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**THE ACTUAL AND DESIRED LEVELS OF SHARED DECISION MAKING**

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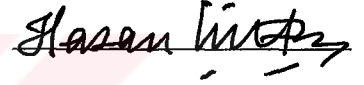
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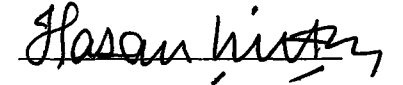


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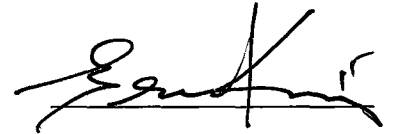
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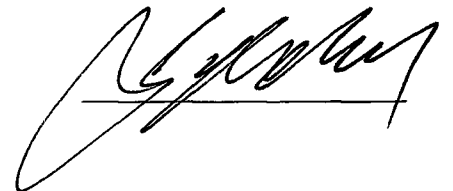
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## **ABSTRACT**

# **THE ACTUAL AND DESIRED LEVELS OF SHARED DECISION MAKING**

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The purpose of this study is to investigate the actual and desired levels of shared decision-making in some private primary and secondary schools in Ankara, Turkey.

The sample of this study consisted of 253 teachers from 12 private primary and secondary schools in Ankara. Shared Education Decisions Survey- Revised by Prof. Dr. Donna Ferrara was used to collect data. Descriptive statistics were applied to analyze data.

The results revealed that teachers are consulted in some but not all areas of school decisions. They always participate in the decisions about the general issues of their

schools. Other areas which they are consulted in are curriculum/instruction, student achievement, pupil personnel, and parental involvement. Likewise, the decisions which they sometimes participate in are in the areas of policy, staff personnel, and staff development. However, it seems that teachers think they are rarely or never participate in the decisions about school/community relations, budget, and plant management.

According to the results of the survey, teachers always desire to be consulted in most of the decisions. It is understood that only for the curriculum/ instruction area some of them stated that they sometimes would like to participate in the decisions.

Keywords: Shared decision making, private education institutions, participation, participatory decision making.

## ÖZ

### EĞİTİMDE ORTAK VERİLEN KARARLARDA MEVCUT VE İSTENEN DURUMLAR

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Bu araştırmanın amacı, özel öğretim kurumlarında verilen eğitim kararlarına öğretmenlerin mevcut durumda ne kadar katıldıklarını ve ne kadar katılmak istediklerini incelemektir.

Araştırmanın örneklemini, Ankara'daki 12 özel eğitim kurumunda çalışan 253 öğretmenden oluşmuştur. Veri toplamak için Prof. Dr. Donna Ferrara tarafından hazırlanmış "Eğitimde Ortak Alınan Kararlar Anketi- Yenilenmiş" kullanılmıştır. Veriler betimleyici istatistikler kullanılarak analiz edilmiştir.

Bulgular, öğretmenlere bazı alanlardaki okul kararlarında danışıldığını ancak bütün alanlardaki kararlarda danışılmadığını göstermiştir. Öğretmenlerin, okulla ilgili alınan genel kararlara katıldıkları görülmüştür. Öğretmenlere danışılan diğer karar

alanları ise müfredat/ öğretim, öğrenci başarısı, öğrenciler ve veli katılımıdır. Benzer şekilde, öğretmenlerin bazen katıldıkları kararlar ise okul politikaları, personel işleri ve personel gelişimi alanlarıdır. Ancak, öğretmenler, okul/toplum ilişkileri, bütçe ve tesis yönetimi alanlarındaki kararlara diğer kararlara oranla daha az katıldıklarını düşünmektedirler..

Anketin sonuçlarına göre, öğretmenler kararların çoğuna katılmak istediklerini belirtmişlerdir. Sadece müfredat/öğretim alanında alınan kararlara bazı öğretmenlerin bazen katılmak istedikleri anlaşılmaktadır.

Anahtar Kelimeler: Ortak karar alma, özel eğitim kurumları, katılım, katılımcı karar alma.

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Lastly, my thanks go to my parents for their understanding and support throughout my life.

I hereby declare that all information in this document has been obtained and presented in accordance with academic rules and ethical conduct. I also declare that, as required by these rules and conduct, I have fully cited and referenced all material and results that are not original to this work.

Date: 26.03.2004

Signature:

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## **CHAPTER I**

### **INTRODUCTION**

This chapter includes information about the background of shared decision making, the root theories of shared decision making, the purpose of the study, the limitations of the study, and the key terms used in the study.

#### **1.1. The Background of Shared Decision Making**

Shared decision making (SDM) is thought to be one of the controversial reforms of the 1990's, especially in the field of educational administration. What is suggested in this approach is the idea that schools are managed by committees of teachers. In other words, teachers are involved in making decisions about their schools and are to have more impact on matters related to the governance of their schools, their teaching methods, and students' learning. In shared decision making, teachers are given the opportunity to collaborate in solving problems, defining a course of action and shaping the direction where the school should be going. This approach is said to work best in an atmosphere where there is trust among the members of the decision-making team and where those who are involved are in full awareness and understanding of the process.

Shared decision-making is regarded to be one of the most crucial elements of the school-reform. However, it may not be achieved through the same process in each school.

Shared decision making started as a reaction against the traditional management belief that some decisions made at the district level are moved to the school level and some decisions made by the school principal are just shared with the other members of the school.

Shared decision-making is supposed to enhance student learning, increase teacher satisfaction and change the diversity of traditional leadership values or stereotypes. It is also said to enable schools to search for ways to reshape their delivery of instruction and services so that they can meet the needs of students better. Shared decision making has been the focus of many studies, especially in the USA and these studies (Conway, 1984; Etzione, 1964) have shown that shared decision making may exploit or empower people, prevent or stimulate organizational change, and reinforce or modify the patterns of power and privilege in organizations. Goyne, et.al., (1990) also say that the probable advantages of shared decision making are increased job satisfaction, increased motivation and communication, more efficient decision making, and improved quality. However, nobody is sure whether teacher participation in decisions will result in better learning students (Anderson, 1999).

As Anderson (1999) suggests what is important is to know what participation aims at. The expectations of participants might vary. They might expect to achieve increased

learning outcomes, a greater social equality, or more democracy. However, the participants should realize that in fact the aim is productivity.

According to Malen (1994), a school or a district may use reforms firstly to look more democratic and modern and to show that they are up-to-date with the latest trends in business. Likewise, she says that even if they do not achieve the actual goals of shared decision making, organizations utilize participatory reforms politically.

Goyne, et.al. (1990) point out that it is necessary to take some precautions when empowering teachers through shared decision making. According to them, the problems occurring during implementation of shared decision making which are described as lack of interest and giving responsibility with no power are caused by the fact that teachers are involved in areas where they have no real power and authority to make decisions. They say if the result of the decision is not of interest to them, or if it is in an area which is not in their responsibility, teachers do not tend to think deeply in their decisions. Consequently, they are not willing to give up their time and effort for the follow-up and evaluation of the decisions made.

Shared decision making is most beneficial when the teams are dealing with crucial issues. However, there is no need for collaboration to handle day-to-day responsibilities (Walther-Thomas, Korinek, and McLaughlin, 1999).

## **1.2. The Root Theories of Shared Decision Making**

Theory X and Theory Y of McGregor (1960) are based on the management's assumptions about subordinates. In Theory Y, subordinates are willing, cooperative, and responsible whereas in Theory X, managers have the opposite view about their workers. Theory Y managers create an environment where the subordinates are allowed to take on responsibility, and this is the theory on which shared decision making is based.

Motivation–hygiene theory, which belongs to Herzberg (1987), goes beyond these theories by claiming that workers are not motivated by salary, working conditions, and job security, which are extrinsic factors, but by success, responsibility, and recognition, which are intrinsic factors.

Theory Z, which is another well-known theory by Ouchi (1981), favours collective decision making and egalitarianism in daily operations. On the other hand, there are some decision-making models developed by Vroom (1964) and Fiedler (1967), which support a contingent style of management. In such management systems subordinates are invited to take part in decision-making at certain times, but not always.

According to Lashway (1996, p.2), “In theory, shared decision-making calls for new modes of leadership: teachers lend their expertise, and principals become facilitators rather than directors. In practice, the new behaviours can be elusive”.

### **1.3. The Purpose of the Study**

The purpose of this study is to investigate the actual and desired levels of shared decision-making in some private primary and secondary schools in Ankara, Turkey. The subsidiary aims are to investigate:

- a. To what extent do teachers perceive they actually participate in shared decision making?
- b. In what categories do teachers perceive they actually participate in shared decision making?
- c. To what extent do teachers perceive they desire to participate in shared decision making ?
- d. In what categories do teachers perceive they desire to participate in shared decision making?

### **1.4. The Significance of the Study**

Since shared decision making is not a very common practice in the Turkish Education System, my study might draw the attention of authorities to this concept. Another positive impact of my study could be to give the teachers of those schools a chance to voice their opinions and desires about the administration system of their institutions. Most important of all, my study might contribute to a more democratic atmosphere in the schools under study.

### **1.5. The Limitations of the Study**

The study was carried out only with 254 teachers from 12 private schools. Due to the terms and the language used in the questionnaire, it would not be proper to distribute the questionnaires to all staff.

Another limitation was the bureaucratic procedures in Turkey. The official permission to apply the questionnaire was granted for 19 schools. However, the administrators of 7 of the schools did not allow the questionnaire to be applied in their schools. Therefore, the size of the sample decreased. Unfortunately, there was not enough time to ask for permission once more.

The return rate from some of the schools was really low and this made it impossible to make comparisons between schools because the results would be unreliable.

### **1.6. The Key Terms Used in the Study**

Throughout the study, the term *shared decision making* was used to refer to the action of making decisions by the participation of school staff. Instead of this term, sometimes the term *participatory decision making* was used to refer to the same concept. However, the scope of the study only covered the teachers in those schools. Therefore, in the Method and Results Chapters, the term *shared decision making* refers to only the decisions made by the participation of teachers of those schools.

## **CHAPTER II**

### **REVIEW OF LITERATURE**

This chapter includes information about the advantages of shared decision making, the disadvantages of shared decision making, people participating in the process, the role of the principal, various research results, importance of training and development in shared decision making, and the situation in the Turkish Education System.

#### **2.1.The Advantages of Shared Decision Making**

Shared decision making mainly aims at improving teaching and learning (Liontos,1994). This assumption is based on the idea that learning takes place in classrooms, not board rooms; therefore, it is teachers who should take part in the decision-making process. She adds that since teachers are aware of the classroom complexities, they are supposed to have the skills to come up with ideas and programs for enhanced achievement.

For an effective collaboration, participants of shared decision making process should possess similar ideas in some ways and very different ones in others. Their priorities and points of view might have differences (Walther-Thomas, Korinek, and Mc Laughin, 1999). For example, for the school principals, the priorities are usually achievement trends, financial matters, and professional development whereas for teachers, their priorities are classroom issues like individual and group performance and new demands made on them in terms of their roles and responsibilities (Walther-Thomas, Korinek, and Mc Laughin, 1999). According to the same authors, these differences facilitate more creative and comprehensive solutions to complex problems and plans which are made in a participatory setting are more likely to succeed because they are based on a broader support and commitment.

Participation also advances professionalism. Shared decision making strategies are a means to improve decisions about teaching and learning. Weiss, Cambone, and Wyeth (1992) say that when teachers participate in teaching and learning decisions, they no longer receive the orders of their seniors passively, but they tend to shape the conditions under which they work and the kind of job they do professionally.

Spinks (1990) states that many different values and expectations are introduced in today's complex society. A central authority is not capable of responding to the needs of all communities quickly. Therefore, each school needs to establish a shared vision which leads its students to the future. However, Spinks (1990) warns that schools which want to start such a process should examine the advantages and disadvantages that this process will bring. Basing his findings on the experiences of hundreds of schools which have

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adopted this approach, he comes up with the following list of key advantages

(Spinks,1990, pp.140-141):

- 1- All concerned have access to information
- 2- There is a clear link between policies and learning activities for students
- 3- Participants easily see the relevancy of their work to education provided to meet student needs
- 4- Seeing the relevancy of their participation, participants are more satisfied and their commitment is developed.
- 5- Operations about policies, plans, budgets, and sometimes evaluations are linked in a systematic and understandable way by collaborative school management.
- 6- There is accountability for purposes, learning outcomes, plans, resources and evaluation.
- 7- Information is open to all participants via the copies of all policies, program plans and evaluations.
- 8- There is cooperation to benefit each other among program teams. They do not compete for resources
- 9- Priorities are well-defined.
- 10- The process is clear to all participants.
- 11- Flexibility exists for new and emerging ideas.

Another point which the advocates of shared decision making argue, according to Weiss, Cambone, and Wyeth (1992), is that when teachers contribute to the decisions made in their schools, they are committed to those decisions, they own the decisions, and; consequently, they want to see that their decisions are really implemented. Clearly,

if teachers are not involved in determining the criteria for decision making, they have little incentive to be committed to organizational goals (Bacharach. et. al., 1990). In a number of traditionally organized schools, teachers reacted against decisions because they had not had a voice in them. Mechanisms that create a sense of ownership of decisions among teachers are valuable for sustaining reform (Weiss, 1993). Bauer (1992) supports all these ideas by saying that teachers are the ones who are closest to the children and; therefore, they will make the best decisions about their education. He also states that not only teachers, but also parents and school staff should be able to join the decisions effecting their schools and children. Another point he emphasizes is that change is most likely to be effective and lasting when those who implement it own it and feel responsible for the process.

Another assumption is that shared decision making increases job satisfaction. It is presumed that shared decision making will lead to a sense of ownership, commitment, and empowerment as there are new roles and relationships as the outcome of collaboration. According to Blase, et.al. (1995), shared decision making is also supposed to promote equality and democracy. Similarly, Martin and Kragler (1999) think that it is essential to create a culture of learning and to make teachers participate in decisions because if teachers are consulted in moving toward organizational goals, they show greater commitment to their institutions and their job satisfaction is enhanced.

According to Chapman (1990), shared decision-making contributes to the development of trust in the organization and it makes the individual believe in his/her ability to influence the organization. This influence leads to an improved relationship

between principal and staff. When teachers are given the authority for change, they become active agents rather than passive workers (Feiman-Nemser and Floden, 1986 as cited in Woods and Weasmer, 2002, p.187). Furthermore, when teachers participate and share the authority, they tend to hide their negative feelings about their institutions and show their knowledge (Shore, 1992 as cited in Woods and Weasmer, 2002, p.187). They also have to feel that they have a role in the culture of their schools and their contributions to the culture of their schools via their participation in the decision-making process are honored (Woods and Weasmer, 2002).

Shared decision making also eliminates teachers' frustration for being treated as adolescents with no adult status. With shared decision making, their morale is higher and teachers take more responsibility when they see that their decisions are carried out (Sickler, 1988). Chapman (1990, p.232) also states "reduction in the 'them vs us' mentality is also the result of a wider range of staff becoming aware of the complexity of problems which have always challenged the administration of the school". Additionally, shared decision making is presumed to give way to new forms of leadership because principals will be obliged to come up with new strategies emphasizing facilitation and trust as opposed to hierarchical authority (Liontos, 1994).

Leading organizational theorists such as Argyris (1960), McGregor (1960), and Ouchie (1981) favoured shared decision making for more effective organizations and to achieve higher staff morale. Institutions are more likely to be successful provided that employees' individual and social needs are taken into consideration. According to Argyris (1960), since the human need for self-actualization is essential, the only way to

accomplish this is to give employees a chance to voice their point of view in decision-making. However, a problem occurs here: bureaucracies restrict individuals because they regard them as members incapable of self-direction.

## **2.2.The Disadvantages of Shared Decision Making**

Shared decision making has some negative outcomes as well. The most important one is that new demands are placed on teachers and administrators. Shared decision making brings a heavier workload and frustrations with a slower group process.

The greatest barrier to shared decision making is that it increases participants' working hours while it is being implemented and maintained (Liontos, 1994). Spinks (1990) states that time is the key concern for participants among the disadvantages of the process. Participants are reluctant due to the fact that this process means dedication of extra time in addition to their already existing list of things to do. However, Spinks (1990, p.141) does not agree with this. He says " However, the eventual outcome is saved time through increased effectiveness and efficiency". He also thinks participants' satisfaction is increased as they contribute to the decisions for the changing needs of students. He also points out that in order to avoid work overload , the process may take three to five years to implement all over the school . The process should also be gradual and voluntary.

Chapman (1990) also states that time is one of the most important costs of increased teacher involvement in decisions. This additional time requirement obliges the teachers

to balance priorities among administration, teaching and personal life. The outcome is increased tiredness and stress which is reflected upon classroom practice and attendance. Chapman (1990) says that the solution for some teachers is to change priorities, that is, giving the priority to administrative issues and decision-making instead of teaching. According to Chapman (1990), another negative effect of limited time is observed on the decision-making process and the quality of the decisions. Time constraints, organizing a wide range of people to meet and reaching a consensus make it difficult to assess issues critically enough. As a result, committees come up with quick, adapted, and modified but not innovative solutions (Chapman, 1988 as cited in Chapman, 1990, p.233).

According to Chapman (1990) shared decision making may be beneficial for the organization only when teachers are confident that they are consulted about the important decisions. Teachers are frustrated and cynical when they sense that their extra time is wasted on unimportant decisions or on decisions which are impossible to implement due to internal and external constraints. In their article Weiss, Cambone, and Wyeth (1992) concentrate on another demand that participatory decision making makes on teachers. It is that teachers need to contribute to decisions face-to-face with their colleagues about the issues not only for themselves but also for the school. They say that in such an environment they have to deal with other adults, negotiate with them, overcome the differences, and come to a final decision. What is more, they do all of these in an area which they are not familiar to, because these are not their usual business. Therefore, first they need to learn how to do these tasks.

Another negative aspect of shared decision making is that not all teachers will volunteer to take part in decision-making. Chapman (1988) found that it is surprising to see that a lot of teachers do not want to be involved in the decision-making process although they express dissatisfaction with the decisions made in their schools. This is due to the fact that the costs of involvement outweigh benefits. Participation in such a process should be appealing to the participants.

Another subject which should be pointed out in shared decision making is gender. Although systems have tried to promote teacher participation in decision-making, women-despite being the majority-have usually been excluded from crucial roles in decision-making. According to Chapman's (1988) study, there are more men in the decision making committees of schools than women and most of the men are married with shared child-rearing responsibilities. Also, most of them are senior teachers or deputy principals. Most of the women, on the other hand, are not married or have no child-rearing responsibility and most of them are members of the secondary assistant class. Chapman (1988) also states that "conflicting loyalties do constitute a barrier for involvement for many women with family and child rearing responsibilities although it should be noted that this is not assisted by organizational arrangements which schedule meetings after school or at night" (p 46). Another finding about this topic by Alutto and Belasco (1972) is that women participate in decision-making less than men and also they tend to participate at lower levels.

Relationships among colleagues are also affected by the implementation of shared decision making in educational institutions. Weiss, Cambone, and Wyeth (1992) state

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that relationships are not only social any longer. They also serve for particular purposes. People may start to be intolerant for the behaviours which used to be tolerable before. Weiss, Cambone, and Wyeth (1992) also say that shared decision making requires some certain attitudes and behaviours, such as being able to express one's ideas without flinching, and an ability to confront other teachers and administrators.

Weiss, Cambone, and Wyeth (1992) also draw our attention to the point that teachers are not ready to deal with differences of opinion. A lot of participants tend to retreat when there is a conflict thinking that the people on the opposite side are their friends and they will have to have contact with them in informal settings. The solution they find for such circumstances is either to back away or leave the conflict to the principal to be solved.

Teachers have some internal conflicts as well. As Weiss, Cambone, and Wyeth (1992) state, on one side they want to have an impact on the decision-making process, but on the other side they like the idea of having a kind dictator, the principal. They go for having the principal as the only decision-maker when consensus is hard to reach due to slowness of the process and interpersonal difficulties. In Weiss, Cambone, and Wyeth's study (1992), one of the teachers who were interviewed said that the administrator should balance between democratic processes and dictatorial decisions.

This argument leads us to another important issue in the shared decision-making process: Who has the final responsibility for the decisions? In other words, who is going to be responsible for the implementation of the decisions taken? In Weiss, Cambone, and

Wyeth's study (1992) teachers thought the principal was responsible for following through and implementation. However, the principal thought teachers were also responsible for this. Teachers were reluctant to take responsibility because they did not have the necessary skills in analysis and planning.

In their article Weiss, Cambone, and Wyeth (1992) concentrate on another demand that participatory decision making makes on teachers. It is that teachers need to contribute to decisions face-to-face with their colleagues about the issues not only for themselves but also for the school. They say that in such an environment they have to deal with other adults, negotiate with them, overcome the differences, and come to a final decision. What is more, they do all of these in an area which they are not familiar to, because these are not their usual business. Therefore, first they need to learn how to do these tasks.

Implementation of shared decision making makes it necessary to do some changes in the culture of the school as well. It should not be forgotten that shared decision making is not as easy as it sounds in the articles. Experience is the key to acquire the necessary knowledge. After the teams start to experience and have practice in shared decision making, it gradually will become easier for them to reach conclusions. At the same time benefits must be maximized but pains must be minimized. First of all, training is necessary and also up-to-date information about the issues on the agenda must be accessible for the participants. Participants should also be trained about how to negotiate. The most important point is that participants should know that disagreeing with the ideas of others and confronting other people are acceptable behaviours if they are done for

constructive purposes. A sense of mutual respect and trust should be provided by the culture of the school (Weiss, Cambone, and Wyeth, 1992).

### **2.3. Who Should Participate in the Process?**

Among the problems about participative decision making in education, Evers (1990) cites two important problems: the question of who participates and the question of the qualities of the process.

According to Conway (1984), the degree of participation has to be positively correlated with the amount of input in the process. The scope of the type of decisions covers financial matters, curriculum matters, personnel issues, the organization of the school, educational policy, and others. Conway (1984) states that participation is supported if there is clear evidence for more effective change, job satisfaction and more productivity as an outcome of teacher and student participation. However, there is a high correlation between job satisfaction and participation according to the observations made in various studies. On the other hand, Conway (1984) draws our attention to the fact that about one of the three investigations does not confirm the relationship. The ratio was reported to be the 40% of studies not supporting this relationship in Locke and Schweiger's (1979 as cited in Evers, 1990, p.56) study among non-educational organizations. They mentioned that there was no evidence to support the relationship of participation in decision making and increased productivity.

Locke and Schweiger (1979 as cited in Evers, 1990, p.57) stated that knowledge of participants was an important contextual factor. On the contrary, Chapman (1990) notes that it is possible to see a direct positive relationship between increased school-based decision –making and improvement in educational outcomes in the longer term. Related to participation and knowledge, Conway (1984) cites that mid-level participation produces desired results in terms of effective teaching and student achievement. In the light of these ideas, Evers (1990, p.57) proposes “ to examine more explicitly the kind of educational structures that permit a more focused application of participants’ knowledge and judgment to the decision process” .

There should also be voluntary participation in the decision-making process because it enables the participants to be committed to the process effectively. However, this is hard to achieve due to the fact that successful and permanent implementation of initiatives require full participation of faculty members and staff (Walther-Thomas, Korinek, and McLaughlin, 1999).

Weiss, Cambone, and Wyeth (1992) look at the issue of who should participate from a different point of view. According to them, one type of conflict about this is that teachers who are involved in the process think that they are the ones who are doing all the work, spending all their time whereas the others are just doing nothing and enjoying the benefits of their work. Those teachers may have the feeling that they are “exploited by colleagues who stand idly by” ( Weiss, Cambone, and Wyeth. 1992, p.354). They also blame the non-participants for being their skeptics and saboteurs. Weiss, Cambone, and Wyeth (1992) say that when you listen to the non-participants, they also list valid

reasons for not participating in the process. They usually accept being skeptic. They have already been involved in the process and they have seen that their efforts have been in vain so they want others to take a turn, so they wait and see. However, Weiss, Cambone, and Wyeth (1992) add that these non-participants do not favour young teachers' taking over, claiming that they are given a great amount of authority. In such situations the ones who take part suggest that there should be communication between the participants and non-participants so that non-participants can voice their ideas whenever they feel there is a need to do so.

#### **2.4. The Role of the Principal**

Another important factor in teacher participation in decision making is the school principal. The influence of the principal is of high importance in the degree, nature, and pattern of teacher participation. The principal is no longer the decision maker on all issues after shared decision making is implemented in an institution. He also becomes one of the members of the decision making team. However, he has an important role in the maintenance of the process. According to Chapman (1990) if principals are not well-prepared for shared decision making, it is likely that they will have to face some problems when a conflict emerges. Principals have difficulty in dealing with such situations due to diminishing bureaucratic authority and external support. Chapman (1990) says "it is often difficult for a principal to discipline a teacher in one context, with regard to student supervision for example, and then work again with that teacher on another matter in a collaborative setting. Wounds are frequently hard to heal!" (pp.228-229).

According to Peterson, Gok, and Warren, (1995) principals are faced with three major challenges during the process of shared decision making. Firstly, they have to help their school to hold a clear vision. In many schools the actions do not reinforce their mission statements. Moreover, few schools share their mission statements with their stakeholders. Secondly, they have to deal with the problems and demands related to shared governance in terms of decision making, providing the flow of plans and ideas, and handling conflict. Majority of schools do not have advanced knowledge of shared decision making, planning and team building. In the more successful schools, the principals determine who discusses, who describes and who has final say. Thirdly, they need to deal with the challenges during developing effective teamwork. In successful schools, groups and councils consist of collaborative decision-making teams. This collaboration is achieved either through team members who are personally skilled at working together and require little training, or team members with excellent interpersonal skills. However, many teams lack systematic training in skills related to teamwork, planning or inquiry.

Chapman (1990) has found that there is more teacher participation in schools where principals promote participation, individual contributions and effectively implement decisions. In an opposite setting, where the principal is authoritarian, even if there are democratic procedures and the electoral system, a few members dominate the system because they have the power. This is illustrated in a study done in California by Duke, Showers, and Imber (1980), which showed that teacher participation was promoted successfully in schools where there was principal encouragement.

According to Stine (1993 as cited in Liontos,1994, p.2), the principal is an organizer, an adviser, and a consensus builder. Bauer (1992) says that principals provide the staff with current research and advice. Other writers see the principal as a facilitator who organizes time and space for staff to meet, eliminates distractions and obstacles and promotes effective group work. He also tries to provide an atmosphere which is non-competitive and trusting so that the members of the group have the opportunity to voice their ideas.

Another point addressed in Chapman's (1984a as cited in Chapman ,1990. p.230) research is that some principals determine who is going to participate in decisions through his/her informal relationships with staff. In such a setting the ones who are involved in school decision making are the ones who have a closer relationship to the principal. However, Chapman (1990) also states that this situation may pose a threat to the ones who see themselves among the less powerful in the school, because they are aware of the fact that the principal is selective in his collaboration operations and he is allying with a group of influential staff.

For some of the researchers seniority may also determine who should participate in decision making. In other words, experience might be a guide to select people for participation. Conway (1984) states that there is a weak association between formal status and participation in school decision-making bodies in a positive and direct way. He gives an example from Ireland. In Ireland length of service is the most important criterion for promotion and having a position in the school hierarchy may be an indicator

of ascribed status. Another study of Conway (1978), which was conducted in England, revealed a positive correlation between formal status and teacher participation in decision making.

## **2.5. Various Research Results**

Vroom (1967) reviewed 5 correlational studies and 3 field experiments. As a result, he said that shared decision making positively affected both production and job satisfaction. Another review by Locke and Schweiger (1979 as cited in Jones, 1997, p.4) mentioned a positive effect on satisfaction but no effect on production.

Jones (1997) stated that there was agreement on at least one perspective of the topic. Teachers did not think that they were given the opportunity to take part in decision making activities and this idea is based on the researches made by Bacharach (1990); and Conley, Bacharach, & Bauer (1989). The evidence showed a positive correlation between shared decision making and morale according to Belasco & Alutto (1972). However, the study by Conley, Bacharach, & Bauer (1989) has shown no such relationship.

In Jones' (1997) literature review, about the effect of shared decision making on student achievement, mostly there was no positive correlation seen between the two variables based on the studies made by Clune (1990 as cited in Jones, 1997, p.2). Collins and Hanson (1991 as cited in Jones, 1997, p.2), and Wissler & Oritz (1986 as cited in Jones, 1997, p.2). Similarly, in their review of 20 studies Summers and Johnson (1995 as

cited in Jones, 1997, p.2) found no evidence of improved student performance. However, Crockenberg and Clark (1979 as cited in Jones, 1997,p.2) found a positive correlation between the two variables.

Jones (1997) conducted a research among urban elementary schools. 1,176 teachers with at least one year of experience, on the 36 campuses were given questionnaires.

Jones concluded his research as follows:

A significant positive correlation was found between both individual and school-wide teacher participation in site-based management decision-making and teacher morale. In other words, both teachers and schools that reported more participation also had higher morale. Because of the research design that was employed in this study, no statement can be made as to whether or not this is a causal relationship (p.4).

Another important study by Weiss, Cambone, and Wyeth (1992) revealed that many teachers were against important reforms and it was usually the principal who pushed for such reforms. Therefore, they considered teacher participation as a barrier to the pace of such reforms. They also mentioned that such negative findings led researchers to come to a conclusion that traditional school culture outweighed shared decision making.

Lashway (1996) stated that participants of shared decision making had a tendency to adapt their new roles with old assumptions. As an example he gave Spaulding's study (1994 as cited in Lashway, 1996, p.2). She studied one principal who controlled the process in the direction he wanted. To achieve this he planted ideas, pressurized

opponents and favoured his supporters. He did this because he wanted to remain as the key decision maker.

Enderlin-Lampe (1997) mentioned a research conducted by Ashton and Webb (1986 as cited in Enderlin-Lampe, 1997) in which they concluded that teacher motivation was increased by emotional rewards but they were so infrequent in the current systems.

Enderlin-Lampe (1997) also stated that there were several studies by Conley (1991 as cited in Enderlin-Lampe, 1997, p.2), Elenbogen & Hiestand (1989 as cited in Enderlin-Lampe, 1997, p.2), and Welsh (1987 as cited in Enderlin-Lampe, 1997, p.2) which cited a negative effect on teacher attitudes after shared decision making was implemented in their institutions.

Another study was done by Weiss, Cambone, and Wyeth (1992) about decision making in high schools. The study was done in a period of two years among 45 U.S. public high schools among 180 people who were administrators, department chairs, teachers, guidance counsellors, librarians, and other people. Six of these schools had structured mechanism for teacher participation in school-level decisions. The interview which was conducted during the study among the participants consisted of a series of open-ended structured questions about a decision that was made in the school during the same year. Weiss, Cambone, and Wyeth (1992) said that

in the interview they concentrated on not to denigrate or undermine shared decision-making but rather to alert people to a series of unheralded issues that they might well have to deal with... Everyone

talks about time demands; everyone knows that shared decision-making asks teachers to spend more time at school. However, what has received far less attention is the fact that they also have to deal head-on with each other. Sometimes, those dealings are contentious; sometimes they ruffle feelings; sometimes, they upset the smooth tenor of school life (p.352).

## **2.6. Importance of Training and Development**

Shared decision making is a complex, challenging and time-consuming work. It is not easy to define a clear educational mission, also form successful decision-making teams and develop an effective shared decision making and administration process (Peterson, Gök, and Warren, 1995).

There are a few suggestions for the schools which intend to adopt shared decision making according to Peterson, Gök, and Warren, (1995, p.5):

- 1- Schools may overcome the problems caused by shared decision making by increasing the time and attention staff and administrators spent together talking about their vision for their schools and how they want to work together as a team.
- 2- In most of the schools the members write the mission together. but a few of the members contribute to carrying it out. These people are the key members of the culture who mention the core elements of the mission regularly in meetings and discussions and they also model its core values.

- 3- Systematic training programs should be organized in schools to give the shared decision-making team members core skills and approaches to decision making, problem solving and teamwork. These programs are the most efficient at the times when there is a lot of reflective dialogue and when members of the decision making team can think and discuss the things they valued and the direction where they are going.

## **2.7. The Situation in the Turkish Education System**

The Turkish Education system has been undergoing some major changes in the past few decades. There has been efforts in order to move the system to a much more decentralized system, which is just the opposite of the system which had been used for many years. The most popular one of these reforms is Total Quality Management. According to Şişman and Turan (2002), the Turkish Ministry of Education is aiming at making all schools gradually use TQM. Although TQM, which requires participation, is not based on a centralized system, the Turkish Ministry of Education is trying to implement it from top to the bottom with a centralized understanding. It has published many regulations and guidelines related to TQM. However, since the people at the bottom of the hierarchy think that it is a temporary trend, they keep on their routine and act indifferently to these efforts.

In the light of these initiatives, the Turkish National Ministry of Education has published Norm Staff Policy Guidelines of the Turkish National Ministry of Education so as to implement school districts policies in managing schools, which have been in use in developed countries for many years. In such a system, the local people can have

control over the management of schools in their districts. In order to operate this system, educational councils which consist of educational district's branch teacher councils, educational district's advisory council, educational district's school principal and other people concerned, are formed in provinces (Turan and Şişman, 2003).

Although this system started in the provinces of Turkey at the beginning of the year 2000, some of these councils have not been able to have even a single meeting yet. When we look at the functions of these councils, we see that they are responsible only for passing their views and advice to the upper level managements. In other words, it is seen that the final decision is made by the upper level managements (Turan and Şişman, 2003).

According to Turan and Şişman (2003), people who are faced with the problem are the ones who know about it. In the present legal system, these councils are unlikely to voice their problems without having any power and authority. The main objective of school-based management is to provide the school principal and the teaching staff with the opportunity to have control over their school itself and its financial as well as human resources.

A study related to shared decision making was done by Gökbaş and Kocabaş (2002) in Elazığ, Turkey among 75 administrators and 450 teachers working in 19 secondary schools. The study aimed at gathering data about to what extent administrators believe in the importance of participation in the decision and to what extent administrators give their employees chance to participate in the decision making process. The study revealed

that both the administrators and the teachers believe that decisions should be made together and also they are consulted when they are chosen for the activities in their schools. Both groups think that they felt free to express their opinions about the items on the agenda. They also told that the decisions made at the teacher committee meetings were implemented and there was mutual trust. On the other hand, neither of the groups believed in the use of parental involvement in the committee. Teachers were neutral about student participation in the teacher committees, expressing their opinion about preparing exam programs, their effectiveness in shaping the disciplinary procedures in their schools, whether the committee members knew what was happening in the administration and being informed of the changes affecting them. Administrators also stated that the committee contributed to the administration of their schools and there was real communication between the administrators and the teachers whereas the teachers were not certain about these. Teachers also disagreed that they had effect on the budget issues of their schools. In terms of experience, young teachers believed in the importance of participation more than the experienced ones.

In the light of the findings of their study Gökbaşı and Kocabaşı (2002) made a few suggestions. According to them, in-service training about shared decision making should be provided for both administrators and teachers. Also, schools must be improved to increase quality in the education system. In addition, in order to spread the concept of total quality management, shared decision making should be given priority in the educational institutions. Due to this, teacher committees should be given more power to be able to control the school administration. Another point is that there should be democracy in the educational organizations. Furthermore, administration systems should

be flexible enough to allow efficient participation in the decisions. Finally, teachers should be made aware that their capacity and abilities are needed and their efforts will be appreciated.

In conclusion, shared decision making is not a very common practice among the state schools in the Turkish Education System. However, the authorities are aware of the importance of it and are trying to put it into practice. Therefore, my study includes only private schools because they are freer to use reforms than the state schools and they use this decision making system more often.



## **CHAPTER III**

### **METHOD**

This chapter includes the problem, the overall design of the study, the sample, the data collection instrument, the data collection procedure, definitions of variables, and the data analysis procedure.

#### **3.1. The Overall Design of the Study**

##### **3.1.1. The Sample**

The population of this study consists of 253 teachers who were teaching in 12 private primary and secondary schools in Ankara during 2003-2004 Fall Semester.

By utilizing random sampling procedure, a sample of 19 private schools was selected from 54 private schools in Ankara during 2003-2004 Fall Semester. The selected sample of schools represents 35,1% of the population consisting of 54 private primary and secondary schools. Only 12 of the selected sample of schools consented to joining the study. 7 of the schools did not agree to be included in the study due to time constraints of

their teachers. This meant the sample included 253 teachers from 12 schools. The return rate was 51,4%, which is a really high return rate.

**Table 3.1.1.**

**The Sample Distribution of the Subjects by Gender**

<b>Gender</b>	<b>Frequency</b>	<b>Percentage</b>
Female	217	85,8
Male	36	14,2
Total	253	100

Nearly 34,8 of the teachers surveyed were in the 30-39 age range. This is shown in Table 3.1.2.

**Table 3.1.2.**

**The Age Distribution of Teachers**

<b>Age</b>	<b>Frequency</b>	<b>Percentage</b>
23-29	71	28,1
30-39	88	34,8
40-49	57	22,5
50-59	35	13,8
60-65	2	,8

### **3.2. The Data Collection Instrument**

During the study, the “Shared Education Decisions Survey – Revised” was used as the data collection instrument. The instrument was prepared by Prof. Dr. Donna Ferrara from the USA. She kindly gave me permission to use her instrument and sent it to me by the Internet. The “Shared Education Decisions Survey- Revised” (SEDS-R) originally contains 92 decisions.

For the reliability and validity of the instrument the inventors of the instrument, Ferrara and Repa (1993) gave a brief example from a sample of New York State teachers which shows the richness of information that can be gathered by this instrument. In their article they concluded that SEDS-R had demonstrated high reliability.

**Table 3.2.1**

**Shared Education Decisions Survey (SEDS) ©1992 Cronbach Alpha Reliabilities**

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

Initially, since they were not applicable in Turkey, the items which were about district level decisions were taken out. As a result, the number of items decreased to 83 but this did not affect the number of categories.

The original instrument was in English. However, the study included all branches of teachers. Therefore, the instrument was translated into Turkish and expert opinion was taken. After this, a pilot study was conducted in Özel Bilkent Lisesi and Özel Bilkent İlkokulu. According to the results of this pilot study, 6 more items which affected the reliability of the instrument were taken out. These items were *developing a school philosophy statement, determining recommended student class size, helping to solve*

*student's personal problems, reducing staff, formulating department/grade-level budgets, cutting monies from the building-level budget.*

**Table 3.2.2.**

**Cronbach Alpha Reliabilities of the Study**

<b>Category</b>	<b># Items/ Category</b>	<b>Actual Scores</b>	<b>Desired Scores</b>
Planning	5	.91	.82
Policy	8	.91	.90
Curriculum/Instruction	8	.89	.88
Student Achievement	7	.90	.90
Pupil Personnel	5	.84	.85
Staff Personnel	12	.93	.94
School/Community	6	.92	.91
Parental Involvement	5	.90	.89
Staff Development	5	.96	.96
Budget	7	.96	.96
Plant Management	9	.98	.97
<b>Total Scale:</b>	<b>77</b>	<b>.98</b>	<b>.98</b>

### **3.3. Variables**

The whole questionnaire consisted of 154 observed variables under 11 categories. The categories are planning, policy, curriculum/instruction, pupil personnel, staff personnel, staff development, school/community, budget management, parental involvement and plant management.

### **3.4. The Data Analysis Procedure**

Descriptive statistics were utilized to analyze the data of the study. Percentages were used to describe data. While presenting the data, the lowest and the highest percentages were used. All the statistical analyses were conducted using SPSS program for Windows version 11.0.

## **CHAPTER IV**

### **RESULTS**

In this chapter, the findings regarding the actual and desired levels of shared decision making in 12 private schools are presented. Throughout the presentation descriptive statistics were used for data analyses. The following research questions are answered.

- a. To what extent do teachers perceive they actually participate in shared decision making?
- b. In what categories do teachers perceive they actually participate in shared decision making?
- c. To what extent do teachers perceive they desire to participate in shared decision making ?
- d. In what categories do teachers perceive they desire to participate in shared decision making?

#### 4.1. The Actual and Desired Levels of Planning Decisions

**Table 4.1.1.**

**The Actual and Desired Levels of Planning Decisions**

	<b>M</b>	<b>S.E.M</b>	<b>Md.</b>	<b>S.D.</b>
Q1A	4,0988	,10117	5,00	1,60916
Q1D	5,0119	,07419	6,00	1,18013
Q2A	4,3241	,09648	6,00	1,53455
Q2D	5,2372	,06857	6,00	1,09067
Q3A	4,0435	,09689	6,00	1,54113
Q3D	5,2174	,06568	6,00	1,04472
Q4A	4,1423	,08557	4,00	1,36113
Q4D	4,9921	,07409	6,00	1,17848
Q5A	3,6836	,09975	5,00	1,58703
Q5D	4,7826	,08392	6,00	1,33489

M= Mean, S.E.M.= Standard Error of Mean, Md.= Mode, S.D.= Standard Deviation

**Table 4.1.2.**

**The Statistics for the Actual and Desired Levels of Planning Decisions**

	Never		Rarely		Sometimes		Often		Usually		Always	
	N	%	N	%	N	%	N	%	N	%	N	%
Q1A	24	9,5	25	9,9	41	16,2	30	11,9	78	30,8	55	21,7
Q1D	1	,4	9	3,6	26	10,3	32	12,6	67	26,5	118	46,6
Q2A	15	5,9	23	9,1	36	14,2	44	17,4	61	24,1	74	29,2
Q2D	1	,4	8	3,2	14	5,5	27	10,7	60	23,7	143	56,5
Q3A	15	5,9	33	13	46	18,2	50	19,8	50	19,8	59	23,3
Q3D			7	2,8	10	4	44	17,4	52	20,6	140	55,3
Q4A	14	5,5	14	5,5	48	19	67	26,5	66	26,1	44	17,4
Q4D	1	,4	8	3,2	28	11,1	34	13,4	66	26,1	116	45,8
Q5A	29	11,5	34	13,4	59	23,3	32	12,6	64	25,3	35	13,8
Q5D	5	2	13	5,1	29	11,5	43	17	58	22,9	105	41,5

For this category, subjects mostly said they participated in the decisions and they also stated that they always would like to participate in the general decisions about their schools. Item q1a, which is *the actual level of designing change initiatives at the building level* and item q2a, which is *the actual level of setting building-level goals* were the items which revealed more participation compared to the other items in this category. In terms of the items in the desired level category, item q2d, *the desired level of setting building-level goals* and item q3d, *the desired level of planning long-term*

*building-level educational goals* were the items which revealed more desire for participation.

#### 4.2. The Actual and Desired Levels of Policy Decisions

**Table 4.2.1.**

**The Actual and Desired Levels of Policy Decisions**

	M	S.E.M	Md.	S.D.
Q6A	3,8972	,09060	5,00	1,44108
Q6D	4,8735	,07281	6,00	1,15805
Q7A	3,9802	,10011	6,00	1,59227
Q7D	5,1186	,07000	6,00	1,11349
Q8A	3,5178	,10517	3,00	1,67281
Q8D	4,7589	,08139	6,00	1,29451
Q9A	3,9960	,10380	6,00	1,65111
Q9D	4,9170	,07973	6,00	1,26813
Q10A	3,7826	,09965	3,00	1,58495
Q10D	4,8972	,07486	6,00	1,19078
Q11A	2,8854	,10370	1,00	1,64953
Q11D	4,7036	,08915	6,00	1,41809

(Table 4.2.1. cont.)

	M	S.E.M	Md.	S.D.
Q12A	3,4387	,10555	3,00	1,67888
Q12D	4,5455	,08809	1,00	1,60483
Q13A	3,0198	,10089	1,00	1,60468
Q13D	4,4625	,08576	6,00	1,36407

M= Mean, S.E.M.= Standard Error of Mean, Md.= Mode, S.D.= Standard Deviation

Table 4.2.2.

The Statistics for the Actual and Desired Levels of Policy Decisions

	Never		Rarely		Sometimes		Often		Usually		Always	
	N	%	N	%	N	%	N	%	N	%	N	%
Q6A	17	6,7	26	10,3	58	22,9	55	21,7	59	23,3	38	15
Q6D	5	2	3	1,2	22	8,7	53	20,9	76	30	94	37,2
Q7A	22	8,7	31	12,3	38	15	60	23,7	43	17	59	23,3
Q7D	4	1,6	2	0,8	17	6,7	40	8	64	25,3	126	49,8
Q8A	36	14,2	41	16,2	59	23,3	35	13,8	37	14,6	45	17,8
Q8D	8	3,2	4	1,6	34	13,4	43	17	70	27,7	94	37,2
Q9A	27	10,7	27	10,7	38	15	52	20,6	46	18,2	63	24,9
Q9D	8	3,2	4	1,6	17	6,7	59	23,3	49	19,4	116	45,8

(Table 4.2.2. cont.)

	Never		Rarely		Sometimes		Often		Usually		Always	
	N	%	N	%	N	%	N	%	N	%	N	%
Q10A	21	8,3	36	14,2	68	26,9	28	11,1	52	20,5	48	19
Q10D	6	2,4	5	2	18	7,1	49	19,4	77	30,4	98	38,7
Q11A	78	30,8	34	13,4	55	21,7	7	10,7	43	17	16	6,3
Q11D	14	5,5	5	2	34	13,4	30	11,9	76	30	94	37,2
Q12A	48	19	28	11,1	56	22,1	45	17,8	38	15	38	15
Q12D	7	2,8	18	7,1	39	15,4	36	14,2	72	28,5	81	32
Q13A	68	26,9	27	10,7	41	24,1	46	18,2	31	12,3	20	7,9
Q13D	8	3,2	12	4,7	46	18,2	49	19,4	65	25,7	73	28,9

In the category of *policy*, subjects generally stated that they participated in the decisions. However, item q11a, *the actual level of setting guidelines for evaluation of administrators*, item q12a, *the actual level of setting guidelines for evaluation of teachers*, and item q13a, *the actual level of setting guidelines for evaluation of educational support personnel* revealed lower participation compared to the other items. In the desired level category, item q7d, *the desired level of setting guidelines for student conduct, discipline* and item q9d, *the desired level of establishing student attendance policies* were the items which reflected higher desire for participation compared to the other items in the category of *policy* decisions.

### 4.3. The Actual and Desired Levels of Curriculum/ Instruction Decisions

Table 4.3.1.

**The Actual and Desired Levels of Curriculum/Instruction Decisions**

	M	S.E.M	Md.	S.D.
Q14A	3,8300	,10126	3,00	1,61092
Q14D	5,0751	,06923	6,00	1,10118
Q15A	3,9605	,09937	6,00	1,58064
Q15D	5,1225	,06919	6,00	1,10051
Q16A	4,8617	,09153	6,00	1,45591
Q16D	5,4190	,06575	6,00	1,04576
Q17A	4,7668	,08616	6,00	1,37038
Q17D	5,5178	,05561	6,00	,88455
Q18A	4,5850	,07895	5,00	1,25582
Q18D	5,3874	,05373	6,00	,85459
Q19A	4,7273	,08060	5,00	1,28202
Q19D	5,4427	,05522	6,00	,87835
Q20A	4,2292	,09707	6,00	1,54394
Q20D	5,1779	,07399	6,00	1,17682
Q21A	3,9526	,09713	5,00	1,54487
Q21D	5,0870	,08906	6,00	1,09850

M= Mean, S.E.M.= Standard Error of Mean, Md.= Mode, S.D.= Standard Deviation

**Table 4.3.2.****The Statistics for the Actual and Desired Levels of Curriculum/Instruction****Decisions**

	Never		Rarely		Sometimes		Often		Usually		Always	
	N	%	N	%	N	%	N	%	N	%	N	%
Q14A	24	9,2	34	13,4	54	21,3	42	16,6	47	18,6	52	20,6
Q14D	1	0,4	7	2,8	15	5,9	47	18,6	62	24,5	121	47,8
Q15A	20	7,7	30	11,9	54	21,3	41	16,2	52	20,6	56	22,1
Q15D	2	0,8	6	2	15	5,9	38	15	67	26,5	125	49,4
Q16A	15	5,9	5	2	21	8,7	44	17,4	42	16,6	126	49,8
Q16D	5	2	2	,8	8	3,2	21	8,3	48	17,9	169	66,8
Q17A	5	2	12	4,7	38	15	37	14	51	20,2	110	43,5
Q17D	2	8	2	8	6	2,4	17	6,7	52	20,6	174	68,8
Q18A	6	2,4	9	3,6	34	13,4	57	22,5	76	30	71	28,1
Q18D			3	1,2	9	3,6	17	6,7	82	32,4	142	56,1
Q19A	7	2,8	11	4,3	25	9,9	40	15,8	88	34,8	82	32,4
Q19D	2	,8	1	,4	6	2,4	22	8,7	65	25,7	157	62,1
Q20A	17	6,7	23	9,1	40	15,8	45	17,8	61	24,1	67	26,5
Q20D	2	,8	10	4	16	6,3	28	11,1	54	21,3	143	56,5
Q21A	17	6,7	33	13	55	21,7	39	15,4	58	22,9	51	20,2
Q21D	3	1,2	8	3,2	10	4	34	13,4	86	34	112	4,3

In the category of *curriculum/ instruction*, it is seen that subjects mostly think they are consulted during the decision making process. Likewise, they stated that they highly

would like to participate in the curriculum/instruction decisions. However, itemq14a, *the actual level of choosing content/program areas for curriculum development*, itemq15a, *the actual level of choosing content for inclusion in curriculum documents*, item q20a, *the actual level of determining new programs for inclusion in the curriculum*, and item q21a, *the actual level of designing new academic programs* revealed less participation in the decisions compared to the other items in this category.



#### 4.4. The Actual and Desired Levels of Student Achievement Decisions

Table 4.4.1.

The Actual and Desired Levels of Student Achievement Decisions

	M	S.E.M	Md.	S.D.
Q22A	4,6166	,08566	6,00	1,36249
Q22D	5,4229	,05569	6,00	,88584
Q23A	4,7708	,08537	6,00	1,35796
Q23D	5,3834	,06309	6,00	1,00359
Q24A	4,2213	,08190	5,00	1,30263
Q24D	5,2767	,06245	6,00	,99330
Q25A	4,2490	,09350	6,00	1,48713
Q25D	5,2372	,06383	6,00	1,01530
Q26A	4,4941	,08920	6,00	1,41875
Q26D	5,3360	,05986	6,00	,95211
Q27A	4,3241	,09215	5,00	1,46578
Q27D	5,1146	,06336	6,00	1,00778
Q28A	4,2292	,09325	4,00	1,48330
Q28D	5,1779	,07147	6,00	1,13682

M= Mean, S.E.M.= Standard Error of Mean, Md.= Mode, S.D.= Standard Deviation

**Table 4.4.2.****The Statistics for the Actual and Desired Levels of Student Achievement Decisions**

	Never		Rarely		Sometimes		Often		Usually		Always	
	N	%	N	%	N	%	N	%	N	%	N	%
Q22A	7	2,8	18	7,1	24	9,5	51	20,1	69	27,3	84	33,2
Q22D	1	0,4	3	1,2	3	1,2	31	12,3	58	22,9	157	62,1
Q23A	8	3,1	15	5,9	17	6,7	47	18,7	66	26,1	100	39,5
Q23D	3	1,2	4	1,6	5	2	28	11,1	54	21,3	159	62,8
Q24A	15	5,9	5	2	6	2,4	48	19	79	31,2	44	17,4
Q24D	1	0,4	6	2,4	6	2,4	35	13,8	66	26,1	139	54,9
Q25A	15	5,9	18	7,1	44	17,4	55	21,7	54	21,3	67	26,5
Q25D	4	1,6	3	1,2	5	2	34	13,4	78	30,8	129	51
Q26A	9	3,6	15	5,9	41	16,2	47	18,6	59	23,3	82	32,4
Q26D	2	0,8	3	1,2	6	2,4	30	11,9	68	26,9	144	56,9
Q27A	15	5,9	17	6,7	41	16,2	39	15,4	80	31,6	61	21,1
Q27D	3	1,2	4	1,6	6	2,4	30	11,9	71	28,1	139	54,9
Q28A	19	7,5	35	13,8	38	15	63	24,9	61	24,1	37	14,6
Q28D	3	1,2	9	3,6	8	3,2	42	16,9	65	25,7	126	49,8

In the category of *student achievement*, subjects stated that they mostly participated in the decisions. Similarly, they mostly said that they always would like to participate in the decisions about *student achievement*. This is the category which revealed the highest actual and desired participation levels.

#### 4.5. The Actual and Desired Levels of Pupil Personnel Decisions

Table 4.5.1.

The Actual and Desired Levels of Pupil Personnel Decisions

	M	S.E.M	Md.	S.D.
Q29A	3,4190	,11393	1,00	1,81220
Q29D	5,0830	,07973	6,00	1,26813
Q30A	4,0949	,09954	4,00	1,58330
Q30D	5,1858	,06886	6,00	1,09521
Q31A	4,6324	,08465	6,00	1,34639
Q31D	5,5217	,05027	6,00	0,79963
Q32A	4,1067	,10267	6,00	1,63314
Q32D	5,2490	,06571	6,00	1,04523
Q33A	4,3597	,10223	6,00	1,62601
Q33D	5,3202	,06663	6,00	1,05985

M= Mean, S.E.M.= Standard Error of Mean, Md.= Mode, S.D.= Standard Deviation

**Table 4.5.2.**

**The Statistics for the Actual and Desired Levels of Pupil Personnel Decisions**

	Never		Rarely		Sometimes		Often		Usually		Always	
	N	%	N	%	N	%	N	%	N	%	N	%
Q29A	50	19,8	44	17,4	48	19	22	8,7	39	15,4	50	19,8
Q29D	2	2	9	3,6	19	7,5	32	12,6	50	19,8	138	24,1
Q30A	24	9,5	26	10,3	22	8,7	72	28,5	48	19	61	39,5
Q30D	3	1,2	6	2,4	10	4	36	14,2	65	25,7	133	52,6
Q31A	8	3,2	16	6,3	23	9,1	47	6	79	31,2	80	31,6
Q31D	1	0,4	2	0,8	2	0,8	21	8,3	60	23,7	167	66,0
Q32A	20	8,1	35	14,2	30	11,9	50	19,8	49	19,4	69	27,3
Q32D	2	0,8	6	2,4	8	3,2	34	13,4	64	25,3	139	54,9
Q33A	21	8,3	20	7,9	35	13,8	31	12,3	63	24,9	83	32,8
Q33D	2	0,8	7	2,8	12	4,7	16	6,3	66	26,1	150	59,3

In the category of *pupil personnel*, subjects stated that they mostly participated in the decisions. Similarly, they said that they highly would like to participate in the decisions about *pupil personnel*.

#### 4.6. The Actual and Desired Levels of Staff Personnel Decisions

Table 4.6.1.

The Actual and Desired Levels of Staff Personnel Decisions

	M	S.E.M	Md.	S.D.
Q34A	2,4664	,10590	1,00	1,68439
Q34D	3,9051	,11504	6,00	1,82978
Q35A	2,9960	,11334	1,00	1,80277
Q35D	4,2292	,09978	6,00	1,58703
Q36A	2,6126	,10817	1,00	1,72060
Q36D	3,8340	,10620	3,00	1,68917
Q37A	3,5375	,12238	1,00	1,94660
Q37D	4,8103	,09611	6,00	1,52869
Q38A	3,9130	,10919	6,00	1,73673
Q38D	4,9960	,08722	6,00	1,38730
Q39A	3,8458	,11096	1,00	1,76495
Q39D	5,0751	,07936	6,00	1,26236
Q40A	3,4387	,11616	1,00	1,84767
Q40D	4,7154	,10000	6,00	1,59053
Q41A	2,8814	,12502	1,00	1,98850
Q41D	3,8577	,11821	6,00	1,88022
Q42A	3,1976	,12361	1,00	1,96610

**(Table 4.6.1. cont.)**

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	<b>M</b>	<b>S.E.M</b>	<b>Md.</b>	<b>S.D.</b>
Q42D	4,2846	,11029	6,00	1,75426
Q43A	3,4190	,10785	1,00	1,71546
Q43D	4,3992	,09658	6,00	1,53618
Q44A	4,0672	,11060	6,00	1,75917
Q44D	4,8261	,09017	6,00	1,43420
Q45A	3,4585	,10041	3,00	1,59714
Q45D	5,1146	,08228	6,00	1,30882

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M= Mean, S.E.M.= Standard Error of Mean, Md.= Mode, S.D.= Standard Deviation

**Table 4.6.2.****The Statistics for the Actual and Desired Levels of Staff Personnel Decisions**

	Never		Rarely		Sometimes		Often		Usually		Always	
	N	%	N	%	N	%	N	%	N	%	N	%
Q34A	110	43,5	48	19	27	10,7	21	8,3	29	11,5	18	7,1
Q34D	40	15,8	19	7,5	56	22,1	30	11,9	26	10,3	82	32,4
Q35A	89	35,2	22	8,7	39	15,4	32	12,6	46	18,2	25	9,9
Q35D	20	7,9	15	5,9	52	20,6	44	17,4	44	17,4	78	30,8
Q36A	103	40,7	42	16,6	29	11,5	27	10,7	33	13	19	7,5
Q36D	29	11,5	27	10,7	67	26,5	26	10,3	42	16,6	62	24,5
Q37A	69	27,3	21	8,3	29	11,5	30	11,9	47	18,6	57	22,5
Q37D	18	7,1	6	2,4	29	11,5	20	7,9	60	23,7	120	47,4
Q38A	36	14,2	22	8,7	47	18,6	34	13,4	51	20,2	63	24,9
Q38D	10	4	3	1,2	33	13	26	10,3	41	16,2	140	55,3
Q39A	38	15	34	13,4	28	11,1	39	15,4	57	22,5	57	22,5
Q39D	7	2,8	7	2,8	17	6,7	29	11,5	62	24,5	13	51,8
Q40A	68	26,9	22	8,7	27	10,7	43	17	53	20,9	40	15,8
Q40D	21	8,3	7	2,8	29	11,5	26	10,3	53	20,9	117	46,2
Q41A	117	46,2	14	5,5	18	7,2	26	10,3	42	16,6	36	14,2
Q41D	50	19,8	17	6,7	41	16,2	30	11,9	41	16,2	74	29,2

(Table 4.6.2. cont.)

	Never		Rarely		Sometimes		Often		Usually		Always	
	N	%	N	%	N	%	N	%	N	%	N	%
Q42A	94	37,2	8	3,2	39	15,4	21	8,3	48	19	43	17
Q42D	34	13,4	10	4	40	15,8	23	9,1	58	22,9	88	34,8
Q43A	54	21,3	24	9,5	57	22,5	32	12,6	52	20,6	34	13,4
Q43D	18	7,1	12	4,7	42	16,6	41	16,2	59	23,3	81	32
Q44A	37	14,6	18	7,1	34	13,4	38	15	54	21,3	72	28,5
Q44D	14	5,5	6	2,4	22	8,7	43	17	51	20	117	46,2
Q45A	36	14,2	39	15,4	62	24,5	37	14,6	47	18,6	32	12,6
Q45D	6	2,4	11	4,3	16	6,3	29	11,5	44	17,4	147	58,1

In the category of *staff personnel*, subjects stated that they sometimes participated in the decisions. Especially, item q34a, *the actual level of hiring building administrators*, item q35a, *the actual level of hiring instructional personnel*, item q36a, *the actual level of hiring educational support personnel*, item q40a, *the actual level of determining duty assignments*, item q41a, *the actual level of granting tenure to administrators*, and item q42a, *the actual level of granting tenure to teachers* revealed that teachers rarely participated in the decisions. However, they mostly said that they would like to participate in the decisions about *staff personnel*. This is one of the categories which indicated less participation compared to the other categories.

#### 4.7. The Actual and Desired Levels of School/Community Relations Decisions

Table 4.7.1

The Actual and Desired Levels of School/Community Relations Decisions

	<b>M</b>	<b>S.E.M</b>	<b>Md.</b>	<b>S.D.</b>
Q46A	3,3794	,10339	2,00	1,64458
Q46D	4,6601	,09395	6,00	1,49439
Q47A	3,2964	,10150	2,00	1,61438
Q47D	4,3004	,09855	6,00	1,56749
Q48A	3,2292	,10632	3,00	1,69113
Q48D	4,3281	,09923	6,00	1,57834
Q49A	3,0870	,10876	1,00	1,72986
Q49D	4,3162	,10071	6,00	1,60196
Q50A	3,4585	,11388	1,00	1,81136
Q50D	4,5282	,09741	6,00	1,54940
Q51A	3,2055	,10215	3,00	1,62485
Q51D	4,3597	,09120	6,00	1,45060

M= Mean, S.E.M.= Standard Error of Mean, Md.= Mode, S.D.= Standard Deviation

**Table 4.7.2.**

**The Statistics for the Actual and Desired Levels of School/Community Relations**

**Decisions**

	Never		Rarely		Sometimes		Often		Usually		Always	
	N	%	N	%	N	%	N	%	N	%	N	%
Q46A	34	13,4	59	23,3	50	19,8	34	13,4	39	15,4	37	14,6
Q46D	13	5,1	15	5,9	28	11,1	35	13,8	60	23,7	102	40,3
Q47A	34	13,4	63	24,9	55	21,7	28	11,1	41	16,2	32	12,6
Q47D	19	7,5	15	5,9	48	19	36	14,2	59	23,3	76	30
Q48A	48	19	52	20,6	54	21,3	27	10,7	37	14,6	35	13,8
Q48D	19	7,5	20	7,9	36	14,2	38	15	64	25,3	76	30
Q49A	62	24,5	53	20,9	36	14,2	36	14,2	35	13,8	31	12,3
Q49D	18	7,1	26	10,3	33	13	34	13,4	65	25,7	77	30,4
Q50A	57	22,5	30	11,9	45	17,8	24	9,5	55	21,7	42	16,6
Q50D	17	6,7	11	4,3	37	14,6	42	16,6	47	18,6	99	39,1
Q51A	58	22,9	28	11,1	60	23,7	39	15,4	47	18,6	21	8,3
Q51D	11	4,3	19	7,5	43	17	45	17,8	65	25,7	70	27,7

In the category of *school/ community relations*, subjects stated that they rarely participated in the decisions. However, they said that they mostly would like to participate in the decisions about *school/ community relations*. For item q50a, *the actual*

*level of distributing outside resources within the school*, no conclusion can be made due to various percentages of answers. This is one of the categories which revealed less participation in the decisions.

#### **4.8. The Actual and Desired Levels of Parental Involvement Decisions**

**Table 4.8.1.**

**The Actual and Desired Levels of Parental Involvement Decisions**

	<b>M</b>	<b>S.E.M</b>	<b>Md.</b>	<b>S.D.</b>
Q52A	4,4308	,09782	6,00	1,55589
Q52D	4,8685	,08647	6,00	1,37537
Q53A	4,3281	,10249	6,00	1,63028
Q53D	4,8103	,08846	6,00	1,40703
Q54A	4,0079	,10744	5,00	1,70897
Q54D	4,8933	,08365	6,00	1,33053
Q55A	4,4150	,10077	6,00	1,60285
Q55D	5,1660	,07462	6,00	1,18695
Q56A	4,7233	,08949	6,00	1,42349
Q56D	5,2800	,06320	6,00	1,00521

M= Mean, S.E.M.= Standard Error of Mean, Md.= Mode, S.D.= Standard Deviation

**Table 4.8.2.**

**The Statistics for the Actual and Desired Levels of Parental Involvement Decisions**

	Never		Rarely		Sometimes		Often		Usually		Always	
	N	%	N	%	N	%	N	%	N	%	N	%
Q52A	15	5,9	21	8,3	37	14,6	31	12,3	65	25,7	84	33,2
Q52D	5	2	18	7,1	23	9,1	30	11,9	60	23,7	117	46,2
Q53A	21	8,4	20	7,9	39	15,4	30	11,9	61	24,1	82	32,4
Q53D	6	2,4	18	7,1	25	9,1	35	13,8	54	21,3	115	45,5
Q54A	31	12,3	28	11,1	35	13,8	35	13,8	62	24,5	62	24,5
Q54D	6	2,4	11	4,3	21	8,3	49	19,4	45	17,8	121	47,8
Q55A	21	8,3	10	4	46	18,2	33	13	52	20,6	91	36
Q55D	6	2,4	4	1,6	16	6,3	28	11,1	61	24,1	138	54,5
Q56A	11	4,3	11	4,3	29	11,5	37	14,6	63	24,9	102	40,3
Q56D	1	0,4	3	1,2	11	4,3	41	16,2	51	20,2	146	57,7

In the category of *parental involvement*, subjects stated that they always participated in the decisions. Item q55a, *the actual level of setting agenda items for parent meetings*, and itemq56a, *the actual level of resolving parental complaints*, revealed higher participation. Similarly, subjects mostly said that they always would like to participate in the decisions about *parental involvement*. In the desired level of participation category,

item q55d, *the desired level of setting agenda items for parent meetings*, and item q56d, *the desired level of resolving parental complaints*, revealed the highest percentages.

#### 4.9. The Actual and Desired Levels of Staff Development Decisions

**Table 4.9.1.**

**The Actual and Desired Levels of Staff Development Decisions**

	<b>M</b>	<b>S.E.M</b>	<b>Md.</b>	<b>S.D.</b>
Q57A	3,2134	,11173	1,00	1,76212
Q57D	4,3121	,10115	6,00	1,60892
Q58A	3,4032	,10273	3,00	1,63406
Q58D	4,5414	,09643	6,00	1,53377
Q59A	3,3992	,10676	1,00	1,69813
Q59D	4,5731	,09454	6,00	1,50383
Q60A	3,5296	,10335	4,00	1,64393
Q60D	4,6601	,08898	6,00	1,41529
Q61A	3,4901	,10261	4,00	1,63205
Q61D	4,5336	,09447	6,00	1,50260

M= Mean, S.E.M.= Standard Error of Mean, Md.= Mode, S.D.= Standard Deviation

**Table 4.9.2.**

**The Statistics for the Actual and Desired Levels of Staff Development Decisions**

	Never		Rarely		Sometimes		Often		Usually		Always	
	N	%	N	%	N	%	N	%	N	%	N	%
Q57A	76	30	14	5,5	47	18,6	36	14,2	56	22,1	24	9,5
Q57D	26	10,3	10	4	37	14,6	42	16,6	62	24,5	76	30
Q58A	51	20,2	23	9,1	55	21,7	48	19	49	19,4	27	10,7
Q58D	15	5,9	13	5,1	42	16,6	27	10,7	62	24,5	94	37,2
Q59A	60	23,7	17	6,7	46	18,2	50	19,8	52	20,6	28	11,1
Q59D	18	7,1	7	2,8	34	13,4	38	15	65	25,7	91	36
Q60A	49	19,4	18	7,1	48	19	58	22,9	48	19	32	12,6
Q60D	14	5,6	5	2	34	13,4	38	15	71	28,1	91	36
Q61A	48	19	25	9,9	42	16,6	59	23,3	51	20,2	28	11,1
Q61D	16	6,3	10	4	37	14,6	40	15,8	60	23,7	90	35,6

In the area of *staff development*, subjects stated that they mostly participated in the decisions. Similarly, they said that they mostly would like to participate in the decisions about *staff development*.

#### 4.10. The Actual and Desired Levels of Budget Decisions

Table 4.10.1.

The Actual and Desired Levels of Budget Decisions

	M	S.E.M	Md.	S.D.
Q62A	3,3715	,12606	1,00	2.00503
Q62D	4,2372	,11477	6,00	1.82549
Q63A	3,6008	,12004	1,00	1.90933
Q63D	4,4822	,10680	6,00	1.69870
Q64A	3,5375	,11808	1,00	1.87813
Q64D	4,5257	,10723	6,00	1.70560
Q65A	3,4743	,11941	1,00	1.89933
Q65D	4,4111	,11168	6,00	1.77644
Q66A	3,1818	,12757	1,00	1.02919
Q66D	4,0791	,12067	6,00	1.91943
Q67A	3,1858	,12273	1,00	1.95207
Q67D	4,1225	,11363	6,00	1.80739
Q68A	2,9012	,11317	1,00	1.80005
Q68D	3,7708	,11037	6,00	1.75561

M= Mean, S.E.M.= Standard Error of Mean, Md.= Mode, S.D.= Standard Deviation

**Table 4.10.2.**

**The Statistics for the Actual and Desired Levels of Budget Decisions**

	Never		Rarely		Sometimes		Often		Usually		Always	
	N	%	N	%	N	%	N	%	N	%	N	%
Q62A	86	34	15	5,9	21	8,3	35	13,8	42	16,6	54	21,3
Q62D	39	15,4	16	6,3	25	9,9	29	11,5	54	21,3	90	35,6
Q63A	68	26,9	16	6,3	22	8,7	42	16,6	53	20,9	52	20,6
Q63D	29	11,5	15	5,9	18	7,1	29	11,5	67	26,5	95	37,5
Q64A	64	25,3	22	8,7	30	11,9	38	15	49	19,4	50	19,8
Q64D	30	11,9	9	3,6	25	9,9	26	10,3	60	23,7	103	40,7
Q65A	71	28,1	19	7,5	22	8,7	52	20,6	38	15	51	20,6
Q65D	35	13,8	10	4	26	10,3	28	11,1	53	20,9	101	39,9
Q66A	100	39,5	15	5,9	10	4	47	17,7	29	11,5	52	20,6
Q66D	48	19	14	5,5	32	12,6	28	11,1	38	15	93	36,8
Q67A	90	35,6	21	8,3	17	6,7	49	19,4	29	11,5	47	18,6
Q67D	39	15,4	19	7,5	28	11,1	32	12,6	56	22,1	79	31,2
Q68A	97	38,3	21	8,3	30	11,9	45	17,8	35	13,8	25	9,9
Q68D	43	17	21	8,3	48	19	35	13,8	51	20,2	55	21,7

In the area of *budget*, subjects mostly stated that they were rarely consulted about the decisions. Especially itemq66a, *the actual level of managing the building-level budget*, and itemq67a, *the actual level of managing department/grade-level budgets* revealed lower participation compared to the others. However, subjects said that they mostly would like to participate in the decisions about *budget*. Item q67d, *the desired level of managing department/grade-level budgets*, revealed less desire for participation.

#### 4.11. The Actual and Desired Levels of Plant Management Decisions

**Table 4.11.1.**

**The Actual and Desired Levels of Plant Management Decisions**

	M	S.E.M	Md.	S.D.
Q69A	3,5178	,11968	1,00	1,90360
Q69D	4,4941	,10199	6,00	1,62232
Q70A	3,2095	,11546	1,00	1,83647
Q70D	4,1897	,10707	6,00	1,70305
Q71A	3,1660	,11376	1,00	1,80940
Q71D	4,1462	,10915	6,00	1,73616
Q72A	3,2530	,11680	1,00	1,85786
Q72D	4,2490	,10855	6,00	1,72667
Q73A	3,4545	,11991	1,00	1,90730
Q73D	4,3241	,11226	6,00	1,78555
Q74A	3,5850	,12817	1,00	2,03873
Q74D	4,3636	,11482	6,00	1,82633
Q75A	3,5336	,13021	1,00	2,07112
Q75D	4,2372	,12333	6,00	1,96171

**(Table 4.11.1. cont.)**

	<b>M</b>	<b>S.E.M</b>	<b>Md.</b>	<b>S.D.</b>
Q76A	3,3636	,13067	1,00	2,07883
Q76D	4,0909	,12467	6,00	1,98298
Q77A	3,4704	,13009	1,00	2,06926
Q77D	4,4980	,10884	6,00	1,73119

M= Mean, S.E.M.= Standard Error of Mean, Md.= Mode, S.D.= Standard Deviation

**Table 4.11.2.**

**The Statistics for the Actual and Desired Levels of Plant Management Decisions**

	<b>Never</b>		<b>Rarely</b>		<b>Sometimes</b>		<b>Often</b>		<b>Usually</b>		<b>Always</b>	
	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>
Q69A	67	26,5	25	9,9	18	7,1	48	19	43	17	52	20,6
Q69D	22	8,7	17	6,7	25	9,9	31	12,3	66	26,1	92	36,4
Q70A	81	32	17	6,7	29	11,5	58	22,9	30	11,9	38	15
Q70D	27	10,7	25	9,9	34	13,4	29	11,5	63	24,9	75	29,6
Q71A	80	31,6	22	8,7	27	10,7	57	22,5	34	13,4	33	13
Q71D	31	12,3	24	9,5	30	11,9	36	14,2	56	22,1	76	30
Q72A	78	30,8	24	9,5	19	7,5	61	24,1	30	11,9	41	16,2
Q72D	29	11,5	20	7,9	34	13,4	30	11,9	56	22,1	84	33,2

(Table 4.11.2. cont.)

	Never		Rarely		Sometimes		Often		Usually		Always	
	N	%	N	%	N	%	N	%	N	%	N	%
Q73A	73	28,9	22	8,7	16	6,3	46	18,2	51	20,2	45	17,8
Q73D	34	13,4	17	6,7	23	9,1	34	13,4	49	19,4	96	37,4
Q74A	81	32	11	4,3	15	5,9	35	13,8	47	18,6	64	25,3
Q74D	36	14,2	16	6,3	23	9,1	27	10,7	47	18,6	104	41,1
Q75A	85	38,6	12	4,7	15	5,9	31	12,3	44	17,4	66	26,1
Q75D	45	17,8	22	8,7	19	7,5	16	6,3	44	17,4	107	42,3
Q76A	94	37,2	15	5,9	7	2,8	39	15,4	38	15	60	23,7
Q76D	52	8,7	16	6,3	27	10,7	18	7,1	42	16,6	98	38,7
Q77A	84	33,2	18	7,1	16	6,3	33	13	34	13,4	68	26,9
Q77D	28	11,1	15	5,9	25	9,9	28	11,1	49	19,4	108	42,7

In the area of *plant management*, subjects stated that they mostly participated in the decisions. However, item q69a, *the actual level of determining priority use of school facilities*, and item q75a, *the actual level of determining bus routes*, revealed lower participation. No conclusion can be made for item q73a, *the actual level of determining priorities for facilities maintenance*, and item q74a, *the actual level of determining busing schedules*. On the other hand, subjects said that they mostly would like to participate in the decisions about *plant management*. Item q77d, *the desired level of determining the hours of the school schedule* revealed desire for moderate participation. This is the only item in the questionnaire which revealed the least desire compared to the others.

#### 4.12. General Results

Table 4.12.1.

The Actual and Desired Scores of Decision Making of Ankara Sample

Area of Decision Making	Actual Score	Desired Score
Planning	4,06	5,05
Policy	3,56	4,79
Curriculum/Instruction	4,36	5,28
Student Achievement	4,37	5,3
Pupil Personnel	4,12	5,27
Staff Personnel	3,32	4,5
School/Community Relations	3,28	4,42
Parental Involvement	4,38	5
Staff Development	3,41	4,52
Budget	3,32	4,23
Plant Management	3,39	4,29

Shared Education Decisions Survey shows that teachers are consulted in most of the decisions, but some areas reflected moderate rate of participation compared to the other areas.

**Table 4.12.2.**

**Rank Order of Scores of Categories of Actual Decision Making**

<b>Ranking</b>	<b>Area of Decision Making</b>	<b>Actual Score</b>
1	Parental Involvement	4,38
2	Student Achievement	4,37
3	Curriculum/Instruction	4,36
4	Pupil Personnel	4,12
5	Planning	4,06
6	Policy	3,56
7	Staff Development	3,41
8	Plant Management	3,39
9	Budget	3,32
10	Staff Personnel	3,32
11	School/Community Relations	3,28

It can be said that teachers are mostly consulted in *planning, curriculum/instruction, student achievement, pupil personnel, and parental involvement*. Among these organizational areas, *parental involvement* revealed the highest level of participation.

The decisions which they sometimes participate in are in the organizational areas of *policy, staff personnel, staff development, school/community relations, budget, and plant management*. *School/community relations* revealed the least participation compared to the other organizational areas.

**Table 4.12.3.**

**Rank Order of Scores of Categories of Desired Decision Making**

<b>Ranking</b>	<b>Area of Decision Making</b>	<b>Actual Score</b>
1	Student Achievement	5,3
2	Curriculum/Instruction	4,37
3	Pupil Personnel	4,36
4	Planning	4,12
5	Parental Involvement	4,06
6	Policy	3,56
7	Staff Personnel	3,41
8	Staff Development	3,39
9	School/Community Relations	3,32
10	Plant Management	3,32
11	Budget	3,28

According to the results of the study, teachers mostly desire to be consulted in the decisions in most of the areas. However, the items about the decisions in the organizational areas of *staff personnel, school/community relations, budget, plant management* and *staff development* decisions revealed lower desire for participation compared to the other items. Among these organizational areas, *budget* decisions revealed the lowest desire for participation.

It is also seen that some items of the questionnaire revealed more participation than the other items. These items are *Q23A*, which is *the actual level of determining student grading practices (M=4,77)*, item *Q56A*, which is *the actual level of resolving parental complaints (M=4,73)*, and item *Q22A*, which is *the actual level of specifying grade-level or course-level student outcomes (M=4,62)*. It is not surprising to see that all of these items are directly related to students and student outcomes. This shows that teachers are mostly consulted about student related matters, which is the area they are thought they are mostly responsible for.

There were some items which revealed lower participation compared to the other ones. These were *Q34A*, which is *the actual level of hiring building administrators (M=2,47)*, item *Q36A*, which is *the actual level of hiring educational support personnel (M=2,61)*, item *Q41A*, which is *the actual level of granting tenure to administrators (M=2,88)*, item *Q11A*, which is *the actual level of setting guidelines for evaluation of administrators (M=2,89)*, and item *Q68A*, which is *the actual level of cutting monies from department/grade-level budgets (M=2,9)*. It is seen that all of these items are about administrative matters. Therefore, it is an expected thing to see that teachers are deprived of participation in these decisions.

The results of the study also show that teachers had less tendency to participate in the decisions in some of the items. These items were item *Q68D*, which is *the desired level of cutting monies from department/grade-level budgets (M=3,77)*, item *Q36D*, which is *the desired level of hiring educational support personnel (M=3,83)*, item *Q41D*, which

is *the desired level of granting tenure to administrators* ( $M=3,86$ ), item Q34D, which is *the desired level of hiring building administrators* ( $M=3,91$ ), and item Q66D, which is *the desired level of managing the building level budget* ( $M=4,08$ ). It is seen that these items are directly related to administrative issues. Since the questionnaires were distributed by the administrators, teachers might have been reluctant to reflect their real tendencies.

There were some items which indicated more desire for participation. These items were item Q31D, which is *the desired level of helping to solve a student's academic problem* ( $M=5,52$ ), item Q19D, which is *the desired level of determining teaching methodologies* ( $M=5,44$ ), item Q22D, which is *the desired level of specifying grade-level or course-level outcomes* ( $M=5,42$ ), item Q18D, which is *the desired level of determining changes in course offerings* ( $M=5,39$ ), and item Q23D, which is *the desired level of determining student grading practices* ( $M=5,38$ ). In the light of these results, it is obvious that teachers are more interested in student related issues. These results are a good reflection of the traditional role of teachers, which is just to teach.

According to the results of rank order of actual and desired scores, it is seen that teachers are mostly consulted in the student and classroom related issues and, similarly, they desire to be consulted more in those issues compared to the other areas of decision making. They either think that other areas do not concern them or they were worried that their managers would see their opinions since the questionnaires were distributed by them.

In conclusion, analyses indicated that the total mean score for all respondents among the 77 actual items was 3.4. The mean for respondents overall relative to their desire to participate in decisions was 4.31. The findings of the study suggest that respondents perceive that they participate in all decisions to a lesser extent than they desire to participate.



## CHAPTER V

### DISCUSSION

This chapter addresses the discussion and interpretation of the results, implications of the findings, and recommendations for further research.

#### 5.1. Discussion

The results of the study revealed that there was moderate participation in the decisions. It is seen that teachers are mostly consulted in *planning* ( $M=4.06$ ), *curriculum/instruction* ( $M=4.36$ ), *student achievement* ( $M=4.37$ ), *pupil personnel* ( $M=4.12$ ), and *parental involvement* ( $M=4.38$ ) decisions. Among these organizational areas, *parental involvement* revealed the highest level of participation. The decisions which they sometimes participate in are in the organizational areas of *policy* ( $M=3.56$ ), *staff personnel* ( $M=3.32$ ), *staff development* ( $M=3.41$ ), *school/community relations* ( $M=3.28$ ), *budget* ( $M=3.32$ ), and *plant management* ( $M=3.36$ ). *School/community relations* revealed the least participation compared to the other organizational areas.

In terms of desire for participation, it is seen that teachers mostly desire to be consulted in the decisions in most of the areas. The highest desire for participation was reported in the area of Student Achievement ( $M=5,3$ ). However, the items about the decisions in the organizational areas of *staff personnel* ( $M=4,5$ ), *school/community relations* ( $M=4,42$ ), *budget* ( $M=4,23$ ), *plant management* ( $M=4,29$ ) and *staff development* ( $M=4,52$ ) decisions revealed lower desire for participation compared to the other items. Among these organizational areas, *budget* decisions revealed the lowest desire for participation.

According to the results of rank order of actual and desired scores. it is seen that teachers are mostly consulted in the student and classroom related issues and. similarly, they desire to be consulted more in those issues compared to the other areas of decision making. This might be a reflection of their assumed role in the school culture. They may feel that their main role is to teach and deal with issues directly related with their students. Teachers showed a tendency to leave management related issues such as Budget and Plant Management to the administrators of their schools. The results are a good reflection of the traditional roles assigned to members of school staff. The duty of teachers is to teach. The duty of the managers is to manage.

In conclusion, analyses indicated that the total mean score of actual participation for all respondents among the 77 actual items was 3.41. The mean for respondents overall relative to their desire to participate in decisions was 4.31. The findings of the study suggest that respondents perceive that they participate in all decisions to a lesser extent than they desire to participate.

Shared decision making is one of the reforms which has been influencing the educational institutions all over the world since 1990`s. However, since Turkish Education system is based on a centralized approach, teachers in state schools do not participate in the decisions concerning the education system or the structure of their schools. On the other hand, the authorities are aware of the reform movements which are taking place all over the world. Therefore, they have started to form some education councils in different districts of Turkey. The private schools started to use these reforms such as total quality management and shared decision making before the state schools.

There are at least 25 studies which have been conducted over more than a 10-year period utilizing various instruments designed by Prof. Dr. Donna Ferrara and some of these studies were conducted by the author herself.

**Table 5.1.1****Studies on Shared Decision Making**

<b>Study</b>	<b>Year of Study</b>	<b>Actual Participation</b>	<b>Desired Participation</b>
<b>Study 1 Teachers in New York State (n=230)</b>	1992	2.57	4.22
<b>Study 2a Single District Shared Decision Making Team in New York State (n=81)</b>	1992	1.86	3.92
<b>Study 2b Single District Shared Decision Making Team in New York State (n=80)</b>	1993	1.99	3.63
<b>Study 3 29 School-site Councils in New York State (n=202)</b>	1996	2.33	3.57
<b>Belarus Study (n=81)</b>	2002	2.33	3.06
<b>Study in Ankara (n=253)</b>	2003	3.4	4.31

The first of these studies was on teacher perceptions of participation in shared decision making in New York State. The study was conducted in 1991-1992. According to the results of the study, there was low level of participation in the areas of planning, policy, curriculum/instruction, pupil personnel, staff personnel, staff development, school/community, and budget management. They also reported high desire for participation in the same areas (Ferrara,1996).

The second study by Prof. Dr. Donna Ferrara is called *Time 1 and Time 2 Data in South Huntington Schools 1992-1993*. The sample consisted of 11% administrators, 41% teachers, and 16% parents. The areas of investigation were planning/policy, curriculum/instruction, pupil personnel, staff personnel, school/community, parental involvement, staff development, budget, and plant management. The first study revealed low level of actual participation in all areas. It was also seen that in most areas, teachers and parents were involved in the decisions less than administrators and in some areas teachers were involved in the decisions more than parents. In the first administration of the study, in the rank order of actual and desired decision making the area of school/community was reported to be at Rank 1 as an improvement need. However, in the second one it was at Rank 7. There was also decrease in desire for participation in the areas of plant management, staff development, and school/community. The second administration of the study also revealed more participation in planning, staff personnel, school/community, parental involvement, staff development, and plant management (Ferrara,1996).

The third study was again conducted by Prof. Dr. Donna Ferrara. It is called *A Study of Shared Decision Making, School Improvement Needs, School Improvement Practices, and Student Outcomes, 1995-1997*. It is a survey of twenty-nine school-site councils consisting of 16% administrators, 46% teachers, 26% parents, and 12% support personnel, community members and students. The areas under investigation were planning, curriculum/instruction, student achievement, staff personnel, staff development, school/community, parental involvement, and budget. The results reported low level of actual involvement and upper moderate level of desired involvement (Ferrara,1996).

There is another study conducted by Prof. Dr. Donna Ferrara, which is called *Shared Decision Making and School Autonomy in Belarussian Schools*. It is a study of educators in four schools in Belarus regarding their perceptions of participation in decision making. "Shared Education Decisions Survey" was used to analyze the data. The areas under investigation were planning, policy, curriculum/instruction, pupil achievement, pupil personnel, staff personnel, school/community relations, parental involvement, staff development, budget, and plant management. The results of the study showed that there was participation at a relatively low level. The most participation was seen in the areas of parental involvement and pupil personnel. The least participation was in the areas of staff personnel, staff development, and budget. There was moderate participation in the areas of policy, school/community relations, curriculum/instruction, plant management, student achievement, and planning. The respondents expressed a desire to participate at a moderate level. The areas they mostly desired to participate

were parental involvement, pupil personnel, and policy. The areas of the least desire were staff personnel, staff development, and budget. There was moderate desire for participation in the areas of school/community relations, planning, curriculum/instruction, student achievement, and plant management. It was seen that the measures of desire for participation were higher than the measures of actual participation. The differences between the actual and desired levels of participation were statistically significantly different (Ferrara, 2002).

When the results of these studies are compared with the results of the study conducted in Ankara, it is seen that the respondents participate in the decisions more than their colleagues in New York State, South Huntington, and Belarus. Likewise, they reported more desire for participation in all decisions compared to their colleagues in those places. This difference may depend on a number of factors. The first factor might be the influence of the administrators. The questionnaires were distributed by the administrators of the schools. Teachers might have been reluctant to express their real opinions fearing that their answers could be seen by their administrators and they might lose their jobs. Another factor might be the time difference with the other studies. Most of the other studies, except for the Belarus one, were administered in the 1990s, when shared decision making was a new concept. The final factor may be time constraints of the teachers. Teachers might have been too busy to deeply think about their answers to the questionnaire.

When the results of all studies are compared, it is seen that respondents are deprived of participation mostly in the areas of staff personnel, staff development, budget, and plant management. It is also seen that they desire to participate more in these decisions. However, in the *Time 1 and Time 2 Data in South Huntington Schools 1992-1993* study, it was seen that in the *Time 2* part of the study the respondents reported less desire for participation in these decisions compared to the *Time 1* part of the study (Ferrara, 1996). The reason why they desire to participate more in these decisions might be that they are not familiar with these areas. After they start to participate in these decisions, they might realize that such activities take a lot of their time. Ferrara (2002) pointed this as well in her study of Belarussian Schools:

Once they have begun participating more in school decisions, their perception of their degree of participation increases. However, once they have had the experience of more involvement in school decision making, they often then desire less participation (in contrast with earlier desires), as they have had the experience of the time commitment necessary to participate in decisions, to assist in planning in the school, and to further develop their skills as professionals. At this stage, teachers, particularly, tend to prefer to focus on involvement that will improve teaching and learning in the classroom and tend to return to administrators decisions that are more managerial in nature (p.12).

Finally, the findings of the Ankara study suggest that private schools are mostly successful in applying shared decision making in most of the organizational areas. However, it is seen that in some organizational areas such as *policy*, *staff personnel*, and *staff development*, shared decision making is still not being used effectively. Still, in the

areas of *school/community relations*, *budget*, and *plant management*, this approach is not used as effectively as participants expect.

## **5.2. Implications of the findings**

The study shows that the private education institutions which were included in the study are aware of the reform movements in education and they are open to new ideas and practices. However, there are still a lot of things to be done in terms of applying these reforms. First of all, it should not be forgotten that people who will be involved in the decisions have to receive some training about decision making and the areas they are going to make decisions about. For example, if they have received no training about management, how will they be able to make the correct decision? Moreover, this training should start with the principals, who will be the guides of shared decision making committees. Another question is the time constraints of teachers. They stated that they would like to take part in most of the decisions but they could hardly find time to answer the questionnaire. Are they aware of the fact that they will have to dedicate a lot of time for shared decision making activities? Another important factor is that most of the teachers are female. Turkish cultural and social systems oblige women to take a lot of responsibilities in their families. All of these lead us to this question: How will female teachers be able to spare time for shared decision making activities?

Another phenomenon regarding school governance is revealed by studies of shared decision making. There are cultural differences among nations in terms of school governance (Ferrara, 2002). For instance, the Belarussian sample reported less desire for

participation than American and Turkish counterparts and Turkish colleagues reported their expectations for participation were being met more than their American and Belarussian counterparts. Also, there were some variations in the rank orders of actual and desired participation.

### **5.3. Recommendations for further research**

Shared decision making, which is one of the organizational reforms of the 1990's, requires further research to raise awareness in Turkey. This practice should not be limited to only private education institutions. Although it is obvious that the Ministry of Education in Turkey is aware of the reform movement in the area of educational administration and there has been some efforts to implement these reforms, it still has not managed to use these reforms effectively. This is due to the fact that there is a highly bureaucratic climate in the administrative structure of all the government offices. Likewise, the Turkish Ministry of Education is one of these government offices which are highly bureaucratic. The most important problem in terms of its administration structure is that it is administered with a highly centralized system. To be able to incorporate the reforms into its system, the Turkish Ministry of Education should not remain as the only decision making body. Turkey is a very large country. Therefore, in every district or school there are different groups of students and teachers with different backgrounds and expectations. It is impractical to try to control everything about education from one center. Shared decision making, which is one of the requirements of site-based management, might be a step towards decentralization in education in Turkey.

Such studies should be repeated at certain intervals to see the differences in perceptions and desires, and to ensure that reforms are applied. The scope of this study might be expanded to other educational institutions in other cities all around Turkey as well. State schools also might be included in this study to show the difference between the state schools and private schools in terms of implementing the reform movements. Another subject of further research could be investigating the impact of shared decision making on staff morale, efficiency or student achievement.



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## APPENDICES APPENDIX A

### EĞİTİMDE ORTAK ALINAN KARARLAR ANKETİ- Yenilenmiş<sup>©</sup>

Bu anket ortak karar verme ile ilgili düşünceleri elde etmek için tasarlanmıştır. Aşağıdaki maddelerde okul ortamına özgü kararlar 11 örgütsel alan altında verilmiştir. Aşağıdaki anahtarları kullanarak her bir sütunda size en uygun gelen cevabı lütfen YUVARLAK içine alarak belirtiniz:

1. Her bir karara ne sıklıkta katıldığınızı düşünüyorsunuz (Mevcut Durum sütunu) ve
2. Her bir karara ne sıklıkta katılmanız gerektiğini düşünüyorsunuz (İstenilen sütunu)

Her madde için **her iki sütunda da** cevap vermeniz analiz yapılabilmesi için önemlidir. Maddede aksi belirtilmedikçe, her maddeye sadece okulunuzdaki kararları göz önüne alarak cevap verin.

ANAHTAR: 1= Asla, 2= Nadiren, 3= Bazen, 4= Sık sık, 5= Genellikle, 6= Her zaman

MEVCUT DURUM						İSTENİLEN					
A	N	B	S	G	H	A	N	B	S	G	H
S	A	A	I	E	E	S	A	A	I	E	E
L	D	Z	K	N	R	L	D	Z	K	N	R
A	İ	E	S	E		A	İ	E	S	E	
R	N	S	L	Z		R	N	S	L	Z	
E	I	L	A			E	I	L	A		
N	K	İ	M			N	K	İ	M		
		K	A					K	A		
		L	N					L	N		
		E						E			

1. Okul düzeyinde değişim girişimlerin tasarlanması...	1	2	3	4	5	6	1	2	3	4	5	6
2. Okul amaçlarının belirlenmesi.....	1	2	3	4	5	6	1	2	3	4	5	6
3. Okulla ilgili uzun vadeli eğitim iyileştirmelerinin planlanması.....	1	2	3	4	5	6	1	2	3	4	5	6
4. Okulla ilgili kısa vadeli eğitim iyileştirmelerinin planlanması.....	1	2	3	4	5	6	1	2	3	4	5	6
5. Okulla ilgili değişim girişimlerine kimin dahil olacağını belirlenmesi.....	1	2	3	4	5	6	1	2	3	4	5	6

#### Politika

6. Ev ödevleri için yönergelerin geliştirilmesi.....	1	2	3	4	5	6	1	2	3	4	5	6
7. Öğrenci davranışı ve disiplinle ilgili yönergelerin geliştirilmesi .....	1	2	3	4	5	6	1	2	3	4	5	6
8. Öğrencilerin öğrenimlerine ara vermemeleri için gerekli yönergelerin hazırlanması.....	1	2	3	4	5	6	1	2	3	4	5	6
9. Öğrencilerin okula devamı ile ilgili politikaların belirlenmesi.....	1	2	3	4	5	6	1	2	3	4	5	6

MEVCUT DURUM  
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10. Öğrencilerin müfredat dışı etkinliklere katılımları ile ilgili akademik yeterlik ölçütlerinin belirlenmesi... 1 2 3 4 5 6 1 2 3 4 5 6
11. Yöneticilerin değerlendirilmesi ile ilgili yönergelerin geliştirilmesi..... 1 2 3 4 5 6 1 2 3 4 5 6
12. Öğretmenlerin değerlendirilmesi ile ilgili yönergelerin geliştirilmesi..... 1 2 3 4 5 6 1 2 3 4 5 6
13. İdari / yardımcı personelin değerlendirilmesi ile ilgili yönergelerin geliştirilmesi..... 1 2 3 4 5 6 1 2 3 4 5 6

**Müfredat/ Öğretim**

14. Müfredat (program) geliştirme ile ilgili program/içerik alanlarının seçilmesi..... 1 2 3 4 5 6 1 2 3 4 5 6
15. Müfredat (program) dökümanlarına dahil edilebilecek (yeni) içeriklerin seçimi..... 1 2 3 4 5 6 1 2 3 4 5 6
16. Ders kitaplarının seçimi..... 1 2 3 4 5 6 1 2 3 4 5 6
17. Öğretim materyallerinin seçimi..... 1 2 3 4 5 6 1 2 3 4 5 6
18. Verilecek derslerle ilgili değişikliklerin belirlenmesi... 1 2 3 4 5 6 1 2 3 4 5 6
19. Öğretim yöntemlerini belirlenmesi..... 1 2 3 4 5 6 1 2 3 4 5 6
20. Müfredata (programa) dahil edilecek yeniliklerin belirlenmesi..... 1 2 3 4 5 6 1 2 3 4 5 6
21. Yeni (akademik) programların tasarlanması..... 1 2 3 4 5 6 1 2 3 4 5 6

**Öğrenci Başarısı**

22. Seviye veya ders bazında öğrenciden beklenenlerin saptanması..... 1 2 3 4 5 6 1 2 3 4 5 6
23. Öğrenci başarısının nasıl notlandırılacağına belirlenmesi 1 2 3 4 5 6 1 2 3 4 5 6
24. Öğrencilerin zamanı en verimli şekilde kullanmaları için gerekli stratejilerin belirlenmesi..... 1 2 3 4 5 6 1 2 3 4 5 6
25. Öğrenci başarısının ölçülmesi konusunda yönergelerin hazırlanması..... 1 2 3 4 5 6 1 2 3 4 5 6
26. Öğrenci başarısını ölçmek için standart testlerin ve diğer ölçme araçlarının belirlenmesi..... 1 2 3 4 5 6 1 2 3 4 5 6

	MEVCUT DURUM						İSTENİLEN					
	A S L A	N D İ R E N	B A E N	S A I S I K	G I E L L E	H E R Z A M A N	A S L A	N D İ R E N	B A E N	S A I S I K	G I E L L E	H E R Z A M A N
27. Ders kitabı, müfredat ve test programı arasındaki uyumu değerlendirmek.....	1	2	3	4	5	6	1	2	3	4	5	6
28. Öğretim, ölçme ve personel gelişimi arasındaki uyumun değerlendirilmesi.....	1	2	3	4	5	6	1	2	3	4	5	6
<b>Öğrenciler</b>												
29. Öğrencilerin okula kabul edilebilmeleri için gerekli koşulların belirlenmesi.....	1	2	3	4	5	6	1	2	3	4	5	6
30. Öğrenci gelişimini ve ilerlemesi konusunda velileri bilgilendirmenin yöntemlerinin belirlenmesi.....	1	2	3	4	5	6	1	2	3	4	5	6
31. Öğrencinin akademik problemlerini çözmeye yardım etmek.....	1	2	3	4	5	6	1	2	3	4	5	6
32. Rehberlik servisi tarafından yönetilen öğrenci destek hizmetlerinin seçimi.....	1	2	3	4	5	6	1	2	3	4	5	6
33. Takdir, ödül ve bursa layık öğrencilerin belirlenmesi.....	1	2	3	4	5	6	1	2	3	4	5	6
<b>Çalışan Personeli</b>												
34. Yöneticilerin işe alınması.....	1	2	3	4	5	6	1	2	3	4	5	6
35. Eğitim-öğretim personelinin işe alınması.....	1	2	3	4	5	6	1	2	3	4	5	6
36. Eğitim destek personelinin (idari/yardımcı) işe alınması.....	1	2	3	4	5	6	1	2	3	4	5	6
37. Bölüm (zümre) başkanlarının seçimi.....	1	2	3	4	5	6	1	2	3	4	5	6
38. Yeni personelin işe uyumunun (oryantasyon) sağlanması.....	1	2	3	4	5	6	1	2	3	4	5	6
39. Eğitim-öğretim görevlerinin dağıtılması.....	1	2	3	4	5	6	1	2	3	4	5	6
40. Görev atamalarının belirlenmesi.....	1	2	3	4	5	6	1	2	3	4	5	6
41. Yöneticilerin asaleten atanmalarının onaylanması.....	1	2	3	4	5	6	1	2	3	4	5	6
42. Öğretmenlerin asaleten atanmalarının onaylanması.....	1	2	3	4	5	6	1	2	3	4	5	6
43. Personelin çalışma grupları, komisyonlarda görevlendirilmesi.....	1	2	3	4	5	6	1	2	3	4	5	6
44. Toplantılar için gündemin planlanması.....	1	2	3	4	5	6	1	2	3	4	5	6
45. Çalışanların şikayet ve isteklerinden kaynaklanan sorunların çözülmesi.....	1	2	3	4	5	6	1	2	3	4	5	6

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#### Okul/ Toplum İlişkileri

46. Okul etkinliklerine toplum/ sivil grupların dahil edilmesi.....	1	2	3	4	5	6	1	2	3	4	5	6
47. Okul etkinliklerine iş çevresi ve grupların dahil edilmesi.....	1	2	3	4	5	6	1	2	3	4	5	6
48. Toplum ya da iş dünyası temsilcilerinin okulla ilgili komitelere dahil edilmesi amacıyla seçilmesi.....	1	2	3	4	5	6	1	2	3	4	5	6
49. Medyaya verilecek okul ile ilgili haberlerin içeriğinin belirlenmesi.....	1	2	3	4	5	6	1	2	3	4	5	6
50. Okul dışından sağlanan kaynakların okul içinde dağıtım.....	1	2	3	4	5	6	1	2	3	4	5	6
51. Toplum/ iş grupları ile olan sorunların çözülmesi.....	1	2	3	4	5	6	1	2	3	4	5	6

#### Veli Katılımı

52. Okul komitelerine dahil edilecek velilerin seçilmesi....	1	2	3	4	5	6	1	2	3	4	5	6
53. Kararların ortak alınacağı komite veya konseylere katılacak velilerin seçimi.....	1	2	3	4	5	6	1	2	3	4	5	6
54. Okul aile birliğinin okulla ilgili işleyiş ve süreçlerde ne derece etkisi olması gerektiğinin saptanması.....	1	2	3	4	5	6	1	2	3	4	5	6
55. Veli toplantıları için gündem maddelerinin belirlenmesi	1	2	3	4	5	6	1	2	3	4	5	6
56. Veli şikayetlerinin giderilmesi/çözülmesi.....	1	2	3	4	5	6	1	2	3	4	5	6

#### Personel Gelişimi

57. Personel gelişimi ile ilgili komitelere personel atanması	1	2	3	4	5	6	1	2	3	4	5	6
58. Personel gelişimi ile ilgili ihtiyaçların saptanması çalışmalarının yapılması.....	1	2	3	4	5	6	1	2	3	4	5	6
59. Personel gelişimi ile ilgili etkinliklerin tasarlanması.....	1	2	3	4	5	6	1	2	3	4	5	6
60. Personel gelişimi ile ilgili etkinliklerin uygulanması ....	1	2	3	4	5	6	1	2	3	4	5	6
61. Personel gelişimi ile ilgili değerlendirme etkinliklerinin belirlenmesi.....	1	2	3	4	5	6	1	2	3	4	5	6

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**Bütçe**

62. Okul bütçesinin hazırlanması.....	1	2	3	4	5	6	1	2	3	4	5	6
63. Ders kitapları için kaynak ayrılması.....	1	2	3	4	5	6	1	2	3	4	5	6
64. Müfredat (program) geliştirme için kaynak ayrılması...	1	2	3	4	5	6	1	2	3	4	5	6
65. Altyapı ve işleyişle ilgili kaynakların ayrılması.....	1	2	3	4	5	6	1	2	3	4	5	6
66. Okul bütçesinin yönetilmesi.....	1	2	3	4	5	6	1	2	3	4	5	6
67. Kısım / bölüm / ünite bütçelerinin yönetilmesi.....	1	2	3	4	5	6	1	2	3	4	5	6
68. Kısım / bölüm / ünite bütçelerinden kesintiler yapılması.....	1	2	3	4	5	6	1	2	3	4	5	6

**Tesis Yönetimi**

69. Okul tesislerinin / binalarının kullanımında önceliklerin saptanması.....	1	2	3	4	5	6	1	2	3	4	5	6
70. Büyük ölçekli altyapı geliştirme proje seçeneklerinin belirlenmesi.....	1	2	3	4	5	6	1	2	3	4	5	6
71. Büyük ölçekli altyapı geliştirme projelerinin takviminin belirlenmesi.....	1	2	3	4	5	6	1	2	3	4	5	6
72. Tesis planlaması için önceliklerin belirlenmesi.....	1	2	3	4	5	6	1	2	3	4	5	6
73. Tesislerin bakım için önceliklerin belirlenmesi.....	1	2	3	4	5	6	1	2	3	4	5	6
74. Öğrenci servis saatlerinin belirlenmesi.....	1	2	3	4	5	6	1	2	3	4	5	6
75. Öğrenci servis güzergahlarının belirlenmesi.....	1	2	3	4	5	6	1	2	3	4	5	6
76. Öğrenci taşınması için kullanılacak araçların sayısının belirlenmesi.....	1	2	3	4	5	6	1	2	3	4	5	6
77. Okul eğitim-öğretim saatlerinin belirlenmesi.....	1	2	3	4	5	6	1	2	3	4	5	6

78. Bu okulla ilişkiniz aşağıdakilerden hangisidir?

- Yönetici
- Öğretmen
- Destek personeli
- Veli
- Toplum üyesi
- Okul yönetim kurulu üyesi
- İş dünyası temsilcisi
- Öğrenci
- Diğer (lutfen belirtiniz): \_\_\_\_\_

79. Bu anketi bulunduđunuz okulun hangi eđitim seviyesi iin cevaphyorsunuz?

- a. Anaokulu
- b. İlkokul
- c. Ortaokul Hazırlık
- d. Ortaokul
- e. Lise Hazırlık
- f. Lise
- g. Diđer (lütfeñ belirtiniz): \_\_\_\_\_

80. Cinsiyetiniz  Kadın  Erkek

81. Yaşınız :.....

82. Eđitim Durumunuz:  Lisans  Yüksek Lisans  Doktora

Zaman ayırdığınız iin teşekkür ederiz.

Mtge Erten  
Bilkent Üniversitesi  
Hazırlık Okulu  
ertenm@bilkent.edu.tr  
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**APPENDIX B**

**SHARED EDUCATION DECISIONS SURVEY - Revised ©**

This survey is designed to obtain perceptions concerning involvement in shared decision making. For the following items, decisions common to the school setting are divided into 11 organizational areas. Using the key below, for each item please indicate by **CIRCLING** the appropriate response in each column:

1. how frequently you perceive you are involved in making each decision (Actual column) and
2. how frequently you would like to be involved in making each decision (Desired column).

For analysis purposes, it is important that you provide a response in both columns for every item. Except where indicated by the wording of a particular item, respond to each item as it applies only to a building-level decision.

**KEY: 1=Never, 2=Rarely, 3=Sometimes, 4=Often, 5=Usually, 6=Always**

	ACTUAL						DESIRED					
	N	R	S	O	U	A	N	R	S	O	U	A
	E	A	O	F	S	L	E	A	O	F	S	L
	V	R	M	T	U	W	V	R	M	T	U	W
	E	E	E	E	A	A	E	E	E	E	A	A
	R	L	T	N	L	Y	R	L	T	N	L	Y
		Y	I		L	S		Y	I		L	S
			M		Y				M		Y	
			E						E			
			S						S			
1. Designing change initiatives at the building level.....	1	2	3	4	5	6	1	2	3	4	5	6
2. Setting building-level goals.....	1	2	3	4	5	6	1	2	3	4	5	6
3. Planning long-term building-level educational improvements..	1	2	3	4	5	6	1	2	3	4	5	6
4. Planning short-term building-level educational improvements..	1	2	3	4	5	6	1	2	3	4	5	6
5. Determining who will be involved in school-wide change initiatives.....	1	2	3	4	5	6	1	2	3	4	5	6
<b><u>Policy</u></b>												
6. Setting guidelines for homework.....	1	2	3	4	5	6	1	2	3	4	5	6
7. Setting guidelines for student conduct, discipline.....	1	2	3	4	5	6	1	2	3	4	5	6
8. Determining guidelines for student retention.....	1	2	3	4	5	6	1	2	3	4	5	6
9. Establishing student attendance policies.....	1	2	3	4	5	6	1	2	3	4	5	6
10. Establishing academic eligibility policies for student participation in extracurricular activities.....	1	2	3	4	5	6	1	2	3	4	5	6
11. Setting guidelines for evaluation of administrators.....	1	2	3	4	5	6	1	2	3	4	5	6
12. Setting guidelines for evaluation of teachers.....	1	2	3	4	5	6	1	2	3	4	5	6
13. Setting guidelines for evaluation of educational support personnel.....	1	2	3	4	5	6	1	2	3	4	5	6
<b><u>Curriculum/Instruction</u></b>												
14. Choosing content/program areas for curriculum development.....	1	2	3	4	5	6	1	2	3	4	5	6
15. Choosing content for inclusion in curriculum documents.....	1	2	3	4	5	6	1	2	3	4	5	6
16. Selecting textbooks.....	1	2	3	4	5	6	1	2	3	4	5	6
17. Selecting instructional materials.....	1	2	3	4	5	6	1	2	3	4	5	6
18. Determining changes in course offerings.....	1	2	3	4	5	6	1	2	3	4	5	6
19. Determining teaching methodologies.....	1	2	3	4	5	6	1	2	3	4	5	6

	ACTUAL						DESIRED					
	N E E R	R A E L Y	S O E T I M E S	O F T E N L Y	U S U A L L Y	A L W A Y S	N E E R	R A E L Y	S O E T I M E S	O F T E N L Y	U S U A L L Y	A L W A Y S
20. Determining new programs for inclusion in the curriculum...	1	2	3	4	5	6	1	2	3	4	5	6
21. Designing new academic programs.....	1	2	3	4	5	6	1	2	3	4	5	6
<b><u>Student Achievement</u></b>												
22. Specifying grade-level or course-level student outcomes.....	1	2	3	4	5	6	1	2	3	4	5	6
23. Determining student grading practices.....	1	2	3	4	5	6	1	2	3	4	5	6
24. Determining strategies for optimizing time on task.....	1	2	3	4	5	6	1	2	3	4	5	6
25. Setting guidelines for student testing and assessment.....	1	2	3	4	5	6	1	2	3	4	5	6
26. Determining specific standardized tests and other forms of student assessments.....	1	2	3	4	5	6	1	2	3	4	5	6
27. Evaluating the alignment between textbooks, curriculum, and testing programs.....	1	2	3	4	5	6	1	2	3	4	5	6
28. Evaluating the alignment between teaching, testing, and staff development.....	1	2	3	4	5	6	1	2	3	4	5	6
<b><u>Pupil Personnel</u></b>												
29. Determining student placement for instructional programs....	1	2	3	4	5	6	1	2	3	4	5	6
30. Determining methods of reporting student progress to parents.....	1	2	3	4	5	6	1	2	3	4	5	6
31. Helping to solve a student's academic problems.....	1	2	3	4	5	6	1	2	3	4	5	6
32. Choosing student support services administered by guidance..	1	2	3	4	5	6	1	2	3	4	5	6
33. Determining pupils who are given commendations, awards, and scholarships.....	1	2	3	4	5	6	1	2	3	4	5	6
<b><u>Staff Personnel</u></b>												
34. Hiring building administrators.....	1	2	3	4	5	6	1	2	3	4	5	6
35. Hiring instructional personnel.....	1	2	3	4	5	6	1	2	3	4	5	6
36. Hiring educational support personnel.....	1	2	3	4	5	6	1	2	3	4	5	6
37. Selecting department heads.....	1	2	3	4	5	6	1	2	3	4	5	6
38. Orientating new personnel.....	1	2	3	4	5	6	1	2	3	4	5	6
39. Assigning teaching duties.....	1	2	3	4	5	6	1	2	3	4	5	6
40. Determining duty assignments.....	1	2	3	4	5	6	1	2	3	4	5	6
41. Granting tenure to administrators.....	1	2	3	4	5	6	1	2	3	4	5	6
42. Granting tenure to teachers.....	1	2	3	4	5	6	1	2	3	4	5	6
43. Assigning staff to committees.....	1	2	3	4	5	6	1	2	3	4	5	6
44. Planning agendas for staff meetings.....	1	2	3	4	5	6	1	2	3	4	5	6
45. Resolving employee grievances.....	1	2	3	4	5	6	1	2	3	4	5	6

	ACTUAL						DESIRED					
	N E V E R	R A R E L Y	S O M E T I M E S	O F T E N	U S U A L L Y	A L W A Y S	N E V E R	R A R E L Y	S O M E T I M E S	O F T E N	U S U A L L Y	A L W A Y S
<b><u>School/Community Relations</u></b>												
46. Involving community/civic groups in school activities.....	1	2	3	4	5	6	1	2	3	4	5	6
47. Involving business groups in school activities.....	1	2	3	4	5	6	1	2	3	4	5	6
48. Selecting community or business representatives for involvement in school committees.....	1	2	3	4	5	6	1	2	3	4	5	6
49. Determining content of school news released to the media.....	1	2	3	4	5	6	1	2	3	4	5	6
50. Distributing outside resources within the school.....	1	2	3	4	5	6	1	2	3	4	5	6
51. Resolving difficulties with community/business groups.....	1	2	3	4	5	6	1	2	3	4	5	6
<b><u>Parental Involvement</u></b>												
52. Selecting parents for involvement in school committees.....	1	2	3	4	5	6	1	2	3	4	5	6
53. Selecting parents for involvement in shared decision making committees or councils.....	1	2	3	4	5	6	1	2	3	4	5	6
54. Determining the amount of influence the PTA will have on school functioning.....	1	2	3	4	5	6	1	2	3	4	5	6
55. Setting agenda items for parent meetings.....	1	2	3	4	5	6	1	2	3	4	5	6
56. Resolving parental complaints.....	1	2	3	4	5	6	1	2	3	4	5	6
<b><u>Staff Development</u></b>												
57. Assigning staff to staff development committees.....	1	2	3	4	5	6	1	2	3	4	5	6
58. Carrying out staff development needs assessments.....	1	2	3	4	5	6	1	2	3	4	5	6
59. Designing staff development activities.....	1	2	3	4	5	6	1	2	3	4	5	6
60. Implementing staff development activities.....	1	2	3	4	5	6	1	2	3	4	5	6
61. Specifying staff development evaluation activities.....	1	2	3	4	5	6	1	2	3	4	5	6
<b><u>Budget</u></b>												
62. Formulating building-level budgets.....	1	2	3	4	5	6	1	2	3	4	5	6
63. Allocating monies for textbooks.....	1	2	3	4	5	6	1	2	3	4	5	6
64. Allocating monies for curriculum development.....	1	2	3	4	5	6	1	2	3	4	5	6
65. Allocating monies for plant decisions.....	1	2	3	4	5	6	1	2	3	4	5	6
66. Managing the building-level budget.....	1	2	3	4	5	6	1	2	3	4	5	6
67. Managing department/grade-level budgets.....	1	2	3	4	5	6	1	2	3	4	5	6
68. Cutting monies from department/grade-level budgets.....	1	2	3	4	5	6	1	2	3	4	5	6
<b><u>Plant Management</u></b>												
69. Determining priority use of school facilities.....	1	2	3	4	5	6	1	2	3	4	5	6
70. Determining the choice of capital projects.....	1	2	3	4	5	6	1	2	3	4	5	6
71. Determining the scheduling of capital projects.....	1	2	3	4	5	6	1	2	3	4	5	6

	ACTUAL						DESIRED					
	N	R	S	O	U	A	N	R	S	O	U	A
	E	A	O	F	S	L	E	A	O	F	S	L
	V	R	M	T	U	W	V	R	M	T	U	W
	E	E	E	E	A	A	E	E	E	E	A	A
	R	L	T	N	L	Y	R	L	T	N	L	Y
			Y						Y			
			I						I			
			M						M			
			E						E			
			S						S			
72. Determining priorities for facilities planning.....	1	2	3	4	5	6	1	2	3	4	5	6
73. Determining priorities for facilities maintenance.....	1	2	3	4	5	6	1	2	3	4	5	6
74. Determining busing schedules.....	1	2	3	4	5	6	1	2	3	4	5	6
75. Determining bus routes.....	1	2	3	4	5	6	1	2	3	4	5	6
76. Determining the number of buses utilized for student transportation.....	1	2	3	4	5	6	1	2	3	4	5	6
77. Determining the hours of the school schedule.....	1	2	3	4	5	6	1	2	3	4	5	6

78. What is your role in relation to the school?

- 1 Administrator
- 2 Teacher
- 3 Support staff
- 4 Parent
- 5 Community member
- 6 School board member
- 7 Business representative
- 8 Student
- 9 Other (please specify): \_\_\_\_\_

79. For which level of the school are you completing this survey?

- 1 Pre-K
- 2 Elementary
- 3 Intermediate school
- 4 Middle school
- 5 Junior high school
- 6 High school
- 7 Junior-senior high school
- 8 K-12
- 9 Other (please specify): \_\_\_\_\_

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