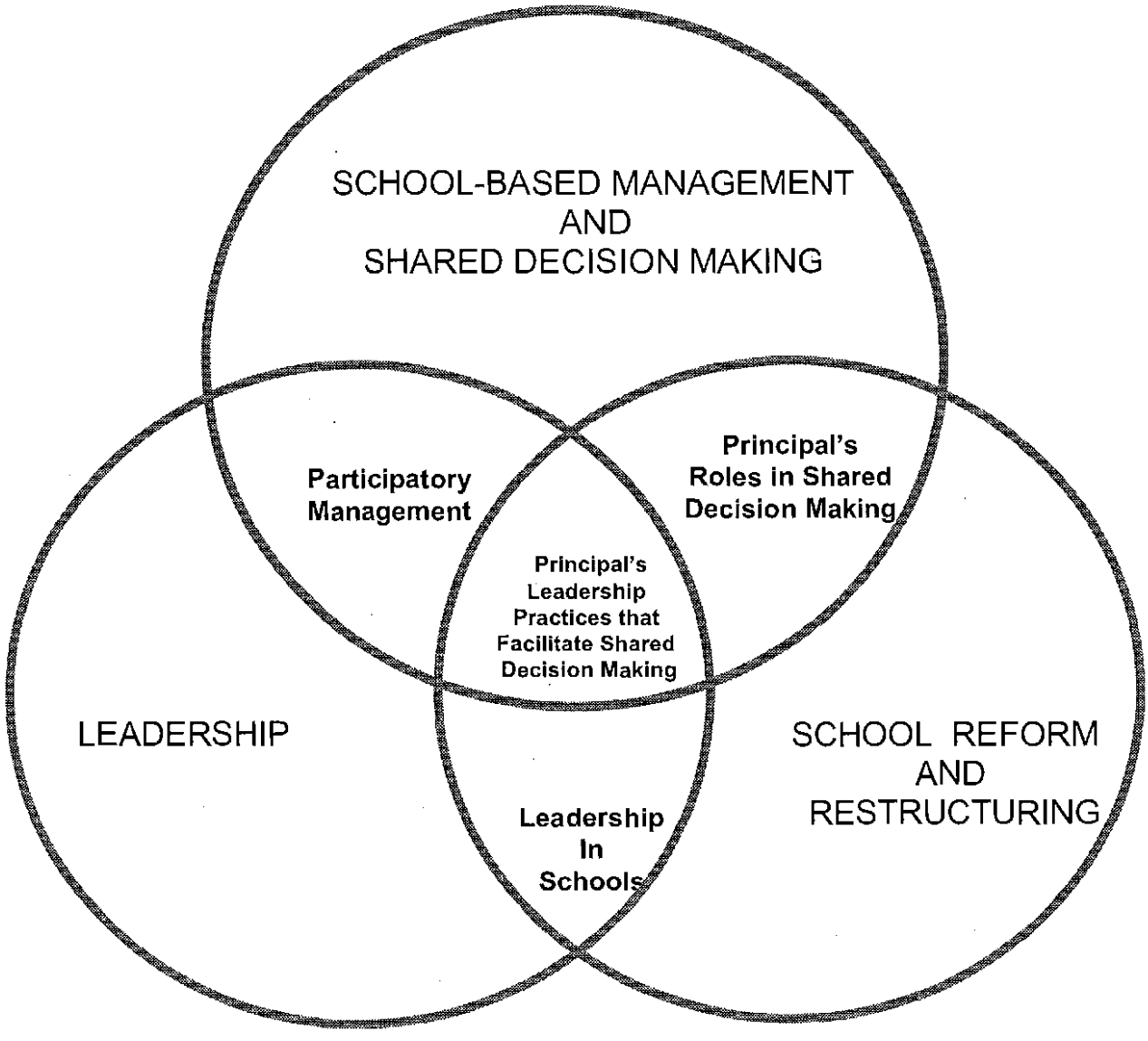

Figure 1. The principal and shared decision making (components of the literature review)

School Reform and Restructuring

Improving education is one of the foremost concerns in America. Parents blame educators, and in turn, educators blame parents for the failure of schools to address the needs of students. Business leaders are dissatisfied because they must establish expensive training programs to teach high school graduates basic literary skills, which are prerequisites to learning job-specific skills.

The demand for improved educational productivity has marked the foundation of the educational reform and restructuring movement of the past two decades. Fullan and Miles (1992) stated that "modern societies are facing terrible problems, and education reform is seen as a major source of hope for solving them" (p. 752). Supporters of reform movements have proposed that public schools' structures and processes be changed. Timar and Kirp (1989) summarized the reform objectives as seeking legislation to facilitate excellence in education and to provide support for local control of the process. The education reform movement has been described in the literature as occurring in a series of waves (Hanson, 1991; Rice & Schneider, 1994).

First-Wave Reform

The first wave of reform emerged during the 1980s as a result of dissatisfaction with America's public schools, after the publication of a number of influential national reports. The first of such reports, A Nation At Risk (1983), was published by the National Commission on Educational Excellence. The report highlighted the low performance of the students that our public schools graduated and students' contribution to the economic instability of America

(Carrol, 1990; Cawelti, 1989; Murphy, 1991). Murphy stated that according to numerous experts, the United States was in jeopardy of being displaced as an influential player in the global economy. Other reform reports (Carnegie Forum, 1986; Education Commission of the States, 1983; National Governors' Association, 1986) postulated that the United States was beginning to fall behind other major industrial powers.

Sinking economic productivity and national debt, international commercial competition, trade deficits, and a declining dollar placed the nation in increasing economic jeopardy. Schooling was seen as a part of the problem and a part of the solution (Guthrie & Kirst, 1988, p.4).

In response to this connection between the national economy and the educational system, researchers began to criticize the educational system. They concluded that schools were characterized by the nonexistence of expectations and standards, poor leadership, dysfunctional organizational structures, the lack of a professional work environment, and low accountability (Boyer, 1983; Chubb, 1988; Goodlad, 1984; Sizer, 1984). These analyses led to a comprehensive continuous effort to improve education (Odden & Marsh, 1988). The high school was the target of most criticism. Murphy (1991) stated that the organizational structure was in need of major changes.

The National Commission on Educational Excellence (1983), in addition to citing problems, proposed recommendations for change in five areas: stronger curriculum content; increased course requirements and higher standards for students' performance; increased time for schooling; new approaches to improve

teacher recruiting, training, and compensation; and improved leadership and financial support. These recommendations resulted in increased high school graduation requirements (Sarason, 1990), higher certification standards, and improved working conditions for teachers. Many states also instituted teacher certification exams (Elmore, 1990; Schlechty, 1990).

First-wave reforms (1982-1986) focused on restoring quality by improving the existing educational system. Most reforms took the shape of top-down, highly bureaucratic, mechanistic initiatives to improve standards and controls (Boyd, 1987; Sedlak, Wheeler, Pullin, & Cusick, 1986). The initiatives emphasized new policies, prescriptions for improvement, raising the quality of the workforce, and providing directives to employees, such as specific instructional models. Many of these initiatives took the form of new state laws (Hawley, 1990).

These top-down models of reform were not without their critics. Many critics felt that wave-one reforms "were taking education down the wrong road, the road of the quick fix, and were using inappropriate policy tolls to improve schooling, especially mandates from the top" (Murphy, 1991, p. ix). Many reformers called for fundamental changes in our society's institutions, the organization and governance of our schools, the roles adults play in our schools, and the practices used to educate our students. Some suggested that our education system was in need of a complete transformation (Chubb, 1988; Conley, 1991; Murphy, 1991; Sarason, 1990; Schlechty, 1990; Sizer, 1984). McCune (1989) added that successful restructuring of schools requires an in-

depth understanding of organizations and the ways they must transform to meet the needs of society.

Although schools have undergone continuing reforms, they have still retained many traditional practices (Fullan, 1993; Goodlad, 1975, 1984). Clark and Astuto (1994) pointed out that the results of educational reforms have been less than satisfactory. Reform easily became its own cause because enacting reforms was easier than improving school performance. The important question for policy analysts and educators to ask was: "What difference have reforms made in the daily operation of the schools?" (Timar & Kirp, 1989, p. 506). The lack of positive outcomes of wave-one reforms was the driving force to implement a second wave of reform (Bacharach, 1990).

Successful school restructuring may be initiated in a variety of ways, but the most effective will require a knowledge of organizational restructuring (McCune, 1989). Insight into effective school improvement can be drawn from an examination of school systems and schools that have endeavored to change management, organization, and delivery of educational services (David, 1989a; Elmore,1989). These types of changes are the icon of second-wave reform.

Second-Wave Reform

Just as first-wave reforms were directed at fixing the existing educational system through new standards, second-wave reforms targeted changes in the basic structure and governance of schools. According to the Carnegie Forum on Education and the Economy (1986):

> Much of the rhetoric of the recent education reform movement has been couched in the language of decline, suggesting that standards have slipped, that the education system has grown lax and needs to return to some earlier performance standard to succeed. Our view is very different. We do not believe the education system needs repairing; we believe it must be rebuilt to match the drastic change needed in our economy if we are to prepare our children for productive lives in the 21st century. (p.14)

Donahoe (1993) defined this restructuring as:

> The formal rearrangement of the use of time in schools to allow them to create and sustain the somewhat interactive culture and supporting infrastructure they need to improve student learning--to bring about the creation of truly new American Schools. (p. 305)

Restructuring efforts were characterized by two features--a focus on student-performance outcomes and long-term systemic reorganization (David, 1991).

With greater demands and expectations of society, schools must reexamine the way they were organized and governed (Chubb, 1988; Murphy, 1991; Seeley, 1988). Therefore, the impetus for second-wave reform was the call for restructuring. Increased student learning was both the expectation and primary focus of this movement to restructure school organizations (Conway & Calzi, 1996; Donahoe, 1993). "Positively effecting the outcomes of student learning is the aim of those educators who seek to support and sustain the reform movement of the present to influence school improvement" (Lieberman & Miller, 1990, p. 764).

Reform proponents charged that the present organizational structure of schools was not flexible enough to meet the needs of students (Schlechty, 1990; Sizer, 1984). The attack on the top-down bureaucratic infrastructure of American schools prompted reformers to focus on the governance model, management, and organization of our schools (Murphy, 1991). Weick and McDaniel (1989) recommended that in designing schools, leaders must develop and articulate professional values. They further suggested that:

> Organic organizational forms are better designed both for developing values and for clarifying vague casual structures than are mechanistic forms. Since organic forms also encourage the development of substitutes for leadership, they encourage professional development as well as utilizing current skills and attitudes. (p. 350)

The impending crisis in the quality of our teaching force was another rationale for restructuring schools. Reformers contend that strong professional cultures must exude throughout our school organization in order to recruit and retain a high-performing workforce (Carnegie Forum, 1986; Goodlad, 1984; Sizer, 1984). According to Elmore (1989), this professional culture included "access to frequent collegial interaction about complex problems of practice, access to the knowledge required to enhance professional development, differential rewards . . . and access to the basic resources necessary for good performance" (p.1). Therefore, wave-two reforms embraced organizational structures, which emphasized professionalism and less bureaucratic governance. School-based management and shared decision making's

contribution to teacher empowerment has become a critical component of such restructuring efforts. Since school-based shared decision making was an integral part of this study, it is fully discussed in a later section of this review of literature.

Effective Schools

No discussion of school restructuring would be complete without addressing the impact of effective-schools research on reform. Effective-schools research has been the foundation of most successful school reform efforts. In relationship to this proposed study, this research has had profound effects on the leadership roles and behavior of school principals.

The effective-schools movement, or more specifically, effective-schools research, was initiated in response to the publication of the report "Equity of Educational Opportunity" (Coleman, et al., 1966), more commonly referred to as the Coleman Report (Lockwood, 1994; Roberson, Durtan, & Barham, 1992; Scheerens, 1992). The report concluded that school achievement was more related to students' socio-economic background and race than to the effectiveness of the school program. Coleman et al. concluded that schools made little difference in students' academic achievement.

Effective-schools research focused on studying the characteristics, organizational structure, and content of schools--the internal operation of schools. The movement was based on three assumptions: (a) schools that made a difference in achievement of low socio-economic and minority students could be identified, (b) schools that were effective displayed characteristics

under the control of educators, and (c) "the characteristics of successful schools provide[d] a basis for improving schools not deemed to be successful" (Bickel, 1983, p.3). Effective-schools research was able to document schools with low socio-economic, minority students who exhibited high levels of academic achievement (Lockwood, 1994).

Researchers identified five factors which characterized schools as effective (Edmonds, 1979; McCurdy, 1983; Scheerens, 1992):

1. Strong leadership, especially in the area of quality instruction.
2. An emphasis on basic-skills acquisition.
3. An environment conducive to teaching and learning.
4. Teachers who exhibit high expectations for student achievement.
5. Program evaluation based on frequent assessment of student achievement.

These five characteristics became known as effective-schools correlates (Levine & Lezotte, 1990). Many of the reforms of the 1980s and 1990s have been founded on these correlates.

Other researchers have examined the body of effective-schools research and provided a variety of interpretations, which add to the insight afforded by previous studies. Clark (1984) developed four prepositions from the body of school-effectiveness literature:

1. Schools differ in effectiveness; consequently, they matter (p.50).

2. People matter most in schools: Teachers affect student learning by the expectations they hold...Building-level administrators make a difference in setting a climate within the building (p. 50).

3. Schools that matter...focus on academic achievement of students (p. 50).

4. The key...lies in the people who populate particular schools...and their interaction (p. 50).

MacKenzie (1983) characterized effective schools as having a "positive climate," a focus on clear and attainable goals, and "teacher-directed classroom management and decision making," "shared consensus on values," and "support for school improvement"(p. 8). Yet another framework for school effectiveness was developed by Murphy, Weil, Hallinger, and Mitman(1985), which emphasized the organizational processes and structure for quality instruction. The commonality between each of these interpretations was the need to understand that schools made a difference in the academic achievement of students and that the difference was made by the people--leaders and teachers--within the school.

The Principal and School Reform

A review of the literature on school reform and restructuring reveals that the school principal is the key player in all successful reforms. In the first wave of reform efforts, A Nation at Risk (National Commission on Educational Excellence, 1983) specifically recommended strong leadership as a means for school improvement. Likewise, second-wave reforms called for restructuring,

which reflected a stronger commitment to school-based management. The effective schools movement also recognized the importance of quality leadership by consistently identifying strong instructional leadership as instrumental in creating a positive school climate (Purkey & Smith, 1985).

Studies have revealed that successful schools have principals who exhibit common attributes: (a) a clear sense of mission, (b) well-defined goals, (c) self-confidence, (d) a commitment to high standards, (e) a participating leader, and (f) active involvement in the change process (Blumberg & Greenfield, 1980; DeBevoise, 1984; McCurdy, 1983). Positive leadership has been the catalyst for school improvement. Mortimore and Sammons (1991) asserted that "the variation between [successful and less successful] schools can be accounted for by differences in school policies within the control of the principal and teachers" (p. 4).

Educators continue to restructure schools to better meet the needs of our ever-changing society. The principal's effective leadership practices become paramount as we enter our second generation of research into school effectiveness. This study endeavors to explore these leadership issues.

Leadership Theories and Practices

The preponderance of research on effective schools and successful school restructuring has found effective leadership to be a necessary component. What is this illusive concept of leadership? It is vital that a study on principal leadership practices in restructured schools explores how others have answered this question.

Leadership has been studied for decades throughout many types of organizations: government, business, non-profit, and educational. Moorhead and Griffin (1992) stated that the "mystique of leadership is one of the most widely debated, studied, and sought-after commodities of organizational life" (p. 252), and yet many unanswered questions remain. About the study of leadership, Burns (1978) noted that "leadership is one of the most observed and least understood phenomena on earth" (p.2).

In reviewing the literature, an adaptation of Razik and Swanson's (1995) structure on the study of leadership will be employed, using the classifications of trait theories, behavioral theories, contingency and situational theories, transformational leadership, and cultural leadership. Additionally, participatory leadership and school leadership will be examined, as these concepts are also integral to the proposed study. Table 1 represents a summary of the classic leadership theories reviewed.

Table 1.

Summary of Leadership Theorists

Researcher	Behavioral Dimensions Identified	
Halpin	Initiating Structure	Consideration
Likert	Performance Goals	Supportive Relationship
Bass	Task Effectiveness	Interaction Effectiveness
Burns	Transformational	Transactional
Fiedler	Task Motivated	Relationship Motivated
MacGregor	Theory X	Theory Y
Tannenbaum & Schmidt	Boss-Centered	Subordinate-Centered
Lewin, Lippitt & White	Autocratic	Democratic
Hersey & Blanchard	Task Behavior	Relationship Behavior
Blake & Mouton	Concern for Production	Concern for Relationships

Trait Theories

Early inquires into leadership were based on the assumption that leaders were endowed with unique characteristics that set them apart from followers. In other words, certain personality traits, intellectual abilities, or physical attributes can predict success in leadership positions (Yukl, 1994). These "Great Man" studies (Bennis & Nanus, 1985, p.5) were correlational studies, which compared leaders to non-leaders, and successful leaders with less-than-successful leaders, in order to identify special traits which predicted effective leadership. Until World War II, this theory was widely used to identify leadership.

In an extensive review of literature, Smith and Krueger (1933) identified personality, physical, and social factors as areas for investigation into leadership characteristics. Similarly, Stogdill (1948, p.64) identified six clusters of leadership traits:

1. Capacity (intelligence, alertness, verbal facility, originality, and judgment).
2. Achievement (scholarship, knowledge, and athletic accomplishments).
3. Responsibility (dependability, initiative, persistence, aggressiveness, self-confidence, and desire to excel).
4. Participation (activity, sociability, cooperation, adaptability, and humor).
5. Status (socioeconomic position, and popularity).
6. Situation (mental level, status, skills, needs, and interests of followers, and objectives to be achieved).

Stogdill (1974) later summarized that leadership was an interactive process between leaders and followers. He maintained that leadership could not be explained solely on the basis of individual or group characteristics. The interaction of leader traits and situational variables needed to be considered. To attain leadership, one must have possessed the traits that matched the characteristics and needs of the group.

Critics of trait theories believed that the design of the studies lacked uniformity (Smith & Peterson, 1989). Although trait research has made contributions to the understanding of leadership, it has provided little to no

consensus on common leadership traits. According to Bennis and Nanus (1985):

> Decades of academic analysis have given us more than 350 definitions of leadership. Literally thousands of empirical investigations of leaders have been conducted in the last seventy-five years alone, but no clear and unequivocal understanding exists as to what distinguishes leaders and non-leaders, and perhaps, more important, what distinguishes effective leaders from ineffective leaders. (p. 4)

Yukl (1994) added to this discussion of the utility of trait theories by stating that: "Possession of particular traits increases the likelihood that a leader will be effective, but it does not guarantee effectiveness, and the relative importance of different traits is dependent upon the nature of the leadership situation" (p. 256).

Behavioral Theories

Behavioral theories examined effective leadership by identifying leader behaviors or actions and their effects on followers' productivity and job satisfaction. Research in this area utilized questionnaires, laboratory and field experiments, and critical incidents to investigate the specific actions of effective leaders.

The University of Iowa sponsored leadership studies which examined the result of varying leadership styles on the attitudes and productivity of followers. In these studies, three leadership styles were tested: autocratic, democratic, and laissez-faire. Democratic leadership behavior included group decision making, dialog about tasks and goal achievement, and making suggestions intermixed with criticism and praise. Authoritarian leaders made decisions on policies,

tasks, and procedures. Laissez-faire leaders provided little or no direction and gave groups total decision-making freedom (Lewin, Lippitt, & White, 1979).

The researchers at the University of Iowa found that democratic leadership behavior resulted in groups with high morale, initiative, and quality work. Autocratic leadership developed groups with low morale and low creativity, high frustration and high productivity. Under laissez-faire leadership, groups produced poor quality work and quickly became discontented. Democratic situations were shown to have more group cohesion, efficiency, and friendliness (Lewin, Lippitt, & White, 1979).

Studies such as the one at the University of Iowa are often referred to as one-dimensional models, as the behaviors fall on a single continuum. Another one-dimensional model was proposed by McGregor (1960) in the form of his Theory X and Theory Y, which stated that behind every manager's behavior are assumptions about human nature and behavior.

Theory X (McGregor, 1990a) was based on three assumptions.

1. Humans inherently dislike work and try to avoid it; management must react to reverse this natural tendency.

2. People must be coerced, controlled, and directed through threats in order to achieve organizational goals.

3. People are naturally lazy and irresponsible and constantly search for security.

On the other hand, Theory Y's assumptions (McGregor, 1990b) read differently:

1. Under the appropriate conditions, people voluntarily work.
2. Committed workers achieve organized goals.
3. Rewards for goal achievement produce commitment to organizational goals.
4. Workers seek responsibility under approved conditions.
5. Organizational problems can be solved by working.
6. Organizations do not fully utilize human intellectual ability.

Under Theory X, the manager or leader provides directions and control through the exercise of authority (McGregor, 1990a). Theory Y is based on the principle that workers achieve personal success by working for organizational success (McGregor, 1990b). Organizations can be successful if they recognize and provide for workers' needs and goals. In such organizations, individuals are encouraged to develop to their fullest potential, which will lead to organizational success and individual achievement. Argyris (1971) claimed that workers in organizations that use Theory Y assumptions have high self-actualization, which is necessary for organizational survival.

In a review of research based on leadership theories regarding one-dimensional models, Stogdill (1974) stated: "Neither autocratic nor democratic is more productive, but democratic gives more job satisfaction" (p. 370). McGregor's Theory X and Theory Y assumptions have not been able to withstand empirical testing. "Findings do not support the hypothesis that group productivity and cohesiveness are higher under permissive Theory Y types of leader behavior than under more restrictive Theory X patterns of behavior" (p.

375). Therefore, although these one-dimensional models identify leadership behaviors, they do not necessarily predict effective behaviors in followers.

Another classic group of studies, The Ohio State University Leadership Studies, focused on leadership behavior, which directed followers toward group goals. These behaviors were classified as either consideration or initiating structure (Stogdill & Coons, 1957). Consideration behaviors reflected "friendship, mutual trust, respect, and warmth in the relationship between the leader and members of his staff" (Halpin, 1959, p. 4). The leader's behaviors of initiating structure were defined as "delineating the relationship between himself and members of the work group, and in endeavoring to establish well-defined patterns of organization, channels of communication, and methods of procedure."

Halpin (1959) described the interaction between the two behaviors of initiating structure and consideration as resulting in effective leadership behavior. Therefore, it has often referred to as a two-dimensional model. Halpin identified four leadership behaviors as low structure, high consideration; high structure, low consideration; low structure, low consideration; and high structure, high consideration. The studies showed a correlation between the leader's behaviors of initiating structure and consideration and the satisfaction and productivity of subordinates. According to Halpin, a leader high in both dimensions (high structure, high consideration) will be the most effective leader. Subordinates tend to want leaders who are strong in initiating structures and who have high consideration behaviors. However, Yukl (1994) later stated that the causal

relationships between these leader behaviors and subordinate productivity could not be confirmed.

The University of Michigan's leadership studies expanded on the work at Ohio State. They examined the relationships among leader behavior group processes and group performance. The studies identified the concepts of "employee orientation" and "production orientation." Leaders who emphasize relationships with subordinates were identified as "employee-oriented." Such leaders displayed the importance of employees by addressing their individual needs. Conversely, leaders who perceived employees as a means of accomplishing organizational goals were defined as "production-oriented" (Hersey, Blanchard, & Johnson, 1996).

Contingency and Situational Theories

Contingency and situational theories extend the study of leadership from leader behaviors to a more complex examination of how leader traits, behaviors, and situational variables interact. This new factor, the situational variable, can be produced from the nature of the task, environment, or follower. Situational theorists believe that leaders possess a basic style or pattern of behaviors that is influenced by personality and experience. However, they posit that behaviors must change as situations change in order to maintain leadership effectiveness. The theorists differ in the definition of situational variables and the importance of personal characteristics. This difference resulted in supporting a number of contingency and situational theories of leadership over the past three decades.

Fiedler (1967), the major contributor in the area of contingency leadership studies, hypothesized that a leader's effectiveness can be improved through the modification of the situation to match the leader's style. He proposed that one particular leadership style was not best for all situations. Fiedler defined two major leadership styles--task oriented and relationship oriented. His research suggested that task-oriented behaviors are more effective in situations which are very favorable or very unfavorable, whereas the relationship-oriented style is more effective in moderately favorable situations. The favorableness of a situation was defined by three components (Fiedler, 1974, p. 71):

1. Leader-member relations. The degree to which the group seems loyal and supportive.

2. Task structure. The degree to which the task is structured and well defined.

3. Leader power position. The power position of the leader, which permits him/her to punish and reward subordinates.

Therefore, the effectiveness of leadership was determined by the favorableness of the situation.

Situational leadership theory, according to House (1971), was based on the expectancy theory of motivation. His path-goal theory of leadership maintained that the leader must analyze the task and choose behaviors that maximized the followers' potential and willingness to achieve the organization's goal (House & Dessler, 1974). The leader's role in maximizing the followers' potential is one of rewarding, reorganization, supporting, or assisting the follower

with goal setting. Leaders must examine numerous situational factors, including the followers' personal qualities, the work environment, and select the appropriate leadership style (directive, supportive, participative, or achievement-oriented). Sayles (1979) supported House's view of the relationship between the leadership role and the needs of the follower, by stating "subordinates want someone to assist them in reaching their goals who can establish structure and make things happen" (p. 32).

Hersey and Blanchard's (1982) situational leadership theory was founded on the principle that the leader's behavior falls within two dimensions, task behavior and relationship behavior, each of which is influenced by the situational variable of follower maturity (Blanchard, Zigarmi, & Zigarmi, 1987; Hersey, Blanchard, & Johnson, 1996; Smith & Peterson, 1989; Yukl, 1994).

Effective leadership style is dependent upon the maturity level of the followers. As followers increase maturity, leaders adjust their behaviors by varying the amount of task direction and psychological support given to followers.

Leader behaviors (directive/supportive) interact with follower's behavior (high/low commitment and high/low competence). The interaction of these variables defined four leadership styles:

1. "Telling" for low-follower maturity. Leaders provide close supervision.
2. "Selling" is for low-to-moderate follower maturity. Leaders give explanation.
3. "Participating" is for moderate-to-high follower maturity. Leaders share ideas and facilitate decision making.

4. "Delegating" is for high-maturity followers. Leaders give followers the responsibility for decisions (Hersey & Blanchard, 1982, p. 153).

As followers' maturity increases, the leader varies the amount of direction and support given.

The LEAD-Self and LEAD-Other are the instruments used to measure the construct of Hersey, Blanchard, and Johnson's (1996) Situational Leadership Model, by describing leaders' primary and secondary styles as "defining," "clarifying," "involving," and/or "empowering" (p. 368-369). The LEAD consists of twelve scenarios in which the respondent provides information about the leadership behaviors exhibited in relation to the behaviors and needs of others.

A study of managers in four departments of a large corporation was conducted to examine the validity of Hersey and Blanchard's theory (Hambleton & Gumpert, 1982). The researchers found a significant relationship between the quality of leaders' performance and the style flexibility of managers. The study also suggested that if situational leadership was applied appropriately, the job performance of followers was improved.

In contrast to Hersey and Blanchard's theory (which proposed a one-situational variable--follower maturity), Tannenbaum and Schmidt (1973) proposed a theory that had many components of the situation. The model's leadership behaviors ranged on a continuum from boss-centered (authoritarian) to follower-centered (democratic). This continuum was not discrete, in that it proposed "a range of behavior. . . that allows leaders to review their behavior

within a context of other alternatives, without any style being labeled right or wrong" (p. 166).

The leadership style selected along the continuum must be contingent upon the needs of the situation. Tannenbaum and Schmidt (1973) asserted that leaders must consider the forces in the manager, forces in the subordinates, and forces in the situation. They described the effective manager as "both insightful and flexible, he/she is less likely to see the problem of leadership as a dilemma" (p. 101).

Contrary to other proposed situational theories, Blake and Mouton's (1978, 1981, 1982, 1985, 1990a, 1990b) model of leadership supported the belief that there was one best leadership style. Their Managerial Grid (1990b) described the "interaction between production and human relationships" (p. 424). The two dimensions, Production and Human Relationships, were delineated using a nine-point scale ranging from one to nine (minimum concern to maximum concern). From this interaction, Blake and Mouton (1985) described five leadership patterns:

1. Impoverished Management (1,1 leader has a minimum concern for both production and people). Exertion of minimum effort to get required work done is appropriate to sustain organization membership.

2. Country Club Management (1,9 leader has a minimum concern for production and a maximum concern for people). Thoughtful attention to needs of people for satisfying relationships leads to a comfortable, friendly organization atmosphere and work tempo.

3. Authority/Obedience or Task Management (9,1 leader has a maximum concern for production and a minimum concern for people). Efficiency in operation results from arranging conditions of work in such a way that human elements interfere to a minimum degree.

4. Organization Man or Middle-Of-The-Road Management (5,5 leader has intermediate concern for production and moderate concern for people). Adequate organization performance is possible through balancing the necessity to get out work while maintaining morale of people at a satisfactory level.

5. Team Management (9,9 leader integrates production and people concerns). Work accomplishment is from committed people; interdependence through a 'common stake' in the organization's goals leads to relationships of trust and respect. (p. 13)

Blake and Mouton (1985) asserted that all situations have some form of concern for production and people, and therefore Team Management, the 9,9 approach, is the most effective means to lead. The Team Management style involves all team members in production planning and facilitating trust-building behavior among members. According to Blake and Mouton, the result is improved performance and greater employee satisfaction, therefore creating a win-win situation for both the organization and the people in it.

Transactional and Transformational Leadership

If leadership was defined as "an influence relationship among leaders and followers who intend real changes that reflect their mutual purposes" (Rost, 1991, p. 102), then one of the most important concepts in leadership has been

the nature of relationships. In Rost's examination of leadership, transactional leadership relationships were for making exchanges of "valued things," where each person was conscious of the other's "power resources," pursued individual purpose, and developed short-term relationships (p. 20). In transformational leadership, "one or more persons engage with others in such a way that leaders and followers raise one another to higher levels of motivation and morality" (p. 4). Burns (1978) also described these relationships as transactional and transformational.

Transformational leadership is characterized as the unity of leaders and followers achieving higher goals. According to Burns (1978), transformational leadership is based upon Maslow's (1970) hierarchy of needs. Burns proposed that by elevating the maturity level of followers' needs to a concern for recognition, achievement, and self-actualization, leaders are able to increase the attainment of goals. Bass and Hater (1988) clarified this view of leadership as involving ". . . strong personal identification with the leader, joining in a shared vision for the future or going beyond the self-interested exchange of rewards for compliance" (p. 695).

While transformational leadership strives to meet the followers' needs, transactional leadership focuses more on the needs of the organization. According to Bass (1985), the key elements of transactional leadership are the identification of rewards, providing rewards when earned, and responding to individual interests when they positively impact the organization. Transactional leadership attempts to motivate followers to accomplish organizational goals.

Bass and Hater (1988) more starkly stated that: "Transactional leaders achieve performance as merely required by the use of contingent rewards and negative reinforcement" (p. 695).

Transactional leaders work within the context of organizational culture, the shared values and norms of the members, whereas transformational leaders strive to modify the followers' values and beliefs in order to change the organization's culture (Bass, 1985). According to Bass, "the transactional leader induces performance among followers by negotiating an exchange relationship with them--of reward for compliance. Transformational leadership arouses transcendental interests in followers and/or elevates their need and aspiration levels" (p. 32). While Burns held that transactional and transformational leadership form opposite ends of the leadership continuum, Bass believed that a leader's use of transactional and transformational behaviors is entirely situational. In other words, leaders use the style that best suits the environment.

From a behaviorist view, the concept of transformational leadership has been described by Bennis and Nanus (1985) as the ability of leaders to develop and increase the motivation of followers to make significant accomplishments and create change through their collective energies. Leaders generate a shared vision that is congruent with the values of the followers and create an organizational culture that provides for a shared purpose. To be successful, the leader must facilitate the followers' self-reflection of their performance and focus on the attainment of organizational and personal goals. This can be accomplished by empowering followers to work collaboratively toward a vision.

Cultural Leadership

The concept of transformation leadership is deeply embedded in the context of organizational culture. Transformational leadership is cultural leadership. Because of the findings of research on school culture, this notion of cultural leadership is vital to school restructuring. The literature on effective schools suggests that high-performing schools are those with an effective culture (Purkey & Smith, 1985). Culture has become the vehicle for understanding the meaning and characteristics of organizational life (Hoy & Miskel, 1991).

Over the past few decades, organizational culture has become a central focus of the study of organizational behavior. This interest in culture has far outweighed the concern with other aspects of organizational behavior. In order to be successful, leaders must learn to lead through the culture of organizations by increasing their understanding of the gap between organizational goals and outcome or between strategy and implementation (Ouchi & Wilkins, 1985).

The predominant definition of organizational culture include values, symbols, and other variables, which communicate the culture of the organization's members. All definitions cite some set of values held by the organization and its members. The other common attribute is the symbolic means through which an organization's culture is transmitted (Moorhead & Griffin, 1992). Deal and Kennedy (1982) defined the culture of an organization as "the way we do things around here." More specifically, Schein (1985) defined culture as:

> The deeper level of basic assumptions and beliefs that are shared by members of an organization that operate unconsciously. . .These assumptions and beliefs are learned responses to a group's problems of survival in its external environment and its problems of internal integration. (p. 6-7)

Building from a basic definition of culture--"the integrated pattern of human behavior that includes thought, speech, action, and artifacts and depends on a man's capacity for learning and transmitting knowledge to succeeding generations" (p. 4)-- Deal and Kennedy (1982) identified values, heroes, rites and rituals, and cultural network as the critical components of a strong culture. Values form the foundation for members' commitments to the achievement of organizational goals and set the standards for success. To create a strong network of shared values, leaders must model these values through both speech and actions.

Heroes personify cultural values and are role models that exemplify the concept that personal and organizational success are integrated. Therefore, one's personal performance and the performance of the organization are closely tied together. By inspiring a commitment to visionary goals and exemplary actions, heroes set the standards for employee recognition, increased motivation, and exceptional accomplishments. The organization's rites and rituals are the rules which define behaviors and values to be practiced (Deal & Kennedy, 1982). These rites and rituals are communicated through the informal cultural network, which is the "primary means of communication within the

organization, it ties together all parts of the company without regard to positions or titles" (p. 85). These cultural networks are vital to the organization, as they are used to communicate information, interpret the significance of the information communicated, and provide a forum for soliciting support for initiatives before the formal decision-making process.

The purpose of culture is to cultivate a commitment to shared values and transmit these values to others. The culture of an organization dictates all levels of change within the organization. Researchers assert that culture can be the vehicle through which managers and leaders initiate change. Through their daily interactions with the members of an organization, leaders reinforce the desired values and behaviors of those members (Bolman & Deal, 1991; Schein, 1992; Sergiovanni, 1986, 1992, 1994a).

For leaders interested in creating lasting change, one of their most important responsibilities is that of managing and changing the culture. Schein (1992) purported that creating, changing, and sometimes destroying organizational culture may be the utmost function of leadership. Therefore, leaders must be well versed in the means by which complex beliefs and assumptions are learned and unlearned within organizations. Schein identified three levels of culture, about which leaders should be concerned. First is artifacts, which is the constructed physical and social environment--including written and spoken language, office design, policies, organizational structure, and rituals. The second level, values, are what people believe things should be, as distinguished from what things are. Examples include philosophies, attitudes,

ideologies, and ethical and moral codes (Hunt, 1991). The third level is basic assumptions--fundamental, unconscious perceptions that are taken for granted. These assumptions are so internalized and deeply ingrained that alternative forms of behavior are almost impossible.

The challenge occurs when these basic assumptions fail to effectively solve group problems. The leader must possess expertise in group dynamics, organizational development, and psychology in order to assist group members in consciously debating these basic assumptions. Schein (1992) stated that through these three levels of culture, leaders must understand the importance of meaning, how meaning is formed, communicated, and shared. The leader must become a manager of meanings.

Schein (1992) offered several suggested strategies for leaders embarking on cultural change. First, leaders should consistently focus on, measure, and control the areas of desired change. Leaders must communicate their vision, values, and assumptions through modeling. It is also important to capitalize on incidents and crises that can lead to cultural learning. Finally, Schein suggested placing people in key positions who will transmit the desired cultural values. This requires a strategic process of recruitment, selection, promotion, and dismissal.

Organizational Leadership

Through a synthesis of the organizational literature, Bolman and Deal (1991) developed a lens through which leaders can view and transform organizations. They proposed four organizational frames that must be addressed to create a productive organization. With each frame, a different

administrative orientation is needed so that leaders can determine what is going on and how they will respond in a given situation. These four frames are in common use among managers and leaders:

1. A human resource frame views an organization as an extended family and attends mainly to the critical link between formal goals or roles and individual needs.

2. A structural frame reverses the emphasis on individuals, focusing on how an organization allocates responsibilities to well-defined positions, coordinated by authority and policy and directed toward specific goals and objectives. This approach favors rationality and production over caring and trust, treating the organization more as a factory than as a family.

3. The political frame treats organizations as jungles, where coalitions and conflict create a constant struggle for survival and ascendancy. Realistically, special interest groups often have a more profound effect on behavior than goals, rules, or legitimate commands.

4. The symbolic frame views organizations as tribal theater, playing to audiences within and outside formal boundaries. Cultural forms (such as values, rituals, heroes and heroines, legends, myths, ceremonies, and stories) create a meaningful enterprise where cohesion, commitment, and confidence are more important than caring, costs, or competition. (Bolman & Deal, 1992, p. 3)

Expanding on their frames of organization, Bolman and Deal (1993) provided five guides or signposts to promote the artistry of school leadership. They pointed out that by identifying the key players and their levels of power,

principals become deeply aware of their school's politics. Empowerment of the members of the school community is another positive guide, creating open communication by listening, attending to feelings and aspirations, and soliciting feedback. A third signpost is clarification of leadership roles, by clearly stating the organization's vision and goals. The fourth signpost is to understand the existing school culture before initiating change. The last signpost advises the principal to engage in reframing or addressing issues from multiple perspectives.

Based on both qualitative and quantitative empirical research, Kouzes and Posner (1995) identified five effective leadership practices that elicit peak performance from organizations. The five practices identified are "challenging the process," "inspiring a shared vision," "enabling others to act," "modeling the way," and "encouraging the heart" (p. 18). Each of these practices are embedded within the relationships between leaders and followers.

The first practice, challenging the process, encourages the leader to be a risk-taker, by identifying ineffective policies and procedures and experimenting with new and improved ones. Success in this practice is predicated upon the leader's ability to appropriately match the capabilities of an organization's human capital with the demands of the tasks.

One of the most difficult practices, inspiring a shared vision (the image of the future that provides focus for all activities), requires the leader to communicate this vision in such a way as to motivate the followers to work toward its achievement. To accomplish this, successful leaders must utilize charismatic leadership strategies and communication to sell the vision to the

entire organization. Kouzes and Posner (1995) asserted that although the vision was cooperatively developed with all stakeholders, the leader must articulate it and provide focus.

Critical to building a collaborative culture, the third practice, enabling others to act, engenders the development of cooperative goals through empowerment and trust building. Organizational structures should be constructed to encourage group action, which requires the sharing of information, resources, and ideas. These structures provide opportunities for members of the organization to embrace positive interdependence and collegiality (Covey, 1989). Empowering people to work collaboratively is dependent upon leaders:

> Making certain that people have the skills and knowledge needed to make good judgements, keeping people informed, developing relationships among the players, involving people in important decisions, and acknowledging and giving credit for people's contributions. (Kouzes and Posner, 1987, p. 162)

By sharing power the leader creates a feeling of influence and ownership in organizational success. Leaders may create a sense of covenant by cultivating followers' capacities to be successful. This sense of covenant increases the followers' commitment to organizational goals and loyalty to the leader (Sergiovanni, 1994b). Organizational interests supersede the self-interest of the organization's individual members, who are more committed to service to others (Block, 1993).

The fourth practice, modeling the way, builds upon Schein's (1992) strategies for leaders engaging in cultural change. As Schein stated, leaders must constantly endeavor to model desired behaviors through their actions. Leaders must be the "heroes" (Deal & Kennedy, 1982) of the organization by modeling a commitment to visionary goals and exemplary actions. This practice can best be described by the statement, "Titles are granted but it's your behavior that wins you respect" (Kouzes & Posner, 1995 p. 12).

Kouzes and Posner's (1995) fifth practice, encouraging the heart, highlights the importance of leaders' individual and group contributions to the organization's accomplishments. Encouragement through the celebration of successes, big and small, motivates people to continue to take risks and remain committed to the organization's goals. Such genuine care provides people with the spirit to overcome insurmountable obstacles.

Through their research, Kouzes and Posner (1995) identified human relations skills as the means by which leaders promote success within organizations. On the other hand, Block (1993) supported the use of democratic structures to promote commitment and stewardship to the organization. To create lasting change, there must be a change in governance through a redistribution of power and control.

Participatory Leadership

Meaningful change in an organization's culture is facilitated through the involvement of the organization's members in planning and implementing the desired change. Block (1993) proposed that organizations must embrace

democratic participative structures to effect cultural change. These structures demand a new vision of leadership, in which the decisional ownership and accountability is distributed among all members of the organization. Block refuted the traditional view of leadership by stating:

> Strong leadership does not have within itself the capacity to create fundamental changes our organizations require. . .Our search for strong leadership in others expresses a desire for others to assume the ownership and responsibility for our group, our organization, our society. (p. 13)

Block (1993) further stated that leaders, as stewards, operate "in service, rather than in control of those around" (p. xx) them. Stewardship promotes intrinsic motivation and shared beliefs, values, and norms

Within a democratic organization, the leadership is integrated through all levels of the organization, which develops commitment and accountability. Distributing the decision-making authority to all workers creates a sense of accountability for results. Developing a partnership and stewardship within all members creates a culture characterized by self-responsibility, accountability, and commitment to the organization (Block, 1993).

Increased involvement of employees and other stakeholders in organizational decision making is a practice that has gained much popularity over the past two decades. Global competition in business and industry and the influence of Japanese and European management techniques has intensified the participatory leadership movement in corporate America (Gilberg, 1988;

Ouchi, 1981). Shedd and Bacharach (1991) outlined the rationales of participatory leadership that have been proposed by many of its advocates. These rationales are that employee involvement (a) improves job satisfaction, (b) provides higher levels of employee morale and motivation, (c) contributes to greater commitment to organizational goals, and (d) develops a collaborative spirit among all members of the organization.

Early studies by Likert (1961) identified four leadership styles: (a) exploitative authoritative, (b) benevolent authoritative, (c) consultive, and (d) participative or democratic. He proposed that the fourth style, participative, more closely approaches the ideal style. The factors which contribute to a participative style include supportive relationships, group decision making, and management establishment of high-performance goals.

Likert (1961) found that when leaders utilized consultive or participative leadership styles, trust, collaborative goal setting, high levels of communication, and supportive leader behavior were exhibited. When leaders used authoritative styles, trust, fear, one-way communication, and control were utilized to improve productivity. The study found that participative decision making was more effective. Ouchi's (1981) theory supported Likert's earlier work by focusing on consensual decision making and work teams as strategies for organizational operation and creating lasting change.

Since participatory leadership is characterized by participation, it is important to note that the levels of participatory leadership follow a continuum that is closely related to types of participation. Participation can vary from

consultation to mutual decision making to delegation. Consulting is when a leader simply solicits input prior to making the decision. In mutual decision making, the leader and the employees jointly make decisions. This is probably one of the most popular models because leaders still feel they are maintaining some level of control. At the far end of the participatory continuum is delegation, when the leader gives the group responsibility for the decision. Similarly, Yukl (1994) further characterized participatory leadership through an examination of power (power sharing or empowerment) and leader behavior (consultation or delegation). Recent research on participatory leadership has shown that it has a wide variety of impact on organizations.

On the other hand, some studies suggest that there is little to no link between employee participation and improved achievement of organizational goals (Taylor & Bogotch, 1994; Jenkins, Ronk, Schrag, Rude, & Stowitschek, 1994). According to Wood (1989), participatory decision making does not consistently prove to be the most effective technique for solving problems or designing innovation. In an observational case study of a small work group conducted over more than one year, Wood observed that after meeting 24 times, the group failed to accomplish the assigned task.

Contrary to Wood's findings, however, was the research of Rafaeli. In an examination of employees participating in quality circles, Rafaeli (1985) reported that employees involved in participatory management have a sense of influence and greater interaction with other employees. Patchen (1970) reported that increased participation in organizational decision making resulted in improved

job satisfaction and achievement, and greater organizational commitment among more employees. Manz and Sims (1987), in a study of 276 workers in a mid-size manufacturing firm, observed positive correlation between leader behavior (which encouraged participation) and worker productivity and satisfaction. According to Manz and Sims, the ultimate role of leaders is to "lead others to lead themselves" (p. 119).

School Leadership

The practice of school leadership is a dynamic process that must change as our society and the nature of schools change. Educational leadership models evolve from the application of research from each of the leadership research movements. Sergiovanni (1984, p. 6) described school leadership in terms of five forces.

1. Technical. Derived from sound management.
2. Human. Derived from harnessing available social and interpersonal resources.
3. Educational. Derived from expert knowledge about matters of education and schooling.
4. Symbolic. Derived from focusing the attention of others on matters of importance to the school.
5. Cultural. Derived from building a unique school culture.

As for the first three, Sergiovanni suggested that we have paid a great deal of attention to these. He emphasized that leaders must devote more attention to the last two forces--symbolic and cultural.

It could be argued that in order to meet the challenges of leading today's schools, leaders must rely more on applying elements from research of cultural, transformational, and participatory leadership. To this end, Sergiovanni (1994a) proposed that the traditional view of schools as formal organizations is a constraint on school improvement. Instead he recommended that schools be perceived as communities, in order that meaningful personal relationships and shared values become the foundation for school reform. These communities can be defined as:

> a collection of individuals who are bonded together by natural will and who are together binded to a set of shared ideas and ideals. The bonding and binding is tight enough to transform them from a collection of "I's" into a collection of "we". (p. vi)

In becoming purposeful communities, schools provide the structure necessary to develop a culture of empowerment, collegiality, and transformation. The leadership of the school community does not rely on "power over" others but on "power through" others to accomplish shared visions and goals (p. xix).

Effective leaders of school communities possess these five characteristics (Sergiovanni, 1994b, p. 6):

1. They will be people of substance.
2. They will be people who stand for important ideas and values.
3. They will be people who are able to share their ideas with others in a way that invites them to reflect, inquire, and better understand their own thoughts about the issues at hand.

4. They will be people who use their ideas to help others come together in a shared consensus.

5. They will be people who are able to make the lives of others more sensible and meaningful.

In a study of urban high school teachers, Blase (1987) identified several characteristics of effective school leadership. The results of the study revealed that effective principals promoted positive interactions between school staff, students, and parents. Most importantly, effective leaders created cohesive cultural and social structures in their schools. Current and future principals must endeavor to develop "people related competencies" (p. 608).

Leadership is no longer thought of as contingent upon situations: leadership styles are always dependent on a concept defined by personal relationships. The new concept of leadership has, at its foundation, relationships where "different settings and people evoke some qualities from us and leave others dormant" (Wheatley, 1992, p. 34). Principals lead their schools through relationships, not rules, tasks, or structures.

School-Based Management and Shared Decision Making

A central theme of second-wave school reform is the call for a restructuring in school governance. A new model of school organization is emerging, replacing the traditional bureaucratic model (Beck & Murphy, 1993; Hoy & Miskel, 1991; Toffler & Toffler, 1994; Wheatley, 1992).

Methods of performing collective activities in post-industrial organizations look considerably different from those in bureaucratic ones. There is little

> use for the core correlates of bureaucracy. Hierarchy of authority is often viewed as detrimental; impersonality is found to be incompatible with cooperative work efforts; specialization and division of labor are no longer considered to be assets; scientific management based on controlling the efforts of subordinates is judged to be inappropriate; and the district separation of management and labor is seen as counterproductive. . .Just as schools have mirrored the industrial age's bureaucratic model during the twentieth century, so must they adopt a more heterarchial model as society moves into the information age. (Beck & Murphy, 1993, p. 184)

Some of the most frequently recommended strategies for restructuring include increasing the power of (a) teachers, (b) individual schools, and (c) the local community. Hansen (1989) categorized restructuring in terms of governance and finance, empowerment and choice, and curriculum and instruction. A common force throughout the restructuring movement is school-based management and teacher empowerment. Broader participation in school decision making is seen as the key to successful restructuring.

Drawing upon Sergiovanni's (1994a) definition of schools as communities, the school is a dynamic social system, which is the basic unit of educational improvement. The most influence on teaching and learning is afforded at the school level, where teachers, administration, and students have direct interaction. Imperative to school reform and improvement "is staff dialogue about issues and problems, participation in decision, involvement in actions taken, and responsibility for results" (Goodlad, 1984, p. 275).

> In support of school-based management, Fullan (1994) asserts that: Centralized reform mandates have a poor track record as instruments for educational improvement. This failure has led some to conclude that only decentralized, locally driven reform can succeed. Site-based management is currently the most prominent manifestation of this emphasis. (p. 187)

School districts throughout the nation are moving to decentralize through the implementation of various forms of school-based management (Liontos, 1993; Ogawa, 1983; Taylor, Bogotch, & Kirby, 1994). A survey conducted by the American School Board's Association reported that 70 percent of the districts responding had implemented site-based management, resulting in increased teacher empowerment and local accountability. This nationwide survey had a 95 percent confidence level, with over 6,000 districts surveyed (Gail, Underwood, & Fortune, 1994).

The RAND Corporation initiated a study of school-based management, in anticipation of that management's impact on the implementation of innovation in schools and the resulting collaboration with local communities. The following conclusions were reported:

1. Though site-based management focuses on individual schools, it is a reform of the entire school system.

2. Site-based management will lead to real changes at the school level only if it is a school system's basic reform strategy, not just one among several reform projects.

3. Site-managed schools are likely to evolve over time and to develop distinctive characters, goals, and operating styles.

4. A system of distinctive, site-managed schools requires a rethinking of accountability.

5. The ultimate accountability mechanism for a system of distinctive site-managed schools is parental choice. (Hill & Boman, 1991, p. v)

School restructuring is referred to as site-based management, shared decision making, shared governance, and teacher empowerment. Hanson (1991) assisted with further defining the illusive concept by identifying four levels of redistribution of authority:

1. Deconcentration. The assignment of tasks to employees without the granting of authority.

2. Participation. Providing emphasis with input into decisions while management retains the final decision-making authority.

3. Delegation. The assignment of decision-making authority to employees. Decisions must be made within established parameters.

4. Devolution. The assignment of complete decision-making authority to employees.

Most school restructuring is at the level of participation and delegation.

The definition of school-based management is ambiguous. Meyers and Stonehill (1993) defined school-based management as the redistribution of decision-making authority, at no less than the level of delegation to a site-based team. The team (consisting of teachers, administrators, and others) is actively

involved in school decisions on curriculum and instruction, operations, and staffing. Murphy and Hallinger (1992) stated that school-based management exists when there is little centralized control and the decision-making authority is at the school level. Olasov (1994) simply defined school-based management as the transfer of decision-making authority and responsibility to the individual school. Goldman, Dunlap, and Conley (1993) stated that school-based management is characterized by the devolution of policy development and implementation authority to the school and the implementation of a participatory process for policy development and implementation at the school level. No matter the formal definition of school-based management, "all seem to agree that it involves changing school governance, moving in some way from a top-down approach to a bottom-up approach" (Midgley & Wood, 1993, p. 246). The key element of school-based management is the participation of each school's stake holders.

All forms of school-based management are based on several assumptions. The results of Kowalski's (1994) survey research conducted with 170 randomly selected principals in Indiana and Minnesota, validated three assumptions about school-based management: (a) meaningful change occurs at the individual school, (b) schools need flexibility for change to occur, and (c) commitment is facilitated through the representation of stakeholders in the decision-making process. "The people in schools know and care about their students, their programs, and future possibilities for improvement" (Glickman, 1990b, p. 41). Therefore, the members of the school community are the most

qualified to make decisions about the core technologies of schools. "The power of school-based management. . . .draws on the vast amount of untapped energy, talent, and leadership that exists in every school" (Spilman, 1996). Each of the assumptions emphasizes the importance of capitalizing on the human potential in schools. In other words, the solutions to today's educational challenges lay within the collective individuals in every school.

Teacher Empowerment Through Shared Decision Making

Although school-based management is implemented through a variety of models, the vital component of each of these models is the concept of participating decision making at the school site. The focus of shared decision making is collaborating to improve teaching and learning (Bauer, 1992; David, 1994; Glickman, 1990b; Lange, 1993). Harvey, Frase, and Larick (1992) stated that "the restructuring of the 1990s provides opportunity to profoundly change the teacher profession by. . .building colleagueship among teachers. . . and building a school structure that permits autonomy, flexibility, and responsibility" (p. 11). Professional collaboration must be accomplished through teacher empowerment.

Teacher empowerment can be viewed as a teacher's transformation from a state of powerlessness to that of perceived power over their professional lives. Teacher feelings of powerlessness are a product of the isolated nature of their work, oftentimes while performing their duties in the classroom (Lortie, 1975, Sprague, 1992).

Teachers are islands unto themselves. In a study of elementary teachers, Zielinski and Hoy (1983) found that teachers, while working in isolation, have little control over school operation. Therefore, they feel that the school administration ignores and manipulates them. The external forces are perceived to be so powerful that these isolated teachers develop a feeling that their teaching makes no difference in the lives of their students.

Bredeson (1989) proposed that teacher empowerment is realized when teachers' feelings of powerlessness are reduced by their assuming greater responsibility for their professional work. Empowered teachers have a sense of competence and a strong desire to take control of their work lives and solve their own problems (Rappaport, 1987; Short, 1994). Empowered teachers have opportunities for "autonomy, responsibility, choice, and authority" (Lightfoot, 1983, p. 9). Through empowerment, teachers demonstrate a greater sense of job satisfaction, improved motivation, and heightened enthusiasm for their professional work (Blase & Blase, 1994; Bredeson, 1989) These improvements are the result of the teachers' experiences and expertise receiving value; hence, they develop an increased sense of self-esteem and self-efficacy.

Empowerment is derived from true teacher participation in the decision-making process. Increased teacher access to decision-making opportunities creates greater staff commitment to improving school operations and student achievement. Rather than competing for power, teachers are encouraged to work collaboratively to effect change. Therefore, the quality of the school's decision-making process is elevated through the collaboration of teachers and

administrators (Blase & Blase, 1994). Teachers and administrators begin to cooperatively explore and solve problems.

The concept of teacher empowerment and shared decision making has been (and still is) the subject of considerable dialogue and research. The literature is replete with studies on teacher participation in the school-reform movement.

Some studies indicate that increased teacher empowerment has little or no effect on school improvement efforts. In a study of a large district, which had implemented programs to increase teacher participation in decision making, Taylor and Bogotch (1994) examined the effects of teacher participation on teacher job satisfaction and attendance. The results of the study indicated that there was no statistically significant relationship between teacher participation and the indicators of job satisfaction and attendance. Weiss (1993) conducted a two-year longitudinal study of twelve high schools, six with a shared decision-making process and six without one. Through structured interviews, the researcher found no support for the claims that shared decision making impacts student achievement. Nor did the results indicate that the shared decision-making process produced more innovative solutions. Although changes for shared decision-making schools tended to be more lasting, change took longer and there was a higher degree of conflict (Weiss & Cambone, 1994). However, it was determined that shared decision-making schools exuded a climate that promoted risk taking and exhibited higher staff morale (Weiss, 1993).

The lack of positive effects of increased teacher participation has been collaborated by other researchers. In order to examine the relationship between increased teacher empowerment and changes in instructional techniques, Taylor and Teddlie (1992) studied teachers in schools that were reported to have high levels of shared decision making. Their results indicated that increased teacher empowerment had no influence on teacher instructional practices.

Yet countless other studies support the proposition that increased teacher empowerment through shared decision making positively impacts school improvement. White (1992) examined three districts practicing decentralized management for five years. The districts gave decision-making authority to teachers in the areas of budget, curriculum, and staffing. White reported that 92 percent of the teachers interviewed were satisfied with their level of influence on school decisions. The teachers indicated that their involvement in decisions on school budget, curriculum, and staffing provided them a forum to express concerns. "Working together on various committees encouraged greater sharing of ideas" (p. 76). White suggested that shared decision making improves teacher morale, encourages better-informed teachers, improves student motivation, and assists with attracting and retaining quality teachers. Therefore, increased teacher participation results in improved job satisfaction.

Lange's (1993) study of six schools, which had implemented teacher participation policies, reported results similar to those in White's (1992) research. The teachers in this study reported increased autonomy, greater job satisfaction, and an improved quality of decisions. In another study, Hoy and Sousa (1984)

found that teachers to whom decision-making authority was delegated reported higher levels of job satisfaction and principal loyalty.

Another study of four exemplary school districts that had implemented shared decision making was reported by Wohlstetter, Smyer, and Mohrman (1994). Their research supported the notion that school-based decision making facilitates school improvement. These researchers proposed that organizational performance improves when power is downwardly distributed, when those empowered are properly trained and provided with the information needed to make informed decisions, and rewards are created for high performance.

A number of research studies have endeavored to investigate the conditions that support or inhibit successful teacher empowerment/participation, which results in improved organization performance. In one such study, Johnson and Pajares (1996) followed the three-year implementation of shared decision making in a public secondary school. Data were collected using multiple methods, including observations, interviews, and document analysis. They identified the factors that promoted and constrained the successful expansion of participation in decision making. The promoting factors were the confidence the stakeholders had in their abilities to improve "personal and collective efficiency" (p. 615), resource availability, development of democratic processes, early successes, and a supportive principal. The constraining forces identified were the need for additional resources, no previous experience in group decision making, and a perceived lack of district support.

Odden and Wohlstetter (1995) presented the conclusions and recommendations from a three-year study of school-based management by the University of Southern California's School-Based Management Project. Researchers visited 40 schools in 13 districts in the United States, Canada, and Australia (interviewing more than 400 people, including parents, students, teachers, principals, superintendents, and board members). The study reported that for school-based management to improve school performance, people must have the authority to make decisions related to budget, personnel, and curriculum. Additionally, they must be able to introduce reforms that directly impact teaching and learning. Successful school-design strategies should address professional development, which builds the capacity to create a learning community of professionals. Schools that successfully implemented shared decision making also disseminated the information necessary to make informed decisions and have a reward structure in place.

While teachers have a tendency to desire greater involvement in decision making (Riley, 1984; Shedd & Bacharach, 1991), it is imperative to examine the factors that encourage teachers' willingness to participate. "The motivation for becoming involved in shared governance has an impact on the success of the decision-making process. . ." (Lunsford, 1993, p. 15). In order to investigate the conditions in which teachers are willing to participate in the decision-making process in their schools, Smylie (1992) surveyed the teachers in a Midwestern metropolitan school district. The survey specifically explored participation in the areas of personnel, curriculum and instruction, staff development, and general

administration. A regression analysis revealed the greatest influence on teachers' willingness to participate in all four decisional areas was related to the "principal-teacher relationship" (p. 61). Teachers appeared to be more involved in school decision making if their relationship with the school principal was perceived to be "open, collaborative, facilitative, and supportive" (p. 63). Other findings suggested that teachers who have higher confidence in their knowledge of practice are more prone to participate willingly. Therefore, in order for teachers to willingly participate in the shared decision-making process, the process cannot be legislated or mandated.

Another consideration in the success of shared decision making is the concept of time. Consideration must be given to the time allowed for the development of a culture in which collaboration exists between all the members of a learning community. Wall and Rinehart (1998) explored teacher empowerment in high schools with state-mandated school councils operating over varying lengths of time. Teachers in 117 schools were administered a survey that measured teacher perception of six subscales: decision making, autonomy, self-efficiency, professional growth, status, and impact. An analysis of variances indicated a significant difference in the level of decision making in schools with active councils for three years, as compared to those with councils with no experience. These findings were corroborated by Cross and Reitzug's (1996) observations of urban teachers, citing: "It takes time for a school staff to believe that decisions are truly being made differently. Teachers need time to observe the range of decisions considered and the decision-making

process. . ." (p. 19). Shared decision making must be viewed as a long-term process, "not an event" and "not a quick fix" (Daniels, 1990, p. 23).

Successful teacher empowerment can create new organizational cultures in schools. From the case study data collected from twenty-two schools in four school districts in the United States and Canada (practicing school-based management for at least three years), Robertson and Briggs (1998) posited that meaningful cultural changes only occur when schools have changes in governance structures. These governance structures are dependent upon effective decision-making practices. Their results also suggest that not only does school-based management create better quality decisions, but it also develops a more effective culture.

In writing about these new organizational cultures, Wohlstetter and Odden (1992) stated that as "teachers are given key roles in decisions that matter--both strategic and operational--the likelihood is greater that they will become engaged in collaborative governance" (p. 545). To facilitate the creation of a culture that exudes shared governance, Glickman, Allen, and Lunsford (1994) recommended creating a school community that is "devoid of control structures and punitive consequences in which time is taken for teachers and principals to exchange, share, and ask each other and colleagues for help" (p. 39). Through participation, teachers are given a forum to exchange ideas, creating a professional atmosphere that promotes school improvement.

The Role of the Principal in Shared Decision Making

Throughout the history of American schools, the principalship has been an ever evolving position. The nature of the roles, responsibilities, and relationships of the school principal constantly metamorphosizes as it responds to our changing society and global economy (Beck & Murphy, 1993; Crow, 1993; Hallinger, 1992; Leithwood, 1992). Over the past one hundred years, the principal evolved from lead teacher to manager to learning facilitator. The most significant changes in the role of the principal have occurred over the past two decades in the context of school restructuring. In a study of fifty chief state school officers, Flanigan, Richardson, and Marion (1991) stated that "there is little doubt that the education reform movement has been a prevalent part of the changing role of school administrators and principals and will likely continue to be a fact of life" (p. 18).

Highlighting the importance of the school principal in restructured schools, the U.S. Department of Education (1986) described effective schools as:

> Places where principals, teachers, students, and parents agree on the goals, methods, and content of schooling. They are united in reorganizing the importance of coherent curriculum, public recognition for students who succeed, promoting a sense of school pride, and protecting school time for learning. (p. 45)

In order to realize this ideal school, the principal must focus more on school renewal than establishing control (Stein & King, 1992). The principal plays a significant role in creating an effective school. In discussing the

principal's role in restructuring schools, Murphy (1994) stated that the principal can be characterized as delegating responsibilities, creating collaborative decision-making climates based on shared vision, providing information and resources, and developing teachers.

The importance of the role of the principal as change agent and instructional leader consistently appears in the research on change and effective schools (Hallinger & Heck, 1996). Fullan (1991) stated that "all major research on innovation and school effectiveness shows that the principal strongly influences the likelihood of change" (p. 76). Other studies focusing on shared decision making and restructuring identified the school principal as the key player in all such efforts (David, 1989b; Malen, Ogawa, & Kranz, 1990; Rude, 1993; Wohlstetter, 1995). Therefore, it is vitally important to explore the role of the principal in shared decision making (Weiss, Cambone, & Wyeth, 1992).

The changing role of the principal has been the subject of a variety of studies undertaken by professional organizations and boards. The National Association of Elementary School Principals 1988 study reported that principals perceived numerous trends in their way of work, including:

1. Enhanced decision-making authority given to schools.
2. Greater principal accountability for school decisions.
3. Increased need for participation of school staff in decision making.
4. Enhanced need to function as both school manager and instructional leader (Doud, 1989).

These trends are consistent with the second wave of educational reforms and restructuring, which calls for teacher empowerment through a participatory style of leadership (Blase & Blase, 1994; Bredeson, 1989).

One variable affecting the implementation of shared decision making or teacher empowerment is the concept of willingness--the principal's willingness to empower and the teacher's willingness to participate. In a study of empowered schools, Short, Greer and Melvin (1994) reported that teacher participation in decision making only occurs in schools where principals desire to have teacher participation. Such teacher empowerment requires the principal to develop a collaborative climate based on trust and respect (Blase & Blase, 1994; Licata & Teddlie, 1990; Wall & Rinehart, 1998). From their study of teachers in 117 schools, Wall and Rinehart (1998) also suggested that a principal's willingness to empower teachers is contingent upon the principal's training to facilitate participatory decision making.

In schools where shared decision making is less successful, the principals resist giving up control. Wohlstetter (1995) studied 44 schools that had operated under school-based management for no less than four years. Failure was often cited as a result of autocratic principals. Teachers reported that such principals often attempted to manipulate decisions to support their personal vision for the school and promote their own agendas. These principals' behaviors resulted in conflict and a lack of teacher ownership.

To successfully create a culture of empowerment, principals must rethink their use of power and control (Keedy & Finch, 1994). Goldman, Dunlap, and

Conley (1993) stated that leaders should use facilitative power, which they defined as "the ability to help others achieve a set of ends that may be shared, negotiated, or complementary" (p. 70). The use of facilitative power gives the principal the ability to have power through others rather than power over them. They further argued that successful change will occur through people, not rules and regulations. A principal's power is not finite; it is increased through the empowerment of others.

The principal also affects teacher willingness to participate. As earlier reported, Smylie's (1992) study of teachers in a Midwestern metropolitan school district revealed that the principal-teacher relationship is a strong predictor of successful teacher participation in decision making. Teachers are more willing to participate in decision making if they perceive their relationships with the principal as "open, collaborative, facilitative, and supportive" (p. 63). They are less willing to participate if their relationship is perceived as closed and controlling. Blase (1987) supported the importance of relationships by stating that effective principals nurtured participation through the development of trusting and respectful relationships with teachers.

The principal enlists the teachers' willingness to participate by providing the support necessary for empowerment. In their study of a high school implementing shared decision making, Johnson and Pajares (1996) described support as exhibited through the active encouragement of staff members to participate, providing the necessary resources and training, and playing the role of cheerleader, while not obstructing the democratic process. Findings reported

by Wohlstetter and Briggs (1994) from a study of 25 elementary and middle schools in 11 districts in the United States, Canada, and Australia illustrate the critical resources principals provide teachers in the implementation of shared decision making. These resources are power, information, skills training, and recognition.

The research literature exploring empowering principal behaviors is scant. One such case study of an elementary principal who practiced teacher empowerment was reported by Reitzug (1994). In the study, 41 teachers were interviewed and numerous observations were conducted over a three-month period. Through categorization of the data, three types of empowering behaviors were identified: (a) support--creating a supportive environment; (b) facilitation--developing the ability for the staff to perform self-critiquing of the school; and (c) possibility--providing the resources to bring action to their critique. Reitzug stated that the empowering principal moves from directing subordinates on how to perform a task to facilitating self-examination of practices. The empowering principal must practice "problematizing" (p. 304)--identifying practices that must be more closely critiqued through the framing of the proper questions.

It is also important to investigate principals' perspectives about their changing roles and the implementation of shared decision making. Bredeson (1993) reported the empirical findings of an interview study of 21 principals from schools of various grade-level configurations. The purpose of the study was to examine "the role transition, role strain, and reaction to it" (p. 34), which resulted from school restructuring. The ways in which the principals coped with transition

were dependent upon experience, time in position, alignment of leadership style to the new roles, and the support of superiors. The principals identified the major role shift as one from "manager to facilitator-on-call" (p. 10). The principals perceived restructuring as an opportunity to model leadership for self-managed work groups and to further develop their own leadership skills. The principals also identified communication of the real changes resulting from restructuring as a major benefit of this role transition.

In Kowalski's (1994) survey of principals in Indiana and Minnesota, it was reported that 10 percent of responding principals agreed that school-based management encourages teachers to take additional responsibilities. Additionally, 80 percent felt that school improvement was dependent upon teachers' abilities to become participants in the decision-making process. According to Hallinger, Murphy, and Hausman (1992), principals have reservations about teacher involvement in decision making. However, the researchers did foresee increased potential for greater motivation, initiative, and more effective solutions to problems.

The cultural changes that result from the implementation of shared decision making impacts the way principals lead. Sergiovanni (1994) discussed four stages of leadership applicable within an empowered culture. These stages are bartering, building, bonding, and binding. These leadership stages can be viewed as a continuum for bartering--"trading wants and needs for cooperation and compliance"--to binding--"developing common commitments and conceptions" (p. 193). Binding represents true participatory leadership. In

applying these four stages Sergiovanni (1991) found that a principal should dedicate much attention to empowering teachers.

Principals of schools in which shared decision making is successful must understand consensus building and create collaborative environments, which encourage teachers and parents to experiment with innovation (Flinspach & Ryan, 1994). The shared decision-making process is dependent upon the principal's experiences, skills, and abilities to promote participatory decision making. Principals must "move the scope of authority from participation to empowerment"; this operationalizes shared decision making into a genuine shared governance culture (Blase, Blase, Anderson, & Dungan, 1995, p. 151). "The successful leader, then, is one who builds-up the leadership of others and who strives to become a leader of leaders" (Sergiovanni, 1990, p. 27). Effective principals foster leadership among followers and create structures through which they may practice leadership.

Summary

This chapter presented a review of literature pertaining to shared decision making and the leadership role of the school principal. The chapter began with a discussion of school reform and restructuring, which has progressed from improving the existing educational system through top-down, bureaucratic initiatives to restructuring the organization and governance of schools. The next section examined the study of leadership and its relationship to organizational and cultural change. Finally, school-based management and shared decision making were discussed with special emphasis on the role of the school principal.

Throughout the review of literature, the principal was presented as the key to successful school improvement. Since teacher participation through shared decision making has been lauded as the vehicle for school restructuring, it is imperative to examine empowering behaviors of principals. The principal's leadership style is a critical factor contributing to teacher participation (Blase & Blase, 1994). As an extension of their study of secondary school teacher teams, Leithwood, Steinbach, and Ryan(1997) recommended that research address principal practices that contribute to the effectiveness of collaborative teacher teams.

A preponderance of the school-based management and shared decision making literature reports critical analyses of these initiatives and implementation strategies. The majority of these studies are qualitative case studies of individual principals and schools utilizing observation and interview techniques.

Other literature provides a conceptual analysis of the principal's leadership behaviors in restructured schools with little empirical evidence (Hallinger & Hausman, 1994). Murphy and Hallinger (1992) noted, "to date, there has been a good deal of conceptual work on the role of the head of tomorrow's schools. . . Few investigators however have begun to examine the question empirically"(p.77).

In general, this review of the literature suggests a weak research base on the principal's leadership behaviors that support shared decision making. Although it is believed that the principal is the key player in successfully creating a participatory culture, the literature does not provide sufficient insight into the

skills and behaviors of the principal that facilitate such a culture. The absence of significant research on the principal's leadership practices in shared decision making supports the need for this study.

CHAPTER THREE

METHODOLOGY

This chapter discusses the design of the study and the methodology used to explore the leadership behaviors of principals in schools practicing shared decision making. The chapter contains a description of the research design and procedures including: hypotheses, population and sample selection, and instrumentation. A discussion of the study's ethical considerations is also included.

Research Design and Procedures

Correlational research investigates the relationship between two or more variables which are identified by theory, research, or experience as having the possibility of being related (McMillan & Schumacher, 1997). This correlational study examined the relationship between teachers' perceptions of the leadership behaviors of Duval County secondary school principals and their perceptions of the level of shared decision making practiced in their schools.

Hypotheses

By applying Kouzes and Posner's (1995) five exemplary leadership practices, as measured by the Leadership Practices Inventory [LPI] (Kouzes & Posner, 1997), the following null hypotheses were proposed.

Question 1: Is there a relationship between the leadership behaviors of Duval County secondary school principals and the level of shared decision making in the area of planning as perceived by teachers?

H1A: There is no relationship between the leadership practice of challenging the process exhibited by Duval County secondary school principals and the level of shared decision making in the area of planning as perceived by teachers.

H1B: There is no relationship between the leadership practice of inspiring a shared vision exhibited by Duval County secondary school principals and the level of shared decision making in the area of planning as perceived by teachers.

H1C: There is no relationship between the leadership practice of enabling others to act exhibited by Duval County secondary school principals and the level of shared decision making in the area of planning as perceived by teachers.

H1D: There is no relationship between the leadership practice of modeling the way exhibited by Duval County secondary school principals and the level of shared decision making in the area of planning as perceived by teachers.

H1E: There is no relationship between the leadership practice of encouraging the heart exhibited by Duval County secondary school principals and the level of shared decision making in the area of planning as perceived by teachers.

Question 2: Is there a relationship between the leadership behaviors of Duval County secondary school principals and the level of shared decision making in policy development as perceived by teachers?

H2A: There is no relationship between the leadership practice of challenging the process exhibited by Duval County secondary school principals and the level of shared decision making in the area of policy development as perceived by teachers.

H2B: There is no relationship between the leadership practice of inspiring a shared vision exhibited by Duval County secondary school principals and the level of shared decision making in the area of policy development as perceived by teachers.

H2C: There is no relationship between the leadership practice of enabling others to act exhibited by Duval County secondary school principals and the level of shared decision making in the area of policy development as perceived by teachers.

H2D: There is no relationship between the leadership practice of modeling the way exhibited by Duval County secondary school principals and the level of shared decision making in the area of policy development as perceived by teachers.

H2E: There is no relationship between the leadership practice of encouraging the heart exhibited by Duval County secondary school principals and the level of shared decision making in the area of policy development as perceived by teachers.

Question 3: Is there a relationship between the leadership behaviors of Duval County secondary school principals and the level of shared decision making in curriculum and instruction as perceived by teachers?

H3A: There is no relationship between the leadership practice of challenging the process exhibited by Duval County secondary school principals and the level of shared decision making in the area of curriculum and instruction as perceived by teachers.

H3B: There is no relationship between the leadership practice of inspiring a shared vision exhibited by Duval County secondary school principals and the level of shared decision making in the area of curriculum and instruction as perceived by teachers.

H3C: There is no relationship between the leadership practice of enabling others to act exhibited by Duval County secondary school principals and the level of shared decision making in the area of curriculum and instruction as perceived by teachers.

H3D: There is no relationship between the leadership practice of modeling the way exhibited by Duval County secondary school principals and the level of shared decision making in the area of curriculum and instruction as perceived by teachers.

H3E: There is no relationship between the leadership practice of encouraging the heart exhibited by Duval County secondary school principals and the level of shared decision making in the area of curriculum and instruction as perceived by teachers.

Question 4: Is there a relationship between the leadership behaviors of Duval County secondary school principals and the level of shared decision making in the area of student achievement as perceived by teachers?

H4A: There is no relationship between the leadership practice of challenging the process exhibited by Duval County secondary school principals and the level of shared decision making in the area of student achievement as perceived by teachers.

H4B: There is no relationship between the leadership practice of inspiring a shared vision exhibited by Duval County secondary school principals and the level of shared decision making in the area of student achievement as perceived by teachers.

H4C: There is no relationship between the leadership practice of enabling others to act exhibited by Duval County secondary school principals and the level of shared decision making in the area of student achievement as perceived by teachers.

H4D: There is no relationship between the leadership practice of modeling the way exhibited by Duval County secondary school principals and the level of shared decision making in the area of student achievement as perceived by teachers.

H4E: There is no relationship between the leadership practice of encouraging the heart exhibited by Duval County secondary school principals and the level of shared decision making in the area of student achievement as perceived by teachers.

Question 5: Is there a relationship between the leadership behaviors of Duval County secondary school principals and the level of shared decision making in pupil personnel services as perceived by teachers?

H5A: There is no relationship between the leadership practice of challenging the process exhibited by Duval County secondary school principals and the level of shared decision making in the area of pupil personnel services as perceived by teachers.

H5B: There is no relationship between the leadership practice of inspiring a shared vision exhibited by Duval County secondary school principals and the level of shared decision making in the area of pupil personnel services as perceived by teachers.

H5C: There is no relationship between the leadership practice of enabling others to act exhibited by Duval County secondary school principals and the level of shared decision making in the area of pupil personnel services as perceived by teachers.

H5D: There is no relationship between the leadership practice of modeling the way exhibited by Duval County secondary school principals and the level of shared decision making in the area of pupil personnel services as perceived by teachers.

H5E: There is no relationship between the leadership practice of encouraging the heart exhibited by Duval County secondary school principals and the level of shared decision making in the area of pupil personnel services as perceived by teachers.

Question 6: Is there a relationship between the leadership behaviors of Duval County secondary school principals and the level of shared decision making in the area of staff development as perceived by teachers?

H6A: There is no relationship between the leadership practice of challenging the process exhibited by Duval County secondary school principals and the level of shared decision making in the area of staff development as perceived by teachers.

H6B: There is no relationship between the leadership practice of inspiring a shared vision exhibited by Duval County secondary school principals and the level of shared decision making in the area of staff development as perceived by teachers.

H6C: There is no relationship between the leadership practice of enabling others to act exhibited by Duval County secondary school principals and the level of shared decision making in the area of staff development as perceived by teachers.

H6D: There is no relationship between the leadership practice of modeling the way exhibited by Duval County secondary school principals and the level of shared decision making in the area of staff development as perceived by teachers.

H6E: There is no relationship between the leadership practice of encouraging the heart exhibited by Duval County secondary school principals and the level of shared decision making in the area of staff development as perceived by teachers.

Question 7: Is there a relationship between the leadership behaviors of Duval County secondary school principals and the level of shared decision making in the area of budget management as perceived by teachers?

H7A: There is no relationship between the leadership practice of challenging the process exhibited by Duval County secondary school principals and the level of shared decision making in the area of budget management as perceived by teachers.

H7B: There is no relationship between the leadership practice of inspiring a shared vision exhibited by Duval County secondary school principals and the level of shared decision making in the area of budget management as perceived by teachers.

H7C: There is no relationship between the leadership practice of enabling others to act exhibited by Duval County secondary school principals and the level of shared decision making in the area of budget management as perceived by teachers.

H7D: There is no relationship between the leadership practice of modeling the way exhibited by Duval County secondary school principals and the level of shared decision making in the area of budget management as perceived by teachers.

H7E: There is no relationship between the leadership practice of encouraging the heart exhibited by Duval County secondary school principals and the level of shared decision making in the area of budget management as perceived by teachers.

Population and Sample

The population for the study was a sample selected from all secondary schools (grades 6-12 in any configuration excluding alternative schools) in the

Duval County Public School system. The Duval County Public School system is a large urban school system encompassing 154 schools, serving 125,971 students of which 59,720 are in secondary schools. The student populace is characterized as 53.6% white, non-minority and 46.4% minority with the most represented minority group being African American (40.0%). According to the Florida Department of Education (1998) it is Florida's sixth largest school system.

This population was chosen, in part, due to a local union contract which requires a shared decision-making process in all schools. Additionally, all public schools in Florida are mandated by the State's legislated System of School Improvement and Accountability to provide a system by which all school stakeholders play a vital role in local school decision making through school advisory councils.

The sample for this study was selected from Duval County secondary schools where the principal had at least two years of longevity in the school. Since data to be collected is dependent upon the teachers' perceptions of the principal's behavior, it was vital that teachers be given time to develop these perceptions. For this reason, schools where the principal had less than two years tenure were excluded from this study. The sample is representative of Duval County secondary schools. The Duval County Public School System is representative of the larger population of schools in other large urban school districts throughout the United States with similar demographics.

The sample provided accessability to a large number of schools. This sample population could be defined as both a sample of convenience and a purposeful sample (McMillan & Schumacher, 1997). A purposeful, convenient sample is characterized as costing less, requiring less time, having higher participation, and more easily administered. On the other hand, it may be less representative of an identical population and more difficult to generalize to other settings which are not similar to the sample (McMillan & Schumacher, 1997). These must be accounted for during any discussion of results.

The sample was determined by obtaining from the district administration a list of all secondary schools containing the principals' length of service in their current schools. Schools with principals who had served in their schools two or more years were then selected for the study. Data for the 1998-99 school year, collected from the Human Resource Services Division of the Duval County Public Schools, revealed 24 middle schools (grades 6-8) and 17 high schools (grades 9-12). There were a total of 2916 teachers employed in these schools at the time of the study. Of these schools 28 were led by the same principal for two or more years and employed 1964 teachers. A summary of the population and sample data is presented in Table 2.

Table 2

Summary of Population and Sample Data

School Type (grades)	District Population		Sample	
	Number of Schools	Number of Teachers	Number of Schools	Number of Teachers
Middle (6-8)	24	1496	14	814
High (9-12)	17	1420	14	1150
Total	41	2916	28	1964

Instrumentation

Two instruments were used to gather data in this study. One instrument was used to assess the principal's leadership behaviors. The other instrument measured the level of shared decision making in the school and collected demographic information. Each of these instruments identified teacher perceptions of the measured variables.

Leadership Behavior Instrument

Numerous instruments were examined to measure leadership behavior and from these the selection was narrowed to two leadership questionnaires. The two instruments were the Leader Effectiveness and Adaptability Description-Other (LEAD-Other), developed by the Center for Leadership Studies, and the Leadership Practices Inventory-Observer, developed by Kouzes and Posner (1997). Kouzes and Posner's (1997) Leadership Practices Inventory-Observer (LPI) (see Appendix A) was selected based on the construct used to develop the

instrument and its well documented reliability and validity data. The LPI-Observer (p.1) measured five practices.

1. Challenging the process.
2. Inspiring a shared vision.
3. Enabling others to act.
4. Modeling the way.
5. Encouraging the heart.

Using the LPI, each of the five practices is measured using six statements, making the total instrument 30 questions in length. A 10-point Likert scale allows the participants the opportunity to indicate the degree to which the leader behaves as described. The LPI was originally developed using a case study analysis of more than 1,100 managers' "personal best experiences" (Kouzes & Posner, 1997, p.1). Subsequently, over 5,000 additional managers and subordinates from various disciplines and organizations were involved in further validity and reliability studies. These studies revealed an internal reliability ranging from .70 to .91 and test-retest reliability of at least .93 in all five leadership practices. The results also indicated that tests for social desirability bias were not statistically significant. Using discriminate analysis to measure predictive validity, it was determined that the LPI could categorize managers according to performance beyond the level of chance of $p<.001$ (Posner & Kouzes, 1988).

Later analysis of the LPI-Observer utilizing results from over 37,000 participants demonstrated the internal reliabilities (alpha coefficients) contained in Table 3 (Posner & Kouzes, 1993).

Table 3

Internal Reliabilities for the LPI

Leadership Practice	Number of Items	Cronbach Alpha Coefficients
Challenging the Process	6	0.82
Inspiring a Shared Vision	6	0.88
Enabling Others to Act	6	0.86
Modeling the Way	6	0.82
Encouraging the Heart	6	0.92

Note: N=37,248

The revised LPI used in this study has a 10-point Likert scale, as opposed to the 5-point Likert scale on the instrument with published reliability and validity data. Through a telephone conversation with both authors, it was confirmed that the data reported was generalizable to the revised instrument (J. Kouzes, personal communication, October 27 , 1997; B. Posner, personal communication, October 28, 1997).

Written permission to use the LPI-Observer, at no cost, was obtained from Barry Z. Posner (Appendix A). The instrument was reproduced to be used with

optically scanable response form. Stipulations regarding its use included a copyright imprint on all instruments, their use be limited to this research study, and a copy of all data be submitted to the authors.

Shared Decision Making Instrument

A review of the literature and related research studies revealed numerous instruments for measuring teacher participation in decision making. Instruments by Ferrara (1994); Russell, Cooper, and Greenblatt (1992); and Short and Rinehart (1992) were reviewed. The criteria for selecting an instrument was that it measured the decision making areas which impacted student achievement and that it have published reliability and validity data.

Based on the instrument selection criteria, the Shared Education Decisions Survey-Revised (Ferrara, 1994; Ferrara & Repa, 1993) was selected as the best instrument for meeting the needs of this study (see Appendix A). The instrument measures actual and desired teacher participation in decision making in eleven decisional domains: planning, policy development, curriculum and instruction, student achievement, pupil personnel, staff personnel, school and community, parental involvement, staff development, budget, and plant management. The instrument features a 6-point Likert scale, from "never" to "always" for actual participation and a separate 6-point Likert scale for desired participation. For the purposes of this study the actual participation scale was the only one used.

The Shared Education Decisions Survey-Revised (SEDS-R) has Cronbach Alpha reliabilities as reported in Table 4 (Ferrara, 1994). These

reliabilities were corroborated by Rogers (1994), who reported Cronbach Alpha's for actual scores ranging from .82 to .93.

Table 4

Internal Reliabilities for the SEDS-R

Decisional Dimension	Number of Items	Cronbach Alpha Coefficients
Planning	12	.95
Policy Development	8	.88
Curriculum/Instruction	8	.94
Student Achievement	8	.95
Pupil Personnel Services	7	.85
Staff Personnel	14	.93
School/Community Relations	7	.86
Parental Involvement	5	.90
Staff Development	5	.95
Budget Planning	12	.95
Plant Management	9	.86

In discussion with the author (D. Ferrara, October 14, 1997), it was determined that each decisional dimension of the SEDS-R is an independent

unit as measured by its internal reliability. This makes it possible to extract questions related to the desired dimensions without interfering with the statistical integrity of the instrument. For the purposes of this study, only the dimensions of planning, policy, curriculum and instruction, student achievement, pupil personnel, staff development, and budget were used. These dimensions represent what Glickman (1993) and others identify as core decision making areas which impact schools. The instrument used in this study contained only the areas to be measured and a demographic survey. The instrument was reproduced and used with optically scanable response form. Permission to use the SEDS-R was obtained from the author (Appendix A).

Ethical Considerations

All teachers' responses remained anonymous, but were coded by school. Schools are not identified by name in the report of results. Data is reported in aggregate form to protect the rights of the participants. The study was approved for exempt status by the University of North Florida Institutional Research Board (Appendix B) and informed consent was received from all participants returning the surveys. All policies of the University of North Florida Procedure Guide for Research Involving Human Subjects and all standards explicated in the Ethical Standards of the American Educational Research Association were observed.

Summary

This study employed a correlational design to examine the relationship between the leadership behaviors of Duval County secondary school principals and the level of shared decision making as perceived by teachers. Leadership

behavior was operationalized by the responses to each of the five dimensions on the Leadership Practices Inventory [LPI] (Kouzes & Posner, 1997). The level of shared decision making was measured by responses to the Shared Educational Decisions Survey-Revised (Ferrara, 1994).

The population for the study was a sample selected from all secondary schools (grades 6-12 in any configuration excluding alternative schools) in the Duval County Public School system. Twenty-eight schools with principals who had served in their schools two or more years were then selected for the study.

CHAPTER FOUR

RESEARCH FINDINGS

The purpose of this study was to explore the relationship of school principals' leadership behaviors and the implementation of shared decision making in their schools. The study was guided by the general question: Is there a relationship between the leadership behaviors of Duval County Public School secondary school principals and the level of shared decision making in schools as perceived by teachers? This question facilitated the emergence of seven subquestions which directed the research.

1. Is there a relationship between the leadership behaviors of Duval County secondary school principals and the level of shared decision making in the area of planning as perceived by teachers?
2. Is there a relationship between the leadership behaviors of Duval County secondary school principals and the level of shared decision making in policy development as perceived by teachers?
3. Is there a relationship between the leadership behaviors of Duval County secondary school principals and the level of shared decision making in curriculum and instruction as perceived by teachers?
4. Is there a relationship between the leadership behaviors of Duval County secondary school principals and the level of shared decision making in the area of student achievement as perceived by teachers?

5. Is there a relationship between the leadership behaviors of Duval County secondary school principals and the level of shared decision making in pupil personnel services as perceived by teachers?
6. Is there a relationship between the leadership behaviors of Duval County secondary school principals and the level of shared decision making in the area of staff development as perceived by teachers?
7. Is there a relationship between the leadership behaviors of Duval County secondary school principals and the level of shared decision making in the area of budget management as perceived by teachers?

Chapter four reports the analysis of data and findings including demographic characteristics of respondents and the statistical analyses employed to describe the results. The analyses are presented in narrative, tabular, and graphic form.

Overview of Design and Analysis of Data

The study commenced by obtaining permission from the Superintendent of Duval County Public Schools to collect data. The secondary schools that met the sampling criteria, having a principal who had at least two years of longevity in the school, were then identified and the principal of each school contacted by telephone and with a follow-up letter. Twenty-six of the twenty-eight selected schools chose to participate in the study. Two middle schools declined to participate.

The LPI and SEDS-R were administered to each participating school's faculty members in one of two ways: (1) at a full faculty meeting or, (2) through

distribution in the schools' staff mailboxes. Previous pilot testing in one school indicated that the time to complete both surveys was between fifteen and twenty-five minutes. Both surveys were coded to match each other and the appropriate school. All data were kept confidential, identifiable at the school-site level for analysis only. However, to help assure anonymity and to obtain the most accurate and honest response, no individually identifiable school data will be reported.

Along with the surveys, each participant was given a letter describing the study, directions for completing the instrument, and an informed consent statement (as set forth in the University of North Florida Procedure Guide for Research Involving Human Subjects). After the surveys were collected, a follow-up letter of appreciation was sent to each school as well as a reminder that a summary of the results will be made available to the school. Appendix C contains samples of all participant communications.

The data collected with the LPI and SEDS-R were tabulated and scanned into a micro-computer using a scan tools program. The data file was then transferred into SPSS, which served as the statistical analysis program for this study.

The variables were the principal's leadership behaviors and the areas of shared decision making in their schools. The five leadership behaviors as measured by the LPI were (a) challenging the process, (b) inspiring a shared vision, (c) enabling others to act, (d) modeling the way, and (e) encouraging the heart. The levels of shared decision making for each of the seven decisional

dimensions (a) planning, (b) policy development, (c) curriculum and instruction, (d) student achievement, (e) pupil personnel, (f) staff development, and (g) budget management were measured by the SEDS-R.

A variety of statistical tools were employed in the analysis of data. These statistical tests included Pearson product-moment correlations, multiple regression, and both one sample and independent sample t-tests. Frequency and percentage were used to analyze the demographic data reported on the SEDS-R. Fink(1995) operationally defines the strength of the correlations as (a) 0 to .25 -"little to no relationship", (b) .26 to .50 -"fair degree of relationship", (c) .51 to .75 -"moderate to good relationship", and (d) over .75 -"very good to excellent relationship"(p.36). All hypotheses were tested at the .05 level of significance.

Sample Profiles

The LPI and SEDS-R were distributed to all teachers in each of 26 participating secondary schools in Duval County. A total of 1841 teachers received surveys. Thirty-five percent (N=646) of these teachers completed and returned the surveys representing sampling error of .03. Table 5 provides a summary of the number and percentage of surveys distributed and returned.

Table 5

Number and Percentage of Teacher Surveys Distributed and Returned

	Distributed		Returned	
School Type	Schools N	Surveys N	Surveys N	Surveys P
High School	14	1150	404	35
Middle School	12	691	242	35
Total	26	1841	646	35

This number of sample respondents represents 22% of the total secondary teachers in the Duval County Public School system.

As a part of the SEDS-R teachers completed a demographic survey which included (a) number of years teaching, (b) number of years in current school, (c) gender, (d) ethnic/cultural background, (e) highest degree earned, and (f) membership in shared decision making groups. The school type, middle or high school, was determined by coding on the survey. It must also be noted that about 10% of the participants did not respond to these items. Tables 6 through 12 present profiles of this demographic data.

Table 6

Composition of Sample by School Type

School Type	Sample N	Sample P	District P
High School	404	62.5	48.7
Middle School	242	37.5	51.3
Total	646	100.0	100.0

Table 7

Composition of Sample by Number of Years Teaching

Teaching Experience	Sample N	Sample P
1-5 years	148	22.9
6-10 years	77	11.9
11-15 years	83	12.8
16-20 years	82	12.7
more than 20 years	199	30.8
No Response	57	8.9
Total	646	100.0

Note. District average reported as 16 years experience

Table 8

Composition of Sample by Number of Years at Current School

Years at Current School	Sample N	Sample P
1-5 years	277	42.9
6-10 years	185	28.6
11-15 years	68	10.5
16-20 years	25	3.9
more than 20 years	30	4.6
No Response	61	9.5
Total	646	100.0

Note. District data not available

Table 9

Composition of Sample by Gender

Gender	Sample N	Sample P	District P
Female	375	58.0	64.5
Male	206	31.9	35.5
No Response	65	10.1	
Total	646	100.0	100.0

Table 10

Composition of Sample by Ethnic/Cultural Background

Ethnic/Cultural Background	Sample N	Sample P	District P
White	490	75.9	71.6
Black	62	9.5	26.4
Hispanic/Spanish	10	1.5	1.2
Asian	2	.3	.7
Native American	3	.5	.1
Mixed	12	1.9	
No Response	67	10.4	
Total	646	100.0	100.0

Table 11

Composition of Sample by Highest Degree Earned

Highest Degree Earned	Sample N	Sample P	District P
Bachelors	302	46.7	67.3
Masters	258	39.9	31.4
Specialist	14	2.2	.7
Doctorate	7	1.1	.6
Other	5	.8	
No Response	60	9.3	
Total	646	100.0	100.0

Table 12

Composition of Sample by Involvement in Shared Decision Making Groups

Shared Decision Making Group	Sample N	Sample P
School Improvement Team	173	26.8
Staff Development Committee	18	2.8
Curriculum Committee	42	6.5
School Advisory Council	51	7.9
District Advisory Committee	11	1.7
None of the Above/No Response	351	54.3
Total	646	100.0

The following sample profile was developed from the participants' responses to the demographic survey (Tables 5-12). However, it must be noted that between 9 and 10% of the participants did not respond to all of the items on the demographic survey and these participants are considered as part of the total sample in this profile.

The majority of the participants (62.5%) were high school teachers. Almost half (43.5%) have taught at least 16 years and just less than one fourth (22.9%) have taught less than six years. On the other hand, slightly less than half (42.9%) have been at their current schools for five or less years and only 8.5% have been at their current schools for 16 or more years.

Over half of the teachers (58%) were female, while 31.9% were male. Of the teachers participating in the study three-fourths (75.9%) were white, compared to 9.5% black, 1.9% Mixed, 1.5% Hispanic/Spanish, 0.5% Native American, and 0.3% Asian.

Almost half (46.7%) of the teachers had bachelors degrees, while more than one-third (39.9%) had earned their masters degree. Only seven teachers (1%) possessed doctorates.

Finally, an examination of the last demographic question about participation in shared decision making groups reveals data which has a direct relationship to the content of the study. Over half (54.3%) of the teachers are either not involved in any such group or did not respond to this question. Approximately one-third of the participants (36.7%) are members of the school improvement team or school advisory council.

Findings and Analyses

Instrumentation

Since the findings of this study were greatly dependent upon the validity and reliabilty of surveys measuring leadership behavior (the LPI) and the level of shared decision making (the SEDS-R), a Cronbach Alpha was obtained for the subscales of each of these instruments using the participants' responses. These results were very consistent with the alphas reported in previous studies cited in Chapter three.

Alpha reliability coefficients for the LPI ranged from .84 to .91 and are summarized in Table 13. A previous study by Posner and Kouzes (1993)

demonstrated internal reliabilities (alpha coefficients) of .82 to .91. Other studies revealed an internal reliability ranging from .70 to .91 in all five leadership practices (Posner & Kouzes, 1988).

Table 13

Internal Reliabilities for the LPI Administered in Selected Duval County Secondary Schools

Leadership Practice	Number of Items	Cronbach Alpha Coefficients
Challenging the Process	6	.84
Inspiring a Shared Vision	6	.84
Enabling Others to Act	6	.91
Modeling the Way	6	.91
Encouraging the Heart	6	.85

Note: N=602

The Cronbach alpha coefficients calculated for each of the seven decision making dimensions ranged from .79 in the area of pupil personnel to .94 in budget management. These alphas are reported in Table 14. Once again, these reliability coefficients corroborate the findings of Ferrara (1994) and Rogers (1994), who reported Cronbach Alpha's ranging from .86 to .95 and .82 to .93 respectively.

Table 14

Internal Reliabilities for the SEDS-R Administered in Selected Duval County Secondary Schools

Decisional Dimension	Number of Items	Cronbach Alpha Coefficients
Planning	12	.93
Policy Development	8	.83
Curriculum/Instruction	8	.87
Student Achievement	8	.86
Pupil Personnel	7	.79
Staff Development	5	.93
Budget Management	12	.94

Note. N= 575

Additionally, factor analyses using the method of principal components were used to determine if each of the measured subscales for each of the instruments, the LPI and SEDS-R, are independent of each other or are intercorrelated.

The factor analysis for each of the seven decisional dimensions measured on the SEDS-R showed low intercorrelations. Any one component or dimension only accounted for 58.4% of the variance. Intercorrelations ranged between .344

and .629. Therefore, each of the seven dimensions were mostly independent of each other.

Conversely, the factor analysis for the five leadership practices measured by the LPI revealed a high level of multicollinearity and high intercorrelations between each of the practices. Any one component or practice accounted for 93.2% of the variance. Intercorrelations ranged between .897 and .942. Conceptually, this high multicollinearity and intercorrelation suggests that the subscales assessing the five leadership practices may in fact be measuring the same or similar leadership behaviors. Statistically, high multicolinearity also lowers the reliability of the effects demonstrated by regression analysis. Therefore, multiple regression was not employed.

Analysis by Question

Question 1

Is there a relationship between the leadership behaviors of Duval County secondary school principals and the level of shared decision making in the area of planning as perceived by teachers?

H1A: There is no relationship between the leadership practice of challenging the process exhibited by Duval County secondary school principals and the level of shared decision making in the area of planning as perceived by teachers.

H1B: There is no relationship between the leadership practice of inspiring a shared vision exhibited by Duval County secondary

school principals and the level of shared decision making in the area of planning as perceived by teachers.

H1C: There is no relationship between the leadership practice of enabling others to act exhibited by Duval County secondary school principals and the level of shared decision making in the area of planning as perceived by teachers.

H1D: There is no relationship between the leadership practice of modeling the way exhibited by Duval County secondary school principals and the level of shared decision making in the area of planning as perceived by teachers.

H1E: There is no relationship between the leadership practice of encouraging the heart exhibited by Duval County secondary school principals and the level of shared decision making in the area of planning as perceived by teachers.

Pearson product-moment correlations were generated by comparing the SEDS-R Planning score to each of the LPI subscales Challenging the Process, Inspiring a Shared Vision, Enabling Others to Act, Modeling the Way, and Encouraging the Heart. The LPI subscale scores represented the leadership behaviors of the principal and the SEDS-R Planning score represented the level of shared decision making in the area of planning. Table 15 presents the correlation coefficients for each of the six variables.

Table 15

Correlations(r) Between the SEDS-R Level of Shared Decision Making in Planning and Each Practice on the LPI

Leadership Practice	Planning
	(N=548)
Challenging the Process	.157**
Inspiring a Shared Vision	.124**
Enabling Others to Act	.126**
Modeling the Way	.155**
Encouraging the Heart	.127**

Note. **p<.01

Five statistically significant, but weak, relationships were discovered between the principals' leadership behaviors and the level of shared decision making in area of planning. The first was between challenging the process and planning, r=.157, p<.01, N=548. The second was between inspiring a shared vision and planning, r=.124, p<.01, N=548. The third was between enabling others to act and planning, r=.126, p<.01, N=548. The fourth was between modeling the way and planning, r=.155, p<.01, N=548, and lastly, the fifth was between encouraging the heart and planning, r=.127, p<.01, N=548. Each of these correlations revealed a positive relationship between the principals'

leadership behaviors and the level of shared decision making in the area of planning. On the other hand, although these correlations were statistically significant, their levels of strength suggested a minimal relationship. Figure 2 presents the relationships between leadership behavior and planning.

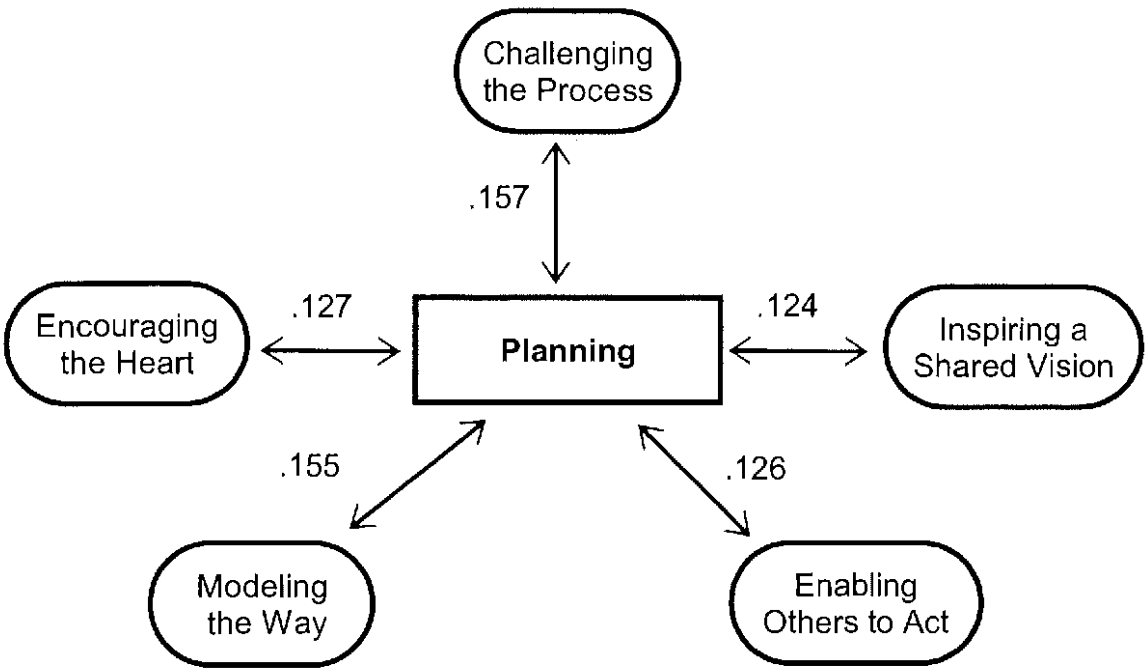

Figure 2. Significant relationships(r) between the leadership behaviors of the principal and the level of shared decision making in planning.

Question 2

Is there a relationship between the leadership behaviors of Duval County secondary school principals and the level of shared decision making in policy development as perceived by teachers?

H2A: There is no relationship between the leadership practice of challenging the process exhibited by Duval County secondary school principals and the level of shared decision making in the area of policy development as perceived by teachers.

H2B: There is no relationship between the leadership practice of inspiring a shared vision exhibited by Duval County secondary school principals and the level of shared decision making in the area of policy development as perceived by teachers.

H2C: There is no relationship between the leadership practice of enabling others to act exhibited by Duval County secondary school principals and the level of shared decision making in the area of policy development as perceived by teachers.

H2D: There is no relationship between the leadership practice of modeling the way exhibited by Duval County secondary school principals and the level of shared decision making in the area of policy development as perceived by teachers.

H2E: There is no relationship between the leadership practice of encouraging the heart exhibited by Duval County secondary school principals and the level of shared decision making in the area of policy development as perceived by teachers.

Pearson product-moment correlations were generated by comparing the SEDS-R Policy Development score to each of the LPI subscales Challenging the Process, Inspiring a Shared Vision, Enabling Others to Act, Modeling the Way,

and Encouraging the Heart. The LPI subscale scores represented the leadership behaviors of the principal and the SEDS-R Policy Development score represented the level of shared decision making in the area of policy development. Table 16 presents the correlation coefficients for each of the six variables.

Table 16

Correlations Between the SEDS-R Level of Shared Decision Making in Policy Development and Each Practice on the LPI

Leadership Practice	Policy Development
	(N=548)
Challenging the Process	.191**
Inspiring a Shared Vision	.161**
Enabling Others to Act	.172**
Modeling the Way	.187**
Encouraging the Heart	.166**

Note. **p<.01

Five statistically significant, but weak, relationships were discovered between the principals' leadership behaviors and the level of shared decision making in area of policy development. The first was between challenging the process and policy development, r=.191, p<.01, N=548. The second was between inspiring a shared vision and policy development, r=.161, p<.01, N=548.

The third was between enabling others to act and policy development, r=.172, p<.01, N=548. The fourth was between modeling the way and policy development, r=.187, p<.01, N=548, and lastly, the fifth was between encouraging the heart and policy development, r=.166, p<.01, N=548. Each of these correlations revealed a positive relationship between the principals' leadership behaviors and the level of shared decision making in the area of policy development. On the other hand, although these correlations were statistically significant, their levels of strength suggested a minimal relationship. Figure 3 presents the relationships between leadership behavior and policy development.

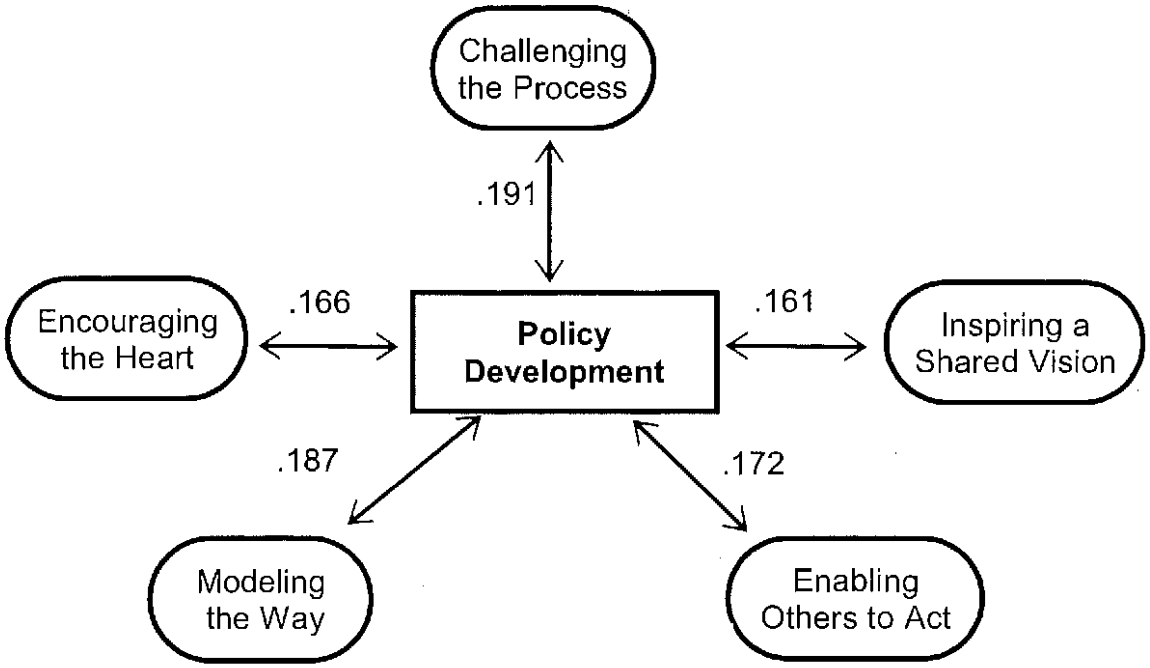

Figure 3. Significant relationships(r) between the leadership behaviors of the principal and the level of shared decision making in policy development.

Question 3

Is there a relationship between the leadership behaviors of Duval County secondary school principals and the level of shared decision making in curriculum and instruction as perceived by teachers?

H3A: There is no relationship between the leadership practice of challenging the process exhibited by Duval County secondary school principals and the level of shared decision making in the area of curriculum and instruction as perceived by teachers.

H3B: There is no relationship between the leadership practice of inspiring a shared vision exhibited by Duval County secondary school principals and the level of shared decision making in the area of curriculum and instruction as perceived by teachers.

H3C: There is no relationship between the leadership practice of enabling others to act exhibited by Duval County secondary school principals and the level of shared decision making in the area of curriculum and instruction as perceived by teachers.

H3D: There is no relationship between the leadership practice of modeling the way exhibited by Duval County secondary school principals and the level of shared decision making in the area of curriculum and instruction as perceived by teachers.

H3E: There is no relationship between the leadership practice of encouraging the heart exhibited by Duval County secondary school

principals and the level of shared decision making in the area of curriculum and instruction as perceived by teachers.

Pearson product-moment correlations were generated by comparing the SEDS-R Curriculum/Instruction score to each of the LPI subscales Challenging the Process, Inspiring a Shared Vision, Enabling Others to Act, Modeling the Way, and Encouraging the Heart. The LPI subscale scores represented the leadership behaviors of the principal and the SEDS-R Curriculum/Instruction score represented the level of shared decision making in the area of curriculum and instruction. Table 17 presents the correlation coefficients for each of the six variables.

Table 17

Correlations Between the SEDS-R Level of Shared Decision Making in Curriculum/instruction and Each Practice on the LPI

Leadership Practice	Curriculum/Instruction
	(N=548)
Challenging the Process	.157**
Inspiring a Shared Vision	.118**
Enabling Others to Act	.152**
Modeling the Way	.172**
Encouraging the Heart	.167**

Note. **p<.01

Five statistically significant, but weak, relationships were discovered between the principals' leadership behaviors and the level of shared decision making in area of curriculum and instruction. The first was between challenging the process and curriculum/instruction, r=.157, p<.01, N=548. The second was between inspiring a shared vision and curriculum/instruction, r=.118, p<.01, N=548. The third was between enabling others to act and curriculum/instruction, r=.152, p<.01, N=548. The fourth was between modeling the way and curriculum/instruction, r=.172, p<.01, N=548, and lastly, the fifth was between encouraging the heart and curriculum/instruction, r=.167, p<.01, N=548. Each of these correlations revealed a positive relationship between the principals' leadership behaviors and the level of shared decision making in the area of curriculum and instruction. On the other hand, although these correlations were statistically significant, their levels of strength suggested a weak relationship. Figure 4 presents the relationships between leadership behavior and curriculum and instruction.

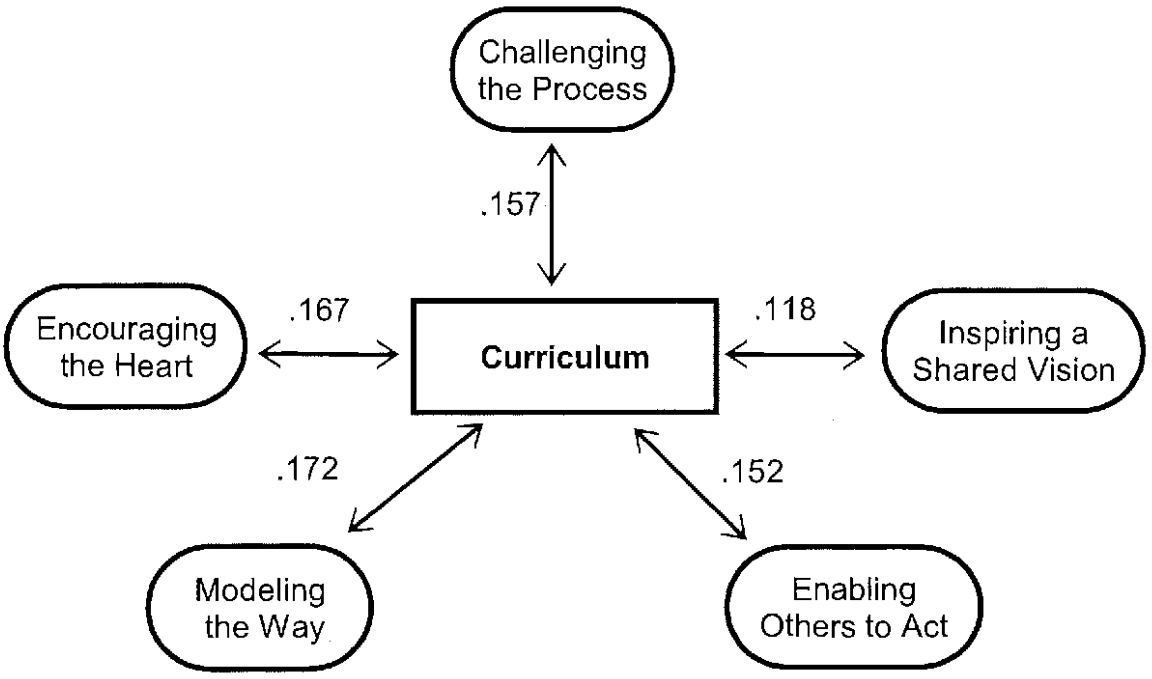

Figure 4. Significant relationships(r) between the leadership behaviors of the principal and the level of shared decision making in curriculum and instruction.

Question 4

Is there a relationship between the leadership behaviors of Duval County secondary school principals and the level of shared decision making in the area of student achievement as perceived by teachers?

H4A: There is no relationship between the leadership practice of challenging the process exhibited by Duval County secondary school principals and the level of shared decision making in the area of student achievement as perceived by teachers.

H4B: There is no relationship between the leadership practice of inspiring a shared vision exhibited by Duval County secondary school principals and the level of shared decision making in the area of student achievement as perceived by teachers.

H4C: There is no relationship between the leadership practice of enabling others to act exhibited by Duval County secondary school principals and the level of shared decision making in the area of student achievement as perceived by teachers.

H4D: There is no relationship between the leadership practice of modeling the way exhibited by Duval County secondary school principals and the level of shared decision making in the area of student achievement as perceived by teachers.

H4E: There is no relationship between the leadership practice of encouraging the heart exhibited by Duval County secondary school principals and the level of shared decision making in the area of student achievement as perceived by teachers.

Pearson product-moment correlations were generated by comparing the SEDS-R Student Achievement score to each of the LPI subscales Challenging the Process, Inspiring a Shared Vision, Enabling Others to Act, Modeling the Way, and Encouraging the Heart. The LPI subscale scores represented the leadership behaviors of the principal and the SEDS-R Student Achievement score represented the level of shared decision making in the area of student

achievement. Table 18 presents the correlation coefficients for each of the six variables.

Table 18

Correlations Between the SEDS-R Level of Shared Decision Making in Student Achievement and Each Practice on the LPI

Leadership Practice	Student Achievement
	(N=548)
Challenging the Process	.121**
Inspiring a Shared Vision	.100*
Enabling Others to Act	.112**
Modeling the Way	.119**
Encouraging the Heart	.130**

Note. *p<.05, **p<.01

Five statistically significant, but weak, relationships were discovered between the principals' leadership behaviors and the level of shared decision making in area of student achievement. The first was between challenging the process and student achievement, r=.121, p<.01, N=548. The second was between inspiring a shared vision and student achievement, r=.100, p<.05, N=548. The third was between enabling others to act and student achievement, r=.112, p<.01, N=548. The fourth was between modeling the way and student achievement, r=.119, p<.01, N=548, and lastly, the fifth was between

encouraging the heart and student achievement, r=.130, p<.01, N=548. Each of these correlations revealed a positive relationship between the principals' leadership behaviors and the level of shared decision making in the area of student achievement. On the other hand, although these correlations were statistically significant, their levels of strength suggested a minimal relationship. Figure 5 presents the relationships between leadership behavior and student achievement.

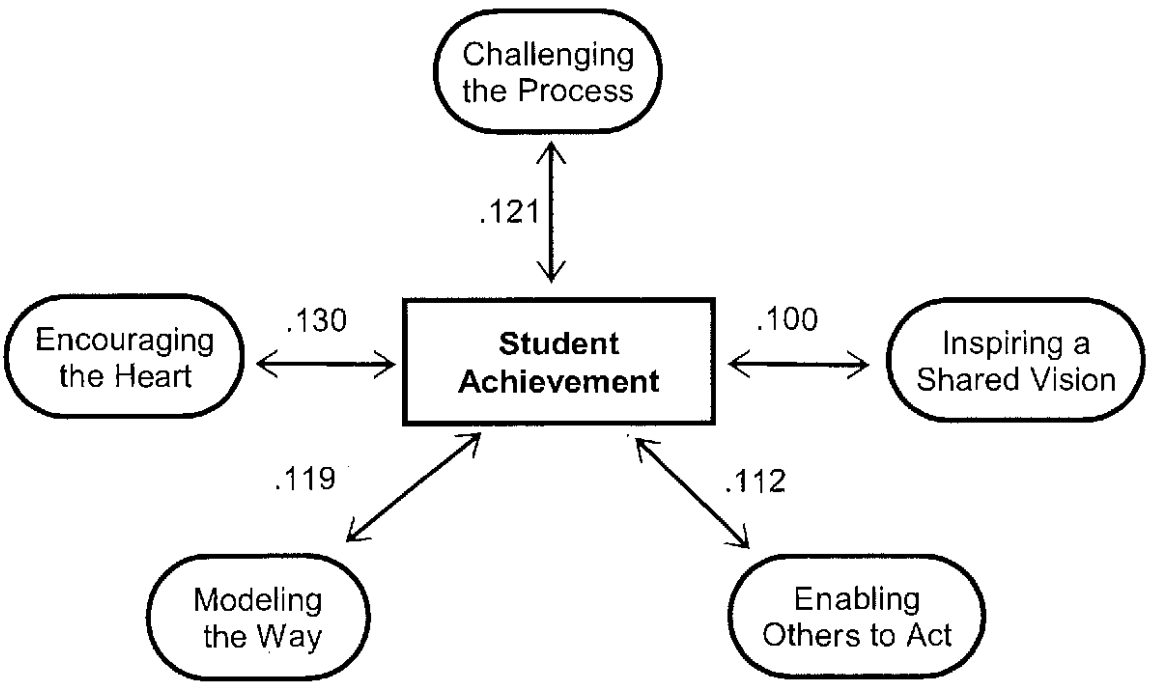

Figure 5. Significant relationships(r) between the leadership behaviors of the principal and the level of shared decision making in student achievement.

Question 5

Is there a relationship between the leadership behaviors of Duval County secondary school principals and the level of shared decision making in pupil personnel services as perceived by teachers?

H5A: There is no relationship between the leadership practice of challenging the process exhibited by Duval County secondary school principals and the level of shared decision making in the area of pupil personnel services as perceived by teachers.

H5B: There is no relationship between the leadership practice of inspiring a shared vision exhibited by Duval County secondary school principals and the level of shared decision making in the area of pupil personnel services as perceived by teachers.

H5C: There is no relationship between the leadership practice of enabling others to act exhibited by Duval County secondary school principals and the level of shared decision making in the area of pupil personnel services as perceived by teachers.

H5D: There is no relationship between the leadership practice of modeling the way exhibited by Duval County secondary school principals and the level of shared decision making in the area of pupil personnel services as perceived by teachers.

H5E: There is no relationship between the leadership practice of encouraging the heart exhibited by Duval County secondary school

principals and the level of shared decision making in the area of pupil personnel services as perceived by teachers.

Pearson product-moment correlations were generated by comparing the SEDS-R Pupil Personnel Services score to each of the LPI subscales Challenging the Process, Inspiring a Shared Vision, Enabling Others to Act, Modeling the Way, and Encouraging the Heart. The LPI subscale scores represented the leadership behaviors of the principal and the SEDS-R Pupil Personnel Services score represented the level of shared decision making in the area of pupil personnel services. Table 19 presents the correlation coefficients for each of the six variables.

Table 19

Correlations Between the SEDS-R Level of Shared Decision Making in Pupil Personnel Services and Each Practice on the LPI

Leadership Practice	Pupil Personnel Services
	(N=548)
Challenging the Process	.129**
Inspiring a Shared Vision	.100*
Enabling Others to Act	.107*
Modeling the Way	.128**
Encouraging the Heart	.115**

Note. *p<.05, **p<.01

Five statistically significant, but weak, relationships were discovered between the principals' leadership behaviors and the level of shared decision making in area of pupil personnel services. The first was between challenging the process and pupil personnel services, r=.129, p<.01, N=548. The second was between inspiring a shared vision and pupil personnel services, r=.100, p<.05, N=548. The third was between enabling others to act and pupil personnel services, r=.107, p<.05, N=548. The fourth was between modeling the way and pupil personnel services, r=.128, p<.01, N=548, and lastly, the fifth was between encouraging the heart and pupil personnel services, r=.115, p<.01, N=548. Each of these correlations revealed a positive relationship between the principals' leadership behaviors and the level of shared decision making in the area of pupil personnel services. On the other hand, although these correlations were statistically significant, their levels of strength suggested a weak relationship. Figure 6 presents the relationships between leadership behavior and pupil personnel services.

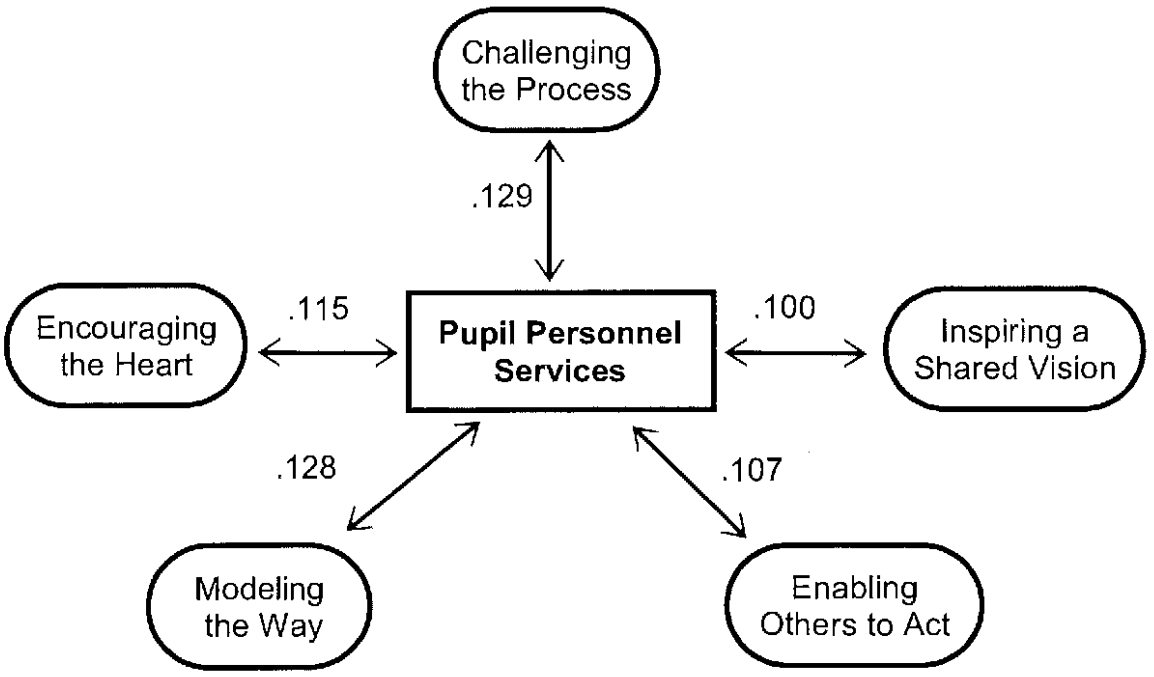

Figure 6. Significant relationships(r) between the leadership behaviors of the principal and the level of shared decision making in pupil personnel services.

Question 6

Is there a relationship between the leadership behaviors of Duval County secondary school principals and the level of shared decision making in the area of staff development as perceived by teachers?

H6A: There is no relationship between the leadership practice of challenging the process exhibited by Duval County secondary school principals and the level of shared decision making in the area of staff development as perceived by teachers.

H6B: There is no relationship between the leadership practice of inspiring a shared vision exhibited by Duval County secondary school principals and the level of shared decision making in the area of staff development as perceived by teachers.

H6C: There is no relationship between the leadership practice of enabling others to act exhibited by Duval County secondary school principals and the level of shared decision making in the area of staff development as perceived by teachers.

H6D: There is no relationship between the leadership practice of modeling the way exhibited by Duval County secondary school principals and the level of shared decision making in the area of staff development as perceived by teachers.

H6E: There is no relationship between the leadership practice of encouraging the heart exhibited by Duval County secondary school principals and the level of shared decision making in the area of staff development as perceived by teachers.

Pearson product-moment correlations were generated by comparing the SEDS-R Staff Development score to each of the LPI subscales Challenging the Process, Inspiring a Shared Vision, Enabling Others to Act, Modeling the Way, and Encouraging the Heart. The LPI subscale scores represented the leadership behaviors of the principal and the SEDS-R Staff Development score represented the level of shared decision making in the area of staff development. Table 20 presents the correlation coefficients for each of the six variables.

Table 20

Correlations Between the SEDS-R Level of Shared Decision Making in Staff Development and Each Practice on the LPI

Leadership Practice	Staff Development
	(N=548)
Challenging the Process	.107*
Inspiring a Shared Vision	.097*
Enabling Others to Act	.125**
Modeling the Way	.126**
Encouraging the Heart	.115**

Note. *p<.05, **p<.01

Five statistically significant, but weak, relationships were discovered between the principals' leadership behaviors and the level of shared decision making in area of staff development. The first was between challenging the process and staff development, r=.107, p<.05, N=548. The second was between inspiring a shared vision and staff development, r=.097, p<.05, N=548. The third was between enabling others to act and staff development, r=.125, p<.01, N=548. The fourth was between modeling the way and staff development, r=.126, p<.01, N=548, and lastly, the fifth was between encouraging the heart and staff development, r=.115, p<.01, N=548. Each of these correlations revealed a positive relationship between the principals' leadership behaviors

and the level of shared decision making in the area of staff development. On the other hand, although these correlations were statistically significant, their levels of strength suggested a minimal relationship. Figure 7 presents the relationships between leadership behavior and staff development.

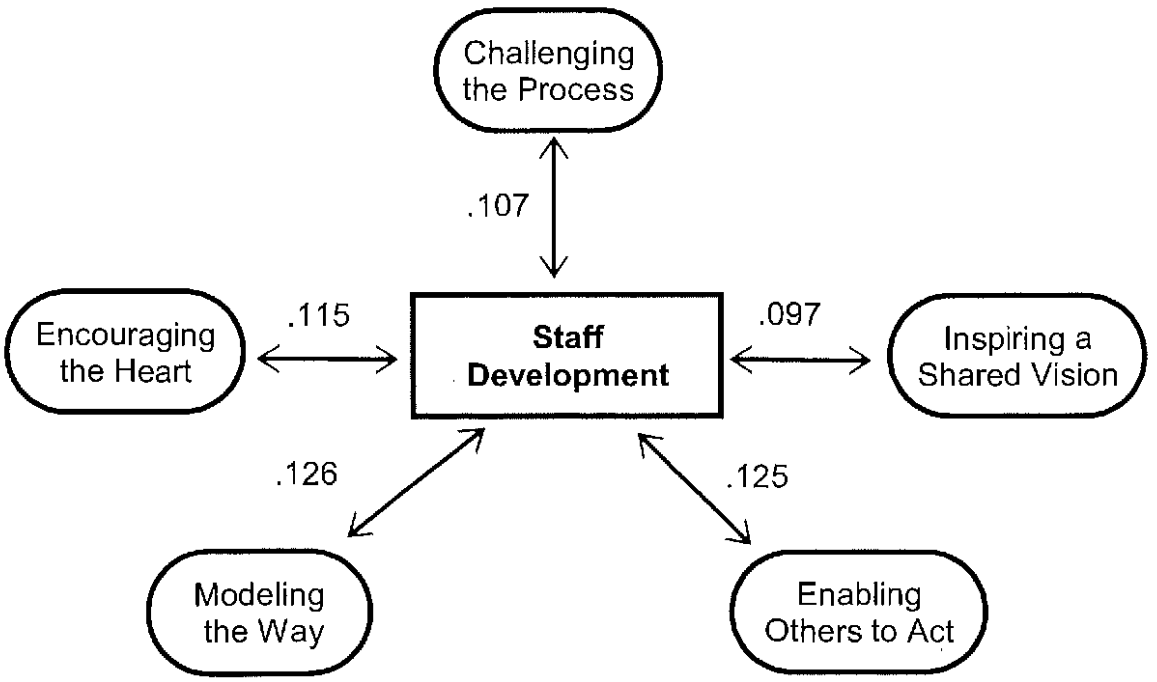

Figure 7. Significant relationships(r) between the leadership behaviors of the principal and the level of shared decision making in staff development.

Question 7

Is there a relationship between the leadership behaviors of Duval County secondary school principals and the level of shared decision making in the area of budget management as perceived by teachers?

H7A: There is no relationship between the leadership practice of challenging the process exhibited by Duval County secondary school principals and the level of shared decision making in the area of budget management as perceived by teachers.

H7B: There is no relationship between the leadership practice of inspiring a shared vision exhibited by Duval County secondary school principals and the level of shared decision making in the area of budget management as perceived by teachers.

H7C: There is no relationship between the leadership practice of enabling others to act exhibited by Duval County secondary school principals and the level of shared decision making in the area of budget management as perceived by teachers.

H7D: There is no relationship between the leadership practice of modeling the way exhibited by Duval County secondary school principals and the level of shared decision making in the area of budget management as perceived by teachers.

H7E: There is no relationship between the leadership practice of encouraging the heart exhibited by Duval County secondary school principals and the level of shared decision making in the area of budget management as perceived by teachers.

Pearson product-moment correlations were generated by comparing the SEDS-R Budget Management score to each of the LPI subscales Challenging the Process, Inspiring a Shared Vision, Enabling Others to Act, Modeling the

Way, and Encouraging the Heart. The LPI subscale scores represented the leadership behaviors of the principal and the SEDS-R Budget Management score represented the level of shared decision making in the area of budget management. Table 21 presents the correlation coefficients for each of the six variables.

Table 21

Correlations Between the SEDS-R Level of Shared Decision Making in Budget Management and Each Practice on the LPI

Leadership Practice	Budget Management
	(N=548)
Challenging the Process	.111**
Inspiring a Shared Vision	.079
Enabling Others to Act	.112**
Modeling the Way	.119**
Encouraging the Heart	.096*

Note. *p<.05, **p<.01

Four statistically significant, but weak, relationships were discovered between the principals' leadership behaviors and the level of shared decision making in area of budget management. The first was between challenging the process and budget management, r=.111, p<.01, N=548. The second was between enabling others to act and budget management, r=.112, p<.01, N=548.

The third was between modeling the way and budget management, r=.119, p<.01, N=548, and lastly, the fourth was between encouraging the heart and budget management, r=.096, p<.05, N=548. Each of these correlations revealed a positive relationship between the principals' leadership behaviors and the level of shared decision making in the area of budget management. On the other hand, although these correlations were statistically significant, their levels of strength suggested a weak relationship. Figure 8 presents the relationships between leadership behavior and budget management.

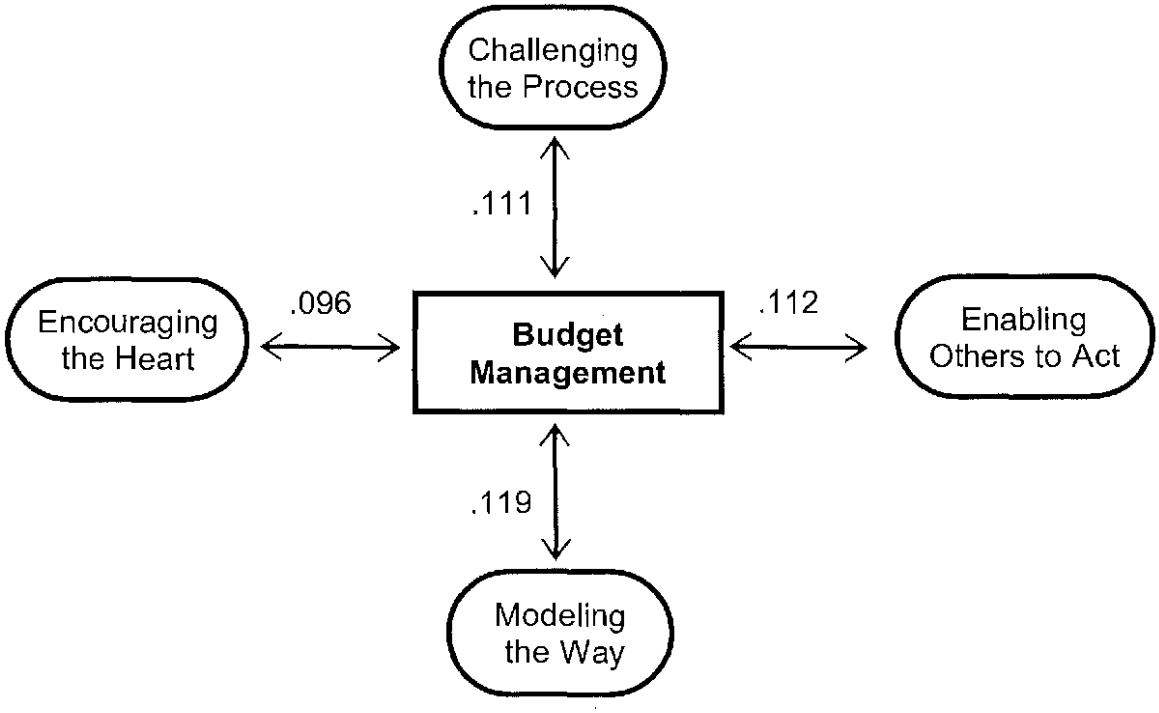

Figure 8. Significant relationships(r) between the leadership behaviors of the principal and the level of shared decision making in budget management.

Summary

This chapter presented a review of the research design, data collection, description of the sample, and data analysis. Findings were presented and analyzed to describe the sample, measure the reliability of instruments and to answer each of the seven research questions.

Descriptive statistics were employed to present profiles of the study's participants. The sample consisted of 646 participants representing a 35% return rate. The majority of the participants were high school teachers and almost half have taught 16 or more years.

Cronbach alphas corroborated the internal reliabilities of the SEDS-R and LPI that were reported in the literature. These calculated reliabilities ranged from .84 to .91 for the LPI and .79 to.94 for the SEDS-R.

In order to answer the seven research questions and test the 35 hypotheses, Pearson product-moment correlations were generated to examine the relationships between the leadership behaviors of the principal and the level of shared decision making. A total of 34 significant relationships were identified. However, the strength of all of these relationships is classified as weak, demonstrating a minimal relationship between the teachers' perceptions of the principals' leadership behaviors and the level of shared decision making in the school. Table 22 presents a summary of the findings for the variables for the research questions. A summary of the study, conclusions, implications, and recommendations are presented in Chapter five.

Table 22

Summary of Significant Relationships (r) Between the Principal's Leadership Behaviors and the Level of Shared Decision Making

Variable	Challenging the Process	Inspiring a Shared Vision	Enabling Others to Act	Modeling the Way	Encouraging the Heart
Planning	.157	.124	.126	.155	.127
Policy Development	.191	.161	.172	.187	.166
Curriculum Instruction	.157	.118	.152	.172	.167
Student Achievement	.121	.100	.112	.119	.130
Pupil Personnel	.129	.100	.107	.128	.115
Staff Development	.107	.097	.125	.126	.115
Budget Management	.111	---	.112	.119	.096

Note. Level of significance set at $p<.05$. $N=548$

CHAPTER FIVE

SUMMARY, DISCUSSION, IMPLICATIONS AND RECOMMENDATIONS

This chapter opens with a summary of the research design and procedures including a description of the problem, methodology, and limitations. This summary is followed by a discussion of the research findings and conclusions. The chapter culminates with a presentation of the implications for further research and practice.

Research Design and Procedures

Members of the school community should work collaboratively in the educating of students. All decisions are interdependent. Teachers and principals, in particular, must understand that their traditional roles have changed and improved organizational teamwork will be fostered by all members of the learning community assuming decision making roles. Toward this end, the purpose of this correlational study was to explore the relationship between the school principal's leadership behaviors and the level of shared decision making in schools. The study was guided by seven research questions.

1. Is there a relationship between the leadership behaviors of Duval County secondary school principals and the level of shared decision making in the area of planning as perceived by teachers?

2. Is there a relationship between the leadership behaviors of Duval County secondary school principals and the level of shared decision making in policy development as perceived by teachers?
3. Is there a relationship between the leadership behaviors of Duval County secondary school principals and the level of shared decision making in curriculum and instruction as perceived by teachers?
4. Is there a relationship between the leadership behaviors of Duval County secondary school principals and the level of shared decision making in the area of student achievement as perceived by teachers?
5. Is there a relationship between the leadership behaviors of Duval County secondary school principals and the level of shared decision making in pupil personnel services as perceived by teachers?
6. Is there a relationship between the leadership behaviors of Duval County secondary school principals and the level of shared decision making in the area of staff development as perceived by teachers?
7. Is there a relationship between the leadership behaviors of Duval County secondary school principals and the level of shared decision making in the area of budget management as perceived by teachers?

Answering each of these questions enables educational leaders to gain a more comprehensive, richer understanding of the role of the principal within the school's decision making culture.

Six hundred and forty-six teachers from 26 secondary schools within the Duval County Public School system participated in the study. These respondents

represented a 35% rate of return from the 1841 teachers surveyed. In order to assess the teachers' perceptions of principals' leadership behaviors and shared decision making, each participant completed two surveys, the Leadership Practices Inventory [LPI] (Kouzes & Posner, 1997) and the Shared Educational Decisions Survey-Revised (SEDS-R). The LPI measured the principals' leadership behaviors and the SEDS-R measured the level of shared decision making in the schools. The SEDS-R also contained a demographic survey.

The LPI and SEDS-R instruments enabled the measurement of twelve variables consisting of five leadership behaviors: (a) challenging the process, (b) inspiring a shared vision, (c) enabling others to act, (d) modeling the way, and (e) encouraging the heart and seven decisional dimensions: (a) planning, (b) policy development, (c) curriculum and instruction, (d) student achievement, (e) pupil personnel, (f) staff development, and (g) budget management. The relationships between these variables were analyzed using Pearson product-moment correlations.

Discussion of Limitations

The findings of this study must be examined first by considering the limitations of the research through the lenses of external and internal validity. Harris(1998) describes external validity as "the confidence you can have that the same results would be found under other circumstances and particularly with other participants" whereas internal validity is "the confidence you can have in the causal relationships implied by the data"(p. 63).

The large sample size assisted in decreasing the threats to external validity. Although the return rate was only 35%, the 646 respondents represented 22% of the total number of secondary teachers in the Duval County Public School system and one percent of the secondary teachers in the State of Florida. However, since the sample population only consisted of teachers from selected Duval County Public Schools its generalizability may be limited to urban districts with similar demographics.

Comparing the demographics of the sample and entire population of secondary school teachers in Duval County revealed interesting data concerning the representativeness of the sample. It must be noted that these comparisons include data from approximately 10% of the participants who did not respond to all of the items on the demographic survey. The percentage of high school teachers in the sample (62.5%) was higher than that of the district's secondary teachers (48.7%) and consequently the sample contained less middle school teachers (37.5%) than of Duval County's secondary teacher population (51.3%). The gender of the sample and district was congruent.

As for racial composition, the sample was under representative of black or African American teachers with the sample consisting of only 10% in comparison to 26% for the district's secondary teachers. Over half of the sample reported having 16 or more years of teaching experience which compares to the 16 year average reported by the district for all secondary teachers. Finally, it was interesting to note that the sample possessed a higher level of education (44.0% masters degrees or higher) than the general population of Duval County

secondary teachers (32.7% masters degrees or higher). Therefore, the sample may not be completely representative of all secondary teachers in the Duval County Public School system, thus limiting the generalizability of the results.

Numerous strategies were employed to reduce threats to internal validity. First, the data were collected over a six-week period to minimize the risk of critical or unusual events at the schools impacting the results. Subject effects were controlled by providing participants with the identical written directions. Additionally, the entire population of Duval County secondary schools with principals who had served in their schools two or more years were surveyed. This eliminated the use of sampling techniques and thus helped to reduce the effects of a non-random sample.

Threats to internal validity were also controlled through the use of instruments with high, reported internal reliabilities. Cronbach alpha coefficients were obtained for each of the survey instruments using data from the sample. Calculated alphas were consistent with those reported in the literature.

Conclusions

Although strong support for the hypotheses of the study was not found, there were 34 of 35 of the Pearson product-moment coefficients which were found to be significant. The significant correlations between the principals' leadership behaviors and the level of shared decision making in secondary schools ranged between .096 and .191. Therefore, there was a weak relationship between the leadership behaviors of the principal and the level of shared decision making in schools. These weak correlations demonstrate that the

principals' leadership practices only explained between one percent and four percent of the variance in the level of shared decision making.

The strongest relationship was between the leadership practice of challenging the process and the level of shared decision making in the area of policy development. This means that four percent of the variation in the level of shared decision making for policy development is explained by the principal demonstrating the practice of challenging the process. In other words, the more risk taking behavior exhibited by the principal the greater the teachers' perceived their input into decisions in the area of policy development. However, it must be noted that this relationship was very weak and the results must be cautiously interpreted.

The weak relationships between the principals' leadership behaviors and the level of shared decision making are supported by Lightfoot's (1983) study of six effective high schools. In her study, The Good High School (1983). Lightfoot reported the existence of collaborative decision making in each of the six schools. However, the schools' principals exhibited a variety of leadership styles from authoritarian to participatory.

A possible explanation of the weak relationships discovered for each of the seven research questions may relate to the construct of the principals' leadership behaviors used in the study. The leadership behaviors measured by Kouzes and Posner's (1997) Leadership Practices Inventory may not have been specific enough to result in shared decision making. The five leadership practices may not have appropriate definitions of leadership behaviors which

influenced the teachers' perceptions of shared decision making in their schools. Nevertheless, the practices may impact other dimensions of the school culture.

School restructuring efforts have also been studied through the lens of transformational leadership. In their study, Leithwood, Jantzi, and Fernandez (1994) defined transformational leadership behaviors as "identifying and articulating a vision, fostering the acceptance of group goals, providing individualized support, intellectual stimulation, providing an appropriate model, high performance expectations, and contingent reward[s]" (p. 81). Closely related to Kouzes and Posner's (1997) leadership practices, only two of those transformational behaviors, vision and developing group goals, were shown to be significantly related to teachers' commitment to change and restructuring. Just as in the present study, these correlations (r=.26 and r=.20) were also very weak.

Another leadership dimension of shared decision making not measured in the present study was the nature of the relationships between principals and teachers. Smylie (1992) found that teachers appeared to be more involved in school decision making if their relationship with the school principal was perceived to be "open, collaborative, facilitative, and supportive" and less involved if their relationships were seen as "closed, exclusionary, and controlling" (p. 63). Teacher empowerment requires the principal to develop a climate of trust and respect (Blase & Blase, 1994; Licata & Teddie, 1990; Murphy, 1994; Short & Greer, 1993; Wall & Rinehart, 1998). Identifying the correlations between such teacher-principal relationships and shared decision making may further inform the practice of school leadership.

Restructured schools require principals who are skilled in creating networks of relationships among members of the learning community. This helps to reduce the isolation of teachers and promote collaborative decision making (Murphy, 1994). Such networks are a prerequisite for professional cultures which embody shared decision making.

Other variables impacting shared decision making in schools relate to the development of support structures. Two facets of these structures are communication and staff development. The principal must communicate the data necessary for stakeholders to make informed decisions. Often times the principal is perceived as a gatekeeper or filter for information. To be empowered, stakeholders must be knowledgeable of all aspects of an impending decision. Similarly, teachers must be trained in the use of data for problem solving. Successful shared decision making processes also require teachers to be trained in leadership skills which facilitate effective work groups. None of these supporting behaviors of the principal were examined in the present study.

From a more speculative perspective, individual leadership behaviors of school principals may have less influence on the decision making culture than the organizational structure and culture of the schools and school district. Wiggins' (1972) examination of a large urban school district reported that organizational structures and processes had more effect on the school's culture than the individual principal's behaviors. Therefore, since the present study was conducted in a single large district, the norms, values, and policies of the school district may be a prevailing factor in the decision making culture of the schools.

The policies and practices of a community or organization embody the shared values and meanings of its members (Sergiovanni, 1994a). Consequently, since each of the leaders in the present study were trained and developed within the same organization, their behaviors may reflect the same values and norms. As Ogawa and Bossert (1995) stated, "leadership flows through the networks of roles that compose organizations" (p. 225).

Implications for Further Research

This study has added to the broad body of knowledge concerning the leadership roles for principals in implementing shared decision-making. Educational leaders must continue to explore the concept of shared decision making. New questions about the practices of empowering, transformational principals need to be asked, and research, both qualitative and quantitative, is needed to answer them.

One of the weaknesses of the present study may have been the lack of a qualitative component. Qualitative information may have afforded deeper understandings of teacher perceptions and provided triangulation of data from another set of lenses. Howe and Eisenhart's (1990) concept of goodness of fit, which states that many research questions lend themselves to qualitative rather than quantitative methods, would support the exploration of the following questions.

1. What is the nature of the formal and informal decision making process in schools?

2. What is the organizational structure of school decision making groups in schools?
3. What is the nature of the roles, responsibilities and relationships of school principals in creating a culture of shared governance in schools?
4. What is the nature of the formal and informal relationships between principals and teachers in decision making process in schools?
5. What are the attitudes and beliefs of teachers toward shared governance?

Investigation into each of these questions will yield important meanings. Generating dialogue around these questions is critical for school improvement and reform.

As a result of the insights from this study the following additional lines of inquiry are proposed.

1. Replicate the present study in a larger number of schools and in school districts of various sizes. This might account for any cultural factors that may exist in any one district and improve the generalizability of the results.
2. Replicate the present study in elementary schools in order to account for differences between the decision making cultures at different school levels.
3. Replicate the present study in schools which are identified as having high levels of shared decision making. The application of the case study method utilizing qualitative tools may increase the richness of the data.
4. Investigate the relationship between the principal's leadership behaviors and shared decision making using alternative constructs to define

leadership behavior and shared decision making. This may identify stronger relationships between these variables.

5. Investigate the components of principal training programs which relate to the skills required to successfully lead shared decision making in schools.
6. Investigate the means by which teachers introduce change or innovation in their schools.
7. Study the dimensions of school culture which influence the development of learning communities.
8. Explore the relationship between learning communities and shared decision making in schools.
9. Investigate the relationship between shared decision making in schools and the level of student achievement.

Each of these areas of investigation has the potential to create a greater understanding of the nature of school cultures. From such insights, teachers and principals can improve educational experiences for all students.

Implications for Practice

The findings of this study provide implications for the leadership of school principals as they implement shared decision making in their schools. Consequently, the results of this study have direct implications for the preparation of future school leaders. Principal training programs must provide prospective principals with experiences which will nurture the skills necessary to promote dynamic learning communities.

Since the findings of this study showed that the specific leadership practices measured explained very little of the variance in the levels of shared decision making, a combination of other factors must impact shared decision making in schools. One such potential factor is the level of training of both principals and teachers in the area of shared decision making. According to Hallinger, Murphy, and Hausman (1992), although principals support shared decision making, the principals' experiences and training may limit the impact of this reform effort. Therefore, it is imperative that principals receive extensive training in facilitating shared decision making. Furthermore, in order to encourage their involvement, teachers must also be trained in this area.

Shared decision making training topics may include team building, group processes, leading effective work groups, and meeting facilitation. Additionally, principals and teachers should be provided opportunities to apply various decision making models. It is also imperative that all participants are allowed experiences which enable them to be productive team members and not just leaders.

Eisner (1991) states that "educational inquiry will be more complete and informative as we increase the range of ways we describe, interpret, and evaluate the educational world" (p.8). From Eisner's point of view, another implication of this study is to add another dimension to educators' construction of understanding of the principalship, creating another bridge between research, theory and principle-centered practice.

As we move into the next decade, our schools will evolve into learning organizations. These learning organizations will be communities in which people are given the opportunity to create the results they really desire by assisting each other in the attainment of mutual purposes, while embracing the concept of learning from one another (Senge, 1990). In other words, twenty-first century schools will develop the ability to cultivate synergistic creativity through learning networks. As schools move toward becoming learning organizations they will foster an environment which is capacity building and rich in experimentation and risk-taking.

Instructional leadership will be necessary but not sufficient to lead schools into the next century (Leithwood, !992). Twenty-first century school leaders must embrace the concept of transformational leadership. Transformational leadership empowers followers and renews their commitment to the organization's vision.

> Teachers must have greater status--in the way that they see themselves and in the way that others see them--so that their confidence in being able to do their job increases. . . They must have access to the decision-making process so that they will have a greater stake in making the school better. Empowerment does not mean teachers taking over and principals being pushed out. . . It signifies a transformation through which more teachers become confident and knowledgeable practitioners . . . who are able to play a part in changing their own teaching and in changing their schools. (Maeroff, 1993, p. 10)

Re-engineering the learning organization must be a vision shared by all members of the school community and led by the principal.

Tomorrow's principals must develop collaborative, professional cultures characterized by shared governance. Educational leaders should continue to construct deeper understandings of these professional learning communities. Most importantly, twenty-first century school leaders must apply these insights to generate principle-centered practice that embraces the complex strategies necessary to nurture learning organizations.

APPENDIX A

COPYRIGHT PERMISSION

February 24, 1999

Dr. Barry Posner
15419 Banyan Lane
Monte Sereno, CA 95030-2110

Dear Dr. Posner:

As a follow-up to earlier communications with both Jim Kouzes and yourself last year, I am requesting permission to reproduce the Leadership Practices Inventory (both the self and other) for academic research. Currently, I am working on my dissertation at the University of North Florida. Attached is a letter of acknowledgment from Dr. Kenneth Wilburn, my committee chairperson.

My research agenda includes exploring the leadership behaviors of school principals which facilitate shared governance and teacher empowerment. The specific research question to be investigated will be:

> Is there a relationship between the leadership behaviors of Duval County secondary school principals and the level of shared decision making in schools as perceived by teachers?

The study will include the use of the LPI and the Shared Educational Decisions Survey-R (an instrument measuring the organizational decision making culture). The study will include approximately fifteen school leaders and 600 followers. Within the next few weeks, I will embark on data collection.

The leadership practices defined by Dr. Kouzes and yourself provide a strong construct by which to describe leader behaviors which facilitate empowerment. After purchasing and reviewing the facilitator guides for both the early and revised LPI and conducting a review of the related literature, the revised LPI was selected as the most appropriate instrument.

To ease the task of data collection, I am requesting permission to reproduce the LPI on a scanable document, including the proper copyright imprints. What process do I need to follow to gain the proper authorizations and what types of fees do I need to pay? I would consider it an honor to provide you hard and soft copies of the data collected during my research and the research findings. Collegial sharing is the most powerful tool for deepening the understanding of the art of leadership.

I am also requesting any updated validity and reliability studies on the revised LPI. The expanded Likert scale will provide more discrete data. However, I have not been able to locate any studies using this new instrument. Considering the thoroughness of your research, I am certain that extensive reliability and validity studies have been conducted.

Your response to these concerns are greatly appreciated. Please do not hesitate to contact me for additional information. Thank you and Dr. Kouzes for so generously providing assistance.

Sincerely,

Don Leech

KOUZES POSNER INTERNATIONAL
15419 Banyan Lane
Monte Sereno, California 95030
Phone/FAX: (408) 354-9170

March 14, 1999

Mr. Don Leech
8217 Oregon Street
Jacksonville, Florida 32220

Dear Don:

Thank you for your recent letter (dated February 24, 1999) requesting permission to use the Leadership Practices Inventory (LPI), both the Self and Observer forms, in your doctoral study. We are willing to allow you to reproduce the instrument as outlined in your letter, at no charge, with the following understandings:

(1) That the LPI is used only for research purposes and is not sold or used in conjunction with any compensated management development activities;

(2) That copyright of the LPI is retained by Kouzes Posner International, and that the following copyright statement be included on each page of the instrument: "Copyright © 1997 James M. Kouzes and Barry Z. Posner. All rights reserved. Used with permission.";

(3) That one *bound* copy of your dissertation, and one copy of all papers, reports, articles, and the like which make use of the LPI data be sent promptly to our attention.

If the terms outlined above are acceptable, would you please so indicate by signing one copy of this letter and returning it to us. Would you also indicate the anticipated completion date of your dissertation. Best wishes for every success with your research project. If we can be of any further assistance, please let us know.

Cordially,

Signature Deleted

Barry Z. Posner, Ph.D.
Managing Partner

I understand and agree to abide by these conditions:

Signature Deleted

(Signed) _____ Date: 3/22/99

Anticipated Completion: August, 1999

February 24, 1999

Donna Ferrara, Ph.D.
Shared Education Decisions Associates
3 Linda Lane
Hampton Bays, NY 11946

Dear Dr. Ferrara:

As a follow-up to our earlier communications last year. I am requesting permission to reproduce the Shared Educational Decisions Survey-R for academic research. Currently, I am working on my dissertation at the University of North Florida. Attached is a letter of acknowledgment from Dr. Kenneth Wilburn, my committee chairperson.

Thank you for the packet of information on the SEDS. and other instruments you forwarded to me last year. These items were very helpful in my search for instruments to measure shared governance.

My research agenda includes exploring the leadership behaviors of school principals which facilitate shared governance and teacher empowerment. The specific research question to be investigated will be:

> Is there a relationship between the leadership behaviors of Duval County secondary school principals and the level of shared decision making in schools as perceived by teachers?

The study will utilize of the SEDS-R and the Leadership Practices Inventory. The study will include approximately fifteen school leaders and 500 followers. Within the next month I will embark on data collection.

To ease the task of data collection, I am requesting permission to reproduce the SEDS-R on a scanable document including the proper copyright imprints. What process do I need to follow to gain the proper authorizations and what types of fees do I need to pay? I would consider it an honor to provide you hard and soft copies of the data collected during my research and the research findings. Collegial sharing is the most powerful tool for deepening the understanding of the art of leadership.

I am also requesting any updated validity and reliability studies on the SEDS-R. Your response to these concerns are greatly appreciated. Please do not hesitate to contact me for additional information. Thank you for so generously providing assistance.

Sincerely,

Don Leech

Shared Education Decisions Associates
3 Linda Lane
Hampton Bays, New York 11946
Telephone and Fax: 516-728-5566

Thank you for your recent inquiry regarding the instrumentation I have developed for use in measuring shared decision making. These include the *Teacher Decision-making Instrument* (TDI), the *Shared Education Decisions Survey* (SEDS), and the *Shared Education Decisions Survey - Revised* (SEDS-R). You will find enclosed a copy of the instrumentation you requested plus information on reliability.

The response key for the TDI indicates the relationship or interface between the teacher and the administrator/s and is therefore most useful for looking at decisions in terms of this relationship. The SEDS and SEDS-R were designed to be used by all groups in an inclusive shared decision-making design, including administrators, teachers, parents, support staff, community members, business representatives, school board members, and, where applicable, students. The SEDS-R includes a Student Achievement scale, within the spirit of most of the present systemic reform efforts. You can add whatever demographics you need in order to get scores on various subgroups.

Scores that are available from the TDI, SEDS, and SEDS-R include measures of actual and desired participation, and a difference score (calculated by subtracting the desired score from the actual score), which indicates the magnitude of difference between what people report is actually happening and wish to happen. You can calculate item scores and category (scale) scores, depending on your research or assessment needs.

I have also developed two other measures, the *School Improvement Profile Questionnaire* (SIPQ), which assesses areas in the school setting perceived to be in need of improvement and contains items parallel to items in the SEDS-R; and the *School Improvement Practices Survey* (SIPS), which measures the extent to which practices consistent with successful school improvement initiatives are in place. The SEDS-R and the SIPQ can be used together to ascertain congruence between perceived need related to sharing decisions and perceived need related to school improvement.

For thesis or dissertation purposes, there is no charge. I will need a letter on university stationery written by your dissertation chair attesting to the research that is being conducted and your acknowledgement that the instrument will be utilized for research purposes only. I also ask that when the study is completed that you provide me in ASCII format a copy of your raw data file, permission to use this data base in future comparative research projects, and a hard copy of your dissertation. You may request permission to revise any instrument to fit the needs of your study. I will need this request in writing, with an explanation of exactly how you intend to modify it. It is important for you to know that you may be changing the psychometric properties of any instrument through deletion of items in any given scale.

If this inquiry is related to use of instrumentation in school decision making and/or school improvement initiatives not related to a thesis or a dissertation, there is a fee scale for use which you can inquire about by calling me at the above telephone number or faxing an inquiry to the same number. In turn, I can fax a copy of the fee scale.

Please feel free to call me should you have any additional questions.

Yours truly,

Signature Deleted

Donna L. Ferrara, Ph.D.

APPENDIX B

UNIVERSITY OF NORTH FLORIDA

INSTITUTIONAL RESEARCH BOARD APPROVAL

University of North Florida

The Division of Sponsored Research

MEMORANDUM

TO: Don Leech
College of Education and Human Services

Signature Deleted

FROM: David R. Slusher, Institutional Review Board

DATE: April 6, 1999

RE: Review by the Institutional Review Board--
"Shared Decision Making and the Principal's Leadership Behaviors in Duval County Secondary Schools"

This is to advise you that your project "Shared Decision Making and the Principal's Leadership Behaviors in Duval County Secondary Schools" has been reviewed and has been declared exempt from further IRB review. This status applies to your project in the form and content as submitted to the IRB for review. Any variations or modifications to the submitted protocol and/or informed consent forms, as they relate to dealing with human subjects, must be cleared with the IRB prior to implementing such changes.

If you have any questions or problems regarding your project or any other IRB issues, please contact this office at 620-2455.

DRS/dch

c: Dr. Kenneth Wilburn
Educational Leadership

Attachments

APPENDIX C

PARTICIPANT LETTERS

May, 1999

Dear Colleague,

As a doctoral student in the College of Education and Human Services at the University of North Florida, I am conducting a study for my dissertation, researching the decision making culture in schools. The purpose of the study is to explore teachers' perceptions of the decision-making process in their schools and their implications for school leadership practices.

I would like to thank your principal for affording me the opportunity to solicit your opinions and perceptions. You are being asked to kindly participate. Of course your participation is voluntary and you may choose to discontinue participation at any time.

I am requesting that you complete two surveys, The Leadership Practices Inventory (LPI) and the Shared Educational Decisions Survey - Revised (SEDS-R), each of which will take ten to fifteen minutes. All responses are anonymous and confidential. Your name and the school name will not be identified in the research study. A summary of the results will be provided to each participating school.

Any questions concerning this study may be addressed to myself or my committee chair, Dr. Ken Wilburn, Associate Professor of Educational Leadership at the University of North Florida, telephone number (904) 620-2990. Once again thank you for your support through the giving of your valuable time to participate in this study.

By returning the surveys you are consenting to participate in the study.

Sincerely,

Don Leech

PARTICIPANT INSTRUCTIONS

1. Using a #2 pencil, complete the Leadership Practices Inventory (LPI). Please use the Leadership Survey Response Form to record your choices.

2. Using a #2 pencil, complete the Shared Education Decisions Survey-Revised (SEDS-R). Record responses directly on the survey instrument.

3. Insert all completed survey information inside the SEDS-R and return to the collection box.

Thank You for Participating

April 12, 1999

Dr. Nancy Snyder
Chief of Staff
Duval County Public Schools
1701 Prudential Drive
Jacksonville, FL 32207

Dear Dr. Snyder:

As a doctoral student at the University of North Florida, I am conducting a study for my dissertation, researching the decision making culture in schools. The purpose of the study is to explore teachers' perceptions of the decision making process in their schools and their implications for school leadership practices.

I am requesting your permission to survey secondary school faculties. Of course the principal's permission will be obtained and participation will be voluntary. Teachers will be asked to complete two surveys, The Leadership Practices Inventory (LPI) and the Shared Educational Decisions Survey - Revised (SEDS-R), each of which will take ten to fifteen minutes. All responses are anonymous and confidential. Participants' names and school names will not be identified in the research study. A summary of the results will be provided to each participating school.

Please complete the information on the bottom of this letter and return it to me via fax (630-6868) or U.S. mail (envelope provided) as soon as possible. This process will begin within the next two weeks.

Any questions concerning this study may be addressed to myself at 630-6860 or my committee chair, Dr. Ken Wilburn, Associate Professor of Educational Leadership at the University of North Florida, telephone number 620-2990. Once again thank you for your support through the giving of your valuable time to participate in this study. I know this is a busy time of year.

Sincerely,

Don Leech

++

Mr. Leech has permission to survey secondary school teachers in accordance with the conditions stated above.

_____
Superintendent or Designee
Duval County Public Schools

Fax To: 630-6868 or
Mail to Above Address

April 21, 1999

Jim Jaxon, Principal
Stanton College Prep. High School
Sch # 153

Dear Jim:

As a doctoral student at the University of North Florida, I am conducting a study for my dissertation, researching the decision making culture in schools. The purpose of the study is to explore teachers' perceptions of the decision making process in their schools and their implications for school leadership practices.

I am requesting your permission to survey your faculty. Of course their participation will be voluntary. Teachers will be asked to complete two surveys, The Leadership Practices Inventory (LPI) and the Shared Educational Decisions Survey - Revised (SEDS-R), each of which will take ten to fifteen minutes. All responses are anonymous and confidential. Participants' names and the school name will not be identified in the research study. A summary of the results will be provided to each participating school.

Please complete information on the bottom of this letter and return it to me via fax (630-6868) or U.S. mail (envelope provided) as soon as possible. Upon return of this form, you will be contacted to schedule a date for administration of the two surveys. Surveys will be mailed or delivered to you and a collection box provided. This process will begin within the next two weeks.

Any questions concerning this study may be addressed to myself at 630-6860 or my committee chair, Dr. Kenneth Wilburn, Associate Professor of Educational Leadership at the University of North Florida, telephone number (904) 620-2990. Once again thank you for your support through the giving of your valuable time to participate in this study. I know this is a busy time of year

Sincerely,

Don Leech

++

_____ My school will participate in the study under the terms and conditions stated above.

_____ My school declines to participate in the study.

School Contact Person: _____

I am completing my _____ year as principal and _____ year at Stanton College Prep. High School.

_____
Principal

Fax to: 630-6868 or
Mail In The Enclosed Envelope

From the Office of the Principal,
Donald W. Leech

Fax Note

To: Jim Clark, Principal

Of: Ed White High School

Fax: 693-7639

Phone: 693-7620

Pages: 1, including this cover sheet.

Date: May 7, 1999

Dear Jim,

Thanks for consenting to allow your faculty to participate in my dissertation survey. I will be contacting your designee, Mr. Ed Dugger early this week to arrange a day to administer the survey.

Upon completion of the study, your school will recieve a summary of the findings.

Thank you for ALL your support and assistance during this busy time.

Don

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VITA
Donald Wayne Leech

EDUCATION

University of North Florida, Jacksonville, Florida
Ed.D.- 1999 Educational Leadership
Jacksonville University, Jacksonville, Florida
M.A.T.- 1984 Guidance and Counseling
Certification: Administration and Supervision
B.S. - 1983 cum laude in Chemistry and minor in Mathematics

EMPLOYMENT HISTORY

Administrative

Principal, Susie Tolbert Elementary School, Duval County Public Schools, Jacksonville, Florida

Regional School Improvement Facilitator, Center for the Study of Teaching and Learning / Office of School Improvement, College of Education, Florida State University, Tallahassee, Florida

Principal, Union County High School, Union County Public Schools, Lake Butler, Florida

Assistant Principal for Curriculum and Instruction, Terry Parker High School and Mandarin High School, Duval County Public Schools, Jacksonville, Florida

Assistant Principal for Community Education, Edward H. White High School, Duval County Public Schools, Jacksonville, Florida

District Level Guidance Counselor, Duval County Public Schools, Jacksonville, Florida

Teaching

Adjunct Instructor, Educational Leadership Program, Division of Educational Services and Research, College of Education and Human Services, University of North Florida, Jacksonville, Florida

Adjunct Professor of Mathematics and Education, Division of Education, College of Arts and Sciences, Jacksonville University, Jacksonville, Florida

High School Teacher, Edward H. White High School, Duval County Public Schools, Jacksonville, Florida

High School Teacher, Baker County High School, Baker County Public Schools, Macclenny, Florida