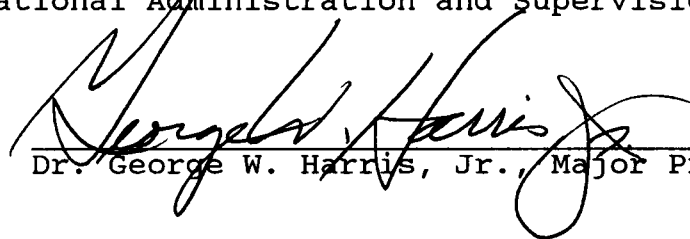
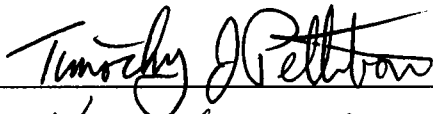
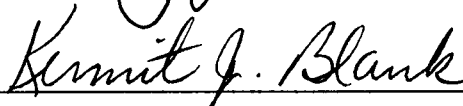
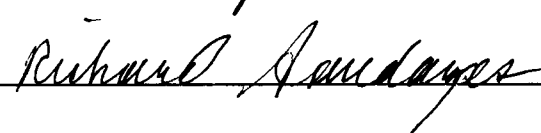


To the Graduate Council:

I am submitting herewith a dissertation written by Linda Rains Caddell McClure entitled "A Study of Teacher Perceptions of Control and Professionalism and Their Relationship to Student Achievement." I have examined the final copy of this dissertation for form and content and recommend that it be accepted in partial fulfillment of the requirements for the degree of Doctor of Education, with a major in Educational Administration and Supervision.


Dr. George W. Harris, Jr., Major Professor

We have read this dissertation
and recommend its acceptance:

Accepted for the Council:


Associate Vice Chancellor
and Dean of The Graduate School

A STUDY OF TEACHER PERCEPTIONS OF CONTROL AND
PROFESSIONALISM AND THEIR RELATIONSHIP
TO STUDENT ACHIEVEMENT

A Dissertation
Presented for the
Doctor of Education
Degree
The University of Tennessee, Knoxville

Linda Rains Caddell McClure

August 1991

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DEDICATION

This dissertation is dedicated to my husband

Dr. Benjamin G. McClure

and my niece

Ms. Christie Bowlin

for their unending encouragement.

ACKNOWLEDGEMENTS

I would like to thank my major professor, Dr. George W. Harris, Jr., for his guidance and patience. I would also like to thank the other members of the committee, Dr. Tim Pettibone, Dr. Kermit Blank, and Dr. Richard Saudargas, for their assistance. I would like to thank my husband, Ben, for being understanding and supportive of my needs.

ABSTRACT

This study attempted to investigate the perceptions of teachers concerning controls placed on them by their state and district administrators and their perceptions of their professional status. It also attempted to investigate whether the perceptions had any relationship to the achievement levels of pupils. A survey instrument was used to assess the perceptions of public school teachers on control and on professionalism. The scores from the surveys were then compared to achievement test scores of the pupils of the teachers. Results indicated that perceptions of high status was an indicator of increased achievement in mathematics and reading. Perceptions of high levels of control by administrators were not positively correlated to achievement in either mathematics or reading.

It was concluded that teachers who perceive themselves to have high status as professionals may have higher achieving pupils. Levels of control as perceived by teachers, however, seems to have no relationship to the achievement level of pupils.

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CHAPTER I

PROFESSIONALISM AND CONTROL

Introduction

Teacher Professionalism

Recent trends in educational reform are directed toward the empowerment of teachers. Discussions of empowerment are accompanied by the assertions that teaching is not a real "profession." Inevitably, educators are encouraged to become more "professional." Since "professionalism" is equated with a degree of freedom for making choices concerning the treatment of clients, empowerment of teachers becomes a necessary component of any move toward professionalism. Teacher autonomy has long been one of the attractive aspects of teaching. Trends of the last decade brought more bureaucratization into teaching and also created a decrease in the autonomy of the individual teacher. As teachers gain in autonomy, or power, then, there may be a change in the bureaucratic structure of the educational system. Presently, teacher autonomy is limited by controls from federal, state, and local government and from public scrutiny. Research has been plentiful in the areas of teacher autonomy plus teacher efficacy and locus of control. However, empirical

data on the specific aspects of state and district level control concerning teachers is scarce.

Teacher Empowerment

Direct involvement within the public school district has increased over the past few decades, along with teacher organizational input into governmental activity. The teacher lobby is now considered to be a very powerful influence in most states (Campbell, 1980). However, most states continue to exercise considerable control of various phases of the educational process, limiting the powers of individual teachers and designating their responsibilities. A number of states exercise some authority in control of information reports, technical services, allocation of funds, certification of personnel, and regulation of standards (Campbell, 1980). State decisions concerning the instructional program to be followed by specific schools may deal with: (1) establishing standards; (2) setting the scope of the programs within the curriculum; (3) the approval of textbooks to be used, or specification of particular books and lessons. At the district level these controls continue with additional specificity. As more controls are added, teachers become less able to engage in the autonomy that was once an accepted part of the profession. Since autonomy is an accepted component of any

profession, decreased autonomy resulting from increased district and state controls may tend to de-professionalize teachers.

Background of the Problem

Relationship of Locus of Control to Autonomy

Locus of control of teachers has been studied for many years using the Internal-External Locus of Control Scale (I-E Scale) developed by Rotter (1967; and Rotter & Hochreich, 1975) to measure individual differences in causal perceptions. Locus of control refers to the teachers' perceptions of their ability to control the events that happen to them. Although autonomy and locus of control are not synonymous, they are closely related in that teachers who have autonomy are likely to perceive themselves as being in control of the situations in their classrooms. In this sense, autonomous teachers could be described as having some means of internal control whereas teachers who lack autonomy would most likely experience heavy external control. The internal-external construct explains events that affect one's behavior as being in the control of self (internal control) or in the control of others (external control). The I-E construct (internal-external construct) has been used to assess a number of educational problems, including teacher effectiveness

(Murray & Staebler, 1974; and Porter & Cohen, 1977).

Research is scant which relates teacher effectiveness to locus of control. Research relating to teachers' perceptions of their own professionalism is meager, as well, and is an area that is related to teacher control. The concept of personal control is derived from the locus of control construct, which is based on the individual's belief about the amount of control that he or she can exert over the events in his or her life. For teachers this concept translates into one of professional autonomy, or control over the events in his or her professional life (Sherman & Giles, 1981).

Autonomy

Professional autonomy is sometimes thought of as the objective fact of a teacher's power; but autonomy can also refer to the subjective, phenomenological response of the teacher to the situation in which he or she finds himself or herself (Charters, 1980). Professional autonomy is a psychological construct encompassing a teacher's beliefs about his or her freedom from external interference when performing his or her tasks in the classroom. A teacher with a high sense of autonomy may listen to advice, ideas, and regulations from others, but he or she feels no obligation to accept them without first weighing their

merits according to his or her own standards. A teacher with a low sense of autonomy will accept rules, regulations, or conditions imposed on him or her as forces that constrain him or her and limit his or her use of personal judgment in making work decisions (Charters, 1980). Thorndike called autonomy a "temporary but general" attribute as opposed to a "lasting but general" one (cited in Charters, 1980). In studies of sense of autonomy, endurance is taken to be about a year. Thus a teacher's sense of autonomy can be presumed constant over a limited period of time. Feelings of autonomy may or may not fluctuate over various years. In addition to endurance, autonomy may have several other components. Freedom to determine student assessment methodology, control over pace of work, freedom from surveillance, freedom from work imposed pressures, and freedom to choose work techniques are all factors of the attribute of teacher autonomy (Charters, 1980).

Decision-making in Autocratic Systems

Autocratic systems, such as educational bureaucracies, tend to place the responsibility for decision making on managers. In the educational system, the managers are the school principals and district and state administrators. Autonomic systems divide the decision making

responsibilities among the involved units so that each one is self-contained. The need for managerial coordination is practically eliminated. Both systems require small organizational size to be effective. An autocrat over many teachers becomes dictatorial; and autonomous organizations with many units become segmented and lose cohesion (Handy & Aitken, 1986). Gouldner (1969) studied the functions of rules in autocratic systems. He found that rules and regulations imposed by administrators, districts, and states reflected education's legal setting but that localities retained autonomy in many areas of concern. Gouldner found that the control-from-a-distance of district and state regulations placed little restriction on classroom actions because the technology of instruction is too uncertain to be easily controlled. Similar findings have resulted in contrasting reports from researchers who find opposing results concerning the need for more teacher autonomy.

Previous Findings About Teachers' Roles

Some educational leaders claim that teachers' decisions about what and how to teach are affected very little by administrative regulations (Deal & Celotti, 1980). Both Dan Lortie (1975) in his sociological study of the teaching profession and John Goodlad (1984) in his

megastudy of classrooms found evidence that teachers generally make the important decisions that directly effect the instruction of students in their classrooms. Others have suggested that assessment of the need for more decision making power for teachers has been deficient and that further assessment would prove that teachers presently have as much control as they need or desire. A study of teachers and administrators that examined the relationship between autonomy in decision making, organizational commitment, and job satisfaction revealed that teacher autonomy in decision making was adequate. Although teachers were less committed to the organization and felt less autonomy than did administrators, no differences were noted in their levels of job satisfaction. Teachers as well as administrators felt a high level of organizational autonomy. Teachers clearly experienced high levels of autonomy in decision making (Reyes, 1989).

Statement of the Problem

McNeil found that good teaching occurs in schools where the teachers participate in the educational decision making of the organization (McNeil, 1986). According to Kuh and Whitt (1988) the members of an occupational community feel that they are the ones who have the expertise and orientation to make decisions about how their work is to be

performed. Many others, such as Lortie, Wise, and Goodlad, support the need for teachers to participate in decision making that directly controls their work (Lortie, 1975; Darling-Hammond & Wise, 1983; Goodlad, 1984; Lightfoot, 1983; Iannaccone, 1970). With varying degrees of success, several studies have shown a link between the amount of internal or external control teachers feel with the degree of academic achievement of their students (Murray & Staebler, 1974; Rose & Medway, 1981b; Moody & Gifford, 1987; and Prawat & Anderson, 1988). There seems to be a relationship, then, between the control experienced by teachers and the achievement levels of their students. Decreased professionalism may be related to decreased autonomy, or self-control, of teachers, and decreased autonomy of teachers may be related to decreased achievement by students. One can theorize, therefore, that decreased feelings of professionalism may also relate to decreased achievement by students.

The problem to be investigated by this study is that of determining the value of the current focus on empowerment and professionalism to the ultimate goal of public education, the achievement of pupils.

Purpose of the Study

The School As the Reform Agent

Legislators, boards of education, and superintendents all set goals that must be translated into the programs and lessons taught by individual teachers in individual schools. The individual school, then, according to John Goodlad (1976), is the organic unit for educational reform despite the fact that it is the weakest link in the decision making structure. Within any school the teacher is the single most important unit in the change process. If the individual teachers within a school perceive the reforms to be detrimental to their own autonomy, or as reducing their control over classroom events, they may translate these perceptions into behaviors which can negatively affect their students' achievement. Decreased decision making responsibilities are often cited as a reason for teacher unrest and as a threat to teacher professionalism. Goodlad's research suggests that there has been no satisfactory definition and delineation of the decision making rights and responsibilities of each group within the educational system (Goodlad, 1976). However, his research indicated that teachers desired greater input into decisions affecting their teaching. None of the research, however, relates teacher autonomy to teacher

feelings of professionalism and feelings of professionalism to student achievement.

Reasons for this Study

The purpose of this study is to investigate the feelings of teachers toward the controls placed upon them by state and district administrations and their feelings about their own status as professionals. The study will attempt to determine whether these feelings will have a relationship to the academic achievement of the students. One may find that teachers who do not feel limited by state and district controls will have greater feelings of autonomy and of professionalism and will have students who do better academically. This study will look at the perceptions of teachers in rural and urban regions to determine whether demographic areas affect the perceptions of teachers toward state and district controls. Additionally, the teachers' rankings on their perceived levels of control and on their perceptions of their own professionalism will be investigated as to their relation, if any, to the achievement levels of their students. This action will determine if there are correlations between achievement and teacher perceptions. An effort will be made to determine whether decisions mandated statewide effect rural and urban teachers differently and whether or

not teachers' perceptions of these controls have any relation to student achievement. Urban and suburban communities, which are generally more populous and more affluent than rural communities, are more heavily represented by state legislators (Guthrie, & Clifford, 1988) and thus are the ones most likely to feel no loss of control or professionalism from state level educational regulations.

Significance of the Study

Restricted Local Control

Michael Kirst (1988) found that the best educational decisions are made at the school level by principals and teachers. Kirst concluded that state-level politicians have assumed so much control over the local school that many teachers are experiencing a loss of autonomy and professionalism. Intrusive state policies have severely limited the power and decision making opportunities of local educators who feel they have a better knowledge of their clientele and are, therefore, in a better position for making relevant decisions. Teachers are primarily concerned, Kirst says, with whether state controls enhance or detract from teacher autonomy and professionalism. At present, empirical data supporting these claims is scarce or non-existent. Since autonomy and locus of control of

teachers may be related to the achievement of students, and a feeling of professionalism may be related to autonomy, a subsequent linkage needs to be investigated.

Relationship of Perceptions to Student Achievement

In an effort to assess the perceived intrusiveness of state and district directives on teachers' autonomy and feelings of professionalism and the effect of those perceptions, if any, on student achievement, this study will look at several aspects of public school teaching.

The significance of this study is:

1. To determine whether the teachers of specified rural and urban districts perceive their autonomy to be decreased by state and district directives.
2. To determine whether the teachers in those districts see themselves as having professional status in the educational and lay communities.
3. To determine whether teachers in rural and urban districts perceive the intrusiveness of state and district controls similarly.
4. To determine whether there is a relationship between degrees of perceived control and perceived professionalism.

5. To determine whether there is a relationship between perceptions of state and district control and student achievement.
6. To determine whether there is a relationship between teachers' perceptions of their own status as professionals and the achievement levels of their students.

Teachers may perceive state and district controls to be too great or too restrictive for them and their clientele and they may also perceive themselves as having too little status as professionals. If these perceptions are related to student achievement, a restructuring of state and local educational organizations may be needed. It is possible that state-mandated decisions and local district decisions should be placed more directly in the hands of teachers. If findings show that perceptions of autonomy and feelings of professionalism are related to student achievement, then attention given to those perceptions should assure greater academic success of students. On the other hand, teachers may see no restrictiveness in state and district handling of regulations and may desire no more input into decision-making. In addition, students' achievement may not be affected by teachers' perceptions of these elements.

Organization of the Study

This study will investigate the perceptions of control and of their own professionalism held by teachers in selected rural and urban school districts. The selected school districts will be compared to show similarities and differences between the districts. The teachers' perceptions of control and of professionalism will be compared to show similarities and differences in their perceptions. Schools in Kentucky and Tennessee will be used in the study. Included in the dissertation will be the following:

I. Introduction

Background of the Problem

Statement of the Problem

Significance of the Study

Organization of the Study

Limitations of the Study

Assumptions of the Study

Questions Asked by the Study

Definition of Terms Used in the Study

II. Review of Related Literature

Introduction

Summary

III. Methodology

Introduction

Data Analysis

Findings

IV. Presentation of Findings and Analysis of Data

Introduction

Findings

Analysis of Findings

Data

Conclusions and Recommendations

V. Summary

Introduction

Summary of Data

Conclusions

Limitations of the Study

Certain limitations are inherent in this study. These limitations should be recognized as factors that may affect the conclusions drawn from the study.

Subjects for this study will be public school teachers in selected rural and urban settings. Any conclusions drawn from the study should be construed as applying to these populations. Generalizations made on the basis of

results from this study should be limited to populations of subjects that are similar to those used in the study.

Another limitation to be considered is that responses by the subjects may not reflect the subjects' true feelings. It is assumed that answers are representative of the general perceptions of the respondents rather than from feelings that may reflect immediate and atypical concerns. Since the study is concerned with perceptions rather than actual conditions, subjects' responses are expected to reflect their own feelings as opposed to their cognitive evaluations of their working conditions.

These limitations must be considered when evaluating the conclusions of this study.

Assumptions of the Study

Certain basic assumptions were made in designing this study. These assumptions are:

1. The survey instrument is valid and reliable.
2. The subjects for this study will respond truthfully.
3. The schools in the study represent typical rural and urban schools.
4. The schools in the study will operate in similar hierarchical manner.

Questions

This study will be an attempt to answer the following questions:

1. To what extent do teachers perceive their professional lives to be controlled by state and district regulations?
2. Do teachers' perceptions of state and district controls relate to the achievement of their pupils?
3. Do teachers desire more input into decision-making usually reserved for state-level or district-level administrators?
4. Do teachers perceive themselves as being treated as professionals by the community and by other educators?
5. Do teachers' perceptions of their status as professionals relate to the achievement of their pupils?
6. Are there differences in the perceptions of control and of professionalism between teachers of various grades? various districts? various states? between rural and urban populations?

Definition of Terms

Key terms used in this study are defined below:

Accommodation. Adjusting one's behavior to fit the expectations of external forces

Autonomy. Independence in decision-making concerning educational matters.

Locus of control. The generalized expectation that either external or internal factors determine our behavior or performance.

Powerlessness. The state of feeling unable to exert control over forces affecting one's life.

Professionalism. Displaying the qualities or attributes generally associated with careers commonly termed "professional."

Self-efficacy. The belief that one is capable or not capable of performing in a specified manner.

State mandate. Any ruling made by the state legislature or the state board of education that specifies a curriculum or a regulation affecting the local school.

State-required curriculum. A course of study and/or instructional materials for teaching a course of study that is mandated by legislative or state board of education ruling.

CHAPTER II

REVIEW OF LITERATURE

Introduction

Effective Schools Research

Research has shown that the most effective schools are those where a measure of control is experienced by those at the school site. In 1986 an NEA/NASSP (National Education Association/National Association of Secondary School Principals) national task force formulated from current research literature several assumptions about successful schools. Among these assumptions were several that pointed out the need for cooperative decision-making and sharing of power within the school structure. According to the assumptions, policy guidelines should be made at the state or district level and should provide a broad framework for educators at the school site. However, final strategies for change or for implementation should come as decisions made jointly by the principal and the teachers at the school building level. Additionally, the joint task force listed several indicators of successful schools, of successful supervision and evaluation, and of good climate. All the lists included suggestions that teachers should participate in decisions concerning educational matters

effecting them--curriculum development, program implementation, employment of new staff members, and so forth (NEA/NASSP, 1986). Little research, however, has looked at the direct effects of control and of autonomy of decision making on teachers and their students.

Decision-Making in Schools

Autocratic systems, found in bureaucracies such as schools, tend to place the responsibility for decision making on managers. In the educational system, the managers are the school principals plus district and state administrators. Autonomic systems divide the decision making responsibilities among the involved units so that each one is self-contained. The need for managerial coordination is practically eliminated. Both systems require small organizational size to be effective. An autocrat over many workers tends to become dictatorial. And autonomous organizations with multiple units tend to become segmented and lacking in cohesiveness (Handy and Aitken, 1986). Gouldner (1969) studied the functions of rules in autocratic systems. He found that rules and regulations imposed by administrators, districts, and states reflected education's legal setting, but that localities retained autonomy in many areas of concern. Gouldner found that the control-from-a-distance of district

and state regulations placed little restriction on classroom actions because the technology of instruction is too uncertain to be easily controlled from a distance. Findings have resulted in similar reports from other researchers who report little need for more teacher autonomy. Doherty and Travers (1984), for example, in a study of teachers' perceptions of control over curriculum, found that teachers felt that their freedom, though restrained, was adequate and appropriate.

Teachers' Need Of Autonomy

Some educational leaders claim that teachers' decisions about what and how to teach are affected very little by administrative regulation (Deal, T.E. and Kennedy, A.A., 1982). Dan Lortie (1975) in his sociological study of the teaching profession and John Goodlad (1984) in his megastudy of classrooms both found evidence that teachers generally make the important decisions that directly effect the instruction of students in their classrooms. Lortie also found that broader decisions are made by others, while teachers' decisions usually affect only those students in teachers' individual classrooms (Lortie, 1969). Some researchers suggest that increased autonomy of decision making on the part of teachers will actually result in more influence on the classroom by school and district, saying

teachers will become separated from the exact concerns of classroom instruction as they assume a role as part of the administrative decision making team (Conley, Schmidle, & Shedd, 1988). Others have suggested that assessment of the need for more decision making power for teachers has been deficient and that further assessment would prove that teachers presently have as much control as they need or desire. Doherty and Travers (1984) found that teachers felt that some restraint in decision making was appropriate and satisfactory. Conway's (1976) comparison of teachers' participation in decision-making and their perceptions of their schools indicated that excessive participation in decision making tended to increase teachers' dissatisfaction. A study of teachers and administrators that examined the relationship between autonomy in decision making, organizational commitment, and job satisfaction revealed that teacher autonomy in decision making is already adequate. Although teachers were less committed to the organization and felt less autonomy than did administrators, no differences were noted in their levels of job satisfaction. Teachers as well as administrators felt a high level of organizational autonomy, while teachers clearly experienced high levels of autonomy in decision making (Reyes, 1989).

Detrimental Effects of Decision-Making

Some researchers have found that increasing teacher autonomy in decision making may be detrimental to the well-being of teachers. Various studies report findings that teacher participation in decision making sometimes leads to confusion, frustration, role overload, and rejection of the rules and regulations in question (Charters & Pellegrin, 1973; Smith & Keith, 1971; Conway, 1976). These findings correlate to Bandura's (1982) analysis of self-efficacy wherein he suggests that negative emotional factors evolving from environmental restraints can erode a person's sense of personal competence and control. The burden of additional decision making and the tighter organizational coupling that results actually diminish the teachers' decision-making powers at the point of delivery--the classroom. Additionally, a study by the Rand Corporation indicated that increased teacher autonomy creates obstacles to peer assistance, to camaraderie and to cooperation within the organization (McLaughlin, 1984). These findings are supported by evidence that teacher stress and burnout are caused in part by the teachers' difficulty in meeting increased demands on their time and participation (Kyriacou & Sutcliffe, 1977). Other studies have suggested the same outcomes, resulting in recommendations that leaders create clearer guidelines concerning job and task descriptions for

teachers, thus reducing the choices that autonomy provides (Fletcher & Payne, 1982; Dunham, 1984; Kyriacou, 1981; Conway, 1976; and Kimpston, R.H. & Anderson, D.H., 1986).

Decision-Making and Professionalism

Writers sometimes discuss lack of autonomy in decision making as a force that is detrimental to the professionalism of teachers. They argue that giving teachers a voice in decision making is a means of recognizing their professional judgment (Conley, 1988, p. 259). Rather than de-skilling teachers by prescribing actions for them, the move is to empower teachers as a means of increasing their sense of efficacy and as a means of giving them control of and responsibility for their own professional lives (Apple, 1987, p. 161). In this sense schools are directed to provide the "free and full play" of individual vigor, including that of teachers, that John Dewey suggested years ago (cited in Wirth, 1966). Although there is much discussion of "professionalism" of teaching and of teachers, there is no empirical evidence that this attribute has any relation to the effectiveness of teachers' work.

Teaching as a Profession

"Professionalism" can be used as a term to identify any member of any organized career, or it can be used to

identify an attribute ascribed to the members of any career group. The designation of an occupation as a profession and the recognition of an occupation as a profession, therefore, are two quite different matters. Sociologists often refer to emergent professions, such as education, as semi-professions (Goode, 1969; Lortie, 1975). When differentiating semi-professions from professions, semi-professions are considered to have shorter training, to have less legitimated status, to have less well-established systems of privileged communication, to have a less well-defined body of specialized knowledge, and to have less autonomy from supervisory or societal controls. In each of these areas of concern, teaching fits the descriptors of the semi-profession or emergent profession. The Bicentennial Commission on Education for the Profession of Teaching of the American Association of Colleges for Teacher Education (AACTE) provides colleges with a listing of the accepted criteria associated with professions in the hope of influencing an upgrading of teaching from its semiprofessional status (Howsam, 1976). These criteria are:

1. Professions are established and maintained for providing essential services to individuals and society.

2. Professions are concerned with a specified area of need.
3. Professions possess a body of knowledge specific to their individual services.
4. Members of a profession make the relevant decisions concerning the service provided.
5. Professions have autonomy in the control of their assigned work.
6. Professions have standards governing admittance and continuance as members.
7. Professions are accorded high levels of trust and confidence for individual members.
8. Preparation and induction into professions are obtained through lengthy training programs.
9. Individual members are characterized by strong motivational commitment.
10. Authority to practice resides in the client or organization; accountability for competence resides in the profession itself.
11. Members enjoy freedom from direct supervision and evaluation. (Howsam, 1976).

Teaching fails, as a profession, to meet the established criteria. The teaching profession has identified no specific body of knowledge and skills that are necessary for participants. Although some specific

instructional decisions are made within the individual classroom by each member of the profession, many operational decisions are made by administrators and lawmakers. Although each state may have standards for admission into teaching, there are no general standards accepted for admission. Standards vary somewhat from state to state and across time lines as determined by perceived need. Public trust and confidence in members of the profession and their unique qualities are slim, creating an atmosphere of distrust of education in general and a feeling that almost anyone can teach. As of present, there is no adequate political separation between educators and the laity (Lortie, 1969; Lieberman & Rosenholtz, 1987). While many educators feel a lifelong commitment to the profession, many others leave for better pay and better work conditions in other sectors and some teachers remain only because they feel trapped in the educational system (Woods, 1979). The profession has no universal standards of competence. Although professional boards exist in some states, no actual responsibility for accountability of individuals is felt and practiced by the profession itself. Also, individual practitioners do not have the freedom from supervision that exists for other professionals. It is this last deficit that is addressed in particular here,

with feelings of professional status which may derive from these deficits being of particular concern.

The attempt to empower teachers by allowing them to participate in the decision making practiced by administrators is defended by this attempt to "professionalize" teachers. For this reason the attribute of feeling "professional" and of enjoying the status of professionalism are investigated.

Teachers and Shared Governance

Various researchers have observed the shared governance actions by teachers. Lightfoot, in studying six successful schools, found that in each of those schools teachers were in charge of matters relating to their own needs as educators. The teachers were recognized as authorities on educational matters and were allotted the responsibilities and privileges that come from shared governance of the school. Few directives came from higher levels of the hierarchy, which allowed for greater teacher decision making autonomy (Lightfoot, 1983). Goodlad (1984) found similar circumstances in his studies, as did Lortie (1975).

Requirements which are placed on the teacher by the district, national and state instructional programs, instructional materials, and the evaluation of performance

by local and state officials all influence the behavior of the teacher, even in the privacy of his/her classroom (Myers, 1973, p. 17). Considering these restraints, the teacher has power only to present and relate materials to students. Even then time constraints such as length of school year, length of school day, bell schedules, special programs, and bus and lunch schedules, critically limit the freedom of the teacher (Owens, 1987, p. 276).

Such impositions on the teacher's freedom have not always existed. Gerald Grant discusses this loss of autonomy as a colorful analogy between forms of authority and avocados, cantaloupes, and watermelons (Grant, 1981, p. 135). Originally, Grant said, schools were like avocados: authority was centered in the school, which was like a large seed surrounded by community and a thin skin of state and federal control. The school became like a cantaloupe in the 1950's when the core gave up control to community pressures and government regulations. Now the schools are like watermelons: the seeds are the "loosely coupled" component of the school, which is surrounded by mushy community involvement and thick rinds of governmental control. Authority, in other words, no longer resides in the school; authority is now in the hands of state and federal government. Decision making outside the classroom setting is not the teachers' task (p.135).

Successful involvement of teachers in the profession requires that they participate in decisions effecting them. A Nation Prepared: Teachers for the 21st Century (May 1986, p. 68) calls for an increase in professional autonomy by giving teachers more control of instructional programs and of management of schools. A new organization is recommended which provides teachers a part in the decision-making process involved in policy setting, staffing structure, organization of the school day, assignment of students to classes, hiring of support staff, and allocation of resources. The Carnegie report recommends management by teachers in an effort to decrease bureaucratic regulation. While some systems are attempting to confront the problem by designing programs to promote collegiality (McClure, 1988) most schools still operate under a structure that creates isolation of teachers in their classrooms and limits the participatory management of teachers. However, autonomy is not synonymous with isolation. Freedom of choice in the isolation of the classroom does not equal school-wide decision-making or problem solving (Tanner & Tanner, 1987, p. 149). Goodlad discovered that teachers actually work together on school-based problems very rarely although they make almost all the decisions that are made within the isolation of the classroom (Goodlad, 1984, p. 279). Similar results have

been discovered by others interested in the role teachers play in decision making for their schools (Doherty and Travers, 1984; Brown, 1985; and Gips, & Bredeson, 1985-86). This isolated and limited participation may be sufficient for most teachers, and more participation may actually be detrimental to their well-being, as revealed in studies of participatory decision making (Charters & Pellegrin, 1973; and Smith & Keith, 1971).

Effects of Control on Teachers

Goodlad (1984) found that teachers were most satisfied in the work environment when they had input into decisions made on important issues effecting the school. McNeil found that the present hierarchical organization of schools actually erodes the quality of education (McNeil, 1986, p. 215). McNeil found in her research that even well-trained teachers who feel that management controls leave them little input eventually become de-skilled as a way of accommodating to situations which allow them only the limited power they can have in the classroom (McNeil, 1986, p. 216). Similar results were obtained in studies of teacher perceptions of power (Brown, 1985). These teachers may oversimplify lessons, exercise strictness over rule-keeping, and bore students with "required" learning that is not relevant to their lives. These actions can

result in discipline problems or apathy. Those schools where teachers are most satisfied have teacher/administrator/school board relations that are based on professional respect and which allows teachers to have input into all matters that affect them and their students (Kinder, 1978; Gips & Bredeson, 1985-86). Doyle and Ponder (1977-1978) found that teachers were more likely to respond positively when involved in decision making that is oriented toward the concrete and procedural rather than toward the abstract and general. This finding corresponds to the studies that show that teachers are already involved in decisions directly concerned with instruction and that they are satisfied with the present arrangement.

Increased participation in the decision making role has been associated with other concerns. Stress and burnout have been linked to teachers' perceptions of the demands on them in terms of time and participation, their inability to meet the demands, and their lack of control of various situations (Kyriacou & Sutcliffe, 1977; Fletcher & Payne, 1982; Dunham, 1984; and Kyriacou, 1981). Teaching efficacy, environmental characteristics, concerns over control elements, and participation in decision making were all found to be causal factors in both conditions (Blase, 1982, 1986; Mischel, 1973; and Cohen, 1988). Related to these conditions are forms of alienation such as

powerlessness, which ultimately affects how teachers define themselves and their roles in the organization (Ashton & Webb, 1986; and Knoop, 1986). Thus professional control can create decreased or increased professional efficacy. Additionally, Vroom (1964) and Bandura (1982) discovered that negative effects of decreased control are associated with lack of job satisfaction and with alienation.

Administrator-Teacher Power Sharing

In discussing power as a shared resource, Darling-Hammond and Wise encourage administrators to involve everyone in the organization in decision-making (Darling-Hammond & Wise, 1983, p. 314). They found that satisfied teachers were those who felt their own opinions and concerns were of importance to their superiors and influential in their decisions. The same results have been revealed in studies by Gips and Bredeson (1985-86), Brown (1985), and Hoy & Sousa (1984). Darling-Hammond and Wise (1983) urged principals to take the initiative in involving teachers in decisions concerning important school issues. Few teachers have the opportunity to make decisions concerning their professional lives beyond the classroom. A national survey by Instructor showed that most teachers feel they have very little actual input into decisions concerning textbooks, instructional materials, in-service,

or in choosing grades or classes they teach (Instructor, May 1986, p. 31).

Teacher Accommodation

To maintain position in the system, many teachers accommodate to those decisions others make for them (Doherty & Travers, 1984; and Marshall, 1986). Thus the teachers may feel great conflict between their desires for professional autonomy and the demands for employee obedience to administrative commands. In response to forces of control, teachers learn to devise resistance techniques or to become partial penetrators who respond to directives with reservation (Kanpol, 1988). The resistant tendencies of teachers can be explained by the logic of accommodation, wherein subjects learn to please those in power by compliance to undesirable directives in order to cope with pressures placed on them. This situation can cause increased tension and a climate of dissatisfaction in the work place (Henry, 1955; and Ashton & Webb, 1986). These conditions sometimes result in feelings of powerlessness when individuals are forced to accept outside controls over their own teaching situations (Ashton & Webb, 1986). From discovered that some individuals learn to doubt their own professional competence, and ultimately their own self worth under these conditions. The lack of

self control and the presence of restrictive external controls lead Blauner to study these effects in relation to self-identity and to job satisfaction (cited in Ashton & Webb, 1986). He found that excessive external control, lack of professional freedom, and lack of individual responsibility intensify negative occupational identity, resulting in alienation, feelings of low societal status and feelings of unworthiness. These findings are supported by the studies of Vroom (1964) and by Bandura (1982). Perhaps it was this situation that impressed the sociologist Willard Waller (1932) to say that one had truly become a teacher when he had learned to "fear the loss of his dignity." Much of the tension caused by this conflict is built into the teacher role. McPherson found this role-set problem to be the case in her studies which showed that conflicting expectations are not easily resolved by individuals or the organization (McPherson, 1972). Giroux's studies indicated that a mixture of accommodating and resistant practices are common outcomes (cited in Kanpol, 1988).

Control and Organizational Climate

The conflict goes beyond the mere needs of the individual teacher versus the organization's administrative directives. Much of the tension arises from the needs of

the organizational climate. A closed climate is prevalent in schools. In this situation, there is little social cohesiveness among the members, minimal teacher involvement and commitment to school goals, low teacher morale, great social distance between teachers and principal, and other somewhat negative characteristics. In these systems there may be high development press demanding emphasis on needs, and control press demanding emphasis on rules and regulations (Tanner & Tanner, 1987). It is the combination of these various aspects of the school's culture, along with the levels of control, that determine the climate of the school and the satisfaction level of the teachers.

Effects of Autonomy on Teacher Effectiveness

Various studies have examined autonomy and its effect on teacher behavior and effectiveness. Data shows that teachers with more than five years of experience usually report a higher sense of personal control than do teachers with less than five years of experience. Tenure as well was represented in the autonomy scores of teachers.

Sense of autonomy generally increases with the age of the teacher as well, with regular increases shown from one age category to the next. These results could be indicative of accommodation to control elements or may

indicate the tendency for more dedicated teachers to remain in the teaching situation. Grade level generally has not been linked to sense of autonomy except that kindergarten teachers often reveal greater autonomy scores than do teachers in higher grades. Additionally, female teachers often report greater satisfaction with their situations than do male teachers (Charters, 1980).

In a study of perception of control and quality of instruction, Perry found that the self-perception of many students was not affected by instructional quality (Perry & Tunna, 1988). Conflicting results from other studies indicated that the style of the teacher was not significantly related to learner achievement (Morris & Womack, 1980) and that a positive attitude of the teacher was positively related to the achievement of pupils in reading (Schofield, 1980).

Autonomy of the teacher does seem to influence the use of more innovative ideas in teaching. In a study of students in eight classrooms, results showed that the ability of students to solve problems was positively related to the teacher's control orientation (Prawat & Anderson, 1988). Other studies investigate the effects of situations related to autonomy, such as morale and satisfaction with salary. Teacher attitude, satisfaction with salary, and perceptions of the principal's behavior,

which may be related to autonomy of decision making, was found to have a significant relation to the achievement of students (White & Stevens, 1988).

Teacher use of effective classroom management techniques, which may affect student achievement outcomes, has been successfully linked to the teacher's locus of control (Brophy & Evertson, 1976). No significant relationship was discovered between the students own locus of control and their achievement (Moody and Gifford, 1987). If this finding can be generalized to teachers, then increasing autonomy as a means of creating internal locus of control for teachers would not make teachers more successful in their own achievement levels. An investigation of teacher locus of control, teacher behavior, student behavior, and student academic achievement showed that teachers with internal locus of control tended to have higher achieving students (Rose & Medway, 1981; and Murray & Staebler, 1974). The relationship of the variables studied in each case was unclear, indicating that no firm evidence exists to support an increase in teacher autonomy of decision making as a means of enhancing student achievement.

Effects of Professionalism on Teacher Effectiveness

Professionalism of teachers or their perceptions thereof have not been related to teacher autonomy or to student achievement in any but theoretical ways. The general consensus of educational theorists is that increased autonomy would enhance feelings of professionalism and that both autonomy and professionalism would make teachers more successful in the classroom. Empirical evidence to support the theory is lacking. Teacher behavior and attitudes can be linked to teacher feelings which may be caused by autonomy and professionalism. Teacher morale and perceptions have been linked significantly to student achievement (White & Stevens, 1988; Eberts & Stone, 1988; Murray & Staebler, 1974; Rose & Medway, 1981; and Brophy, 1979).

Whereas the context in which the school and the teacher operate is largely demographic, the actions of the school and its teachers are determined in part by the nature of the community along with state and federal input. Statutes and regulations create ever increasing controls. Perceptions and beliefs of those within the local school district determine how those controls will be managed. When the statutes and regulations are perceived to be irrelevant or misdirected, moral support may be withdrawn (Campbell, 1980). The school district, or individual

teachers who identify strongly with the local culture, may openly defy directives or only minimally comply with them.

State controls have become paramount. Although teachers have more influence than ever in government, their lobbying powers remain limited. All states exercise some control over local school districts. Most states determine the scope of various programs and establish standards for them. All states have controls governing certification of teachers. Most states have some control over facilities. Financial support is also controlled by the state. A district may be fiscally dependent on a local governmental agency, or it may be fiscally independent to set its own budget and taxes. Both conditions are ultimately controlled at the state level. Additionally, some states require certain curricular instruction, control adoption of textbooks, oversee in-service training, set required hours of instruction, and so forth. The more specific the controls are, such as curricular design and textbook adoption, for example, the more likely they are to encounter minimal acceptance at the local level. Many of the regulations are so elaborate that they tend to confuse the mission of and to diminish the authority of the local school (Boyer, 1983). In addition, regulations sometimes require that certain districts tax themselves too highly

just to meet the minimum requirements (Guthrie & Clifford, 1988, p. 207).

Summary of Review

State Responsibilities

States need to recognize that their responsibility is to establish general standards and to provide support. The body of state educational law should not intervene unnecessarily into local affairs (Boyer, 1983). State intervention should be limited to general guidelines. Final control in most matters of schools should reside at the local level, where teachers can be assured an adequate voice in the decision making process. By allotting more decision-making power to the local districts, states can assume that regulations can be appropriate to the clients of the district and that compliance could be forthcoming and possible. At the local level, control of instructional matters and other issues important to teachers and their students could be placed in the hands of the teachers who desire the input and who experience no harmful effects from their increased participation.

Teacher Roles

Many teachers presently feel that they have very little influence on the decisions made by their superiors,

and due to this lack of influence feel some measure of dissatisfaction with their jobs (Lortie, 1975; Goodlad, 1984; and McPherson, 1972). Other teachers have no desire to enter this phase of education, and are content to make the decisions that are relevant only to their individual classrooms. Leggett provides a list of possible areas for involving teachers in decision making when this approach is chosen (Leggett, 1981). Leggett includes such areas as instructional planning and personnel policies. Lieberman and Rosenholtz suggest new roles such as master teacher and mentor that will place teachers in positions of added authority (Lieberman & Rosenholtz, 1987).

The added authority given to teachers in the decision-making process may effect the feelings of professionalism that teachers experience. As with autonomy of decision making, no clear link exists between teachers' professionalism and their effectiveness in the classroom. Since the ultimate concern of the educational system is to educate students, the goals of satisfying teachers within the system should relate to increasing student achievement. To date, indicators lean toward no known evidence that link autonomy of decision making to feelings of professionalism and no known indicators that link either attribute to student achievement.

CHAPTER III

METHODOLOGY

Introduction

Variables to be Assessed

This study was designed to assess the perceptions of a sample of public school teachers on the issues of state and district imposed controls on their professional lives. The study was designed to determine whether there is a correlation between the levels of those controls and the achievement levels of students and/or perceived professional status and the achievement levels of students. The study was descriptive in nature, so results may not generalize to other populations. Teachers in various districts and of various grades were used in this study. Each teacher completed a survey instrument and/or a personal interview. Pupil achievement scores were obtained for those students who were taught by each teacher during the designated time span.

Design of the Study

Descriptive survey methods of research were used in this study. For the Likert-type questions a response of one indicated "very little" and a response of five will indicated "very much." Two, three, and four indicated

increases on the scale from "very little" to "very much." The means and standard deviations for the responses were calculated for each group and subgroup. This process was designed to indicate the general attitude of each group and subgroup to the topic of the question. Comparisons between groups were then made to ascertain whether the opinions and perceptions held by each group was different from those held by the other groups. The frequency and percentages of responses were computed for the questions that were categorical in nature. The same questions were grouped and compared according to groups and subgroups. Achievement test scores in mathematics and reading for the pupils in each school that was represented were compared to the levels of control and professionalism perceived by the teachers in that school. Test scores were identified as percentile rankings, grade equivalencies, stanine rankings, and normal curve equivalencies.

Stratified samples of teaching populations in several public school districts were used in this study. The teachers used in the study were the teachers whose pupils' achievement scores were used. These test scores were taken from grades three, five, seven, and ten. Pupil achievement scores were correlated to the teachers' perceptions of the extent to which they felt controlled and to their perceptions of their own professionalism by using linear

model analysis techniques. The Analysis of Variance Test was used to assess differences in responses to each question between various groups. A Pearson Correlation Coefficient Rho Test was used to test for correlation of the teacher variables of control and professionalism to pupil variables as defined by achievement test scores. Subjects for the study represented rural and urban school districts in Kentucky and Tennessee.

The researcher explained the purpose of the study to the superintendents of the systems involved and obtained permission from him or her to administer the survey to teachers in the system. A description of the research was presented along with a rationale for the study. Each teacher involved in the study received written instructions and an instrument to complete. Additionally, some teachers were interviewed personally by the researcher. Student achievement was assessed from the scores obtained from standardized achievement tests that were typically administered to pupils in various grades. Since different achievement tests were administered by the various schools, normal curve equivalency scores, grade equivalencies, and stanines were used for comparisons.

The instrument that was administered was developed by the researcher especially for this study. The questions were geared to obtaining responses pertinent to the

particular issues of importance to the study. The majority of the instrument was in the form of closed questions with Likert-type response sections. Only one item provided the opportunity for teachers to give additional information. The questions on the instrument were general in nature and do not refer to specific state mandates or requirements of any district.

Instrument

The instrument had two parts. The first section was composed of questions that were categorical in nature. The purpose of this section was to obtain demographic information for comparing the structures of the various institutions involved and for grouping within each institutional division. The second section of the instrument was composed of Likert-type questions and one open-ended question. These questions pertained to the perceptions of teachers concerning control and professionalism. They required a numbered response on a scale of one to five with one representing the least agreement with the statement and five representing the strongest agreement with the statement.

An introductory section of the questionnaire was a letter addressed to the teacher. This letter explained the purpose of the study and expressed the researcher's

appreciation of the teacher's cooperation in the study. A date was given as a deadline for returning the questionnaire. Whenever it could be arranged with school administrators the instrument was administered and retrieved at an in-service or faculty meeting. This method was used to insure a high rate of return. As an alternative, when needed, the instrument was delivered to and retrieved from each school by the researcher.

Data Analysis

Analysis Procedures

The responses of the completed surveys were processed and analyzed at the University of Tennessee at Knoxville using linear model analysis, means comparisons tests, e.g. analysis of variance, and tests of correlation. In particular, simple statistical means and standard deviations were used in conjunction with Pearson Correlation Coefficient Rho Tests and Analysis of Variance Tests. Due to the nature of the survey, nesting techniques were used when determining the results of the survey, thereby allowing the comparison of survey sections and of various groups within each district and across districts.

A significance level of .05 was maintained.

Findings

Application of Findings

The findings of this study should be applied only to those populations from which the subjects were drawn. All statistical results were calculated at an alpha level of .05. Ethnographic results were calculated from interviews of subjects within each subsample.

Reporting of Findings

Results of the study were reported in narrative form and by means of charts and tables. Charts and tables were used to enhance narrative descriptions of the results of the Analysis of Variance Tests and of the Pearson Product Rho Tests. Additionally, narrative descriptions were made from the information gathered by personal interviews.

CHAPTER IV

PRESENTATION OF FINDINGS AND ANALYSIS OF DATA

Introduction

Basis of the Study

This study attempted to relate teachers' perceptions of the amounts of control placed on their professional lives by state and district administrations. The study also included teacher perceptions of their own status as professionals. Both sets of perceptions were then correlated to the achievement levels of pupils. The purpose for the study was to investigate the desirability of providing more autonomy of decision making to classroom teachers on the basis of its power to transform teachers into better educators--that is, so their pupils will become higher academic achievers. Additionally, the study was to investigate the value of the argument that changing teachers' status from that of "emerging professionals" into "professionals" will transfer into higher academic gains for pupils. Although these arguments have been accepted as conventional wisdom, empirical evidence to support them is scarce.

The findings of this study are inconclusive. Although there are definite desires on the part of teachers for more

autonomy and less control, no significant correlations with academic achievement were found. Also, teachers voiced concerns over being treated less than professionally by their communities and their administrators and desired greater status. Their perceived status, however, was significantly linked to pupil achievement gains in only a few areas.

Data

Subjects

The subjects in this study were teachers and students from three different school systems: one large urban system, one rural county system, and one small town independent system. The systems chosen were located in geographically different locations in Tennessee and Kentucky, with two of the systems--the rural county system and the large urban system--both being in west Tennessee. The rural system was located in the extreme western portion of the Tennessee, bordering on Mississippi. The small town district was located in southeastern Kentucky in the Appalachian Mountains. Systems were chosen on the basis of size of the district and administrative interest and willingness to engage in the study. Each system was generally representative of other systems of its size in hierarchical structure and operations. Within each system

a stratified sample of teachers and students was drawn. The basis for selection for the study was a desire to choose a sample of teachers whose students had taken an achievement test that could be used for data collection. Since many schools do not test students in every grade every year, the samples were drawn only from those grades that were tested in the spring of 1989. Due to differences in choice of grades tested, the same grades from every system could not be used as samples. Grades three, five, seven, and ten were chosen as the ones most often included in year-end achievement testing. One of the three systems had no scores for grade ten so there were no possible subjects from that grade in that system. A second system had no scores for grades ten or seven but provided scores for grade eight as a substitution. Since the purpose of selecting certain grades was to provide suitable samples for the study, these changes were allowed. School systems commonly report test scores from specific grades as representative of the system or of an individual school within the system. Using the same line of reasoning that these scores will generalize to the entire school or system, the scores and subjects in this study are assumed to be representative of others in the schools or systems and that data will generalize within those populations.

Data Collection

All teachers represented in each category and all their students were sought as subjects for this study. As data was collected, however, certain problems arose that eliminated several subjects from the study, thus reducing the overall number of teachers and students for whom data was available. Since the achievement test was administered in the spring of 1989 and the survey instrument and interviews were administered during the 1989-1990 school year, personnel changes within each system decreased the number of subjects available. Data for each group of students was matched to the survey instrument of the teacher who had taught them during the testing period. Some teachers had changed positions, left their systems, or were otherwise unavailable for inclusion in the study, thereby reducing the total number of subjects. Since scores were not available for all special education and remedial classes, students from these classes and their teachers were excluded from the study. Since one purpose of the study was to compare achievement scores, scores for special education and remedial classes were eliminated from those two systems where they were available. The teachers of these classes were eliminated from the survey section of the study since scores on this instrument were matched from teacher to students. This deletion was to prevent skewing

of the final results. Incomplete data was eliminated from the study also, since there was no satisfactory method of matching teacher and pupil scores for missing data.

After all necessary adjustments were made, data was available for 78 teachers and 2,024 students in 3 school systems. The urban district supplied 33 teachers and 698 students from 8 schools. The rural district supplied 25 teachers and 643 students from 10 schools. The small independent district supplied twenty teachers and 681 students from three schools.

Data was collected on several levels. Achievement test scores in math and reading were collected for all students from central office files. Stanines, normal curve equivalencies, percentiles, and grade equivalencies were collected for each student. This data was matched to the data collected for the teacher of each group of students. The teacher data was collected through a survey instrument that was delivered to and collected from the school site. Additional data was obtained for various teachers from each system through personal interviews conducted on a one-to-one basis at the site. Personal interview collection was limited to several subjects from each system.

Instrument

The instrument used in this study was a survey of perceptions designed specifically to address the issues of concern to this study, teachers' perceptions of the restraints placed on them by state and district administrations and teachers' perceptions of their own status as professionals. The instrument also included a section for demographic data.

The instrument was used also as a structure from which to begin the personal interviews that were conducted verbally with teachers from each system. The subjects were asked each question orally and then directed to answer as thoroughly as they wished. Additional questions sometimes arose in response to subject comments or questions.

Data Analysis

Data was statistically analyzed at the University of Tennessee Computer Center, Knoxville, Tennessee, using the SAS System. Additional analyses were conducted by microcomputer using Statistics with Finesse, a program published by James Boling.

Statistical Applications Used for Analysis

Statistical means were used for compilation of demographic data. One-Way Analysis of Variance tests were

used to assess the variables being investigated. The use of nesting techniques was required in the Analysis of Variance procedures in order to ascertain which variables were effecting the achievement scores. Scores were nested under district, schools within districts, and grades across districts. This technique was used to eliminate the possibility that some variable other than those of interest--perceptions of control and of professionalism--were influencing the results.

Findings

Demographics of the Subjects

Most of the teachers surveyed in all systems were veteran teachers. Taken together, 32 percent of all the teachers surveyed had taught for more than 20 years. Another 23 percent had taught from 16 to 20 years, and 18 percent had taught 11 to 15 years. Only 11 percent of those teachers surveyed had taught 5 years or less. See Table 1 for the percentages of teachers who had taught in each time category for each district involved in the survey.

Also of interest was the fact that many of the teachers in the survey had taught several years in the district in which they were presently working and in the particular school in which they were presently

Table 1. Subjects Total Years of Teaching Experience

District	Years				
	1-5	6-10	11-15	16-20	20+
All	14.0%	13.0%	18.0%	23.0%	32.0%
Rural	20.0%	16.0%	28.0%	24.0%	12.0%
Urban	9.0%	15.2%	15.2%	21.2%	39.4%
Small Town	15.0%	5.0%	10.0%	25.0%	45.0%

teaching. Twenty-one percent of those teachers in the survey had taught in their present districts for more than 20 years. Of those teachers, 13 percent had taught in the same school for more than 20 years. Only 28 percent of those surveyed had taught 5 years or less in their present districts. Forty-five percent had taught in their particular schools for 5 years or less. These figures indicate that most teachers tend to remain in a particular district for many years and that, for the most part, they do not move about within the district a great deal. These figures support research that says that teachers are not very mobile and that those people who remain in teaching are often happy to remain in the same area or even the same school for long periods of time. Table 2 shows the numbers of years that various groups of teachers stayed in each district and in a particular school within the district.

Table 2. Years in Present District
(Years in Present School)

District	Years				
	1-5	6-10	11-15	16-20	20+
All	28.21%	17.95%	15.38%	17.95%	21.51%
	(44.87%)	(16.67%)	(10.26%)	(15.38%)	(12.82%)
Rural	32.00%	16.00%	28.00%	16.00%	8.00%
	(56.00%)	(8.00%)	(20.00%)	(12.00%)	(4.00%)
Urban	27.28%	27.28%	3.01%	15.15%	27.28%
	(33.33%)	(27.28%)	(3.01%)	(18.19%)	(18.19%)
Town	25.00%	5.00%	20.00%	25.00%	25.00%
	(50.00%)	(10.00%)	(10.00%)	(15.00%)	(15.00%)

Of all the subjects in the study, those who taught in the rural district had accumulated the least number of years in their present schools. Those subjects who taught in the urban district had accumulated the least number of years in their present schools.

The ages of the teachers participating in the survey was of interest. Of all the teachers surveyed, 33 percent were between the ages of 41 and 50. This figure supports national population trends showing a large proportion of the population belonging to this group, the "baby-boom" generation. In addition to general population comparisons, these figures represent the increased interest in education

in the post-Sputnik years when the teacher shortage resulted in increased demand for teachers and growth of teacher education programs. This large number probably represents the same trends in education that were represented by the 41 to 50 years-old group. The other greatest percentage was of teachers in the 31 to 40 age bracket with an overall percentage of 33. Only 8 percent of those teachers in the study were 20 to 25 years of age. Not surprisingly, only 2.5 percent of the teachers surveyed were over 61 years old. Table 3 shows the ages of the participants in the survey.

Table 3. Ages of Participants

District	Ages in Years					
	20-25	26-30	31-40	41-50	51-60	61+
All	7.69%	11.54%	32.05%	33.33%	12.82%	2.56%
Rural	12.00%	12.00%	36.00%	32.00%	8.00%	0
Urban	3.03%	3.03%	27.27%	39.40%	21.21%	6.06%
Town	10.00%	25.00%	35.00%	25.00%	5.00%	0

As expected, most of the teachers participating in the survey were females--only 10 percent were males. These figures illustrate the high density of females in the teaching profession in general and in elementary teaching

in particular, since only one school district involved in this study included high school teachers in the study. Race divisions were representative of the general population with only 17 percent of those surveyed being black and 3 percent being neither black nor white. The urban district, which was also the largest district by size, had the most blacks and others besides whites being represented, with these teachers holding 39 percent of the positions. These figures are typical of the school districts as wholes. Table 4 shows the percentages of participants by sex and by race.

Table 4. Sex and Race of Participants

<u>District</u>	<u>Male</u>	<u>Female</u>	<u>Black</u>	<u>White</u>	<u>Other</u>
All	10%	90%	16.5%	81%	2.5%
Rural	12%	88%	4%	96%	0
Urban	3%	97%	33%	61%	6%
Small Town	20%	80%	5%	95%	0

The participants in this study were asked to list their levels of training in an attempt to compare the educational levels of the teachers to the achievement levels of their pupils. It was interesting to note that 57

percent of all the teachers held master's degrees. Another 13 percent listed degrees other than bachelor, master, or doctor. These degrees may be interpreted as educational specialist degrees or non-degree training known as Master's plus 30. The Educational Specialist degree also involves studies above the master's degree level. Table 5 shows that all the systems employed a majority of teachers at or above the master's level in the positions surveyed.

Table 5. Educational Degrees Held by Participants*

<u>District</u>	<u>N</u>	<u>Bachelors</u>	<u>Masters</u>	<u>Other**</u>	<u>All</u>
	77	28.00%	57.00%	13.00%	
Rural	25	36.00%	64.00%	0.00%	
Urban	32	37.50%	50.00%	12.50%	
<u>Small Town</u>	<u>20</u>	<u>5.00%</u>	<u>60.00%</u>	<u>35.00%</u>	

*Some subjects did not provide this information.

**Most subjects listed educational specialist degrees or master's plus 30 hours.

Analysis of the Findings

Findings Concerning the Study Questions

The project was designed to investigate the relationship, if any, that teachers' perceptions of the restraints placed on them and that their perceptions of their status as professionals had on the achievement of their students. In order to ascertain this relationship, several questions were investigated. One question of primary concern in this study asked to what extent teachers perceived their professional lives to be controlled by state and district regulations. The question was pursued in two parts on the survey instrument. Questions 1 through 7 were directed at issues of state control. Questions 21 through 28 were directed at issues of district control. Low scores on these sections of the instrument indicated that the teachers felt a great deal of control from these sources and, as a result, little personal control. High scores indicated that the teachers felt that there was little control from these sources and large amounts of personal control. Of a possible 35 points on the section of the survey dealing with controls placed on teachers by the state, a mean score of 19.74 was attained. This mean score indicated that those surveyed felt that the state had neither too little nor too much control. Similar scores

were attained from the questions dealing with district control. A mean score of 20.85 of a possible 35 points indicated that most of the subjects did not feel that the district was controlling their jobs either too much or too little.

Most of the subjects in the survey indicated that they did not have input into state-issued decisions. This was clearly indicated by a mean score of 8.53 when the possible score of 10 meant they had absolutely no input into state decisions at all. Similar results were found when subjects were questioned about their input into district decision-making. A mean score of 10.29 of a possible score of 20, with higher scores indicating less input, indicated that the subjects felt that they did have some say over district decision making.

The composite scores of each section were compared to the achievement test scores of the students. Pearson Correlation Coefficient tests were applied to see if there was a relationship between the teachers' feelings of being controlled by each source and the achievement levels of their students. To compare these two sources of control the Pearson test was run on each variable--professional life as controlled by the state and professional life as controlled by the district--with the eight student variables: normal curve equivalency in mathematics and in

reading, grade equivalency in mathematics and in reading, percentile ranks in mathematics and in reading, and stanines in mathematics and in reading. Alpha error was set at .05. The same treatment was applied to the section of the survey which assessed teachers' perceptions of their status as professionals.

None of the eight variables had a significant relationship to teachers' perceptions of control in either the category of state control or in the category of district control. The most impressive of the correlation coefficients was .15223 for the relationship of mathematics normal curve equivalency to state controls. This finding of $\rho = .15$ indicates that only 2.3 percent of the variation in the feelings of control and in the normal curve equivalencies for mathematics have a common cause. All of the other correlations were smaller than .15 and therefore were also of no significance statistically.

Questions 30 through 40 on the survey instrument dealt with the issue of teachers' perceptions of their status as professionals. Questions were designed to find out whether teachers perceive themselves as being treated as professionals by the community and by other educators. When asked about their status as professionals with the community as a whole, the mean scores indicated that most of the subjects felt that they were treated as

professionals. The question of professional treatment by others within the profession brought an interesting mean score of 15.8 out of a possible 30 points. This midpoint mean (standard deviation of 3.52) indicated that the subjects felt neither strong professional treatment nor complete lack of it from others within education. Figures provide a comparison of the scores on professional status from the community. Additional figures provide a comparison of the scores on professional status from other educators.

As can be seen from the Figure 1, the distribution of perceptions of professional status is close to normal for the urban district subjects. There are slightly more subjects indicating feelings of very little professional status, shown by the high scores.

As Figure 2 shows, teachers from the rural district tended to have scores clustering around the mid-points of possible scores, indicating that few of them felt that they were not thought of as professionals and few of them felt they were highly esteemed as professionals by other educators, including administrators.

Ninety percent of those surveyed in the small town district had scores that clustered about the middle of the range of possible scores, ranging from 14 to 18 of a possible 30 points. No one indicated a feeling of very

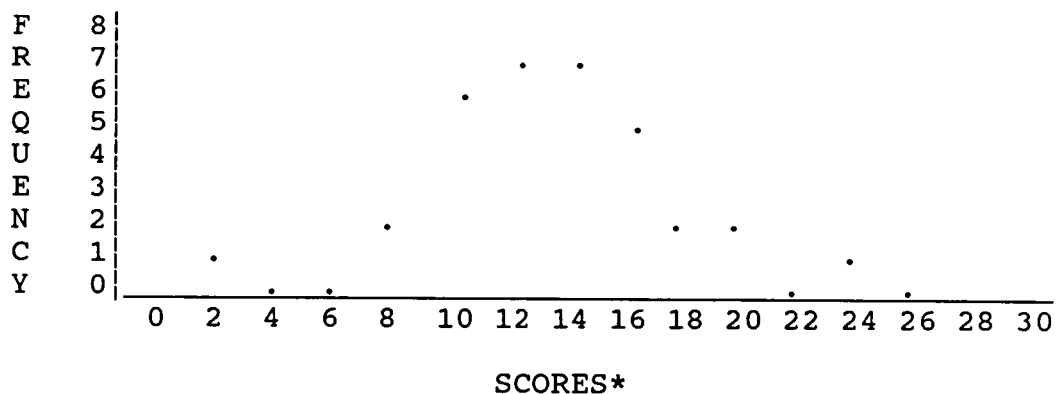


Figure 1. Professional Status From Other Educators:
Urban Districts.

*Low scores indicate a high degree of professional status.

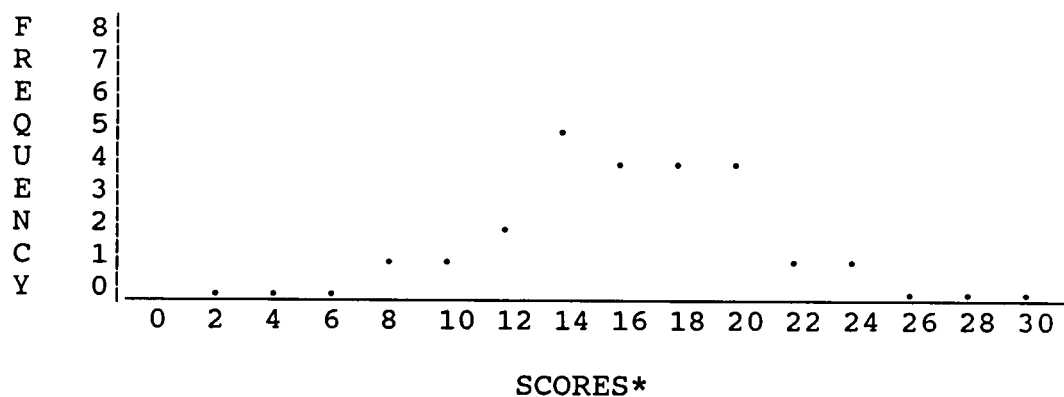


Figure 2. Professional Status From Other Educators:
Rural Districts.

*Low scores indicate a high degree of professional status.

professional status or of very low professional status, as shown on Figure 3.

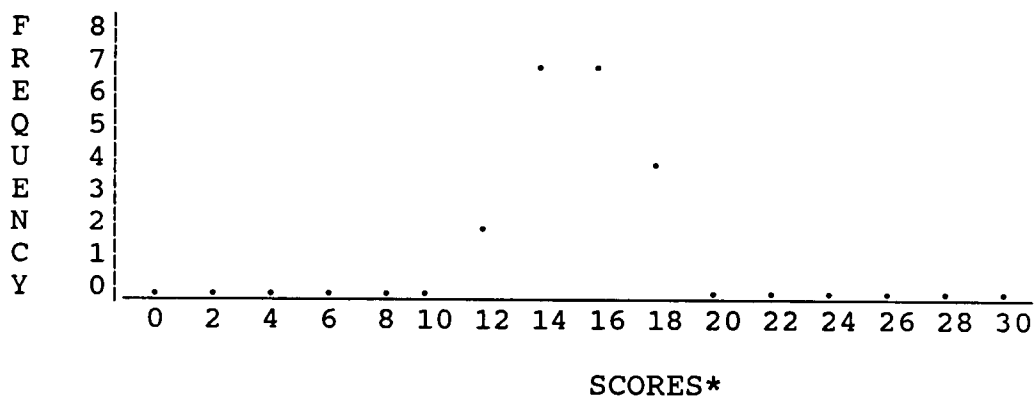


Figure 3. Professional Status From Other Educators:
Small Town Districts.

*Low scores indicate a high degree of professional status.

Many of the subjects from the small town district seemed to feel that their community did not award them high status as professionals. Most of the survey scores clustered around the scores of 9 to 11 of a possible 15 points, as indicated by Figure 4. Since high scores indicated very little status as professionals, these subjects seemed to feel that many members of the community gave them low status as worthy professionals.

The scores of the rural teachers on the scale of status as professionals by the community showed that many of the subjects felt that they had very little professional status from their community. All but one score was 7 or above on a scale of 1 to 15 with 15 representing very low

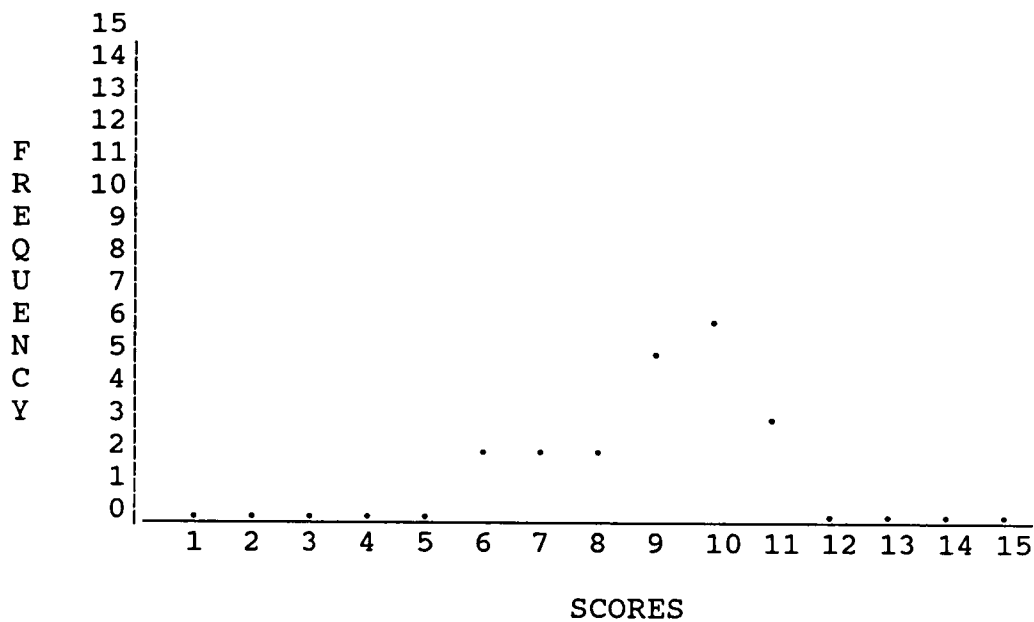


Figure 4. Community Concept of Teacher Professionalism: Small Town Districts.

statis as professionals. Figure 5 shows districtution among higher scores, indicating low perceived status.

Like subjects in the rural district, those in the urban district felt that the community did not hold them in high regard as professionals. None of the scores indicated a feeling of very high professional status from the community. As shown by Figure 6, most of the scores indicated that subjects felt that the community saw them as being less than professional.

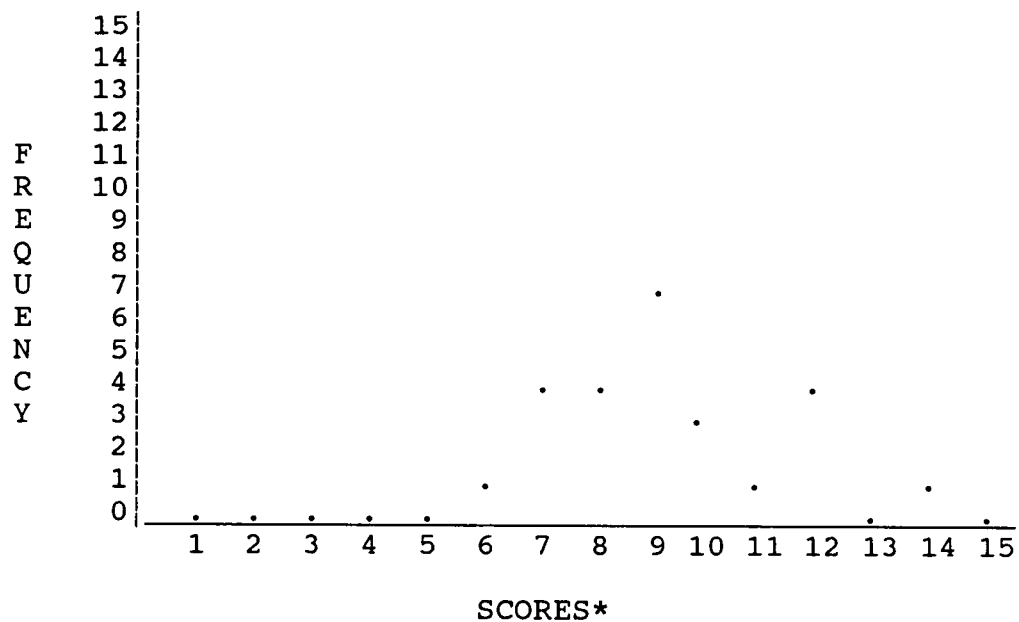


Figure 5. Community Concept of Teacher Professionalism:
Rural Districts.

*Low scores indicate high levels of perceived professionalism.

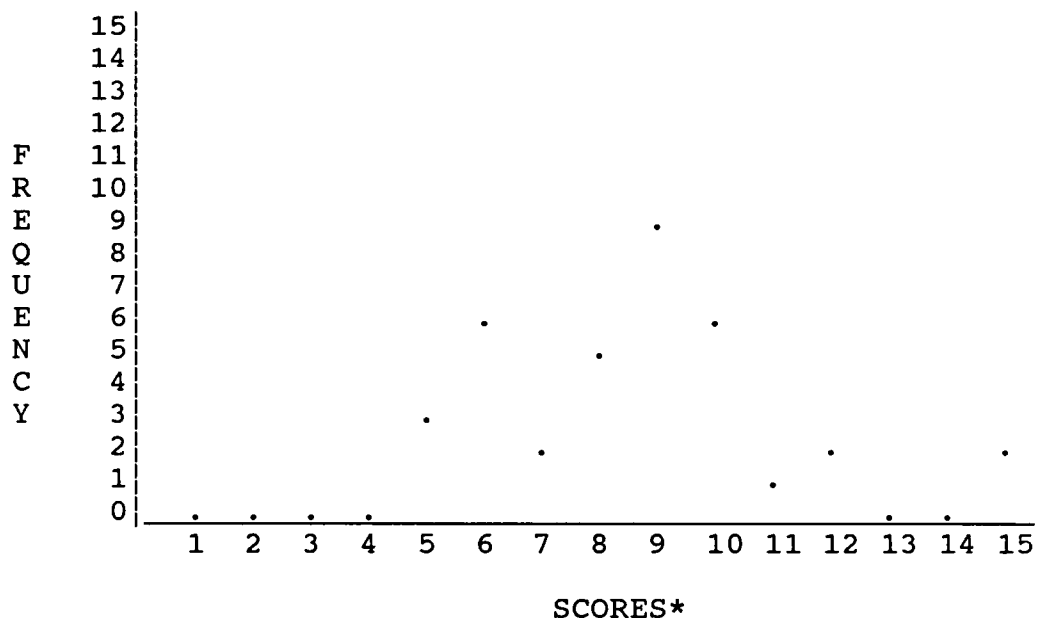


Figure 6. Community Concept of Teacher Professionalism: Urban Districts.

*Low scores indicate high levels of perceived professionalism.

Professionalism And Control Related to Pupil Achievement

Of the eight variables tested, only two showed a significant correlation to the amount of professionalism that the teachers felt. Mathematics percentile rankings showed a correlation of .23245 which was significant at alpha .0528. Reading stanine rankings showed at correlation coefficient of .27757 with a significance level of .0209. None of the other variables had high correlations with professionalism.

The following tables show the means, standard deviations, and rho values for each of the variables tested. Table 6 shows the means, standard deviations, and ranges for scores on each of the achievement variables. Additionally, large standard deviations from the means of the eight achievement variables suggest that the populations fall into a normal distribution range. Large deviation scores on these variables is indicative that perceptions vary widely among subjects.

The correlation rho values (Table 7) indicate little relationship between the achievement variables and the variables of control and of professionalism.

As the preceding table of figures indicates, there seems to be no linear relationship between the achievement levels of students and how much teachers think their jobs are controlled by state or district administrations. Also, there seems to be no relationship between the teachers' status as professionals and the achievement levels of their students.

Perceptions of Control and of Professionalism

One question of concern to the study was whether there were differences in the perceptions of control and the perceptions of professionalism between various grades, districts, states, and rural versus urban populations. To

Table 6. Means, Standard Deviations, and Ranges of Variables.

Variable	N	Mean	Std.Dev.	Minimum	Maximum
Math					
NCE	70	52.3386	23.5637	1.0000	99.0000
GE	66	5.2848	2.1870	2.5000	11.0000
PR	70	52.7000	31.3255	1.0000	99.0000
SR	69	5.3768	2.0941	1.0000	9.0000
Reading					
NCE	73	43.7178	20.1529	1.0000	91.0000
GE	71	5.0732	3.9656	1.7000	12.1000
PR	73	41.6575	27.6919	1.0000	97.0000
SR	73	4.5068	1.9517	1.0000	9.0000
State Control					
	78	19.7436	2.6989	14.0000	26.0000
District Control					
	78	20.8462	4.4227	11.0000	30.0000
Professionalism					
	78	27.3077	5.7078	12.0000	42.0000

Code: NCE = normal curve equivalency
GE = grade equivalency
PR = percentile rankings
SR = stanine rankings

Table 7. Pearson Correlation Coefficients/Probability >
|R| under $H_0 = \rho = 0$ / Number of Observations.

Achievement Variable	Professionalism	State Control	District Control
Math NCE	0.19215 0.1110 70	-0.15223 0.2084 70	-0.07582 0.5327 70
Math GE	0.18387 0.1395 66	-0.03407 0.7859 66	0.08515 0.4966 66
Math PR	0.23245 0.0528* 70	-0.03815 0.7539 70	-0.09312 0.4432 70
Math SR	0.27757 0.0209* 69	-0.06979 0.5688 69	-0.05544 0.6509 69
Reading NCE	0.11978 0.3128 73	0.01086 0.9274 73	0.10195 0.3908 73
Reading GE	0.19734 0.0990 71	-0.06707 0.5784 71	0.05867 0.6270 71
Reading PR	0.09271 0.4353 73	-0.00144 0.9904 73	0.07212 0.5443 73
Reading SR	0.10618 0.3713 73	0.01987 0.8675 73	0.05678 0.6333 73

*Significant at alpha .05.

find the answers to this question, mean scores for the various groups were found on the sections of the survey

investigating control and professionalism. Analysis of Variance Tests were applied to the data. Due to the nature of the study, nesting of various groups was necessary. Grades were nested under district and under state for analysis. District was nested under state to check for differences between perceptions by state.

Table 8 (Anova Summary Table) shows that no significant difference was found between the perceptions of teachers of various grades concerning the issues of control but that there was some difference between the perceptions of teachers of various grades concerning professionalism. The value found for the variable "control" when applied to

Table 8. ANOVA Summary for Professionalism by Grade

Source	DF	Sum of Squares	Mean Square	F	P > F
Within	29	1266.5095	43.6727	1.78	.0387*
Between	47	1154.3476	24.5606		
Total	76	2420.8571			

*Significant at alpha .05.

various grades was $F = .91$ ($p > .60$). The value found for the variable "professionalism" when applied to various

grades was $F = 1.78$ ($p. > .0387$). Tests of significance between means showed that there were significant differences between the amounts of professionalism perceived by teachers of various grades. The Table of Means (Table 9) gives the mean scores for the teachers representing each grade. Higher scores indicate less professionalism as perceived by the teachers. Third grade teachers in this study reported feelings of more professional status than did those teaching any other grade. Tenth grade teachers reported feelings of less status than did teachers of any other grade. Since the highest possible score, representing the least status as

Table 9. Means for Professionalism by Grade*

Grade	N	Mean	SD
3	36	26.0277778	5.58306680
5	22	26.9545455	5.34947503
7	10	29.4000000	4.37670602
8	3	29.6666667	9.71253486
10	6	33.1666667	2.85773803

*Low scores indicate high levels of professionalism.

professionals, was 35, all scores indicate that high status is not generally perceived. Eighth grade teachers vary most in the way they perceive their status. The question of differences between the perceptions of control and of professionalism was extended to district and state as well as to rural and urban classifications. Analysis of Variance tests for each classification were applied to each of the variables, control and professionalism. Of all of the classifications, none showed differences in the ways the subjects perceived the element of control. One classification showed a difference in the perceptions of professionalism. When professionalism was tested against district, a significance of .0402 (F value: 2.18) was obtained. This test and comparisons of means showed that the small town district perceived their status as professionals significantly differently from those in the rural district. The teachers in the small town district were from Kentucky. For the teachers in the rural district and the urban district, all from Tennessee, tests showed no significant difference in perceptions. The subjects from the small town district had more negative scores (30.2 out of a possible 35 as lowest) and less variance in their scores. The following Anova Summary Table for

Professionalism as Compared by Districts (Table 10) and the Means Table for Professionalism (Table 11) report these findings.

Table 10. ANOVA Summary: Professionalism Compared by District

Source	DF	Sum of Squares	Mean Square	F	P > F
Within	8	493.25594	61.65699	2.18	.0402*
Between	68	1927.60120	28.34708		
Total	76	2420.85714			

*Significant at alpha .05.

Table 11. Means for Professionalism by District

District	N	Mean	SD
Rural	25	28.00000	5.25001128
Urban	32	25.25000	5.89696477
Small Town	20	30.20000	4.38418209

Open-ended Question

All but one of the questions on the survey instrument called for a response on a Likert scale. Number 15 on the

instrument asked the subjects to tell in what areas of their professional lives they wished to have more control. Thirty-three percent of the responses concerned the area of curriculum. Several of the subjects referred to specific types of curriculum restraints. Subjects said they were not allowed to write curriculum plans or scope-and-sequence plans or to choose teaching materials and/or instructional methods. These were areas where subjects wanted to be included in decision-making. Other subjects spoke of the need for more teacher input into the placement of students in special programs. Eleven percent of the respondents desired more input in general decision-making at both the state and the local levels. One subject summed up the wishes of many by writing, "I would like to have more control in decisions concerning textbook approval, appropriate funds for new and better programs, choosing staff and administrators, and issues concerning what I teach."

Interviews

Several teachers from each district were interviewed in person. The interviewees were volunteers from each district and not necessarily involved in the section of the study involving surveys and achievement test scores. The interviews themselves were structured from the survey

instrument, with subjects given freedom to answer briefly or at length on any particular question.

Interview Results: Decision-Making

Teachers from every district reported that they had very little to no input into state-level decisions effecting them or their jobs. "I have no input whatsoever into state decisions," was a common response. However, nearly all of these teachers went on to explain that those decisions that most effected them--programs, curriculum planning, and funding of various programs--were mostly satisfactory. Although several teachers reported a desire to have input into the funding of programs and into curriculum planning, other subjects reported that state decisions were usually so comprehensive that there was no need for altering them. One high school teacher reported, "State mandated curricula determine all of my lessons since I must teach classes that the state requires and from textbooks approved by the state. I don't feel a need to teach anything besides what the state wishes since everything one could wish to teach is covered." Another said, "The state mandated curriculum does not limit the scope of what I teach. In fact, it is so complete that it probably covers more than I would cover on my own." Yet another reported, "The state curricula totally dictates

subject areas to be taught. You get a state approved textbook--then you are on your own. . . . The state mandated curricula for this school are very satisfactory." Only a few teachers spoke of salaries, job descriptions, or benefits from the state. The issue of control was most often interpreted as applying directly to the teaching situation and, for the most part, were not seen as intrusive. One high school teacher amicably reported, "I don't have any input into any decisions made at the state level, including funding allotments. All in all I am pretty satisfied with what they [state officials] do."

The subjects interviewed reported slightly different feelings concerning the issue of district controls that effect them. One teacher refuted the notion that local school districts had any input into curriculum planning. "I have no district level curriculum guide since the state provides the total program outline." Several teachers reported that they were dissatisfied with the amount of input they had into decision-making at the local level. "Teachers in this school have no input into important decisions that effect the total operation of the school. In fact, I am seldom involved in any decision-making except as chairman of the department [which] gives me some decision making power; but it [my decision-making power] is limited," reported one high school teacher who chaired a

department. That same teacher reported having no input into general district decisions. Another teacher said bluntly, "The teachers in this district are not involved directly in any decision making. Administrators may listen a little to the undertow when there is dissatisfaction, but not much!" "I would like to have input," said another subject, "into district level decision making. We need representatives to discuss and work on any major decisions with the district administrators."

Although teachers were willing to work within the limits of state-mandated curricula, such willingness was not reported of district level plans. Several teachers spoke of their lack of willingness to adhere strictly to district level plans. The following remarks speak of the value the teachers place on the district plans. "We must document our adherence to the local scope-and-sequence, but I doubt that those lesson plans [which we turn in] are ever checked." "I'm likely to ignore the district curriculum guides often." "I make adjustments whenever I wish. I don't know that anyone cares." None of those interviewed were enthusiastic about district plans. A few subjects indicated having had some input into district planning, but that the task was taken lightly. One subject confessed, "We have a district level scope-and-sequence that we must follow. We [teachers] worked on that. Actually, what we

did was to just go through the text and list the desired skills in the order that they were presented in the text." The subjects indicated that they placed very little value on district level plans.

When asked whether they desired more input into state and district level decisions, all of those interviewed said they would. Many wanted to have some say in planning programs and in funding programs. Some subjects spoke also of hiring and firing of co-workers and administrators, devising and revising school policies, and of deciding on evaluation techniques.

Interview Results: Professionalism

In response to the question about professional treatment from the community and from co-workers, an array of responses was given. Teachers from the small town district spoke of being treated unprofessionally by the community. This feeling was supported by those who completed the survey instrument. One subject replied emphatically, "This community couldn't care less about its teachers." Another explained a similar response by adding, "Lots of people around here think that teachers make a pile of money and don't have to work for it." Not all of those interviewed expressed such negative feelings, however. One

teacher gladly reported that "in our area, teaching is basically an honorable profession."

Interestingly, those teachers who were interviewed from each district had remarks that reflected perceptions very similar to those reported by the teachers who had participated in the written survey. Answers varied somewhat from district to district, but overall, the responses were similar to those found by other researchers.

Circumvention of Directives

Several other questions were asked on the survey instrument. One question asked the respondents to indicate how often they ignore directives from the state because they felt that as teachers they were more knowledgeable concerning the issue at hand. Thirty-two percent of all the subjects reported that they sometimes ignore state-issued directives. Another 6 percent of the subjects said they ignored state directives very often. Only 16.23 percent of the teachers surveyed said they never ignored state directives. These responses contradict to some degree the questions on other sections of the instrument where respondents reported that state-issued directives are usually so comprehensive that avoidance or circumvention is unnecessary.

Commitment to Teaching

Usual descriptions of "professionals" report members as having made a lifelong commitment to the career of choice. Because teaching is not often thought of as a true profession, the issue of professional descriptors was employed on the survey instrument. One question asked the subjects to assess their commitment to teaching as a lifelong career. Of all those surveyed, 69.71 percent indicated that they had chosen teaching as their lifelong work. Only 4.46 percent of those surveyed indicated that they clearly planned to leave teaching. Interestingly, none of the subjects from the small town district in Kentucky indicated a desire to leave teaching, although they had reported more dissatisfaction with the tested variables than had subjects from the other districts.

Appropriateness of Mandates

Several other questions were asked about the appropriateness of mandates. These questions included specific areas of concern such as input on funding allotments, competency testing and its validity as an evaluation tool for assessing teaching and learning, and the training and abilities of state-level personnel. Analysis of Variance testing on these questions indicated that the various districts had similar feelings about these

issues. The means for each question hovered around three and four, with five representing the least acceptance of or agreement with the issue in question. In general, all three districts seem to be composed of teachers with similar feelings on these issues, indicating that all the subjects in the survey basically represent a single population.

Concerning the questions of input into state-level decision-making concerning funding allotments, 87 percent of all the subjects reported that they had no input into funding for their programs. Eight percent of those polled reported that they had occasional input into funding. Personal interviews revealed that some teachers in specific programs are consulted about the needs of the programs in their specific situations. Most of those who are consulted give their input by means of submitting proposed budgets and student enrollment numbers, not by making subjective or individual assessments about program needs.

Differences were found in the way teachers of the various states viewed the issue of competency testing for students and for teachers. The teachers in the two systems in Tennessee felt that competency tests for teachers were of some value, although that value was not great. Of those responding to this issue, 62 percent reported that testing was of mediocre value in evaluating teachers'

effectiveness. Another 15.5 percent reported that they felt these tests had absolutely no value as teacher evaluation tools. These figures differ somewhat from those reported by the teachers in the small town district in Kentucky. Of these subjects, 5 percent felt that the tests were extremely valuable in assessing teaching. In contrast, 53 percent felt that the tests were of no value whatsoever for this purpose.

Teachers were also asked to compare their own levels of training and expertise to those of state department personnel. Overall, 28 percent of the teachers in the study felt that state department personnel had no more expertise than they did about issues of importance to education. Another 19 percent felt that there was very little difference. In the words of one of the teachers who was interviewed personally, "State department personnel are not better trained; more experienced, perhaps, but not better trained." Yet another subject reported very negative views about state department employees. "State department personnel are not at all better trained than local educators. In fact, very few [educators] at the state level were excellent teachers--ha, ha--they were poor teachers who are all fired now!"

CHAPTER IV

RESEARCH SUMMARY AND RECOMMENDATIONS

Summary

Introduction

The study posed several questions concerning the controls placed on public school teachers and their status as professionals. The above mentioned questions were of interest due to the abundance of literature in recent publications which inform the populace that public school teachers would better meet their goals if certain conditions existed. Such conditions would create a more positive learning environment to promote academic success and higher scores on standardized tests. A number of experts are of the opinion that such a feat would be possible if teachers were given more autonomy and respect as professionals by administrators and the community. Conventional wisdom has supported these ideas. They are also supported by various organizational and administrative programs that advise giving employees a part in the operation of any organization. In part, these ideas have arisen from such famed writings as Ouchi's Theory Z (Ouchi, 1983) and the recent popularity in this country of Oriental businesses and their operating styles. Additionally,

educational reformers of the past decade have encouraged more input from teachers themselves into the way schools are operated. Part of the pattern of giving teachers this increase in autonomy is the co-existent increase of professionalism that would result from it. Reformers also speak of the need for more "professionalism" per se and the status it creates. One may find it is easy to agree with the need for more autonomy and professionalism due to present-day popularity. However, the question arises as to how those in the positions of public school teachers feel toward the above mentioned issues. Another question to be answered is whether or not these recommended improvements in teachers' jobs actually make a difference to the accomplishments of the pupils they serve.

Summary of the Data

Control

The first question of interest to the survey asked to what extent teachers perceived their professional lives to be controlled by state and district regulations. Teachers were asked to what extent they had input into decisions made at the state and the district levels concerning issues or regulations that effected their performance on the job. Survey data and interviews revealed that very few teachers have any appreciable amount of input into decision-making

at either level. Input at the state level was less than input at the district level. Scores on a survey instrument revealed that, in general, the teachers in the study felt that they had very little to no input into decisions of importance that state level educators make. Answers to other questions on the survey indicated that these teachers felt that the state had very much control over programs of study and over the writing and dictating of specific curriculum plans for specified areas of study. While the state-level educators in the Kentucky and Tennessee provide approved textbook lists to the various districts, they allow final selection of texts to be made at the local level. Although the lists from the state usually include several texts for each subject from which a district or school can choose, the teachers generally indicated that they had no personal involvement in the final text selection. The teachers also felt that the state-level administrators were the actual decision-makers in the matter of textbook selection.

Several teachers spoke of a desire to be more involved in matters like textbook selection. The following comments from personal interviews with teachers from the various districts indicate the extent to which they feel that such issues are not in their control.

"I have absolutely no influence over state made decisions."

"I don't have any input into any decisions made at the state level, including funding allotments."

"State mandated curricula determines all of my lessons since I must teach classes that the state requires and from textbooks approved by the state."

While a few teachers spoke of salaries, insurance, and other benefits that state-level administrators have some control over, these items were not listed as main concerns.

In-service training was of particular concern to a segment of the teachers in the study. Some of the subjects addressed the in-service issue during personal interviews. Following are some remarks indicative of the feelings of teachers addressing the in-service issue.

"Every bit of our in-service is based on state requirements."

"In-service is state mandated except that we have flexibility within their [state-level educators'] criteria."

"I'd say about 50% of our in-service is state mandated. The rest is flexible within state guidelines as to what is acceptable."

Interviewed teachers were asked to speak of their impressions as to how the state controls various issues,

such as in-service. Although they were from various districts and from two different states, the teachers gave very different impressions as to what is and what is not mandated by the state. Teachers also did not know to what extent some matters were state controlled, as different teachers from the same district gave very different impressions as to what the state expected of them.

Some of the questions dealt with the issue of district-level control. Most of the teachers who were interviewed personally were very outspoken on this issue. Those who completed the survey instruments indicated similar concerns. Answers on the instrument indicated that most teachers felt that they had little input into decisions made at the district level--that is, they felt a fairly powerful level of district control. Although means hovered near the point indicating medium levels of control, there was a slight skewing the curve toward means representing much control and little personal autonomy. No group reported extreme conditions of too much control or of great personal autonomy. In comparing the districts, however, it was found that those teachers from the small town district reported far more district-level control and less personal autonomy. In both the written instrument and in personal interviews the subjects from the small town

district reported feelings of dissatisfaction and lack of control over their professional lives.

The areas of concern most often mentioned by all subjects were related to the actual act of teaching. Many subjects mentioned district-level curriculum plans and scope-and-sequence plans that they must adhere to but which they had no part in designing. Others spoke of teaching assignments. Dissatisfaction with assignments concerned grade-level and subject assignments more often than school placement. Teachers who spoke of district-level textbook adoption committees felt that they and other teachers had very little influence over the final decisions made even when serving on the selection committees.

One teacher said, "I've been lucky in my teaching assignments, so I'm satisfied. Not all teachers in this system are satisfied. . . . I have no real choice as to what classes I teach."

Another teacher reported, "I have no choice as to the classes or grades I teach. Those are assigned."

"I am not satisfied with the way my teaching assignment is made," one teacher said. She then added, "Evaluations should have something to do with your assignments."

The subjects indicated much less willingness to adhere to local regulations than to state regulations. This could

possibly have been due to their feeling that state-issued guides were more comprehensive, or perhaps they felt less capable to influencing state-level decisions. Various teachers spoke of district-level curriculum guides and scope-and-sequence plans. The following remarks are from some of the personal interviews from the three districts.

"I'm likely to ignore the district curriculum guides often," a veteran teacher reported. "I make adjustments whenever I wish. I don't know that anyone cares."

A third grade teacher in another district assumed her novice status had something to do with the amount of input she had into district-level decision making, particularly over curriculum matters. She said, "I personally don't [have any input into the creation of district level curriculum plans] since this is only my first year in this system."

Student Achievement

The second question of concern to this study was related to the achievement of pupils: do teachers' perceptions of how they are controlled by the state and district effect the achievement of their pupils? Some studies have attempted to link teachers' locus of control to the achievement of their pupils in particular classes. The evidence has varied. Those teachers who felt

themselves to have little control over their professional situations sometimes had lower achievement gains shown by their pupils. Other studies showed contradictory evidence that teachers' perceptions of control over their professional situations did not impact on the achievement of their pupils. This study attempted to relate the element of control to specific bodies, particularly to state and district level school administrative bodies. A written survey instrument with a Likert-type response was used to assess the concepts of teachers concerning the controls imposed on their work situations by administrators from both the state and the district. Scores were calculated on specific questions to ascertain whether there was a difference in the way teachers perceived the regulations and decisions of the state and of the district. Calculations indicated that most of those teachers surveyed felt that the state had considerable control over the teaching situations and that teachers had scant opportunity to influence decisions at that level. They did not, however, voice great concern over these impositions, as might be expected from current literature. Calculations of scores on the district-level questions indicated that teachers do feel a great deal of regulatory control from their local administrators. Teachers voiced concern over not having greater impact on decisions made at this level.

They indicated that teachers often ignore or circumvent decisions from the district level.

The scores of each section of the instrument, those concerning state-level control and those concerning district-level control, were compared to the achievement test scores of pupils of each teacher. Pearson's Correlation Coefficient tests were conducted on each variable with both mathematics and reading used as pupil variables. The scores for both mathematics and reading were converted to normal curve equivalencies; to percentile rankings; to grade equivalencies; and to stanine rankings for the purpose of correlation. All of the correlation coefficients rho were negligible. No achievement variable related to either state or district level control elements in a statistically significant way. Although there were minor correlations, the amount of linear variability was too small to be considered important when taken at either statistical or face value.

The survey indicated that, although state-level control was imposing, it was also comprehensive enough to give teachers ample leeway to do as they pleased within the boundaries of their classrooms. Scores on this district-level section of the instrument showed that many teachers feel that district administrators make many decisions that control teachers' lives without allowing them to have input

into those decisions. Scores on other sections of the instrument indicate that many teachers desire greater input into the decisions made at the district level. It is not surprising that many of the subjects indicated that they do not always adhere to the decisions made by their superiors, that they often circumvent or ignore directives or only minimally comply to them, and that they do as they please in the privacy of their classrooms. If teachers are ignoring directives and teaching as they please in the privacy of their classrooms, then their perceptions of how much control is imposed on them by their district administrators may influence their work within their classrooms and their methods of teaching. For that reason, teachers' perceptions of district-level administrative control would have little influence on pupil achievement.

Lack of significant relationship between perceptions of control and pupil achievement in this study may have been because of sample size. Although it is probably safe to generalize the findings from this sample to those populations from which they derive directly, that is the schools and systems in which they teach, the results should not be generalized to all teachers. Since some researchers have found linear relationships between the amounts and types of control teachers feel and their pupils'

achievement in certain areas, this question needs further study.

Desire for Input

Question three asked whether or not teachers desire more input into decisions made at the state and district levels. Proponents of educational reform have called for more decision-making power by teachers since the early 1980's when numerous groups reported that educators needed to become more professional assuming more responsibility for the important decisions that effect education in general. More recently, theorists have advised that site-based management will improve working conditions for teachers and learning conditions for pupils (Kirst, 1988; Lightfoot, 1986; McNeil, 1988; Meeks, 1988). What many of these theorists assume is that most teachers want to participate in the management of their school systems and that doing so will make them better educators.

A high percentage of those polled desired more input into decision making at the state level. Eighty-two percent of the teachers from the rural district indicated a desire to participate in state-level decision making. Of the urban teachers polled, 84 percent indicated a desire for more input. Of the small-town district teachers, 91 percent desired more input into state-level decisions.

These high percentages contradicted the scores that indicated that teachers from all districts felt that the state imposed many, but reasonable, controls. The scores for the three systems were 56 percent, 58 percent, and 56 percent. The mean score for the teachers from Tennessee districts was 57 percent. The mean score for the teachers from Kentucky was 56 percent.

The scores also contradict the remarks made by the teachers who gave personal interviews. Many of the teachers who were interviewed said that they were fairly pleased with the state plans because they could work "within" state curricula parameters. As one teacher reported, "I don't feel a need to teach anything besides what the state wishes since everything one could wish to teach is covered." Another one added, "I don't waver from the state requirements because there is no need."

These statements concerning cooperation were balanced by such remarks as, "I know best how to serve my students, but I follow state directives because of end-of-year testing."

Professionalism

Segments of the instrument and of the interviews attempted to find out if teachers feel that the community and other educators, particularly administrators, treat

them as professionals. None of the three districts had scores representing perception of high status as professionals from their communities. These scores, however, were considerably higher than those representing their perceived professional status within the system. The rural and urban district subjects reported that they felt they were allotted mediocre status within the system. They were not given the high professional status that people such as doctors and lawyers have, but were held in some regard as knowledgeable professionals. Again, the small town district reported much lower status perceived from within the system. The teachers from the small town district reported perceptions of slightly lower status from their community than did the subjects from the other districts.

Pupil Achievement

Question 5 pursued a relationship between teachers' perceived status as professionals and the achievement gains of their pupils. To assess a possible relationship, Pearson's Correlation Coefficient Rho Tests were applied to the teachers' scores on professionalism and their pupils' achievement test scores in mathematics and in reading.

The only statistically significant finding was with the variables of professionalism and mathematics scores.

Mathematics percentile rankings were significantly related to professionalism scores at alpha .05 and mathematics stanine rankings were significantly related to professionalism scores at alpha .02. These were linear relationships showing that mathematics achievement scores for pupils went down as perceived status as professionals went down for teachers. Analysis of Variance Tests indicated that the relationship was clearly connected to district and state differences with the small town district in Kentucky showing the strongest influences. An F-value of 7.32 at the state level was significant at alpha .01 while an F-value of 3.74 at the district level was significant at alpha .05.

No other linear variability was found to exist between professionalism and either mathematics or reading achievement. No strong relationship existed between perceptions of control and achievement gains in either mathematics or in reading. Although all of the variables showed some linear relationship, the connections were so slight as to be of no significance.

Only percentile and stanine rankings for mathematics seemed to have an important link to the way teachers perceive themselves to be treated professionally. Grade equivalencies and normal curve equivalencies did not significantly relate to teachers' perceptions of

professionalism. Although the clear relationship found is ample cause to assume that it is important for teachers to experience high status as professionals, arguing that this high status would increase achievement levels in all areas of study is unsubstantiated. The educational reformers who keep calling for increased professionalism would be wise to avoid the argument that pupil achievement would increase tremendously and use instead an argument for more just and deserved treatment of teachers.

The reformers who fight to move decision-making to the school site are correct in thinking that teachers want more power in this arena. Some literature may support the notion that the "best" and the most "effective" schools provide their teachers with decision-making powers that provide teachers with more autonomy. This particular study, however, has not supported that notion. Again, if reformers are interested in the emotional satisfaction of teachers they would be wise to continue their struggle to give more power to teachers. However, let the arguments of reformers not be that this decision-making power makes them better teachers.

Comparisons of Perceptions of The Groups

Districts of various sizes and in different locations were chosen in order to investigate the possibility that

different teaching situations might result in major differences in the way teachers feel concerning state and district controls over their professional lives and status. Analysis of Variance tests were used to see if there were differences between the opinions of the different groups involved in the study.

It was found that teachers in various grades did differ in feelings about each of the variables. Eighth and tenth grade teachers indicated they felt that their professional situations were highly controlled by state and district administrators. Eighth and tenth grade teachers also reported perceptions of less professional status. Possible reasons for this difference may come from two sources.

Teachers of lower elementary grades generally have the same pupils most of the day and are generally in charge of what those pupils do during that time. Although state and district issued guides and regulations exist, many of those teachers in this study seemed to think they could either work within the boundaries of what they were asked to do because of guideline comprehensiveness, or that they could alter plans somewhat within the confines of their classroom walls. This finding is supported by many other studies, including the research of John Goodlad. Goodlad found that teachers generally do what they wish to do within their own

classrooms (Goodlad, 1983). Teachers of middle and high school grades do not have the same pupils for long periods of time and, therefore, may feel less at ease in altering requirements from state and district due to restraints on their own time. At any rate, the teachers in this study reported feeling less autonomous and less highly esteemed as professionals than did those teachers of lower grades.

Another possible explanation for differences by grade that may apply to this particular study is that these findings are primarily from teachers in the small town district in Kentucky. The total group teachers surveyed from this district had somewhat different perceptions than those in either of the Tennessee districts.

The differences may be related to variables that were not investigated. These differences may be in how the two states deal differently with their teachers, how the administrators of the individual districts differ, or how the general working conditions differ. All three districts appeared to be very progressive in their operations and programming. Some major differences were apparent, however. The rural district superintendent appeared to involve teachers in many new program operations, although not always in the original decision-making about them. The urban district (in a city of about 65,000 population) is currently involved in a merger with the county system. As

this move has been in the planning for a couple of years, one may assume that the educators of the district had experienced some additional publicity from both administrators and the public. The small town district also attempted to stay abreast of new directions in education. This system enjoyed a reputation for being educationally superior, although it was a small city system with no connection to the larger and wealthier county system. Some elements that differentiate this district from the others are the severe economic restraints that have plunged many of the populace into poverty over the past decade. Although the teachers are highly paid when salaries are compared to averages in either state, they work within daily economic restraints and with many poverty level pupils. Another difference lies in the management of the system. Although the superintendent and his staff were highly professional and often engaged in the planning and implementing of new reforms within the district, they usually made most of the decisions at the managerial level without employing teacher participation.

These differences in perceptions of teachers of various grades can be construed as indicative of the differences between districts and states as well since all of the tenth grade teachers and many of the eighth grade

teachers taught in the small town district located in Kentucky.

No impressive differences existed in the perceptions of teachers from the rural and urban districts in Tennessee.

One can conclude that the grade level one teaches may help to influence his or her perceptions about autonomy and professionalism. However, the number of subjects involved in this study was too small to allow generalization to any other populations than those from which they came. A larger sample drawn from more districts and from more states may or may not support these findings. If one generalized, one could assume that teachers of lower grade levels usually feel better about their treatment than do those who teach in higher grades.

Other Findings

Teachers from all of the districts in the survey reported that they felt state-issued directives were often very imposing and that they had very little input into the decisions made at the state level. They also reported that the directives, especially those concerning curricular and program specifics, were usually so comprehensive that there was no need to alter them. Teachers said that they could

work within the bounds of the state-issued directives without concern.

This finding was not true of district-level directives. The teachers in this survey felt that district-level issues relating to curricular and program needs were restrictive. The teachers in all districts reported that they often ignore directives from this level. The teachers in these districts use their own skills and knowledge within the privacy of their classroom walls, seeming to feel that the ultimate concerns of teaching can all be considered and dealt with at this level without relying on plans formulated by people in administrative positions. As one teacher put it, "The buck stops here. It is my responsibility." None of the teachers reported that they were concerned about changing directives or worried about circumventing regulations when they were working directly with their pupils.

Some writers have spoken of a trend for teachers to accommodate to unpleasant situations or undesirable directives from superiors by altering their behaviors to fit conditions. This accommodation seems neither helpful to pupils, who may ultimately receive less than the teacher's full dedication, nor to teachers, who, in doing so, must dismiss their own professional knowledge as being of less value than that of their administrators.

Accommodating to directives that refute what the classroom teacher feels is necessary for the pupils of a particular class may result in various problems. Inadequate teaching of skills, adherence to boring and irrelevant topics, and teacher burnout are sometimes cited as results of accommodation.

Both circumvention of rules and regulations and accommodation to rules and regulations may cause problems for pupils and teachers. Both issues need study.

If teachers were happy with the input from state and district-level administrators into what and when they should teach various specifics, there would be no circumvention of rules and regulations. Also, there would be no need for any accommodation to rules and regulations. When asked about their desires for input into these decisions before they filter down to the classroom, teachers in all of the surveyed districts expressed strong desires for more personal input into decision making. These teachers indicated strong desires for being part of the decision-making teams involved in curricular and program plans. Interestingly, few of the teachers indicated a desire to make decisions that were not directly related to the immediate task of teaching. For the most part, teachers were not interested in the politics of running school systems or of delegating rights and

responsibilities. Their main desires were for deciding on programs, teaching methods, placement of pupils, and other specifics directly related to the pupil-teacher relationship.

Another area of concern to teachers was that of funding by the state. Teachers expressed a desire to have more input into deciding which programs were funded and how funding was allocated to each program. Those teachers who did report that they had input into such decisions said that their input was in the form of reporting enrollment numbers and of submitting budgets. This type of "input" actually gave them no power over which programs were funded or as to how particular programs were funded.

Teachers were asked to assess the training and expertise of state-level administrators in relation to their own training and that of other local teachers. The attitude expressed most often was that state-level administrators might be more experienced at their particular jobs, but that they had no more substantial knowledge of educational needs and no better training than do local teachers. These feelings on the part of teachers may indicate that teachers view themselves as professional equals with higher level administrators. As persons of equal expertise teachers feel they should have more input

into the decisions that top level educators make which effect them as local educators.

Teachers were asked how appropriate state and district-level mandates generally are. Most of the teachers in every district seemed to think that state-issued mandates were generally more acceptable than those issued from the district level. This feeling can be accounted for in part by the assessment that most directives and mandates from the state are comprehensive in nature while those from the district are usually more restrictive. The teachers also seem to feel that they have little chance of influencing state-level decisions.

The question of using competency testing to evaluate learning and teaching was investigated in this survey. Some teachers said that state competency testing was of some value for evaluating pupil performance, but was of minimal value for evaluating teacher performance. As further evidence of the teachers' accommodating nature, several subjects said that they taught directly from state-issued guides because they wished to prepare their pupils for end-of-year testing. Since competency testing is a reality of life for teachers, preparing pupils for such tests has become an acceptable part of the teaching program. This preparation may take various forms and make various demands on the teachers. Teachers may alter their

own methods and instructional plans in order to have pupils who achieve high scores on standardized tests.

Current writers tell us that we can make our educational system more effective by giving our teachers more status as professionals. The teachers in this study felt that they were not highly esteemed as professionals by their administrators or by their communities. They did consider themselves to be professionals, however. One of the usual identifiers of a true "profession" is that its members make a lifelong commitment to the profession. The issue of commitment was investigated with these subjects. Of those reporting on this issue, 69.71 percent had made a lifelong commitment to teaching as a career. Only 4% had definite plans for leaving the profession. The other 26 percent were unsure of future plans but indicated that they would most likely continue to teach. None of the teachers in the small town district indicated a desire to leave the profession. These numbers are indicative of the common identifier of teaching as an "emerging profession."

Conclusions

Site-based Management and Teacher Autonomy

Several recommendations can be made from this study. First, there seems to be no great correlation between how teachers feel about decision making and the achievement

levels of their pupils. Teachers have little input into decisions concerning what and how they teach. This study does not indicate whether or not students will do well on achievement tests due to their teachers' decision-making roles. Therefore, it would seem wise for educational theorists to stop arguing that on-site management and greater teacher autonomy would greatly improve the present educational system. Although on-site management and greater teacher autonomy may be justified and desirable for other reasons, the argument that they will improve pupil learning has not been substantiated. This study showed some definite correlation, with pupil achievement going up as teacher autonomy goes up. However, the actual linear relationships were too small to use as the basis for widespread theorizing.

Teachers in the different districts have similar feelings concerning decision making from state administrators and from district administrators. Teachers indicate that they consider state mandates to be generally satisfactory because they are so encompassing that there is no need to circumvent or ignore them. They feel that many district-level decisions, especially those relating directly to teaching, are more restrictive and should be left to the practitioners--teachers within the classrooms. Many teachers report that they ignore or circumvent

district-level directives regularly so as to teach in the manner prescribed by their individual training and desires. Both state and district administrators would do well to include teachers in the decision-making process, especially as it relates directly to instruction. Such action would provide cohesiveness between state and district goals and objectives and those of the local educators.

Status Needs of Teachers

Second, professionalism and status are substantiated needs of educational practitioners. Correlations between perceived status as professionals and the achievement levels of pupils are scant. This study shows that there are significant relationships between mathematics achievement and teacher professionalism, but the reason for the relationship is not clear.

The three school systems in this study should investigate the reasoning of their teachers who do not feel themselves to be treated professionally, and who desire greater input into educational decision-making. Of the three systems involved, the small town district has the greatest problem. Most of its teachers from the small town district reported negative feelings toward administrators and perceived low status from administrators and community.

Competency Testing

Third, competency testing of teachers and of students should be designed with input from those who are educational practitioners. Most of the teachers seem willing to help their pupils to do well on standardized tests because they desire the prestige of having high achieving students. For the most part, teachers in this study neither feel that the tests are good indicators of their pupils learning nor of their own teaching. Perhaps teachers could help to design standardized tests would serve them and the system better.

Curricular and Program Decisions

Fourth, on the basis of this study, the states and districts involved should provide teachers with more input in all decisions that effect their jobs as educators. Of particular need is teacher input into decision-making concerning curricular and program concerns. Perhaps providing these teachers with more autonomy through on-site management techniques would result in well-adjusted teachers who are more devoted to teaching as a career, and who would be more willing to strive for effective instruction.

Relationship of Control and Professionalism to Achievement

Fifth, more research is needed to investigate the relationship of elements of control and professionalism to student achievement. The samples for this study were small. The results, therefore, should be generalized only to those populations from which they derive. Until more research has been completed, we should not base our arguments for increased teacher autonomy and increased professionalism on the premise that these factors would result in greater educational achievement by pupils.

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APPENDICES

APPENDIX A

LETTERS OF PERMISSION

Middlesboro Independent Schools
P.O. BOX 959
220 NORTH 20TH STREET
Middlesboro, Kentucky 40965-0959
(606) 248-9411

BOARD OF EDUCATION
DR. MEREDITH EVANS, Chm.
GEORGE CAWOOD, V. Chm.
JAMIE BOWLING

BOARD OF EDUCATION
DON COLEMAN
RALPH MINK
DR. DWIGHT HENN, Supt.

May 21, 1990

Mrs. Linda McClure
Route 2, Box 158-D
McKenzie, TN 38201

Dear Mrs. McClure:

You have my permission to conduct the research we discussed
in the Middlesboro Independent Schools.

Sincerely,



Dr. Dwight C. Henn, Superintendent
Middlesboro Independent Schools

mkj



**Jackson
City
Schools**

City Hall - Main St. • Jackson, TN 38301 • (901) 425-8230

Tommy W. Allen, Superintendent

May 10, 1990

Ms. Linda McClure
Route 2, Box 158-D
McKenzie, TN 38201

Dear Ms. McClure:

The Jackson City School System grants your request to conduct the study on perceptions as per your request.

Sincerely,

Tommy W. Allen, Superintendent
Jackson City Schools

TWA:dmw

"Tradition, Spirit, Achievement"

HARDIN COUNTY BOARD OF EDUCATION

SAVANNAH, TENNESSEE 38372 • 901/925-3943

ELIZABETH W. RALSTON
SUPERINTENDENT

RANDY CARTER
BOARD CHAIRMAN

June 22, 1990

Ms. Linda McClure
Bethel College
Route 2, Box 158-D
McKenzie, TN 38201

Dear Ms. McClure:

The Hardin County School System grants your request to conduct the study on perceptions as per your request.

Sincerely,



Elizabeth W. Ralston, Ed.D.
Superintendent
HARDIN COUNTY SCHOOLS

EWR/jh

SCHOOL BOARD MEMBERS

WILLARD BOYO
LARRY GEAN
BECKY CULVER

BILLY RAY VINSON
J. C. SHELBY
JIMMY MITCHELL

JANE RIDDELL
LOWELL PHILLIPS
LAURA MAY

APPENDIX B

SURVEY INSTRUMENT

Dear Teacher:

The attached survey instrument is designed to measure teachers' feelings about their status as professionals and teachers, feelings about control invoked on them from school, district, and state administrators. The scores from these instruments will be compared to the math and reading achievement of students in this school. The purpose of this comparison is to find out whether there is a relationship between teacher autonomy and professionalism and student achievement.

The study and the survey are not evaluation instruments for use by any school or system. They will be used to determine overall scores by being combined with scores from other schools and districts. The overall results will be provided for all participants who wish to have them. Hopefully, the results of this study will be used by local and district administrators when deciding how much input their teachers should have into decision making for the system. The value of the results to you individually will depend on your desires and on the local district's acceptance and interpretation of results.

Completing this survey instrument will take only a few minutes. Your involvement is voluntary and involves no risk on your part, whether you participate or not. All names and identifiers will be removed so that you and your students will be assured of confidentiality.

Thank you for participating in this study. I hope that the results will benefit you and all teachers.

Question may be directed to

Linda Rains Caddell McClure
Route 2, Box 158D
McKenzie, Tennessee 38201
901-353-7849

or: Linda Rains Caddell McClure
Bethel College
Box 327
McKenzie, Tennessee 38201
901-352-3361

Sincerely,

Linda Raines Caddell McClure

LRCM/mlw

TEACHER SURVEY

1. Your teaching level: 3____ 5____ 7____ 10____
2. How many years have you taught?
1-5____ 6-10____ 11-15____ 16-20____ 20+____
3. How many years have you taught in this school system?
1-5____ 6-10____ 11-15____ 16-20____ 20+____
4. How many years have you taught in this particular school?
1-5____ 6-10____ 11-15____ 16-20____ 20+____
5. What degrees do you hold?
____ AB/BS ____ MA/MS ____ EdD ____ PhD ____ Other
If "Other," please explain _____
6. Your age:
20-25____ 26-30____ 31-40____
41-50____ 51-60____ 61-____
7. Sex: F____ M____
8. Race: White____ Black____ Other (specify)____
9. In what district do you teach?
____ Lee County ____ Jackson City
____ Middlesboro Independent ____ Claiborne County
____ Pineville Independent

Please answer the following questions to the best of your knowledge by circling the appropriate number. Use the following key:

- 1 : to a very great extent
- 2 : to a great extent
- 3 : somewhat
- 4 : just a little
- 5 : not at all

ISSUES OF STATE CONTROL

- | | | | | | | |
|----|---|---|---|---|---|---|
| 1. | To what extent are your instructional plans dictated by the state? | 1 | 2 | 3 | 4 | 5 |
| 2. | To the best of your knowledge, how much of your in-service training is based on state requirements? | 1 | 2 | 3 | 4 | 5 |
| 3. | How much influence do you have over state-level decisions? | 1 | 2 | 3 | 4 | 5 |
| 4. | How much does state-mandated curricula determine what you teach? | 1 | 2 | 3 | 4 | 5 |
| 5. | To what extent do state-mandated curricula limit the variety of activities you are allowed to use in instruction? | 1 | 2 | 3 | 4 | 5 |
| 6. | To what extent do state-mandated curricula limit the scope of information that you are allowed to teach? | 1 | 2 | 3 | 4 | 5 |
| 7. | How free are you to plan suitable lessons lessons for your pupils without adherence to state-issued materials? | 1 | 2 | 3 | 4 | 5 |

APPROPRIATENESS OF MANDATES

- | | | | | | | |
|-----|---|---|---|---|---|---|
| 8. | How suitable are state-mandated curricula for students in this school? | 1 | 2 | 3 | 4 | 5 |
| 9. | To what extent do state-level mandates contribute to a "good" education for your students? | 1 | 2 | 3 | 4 | 5 |
| 10. | How closely do you follow state directives in the privacy of your classroom? | 1 | 2 | 3 | 4 | 5 |
| 11. | How often do you ignore directives from the state because you know best how to serve your students? | 1 | 2 | 3 | 4 | 5 |
| 12. | How much input do you have into decisions made at the state level? | 1 | 2 | 3 | 4 | 5 |

13. How much input do you have into concerning 1 2 3 4 5
concerning funding allotments from the
state?
14. How satisfied are you with the decisions the 1 2 3 4 5
state makes concerning education in this
district?
15. In what areas of your professional life would you like to have
more control?
-
-
16. How satisfied are you with the decisions the 1 2 3 4 5
state makes concerning education in this
school district?
17. To what extent is state required competency 1 2 3 4 5
testing a good indicator of what the students
in this district have learned?
18. To what extent is state required competency 1 2 3 4 5
testing for students a good indicator of how
well you have taught your students?
19. How much better trained are state department 1 2 3 4 5
personnel than are local educators for making
important policy decisions?

DISTRICT LEVEL CONTROL

20. How satisfied are you with the manner in 1 2 3 4 5
which your teaching assignment is made?
21. To what extent do the teachers in this 1 2 3 4 5
school make important decisions
concerning the operation of this school?
22. How often are you involved in any major 1 2 3 4 5
decisions relating to your work?
23. To what extent are you allowed to plan 1 2 3 4 5
suitable lessons for your pupils without
adherence to a district level curriculum
plan or scope-and-sequence?
24. How free are you to adjust the district 1 2 3 4 5
curriculum plan to the needs of your
students?
25. How likely are you to ignore a district 1 2 3 4 5
level curriculum plan that is not
appropriate for your students?

- | | | |
|-----|---|-------------------|
| 26. | How much input do you have into the creation of district level curriculum guides or scope-and-sequence plans? | 1 2 3 4 5 |
| 27. | To what extent can you choose the classes/grades that you teach? | 1 2 3 4 5 |
| 28. | How much input do you have into district-level decisions that will effect the way you perform your job? | 1 2 3 4 5 |
| 29. | How much input would you like to have into district level decision making? | 1 2 3 4 5 |

PROFESSIONALISM

- | | | |
|-----|---|-------------------|
| 30. | How essential to the community do you feel teaching is as a profession? | 1 2 3 4 5 |
| 31. | How essential do you think the community as a whole considers its teachers to be? | 1 2 3 4 5 |
| 32. | If you compared your teaching skills to the teaching skills of people you know who have not had teacher training, how much better are your skills? | 1 2 3 4 5 |
| 33. | Generally speaking, how much input do you have into the decisions made about the manner in which your students learn? | 1 2 3 4 5 |
| 34. | How much input do you feel that teachers have over matters relating to membership in the profession (such as entry, licensing, career advancement, etc.)? | 1 2 3 4 5 |
| 35. | How uniform are performance standards for teachers in this school? | 1 2 3 4 5 |
| 36. | In comparison to the training of other professionals, how adequate do you see teacher training to be? | 1 2 3 4 5 |
| 37. | About how much does your community trust its teachers to do a good job of educating its youth? | 1 2 3 4 5 |
| 38. | How committed are you to teaching as a life-long career? | 1 2 3 4 5 |
| 39. | As a member of the profession, how accountable are you for the competence of other teachers? | 1 2 3 4 5 |
| 40. | How closely are you supervised on the job? | 1 2 3 4 5 |

VITA

Linda Rains Caddell McClure was born in Middlesboro, Kentucky, on February 12, 1947. She attended elementary school and high school in the Middlesboro Independent School District, graduating from Middlesboro High School in May, 1966. She received an Associate of Art degree from Midway College, Midway, Kentucky, in May of 1968. She then entered Cumberland College of Williamsburg, Kentucky. She received a Bachelor of Science degree from Cumberland in May, 1970, with a major in English and minors in art and education. In August, 1978, she received a Master of Science in Education degree from Union College, Barbourville, Kentucky. In August, 1986 she entered The University of Tennessee, Knoxville, and in August, 1991, received a Doctor of Education degree in educational leadership.

She is presently employed as an instructor at Bethel College, McKenzie, Tennessee.

She is married to Dr. Benjamin G. McClure.