1982

Decision making in the secondary school: a case study of the constructs of the teacher using the repertory grid

Kevin Patrick Moffat

University of Wollongong

Recommended Citation

NOTE

This online version of the thesis may have different page formatting and pagination from the paper copy held in the University of Wollongong Library.

UNIVERSITY OF WOLLONGONG

COPYRIGHT WARNING

You may print or download ONE copy of this document for the purpose of your own research or study. The University does not authorise you to copy, communicate or otherwise make available electronically to any other person any copyright material contained on this site. You are reminded of the following:

Copyright owners are entitled to take legal action against persons who infringe their copyright. A reproduction of material that is protected by copyright may be a copyright infringement. A court may impose penalties and award damages in relation to offences and infringements relating to copyright material. Higher penalties may apply, and higher damages may be awarded, for offences and infringements involving the conversion of material into digital or electronic form.
DECISION MAKING IN THE SECONDARY SCHOOL:
A STUDY OF THE CONSTRUCTS OF
THE TEACHER USING
THE REPERTORY
GRID

A thesis submitted in fulfilment of the requirements for the award of the degree of

Doctor of Philosophy

from

THE UNIVERSITY OF WOLLONGONG

by

Kevin Patrick Moffat,
B.A. (N.E.), M.A. (Syd.), Dip.Ed. (N.S.W.)

Department of Education
1982
TABLE OF CONTENTS

ACKNOWLEDGEMENTS  

ABSTRACT

Chapter

1 INTRODUCTION

1.1 Statement of the Problem  
1.2 Organization of the Study  
1.3 Significance of the Study  
1.4 Conceptual Framework  
1.5 Methodological Approach

PART 1

2 EDUCATIONAL CHANGE

2.1 Change and Society  
2.2 Contemporary Criticisms of the School

   (a) General Criticisms  
   (b) Criticisms of Public Schools in New South Wales

2.3 The Possibilities for Change in Schools  
2.4 Summary and Conclusions

3 ORGANIZATIONAL CHANGE

3.1 The Nature of the Organization and Some of its Problems

   (a) Organizations in Society  
   (b) Organizational Structure  
   (c) Functions of Organizations  
   (d) Decisions and the Organization
3 ORGANIZATIONAL CHANGE (cont.)

3.2 Organization Development as a Strategy for Change

(a) The Concept of Organization Development 46
(b) The Technology of Organization Development 47
   1. Laboratory Training 48
   2. Process Consultation 49
   3. Survey Feedback 51
   4. Other Technologies 53
(c) The Effectiveness of Organization Development 54

3.3 Organization Development in the Schools 59

3.4 Summary and Conclusions 64

4 EDUCATIONAL DECISION MAKING 66

4.1 Decision Making and the School 67

(a) The Nature of Decision Making in Organizations 67
(b) Organizational Goals, Decision-making Power and Change 68
(c) An Alternative Model for Exercising Decision-making Powers 70
(d) The Advantages of Participation 71
(e) The Present and Desired Levels of Participation in School Decision Making as Perceived by the Teacher 72
4 EDUCATIONAL DECISION MAKING (cont.)

4.2 The Role of the Teacher in Decision Making
   (a) The Teacher's Life-space
   (b) The Concept of Role
   (c) Role Expectations, Role Ambiguity, Role Conflict and Teacher Stress
   (d) The Role of the Teacher as a Professional

4.3 Summary and Conclusions

PART 2

5 A CONCEPTUAL FRAMEWORK FOR INVESTIGATION

5.1 The Study of Problems in Psychology
   (a) The Conventional Approach to Methodology
   (b) The Criticism of Conventional Methodology
   (c) Consequent Influences on Psychology

5.2 Phenomenology as a New Approach
   (a) The Nature of Phenomenological Method

5.3 The Theory of Personal Constructs
   (a) Foundations of Kellian Theory
   (b) Kelly's View of Role

5.4 Summary and Conclusions

6 THE RESEARCH PROBLEM

6.1 Background to the Problem
   (a) Educational Change
   (b) Educational Decision Making
   (c) A Conceptual Framework for Investigation
   (d) Review of Empirical Investigations
6 THE RESEARCH PROBLEM (cont.)

6.2 Statement of the Problem 138

6.3 Significance of the Problem 141

6.4 The Development of Testable Hypotheses 144
   (a) The Individuality Corollary 144
   (b) The Dichotomy Corollary 146
   (c) The Choice Corollary 147

6.5 The Pattern of Involvement in Decision Making 149

6.6 Summary and Conclusions 150

7 METHODOLOGY 153

7.1 Personal Construct Theory and Repertory Grid Technique 154

7.2 Modus Operandi of the Repertory Grid Technique 156

7.3 Applications of the Repertory Grid Technique 159
   (a) Clinical Applications 159
   (b) Social-psychological Applications 164

7.4 Studies of the Validity and Reliability of the Repertory Grid Technique 166
   (a) Clinical Applications 166
   (b) Social-psychological Applications 172

7.5 Applicability of the Repertory Grid Technique to the Present Study 178

7.6 Design of the Study Using Repertory Grid Technique 180
   (a) Major Parameters of the Study 180
   (b) Population of the Study 181
   (c) Pilot Study 181
   (d) Sample Selection 182
   (e) Data Collection Procedure 182
   (f) Response Rate 183
7 METHODOLOGY (cont.)

(g) Statistical Procedure 183

7.7 Summary and Conclusions 184

8 RESULTS AND IMPLICATIONS 185

8.1 Recapitulation of the Issues 186

8.2 Results of Hypotheses Testing 191

(a) The Individuality Corollary 193

(b) The Dichotomy Corollary 195

(c) The Choice Corollary 197

8.3 Discussion of the Results of Hypotheses Testing and their Implications 200

(a) The Individuality Corollary 200

(b) The Dichotomy Corollary 205

(c) The Choice Corollary 215

8.4 Recommendations Concerning Strategies for Change Arising from the Study 218

(a) Social Changes Likely to Influence the School 218

(b) Recommended Actions for Change in the Schools 220

8.5 Suggestions for Further Research 230

(a) Role Ambiguity 230

(b) School Functions 231

(c) Decisional Deprivation and Saturation 232

(d) Teacher Education 233

(e) Other Variables Limiting School Decision-making Involvement 234

(f) Other Roles in the School Organization 234

8.6 Summary and Conclusions 236
APPENDICES

A  School Functions  240
B  Role Figures  241
C  Letter to Respondents  242
D  Schedule of Roles and Functions  246
E  Role Figures - Tests of Agreement  250
F  Values for the Maximum Deviation (D)  251
G  Changes Advocated in Own Role Participation  254
H  Values of Kendall's Co-efficient of Concordance for Identified Role Figures  255
I  Changes Proposed in Participation by Other Roles  256
J  Proportion of Teachers Rating Identified Role Figures as Being Involved in Decision Making  257
K  Proportion of Teachers Rating Identified Role Figures as Being Involved in Decision Making - Executive and Non-executive Staff  259
L  Contrasts of Ratings by Teachers  264
M  Studies on Role Consensus  264
N  List of Recommendations Concerning Strategies for Change Arising from the Study  272
O  List of Suggestions for Further Research  273

BIBLIOGRAPHY  274
ACKNOWLEDGEMENTS

The author wishes to acknowledge, with deep appreciation, the advice and encouragement of the Supervisors of the study: Dr. A.J. Fielding and Professor R.C. King.

The assistance of the Principals and Teachers of the co-operating secondary schools in the Illawarra District of the New South Wales public schools system in providing data contributed materially to the completion of the empirical part of the study and this assistance is greatly appreciated.

Thanks are also due to those who made helpful suggestions from time to time in the course of the study: Mr. N.R. Aylward, Dr. D.M. Cavanagh, Dr. P.T. Mawter, Mr. B.E. Murray and Mr. M.R. Stone.
ABSTRACT

The rate of change is generating problems in society. Technological development is profoundly affecting social life, in particular, employment and leisure.

Educational planning is being influenced by the increasing rate of change. Pressure is being felt of criticisms of existing practice and of the development of technology.

Traditionally the school has modelled its structure on hierarchical principles which maintain that the main decisions are made by those of higher rank. Uncertainty, however, exists in the locus of certain decisions and it has been suggested that decisions should in any case, be shared.

If change is required in the structure of decision making a suitable strategy for change may be required. Organization Development, a recently developed strategy for effecting change in organizations, has been used extensively in the United States and Canada.

Measurement of the effectiveness of Organization Development is still unclear but it has been suggested that an improved approach to Organization Development in schools would involve the study of how relationships are 'coupled'.

This study proposes that a major coupling mechanism in schools is the decision-making relationship that links organization roles and organization functions. There is evidence that role ambiguity, conflict and stress exist in school situations but few studies probe the decision-making role of the teacher in relation to school functions. The principle of hierarchical decision making may not be applied strictly in schools. Who does share in decision making and who should share is an open question.

Based on the theory developed by G.A. Kelly, testable hypotheses were developed relating to the perceptions of the teacher in relation to school decision making. A modification of Kelly's Repertory Grid Technique was used to investigate these hypotheses.

The results of hypotheses testing were found to have implications for school planning. A number of strategies for change were suggested by the results. Furthermore, an overall pattern of involvement in decision making appears to have emerged. Further research was suggested.
CHAPTER 1

INTRODUCTION
1.1 STATEMENT OF THE PROBLEM

This study is concerned with those perceptions of the secondary school teacher which relate to school decision making. In the context of the study, decisions are those judgements made by members of the school organization in carrying out their respective roles. Such judgements relate to decisions made by teachers in interaction with persons of similar and different role ascriptions. These persons are either carrying out their roles primarily within the school, for example, Subject Masters and School Principals or primarily outside of the school, for example, School Inspectors and Parents.

The scope of the study relates to decisions that are made in the context of the various functions performed by the school. The functions that this study is concerned with are: (i) the school's relationship with the community, for example, the determination of the community's educational needs; (ii) the internal administration of the school, for example, the maintenance of school buildings and (iii) the teaching responsibilities of the school, for example, the determination of the core curriculum structure.

The study does not concern itself with the many decisions that are made by the teacher whilst performing classroom duties, such as the assessments
made in daily interactions with pupils. Though these decisions are of vital importance in the life of the school, it is those decisions that are made, largely outside of the classroom, which may profoundly influence the teacher's ability to perform effectively in the classroom, that this study addresses.

Specifically, in the context of the functions requiring decision making in the school, the study is concerned to establish the perceptions of the secondary school teachers in the public school system as to:

(i) the level of involvement of their own role as teachers in the decision-making process; (ii) the level of involvement of the roles of others concerned directly and indirectly in the organization of the school and who perform roles other than teaching and (iii) the future desirable level of involvement of the teachers own role and the role of others in the decision-making process.

There are two parts to the study. The first part examines the educational environment, in which the contemporary teacher finds himself. Five important influences on that environment are identified, namely:

1. a changing society, especially in relation to technology and its implications;
2. criticisms of the school and education in general, and specific criticisms of the public school in New South Wales;
3. organizational change, especially the implications of the change strategy known as Organization Development;
4. the increasing popularity of participative decision making and
5. professionalism as a determining and constraining factor on the role of the teacher.

The second part of the study attempts to portray how teachers try to operate within this environment. It does so by examining the perceptions of teachers concerning the decision-making involvement of themselves and other members of the school organization. Such decisions are those made in the context of the various functions of the school. The teacher's perceptions are conceptualised in terms of the Theory of Personal Constructs as developed by G.A. Kelly (KELLY, 1955). Based on this conceptualisation three testable hypotheses are derived as follows:

1. teachers agree in their interpretation of the degree of involvement of members of the community in school decision making;
2. teachers interpret each member of the community as being relatively involved in school decision making or being not involved at all in school decision making and
3. teachers who consider themselves to be relatively uninvolved in school decision making seek more changes in their own role toward involvement than do teachers who consider themselves to be
generally involved in school decision making.

Part Two concerns itself with the empirical research component of this study. The object of Part Two is to test the three derived hypotheses with a view to describing how teachers function psychologically and professionally and to relate this description to the issues examined in the first part of the study. This relationship will be analysed and the results of the analysis will be used to develop proposals for change in approaches to decision making in schools.
1.2 ORGANIZATION OF THE STUDY

The study is organized in two parts; firstly, issues are considered which are relevant to the examination of the teacher's perception of decision making in the secondary school; secondly, based on a suitable conceptual framework, the problem is defined, an appropriate methodology developed and the results of fieldwork reported and discussed.

The issues of Part One of the study are dealt with in Chapters 2, 3 and 4: Chapter 2 discusses the general issue of change in society. Such change is seen as having implications for education and the future of the school. This discussion is followed by a review of a number of contemporary general criticisms of public schools in New South Wales. The possibility for change in schools is then considered; in Chapter 3 the nature of the modern organization and some of its problems are discussed. Organization Development is then considered as a strategy for change. This is followed by an analysis of the change technique of Organization Development in the school and Chapter 4 discusses decision making and the school and then the role of the teacher in such decision making.

Part Two comprises Chapters 5, 6 and 7: Chapter 5 discusses the conventional methodological approach to studies rooted in psychology in the area of decision making and/or school organization, the criticisms of conventional methodology and the advantages of Phenomenology as a new approach. It concludes with a consideration of
G.A. Kelly's Theory of Personal Constructs as a suitable framework for examination of the teacher's perception of his and others roles in the decision-making process; Chapter 6 reviews the background to, and states the nature of, the research problem as well as indicating its significance. This is followed by a development of relevant testable hypotheses based on Kellian theory and considers the importance of discovering the pattern of involvement in decision making as perceived by the teacher; Chapter 7 considers Kelly's Repertory Grid Technique and its modus operandi. Both the clinical and social-psychological applications of the technique are reviewed as well as studies of the validity and reliability of the instrument when used in these areas. The applicability of the technique to this study is also considered. The chapter concludes with an outline of the design of the study using the Repertory Grid Technique.

Finally Chapter 8 discusses the results of testing the three hypotheses derived from Kellian Theory. The educational implications of these results are then discussed followed by consideration of the disclosed pattern of involvement in decision making for the total group of teachers in the sample and for teachers in each school group. Several strategies for change in the school and in teacher education are then considered. The chapter concludes with a number of suggestions for further research.
1.3 SIGNIFICANCE OF THE STUDY

Change as a generalised social phenomenon has assumed a position of critical importance in personal and social life. That phenomenon is manifested in recent developments in technology which have, and are having, considerable influence on education. For example, it is believed by some analysts that only ten percent of what is now regarded as the present workforce will remain after the transfer of labour from the manufacturing industries. Schools, as an important element in the educational process, are also affected. The substantial reduction in the cost of computers is enabling the power and flexibility of such machines to be applied in schools in a number of ways.

Extensive changes to school practices have been advocated by a number of critics. A detailed discussion of such proposals, including references in the literature concerning them, is given in Chapter 2. A major direction indicated for such changes is toward a greater degree of participatory decision-making in a wide range of educational and related issues by professional, community groups and individuals. The general conclusion seems to be that if schools are to continue to be of significant social value, attempts at re-thinking the organizational practices of the school are among the first steps to be taken.
The major purpose of the study is to seek a means of carrying out this re-thinking process and to illustrate, by undertaking a field-based experiment, how these means may be put into practice. One problem to be dealt with is the uncertainty about where, in reference to school practice, the exact loci of decision-making lie. In addressing this problem data is obtained which can be applied to the task of reducing the degree of this uncertainty.

Many proposals for change in organizations have been based on perceptions of organizational systems as rationally ordered processes with the important decisions flowing from the top of the hierarchy to the subordinate roles lower down. Recently it has been claimed (WEICK, 1976) that some parts of the organization may be restructured more satisfactorily on a 'loosely coupled' basis rather than on a strictly hierarchical basis. It is regarded as significant that the study makes a very detailed examination of how decisions are coupled in the secondary school and compares the advantages of tight and loose coupling strategies. One example of the use of loose coupling is in the area of teacher education; allowing the teacher trainee to participate in the decision-making process as a full member of the staff whilst on attachment to the school may have the disadvantage of delaying decisions on certain matters but has the advantage of allowing the trainee to gain a valuable insight into important decision-
making practices, an insight that may be obtained in no other way.

Specifically the study is thought to be significant in seven ways; it may, (i) assist in providing a sounder basis for designing strategies for change in the school by disclosing the pattern of tight and loose coupling employed in decision making and the proportion of teachers who desire a change in this pattern; (ii) disclose the degree of participative decision making existing in the school. Such participation, it is claimed, is desired by teachers and confers benefits such as a reduction in conflict; (iii) assist in resolving a number of paradoxes associated with school decision making such as providing for the, at present, unknown number of teachers who may claim the freedom not to participate in decision making; (iv) have value in assisting in the curriculum design of teacher education programmes by providing a more accurate picture of the role of the teacher in school decision making; (v) provide support for a challenge to an uncritical acceptance of the hierarchical principle with its accompanying neatly structured organization charts and its implication of rational, mechanical, decision making; (vi) provide clarification of the issue of school-based decision making, thus assisting those who may wish to assess the value and practice of this educational principle and (vii) indicate the degree of success of the programme of decentralisation of curriculum design decisions introduced recently in public schools in New South Wales.
1.4 CONCEPTUAL FRAMEWORK

A conceptual framework providing both a general social-psychological theory as a basis for the study and a suitable methodology is that provided by G.A. Kelly (KELLY, 1955). Kelly developed a theory, the Theory of Personal Constructs, consisting of a fundamental postulate and eleven corollaries. The theory has a number of advantages in the investigation of human behaviour; for example, it has its philosophical assumptions explicitly stated and avoids the limitations of a particular time and culture. In the context of this study the theory also has the advantage of providing for the concept of role. Thus Kellian Personal Construct Theory and the particular aspect of the theory dealing with role provide a conceptual framework for the study.

---

a. to the effect that a person's processes are psychologically channellized by the way he anticipates events.
1.5 METHODOLOGICAL APPROACH

A technique, the Repertory Grid, was originally developed by Kelly to serve a clinical setting; it was later modified and used in a wider field (BANNISTER and FRANSELLA, 1971). Essentially a Grid enables a sorting task to be performed through which the researcher assesses relationships between constructs. The primary data of the Grid is grouped in matrix form. In the case of this study the data consists of perceptions of teachers concerning relationships between role figures and school functions.

A large number of studies (see Chapter 7) have indicated that the Repertory Grid is a valid and reliable instrument to use in a social-psychological setting. A suitably modified Grid was designed by the researcher to investigate the related concepts of role and function in school decision making. As indicated in Section 1.2 of this chapter a full treatment of the methodological approach to the study is given in Chapter 7.
CHAPTER 2

EDUCATIONAL CHANGE
Upon those that step into the same rivers different and different waters flows .... it scatters and .... gathers .... it comes together and flows away .... approaches and departs.

Heraclitus (KIRK and RAVEN, 1971, p. 196n).

The problem of change has been a recurring theme in the concerns of humanity. The river-image is believed to have been cited by Heraclitus to emphasise the absolute continuity of change in every single thing. Everything is in perpetual flux, like a river (KIRK and RAVEN, 1971, pp. 196-197).

Plato and all other ancient critics took the river analogy to apply to changes in every individual thing, and to emphasise the continuity of those changes (KIRK, 1970, p. 366). Aristotle made it clear, however, what was implied by Plato: many things (those that appear stable) must be undergoing invisible, or unnoticed changes (KIRK and RAVEN, 1971, p. 197).

In more recent times the consideration of process and reality has developed into a school of thought known as 'process philosophy' which takes as its fundamental proposition the idea that reality is process or that reality is continuously coming into being as a process characteristic of history (BERGSON, 1913, pp. 36-47 and 55-56; WHITEHEAD, 1929, Chap. 10; 1953, p. 90).
Furthermore, the concern with change and society has resulted in a number of modern theories: factor theories emphasising geographical, biological and demographical aspects, for example, and those built in terms of a principle, such as that dependent on the economic considerations of Marx (BIERSTEDT, 1974, chap. 20).

An immediate concern, in the context of this study, is the influence of technological change, which although in the past has not gone unnoticed, has been relatively unexamined in its influence on the school.

That aspect which distinguishes technological change from other factors appears to be related to the rate at which change is occurring rather than that of any other distinctive feature. The idea of exponential curves in relation to the pace of technological change has become a commonplace (BELL, 1968, p. 148).

A complicating factor, which has recently arisen, that may have a profound effect on education is the idea that western society is undergoing a 'Microprocessor Revolution'. Toffler (1970) in predicting the social effects of change did not anticipate the extreme acceleration of technological change that has occurred in the field of microelectronics. With the introduction of Large Scale Integrated Circuitry (LSI) in 1975 a commencement has been made with the production of up to 1000 electronic components on a single 'chip' of silicon about 5 mm$^2$ in area (CAELLI, 1979, pp. 5-6).
There appears to be a widespread belief that this technological development, reducing the costs of the computer and computer applications to negligible proportions, will accentuate the already high unemployment rates being experienced in many countries; some estimates of consequent unemployment reaching the 90 percent level (TRUELOVE, 1978).

Such a prediction, although made in 1978, now appears to have some basis in fact. For example, the first evidence submitted to a recently established committee of enquiry into technological change in Australia (the Myers Committee) indicated that a large life insurance company had reduced its typing staff by 45% with the introduction of a single computer application: word processing (SYDNEY MORNING HERALD, 19.8.79).

On the other hand it has been claimed that technological change will bring new opportunities which should be recognised, planned for and exploited (AUSTRALIAN COMPUTER SOCIETY, 1979) and the Sleigh Committee report to the United Kingdom government claims that, except in areas where technology heavily displaces the need for human labour such as the electronics industry, the effects of micro-electronic technology on jobs in the next five to ten years is unlikely to be any more dramatic than many previous technological improvements (SYDNEY MORNING HERALD, 16.1.80).
In any case the concept of previously job-secure sectors of employees being without or between jobs raises wider questions involving the whole work ethic and fundamental attitudes towards the non-employed in our society - the stigma of not having a job is still a detriment to fresh thinking on the subject (WEBB, 1979).

Due to the speed of development of the microprocessor and its social effects and to the lack of adequate data on the causes of unemployment, reasoned debate is relatively absent. Some moves to correct this are being made. For example, the New South Wales Government has instituted a new Technological Information and Research Unit (SYDNEY MORNING HERALD, 6.9.79) and the government of the state of Victoria has decided to institute a study committee on technology to play a 'watch dog' role (AUSTRALIAN FINANCIAL REVIEW, 23.1.80).

As far as education is concerned; it has been suggested by Professor Stone of Bradford, in an address to the British Association for the Advancement of Science, that to cope with a society that will be employing only 10 percent of what is now regarded as the present workforce, the United Kingdom should seriously consider doubling the education budget by the mid 1980's, then doubling it again ten years later. This massive expansion is, he claims, the most sensible way to deal with the biggest problem facing Britain: the transfer of labour from the manufacturing industries to the knowledge industries (THE AUSTRALIAN, 8.7.79).
The effects of micro-technology on education may be difficult to assess however. Not only must the possibility be allowed for of a society coming into being in the 1980's which has vastly increased leisure but there must also be concern about the disappearance of one of the major objections to the use of the computer in learning: prohibitive costs. The variables associated with the problem of technological change in educational planning have become more complex and the need to speed up and improve qualitatively the process of planning has become more acute. The 'cultural lag' which has existed throughout the twentieth century between social change and the response of the education system itself may be a significant factor in social instability.
2.2 CONTEMPORARY CRITICISMS OF THE SCHOOL

(a) General Criticisms

It has been claimed that crisis conditions prevail in education systems. Whilst such systems may have changed more rapidly than ever before they have adjusted too slowly, it is claimed, to the faster pace of events around them - inertia has caused difficulty in the adaption of internal affairs to new external necessities (COOMBS, 1968, chap. 1).

A brief review of some of the major criticisms of the school, expressed or implied, supports the view that an examination of the school's ability to respond to change may be required. Such criticisms are associated with the views of Eysenck (1973), Galbraith (1972), Illich (1970), Jensen (1973), Kohlberg (1971), Neill (1962), Skinner (1971) and Tesconi and Morris (1972).

Eysenck (1973, pp. 153-155) believes that it is a myth that smaller classes help children learn more, as claimed by teacher's associations which urge that smaller classes be made a priority. Rather, claims Eysenck, children in smaller classes do not learn as well as children in larger classes. Furthermore, when evidence is available, it suggests that the environmental variables alleged to produce improvement in educational attainment have, in fact, no effect one way or the other.
Eysenck also claims that our present educational policies are failing to engage the interest and cooperation of 'deprived' and 'under-privileged' children. Such children have continuously failed to reach any satisfactory level of achievement through the use of current conceptual methods of teaching. However, once they can be brought to see that success and achievement are possible for them through the use of teaching methods closely geared to their innate patterns of ability, this success may be a powerful incentive for increasing their interest and cooperation (EYSENCK, 1973, p. 256).

It is argued by Galbraith (1972) that with the coming of the new industrial state a governing body of educators and scientists has emerged. In the mature corporation the decisive factor of production is the supply of qualified talent. The values and attitudes of society have been altered to reinforce the change from the previous stage of industrialisation when capital, rather than talent, was the critical factor (p. 283). The industrial system thus requires a highly developed educational system and, if it services generally the beliefs of the former, the influences and monolithic character of the industrial system will be enhanced. By the same token, should the education system be superior to, and independent of, the industrial system the education system can be the necessary force for scepticism, emancipation and pluralism. These values are necessary, he claims, to assist the organic nature of the industrial system to reach out and to win the beliefs
that validate its planning and earn acceptance of its goals (GALBRAITH, 1972, p. 372).

Whilst the main concern must be for the college and university system to seek and retain paramount authority for the education it provides and for the research undertaken (GALBRAITH, 1972, p. 374), there is benefit and safety in recognising how our social beliefs and what is taught and assumed in primary and secondary education tend to reflect the needs of the social system. But, prima facie, unlike the tertiary sector, no correction seems urgent (p. 379).

Illich (1970) argues that the school is a vicious and inhuman institution which engages in processing people for employment in various occupations rather than preparing them for a meaningful life. Schools have, in his view, much in common with penitentiaries, armies, convents and monasteries in that they hold the population together by rigorous discipline and, if necessary, coercion. This control, he believes, can only be maintained by extensive effort and expense and the system is showing considerable strain. The current proposals for reform are unsuccessful as they tend to disguise the real problem: the aberration produced by preparing people for vocations. The answer (1970, chap. 6) is the 'deschooling' of society. Only when learning can become completely non-formal (through learning webs) with access to learning situations being kept open to all people throughout their lives, will education attain its true intention.
Jensen (1973, p. 28) believes that many educators and social scientists have either shelved or denigrated questions and evidence pertaining to the genetic aspect of intelligence and educability, often from fear that such discussion would move out of the safe realm of individual differences and impinge on the pre-eminent problem of subpopulation differences in educability. He hypothesises that genetic as well as environmental differences are involved in the average disparity between Negroes and Whites in intelligence. Something between one-half and three-quarters of the I.Q. difference is attributable to genetic factors and the remainder to environmental factors and their interaction with the genetic differences (p. 363). Jensen (p.364-5) claims that should this hypothesis be confirmed the educational implications are:

(a) that children may learn better by one method rather than by another and that the best method may be quite different for different children;

(b) that attention should be given to the concept of developmental readiness as forced early learning could cause blocks which later defy remediation - the lock-step may have to be drastically modified for the benefit of many children and

(c) that the public schools must move beyond the narrow conceptions of scholastic achievement to benefit children in ways that will be to their advantage after they are out of school.
Kohlberg (1971) objects to the current 'thoughtless' system of moralizing by teachers when children deviate from minor administrative regulations or engage in behaviour which is personally annoying to the teacher. He has also objected to the effort to inculcate majority values. He argues that the goal of moral education is the stimulation of the individual child's 'natural development' of his own moral judgement. There are, in Kohlberg's view, two major principles of environmental stimulation to achieve this development: firstly, the enhancement of participation and role taking opportunities in relation to the student's peer group and secondly, participation by the student in the structure and decisions of the school itself;

Ultimately, then, the issue of participation raises the issue of the social structure of the school and a complete approach to moral education means full participation in a school in which justice is a living matter (p. 64).

Neill (1962) believed that the child should not be compelled to learn. His career was devoted to showing that a 'progressive' school was a practical alternative to the traditional school dominated by restrictive rules determined by the educational hierarchy and exercising close control of the child;
Let me draft a general programme .... for schools .... I should .... (establish) coeducational colonies .... Each colony would be completely self-governing. The staff would have no special privileges .... The watchword of the colony would be freedom .... no authority would be tolerated .... Teachers would be taught to be the equals of pupils, not the superiors .... They would inspire no fear. (pp. 286-287).

Skinner (1971, chap. 6), the 'discoverer' of 'operant conditioning', believes that the solution to the crisis in contemporary society is to reject what he considers to be the 'pre-scientific' attempts to handle such problems. A new type of man is required, one conditioned to act and feel only in socially constructive ways. In achieving this new society education will play a crucial role, programmed instruction will form the basis of the method used to achieve an appropriate behavioural pattern. The teachers role in this enterprise will be one free of the boring and repetitive tasks permitting him to programme and administer teaching machines and attend to the many aspects of teaching where the human relationship between the teacher and the learner is essential (BOWEN and HOBSON, 1974, pp. 265-273).

Tesconi and Morris (1972, chaps. 7, 8 and 9) in criticising the school begin with a consideration of the connection between bureaucracy and technology. They have coined the term 'bureautechnocracy' to refer to the pattern of social organization in which a pyramidal hierarchy of operational control is linked with
rationalised and standardised means for reaching pre-determined ends with the aim of achieving systemization, efficiency and economy. The effect of this pattern is to homogenize individuals, preventing the attainment of personal identity and creating an immunity to change. In the view of Tesconi and Morris the perpetuator of this system is the public school in which the students are taught to repudiate their own loyalties and feelings to fit them for the bureau-technocratic state. The solution to the problem is, they believe, to create a new education for personal significance in which there is awakened in the student an awareness of his own phenomenology: his own fundamental predispositions as they are formed within him. The role of the teacher is to encounter the person of the learner and to assist him to examine subject matter from his (the learner's) own perspective. In this model the teacher must act as a latter day Socrates, teaching as if he did not know the answers and thus bringing his students into the act of learning.

In addition to the foregoing criticisms, the ideal of a liberal education, held to be valuable throughout the history of western education, has in the twentieth century received considerable challenge. Indeed, those who have been encouraged to pursue advanced studies in the liberal arts are now the ones identified as 'over educated' (GREENE, 1979).
It has been argued that education can no longer be liberal as there is no one left for whom a liberal education is appropriate. The Greek ideal of a liberal education was directed towards creating and maintaining the autonomy of the citizen. As such, a liberal education was organized towards educating the whole man, not to prepare dependent persons for performance of particular functions but to enable liberally educated citizens to 'think critically about the full range of human activity and to judge soundly any and all efforts at action' (McLINTOCK, 1979).

With our present western society requiring employment of most of the community in organizations to which allegiance and the performance of specific duties is required, educational efforts tend to be directed towards 'on the job' skills. Indeed as will be seen later in this chapter, the view has been expressed that schools are failing to produce secondary school graduates who are sufficiently literate and numerate to satisfy work force requirements. There appears to be no suggestion by employing authorities that the critical abilities, held to be important in a liberal education, are being neglected by teachers.

Again, as the number of students of high school and college age falls over the next ten years due to a decline in the birthrate, there may be a reduction in the competitive anxieties that accompanied the baby boom of previous years and which fostered purely instrumental conceptions of education (HURN, 1979).
In the event of almost all of the population being freed of their economic dependence on employing authorities it is possible, but not certain, that the advantages of a liberal education may again be regarded as a useful attainment and that such values may be incorporated in the school curriculum.

It appears that, rather than opting for either a vocationally oriented or a liberally oriented curriculum, the appropriate question at this time is what constitutes a proper balance in the curriculum (WOODRING, 1979).
(b) Criticisms of Public Schools in New South Wales

Recently there have been criticisms relevant to educational change in N.S.W. Public Schools. Firstly, teachers in 1976 became involved, for the first time, in curriculum development at the commencement of the process when teams are formed and philosophies laid. This innovation, which contrasts with previous years when teachers contact with the curriculum commenced with its implementation, is claimed to produce a more enthusiastic teaching staff (N.S.W. DEPT. OF EDUCATION, 1976).

Secondly, there is concern both in education circles and the community regarding standards of literacy and numeracy. A recent study by the Australian Council for Educational Research indicated that, among other deficiencies, a significant proportion of pupils in Australian schools were thought to need remedial instruction in these areas and that half or more of such deficient pupils were not receiving such instruction (BOURKE and KEEVES, 1976).

Thirdly, there is a problem in the effective evaluation and use of innovation. Despite the large size of many schools, optimum levels have not been attained for the establishment of units which perform the functions of research and evaluation. Innovation, whilst being encouraged by projects such as the Australian Schools Commission's Innovations Programme, remains essentially part of the role of the teacher (MUSGRAVE, 1975, pp. 33-35; PORTER, 1976).
Fourthly, there is believed to be an increasing need for educational systems (and indeed all public services) to become integrated with the local community. A suggestion has been made that councils be established in public schools in N.S.W. where community members and teachers will exchange views concerning educational problems and thereby exercise joint responsibility (BUGGIE ET AL, 1974, Chap. 8).
2.3 THE POSSIBILITIES FOR CHANGE IN SCHOOLS

When the problem of change and the school is considered two paradoxes are revealed. The first deals with the difficulty of predicting the society of the future;

.... how does one socialise neophytes for a society which does not yet exist which employs a technology and knowledge which we can not yet know and, more important, a value system which we do not know and would probably resist as unpalatable if we knew it? (DUKE, 1972, p.25)

Despite this difficulty, complex methodologies for predicting such futures are being developed and there are already signs of some consensus among educational futurists about the character of several dimensions of education. One such item of consensus is that the organization of the school, or its future counterpart, will be non-bureaucratic (HACK, 1976, pp. 3-6).

The second paradox concerns the expectations that society has for its public schools. Such institutions represent (as all public institutions do) a concept of permanency in the face of a transitory population. They thus present a bulwark against the impermanent nature of man's brief stay on earth. Yet is is their capacity to adapt and accommodate to change that guarantees that public institutions will be able to survive (FIELDING and CAVANAGH, 1978, p. 37).
The views voiced by the critics of the school, if accepted only partially, indicate that a degree of change in the school may be desirable. It has been shown however that public education, in common with other bureaucratic organizations, lacks the flexibility to cope with change and to provide youngsters with opportunities to learn how to manage change in their lives.

Not necessarily accepting one or more of such criticisms in their entirety, what is being argued is that if the conventional existence of the school is recognised and supported this is not to say that the traditional internal organizational structure and function must be preserved. Indeed if the school is to continue to be of social worth some attempts at rethinking the processes of decision making and its relation to change need to be made.

Musgrave (1973, chap. 5), for example, has considered the problem of curriculum change. He points out that in the past changes in this area were both rare and comparatively easy. The lower rate of change in the state of knowledge restricted the need for many alterations in what was taught and the fairly centralized organization made it relatively easy for planned control to be achieved. With the growth of the secondary education system in the late nineteenth century the control of the curriculum came from university matriculation requirements. In the contemporary educational system, however, 'the exact locus of decision-making... is hard to discover' (p. 75).
Principals may appear to decide how much time will be allocated among a choice of subjects they themselves have made but they do so under many pressures from their staff. External examinations still have some power though teachers have an increasing say in their organization;

Clearly control over curriculum is divided and often teachers, affected by a historical lag, do not perceive how much freedom they do have. In this way dissatisfaction is born, because the teachers feel that they do not decide what is to be taught or when changes may be made but merely have control over the methods and details of the curriculum (p. 75).

Thus, Musgrave claims, a gap between what is taught and what ought to be taught on some criterion of social need may occur because teachers are unlikely to set curriculum goals for themselves. In addition to this unwillingness, ignorance of changes in the stock of knowledge may prevent teachers from adapting curricula to social changes. He sees the problem in sociological terms as: what structural framework will allow research in an academic discipline to be developed in curricular terms and diffused to teachers so that adoption will lead to implementation and after evaluation to feedback of the results? (p.76).

If it is agreed that a curriculum may be regarded as a plan presenting how education might be carried out in practice and that the activity of planning makes an assumption as to who are the curriculum decision makers (FIELDING aiiid CAVANAGH, 1978, p.40), the question arises:
in view of the criticisms of the school and the anticipated social problem of technological change what is and what should be the pattern of school decision-making?

Several alternatives are possible in the context of the public school system in New South Wales:

(a) **continue with the pattern of the past**;
    if this consists of the aims, objectives and methods of the school being largely determined or influenced by the central educational authority then it is being abandoned already in favour of a more decentralised system.

(b) **delegate decision-making to the local education authority** (a branch of the state department of education);
    this alternative may be subject to a similar criticism experienced by the first alternative; decision making will be centralised and the locus has merely been shifted from the capital city. The local community and the staff and pupils of the school will be no more involved than they are when there is only one decision-making centre in the state; the only apparent advantage is that the decision makers will be closer, in a physical sense, to the scene of action. Pressure on a local education authority may be somewhat more effective for those schools in the immediate vicinity.
(c) delegate decision making to the school principal;
this alternative concentrates considerable power in the hands of one person. The present responsibilities of the principal for daily supervision of the school appear substantial, especially in the case of the large secondary school.

(d) delegate decision making to the professional staff of the school;
this alternative would both advance the cause of democratic decision making and at the same time avoid some of the problems associated with the alternative of delegation to the principal. It is however subject to two objections: firstly, in the past, teacher-education programmes have dealt with the subject of curriculum planning (let alone administration) at a superficial level and that consequently few teachers are knowledgeable in the area; secondly it can be objected that even if the professional staff were competent the process of planning employs a large number of people over a long period which will result in delay and thereby contribute to ineffectiveness and inefficiencies at a time when criticisms of the school are widespread.
(e) delegate decision making to a co-operative of the professional staff, community and pupils; this alternative is subject to the objections that have been raised to alternative (d), only more so. The community and pupils are even less knowledgeable of educational planning than are teachers and their involvement in the decision-making process may be likely to result in even further delay and additional problems.

Whatever alternative, or combination of alternatives, is chosen, the process may be one of considerable change. But the present administrative structure in the education system is oriented towards the maintenance of the status-quo. If innovation is attempted policy makers may have to face this reality and provide political and structural protection for innovation in any programme attempting such change (PORTER, 1976).

At the school level also a decision may have to be made as to the involvement of both teachers and students in interactive curriculum development. Such a model based on a phenomenological approach to education in a decentralised situation has been developed recently in an Australian context (SOLIMAN, 1977).
2.4 SUMMARY AND CONCLUSIONS

With a significant increase in the rate of change generated by an ever-growing technology, the problems associated with change have assumed a position of critical importance in personal and social life.

Whilst it may be difficult, at present, to assess with reasonable certainty the effect that technology will have on education it seems that significant changes will occur and consequently a need has arisen to improve educational planning.

A number of criticisms have arisen related to the school: that it is failing to engage the interest and co-operation of 'deprived' and 'under-privileged' children; that there is some tendency to reflect the needs of industry rather than retaining its own authority for the values of the education system; that it fails to prepare its clients for a meaningful life; that educators have either shelved or denigrated the genetic aspect of intelligence and educability; that it does not provide an adequate environment for moral education; that its rules are restrictive and require unnecessarily tight control over the child, compelling him to learn; that its methods are pre-scientific and inefficient; that it is the perpetuator of a society consisting of persons with inadequate personal identities and that the ideal of a liberal education has been largely abandoned.
Suggested changes in local public schools involve the planning of curricula by teachers, a closer attention to literacy and numeracy problems, the evaluation and use of innovation and the integration of school and community.

Underlying many of these problems is the paradox of predicting a future society which we cannot now know and translating its requirements into relevant educational experiences. Another paradox concerns the problem of maintaining the stabilising effect that schools have on society whilst at the same time ensuring that the school is able to adapt internally to a changing external environment.

If the school is to continue to be of social worth some attempts at re-thinking the processes of decision making in the school and its relation to change needs to be made. Uncertainty may exist, for example, in the exact locus of decisions in the critical area of curriculum planning with the possibility existing of a gap between what is and what ought to be, taught.

A number of alternatives are possible in the solution to this problem ranging from continuing with the uncertain, and possibly ineffective, present method to a system of various patterns of shared decision making.

Whichever solution is adopted if it involves change it seems likely to require considerable alterations to existing practice but the present educational system is
claimed to be oriented towards maintenance of the status quo and effecting any alteration may not be easy.

The decisions subject to concern are made within the context of a modern phenomenon pervasive in society: the organization. Thus it may be useful to consider the nature of this phenomenon and one of the principal strategies for effecting change in the organization before turning once again to the problem of decision making in the school.
CHAPTER 3

ORGANIZATIONAL CHANGE
3.1 THE NATURE OF THE ORGANIZATION AND SOME OF ITS PROBLEMS

(a) Organizations in Society.

It has been pointed out that our society is an organizational society. We are born in organizations, are educated in organizations and most of us spend much of our lives working for organizations (ETZIONI, 1964, p. 1).

The dominant model with which the organization is viewed is that attributed to the concepts of Structural Functionalism (RIFFEL, 1978, p. 143). This model is based on an analogy between the organization and biological systems. The main question it addresses is 'how is social life maintained and carried forward in time despite the complete turnover in the membership of society with every new generation?'. The answer given is to the effect that social life persists because society finds means (Structures) whereby to fill the needs (Functions) which are either pre-conditions or consequences of organised social life (INKELES, 1964, pp. 34-35). a

---

a. However Katz and Kahn (1966, p. 30) claim that biological systems have a physical boundedness that social systems lack and in fact Allport (1962) has conceived a social system as a structure of events or happenings rather than of physical parts and consequently believes that social systems have no structure apart from their functioning (pp. 11-22).
(b) Organizational Structure.

According to Weber an organization is a highly rational structure which, in order to operate, employs a principle of administrative authority where each lower officer in a hierarchy is under the control of a higher one (WEBER, 1947, p. 331).

The type of organization designed to accomplish large-scale administrative tasks, by systematically co-ordinating the work of many individuals, is called a bureaucracy (BLAU, 1956, p. 14). The characteristics of a bureaucracy, among others, include a division of labour, a hierarchy of authority, a system of rules and impersonality in the interaction of its members (WEBER, 1947, pp. 330-332).

The division of labour in organizations is based on power not work. Jobs are mainly either performance jobs or decision-making jobs. The higher the rank the more jobs consist of decision making and fewer actual performances are carried out (SIMON, 1945, chap. 1).a

---

a. This division of policy making and performance is a common but by no means the only mode of efficient allocation of decision making and work; in hospitals, for instance, both the most crucial decisions and the most crucial performances are carried out by the same personnel; the physicians (ETZIONI, 1964, p. 30).
Technological society depends for its efficiency on a system of impersonal control, the mechanism employed being conformity, where human beings find their identity in the corporate society rather than in their individualism (CAMILLERI, 1976, p.32).

Two criticisms have been made of the structure of organizations, that:

1. the character of technocratic society creates a widespread climate of anxiety and neurosis (CAMILLERI, 1976, pp. 38-42) and that;

2. as long as society is relatively stable and unchanging the problems it presents tend to be routine and predictable but when change is accelerated, more and more novel problems arise and traditional forms of organization then prove inadequate to the new conditions (TOFFLER, 1970, p. 129). When the environment is stable and relatively certain, the mechanistic type of organization with strict hierarchy of control and authority is appropriate; but when the technical environment is changing and unstable, an organic type of organization where there is less hierarchy of control, and authority is derived from community of interest, is appropriate (BURNS and STALKER, 1961, chap. 6).

(c) Functions of Organizations

As has been implied, the concept of function in relation to organizations arose from the efforts by social
theorists to simplify dynamic problems by drawing analogies between social systems and biological organisms. On this view, social systems continue to exist due to the presence of structures which permit functions to be performed thereby facilitating survival (WEBER, 1947, pp. 103-107).

On the other hand Merton (1968, p.105) considers that functions are 'the observed consequences which make for the adaption or adjustment of a given system'.

(d) Decisions and the Organization

The present indications of disorder in the world have led some observers to believe that a crisis condition prevails. A dangerous gap, it is claimed, exists between the resources of the individual and the power at the disposal of the state and other large bureaucratic organizations (CAMILLERI, 1976, chap. 2).

It is believed by Miliband (1978, p. 402) that in Britain the resultant pressure from changes that have been occurring pose a challenge to the political system and that a reaction to this, rather than taking the form of a socialist challenge, has taken the form of a process of 'de-subordination': the mitigation, resistance and transformation of the condition of subordination to authority. This process involves a variety of expressions:

a. Merton (1968, pp. 74-79) points out that unfortunately from the very beginning this potentially useful concept appears to have been caught in a terminological confusion; a large assembly of terms used indifferently and almost synonymously with function includes: use, utility, purpose, motive, intention, aim and consequences.
the go-slow, strike, sit-in and a refusal to do more than the minimum that is required, or less.

It has been suggested that, in future, decisions will have to be made on the basis of available, relevant information rather than the powers of one group or another to compel a solution favourable to their interests;

In effect, we must replace authority based on the power to command (structural authority) with authority based on competence and knowledge (sapiental authority) (THEOBALD, 1972, p. 7).

A prediction has also been made that there will occur a major change in the quality of work, Emery et al (1974, p.65) indicating that it is seemingly almost inevitable that western industries will de-bureaucratise and move towards more democratic forms of work organization with individuals entering into work roles within semi-autonomous groups that offer a chance of working in a human environment and pursuing ideals, not just turning out work to some impersonal standards.

Slater and Bennis (1968, p.4) believe that democracy in this context is not 'permissive' or 'laissez-faire' but a system of values which include:

1. Full and free communication regardless of rank and power.

2. A reliance on consensus, rather than the more customary form of coercion or compromise to manage conflict.

3. The idea that influence is based on technical competence and knowledge rather than on the vagaries of personal whims or prerogatives of power.
4. An atmosphere that permits or even encourages emotional expression as well as task-oriented acts.

5. A basically human bias, one that accepts the inevitability of conflict between the organization and the individual but that is willing to cope with and mediate this conflict on rational grounds.
3.2 ORGANIZATION DEVELOPMENT AS A STRATEGY FOR CHANGE

(a) The Concept of Organization Development

The need to effect change in organizations has led to the development of strategies to obtain the transformations considered necessary. Organization Development is 'an effort, planned organization wide and managed from the top, to increase organization effectiveness and health through planned intervention' (BECKHARD, 1969, p. 9). Essentially Organization Development is a response to change. It is a complex educational strategy intended to change the beliefs, attitudes, values and structure of organizations to assist them in adapting to new technologies (BENNIS, 1969, p. 2).

Organization Development borrows from a number of disciplines, including Anthropology, Sociology, Psychology and Economics; it generally involves the use of concepts and data from the behavioural sciences to attempt to facilitate the process of planned change. It is a systems approach to the total set of functional and interpersonal role relationships in organizations (MARGULIES and RAIA, 1972, p. 2).

The strategy can be used as a system of three related elements:
(a) values, which provide the guidelines and directions for what will be undertaken in a programme of Organization Development and how the programme will evolve and be sustained;

(b) process, which involve the steps of data gathering, organization diagnosis and action intervention, and

(c) technology, which consists of a collection of techniques and methods emerging from the behavioural sciences (MARGULIES and RAIA, 1972, pp. 3-5).

The implementation of change in organizations alters human cognitions, attitudes and behaviour. The changing of roles and relationships is a matter involving all the relevant parties and includes a process of re-education for the organization (MARGULIES and RAIA, 1972, pp. 58 - 59). If a consultative approach is taken to this re-education the consultant may operate primarily as a process facilitator by making the client system more aware of its processes and the means by which such processes can be improved. In any event the consultative function is aimed at: (1) helping the client understand current behaviour; (2) helping the client determine areas of desirable behaviour change and (3) facilitating change from old dysfunctional behaviours to new functional ones (MARGULIES and RAIA, 1972, p.61).

(b) The Technology of Organization Development

Over the preceding decade a number of techniques and
methods have been developed based primarily on the behavioural sciences and aimed at creating new ways of dealing with organizational issues. These technologies may be reviewed using Aplin and Thompson's (1974) categories of Laboratory Training, Process Consultation and Survey Feedback and include an additional fourth category: Other Technologies.

1. Laboratory Training

The intent of Laboratory Training is to encourage individuals to examine their behavioural styles and their impact on others. The premise from which the laboratory method grew was to base actions on carefully collected and analysed data (Schein and Bennis, 1965, p. 29).

Argyris (1964) advocates the changing of an executive's values from conformist to innovative by the use of T (for training) Groups. This technique aims to provide a group experience designed to give an opportunity for executives to examine their own behaviour, give and receive feedback, experiment with new behaviour and develop awareness of self and others. It also provides the opportunity to learn the nature of group functioning (p. 63).

Another strategy that may be classified under this category is that associated with the Managerial Grid. The Grid is based on approaches used by administrators in management and associated with two key variables: concern for people and concern for results.

---

a. Whilst the T Group may be viewed as an ideal learning environment it has been observed that the method may not be suitable in some organizations (Golembiewski and Blumberg, 1968, p. 209).

b. see also Steele (1970).
A six phase programme is used to achieve change:
- seminars in which the Grid concepts are learnt
- development of the individual and the work team
- intergroup development
- production of an Organization Blueprint

2. Process Consultation

The aim of process consultation is to discover and bring to conscious awareness interpersonal problems blocking effective group activity. It involves a consultant working with key decision makers (APLIN and THOMPSON, 1974).

Beckhard (1967) claims that in periods of stress following major organization changes, there tends to be confusion and energy expended that adversely affects productivity and organization health. In order to avoid the delay that other methods, such as attitude surveys, involve he advocates the use of a 'confrontation meeting' which he claims provides, for example, an accurate reading of organization health and an increased involvement in organization goals.

The science of group training, claims Benne and Sheats (1948), must be concerned with the relationship between the personality structures of group members and the character and range of member roles which various personality structures support and permit. Identified member roles are classified into three broad groupings: group task roles which facilitate and coordinate group effort in the selection and definition
of a common problem and the solution of that problem; group building and maintenance roles designed to alter and maintain the group way of working, to strengthen, regulate and perpetuate the group as a group and individual roles whose purpose is some individual goal which is not relevant either to the group task or to the functioning of the group as a group.

Greiner's (1967) approach to Organization Development is based on two key notions: firstly, that successful change depends basically on a re-distribution of power within the structure of the organization towards the greater use of shared power and secondly, that this power distribution occurs through a developmental process of change involving six phases. These phases each contain specific elements and multiple causes that provoke a needed reaction from the power structure which, in turn, sets the stage for the next phase. (pp. 126-129).

McGregor (1966a, pp. 3-20) believes that a different theory about the task of managing people is required based on more adequate assumptions about human nature and human motivation. The conventional approach (Theory X) based on a 'carrot and stick' theory of motivation works reasonably well, he claims, under certain circumstances but not at all once man has reached an adequate subsistence level and is motivated by higher needs. Thus a different theory (Theory Y) is required which will create opportunities, release potential, remove obstacles, encourage growth and provide guidance.
3. Survey Feedback

This technique centres on data generated by surveys administered by consultants to selected managers within the organization. After completion, the results of the survey are 'fed back' to members of the organization. The aim is to provide valid information and encourage members to act on documented problems. The survey aspect of this technique, comments Aplin and Thompson (1974), appears to be well developed whereas the feedback phase has received only passing attention.

An example of the survey approach in which the subjects represented engineers and accountants in Pittsburg industry is provided by Herzberg (1964). A series of interviews probed sequences of events in the work lives of the respondents to determine the factors that were involved in their feeling exceptionally happy and conversely unhappy with their job. The conclusion was that job satisfaction and job dissatisfaction do not come from the presence or absence of one set of factors - instead they come from two separate sets of factors 'satisfiers' (motivating factors) and 'dis-satisfiers' (hygiene factors). The resulting motivation-hygiene theory of motivation is claimed to open the door for a re-interpretation of industrial relations phenomena.

A systems approach to the diagnostic phase of the Survey Feedback Technique is provided by Seiler (1967, pp. 23-33). He believes that, for the purpose of understanding human behaviour in organizations, interaction may be thought of as involving three types
of variable: human, technological and organizational. We can, he claims, only understand behaviour in organizations by understanding how these forces operate and that such behaviour is also affected by a fourth input: social structure and norms. Furthermore, feedback mechanisms occur in the system. Satisfaction on the part of workers tends to keep people from moving on to other jobs and to stimulate efforts to bring friends into the organization.

A procedure that may be included in the context of Survey Feedback is the Delphi Technique, developed originally by Dalkey and Helmer (1963). Its rationale is based on the use of experts, anonymity of respondents, controlled interaction between respondents through the use of repeated questioning and feedback and the use of statistical procedures to aggregate the expert opinions (LONSDALE, 1975, pp. 4-5). There are three types of Delphi:

(a) numeric - which aims to specify a single or multiple range of numeric estimates or forecasts on a problem;

(b) policy - which aims to define a range of answers to a current or anticipated policy problem and

(c) historic - which aims to explain the range of issues that fostered a specific decision or the identification of the range of possible alternatives that could have been posed against a certain past decision (STRAUSS and ZEIGLER, 1975).
4. Other Technologies

The classification by Aplin and Thompson (1974) of Organization Development techniques into Laboratory Training, Process Consultation and Survey Feedback however does not seem to be exhaustive. Thus, for example, the approach known as 'Management by Objectives' appears to fall somewhat outside this classification. This approach began with the statements by Drucker (1955, chap. 11) and McGregor (1966b, pp. 30-45) concerning organizational objectives. The technique may be thought of as a process in which managers at various levels jointly define organizational goals, define each manager's major areas of responsibility and use such means as operating guides and for evaluation (ODIORNE, 1965, pp. 55-56). It is also claimed that any organization implementing an Organization Development programme will, sooner or later, include Management by Objectives or some adaption of it as part of the change process. Furthermore, it is claimed, if Management by Objectives precedes Organization Development many aspects of the Organization Development programme will ultimately need to be implemented (BECK and HILLMAR, 1972, p.2). Despite its apparent advantages however, the effective introduction of a Management by Objectives programme takes several years to achieve and consumes a great deal of time and effort (TOSI and CARROLL, 1970).

a. where presumably a technique other than Management by Objectives is used.
Because an organization operates in a dynamic environment the objective structure will require continuous revisions which, whilst complicating the situation, is claimed to be absolutely necessary for the effective utilisation of the Management by Objectives approach (JACKSON and MATHIS, 1972).

(c) The Effectiveness of Organization Development

A number of studies have, over the past decade, attempted to examine the effectiveness of various approaches to Organization Development.

Zand et al (1969) used two groups of managers in a research and engineering company, one group attending a series of training laboratories and another (a comparison group) which did not attend such training. The results indicated that the effect of attending a relatively unstructured laboratory seemed to alter the standards a participant used to evaluate various dimensions of his relations with others. In particular, there were declines in perceptions of one's trust of others, openness in communication, seeking and accepting of help and receptivity of one's superior to the ideas of others which could be attributed to the use of more stringent standards of behaviour. However, a year later, there were significant increases in the extent to which the participants in training were facing up to conflicts and were seeking help (pp. 395-404).

Beer and Huse (1972) using several intervention
strategies and Organization Development technologies in an industrial plant found that the effort resulted in substantial changes in organizational inputs, processes and outputs.

Culbert (1972), in conducting an Organization Development project within a district of religious communities, showed how research was used to augment consultation and training, and to bring to both consultants and management a more accurate perspective of the organization's problems. He concluded that, whilst there are many shortcomings in relying on controlled research, when under the pressure of real problems and when the situation is complex and the issues are buried, research can enhance the contribution of good consulting.

In what is perhaps one of the most extensive studies undertaken, Bowers (1973) reports on a study of the data from more than 14,000 respondents in 23 organizations in terms of the Organization Development treatments that intervened between pre and post-measures. Four 'experimental' treatments (Survey Feedback, Interpersonal Process Consultation, Task Process Consultation, and Laboratory Training) and two 'control' treatments (Data Handback and No Treatment) were compared to determine their relative association with improved organizational functioning as measured by the Survey of Organizations Questionnaire. The results indicated that Survey Feedback was associated with statistically significant improvement on a majority of measures, that Interpersonal Process Consultation was associated with improvement on a
majority of measures, that Task Process Consultation was associated with little or no change and that Laboratory Training and No Treatment were associated with declines.

Hand et al (1975) tested the Data Survey and Feedback method of Organization Development with a pre-post design utilising an experimental group, and a control group which received no treatment. Although no differences were found between such groups the experimental group was found to be more satisfied than the control group subsequent to the treatment.

Franklin (1976) reports a comparison between eleven organizations with successful Organizational Development efforts and fourteen with unsuccessful efforts. The results indicated an absence of single dimensions that were either essential or sufficient to distinguish between the successful and unsuccessful organizations. Three general areas however did serve to differentiate organizations in the two categories:

1. organizations that are more open to and involved in adjusting to change are more likely to be successful than organizations that are more stable and status quo oriented;

2. internal change agents who are more carefully selected, who did not receive training prior to the current Organization Development efforts and who possess assessment-prescriptive skills are most evident in the successful organizations and
3. more specific interest in, and greater commitment to, the Organization Development projects that are associated with successful change.

Pasmore and King (1978) investigated the differential impacts of sociotechnical systems, job redesign and survey feedback interventions in a food processing corporation. Using a wide variety of attitudinal and performance measures in comparable units of the organization it was found that the attitudinal effects of the interventions were quite similar; however, only the sociotechnical intervention resulted in major productivity improvements and cost savings.

Porras (1979) assessed the empirical literature in an attempt to determine the comparative impact of the more common change techniques and varying intervention intensities. Using 35 empirical assessments of the import of Organization Development from which eleven hypotheses were derived (for example, that individual process variables will change most frequently when the intervention used is laboratory training with a process emphasis) it was found that most of the predictions are not supported by the available data.

Keys and Bartunek (1979) investigated the effect of an Organization Development intervention in fourteen elementary schools using an experimental and control group.
It was found that teachers in the experimental group increased in respect of goal agreement, reported more participation in discussion, in decisions and in the surfacing of conflict than did teachers in the control groups. After one year new teachers in the experimental group were equal to, or superior to, experienced teachers in goal agreement and use of process skills.

Nadler et al (1980) examined the effects of introducing an ongoing feedback system into ten branches of a bank. The effects were evaluated by comparing information collected from ten branches where the feedback system produced functional consequences in some of the work groups in the experimental branches but not in others. It appeared that the effects of different feedback system designs were probably contingent on contextual factors such as the problem solving skills and orientations of organization members, the nature of the reward systems existing in the organization and task and individual differences among work units.

3.3 **ORGANIZATION DEVELOPMENT IN THE SCHOOLS**

It has been claimed that the Organization Development approach may be helpful in accomplishing educational goals in schools. It is argued firstly, that schools are human organizations of a highly complex nature with students, teachers, non-teaching staff, administrators, parents, etc., interacting and influencing the process that occurs. Secondly, significant changes continue to take place in schools which must be able to cope with alterations in a constructive fashion. Thirdly, many aspects of the teaching situation have changed, for example, greater pressures are now being experienced for continual updating and retraining (STEWART, 1973).

In fact, attention does appear to be given in educational institutions to Organization Development; using a variety of approaches, studies in the primary schools are reported by Burns (1977) and Seeman and Seeman (1976), in the secondary schools by Croft (1970), Newell (1973), Firestone (1977) and Schmuck et al (1969). Reports are also made in the context of a primary/secondary school district by Cohen and Gadon (1978) and in tertiary institutions by Alschuler (1972), Bolton and Boyer (1973), Jenks (1973), Plovnick et al (1973) and Sikes et al (1973).
In a recent survey of Organization Development undertaken in schools and school districts in the United States and Canada it was concluded that there were a large number of practising Organization Development consultants in education (1012 were identified) and a large number of school districts (64% of sample) indicated that sustained Organization Development efforts had occurred (FULLAN and MILES, 1978, p. 158).

In the context of social and technological change and the need to find an appropriate approach to organizational change in the school the conception of educational organizations as loosely coupled systems (WEICK, 1976) appears apposite. The concept begins with the observation that despite the claims that the structural operations of organizations are based on rational plans and practices, people in organizations, including educational organizations, are hard pressed to find actual instances of those rational practices whose outcomes have been as 'benéficient' as predicted, or to feel that all those rational occasions explain what goes on within the organization. Parts of some organizations, it is argued (p. 1), are heavily rationalized but many parts also prove intractable to analysis through rational assumptions. Weick claims that concepts such as loose coupling serve as sensitising devices enabling the observer to notice and question things that had previously been taken for granted; it is possible, he believes, that pre-occupation with rationalized, tidy, efficient, co-ordinated structures has blinded many practitioners.

---

*a* By loose coupling Weick intends to convey the image that coupled events are responsive but that each event also preserves its own identity and some evidence of its physical
or logical separateness. Thus in the case of the school, the counsellor's office may be loosely coupled with the principal's office conveying the image that these two roles are somewhat attached but that each retains some identity and separateness. In addition this attachment may be 'circumscribed, infrequent, weak in its mutual effects, unimportant and/or slow to respond.' The concept of loose coupling also carries connotations of 'impermanence, dissolvability and tacitness all of which are potentially crucial properties of the 'glue' that holds organizations together' (WEICK, 1976, p. 3).
as well as researchers, to some of the attractive and unexpected properties of less rationalised and less tightly related clusters of events (p. 2).

The degree of coupling between two systems may be categorised on the basis of the activity of the variables which the two systems share; to the extent that two systems either have few variables in common or share weak variables they are independent of each other (GLASSMAN, 1973, p. 84).

Weick (1976) maintains that the functions and dysfunctions of loose coupling are that:

1. it lowers the probability that the organization will have to, or be able to, respond to every little change that occurs in the environment;
2. it may be a good system for localised adoption;
3. it may provide a sensitive sensing mechanism enabling such systems to 'know' their environments better than is true for more tightly coupled systems which have fewer externally constrained independent elements;
4. it can retain a greater amount of mutations and novel solutions than would be the case with tightly coupled systems;
5. if there is a breakdown in one portion of a loosely coupled system then this breakdown does not affect other portions of the organization;
6. there is more room available for self
determination by the actors - a sense
of efficacy might be greater in a
loosely coupled system with autonomous
units than it would be in a tightly
coupled system where discretion is limited and

7. it should be relatively inexpensive to
run because it takes time and money to
co-ordinate people - however, despite this,
loose coupling is also a non-rational system
of fund allocation and therefore un-
specifiable, un-modifiable and incapable
of being used as a means of change (pp. 6-9).

After pointing out the need for the study of loose
coupling as a dependent variable and the importance of
associated critical questions in the prediction of the
outcome of any intervention, Weick (1976) suggests that
research priorities should be devoted to:

(a) developing conceptual tools capable of
preserving loosely coupled systems;
(b) explicating what elements are available
in organizations for coupling;
(c) developing contextual methodology:
'unconventional methodologies need to be
developed and conventional methodologies
that are unexplored need to be given more
attention';
(d) promoting the collection of thorough concrete descriptions of the coupling patterns in actual educational organizations - no descriptive studies have been available and he believes that this oversight should be remedied as soon as possible;

(e) specifying the nature of core technology in educational organizations - it should be established which authority and task are prominent coupling mechanisms in schools;

(f) probing empirically the ratio of functions to dysfunctions associated with loose coupling and

(g) discovering how inhabitants make sense out of loosely coupled worlds (pp. 16-18).
3.4 **SUMMARY AND CONCLUSIONS**

Organizations are pervasive in our society, the dominant model of the organization being that associated with Structural-Functionalism. It is claimed that the structure of the organization is highly rational, employing a principle of administrative hierarchy and, in large organizations, possessing bureaucratic characteristics, such as division of labour.

The structure of organizations has been criticised on, for example, the ground that the mechanistic type of organization with strict hierarchy of control is inappropriate in a changing and unstable technical environment. Some critics believe that the basis of decisions, rather than resting primarily with the hierarchy, should involve other members of the organization.

To effect such a change, however, requires a strategy which will increase the probability of success. One such strategy is Organization Development, a systems approach to the set of functional and interpersonal relationships in organizations. In this strategy a number of techniques have been developed: Laboratory Training, Process Consultation, Survey Feedback and certain other approaches, such as Management by Objectives, which are thought to fall outside this classification.

Attempts to assess the effectiveness of various approaches to Organization Development have produced varying results, some studies, including those in schools, indicating success and others indicating failure.
Despite this degree of uncertainty attempts aimed at refinement and re-examination of existing approaches and the initiation of new approaches continue. In certain schools Organization Development flourishes. There is evidence that in the United States and Canada a large number of school districts are employing sustained Organization Development efforts.

A recent review of the concept of the hierarchical model of the organization questions whether this model, based on the concept that the structural operations of organizations are founded on rational grounds, really explains what goes on in organizations. It is claimed that some parts of organizations prove intractable to analysis through rational assumptions and that attention needs to be paid to the less rationalised or 'loosely coupled' systems that exist in organizations.

The associated suggestions that research priorities should be directed towards the explication of what elements are available in organizations for coupling, that the development of research methodology should be pursued and that the collection of descriptions of coupling patterns in schools should be made, will be discussed in Chapters 6 and 7 of this study. Prior to this discussion it is considered desirable to examine further the present evidence relating to the nature of decision making in the school and the role of the teacher in this context.
CHAPTER 4

EDUCATIONAL DECISION MAKING
4.1 DECISION MAKING AND THE SCHOOL

(a) The Nature of Decision Making in Organizations.

The theory of decision-making is at present largely a non-organizational theory that deals with decisions made by individuals .... However, in recent years there has been a growing interest in a descriptive theory of decision-making which reports and analyses how people make decisions, what prevents them from making rational ones and under what conditions they will make comparatively rational decisions. The descriptive approach... needs to be extended from the individual to the organization level (ETZIONI, 1964, p. 29-30).

One reason for the slow growth of research concerning decision making may be that the real world is a 'very messy place. The processes are extremely difficult to unravel and trace and universal generalizations of cogency are difficult to discover' (STEINER and MINER, 1977, p. 207).

Incontestable general principles have yet to emerge from efforts to formulate administrative theory (HODGKINSON, 1978, p. 45), including educational administrative theory, where the effort is claimed to be narrowly conceived and becoming moribund (RIFFEL, 1978, p. 147).

Hodgkinson (1978, pp. 45-46) points out that contention enters the realm of ideology of large scale complexes and the realm of patterns of beliefs, values and attitudes which cannot find any positivistic foothold within the limit of logic and rationality set by
scientific method and empiricism. An example is the debate between proponents of the monocratic-bureaucratic theory of organizational structure (as expounded by Weber, for example) and the advocates of democratic-collegial counter models.

Despite these problems it is desirable, for the purposes of this study, to consider briefly the factors which may be significant in the decision-making process within the context of the school.

(b) Organizational Goals, Decision-making Power and Change.

Organizations may be considered as social units which pursue specific goals. Goals may be considered as serving a variety of functions: the provision of orientation to a desired state of affairs; the setting of guidelines for activity; the provision of a source of legitimacy and the provision of a standard to judge effectiveness and efficiency (ETZIONI, 1964, p. 5).

Choice as to which organizational goals to pursue are made, it is claimed, on at least three levels: firstly, the society itself makes a pervasive choice regarding the overall direction of its movement; secondly, society makes a decision as to which tasks will be assigned to educational institutions and which tasks to others and thirdly, decisions are made as to what more specific objectives shall be, with what priority they shall be carried out (that is,
what resources will be allocated) and in what manner they are to be accomplished. Such choices are determined partly within, and partly outside of, the educational institution (HARMAN, 1970, pp. 1-67).

An important characteristic of organizations, in this context, is that power (the effective control of events by exercising such choices) is centered in a relatively few members, if a bureaucratic structure is adopted. In the case of the New South Wales School System power may be considered as residing, at the regional level, in roles such as the Regional Director of Education, the School Inspector, the School Principal, the Deputy Principal, the Subject Master and perhaps the role of Member of the Parents and Citizens Association.

In Chapter 2 it was argued that changes were to be expected in the school system. It has been claimed however, that fundamental change in an organization is only possible when the organization is in sound organizational health; by this term is meant

..... the school system's ability not only to function effectively but to develop and grow into a more fully functioning system. (MILES, 1965, p. 12).

Supporting this view, Hoyle has suggested that a healthy state can only be achieved by changing the role of the head of the school so that teachers are more involved in decision-making and by extending greater collaboration amongst teachers (HOYLE, 1969, p. 233).
(c) An Alternative Model for Exercising Decision-making Powers

The hierarchy of authority in a bureaucracy, essential for coordination, often produces among its lower echelons profound feelings of inequality and apathy that impede identification with the organization's objectives. The initiation of needed adjustments by the operating members of the organization presupposes .... a method of hierarchical coordination that minimises these harmful consequences for work motivation (BLAU, 1956, p. 69).

A major alternative to the present centralised structure of decision making in the school is the 'democratic' model suggested by Katz and Kahn (1966, pp. 211-214). This model involves:

1. the separation of legislative and executive power with the membership as a whole vested with legislative power;

2. the ability of the membership of the organization to veto administrative decisions and

3. the ability of the membership to elect the executive officers who hold office for a stipulated time after which they are either re-elected or replaced.

Thus in a democratically run school students, teachers and other non-administrative personnel would be able to make school policy, veto decisions made by the administration and have the power to hire and terminate the employment of the key administrators;

---

a It has been suggested that, in the context of the Australian school, that there is a slow movement towards the participation of the educator, the parent and the community in the process of educating (COHEN AND SIMPSON, 1974, p. 13) and that since
there is no possibility of substantial local control, the only solution is to make the centralised system work effectively and responsively by, for example, encouraging greater community involvement and improving the relationship between the schools and the administration (PUSEY, 1976, Chap. 6). These two suggestions towards the improvement of democratic practice are not as pervasive as the suggestion made by Katz and Kahn, for example, neither Cohen and Simpson's nor Pusey's concept of democratic participation appear to provide for the participation of the school student in educational administration.
Such an involvement in a democratic organization would be perhaps, the best way to prepare students to live in a democratic society (JOHNSON, 1970, p. 24).

Daniel and McIntosh (1972, pp. 56-59) in reviewing the evidence for participation in decision making claim that the pressure for its introduction arises from three sources: firstly, the increasing acceptance by management that people are more committed to aims, objectives and goals that they themselves have played a part in setting than they are to those goals that are impressed on them from above; secondly, if democracy, an important social value, is to have any real meaning it should be extended to one of the critical areas of peoples lives: the work place; and thirdly, unless managers can accommodate this powerful social movement, industry may be less efficient than it would otherwise be.

(d) The Advantages of Participation

A number of studies have indicated that increased participation in decision making may result in certain benefits, as far as teachers are concerned:

1. less militancy (ANDERSON, 1966; BELASCO and ALUTTO, 1969; FINDLEY, 1968; SHILS and WHITTIER, 1968);
2. reduced conflict (CORWIN, 1965a);
3. increased job satisfaction (PATCHEN, 1970, pp. 243-245; TANNENBAUM, 1968, pp. 307-313; BELASCO and ALUTTO, 1972) and
increased probability that change will be accepted and successfully implemented (COCH and FRENCH, 1948).

(e) The Present and Desired Levels of Participation in School Decision Making as Perceived by the Teacher

During the recent past the interest in empirical research in the area of the present and desired levels of participation in decision making in the school appears to have increased. The following summarises reference to the work of candidates at the doctoral level. Such references are those reported since January, 1976, which took as their focus the perceptions of the teacher or which included the role of the teacher among other roles investigated in the area of decision making in the school.

Absher (1977) used the Personal and Situational Data Form, the Decision Locator Questionnaire and the Purdue Teacher Questionnaire to investigate the relationship between involvement in decision making and morale among Virginia public elementary school teachers. The findings, inter alia, were that teachers underinvolved and overinvolved in all decision-making areas had lower overall morale than teachers simply 'involved' in all decision-making areas.

Crawford (1977) using a questionnaire developed to cover the gamut of school operational decisions, obtained data from administrators, teachers and students in public high schools in St. Louis County,
Missouri, concerning student participation in decision making. The results, *inter alia*, indicated that there was general agreement between the administrators and teachers regarding the role of the student in the decision-making process. The perceptions of students were not in agreement with the perceptions of administrators and teachers regarding the proper role of students in the decision-making process.

Devlin (1978) using three data collection instruments: the School and Faculty Information Profile, the Survey of Principal Attitudes and the Teacher View of the School Organization, investigated teacher participation in decision making in elementary and high schools in the seven county, Twin Cities Metropolitan Area. The study revealed that teachers had more opportunities for participation at the building rather than the district level. Involvement tended towards either giving information or making recommendations rather than making decisions.

Feldman (1977) used the Decision Involvement Analysis Questionnaire, the Teacher Job Satisfaction Survey, the Comprehensive Test of Basic Skills and the Self Observation Scale to investigate the assumption that teacher involvement in and satisfaction with, decision making were systematically related to organization effectiveness criteria of job satisfaction, student achievement in reading and mathematics and student affective behaviour in multi-unit elementary schools that have implemented Individually Guided Education (IGE).
A sample was selected in 13 states in the U.S.A. The major conclusions were that the unit teacher's: (1) perceptions of the extent of involvement in decision making was systematically and significantly related to job satisfaction; (2) perceptions of the extent of involvement in decision making was not systematically and significantly related to student achievement in reading, mathematics or student affective behaviour; (3) perceptions of satisfaction with decision making was systematically and significantly related to job satisfaction and (4) perceptions of satisfaction with decision making was not systematically and significantly related to student achievement in reading, mathematics or student affective behaviour.

Fluck (1980) using structured personal interviews investigated decision-making patterns in K-12 alternative schools in Northern Illinois. It was concluded that: (1) the major participant in decision making was the director; (2) approximately half of the schools involved two participants in decision making: the director and the teacher; (3) approximately half of the schools involved three participants: the director, teachers and parents or director, teachers and students; (4) no school successfully involved director, teachers, students and parents in extensive operationalized decision making and (5) parents participated least often in both frequency and number of decision-making areas than did other participants.
Grant (1977) used a modified instrument: Belasco and Alluto's Decisional Condition Instrument and a questionnaire developed by the researcher to measure job satisfaction and perceived school effectiveness in investigating the opinions of teachers in Toronto Elementary Catholic Schools concerning a change in participation in curriculum decision making. The investigator examined schools using both traditional and open-space curriculum structure. The findings indicated that there was no overall difference in participative decision making, satisfaction levels or perceived achievement of students between teachers employed in open-space and traditional schools.

Gullattee (1978) using focussed interviews investigated the Cal and Metro school systems in a comparative examination of decision making. It was concluded that the general pattern was substantially similar for both systems in terms of curriculum development, line officer selection, executive level decision input and community participation. Furthermore it was found that the pattern was substantially different as regards budget development procedures, staff officer selection, school construction and decentralized decision making. Geographical regionalism, population size and ethnicity did not appear to account for the similarities and differences noted, however marked differences in the organizational structures may account for the dis-similarities found.
Henderson (1976) used the Psychological Participation Index, the Purdue Teacher Opinionnaire and the Minnesota Satisfaction Questionnaire to investigate whether elementary teachers who perceived they had high participation in school decision making as a group showed significantly higher morale and job satisfaction than teachers who perceived that they had low participation in decision making. The results indicated that: (1) there is a positive relationship between participation in school decision making and job satisfaction and that (2) teachers who participate exhibit a more positive attitude toward their principal.

Keef (1977) investigated the preferred role of teachers in decision making in class 1 Montana school districts as perceived by teachers, school board members and school administrators. The study used an opinionnaire constructed from a list of high priority negotiable items furnished by the American Federation of Teachers' Educational Research Department. The results indicated that a significant difference existed among the group regarding the role of the teacher towards participation in decision making.

LeCoultre (1980) using the Critical Decision Inventory and the Ostrander Collective Action Scale investigated male and female teachers' perceived participation and satisfaction in the decision-making process of selected East Tennessee school systems. It was found that correlation existed for male and
female teachers between: (1) the level of participation in decision making and the level of satisfaction; (2) years of service and the teacher's willingness to participate in collective action and (3) the level of satisfaction and the teacher's willingness to participate in collective action. It was also found that female teachers were more dissatisfied with their present participation levels than male teachers though they were not more inclined towards collective action than their male counterparts.

Malone (1979) using three instruments developed by the investigator: the Teacher Information Questionnaire, the Decision-making Input Survey and the Inventory for Assessing Impact on Decisions investigated the decision-making behaviour of public school kindergarten teachers in New Mexico. It was found that the majority (76%) were satisfied with the number and type of decisions they had the opportunity to make.

Mayer (1978) used a survey questionnaire specifically designed and validated for a study of the perceptions of Indiana secondary teachers of the impact of collective bargaining on teacher participation in decision making. It was found that although participation had increased after collective bargaining the perceived increase was minimal. There was a discrepancy between teachers present and desired amount of participation. Teachers endeavours to increase the amount of teacher influence in decision making prior to
collective bargaining were unsuccessful. Teacher perceptions of desired participation were conditional upon teacher and school district characteristics and failure to provide for teacher participation in decision making increases the probability of negotiation conflict.

Minkoff (1977) using an adaption of Ford's Student Voice in Decision-making Questionnaire investigated teacher's and student's perceptions of both categories desires for student voices in Californian high school decision making. The results indicated that students and teachers perceived students to have some, but limited, decision-making power. Both groups desired student power to increase. Students desired greater increases than did teachers.

Oda (1977) used simulated decision tasks to elicit perceptions of curriculum decision making of teachers and administrators in Hawaii schools. The findings indicated, inter alia, that: (1) a significant difference existed between the perceptions held by teachers and administrators on both the existing and desired decision-making roles; (2) a significant difference in teacher's perceptions existed between the existing and desired decision-making roles and (3) a significant difference existed between the current and desired degree of centralisation. Respondents desired a lesser degree of centralisation than what was perceived to exist.
O'Shea (1976) used a survey type questionnaire to investigate the effects of personality and situation variables on the teacher's perceptions of need-for-involvement in decision making in urban, suburban, elementary-secondary public schools in Connecticut. It was found that: (1) the selected personality characteristics and situational variables were not related to the teacher's perceptions of need-for-involvement in decision making and (2) the selected personality and situational variables were not related to teacher's perceptions of need-for-involvement in decision making independent of their perceptions of satisfaction and bureaucracy.

Rappel (1977) using a questionnaire designed to elicit the opinions of teachers in Calgary Catholic Elementary schools recorded their views on two Likert-type scales designed to measure the degree of teacher involvement in school personnel decisions (Involvement Scale) and the degree of teachers feelings towards sought involvement in school personnel decisions (Intensity Scale). It was found that teachers wanted to be more involved in school personnel decisions than they perceived they were at present; however they did not feel strongly about the need for more involvement. They also wanted to decrease the amount of influence central office administrators and school board members had in school personnel decisions. Teachers wanted to increase the amount of influence that principals and teachers had in school personnel decisions.
Rescigno (1978) used a survey instrument to elicit the degree of parent and teacher satisfaction in school decision making and a semantic differential scale to determine students attitude towards school in elementary schools in Campbell, California. The general pattern of the satisfaction and attitude relationship between the three elements were found to be negative or inverse suggesting a possible conflict between each group's interest.

Sloan (1976) using a case study method investigated a change in the pattern of decision making in Tarawa Terrace Elementary school which underwent a suspension of the bureaucratic constraints commonly associated with schools to provide opportunities for increased teacher participation in professional type decision making in the areas of curriculum and instruction. The results suggested that teachers had become increasingly concerned about their role in decision making involving curriculum, materials selection, certification and other matters within the realm of professional responsibilities.

Truesdell (1979) used two instruments, one asking elementary classroom teachers in Maryland public schools to indicate the decisions in which they currently participated and those in which they would like to participate and a second instrument describing situations likely to occur in the life of the teacher which a principal might try to influence.
The results indicated that teacher participation was found not to be related to teacher recognition of the legitimacy of administrative influence and that although 80.5% of teachers desired greater participation in decision making the remaining teachers were either satisfied with their current levels or desired less participation.

Ushijima (1978) used Hunter's Reputational and Dahl's Issue-analysis approaches as instruments in interviewing area superintendents, deputy area administrators, principals, other administrators, staff teachers and parents at three junior high schools within the Los Angeles Unified School District to determine influence and decision-making patterns. It was found that discernible power structures did exist within the local school attendance areas. No significant relationships were found to exist between the demographic characteristics which included socio-economic levels, educational attainment, mobility and ethnic composition and the configurations of power structures. A significant relationship existed between the informal power structure within the local school attendance areas.

Watkins (1978) used interviews, observations and analysis of documents to identify and describe the decision-making process in senior high schools that were implementing programmes of individualised schooling.
The major conclusions were, *inter alia*, that:

(1) the decision-making structures and process utilised within the school make a significant contribution to the successful implementation of individualised schooling and (2) a high level of staff participation in decision making is characteristic of schools implementing programmes of individualised schooling, is perceived by staff to be much higher than in traditional schools, is a significant factor in the successful implementation of innovative instructional programmes and contributes highly to staff satisfaction.

Additional published material is also available concerning the teacher and decision making. It is thought that teachers generally desire to be more active in decision making. In a nationwide sample of school teachers, the National Educational Association in the United States in 1972 found that between 32.1% and 51.9% of teachers indicated that they were not as involved as they wanted to be in decisions affecting a variety of school functions (N.E.A. RESEARCH, 1973, pp. 11-12).

Studies also indicate that teachers desire greater autonomy, either individually or in groups, in making certain decisions relating to curriculum (CHASE, 1951; SHARMA, 1955; FRIESEN, 1969).

Teachers, however, do not desire *too much participation* in educational decision making. Some teachers are decisionally *deprived*, others are decisionally
saturated and still others are in equilibrium and desire no change from the current rate of participation. (ALUTTO and BELASCO, 1972, p. 38)a.

Furthermore, teachers desire less involvement as single decision makers in planning and evaluating the curriculum. They prefer to operate through a 'parliamentarian and consensus' procedure (KNOOP and O'REILLY, 1976).

Two main issues are reported to have dominated a recent National Conference on School-based Decision Making held in Australia. Firstly, on the question of who should participate in such decision making, the more popular view was that school-based decision making implied a view of the school as a participatory democracy, that is, decisions should not be taken by administrators who were simply closer to the school but by the actual participants in the school or their elected representatives. Secondly, it was argued that school-based decision-making would bring more flexibility and sensitivity into the government of schools and more of the diversity of schools which is appropriate to a complex and changing society (CONNORS, 1978).

---
a. One such study in Australia has shown that in a sample of 181 Queensland teachers, 171 were decisionally deprived, eight were in decisional equilibrium and two were marginally saturated (WHANNELL, 1976).
In reviewing the arguments for and against teacher participation in the management of education services in New South Wales, the working party appointed to enquire into a proposal for an Education Commission concluded that

.... the principle of lay and employee participation should be applied to educational decision-making not only because ... decisions thus arrived at will be more acceptable to those affected by them but because we think that participation will help the system more frequently and more quickly to arrive at the 'right' decision. (HAGAN ENQUIRY, 1977, p. 17).

Despite the apparent potential for the introduction of democratic processes in schools, the likelihood of a genuinely democratic alternative may not always be high. For example, many teachers and principals interviewed during research at Monash University indicated that the responsibility they want assumed by parents is that of coercing students to behave and study. It was not that of voting on decisions or having majority representation on school councils that might want to effect changes to the educational programme (KING, 1975).
4.2 THE ROLE OF THE TEACHER IN DECISION MAKING

(a) The Teacher's Life-space.

In contrasting Aristotelian and Galileian modes of thought Kurt Lewin (1935) has drawn attention to the existence of the situation. He points out that in medieval paintings at first there was, in general, no environment but only an empty background. Only later did the space itself exist in the painting; it became the whole situation.

The development of a Galileian mode of thought, Lewin claims, results in a psychology which allows

..... the establishment of a form of definite structure in a definite sort of environment. (LEWIN, 1935, p. 40).

In discussing the idea of life-space Krech and Crutchfield (1958, pp. 210-216) suggest that it may be conceived of as the total psychological world in which the person exists, including past, present and future, concrete and abstract, real and unreal. The life-space is made up of large numbers of activities. How accessible these activities appear to the person varies widely. The self, usually thought to be the most important part of the life-space, does not necessarily lie at its very centre. That aspect of the life-space experienced most saliently at any one moment is called the psychological situation. Since the person may be in several overlapping situations
simultaneously such a view of experience has significant consequences for behaviour since usually there is interaction among the various psychological situations.

Interaction between psychological situations may be of two kinds: firstly, the interaction may be exclusively the experiences of the individual who is not part of an interacting group and secondly, they may be characteristic of different individuals participating in different activities. In this last case it would be more accurate to speak of the social-psychological situation rather than the psychological situation. Social-psychological situations are the ingredients of social interaction and social systems (c/f ALLPORT, 1947). The interaction between social-psychological situations may be examined, for the purposes of understanding, by relating them to the individual's life-space construed as role related experience. Thus the concept of role, a social-psychological concept, appears to be directly linked with the concepts of life-world, psychological situation, social-psychological situation and social system.

(b) The Concept of Role.

Role is a term borrowed directly from the theatre. It is believed to have been used in antiquity
to refer to official volumes or legal papers. With the emergence of the modern theatre the parts of the theatrical characters were read from roles: paper fasciles (MORENO, 1960, pp. 80-86).a

There seems to be little contained in the theoretical sense in which the term role is used that is not prefigured in the theatrical sense (BROWN, 1965, p. 152). Thus included in the concept of role is the idea of resemblance between the conduct of social man and the conduct of characters who pass before us on the stage (SARBIN and ALLEN, 1968, pp. 488-567).

The range of content associated with role theory is wide. Role concepts have been useful, for example, to researchers into industrial organizations, in the diagnosis of conduct impairment and family dynamics, in studies of child development, in psychomotive theory, in conformity studies, in psychotherapy and behaviour change and in studies related to hypnosis and behaviour disorders (SARBIN and ALLEN, 1968, pp. 488-567).b

a. Position (status) may be distinguished from role in that the former is regarded as a collection of rights and duties whereas the latter represents the dynamic aspect of position (LINTON, 1936, p. 114).

b. Furthermore, a variety of related topics, such as socialization, prejudice, learning and conflict have received attention.
Prior to World War II the most enduring and significant work on role theory is claimed to be that of George Mead's *Mind Self and Society* published posthumously in 1934 (THOMAS and BIDDLE, 1966, pp. 3-19). From this influence came the school of symbolic-interaction (MELTZER, 1972, pp. 4-22).a

It was not until the late forties and fifties, however, that a substantial expansion in the literature on role in the form of empirical studies became apparent (THOMAS and BIDDLE, 1966, pp. 3-19).


It has also been claimed that role is a major concept linking character and social structure (GERTH and MILLS, 1954, p. 23); that role is the most important analytic unit in any investigation of institutions (GETZELS, 1963, pp. 309-318) and that *homo sociologicus*, man as the bearer of socially pre-determined roles, lies at the point where the

---

a. The school of symbolic-interaction adheres to the view that human behaviour is not a matter of responding directly to the activities of others; rather it involves responding to the intention of others, i.e. to the future, intended behaviour of others - not merely to their present actions (MELTZER, 1972, pp. 4-22).
individual and society intersect (DAHRENDORF, 1968, pp. 24-25).

Role theory has been criticised on a number of counts by Coulson (1972, pp. 107-128). Firstly, there is a problem with the definition of role. Where provided, such definitions often conflict with one another - alternatively, role is used to denote \textit{individual} behaviour or to refer to \textit{typical} behaviour. Secondly, some formulations of the role concept imply that 'society' creates roles to which individuals must conform - this personification of society may well lead to obscurity or to social determinism. Thirdly, the present formulation of role theory may encourage the view that everyone really is \textit{acting} all the time in carrying out their role. Fourthly, when the role analogy is applied to social life, problems arise as to how to incorporate any \textit{lack of consensus} among different people in their expectations of the holder of a particular position and how to deal with \textit{individuals} who fill these positions.

To overcome these problems in the context of the school system Coulson (1972, pp. 107-128) suggests an investigation of structured networks of expectations so as to interpret the relationships of teachers and pupils in the classroom and to relate this to the differential power positions of different social-class groups in the schools and in society. Jacques (1972, pp. 32-35) argues similarly in proposing that two components of role are implicit in the operations of organizations, a \textit{programmed component} and a \textit{discretionary}
component. The former consists of specified sub-
programmes and a framework of constraints on the ways
in which these programmes are to be executed. The
latter represents the permissible domain of variation
the role occupant is allowed in carrying out the
programme or in initiating new ones.

Both Coulson's and Jacques' points of view are
given specific attention in the works of Deutsch and
Krauss (1965) and Johnson (1970). For example,
Deutsch and Krauss suggest three commonly used defin-
itions of role, the first two emphasising normative
views of role, the third emphasising the behavioural
context of role. These three definitions are
(DEUTSCH and KRAUSS, 1965, pp. 175-176):

1. prescribed role: a set of expectations
that occupants of complementary positions
have towards the occupant of the object
role;

2. subjective role: expectations the
occupant of the position perceives as
applicable to his own behaviour and

3. enacted role: the behaviour the occupant
engages in.

These definitions emphasise the normative nature of
role; the other person involved is expected to behave
(c) Role Expectations, Role Ambiguity, Role Conflict and Teacher Stress.

Role expectations consist of the rights and privileges, duties and obligations of any occupant of a social position in relation to persons occupying other positions in the social structure (SARBIN and ALLEN, 1968, pp. 488-567).

Role theory claims that when the role expectations of an individual by organization members are inconsistent, that individual will be in a state of conflict, experience stress, become dissatisfied and perform less effectively than if the expectations were less ambiguous (KAHN ET AL, 1964, chap. 5). Such a claim tends to be supported by a significant amount of empirical research (RIZZO ET AL, 1970, pp. 151-154).

That role ambiguity, conflict and stress exist in the school situation appears also to be confirmed by several studies (GETZELS and GUBA, 1955; TWYMAN and BIDDLE, 1963; HALPERT, 1966; SAYAN and CHARTERS, 1970; DUNHAM, 1976).a

In some cases role expectations are expressed in the form of rules. In the New South Wales Public School system, for example, the duties of the teacher are laid down, inter alia, as being to teach according to the curriculum, to maintain discipline and to observe regulations (N.S.W. DEPT. OF EDUCATION, 1969, p. 408).

a. It is clear, however; that role ambiguity is only one among many variables associated with teacher stress (KYRIACOU and SUTCLIFFE, 1977).
The expression of role expectations in a prescribed way restricts the variations in interpretation of the teacher's role by occupants of complementary positions. That these variations exist is illustrated by a study which, from a factor analysis of self-reported interactions of 23 persons interacting with the same individual, five different roles were obtained. Close friends, professional associates and the individual's mother all reported very different sets of role expectations (BLOCK, 1952, pp. 275-284a).

Drabick (1967) revealed another discrepancy in the area of the teacher's role when he attempted to answer the question 'How accurately does the educator of teachers perceive the role of the public school teacher?' Interviewing was conducted in 66 randomly selected school districts in Pennsylvania where teachers in all grades and most subject matter areas were asked to record their activities during the preceding school day. Randomly selected personnel from 18 state supported colleges and departments of education were also interviewed and asked to indicate what they believed a typical school teacher had done during the last school day preceding the interview. The findings were that the response of teachers and teacher-educators were identical in only two instances, though the rankings for each of the 14 categories of activities were similar.

a. But note that it is claimed that increased formalization itself can generate conflict and uncertainty in professional bureaucratic organizations such as the school (MISKEL and GERHARDT, 1974).
In general this study found that the educator expected more of the teacher than the teacher evidenced in his performance. Drabick considers that the discrepancies may be a result of teachers occupying a number of niches each of which may require different role performance. In any case, he expressed alarm concerning the potential consequences of the research findings believing that it is imperative that the bases of differences should be isolated and examined. It is anticipated that the present study will go some way towards achieving this objective.

Consideration of the role of the teacher would not be complete, however, without reference to the related concept that is a matter of importance to many educators: professionalism.

(d) The Role of the Teacher as a Professional.

Teaching .... the largest of the professions .... is necessary and useful work; it is real and creative for it directly confronts an important subject matter, the children themselves .... those who practice teaching do not for the most part succumb to cynicism or indifference ... but, most of the school systems being what they are, can teachers fail to suffer first despair and then deep resignation? (GOODMAN, 1960, p. 24).

Professionals, it is said, are basically responsible to their consciences for maintaining standards;
Only if immune from ordinary social pressures and free to innovate, to experiment, to take risks without the usual repercussions of failure can a professional carry out his work effectively. It is this highly individual principle which is diametrically opposed to the very essence of the organizational principle of control and coordination by superiors (ETZIONI, 1964, p. 76).

The non-professional employee even though he may be an individualist is unlikely to distinguish closely between his work responsibilities and his obligations to obey superiors. The professional employee, on the other hand, denies the principle that his work must always be supervised by administrators and controlled by laymen. He considers himself competent enough to control his own work. Consequently, it might be expected that, conflict will increase simultaneously with bureaucratisation and professionalisation (ETZIONI, 1964, Chap. 8).

In comparing seven public schools of varying size, Corwin (1965a) found a positive rank correlation between the professional climate of the schools as reflected in the faculty's endorsement of the professional norms and the number of reported conflicts in the school between teachers and administrators and the proportion of teachers in the school reporting that contacts with the principal or his assistants involved disputes.
Not only are there more demands and constraints upon the educationist than upon most other occupational groups but there are more contradictory demands and constraints. Although the teacher is expected to be a good citizen he is barred from many of the roles which are the works of good citizenship. Outspoken participation in a socially controversial movement is prohibited (GETZELS, 1963, pp. 309-318).

Role conflict, in fact, has been discovered in a number of professions and occupations and has been shown to predict career dissatisfaction, job inefficiency and the abandoning of career. It has been suggested also that it is one of the major causes of low morale in the organization. Biddle (1970) reports a study in which the responses of teachers to questions designed to distinguish areas of role conflict were compared between teachers in Britain, Australia, New Zealand and the United States. It appeared that, although in general Australian responses were similar to British responses, those of New Zealand teachers expressed considerably more acceptance of non-professional duties than did their British and American counterparts. British respondents also felt less approval for the maintenance of order than did Australian.

Those persons more committed to professionalism in teaching may be expected to show more militancy than
those of the general run of teachers. To test this, Corwin (1965b) selected 426 teachers at random in seven high schools in Ohio and Michigan. He found that initiative-taking teachers (the rebellious and contrary types combined) subscribed to significantly more professional and to fewer bureaucratic roles than compliant teachers (realistic and submissive types combined). The initiative-taking teachers were also more involved in conflict at a rate seven times greater than compliant ones. The weight of evidence, Corwin claims, supported the thesis that professionalism is a militant process.

It is possible that the concept of what is involved in the teaching role has changed in recent years. Connell et al. (1962, pp. 289-292), some time ago, conceived of the teacher as fulfilling seven major roles:

1. nurturer, associated with the roles of supporter, supervisor and disciplinarian;
2. model of the kind of behaviour the teacher is trying to inculcate;
3. instructor and guide in learning experiences;
4. learner, implying a continued willingness to keep abreast of his subject;
5. communicator to the local public and educational consultant;
6. clerk and
7. loyal colleague.

At the same time, Floud (1962) was pointing out that the teacher's role was being modified by affluence coupled with a great extension and prolongation of formal schooling and the imposition of new tasks on the school in connection with the process of social selection. Thus when vocational qualifications are the modern 'means of production' the school becomes an important agency for the distribution of life chances.

Semi-professional organizations, however, are more bureaucratic than professional ones. Instead of control by an autonomous group of colleagues, as found in say the law firm or the university, a predominantly bureaucratic control pattern is evident in such services as nursing, schools, libraries and social work agencies (SIMPSON and SIMPSON, 1969, pp. 196-265).

As might be expected, a degree of 'de-professionalization' occurs in these organizations. Those teachers who are less committed to children, that is the least 'client-oriented', are more administration conscious and more likely to become principals. Few principals, unless the school is particularly small, keep teaching other than in a limited ritualistic way
ETZIONI, 1964, p. 89).\(^a\)

The evidence, Hall (1968) concludes, suggests that there is an inverse relationship between professionalization and bureaucratization. It suggests that increased elements of both may lead to conflict but that this eventuality is not inherent and in some cases an equilibrium may exist between the levels of professionalization and bureaucratization. By the same token, conflict may ensue if the equilibrium is upset.

\(^a\) There is uncertainty among teachers, as a whole, concerning their occupational status as expressed in terms of professionalism; they do not define teaching as either a profession or a semi-profession but regard teaching as having a higher status than an occupation; only 34% of secondary teachers in West Midlands, Great Britain, for example, regarded teaching as a full profession (LEIGH, 1979, p. 43).
4.3 SUMMARY AND CONCLUSIONS

Organizations are social units that pursue specific goals. Schools share in the exercise of choice as to the determination of specific educational objectives, the priority with which they will be pursued and the manner of accomplishment.

As schools are constructed on bureaucratic lines the exercise of choice in the making of decisions is centred in relatively few roles: the Principal and Deputy Principal, for example.

If change is to be achieved in schools a prior condition may be the attainment of organizational health. It is possible that a precondition for such health is the introduction of an alternative 'democratic' model of decision making; the involvement of teachers as participants in the decision-making process.

Whilst there is pessimism in some quarters for the introduction of such participation there appears to be a number of advantages in this innovation. In fact, teachers themselves appear to be desirous of participation especially in the areas relating to curriculum. However, this desire does not appear to be universal among teachers.

Such studies as have been undertaken recently on teacher participation in decision making have focussed, in the main, on the role of the teacher and have failed to include perceptions concerning the roles played by significant others in the process of decision making.
In general such studies appear also to have been limited in their conceptions of the variety of functions performed by the schools.

In examining the role of the teacher in decision making an important consideration is the teacher's life-space (or total psychological world). The teacher's life-space may be examined through the concept of role, a concept that despite its theoretical difficulties has, in other studies, proved a valuable base for consideration of socially important problems especially those problems arising in organizations.

A summary of the study of role has been made in the areas of role expectations, role ambiguity, role conflict and teacher stress. Consideration has also been given in a number of studies to the relationship of the role of the teacher considered as a professional person. A significant disclosure, in the context of this particular study is that (by implication), if the teacher perceives his role as influenced by professionalism increased conflict may occur where he is employed in a bureaucratically oriented school.

It may be concluded, firstly, that the evidence suggests there is uncertainty about the role of the teacher and that there appears to be a dearth of
studies which probe the perceptions of the teacher in respect of decisions concerned with the variety of functions performed by the school. This seems to be especially so in respect of the teacher and his associates, regarded as decision makers, in view of the claims made for the benefits of a more democratic approach to school decision making.

Secondly, it appears that despite the apparent advantage of shared decision making a paradox exists: participation implies the assurance of certain freedoms among organization members but this freedom may involve individuals in choosing not to participate in decision making and to accept the decisions of others.

It is with the decisions made within the institution of the school that this study is concerned. The sharing of such decisions is by no means an open and shut case; whilst virtually everyone in our society is in favour of democracy just what this involves in practice is debateable (SCRIMSHAW, 1975, pp. 60-80). Who does participate and who should participate in school decision making is an open question. In Chapter 5, these conclusions are analysed with a view to developing a conceptual framework as a basis for investigating role-related activities of the teacher. In Chapter 6, this framework is employed in the articulation of the research problem.
CHAPTER 5

A CONCEPTUAL FRAMEWORK FOR INVESTIGATION
5.1 THE STUDY OF PROBLEMS IN PSYCHOLOGY

(a) The Conventional Approach to Methodology.

From the beginning of psychology as a science, it was considered that the methods to be used should be those of natural science (GIORGI, 1970, pp. 1-3). Thus, for example, Wilhelm Wundt, one of the founding fathers of psychology, between the years 1862 and 1866 offered a course of lectures on 'psychology from the standpoint of natural science' (BORING, 1957, p. 321).

This view continued to be held during much of the twentieth century; it was claimed that experiment in psychology had precisely the same merits and involved precisely the same kinds of procedure as elsewhere in the natural sciences (ANGELL, 1923, pp. 7-8). Watson, the founder of behaviourism, declared that

psychology is that division of natural science which takes the behavior of people as it subject matter (WATSON, 1935, p. 810)

Currently the view that psychology must be in agreement with the natural sciences is expressed in the attitude that the world of the human subject has to be understood in expressions determined by the characteristics of physics and chemistry (GIORGI, 1970, pp. 16-17). For example, in an introductory textbook in psychology it is stated:
Primarily, it (psychology) often uses instruments and methods of measurement of the physical science in order to be able to specify what kinds of external events the individual is responding to (light waves, sound waves, etc.) and what forms of reaction is being made (in terms of such variables as time, force, extent). There is, of course, no direct relationship between psychological and physical theory: no one supposes that behaviour can be 'explained' in terms of atoms and molecules. Nevertheless, the psychologist recognises that his theories along with those of various other scientists, must ultimately be compatible with those of physical science (GAGNE and FLEISHMAN, 1959, p. 2-3).

(b) The Criticism of Conventional Methodology

There is a tradition however, in psychology, that is attempting to define psychology as the study of the human person. The founder of this tradition appears to be Wilhelm Dilthey (1833 - 1911). Essentially a philosopher, psychology became an interest for Dilthey because he wished to demonstrate that all human science could be rigorous and systematic but in a way that was different to the natural sciences (GIORGI, 1970, p. 21).

Dilthey saw two essential defects in the psychology of his time: firstly, it was unable to do justice to the higher functions of human thought and action; it had nothing to say about creative imagination, obligation and values, self-sacrifice,
religious devotion, understanding or sympathy and secondly, its results were uncertain due to its adoption of the methods and pre-suppositions of the natural sciences (GIORGI, 1970, pp. 23-24).

For Dilthey, the outstanding difference between the natural and the human sciences was that the latter are concerned with human beings and the human world. In the natural sciences we have knowledge and explanation, but in the human sciences we have understanding and interpretation (RICKMAN, 1961, p. 37).

Other psychologists whose work is seen by Giorgi (1970, pp. 26-40) as supporting the idea of a human science are Franz Brentano (1838 - 1917), Wilhelm Wundt (1832 - 1920) in respect of his later writings on folk psychology and higher mental processes, William James (1842 - 1910), Eduard Spranger (1822 - 1963), William Stern (1871 - 1938), William McDougall (1871 - 1938) and Gordon Allport (1897 - 1967);

The most striking overall conclusion .... is that all of the psychologists (concerned) .... recognised the tension between the simple application of a strict natural scientific approach to psychology and the ability to study adequately all of the phenomena that have been considered to be psychologically relevant (GIORGI, 1970, P. 55).

The approach of the natural sciences may be described as characteristically empirical, positivistic, reductionistic, quantitative, deterministic and predictive, which criteria psychology as a natural science is expected to meet. Critically the criteria
limit the phenomena to be studied by psychology and condition the kinds of question to be asked. They do this because the criteria culminate in the question 'How do you measure ....?' Thus when psychological phenomena cannot be readily measured the study of such phenomena tends to be avoided (GIORGI, 1970, pp. 63-65). Such limitations result in the suggestion that psychology should enlarge its horizons so that it can encompass more relevant questions, in particular those relating to the major problems of human relationships (ALLPORT, 1947, p.190-191).

(c) Consequent Influences on Psychology.

The questioning of the conventional approach to the study of psychological problems led, after World War II, to what has been termed a 'third force' in psychology: an alternative approach to either a behaviourist or a psycho-analytic orientation. The behaviourist orientation, in particular, suffered from attack. Some psychologists repudiated behaviourism as being 'robotic' (VON BERTALANFFY, 1969, pp. 56-84) or 'ratomorphic' (KOESTLER, 1967, pp. 15-18).

The two philosophical positions which have exerted a significant influence on third force psychology are existentialism and phenomenology. Phenomenology, the antecedent of the two, has been traced to the ideas of Kant (1724 - 1804), Hegel (1770 - 1831), Mach (1838 - 1916), Brentano (1838 - 1917) and
Stumpf (1848 - 1936) who each understood phenomenology in his own way (MISIAK and SEXTON, 1973, p. 3). Phenomenology's influence on psychology will be discussed in the next section.

The seeds of existentialism have been formed in the writings of Kierkegaard (1813 - 1855) and later in its principal founders: Heidegger (1889 - 1976) and Jaspers (1883 - 1969). The existentialist movement comprises philosophically divergent assumptions, conceptualisations and scope of problems. All these have a common basic pre-occupation: existence as experienced by man as an individual (MISIAK and SEXTON, 1973, pp. 68-70).

These two movements appealed to those psychologists who tended to repudiate behaviourism and psychoanalysis and who sought an alternative focus for psychology with man as its centre. This orientation, now known as Humanistic Psychology, began as a formal movement in the United States and Europe in the 1950's (MISIAK and SEXTON, 1973, pp. 107-109).

Maslow (1908 - 1970) appears as the founder of this movement. He believed that psychology, if it was to mature and accept its full responsibilities, must, among other things, be more concerned with the problems of humanity, attend more frequently to the study of philosophy, be more problem-centred and less
absorbed with means and methods and also to study the depths of human nature as well as surface behaviour (MASLOW, 1957, p. 20).

Whilst there has been much diversity in the pursuits of humanistic psychology (SEVERIN, 1973, p. 5) there is substantial agreement on a number of points:

1. psychological functions studied in isolation from the whole individual are less than human and do not add up to a complete person;

2. within limits, man is self-directing; instead of being influenced by forces he cannot control he can, in many circumstances, choose to do one thing rather than another;

3. consciousness is the most basic psychological process;

4. psychology should address itself to the legitimate needs of people; research should not be directed towards problems simply because they allow the investigator to make use of the methods of the natural sciences;

5. behaviourist theories are based, to a large extent, on nineteenth century assumptions which are no longer valid; by incorporating the new insights of physicists and philosophers psychologists should be able to devise methodologies more in keeping with their subject matter;
6. **Psychology is not value free** and humanistic psychology is unashamedly concerned with personal and professional responsibility, life goals, commitment, self-actualization, creativity, spontaneity and the subtle values implied in psychological investigation and

7. Rather than concern itself with the prediction and control of behaviour, psychology should aim to help people understand themselves in order to be free from unwanted outside influences (BUGENTAL, 1966, pp. 223-239).

Despite its apparent promise for an improved psychology there exists a number of defects in humanistic psychology that needs to be overcome before it may claim to be fully effective. Child (1973, pp. 19-22) points out that there is a vagueness in some of the terms used, for example, **authenticity** is an important concept but there is a real problem in recognising an authentic person. There is a tendency for some humanistic psychologists to make statements that are not easily verifiable, coupled with a certain degree of smugness about their understanding of people. Finally Child considers that there is also a trend towards sentimentality and a one-sided view of man, possibly as a result of the reaction against the behaviouristic approach.
But perhaps the most serious problem lies in the area of methodology:

Humanistic psychology is in the paradoxical position of having at once a tremendous range of available methods for its work and yet a serious methodological problem. The result is that there is a very chaotic condition in the whole field and that a great deal of subjective judgement is involved in trying to sort out that which is truly creative and productive from that which is simply clever or well intentioned. (BUGENTAL, 1967, p. 79).

If indeed the 'third force' in psychology is to offer an approach which would be advantageous in investigating certain problems, such as those encountered with the teacher and decision making, it remains to be seen whether a satisfactory methodology has been developed. Phenomenology, as one of the major philosophical influences in the development of third force psychology may provide a conceptual framework for such a methodology.
5.2 PHENOMENOLOGY AS A NEW APPROACH

(a) The Nature of Phenomenological Method.

Descartes (1970, pp. 61-75) approach to science was to begin by using a method of doubt. He believed that one should take nothing for granted. If it seems obvious that the sun goes around the earth we should examine whether this is really true. Man cannot be certain of anything except his own existence and thus we can begin scientific studies with a study of consciousness.

At the beginning of this century, however, Husserl (1859 - 1938) pointed out that Descartes had neglected to do just this. He had thought of consciousness as a mirror reflecting the world and never considered that the mirror itself might be a variable (HUSSELR, 1970, pp. 73-83). Thus there is a large area for study within man. This study is known as phenomenology: the study of the structure of consciousness.

The basic concept of phenomenology is Intentionality. Consciousness itself is intentional. Consciousness is not a plane mirror merely reflecting the world. It makes its own distortions;
intentionality .... can exist on many levels. It may be almost conscious - as when I persuade myself that I shall enjoy an experience that is likely to be unpleasant - or completely unconscious as in the case of the Muller-Lyer illusion. All this is to say that intentionality is applied to acts that we suppose to be mechanical and that we actively cause ourselves (WILSON, 1966, p. 44).

What then constitutes phenomenological method?

Perhaps this may best be assessed by reference to Husserl's notion of the life-world (Lebenswelt). Wilson uses the analogy of a piece of music to explain this;

My day proceeds like a symphony, with dull passages and exciting passages, passages that arouse rage or determination, passages that lose my attention entirely. My 'life-world' - the world of my lived experience - presents itself to me as a series of meanings or half-meanings. But just as I can turn my attention from the meaning of a symphony to its mechanics, so I can examine the structure of my experiences of the life-world (WILSON, 1966, p. 64).

The process of concentrating on the structure of the music (in this case) is called 'bracketing' by Husserl. Each act of bracketing is an epoché - thus if, for example, a Victorian painting is being examined one may first bracket out the awareness of the painting as the telling of a story then as a picture containing human figures, then
as a design. These three levels: story, human figures and design may thus be suspended in successive *epochs* (WILSON, 1966, pp. 64-65).

What is being claimed is that the life-world as the ground or foundation of all of our other knowledge, however abstract or universal, is based upon how man experiences the life-world. The significance of the life-world for the approach to psychology is that psychology must account for its phenomena in terms of how they appear, or how they are experienced and not in terms of some idea of how they ought to appear (GIORGI, 1970, p. 139).

The world of natural science is a more narrow and specialised world than the life-world - thus psychology has been based, since its inception, not on primary phenomena but on secondary or derived phenomena. That is, phenomena as interpreted by the world of the natural sciences.

Husserl considers, furthermore, that there is a problem with the fact-world: the spatio-temporal world to which all men belong. In concerning ourselves with our mundane pursuits, both practical and theoretical, we are too much absorbed by our goals, purposes and designs to pay attention to the modes and form in which the world presents itself to us (GURWITSCH, 1966, p. 427). However, by means of phenomenology, that is, by a
change in attitude the world can be considered as phenomenon. The acts which in the fact-world are merely lived are now thematised and made topics of reflective analysis (GURWITSCH, 1966, p. 428).

In order to arrive at this phenomenal level we must pass through two reductions: firstly, we turn our attention to the phenomenon of experiencing a thing - we perform a first reduction and open it as a phenomenal field because we observe the experience of the thing rather than the thing itself. And secondly, since the phenomena yield 'directions' and 'significance', the genealogy of being becomes a possibility and we are no longer limited to the manipulation of conditions in order to see that there is a possible effect on some objective fact or data. Thus the dynamic aspects of our relationships with the world could be stressed as opposed to the static (GIORGI, 1970, pp. 149-153).

A general methodology for phenomenological psychology is only now being developed and von Eckartsberg (1973, pp. 283-289) has outlined a possible procedure: firstly, the psychologist should act as a 'transducer' by recording the spontaneously manifest behaviour in the subjects natural setting, with minimum distortion through translation; secondly, the priority of experience of human living
should be stressed - the critical question here is: what is the experienced reality of the person being studied? - a shift being required in attitude from the observer to the actor and thirdly, ideally we should use a combination of observation as participant-observer in real-life situations and consideration of the person as an informant on his own situation. Whilst the use of participant-observers may maximise the chance of a successful strategy the self-report, where the person studied gives an account of his activities and experiences either verbally or in writing, may also prove fruitful.

Accepting the need for a phenomenological approach to the study of human problems (whilst bearing in mind the early developmental stage of methodology of such an approach) and the desirability that any theory should recognise the importance of the concept of role in investigating certain human problems, the phenomenologically based ideas of G.A. Kelly as expressed in his theory of Personal Constructs invites consideration. This consideration will be undertaken in the next section.

The methodology associated with the Theory of Personal Constructs may not be incompatible with the proposal for a phenomenological method developed by von Eckartsberg. Thus it may be claimed that, adopting this theory, the psychologist records the spontaneous behaviour of the subject, with a minimum of distortion, by using the technique of the Rep-
ertory Grid created by Kelly.

Also the lived experience of the subject is made central to the investigation and there is a variation of the Grid which may be used as a self-report.
5.3. THE THEORY OF PERSONAL CONSTRUCTS

(a) Foundations of Kellian Theory

Kelly (1955, pp. 1-14) commences his approach with two notions: firstly, that viewed in the perspective of the centuries man might be seen as an incipient scientist and secondly, that each individual formulates, in his own way, constructs through which he views the world of events. As a result of these notions man seeks to predict and thus control the course of events.

The term construct as used by Kelly is employed in a manner somewhat parallel to the common usage of concept, but included in the term is also

the more concretistic concepts which nineteenth century psychologists would have insisted on calling 'percepts'. The notion of a 'percept' has always carried the idea of it being a personal act - in that sense our construct is in the tradition of 'percepts' (KELLY, 1955, pp. 69-70).

Some of these constructions are undoubtedly better than others as they support more precise and
more accurate predictions about more events; thus they assume that all of our present interpretations of the universe are subject to revision or replacement (KELLY, 1955, pp. 14-15).\(^a\)

The basis of Kelly's psychology of personal constructs lies in a **Fundamental Postulate**: 'a persons processes are psychologically channelized by the ways in which he anticipates events' (1955, pp. 46) The theory is then elaborated in eleven corollaries (KELLY, 1955, chap. 2). Three of these corollaries are utilized in this study. These are the Individuality (1955, pp. 55-56), Dichotomy (1955, pp. 59-64) and Choice (1955, pp. 64-68) Corollaries.

Kelly's theory has a number of characteristics which may be considered as advantageous:

(i) it is presented as a complete, formally stated theory;

(ii) the theory is reflexive - personal construct theory is an act of construing that is accounted for by personal construct theory;

(iii) it is deliberately stated in very abstract terms to avoid, as far as possible, the limitations of a particular time and culture and

\(^a\). This philosophical position is termed by Kelly: **Constructive Alternativism** (1955, chap. 1)
(iv) it has its philosophical assumptions explicitly stated (BANNISTER and FRANSELLA, 1971, pp. 15-19).a

(b) Kelly's View of Role.

The concept of role is examined by Kelly in his elaboration of the Sociality Corollary: 'to the extent that one person construes the construction processes of another, he may play a role in a social process involving the other person' (KELLY, 1955, p. 95). Viewed from the standpoint of the theory of personal constructs a role is a psychological process based on the role player's construction of aspects of the constructive system of those with whom he attempts to join in a social enterprise (KELLY, 1955, p. 97).

Kelly believed that there are five important characteristics of this definition:

(i) it is a pattern of behaviour emerging from the person's own construction system rather than primarily out of his social circumstances - he plays out his part in the light of his understanding of the attitude of his associates even though his understanding may be minimal, fragmented or misguided;

a. The extent of the acceptance of Personal Construct Theory may be judged by the bibliography issued by Landfield in 1976 that provides a listing of references published in the 1970's: 46 articles in Britain and the Commonwealth and /or by Commonwealth psychologists and 36 articles by Americans (DAVISSON, 1978, pp. 25-33)
(ii) it is not equivalent to the self-concept as used in some psychological systems - playing a role is not identifying oneself as a static entity but as an ongoing one carried out in relation to, and with an understanding of, other people;

(iii) it ties up the concept with a social process; it is not enough that the role player organizes his behaviour with an eye on what people are thinking - he must be a participant within a group movement;

(iv) while one person may play a role in a social process through subsuming the other person's way of seeing things, the understanding may not be reciprocated and

(v) the definition does not insist on commonality in the construct system of the people involved; commonality may make it more likely that one construction system can subsume a part of another but that is incidental in those cases where roles are played between people who think alike and understand each other (KELLY, 1955, pp. 98-100).
5.4 **SUMMARY AND CONCLUSIONS**

From the beginning of psychology as a science and for much of the twentieth century it was considered that the methods used should be those of the natural sciences.

Commencing with Dilthey this approach has been criticised on the grounds that the adoption of the methods of the natural sciences prevented justice being done to the higher functions of human thought and action and that the results obtained were uncertain. The writings of other psychologists may also be seen as supportive of this criticism. The suggestion has been made that psychology should enlarge its horizons to include more relevant problems such as those relating to human relationships.

Phenomenology may provide a satisfactory approach that will meet these criticisms. The founder is Husserl who claimed that the life-world is the foundation of all knowledge as such knowledge is based on how we perceive the life-world. It is further claimed that psychology must account for its phenomena in terms of how they actually appear rather than how they ought to appear. Application of this method would permit the dynamic aspects of our relationships with the world to be stressed rather than the static aspects.
A theory developed within a phenomenological approach is G.A. Kelly's Theory of Personal Constructs. The theory is structured in a Fundamental Postulate and eleven corollaries. Provision is made in one of the corollaries (the Sociality Corollary) for the concept of role, the definition of which is based on the role player's construct of aspects of the construction system of those whom he attempts to join in a social enterprise. This definition is believed to have important characteristics when such enterprises are under investigation.

In conclusion, it appears that the phenomenological approach of G.A. Kelly provides a conceptual framework for examination of a variety of role-related research issues, where the term role is used in Kelly's comprehensive sense of a construct of the construction system of interactive others.

The problem to which this study now addresses itself is concerned with role-related issues in teacher decision making. So far, the study has argued for a phenomenological approach to person-centred research. In Chapter 6, the theoretical issues and methodological techniques that have been examined in Chapters 2 to 5 will be used as a basis for formulating the research problem of the study.
CHAPTER 6

THE RESEARCH PROBLEM
6.1 BACKGROUND TO THE PROBLEM

(a) Educational Change

The problem of change has been a recurring theme in the concerns of humanity since early Greek times. It is only in this century, however, that change has become a subject of critical human concern with the claim that there is a limit to the amount and rate of change (generated by technology) that the human organism can stand.

An important social element in society is that kind of organization which is structured on bureaucratic lines, with the rules of behaviour being decided by the higher ranking positions; other position holders being expected to conform to such rules. This arrangement has been criticised on the grounds that it creates anxiety and neurosis and that, though hierarchical control may be suitable in stable conditions, where change is frequent an alternative form of control is needed.

It has been suggested by some writers that, in future, decisions in organizations will need to be made on the basis of reason and information rather than, as is claimed, on the basis of the power of a small group to enforce their decisions on the majority.

The contemporary school is not free of a wide variety of associated criticisms. It is thought
to have adjusted too slowly to the faster pace of events in the wider society. The typical school, with its emphasis on conformity to rules determined by the hierarchy, is considered to be restrictive of the desirable growth of the child in a democratic society. Another suggestion that has been made is that the problems of our present society may be alleviated by developing a new type of human being: one able to feel and act only in socially acceptable ways - this can be achieved by reforming the school so that it operates efficiently to produce such a person.

On the other hand, present school practice is seen as concentrating on preparing students for vocations rather than for a meaningful life. In so doing it uses coercion which is maintained only with considerable strain and effort - the solution is, it is claimed, the dis-establishment of the hierarchically oriented school and the substitution of informality in education by the use of 'learning-webs'.

A milder criticism of the school is voiced by those who advocate desirable modification by retaining the present school system and providing for increased participation in school decision making by the students themselves. This category of criticism is joined by those who believe that improvement lies in changing the relationship between the student and the teacher towards encouragement of the student's awareness of his own phenomenology.
In considering the foregoing criticisms the author of this study is arguing that if the continued existence of the school is recognised this does not pre-suppose that the conventional hierarchical structure must be preserved. Indeed if the school is to attain its social worth in the face of change and the criticism of the school system, some attempts at re-thinking the existing process of school decision making may be mandatory.

There are demands already that the New South Wales Public School System change in specific ways. Teachers are now expected to involve themselves in the initial planning stages of curriculum structure and operation. Concern is being expressed at the present levels of literacy and numeracy. Innovation in the schools is being encouraged by the release of resources at the Federal level of government. Integration in New South Wales Public Schools is being encouraged with suggestions for the establishment of school councils in which shared decision making between the community and the school will be practised.

This juxtaposition of the problems of change and school decision making is not without its paradoxes. The first concerns the difficulty of deciding a curriculum aimed at preparing students for living in a society the structure of which is
at present unknown. The second paradox concerns the expectation that the school provide the means of preserving the existing society, yet the school is expected to possess the flexibility to adapt to societal changes.

(b) Educational Decision Making

When the structure of decision making within the school is considered it is generally conceded that the power to exercise choice in pursuance of aims is centred in relatively few (hierarchical) positions, such as the Principal and Deputy Principal.

To be able to adapt to necessary change, it is argued, the school must be in a state of organizational health. It is also claimed that this state can only be achieved by re-structuring the school so that teachers are more involved in decision making. Some proponents of this restructuring, such as Katz and Kahn (1966, pp. 211-214), have gone so far as to suggest that the school personnel themselves (rather than just the hierarchical members) should be allowed to make policy, employ the administrators and veto decisions by them. Later in this section reference will be made to the findings of empirical investigations into participation.
In Australia, in some quarters (for example, CONNORS, 1978) the idea of school-based decision making, as a participatory democracy, has received acclaim and a step towards this has been taken in New South Wales with the suggestion that an education commission be established incorporating the principle of lay and employee participation in decision making (HAGAN ENQUIRY, 1977, p. 17).

The apparent social importance of the teacher's participation in school decision making is such that the part that the teacher plays in this process at present and the part that may be played in the future indicates that further explanation of the social-psychological aspects of involvement is warranted.

The interaction between the social-psychological situations in the school may be examined by relating such situations to the teacher's life-world construed as role-related experiences. Role, the part played by the occupant of a position, is claimed to be an important concept linking character and social structure; the point where the individual and society intersect. Associated with the concept of role are the ideas of role expectations, role ambiguity, role conflict and teacher stress. Later in this section the results of research in these areas will be discussed.

a The suggested commission has now been established by the New South Wales Government.
The nature of the requirements for undertaking the role of the teacher imply consideration of the influence of professionalism. Professionals, it is claimed, unlike occupants of other positions in the organization, are basically responsible to their conscience for maintaining standards. The professional denies the principle that his work must always be supervised by the hierarchy. Thus the seeds are laid for conflict between the teacher and his superiors when the teacher adheres to the perception of his role as a professional. Reference is made to the evidence for this conflict later in this section.

c) A Conceptual Framework for Investigation.

The foregoing indicates that knowledge concerning the sharing of decisions in the school is not an open and shut case; whilst virtually everyone in our society is in favour of democracy, just what this involves in practice is debatable - who does participate and who should participate is an open question. Prior to an investigation of this question, vis a vis the teacher and other participants, the problem of a suitable framework for the pursuance of the investigation requires attention.

During much of the twentieth century the framework for investigating psychological problems has involved the acceptance of the methodology of the natural sciences. There is a tradition in psychology, however, which is attempting to define
psychology as a study of the human person. The questioning of a methodology based on the natural sciences has led to a 'third force' in psychology. This approach, significantly influenced by existentialism and phenomenology, has produced a humanistic psychology with common agreement on a number of points, for example, that consciousness is the most basic psychological process. But before it can be advantageous in the investigation of problems, such as that of the teacher and decision making, this approach needs to develop a suitable methodology based on the emerging principles.

Phenomenology may assist in developing such a suitable methodology. The phenomenological approach adopts the view that how man experiences his life-world is the foundation of all knowledge. Using this approach, psychology must account for its phenomena in terms of how they appear or are experienced and not how they ought to appear. A possible technique, in this context, is to consider both the observations of the participant-observer and the considerations of the subject as an informant on his own situation.

Whilst a suitable detailed methodology is still to be developed within a humanistic approach, that
methodology associated with the phenomenologically based Theory of Personal Constructs (KELLY, 1955) offers some advantages. By the use of the Repertory Grid Technique (associated with this theory) the psychologist records the spontaneous behaviour of the subject and the lived experience is made central to the investigation. Furthermore, the theory itself has been claimed to offer a number of advantages, for example, it is a complete, formally stated theory.

The Theory of Personal Constructs is set out in a Fundamental Postulate and eleven corollaries. Provision is made in one of these corollaries (the Sociality Corollary) for the concept of role - a central concept in this study. This postulate and the relevant corollaries will be examined further, later in this chapter.

(d) Review of Empirical Investigations.

Empirical investigations relevant to this study may be reviewed under the headings of participation in decision making, role-related concepts and the teacher as professional:

1. Participation in Decision Making
   (i) Benefits arising from participation by the teacher in decision making were found to be:

   less militancy (ANDERSON, 1966; BELASCO and ALLUTO, 1969; FINDLEY, 1968);
reduced conflict (CORWIN, 1965a); increased job satisfaction (PATCHEN, 1970, pp. 243-245; TANNENBAUM, 1968, pp. 307-313; BELASCO and ALLUTO, 1972) and increased probability that change will be accepted and successfully implemented (COCH and FRENCH, 1948).

(ii) Teachers desire:

to be more active in decision making (N.E.A. RESEARCH, 1973, pp. 11-12); greater autonomy in making certain curriculum decisions (CHASE, 1951; SHARMA, 1955; FRIESEN, 1969); not too much decision making (ALLUTO and BELASCO, 1972) and less involvement as single decision makers in planning and evaluating the curriculum but to operate through a parliamentarian and consensus procedure (KNOOP and O'REILLY, 1976);

(iii) Some teachers are decisionally deprived, others are decisionally saturated and others are in equilibrium, desiring no change in the current rate of participation (ALLUTO and BELASCO, 1972).
(iv) Teachers participating in decision making in the school were found to possess:

- lower morale if underinvolved or over-involved (ABSher, 1977);
- agreement with administrators regarding the role of the student in decision making and disagreement with students concerning this role (Crawford, 1977);
- more opportunities for participation at the building level rather than the district level with involvement meaning either giving information or making recommendations rather than making decisions (Devlin, 1978);
- perceptions of the extent of involvement in and satisfaction with decision making which were not related to student achievement (Feldman, 1977);
- involvement in half of the schools sampled (Fluck, 1980);
- no overall difference in participation, satisfaction levels or perceived achievement of students, whether working in either open-space or traditional schools (Grant, 1977);
a similar decision-making pattern for curriculum development, line officer selection, executive level decision input and community participation where employed in two different school systems (GULLATTEE, 1978);

a more positive attitude toward the principal; a positive relationship existed between participation and job satisfaction (HENDERSON, 1970);

significant differences as a group regarding the role of the teacher in decision making when compared with school board members and administrators (KEEF, 1977);

more dissatisfaction with present participation levels, if female teachers, when compared with male teachers (LECOULTRE, 1980);

satisfaction with the number and type of decisions they had to make (MALONE, 1979);

a discrepancy between present and desired levels of participation; in collective bargaining, failure to provide for participation increases the probability of negotiation conflict (MAYER, 1978);

a perception that students have some but limited decision-making powers and desire that student power increases though to a
lesser extent than that desired by students (MINKOFF, 1977);

- a perception of need-for-involvement which is not related to selected personality and situational variables (O'SHEA, 1976);

- a significant difference between their perception of existing and desired decision-making roles; a significant difference also existed between teachers and administrators of the teachers present and desired decision-making roles (ODA, 1977);

- a desire to be more involved in school personnel decisions than they perceived they were; they also desired less involvement by central office administrators and school board members in personnel decisions (RAPPELL, 1978);

- a general pattern of satisfaction and attitude relationships toward decision making inverse to those held by parents and students (RESIGNO, 1978);

- increasing concern about their role in decision making involving curriculum, materials selection, certification and other matters within the realm of professional responsibilities (SLOAN, 1976);
a desire for greater participation (80.5%); participation was not related to teacher recognition of the legitimacy of administrative influence (TRUEDELL, 1979);

discernable power structures in decision-making; no significant relationship existed between certain demographic characteristics and the configuration of power structures (USIJIMA, 1978) and

by involvement, a significant contribution to successful implementation of programmes of individualized schooling with involvement contributing highly to staff satisfaction (WATKINS, 1978).

2. Role-related Concepts:

(i) Role ambiguity, conflict and stress exist in the school situation (GETZELS and GUBA, 1955; TWYNAM and BIDDLE, 1963; HALPERT, 1966; SAYAN and CHARTERS, 1970; DUNHAM, 1976);

(ii) Variation exists in the expectations of persons interacting with the role of the teacher (BLOCK, 1952) and

(iii) Discrepancies exist between the expectations of the teacher and the teacher-educator concerning the role of the teacher (DRABICK, 1967).
3. The Teacher as Professional:

(i) The endorsement of professionalism implies conflict with the school administration (CORWIN, 1965b);

(ii) Professionalism is differentially supported among teachers in different countries (BIDDLE, 1970);

(iii) Initiative-taking teachers subscribe to more professional and less bureaucratic roles than compliant teachers (CORWIN, 1965b);

(iv) A minority, only, of secondary school teachers consider teaching as a full profession (LEIGH, 1979) and

(v) There is an inverse ratio between professionalism and bureaucratization (HALL, 1968).
6.2 STATEMENT OF THE PROBLEM

Despite the evidence that teacher participation in decision making results in a number of benefits to the school there is uncertainty concerning the role of the teacher. This is especially so in respect of the part that the teacher and other connected role figures play in participation in decision making related to the functions of the school. The extent to which, in the future, teachers desire to be involved in the decision-making process is also largely unknown.

The problem may be stated in general terms as:

to establish the present perceptions of the public secondary school teacher as to (a) the level of involvement of his own role and other roles in school decision making and (b) the future desirable level of his own role and other roles in school decision making. The study is pursued in the context of both identified role figures in, and identified functions of, the public secondary schools in the Illawarra District of the state of New South Wales.

Specifically the study is concerned with the following role figures and school functions:

**HIERARCHICAL ROLES**

- Deputy Principal
- Regional Director
- School Inspector
- School Principal
- Subject Master

---

a. The procedures adopted for the identification of role figures and school functions will be described in Chapter 7, Methodology.

b. The chief executive officer of the Regional Office of the New South Wales Department of Education. This office performs the decentralised functions of the department in the Illawarra area.

c. The teaching head of a subject department of a secondary school, for example, the Subject Master of the Science Department.
NON-HIERARCHICAL ROLES

Member of the Parents' and Citizens' Association
Parent of a Student
Representative of a Professional Group
Representative of the Teachers' Federation
School Cleaner
School Counsellor
School Librarian
School Secretary
Student
Teacher
Teachers' Aide

and

SCHOOL FUNCTIONS

The Educational Needs of the Community
The Core Curriculum Structure
Curriculum Innovation
Development of 'Other' Approved Courses
Enterprises to be used as Teaching Resources
The Future Needs of the School
Co-operation Between School and Community
Community Participation in Extracurricular Activity
Management of 'out-of-school' use of School Premises
Maintenance of School Buildings
Administration of Funds Received from Government Sources
Administration of Funds Raised by Voluntary Effort
Supervision of the Staff of the School
The Internal Organization of the School
The Teaching Methods of the School
Decisions relating to Staff Matters
Selection or Purchase of Library or Text Books

The study will centre on the Secondary School Teacher and those role figures with whom the teacher is likely to interact in the school situation. Thus, for example, the teacher's perception of the degree of involvement of the Subject Master in decisions

---

The officer appointed to assist the Principal and other professional officers with routine administrative and clerical work.
which relate to the teaching methods of the school will be ascertained. Each of the 16 role figures (including that of the role figure of the teacher) will be linked with each of the 17 school functions. Thus the examination of the teacher's perception of the decision-making process will centre on each of the 272 separate possible decision-making relationships between each role figure and each school function.
6.3 SIGNIFICANCE OF THE PROBLEM

Knowledge of the perceptions of the secondary school teacher, in relation to decision making may add to the quantum of educational knowledge in the areas of:

1. role. The clarification of the role of the teacher in decision making has implications for:

   (a) the development of strategies for effecting change in schools where such strategies acknowledge the influence of democratic processes;

   (b) the design of pre-service and in-service teacher education programmes where the curricula employed recognise the perception of the role of the teacher as important;

   (c) the reduction of ambiguity and hence stress including stress that may be present when changes in role are experienced and

   (d) further research, especially where new areas are likely to be considered, such as the future role of the teacher in respect of the interacting role of the teachers' aide.a.

---

a. c/f Lefkowitz (1973) and Michael (1973).
2. *educational administration theory*. As indicated in Chapter 4, it is believed that decision-making power in organizations resides in the hierarchy - an examination of the perceptions of teachers may indicate the degree to which this belief is embodied in the construct system of the secondary school teacher.

3. *the resolution of paradoxes*. Some reduction may be achieved in the paradoxes associated with:

(a) the problem of the inability to know with certainty the characteristics of future society (Chapter 2) - if such society involves democratic decision making in organizations then this study may provide some insight into existing and possible future practice, at least as far as the secondary school is concerned;

(b) the problem of maintaining the stabilising effects of the school whilst at the same time providing for necessary change (Chapter 2) - the study may contribute both to the maintenance of stability and the provision of an atmosphere where planned change may be effected and
(c) the problem of providing for those teachers who claim the freedom not to participate in decision making (Chapter 4) - insight into the proportion of those wishing not to participate, and the school functions concerned, may add significantly to present knowledge.
6.4 THE DEVELOPMENT OF TESTABLE HYPOTHESES

It has been claimed in Chapter 5 of this study that Kelly's corollaries are relevant to the development of testable hypotheses in respect of the research problem. Three of these corollaries appear to be especially relevant as they provide: for the differing individuality of teachers in their perceptions, for the dichotomous nature of their constructs and for the possibility that the teacher possesses a perception of how such constructs may need to be modified.

Three general hypotheses are deduced from the three corollaries that are relevant to the research problem as stated:

(a) the Individuality Corollary;

this is stated as:

Persons differ from one another in their construction of events (KELLY, 1955, p. 55).

Kelly (1955, p. 55) believes that people can be seen as different from each other because they have different approaches to the anticipation of the same events; no two persons can play precisely the same role in the same events, no matter how closely they are associated. As has been indicated in Chapter 4, understandings into the nature of the teacher's role are unclear and, in accordance with the Kellian position, role (as an 'event') is uncertain. In any case
teachers themselves may be expected to differ in respect of their perception of the role of the teacher. Thus there may be derived the hypothesis that:

GENERAL TESTABLE teachers agree in their interpretation of the degree of involvement of members of the community in school decision making.

For example, it may be claimed that teachers agree significantly as to the degree of involvement of the Deputy Principal in decision making in relation to the educational needs of the community.

In making these hypotheses operational the following definitions and limitations were applied:

(a) the 'teachers' in this context are those teachers performing this role in randomly selected secondary schools in the Illawarra District of the New South Wales public school system;

(b) the term 'interpretation' corresponds to Kelly's notion of 'construing'; by this he meant:

'placing an interpretation': a person places an interpretation upon what is construed. He erects a structure, within the framework of which the substance takes shape or assumes meaning. The substance which he construes does not produce the structure; the person does (KELLY, 1955, p. 50);
(c) the 'degree of involvement' in this context is measured by a modified Repertory Grid Technique;

(d) 'members of the community' are those occupying identified roles within, and outside of, the school organization - roles occupied outside of the school organization are those also important to its operation and

(e) 'school decision making' refers to such decisions as are relevant to the identified functions of the public secondary school in New South Wales.

(b) The Dichotomy Corollary;

this is stated as:

A person's construction system is composed of a finite number of dichotomous constructs (KELLY, 1955, p. 59).

Kelly (1955, p. 61) believes that this construction system is composed entirely of constructs, the structure being organized upon 'constructs of constructs, concretistically pyramided or abstractly cross-referenced in a system of ordinal relationships'. As has been indicated in Chapter 4, there is uncertainty concerning the degree of participation that is exercised by the role figures in the school. Linking this information with Kelly's corollary it
is possible to assert that teachers have a construction system related to decision making that is of a dichotomous nature. Thus the hypothesis may be derived that:

**GENERAL TESTABLE**

**HYPOTHESIS**

teachers interpret each member of the community as being relatively involved in school decision making or being not involved at all in school decision making,

for example, teachers may conceive of the Regional Director as being involved or uninvolved in decision making in relation to the core curriculum structure.

(c) **The Choice Corollary;**

this is stated as:

A person chooses for himself that alternative in a dichotomised construct through which he anticipates the greater possibility for extension and definition of his system (KELLY, 1955, p. 64).

Kelly (1955, pp. 64-68) believes that whenever a person is confronted with the opportunity for making a choice he will tend to choose in favour of that alternative that seems to provide the best basis for anticipating ensuing events. As indicated in Chapter 4 of this study, some teachers perceive themselves as being relatively involved in decision making, other teachers do not. According to Kellian theory teachers who consider themselves
relatively uninvolved (and thus deprived) may seek to change the system of decision making so as to secure for themselves an increased degree of involvement. Thus the hypothesis may be derived:

GENERAL TESTABLE teachers who consider themselves to be relatively uninvolved in school decision making seek more changes in their own role toward involvement than do teachers who consider themselves to be generally involved in school decision making, for example, teachers who perceive the role of the teacher as relatively uninvolved in decision making in respect of the future needs of the school propose significantly more changes (toward involvement) than teachers who rate the teachers role as relatively involved.
6.5 **THE PATTERN OF INVOLVEMENT IN DECISION MAKING.**

It was indicated in Chapter 3 that Weick (1976) has advocated the promotion of the collection of thorough concrete descriptions of the coupling patterns in actual educational organizations; because of the lack of descriptive studies he believes that the oversight should be remedied as soon as possible.

Merleau-Ponty (1962, pp. vii-viii) has stated that phenomenology, whilst it is a transcendental philosophy, is also a philosophy which attempts to recover our natural contact with the world - it is a question of *description* and not a question of explanation and analysis.

Whilst the development of testable hypotheses may provide the most immediate insight into the problems of the teacher and decision making there is a dearth of information in this area and the general pattern of participation may provide some clues for further investigation. Chapter 8 provides some speculation on this theme.
6.6 **SUMMARY AND CONCLUSIONS.**

Shared decision making in the school has been suggested as an alternative to the present hierarchically based practice. It is claimed that this change will benefit the school, especially in assisting it to respond to desired modifications.

However, there are gaps in the present state of knowledge concerning the degree of participation in decision making by teachers and the extent and areas in which they wish to participate in future.

The general problem is seen as the need to establish the present perceptions of the secondary school teacher (and his perceptions of the desirable future situation) of the degree of involvement in decision making of himself and his coworkers. Using as a basis a number of role figures and school functions a matrix of 272 cells is established in which the degree of involvement in decision making is assessed.

The development of testable hypotheses as a framework for this investigation draws on several of G.A. Kelly's corollaries. From each of these corollaries a general testable hypothesis is derived. Each general testable hypotheses is linked specifically to each of the cells in the matrix of 272 cells. In summary the relationship of these corollaries, testable hypotheses and possible linkage with specific roles and school functions may be expressed per the table appearing overpage (p. 151).
<table>
<thead>
<tr>
<th>Kelly's Corollaries</th>
<th>General Testable Hypotheses</th>
<th>Examples of Specific Application</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individuality Corollary</td>
<td>H1 Teachers agree in their interpretation of the degree of involvement of members of the community in school decision making.</td>
<td>Teachers agree in their interpretation of the degree of involvement of the Deputy Principal in decision making in relation to the educational needs of the community.</td>
</tr>
<tr>
<td>Dichotomy Corollary</td>
<td>H2 Teachers interpret each member of the community as being relatively involved in school decision making or being not involved at all in school decision making.</td>
<td>Teachers interpret the Regional Director as being involved or not involved in decision making in relation to the core curriculum structure.</td>
</tr>
<tr>
<td>Choice Corollary</td>
<td>H3 Teachers who consider themselves to be relatively uninvolved in school decision making seek more changes in their own role toward involvement than do teachers who consider themselves to be relatively involved in school decision making.</td>
<td>Teachers who consider themselves to be relatively uninvolved in decision making in respect of the future needs of the school propose significantly more changes than teachers who consider themselves as relatively involved.</td>
</tr>
</tbody>
</table>
If light can be thrown on the perceptions of the teacher in relation to decision making, benefits can be expected in the development of appropriate change strategies, the design of teacher education courses, reduction of stress and the encouragement of further research. Confirmation, or otherwise, may be expected in aspects of administrative theory as it applies in the secondary school. Furthermore, it may be expected that the resolution of some apparent paradoxes may be assisted and a general description of decision making may provide basic information for further investigation of the problem.

In Chapter 7, the methodology developed by Kelly in the application of the Theory of Personal Constructs: the Repertory Grid Technique, will be summarised and shown to be particularly appropriate to this study. Also the particular research design used in the study will be described.
CHAPTER 7

METHODOLOGY
7.1 PERSONAL CONSTRUCT THEORY AND REPERTORY GRID

TECHNIQUE.

In Chapters 5 and 6 of this study the Theory of Personal Constructs, its Fundamental Postulate and several of its corollaries have been outlined. In developing his theory Kelly's avowed intention was to develop a view which had relevance to clinical problems (BANNISTER and MAIR, 1968, p. 38). He wished to 'present a new diagnostic instrument which illustrates how our theoretical thinking can be applied to the practical needs of the psychotherapist' (KELLY, 1955, p. 219). Thus the Role Construct Repertory Test (Rep Test) was designed by Kelly to elicit personal constructs (KELLY, 1955, Chap. 5).

In the context of clinical application Kelly believed that a test should perform five functions:

(a) to define the client's problem in usable terms;

(b) to reveal the pathways or channels along which the client is free to move;

(c) to furnish clinical hypotheses that may subsequently be tested and put to use;

(d) to reveal those resources of the client which might otherwise be overlooked by the therapist and
(e) to reveal those problems of the client which might otherwise be overlooked by the therapist (KELLY, 1955, Chap. 4).

Whilst it may be clear that Kelly's focus of convenience was explicitly and intentionally clinical it was believed (BANNISTER and MAIR, 1968, p. 38) that the Theory of Personal Constructs was likely to prove useful in a much wider field. Later in this chapter it will be demonstrated that the Repertory Grid Technique has indeed been applied in a wide field, confirming Bannisters and Mair's belief of a decade ago.
7.2 MODUS OPERANDI OF THE REPERTORY GRID

TECHNIQUE

Slater (1976, p. 1) supplies a succinct outline of the Role Construct Repertory Test:

Kelly (1955) recommended a way of obtaining an array of ideographic data which he called a repertory grid. In his Rep Test the informant is asked to name people who play various parts in his life at home, in school and at work. About twenty names fitted to the roles by the informant make up the elements. Then he is asked to compare the people named three at a time (the triad method), picking out one that is not like the other two and saying what the difference is - generous/mean, brave/cowardly, strict/easy-going or whatever. The pair of items thus elicited forms a bipolar construct which can be used to sort all the elements into one kind or the other. The number of constructs depends on the informant; it seldom exceeds twenty in practice. The responses are recorded in the grid, which is a two-way table with a column for each element and a row for each construct, the entry in any cell showing how the construct applies to the element concerned.

He also points out (SLATER, 1976, p. 2) that there is no universal standardised procedure in the use of the Repertory Test and that when a client comes to a consultant with a problem they may collaborate in choosing the elements and constructs for a grid that will help to elucidate the problem. He also mentions that the technique does not constitute a monopoly in relation to obtaining grids, other procedures being proposed by Moreno (1934), Stephenson (1935; 1936 and 1953) and Stagner and Osgood (1941).
Kelly developed various methods for eliciting and measuring personal construct systems. The assumed features of constructs and ideas derived from a personal construct theory are reflected in the technique of measurement known as the Role Construct Repertory Test. The nature of constructs built into the technique are:

(a) the idea that constructs are personal, bipolar abstracts with limited ranges of convenience used to structure aspects of a personal world are acknowledged in the procedure of eliciting constructs from the person tested;

(b) the importance of exploring and understanding a persons system of constructs rather than single isolated dimensions is translated in the test by requiring a number of constructs and providing statistical links between constructs and

(c) the focus of attention on eliciting primarily role-governing constructs - the test providing for examination of the interweave of these role constructs with figure constructs (father, mother, friend, self, etc.) (BANNISTER and MAIR, 1968, p. 28).

Kelly (1955, pp. 229-231) explicated the six assumptions implied in the use of a psychological instrument; they are that:
the constructs elicited are permeable;
(b) pre-existing constructs are elicited by the test;
(c) the elements are representative;
(d) constructs will be elicited which subsume, in part, the construction system of the element figures;
(e) the role regnancy of the constructs elicited and
(f) the functional communicability of the constructs elicited.

A summary of the defining characteristics of the grid method is provided by Bannister and Mair (1968, p. 136):

A grid may be defined as any form of sorting task which allows for the assessment of relationships between constructs and which yields these primary data in matrix form.
7.3 APPLICATIONS OF THE REPERTORY GRID TECHNIQUE

Since the creation of the Repertory Grid Technique by Kelly (1955) the technique has received wide acceptance. A review of the subsequent applications of the technique may be considered under the categories of Clinical Applications and Social-psychological Applications.

(a) Clinical Applications

The major use of the Repertory Grid Technique in the clinical area is in relation to schizophrenia. In the early 1960's Bannister drew attention to the existence of thought-disorder in some schizophrenics and suggested that the Repertory Grid Technique might provide a useful method of investigating aspects of conceptual relationships in view of previous reports that thought-disorder may be the result of the weakening of construct relationships (BANNISTER, 1960, 1962; BANNISTER and FRANSELLA, 1966). The hypothesis that schizophrenic thought-disorder is the outcome of serial invalidation (that is, if a person is repeatedly invalidated in his construction of an element, then his initial reaction may be to construe that element in the opposite pole of the construct, for example, this person is not a 'loving' person he is a 'hating' person - but in shuffling a person to and fro across the pole of the construct it may be 'loosened') was later investigated using the Repertory Grid Technique (BANNISTER, 1963, 1965b). Personal Construct
Theory suggested that areas of maximal invalidation will be areas of maximal loosening of construing and applying the theory to the problem of schizophrenic thought-disorder led to the expectation that the focus of schizophrenic confusion involved 'thinking about people' rather than 'thinking about objects'. An investigation of this hypothesis using Repertory Grid Technique indicates that thought-disordered schizophrenics lost significantly more reliability and social agreement, when shifted from object to people construing, than did normal subjects (BANNISTER and SALMON, 1966; McPHERSON and BUCKLEY, 1970).

Thought-disordered schizophrenics as defined by the Repertory Grid Test were significantly inferior in relative success in acquiring 'psychological' as against 'non-psychological' concepts (SALMON ET AL, 1967). The prediction that the relatives of schizophrenics would be more thought-disordered than the relatives of neurotics or normals however was not confirmed when tested using the Repertory Grid Test (among other tests) (ROMNEY, 1969). It was also predicted that thought-disordered schizophrenics tended to experience delusions of non-integration rather than delusions of persecution. Using Repertory Grid Technique this prediction was supported (McPHERSON, 1969). Investigation of those schizophrenic patients who are most disordered when required to use
'psychological' constructs were shown to be least likely to use them when free to use constructs of any type. This investigation together with those noted above suggest that two apparently distinct clinical signs of schizophrenic thought: process disorder and 'flattening of affect', may both be associated with a more basic abnormality - the absence of a coherent system for construing psychological states (McPHERSON ET AL, 1971). Recent studies used the Repertory Grid Technique to test the hypothesis that thought-disordered patients were maximally disordered in the area of psychological construing (McPHERSON ET AL, 1975, 1978). Al-issa and Robertson (1964) found that a close correlation existed between lower scores in divergent thinking abilities and the presence of thought-disorder as measured by the Repertory Grid Technique.

The Repertory Grid Technique has been used in studies of aspects of schizophrenia other than thought-disorder: the flattening of affect (a gross lack of emotional response to the given situation) (McPHERSON ET AL, 1970a, 1970b; BODLAKOVA ET AL, 1974). The use of 'psychological' constructs when schizophrenic patients describe photographs of people and the type of delusion experienced (McPHERSON ET AL, 1971; WILLIAMS and QUIRKE, 1972); and the parents of schizophrenic patients who were found to be concerned, in their constructs, with psychological features of illness whereas parents of physically ill
patients were concerned with the physical features of illness (LIAKOS ET AL, 1975).

A number of studies using the Repertory Grid Technique have been undertaken in the clinical area in relation to neurotic disorders (RYLE, 1976). The largest proportion of such studies appear to be those which compare how a patient's construct system resembles or differs from those of others with whom he is associated. The Repertory Grid Technique can provide information about interpersonal relationships in groups, psychological features of individual group members and changes occurring in persons having group therapy (WATSON, 1970a). Several studies have investigated constructs in married couples when the problem was alcoholism (DREWERY and RAE, 1969) and intermarital maladjustment (RYLE and BREEN, 1972b; RYLE and LIPSHITZ, 1975, 1976; WIJESINGHE and WOOD, 1976). A study was also made of the meaning of alcoholism among a group of male alcoholics (HOY, 1973). If a principal components analysis (SLATER, 1964) is made of the combined grids of a psychotherapy group it may differentiate group members who are assertive and dominant from those who are passive and submissive. It may also differentiate those who are emotionally sensitive to other members and those who are insensitive and who hinder rather than aid the attainment of group goals (McPHERSON and WALTON, 1970). The degree of empathy in a small therapeutic group has also been investigated using the Repertory Grid Technique.
(SMAIL, 1972). Change towards recovery, however, is the aim of psychotherapy and also to permit a sufficiently recovered patient to resume work. In this connection the Repertory Grid Technique has been used to measure the conceptual process and pattern change in a group of patients receiving therapy (FRANSELLA and JOYSTON-BETHAL, 1971; WATSON, 1972) and students undergoing psychotherapy (LANDFIELD ET AL, 1961).

In the case of individual patients conceptual change has also received attention (MAIR and CRISP, 1968; SHAPIRO, 1969; RYLE and LUNGHI, 1969; SLATER, 1970, 1976; CRISP and FRANSELLA, 1972). The perceived relationships between therapist and patient has been investigated (CARTWRIGHT and LERNER, 1963; CRISP, 1964; LANDFIELD, 1965; WALTON, 1966; RYLE and LUNGHI, 1970; WATSON, 1970b; ROWE, 1971a, 1976; ROWE and SLATER, 1976) and the identification of the neuro-psychiatric patient with personally significant male figures (JONES, 1961). In addition patients with various specific neurotic symptoms have been examined using the Repertory Grid Technique: agrophobia\(^a\) (WRIGHT, 1970); arsonism (FRANSELLA and ADAMS, 1966); depression following a hysterectomy (ROWE, 1971b); hypomania\(^b\) (ROWE, 1971a); inadequacy of personality (SMAIL, 1970); articulation of the conceptual structure in obsessional neurosis (MAKHOUF NORRIS ET AL, 1970), alienation in

\(a\). fear of open places.

\(b\). a subtype of manic-depressive reaction.
obsessional neurosis (MAKHLOUR-NORRIS and GWYNNE JONES, 1971); obsessive-compulsive neurosis (MAKHLOUR-NORRIS and NORRIS, 1972) and attempted suicide (RYLE, 1967; LANDFIELD, 1976). The use of diagnostic languages has also been investigated using this technique (SPERBER, 1977; AGNEW and BANNISTER, 1973).

(b) Social-psychological Applications

One of the largest group of studies in this category is in the area of education; studies using the Repertory Grid Technique have been made of student and faculty conceptions of the 'successful student' (FAGER, 1958); teacher's role perceptions in reference to curriculum functions (FIELDING ET AL, 1974); the measurement of adjustment in adolescents (KASPER, 1962); student teacher's concepts of curriculum structure (MIRC, 1975); the choice of university (REID and HOLLEY, 1972); social work tutor's judgement of their students (RYLE and BREEN, 1974a); change in the course of social-work training (RYLE and BREEN, 1974b) and conformity in children (SALMON, 1964, 1969).

In fields other than education (but including studies in educationally related areas) studies using the Repertory Grid Technique have been made in aesthetics, in respect of constructs relating to the 'golden section' (BENJAFIELD, 1976; BENJAFIELD and ADAMS-WEBBER, 1976; BENJAFIELD and BREEN, 1978;
BENJAFIELD and POME ROY, 1978); psychological investigation of children and young people (RAVENETTE, 1977; SALMON, 1976); cigarette smoking (MAIR, 1970); cognitive complexity (Bieri, 1955; Bieri . BLACKER, 1956; MAYO and CROCKETT, 1964; ADAMS-WEBBER, 1969; DEUX and FARRIS, 1975); cognitive similarity and interpersonal communication (TRIANDIS, 1959); shared and personal constructs in a commune (KARST and GROUTT, 1977); construing in a detention centre (NORRIS, 1977); market research (FROST and BRAINE, 1967; SAMPSON, 1972; HUDSON, 1974); problems with the mentally handicapped (BARTON ET AL, 1976); perception of the environment (HARRISON and SARRE, 1971, 1975; HONIKMAN, 1976; RILEY and PALMER, 1976; STRINGER, 1974, 1976; WALKER, 1977); investigation of long-term prisoners (GUNN ET AL, 1976), organization development (EDEN, 1978); political construing (FRANSELLA and BANNISTER, 1967); measuring of self-identity (NORRIS and MAKHLOUF-NORRIS, 1976); sex differences in the stereotyping of the roles of wife and mother (CHETWYND, 1976); sex role identification (GILES and RYCHLAK, 1965; LITTLE, 1968); social class grouping (WARREN, 1964, 1966); interpersonal perception (SECHREST and JACKSON, 1961; DREWERY, 1969, DUCK, 1973; BENJAFIELD and ADAMSWEBBER, 1975); stuttering (FRANSELLA, 1968; 1971) and the experimenter-subject relationship in verbal conditioning (KNOWLES and PURVES, 1965).
7.4 STUDIES OF THE VALIDITY AND RELIABILITY OF THE REPERTORY GRID TECHNIQUE

(a) Clinical Applications

As might be expected from the foregoing it is in the area of clinical applications that most of the investigations as to the validity and reliability of the Repertory Grid Technique have occurred.

Validity, the extent to which a test measures what it is intended, or purports, to measure (DREVER, 1952, p. 304) has received attention in several studies. Using a Repertory Grid, Bannister (1960, 1962) distinguished between Normals, Thought-disordered Schizophrenics, Non-Thought-disordered Schizophrenics, Neurotics and Depressives and investigated the independence of construct systems to that of the particular elements construed. Mischel (1964) examined Kellian theory and argued that constructs are not like hypotheses used to predict what will be done but are like rules used to decide what should be done. The Repertory Grid Technique is a guide to careful listening - it shows the clinician what to look for to discover the full import of his thinking. If we are interested in predicting behaviour then statistics may be a more reliable guide than personal constructs but if we are explaining human actions then personal constructs cannot be replaced by statistics.
Bannister (1965a) also points out that while the protean quality of Repertory Grid Technique makes it adaptable to a variety of psychological purposes, only long-term usage can establish the relative validity of its various forms. With Fransella he claimed to produce a clinically economic and adequately standardised grid test for detecting the presence of schizophrenic thought-disorder (Bannister and Fransella, 1966; Bannister et al., 1971). Foulds et al. (1967a, 1967b, 1969) investigated the validity of this test, the differences between the sub-categories of schizophrenia and the inter-relationship between the retardation measures used. Presley (1969) investigated the 'slowness' and performance on Bannister and Fransella's (1966) test for thought-disorder in schizophrenics. Poole (1970), in investigating the validity of this measure, found that it failed to discriminate between clinically assessed thought-disordered patients at an acceptable level of significance. On the other hand Ryle and Breen (1971) found, in a Repertory Grid test which compared students (who were also psychiatric patients) with controls, that a very satisfactory sorting of patients from controls was achieved. The Bannister-Fransella test also successfully differentiated manic patients from groups of acute and chronic schizophrenic patients with thought-disorder (Mellsop et al., 1971), but the test failed to do so when tested by Breakley and Goodall (1972). However the same test was successful in distinguishing
schizophrenics from controls and acute non-thought-disordered schizophrenics from acute thought-disordered schizophrenics (SPELMAN ET AL, 1971).

Williams (1971) manipulated the elements, whilst maintaining the same constructs, in three variants of the Bannister-Fransella grid test for thought-disorder administered to schizophrenic patients and normals; it was found that such manipulation had a significant effect on scoring.

Kear-Colwell (1972, 1973) found that scores on the Bannister-Fransella test were independent of personality as indicated by other established tests. Frith and Lillie (1972) also concluded that Intensity and Consistency scores on this test were not pure measures of an underlying construct system but can be affected by aspects of the task such as the nature of the elements. A further study of this finding, however, made by McPherson et al (1973), indicated that the Bannister-Fransella test had been successfully validated as a measure of thought-disorder.

The hypothesis, put forward by Bannister (1960), that thought-disordered schizophrenia is the result of progressive loosening of construct relationships was investigated by Haynes and Phillips (1973) who suggests that such loosening is an artefact of the contamination of Intensity scores on
the test by inconsistency. An alternative interpretation of 'loose construing' was offered by Radley (1974) based, not upon the association between constructs, but on the way the schizoid person frames his constructs about the people towards whom he is attempting to maintain a consistent attitude.

A later study (ADAMS-WEBBER, 1977) also tended to support Bannister and Fransella's (1966) hypothesis of 'loose construing'.

A study by Caplan et al (1975) focussed on therapeutic processes and not on the outcome of the treatment. It was found that statistically significant relationships existed between Repertory Grid measures and variables derived from tape recordings of group sessions, suggesting that grid patterns were partly determined by antecedent group events.

Bannister and Salmon (1966) had proposed that the focus of the schizophrenic confusion was 'thinking about people' rather than 'thinking about objects'; McPherson and Buckley (1970), Heather (1976) McPherson et al (1975) and McPherson et al (1978) confirmed this hypothesis, finding that thought-disordered schizophrenics were significantly more disordered when construing 'psychological' than when construing 'non-psychological' events thereby supporting Bannister's (1960, 1965b) earlier theories. A further
study by McPherson and Gray (1976) found that the extent to which patients construed 'psychologically' rather than 'objectively' was positively and significantly correlated with the number of psychological symptoms of anxiety which they reported but correlated to a negligible extent with the number of somatic systems of which they complained. It was thought that 'psychological' construers might be more likely to benefit from 'psychological' treatment such as psychotherapy whereas the more 'objective' construers might be more likely to respond to physical treatment such as drug therapy.

Bannister (1963, 1965b) had also argued, as indicated earlier, a serial invalidation hypothesis, that is, that the thought-disordered person had so frequently experienced invalidation (events contrary to the expectations generated by his construct system) that the linkages between his constructs were loosened and no very specific expectations were generated. A later experiment (BANNISTER ET AL, 1975) attempted to reverse the process of thought-disorder by first identifying whatever weak remaining system of expectations were manifested and then fulfilling these expectations. Results over a two year period tended in the predicted direction but was not proven though leaving the experiment worth modified replication.
A negative finding concerning the Grid Test of schizophrenic thought-disorder was reported by Hill (1976) who claimed that the result of published studies (BANNISTER and FRANSELLA, 1966; BANNISTER ET AL, 1971 and FRITH and LILLIE, 1972) indicated that whilst the test was found to have statistical validity in terms of the correlation between grid predictions and clinical judgements of thought-disorder it failed to reach proposed criteria as a useful diagnostic instrument.

A Consistency Relationship Score for the purposes of the comparison of two grids was proposed by Bannister (1960, 1962) and Bannister and Fransella (1966). A further measure of consistency was designed by Slater (1972) with the results obtained being almost equivalent to that obtained by Bannister but with the programme extending to a wider range of scores and the ability to compare more than two grids at the same time.

Until recent years no study had reported comparing the scores from the standard Bannister-Fransella Grid Test with scores from a similar grid test when the subjects own constructs were applied to people known to him. A study has now been reported (McFADYEN and FOULDS, 1972) in which the results provided a limited degree of support for the equivalence of the two forms of grid. There was also evidence that both forms were roughly equivalent in their power to differentiate thought-disordered and non-thought-disordered schizophrenics.
In an attempt to validate the Repertory Grid Technique in respect of neurotic disabilities Ryle and Breen (1972a) compared grid scores of students who had been diagnosed as having neurotic problems. An independent criteria of psychiatric morbidity was also used: the Middlesex Hospital Questionnaire (CROWN and CRISP, 1966; CROWN ET AL, 1970). The results confirmed that certain scores on the Repertory Grid Tests were characteristic of neurotic as opposed to normal grids.

(b) Social-psychological Applications

Over the past two decades a number of reports have appeared relating to the validity and reliability of the Repertory Grid Technique in social-psychological settings. A version of Kelly's Role Construct Rep Test was given twice, over a two week period, to four groups each under a different condition of testing. A high degree of reliability was found in each group (FJELD and LANDFIELD, 1961). Another study required delinquent boys to complete a similar grid in both a rank order and a split half format and were retested after two weeks. The results suggested, inter alia, that the two forms need not provide equivalent estimates of construct relations (MAIR and BOYD, 1967).
It is widely believed that persons with certain personality characteristics, for example authoritarians, have a tendency to make extreme judgements on rating scales and sorting tasks. The question arises: is the taking of such positions a source of strength or an indication of bigotry?

Reviewing the literature, Landfield (1968) supported the hypothesis that personal meaningfulness may be related to extremity of rating and the profitability of pursuing the problem within Personal Construct Theory. Warr and Coffman (1970) in four separate investigations found that extremity responding was adequately demonstrated but found that no general relationship existed with personality. They hypothesised that involvement (a compound of construct relevance and stimulus importance) is a mediating explanatory variable. A further empirical test indicated that personality and extreme responding are in fact linked, when involvement is sufficiently high.

The semantic differential, as developed by Osgood et al (1957) involves assumptions quite similar to those of role construct techniques but differing in an important way. Kelly's technique emphasises the personal nature of the dimensions and this allows each subject to use his own constructs in the examination. With the semantic differential, however, all subjects construe the object in question with the same set of scales as defined by the examiner. Mitsos (1961) predicted that with the introduction of subject oriented personal constructs, within the conventional semantic differential, the yielding of
concepts more saturated with meaning would occur. The results of an experiment conducted by Mitsos supported this hypothesis. Jones (1964) argues that the semantic differential is a flexible and sensitive yet objective, reliable and valid technique for the investigation of many clinical and personality problems, yet it has certain disadvantages when compared to the more flexible repertory grid approach.

The question of the use of elicited or provided constructs in Repertory Grid Technique in the context of social-psychological applications has been examined in a number of studies. Cromwell and Caldwell (1962) found that ratings were more extreme from the midpoint of the scale when using one's own personal constructs as opposed to the personal constructs of another person. Tripoldi and Bieri (1963) compared the cognitive complexity scores for provided and own constructs which indicated that for research purposes both types of construct were comparable in measuring cognitive complexity. A review of studies in which supplied and elicited constructs were directly compared in various contexts led to a conclusion by Adams-Webber (1970b) that although normal subjects prefer to use their own elicited constructs to describe themselves and others, both kinds of dimensions seem to be functionally similar when grid technique is employed to assess structural features of their cognitive system.
Stringer (1972), in an experiment with an independent sorting task found that both personal and supplied constructs tended to account for a significant amount of variance in sorting behaviour but that more was accounted for by personal construct systems.

Dichotomous constructs have also received attention. Resnick and Landfield (1961) conducted an experiment in which Kelly's (1955) contention was supported that contrasting ends of personal constructs represent similar dimensions of meaning and that a concept should be defined in terms of differences as well as similarities with the assumption that differences have a commonality of meaning. Mair (1967) examined experimentally Kelly's (1955) acceptance that constructs are bipolar and found that considerable overlap in element choices based on opposite poles of five construct dimensions appeared for each subject. Epting et al. (1971) evaluated the opposite method and the difference method for eliciting personal constructs with regard to the number of bipolar constructs produced; it was found that the opposite method produced a greater number of bipolar constructs.

The validity of Kelly's (1955) claim that the grid method provides meaningful measures of the relations between constructs that any individual uses was assessed by Mair (1966). Using public constructs (or dictionary meanings) rather than private constructs the results tended to support the grid's
usefulness in respect of the functions of providing 
(a) meaningful **relations** between constructs, (b) 
meaningful and expected **changes** in construct relations 
and (c) **stability** in construct relations when no 
changes were intended.

Kelly (1955) assumes that each individual makes 
use of a set of constructs to protect and control 
his environment. Levy (1956) investigated the effects 
of apparent failure in prediction and concluded that 
there is an inverse relationship between the range of 
interdependency of a construct and its susceptibility 
to change following predictive failure.

Mitsos (1958) examined the differential effects 
of heterogeneity and **homogeneity** of role titles 
on the Role Construct Rep Test. It was found that 
when presented with a heterogeneous group of stimulus 
objects on which to perform sorts and attach construct 
lables, individuals tended to product more super-
ordinate constructs whereas more subordinate constructs 
were produced when the construct objects were 
homogenous.

Caine and Smail (1969) examined the stability 
of the repertory grid as a measure of a known relative-
ly stable aspect of personality (the hysteroid/
obsessive dimension). Although the grid measure 
was found to be less stable than the validation 
criterion the grid evidenced some significant reliabil-
ity.
Adams-Webber (1970a) examined the discriminant validity of several grid indices. The evidence reported indicated that the segregation of construct and figure comparisons in a structural analysis of repertory grids is unwarranted.
7.5 APPLICABILITY OF THE REPERTORY GRID TECHNIQUE TO THE PRESENT STUDY

From the foregoing the applicability of the Repertory Grid Technique to the study of educational decision making appears to rest on its:

(a) development in the context of a humanistic approach to the study of psychological problems;
(b) emphasis on the importance of role and the incorporation of the Kellian concept of role in grid design;
(c) flexibility - though its original application was in the clinical area, the Repertory Grid Technique in its subsequent modifications has found applicability in a wide range of social-psychological investigations and
(d) validity and reliability, as indicated in the majority of studies undertaken.

Of the studies cited in this chapter, a number are clearly of a direct educational kind, others have direct applicability to educational situations and some of the clinical studies cited would be of importance in the area of special education. Thus the applicability of the Repertory Grid Technique to the present study is demonstrated on two grounds:
(a) the history of successful studies in education using Repertory Grid Technique and clearly illustrated in educational literature and (b) the nature of the present study which has its focus in a phenomenological approach to the problems encountered by teachers in an interactional environment in the organization of the school.
7.6 DESIGN OF THE STUDY USING REPERTORY GRID TECHNIQUE

(a) Major Parameters of the Study

In Chapter 6 of this study the research problem was formulated as:

to establish the present perceptions of the secondary school teacher as to the degree of involvement of his own role and other roles in decision making. It also aims to establish the teacher's perception of the future desirable level of his role and the level of involvement of other roles in decision making. It pursues this study in the context of both identified role figures and identified functions of the school.

The major parameters of the study may thus be seen as school functions and role figures relevant to the secondary school teacher.

Using Information Bulletin No. 2., issued by the New South Wales Department of Education (N.S.W. DEPT. OF EDUCATION, 1975) as a source, seventeen (17) school functions were selected (APPENDIX A). These functions were regarded as of major importance, since they were selected from an official document concerned with the New South Wales school system. The functions were intended for use as a set of supplied constructs to a sample of secondary school teachers.

Similarly, seventeen (17) role figures were deduced on the basis of an inter-judge selection (APPENDIX B). The judges comprised four (4) staff members of the University of Wollongong and Wollongong Institute of Education.
all of whom have had extensive experience in the public secondary schools of New South Wales. These four judges agreed that the seventeen selected role figures represented the occupations most likely to be involved in decisions with reference to the seventeen school functions.

To avoid the biassing of responses, randomised numbers were assigned to both the seventeen (17) school functions and the seventeen (17) role figures. Both school functions and role figures were presented to subjects in this (randomised) order.

(b) Population of the Study.

The population was defined as all practising public school secondary school teachers in the South Coast (Illawarra) Directorate excluding Subject Masters (or equivalent) and those above this level in the administrative hierarchy.

(c) Pilot Study.

In order to provide a guide to the possible problems likely to be encountered in gathering field information, five (5) staff members of the Wollongong Institute of Education were asked to rate school functions in terms of the degree of decision involvement among role figures as they recalled them; such staff had previous extensive experience in the New South Wales public school system.
As a result of such ratings it was decided that the rating instrument could be improved by:

(i) providing an explanatory guide;

(ii) providing an operational definition of each school function;

(iii) eliminating the role of 'self' and combining this role with that of 'teacher' and

(iv) using a rating scale instead of the simple ranking scale used in the pilot study.

Copies of these modified documents are included in Appendices C and D.

(d) Sample Selection.

From sixteen (16) secondary schools in the Illawarra Directorate six (6) schools were selected using a list of random numbers. Samples of ten (10) teachers were selected at random from a list of teachers at each school. Thus a total sample of sixty (60) subjects was established.

(e) Data Collection Procedure.

Co-operating school principals agreed to distribute the rating instrument and accompanying advices and instructions to randomly selected respondents. They also agreed to gather the completed rating instruments and return them to the investigator.
(f) Response Rate.

Useable data were obtained from 36 subject teachers. This represented a response rate of 60% of the total sample of 60 subjects.

(g) Statistical Procedure.

Useable data were transferred to punched cards and subsequently processed by computer which employed:

i. SPSS Standard Software Programmes and

ii. a programme written by the investigator to compute Kendall's Co-efficient of Concordance (W) which was not provided in available software programmes.

Where suitable a hand calculator was used to compute statistical values.

Statistical tests possessing established validity and reliability were applied, where appropriate, to evaluate hypotheses:

i. Freidman's Chi-square Test for W (Kendall's Co-efficient of Concordance);

ii. the Kolmogorov-Smirnov One-Sample Test and

iii. the Median Test for Two Independent Samples.
7.7 SUMMARY AND CONCLUSIONS

The Role Construct Repertory Test was developed by Kelly to elicit personal constructs in a clinical setting. Subsequently it was proposed that Repertory Grid Technique be used in a much wider field. A grid is essentially a sorting task which assesses the relationship between concepts and groups its primary data in matrix form.

Applications of the Repertory Grid Technique since Kelly's original proposition have received support in a number of fields. Applications in the clinical field have been extensive, especially in relation to thought-disordered schizophrenia. In the social-psychological applications a large number of studies have also been reported with the greatest proportion associated with the field of education.

Investigatory studies have been made of the validity and reliability of the Repertory Grid Technique in both the clinical and social-psychological applications. It is concluded that the technique is an appropriate methodology to apply to the study of educational decision making. A research design employing the Repertory Grid Technique was outlined.

The following chapter in this study will report the results of hypothesis testing and discuss the educational implications of the results obtained.
CHAPTER 8

RESULTS AND IMPLICATIONS
8.1 RECAPITULATION OF THE ISSUES

This study commenced with an examination of five issues which related to the contemporary school and which provided a basis for the formulation of the research problem.

The first issue was concerned with the changes occurring in society, especially those changes associated with technology. Thus, for example, the recent development of the microprocessor has increased the probability that a society will arise in the 1980's with a greatly increased potential for extension of the time available for leisure but with a workforce which may number but a fraction of those now employed. An education system oriented toward a society possessed of early twentieth century cultural norms in both home and workplace may rapidly become an anachronism. Early consideration of how such changes should influence the structure and process of the curriculum may be necessary if criticisms concerned with the school's remoteness from the community is to be met or avoided.

The second issue was concerned with the substantial general criticisms that have been made by informed sources about education and the operation of the school. This issue is also concerned with specific recent criticisms that have been made of the public school system in New South Wales.
The conclusions drawn from an examination of these two issues are that firstly, an imperative need exists in the New South Wales public school system to re-appraise the process and re-construct the procedures of educational planning. The present policy in the public school system in New South Wales is to involve the teaching staff at an earlier stage in the curriculum decision-making process. But there is little evidence that either the social changes or the general criticisms of the school, that have been outlined previously in this study, have received deep and widespread consideration throughout the public school system. Secondly, the process of decision making in the school requires more attention to be paid to the possibility of a comprehensive adoption of consensus decision-making by school staffs and members of the local community; especially in relation to the development, implementation, management and evaluation of the curriculum. Consideration of consensus decision making is necessary in the school if only to commence the implementation of government policy, which is to support participative decision-making in organizations. Consideration is also necessary if the substantial benefits claimed for participation are to be achieved. Such benefits are: less militancy, reduced conflict, increased job satisfaction and increased probability that change will be accepted and successfully implemented (Chapter 4).
The third and closely related issue concerned organizational change; that is the need to identify and implement strategies of an administrative/organizational kind which will facilitate a change in the basis of decision making in schools and their committees. The evidence suggests that, in a changing environment, rank and file members might well be involved in decision making and that the basis of decisions, rather than resting primarily with the hierarchy in the organization, should involve other members. A change towards rank and file participation in decision making requires a more appropriate strategy than edict and fiat. One such strategy, Organization Development (O.D.), is a system approach to effecting change. O.D. is being employed in a number of school districts in the United States and Canada; a number of localised projects in New South Wales schools are also adopting O.D. strategies.

Weick (1976) claims that some parts of modern organizations are intractable to analysis (a prerequisite to the introduction of change) in terms of the argument that organizational structures and processes are based on rational assumptions. Rather, he claims, attention needs to be paid to the less rationalized or 'loosely coupled' systems that exist in organizations. This study explored theoretically and empirically the phenomenon of 'loose coupling' in organizations with a view to explaining how this phenomenon could be employed in fostering organizational change.
The fourth issue was concerned with educational decision making. It was concluded that as schools are organized on bureaucratic lines the making of decisions is probably centralised in relatively few roles, such as that of Principal and Deputy Principal. However it is possible that in order to attain 'organizational health' an alternative democratic model of decision making may need to be introduced. Some evidence was found supporting the claim that a number of advantages will accrue if this mode of interaction is adopted. The issue is greatly confused however by the high level of uncertainty as to the role of the contemporary school teacher. Very few studies probe the perception of the teacher in respect of decisions associated with the large variety of functions performed by the modern school through its personnel. A further complication is the paradox that by being allowed freedom to participate in decisions teachers may use this freedom to choose not to participate in decisions at all. Thus participatory decision making is not as straightforward a situation as might at first be assumed.

The fifth issue was concerned with the professional self-image of the teacher as a determining and constraining factor influencing his role. Of particular interest, in the context of this study, is the implication that should the teacher perceive his role to be influenced by professional concerns, markedly increased conflict and anxiety may result if he is employed in a bureaucratically oriented school.
The foregoing issues lead this writer to the conclusion that there is a general lack of knowledge and understanding about how decision making in the school is managed and how decision sharing can be implemented. Who does participate and who should participate are open questions and ones which have a primary focus in this study.

Part One of the study gave detailed critical coverage of the issues leading to the conclusions outlined above. Part Two of the study achieved two objectives: first, to rephrase the issues of Part One in terms of an empirical investigation and to generate evidence which could be interpreted as supporting or refuting the conclusions of Part One. In Part Two it was decided that one way of clarifying the issues relating to decision making in the schools is to undertake a field study. It was proposed that G.A. Kelly's Theory of Personal Constructs formed a suitable framework for exploring the perception of the teacher concerning his own role and the role of others in respect of school decision making. Kelly's Repertory Grid Technique, suitably modified, enabled an examination of such perceptions through the use of a generally valid and reliable instrument.
8.2 RESULTS OF HYPOTHESES TESTING

In Chapter 6 three general hypotheses were derived from Kelly's Theory of Personal Constructs; these hypotheses stated in both positive and null form are:

**H1** Teachers agree in their interpretation of the degree of involvement of members of the community in school decision making.

**H1₀** Teachers differ in their interpretation of the degree of involvement of members of the community in school decision making.

**H2** Teachers interpret each member of the community as either being relatively involved in school decision making or being not involved at all in school decision making.

**H2₀** Teachers show no bias in their interpretation of each member of the community as either being relatively involved in school decision making or not involved at all in school decision making.

**H3** Teachers who consider themselves to be relatively uninvolved in school decision making seek more changes in their own role toward involvement than do teachers who consider themselves to be relatively involved in school decision making.

**H3₀** Teachers who consider themselves to be relatively uninvolved in school decision making do not seek more changes in their own role toward involvement than do teachers who consider themselves to be relatively involved in school decision making.
In making these hypotheses operational the following definitions and limitations were applied:

(a) the 'teachers' in this context are those performing this role in randomly selected secondary schools in the Illawarra District of the New South Wales public school system;

(b) 'interpretation' corresponds to Kelly's notion of 'construing' - by construing he meant:

...'placing an interpretation':

a person places an interpretation upon what is construed. He erects a structure, within the framework of which the substance takes shape or assumes meaning. The substance which he construes does not produce the structure; the person does (KELLY, 1955, p. 50);

(c) 'degree of involvement' is measured by a modified Repertory Grid Technique;

(d) 'members of the community' are those occupying identified roles within and outside of the school organization but relevant to the operation of the public secondary school in New South Wales and

(e) 'school decision-making' refers to such decisions as are relevant to the identified functions of the public secondary school in New South Wales.

The results obtained\textsuperscript{a} from testing the abovementioned hypotheses are discussed in this section under the appropriate corollary; under each of these corollary headings discussion is further grouped under the subheadings of; Derived Hypotheses, Null Hypotheses, Tests Used and Decision for the Null Hypotheses.\textsuperscript{b}

\textsuperscript{a} The experimental values from the testing procedures are fully listed in Appendices E, F and G.

\textsuperscript{b} The null hypotheses is a 'statistical proposition which states, essentially, that there is no relation between the variables (of the problem)' (KERLINGER, 1964, p. 174); that 'the treatment effects are equal in the population' (RODGER, 1965, p. 13); that 'no difference exists between two populations' (McCOLLOUGH and VAN ATTA, 1963, pp. 55-56).
(a) The Individuality Corollary.

In Chapter 4 the importance of the concept of role in the organization was outlined. Role was claimed to be a major concept linking character and social structure and that role was the most important social unit in the investigation of institutions. It was also pointed out in Chapter 4 that the nature of the teacher's role is unclear and that ambiguity may exist in other roles that are significant in the organization of the school.

The Individuality Corollary states that 'persons differ from one another in their constructions of events' (KELLY, 1955, pp. 55-56). Kelly believed that:

People can be seen as differing from each other, not only because there may have been differences in the events which they have sought to anticipate, but also because there are different approaches to the anticipation of the same events (KELLY, 1955, p. 55).

As role performance may be regarded as an 'event' the Individuality Corollary appears to support the idea that role ambiguity may be present in the perceptions of the teacher.

In order to facilitate the investigation of whether role clarity or role ambiguity exists in the school, at least in the perception of the teacher, a hypothesis expressed in positive form was constructed.
(i) Derived **Hypothesis**

H1 Teachers agree in their interpretation of the degree of involvement of members of the community in school decision making.

(ii) **Null Hypothesis**

H10 Teachers differ in their interpretation of the degree of involvement of members of the community in school decision making.

(iii) **Tests Used**

To test the null hypothesis against the data collected an appropriate measuring instrument was selected. As the data was gathered in an ordinal (or ranking) scale, an appropriate statistical measure of the relationship between several rankings of a number of objects or individuals is the Kendall Co-efficient of Concordance: W (KENDALL, 1948, p. 80). W measures the extent of the association among several sets of ranks of a number of entities; 'it is useful in determining the agreement among several judges' (SIEGEL, 1956, p. 239). It expresses the average agreement on a scale from 0.00 to 1.00 between the ranks (KERLINGER, 1964, p. 268). It can only be positive in sign and will be 1.00 when the ranks assigned by each judge are exactly the same as those assigned by the other judges and will be .00 when there is maximum disagreement among the judges (EDWARDS, 1954, p. 402).
(iv) **Decision for the Null Hypothesis**

The null hypothesis is rejected at the 0.05 level of significance for all role figures except the role of Teachers' Aide. Thus it appears that an alternative hypothesis is supported: in general teachers agree in their interpretation of the degree of involvement of members of the community in school decision making.

(b) **The Dichotomy Corollary.**

This states that a person's construction system is composed of a 'finite number of dichotomous constructs' (KELLY, 1955, pp. 59-64). Kelly (1955, p. 61) believes that such a construction system is arranged in a complex of ordinal relationships. This belief is linked with the evidence concerning the degree of decision-making participation by school role figures (Chapter 4). A hypothesis was derived and tested with a view to removing the uncertainty in this area.

---

a that is, the obtained result could occur in only five times in 100 trials (c/f KERLINGER, 1964, pp. 153-155).

b which may be 'the operational statement of the experimenter's research hypothesis' (SIEGEL, 1956, p. 7).
(i) **Derived Hypothesis**

H2 Teachers interpret each member of the community as either being relatively involved in school decision making or being not involved at all in school decision making.

(ii) **Null Hypothesis**

H20 Teachers show no bias in their interpretation of each member of the community as either being relatively involved in school decision-making or not involved at all in school decision making.

(iii) **Tests Used**

Underlying the null hypothesis in this case is the idea that involvement, when measured, can fall at any point between the extremes of completely involved and completely uninvolved. Thus it follows that the variable (degree of involvement) has a continuous distribution. In this case, according to Siegel (1956, p. 59), the Kolmogorov-Smirnov One-sample Test should be used. This test is concerned with the agreement between two cumulative distributions (the observed scores and the theoretical distribution). The theoretical distribution represents what would be experienced under the null hypothesis. The test focuses on the largest of the deviations between the observed and the theoretical scores (SIEGEL, 1956, pp. 47-48).
(iv) **Decision for the Null Hypothesis**

A way of re-phrasing the null hypothesis in this case so that it refers to the technical requirements of the Kolmogorov-Smirnov One-Sample Test is that:

there is no significant difference in respect of the expected number of choices for each of the five categories (extremely, very, moderately, slightly and not involved at all) on the scale of involvement rated by the group.

In the **majority** of cases, the null hypothesis is **rejected** at the 0.05 level of significance. The alternative hypothesis is upheld: in general teachers conceive of each member of the community as being either uninvolved or to some degree involved in decision making.

(c) **The Choice Corollary**

This corollary states that 'a person chooses for himself that alternative in a dichotomous construct through which he anticipates the greater possibility for extension and definition of his system' (KELLY, 1955, p. 64). Kelly (1955, pp. 64-68) believes that when faced with a choice a person will choose the alternative which provides the best basis for anticipating events. The evidence presented in Chapter 4 indicates that some teachers perceive themselves to be involved in decision making whilst others do not. Kellian theory would suggest
that teachers who consider themselves to be relatively uninvolved will seek an increased involvement. A hypothesis was derived to test this interpretation.

(i) **Derived Hypothesis**

H₃ Teachers who consider themselves to be relatively uninvolved in school decision making seek more changes in their own role toward involvement than do teachers who consider themselves to be relatively involved in school decision making.

(ii) **Null Hypothesis**

H₃₀ Teachers who consider themselves to be relatively uninvolved in school decision making do not seek more changes in their own role toward involvement than do teachers who consider themselves to be relatively involved in school decision making.

(iv) **Tests Used**

This hypothesis is concerned with two sub-samples of the teachers chosen as representative of teachers in public secondary schools in the district. One sub-sample consists of those teachers who regard themselves as relatively involved in school decision making; the other sub-sample consists of those teachers who consider themselves as relatively uninvolved in decision making. In these circumstances an appropriate test to determine the truth or otherwise of the null hypothesis is the Median
Test for Two Independent Samples (SIEGEL, 1956, pp. 111-116). The test gives information as to whether it is likely that two independent groups, not necessarily the same size, have been drawn from a population with the same median (SIEGEL, 1956, p. 111).

(iv) Decision for the Null Hypothesis

The null hypothesis is rejected at the 0.05 level of significance; the alternative hypothesis is supported: teachers who perceive themselves to be relatively uninvolved in decision making propose more changes in their own role toward involvement than do teachers who perceive themselves to be relatively involved in decision making.
8.3 DISCUSSION OF THE RESULTS OF HYPOTHESES TESTING
AND THEIR IMPLICATIONS

The results of testing of the three derived hypotheses are discussed in this section under headings for the three corollaries adopted from Kelly's theory.

(a) The Individuality Corollary

Max Weber (1947, pp. 329-330) explained the basis for the acceptance of the decisions of those senior in the hierarchy by those junior in the hierarchy; he believed that effective legal authority rested, inter alia, on the acceptance of the validity of the 'rationally delimited authority' which had been conferred by order of higher authority. Such persons obeyed directions, not out of obedience to those higher in rank, but to the 'impersonal order'. Thus Weber presented a picture of decision making in organizations that appeared certain, clear, tightly structured, unequivocal and unambiguous. There were, however, investigations underway and completed which were to challenge this appearance of hierarchical decisional certainty.

Elton Mayo and his associates at the Western Electric Company's Hawthorne Works had found that the workers in the Bank Wiring Room were making decisions relating to production which depended on the groups conception of a social norm and not on the production goals set by the managerial hierarchy (ROETHLISBERGER and DICKSON, 1939).
For example, the supervisor did not exert a great deal of influence on the work group, in fact 'he was under considerable pressure to conform to the norms of the group of which he was supposed to be in charge' (ETZIONI, 1964, p. 36).

Later studies indicated that far from the consensus that Weber implied the roles performed by individuals in organizations lacked the agreement and definition that the concept of a 'social norm' entails. Subsequent to Weber's formulation, role consensus has been studied empirically. Appendix M includes a selection of significant work done in this area. It may be concluded from an examination of these studies that:

(a) role ambiguity exists in several types of organization in respect of a wide range of occupations;

(b) rather than the role consensus that may be necessary for the acceptance of authority as conceived by Weber (1947, pp. 329-330), role ambiguity is found frequently in organizations and

(c) role ambiguity is sometimes, but not always, found to be associated with job satisfaction and performance.
The apparent incidence and importance of role ambiguity suggests that it is a variable that should be examined as a preliminary to the introduction of change in the organization. If uncertainty exists in present roles in the school, the introduction of necessary changes may serve to increase this uncertainty. This may, in turn, produce further job dissatisfaction, anxiety, depression and resentment.

G.A. Kelly's Individuality Corollary states that: 'persons differ from each other in their construction of events' (1955, p. 55). Based on this corollary, the research on role consensus and the importance of decision making in the changes that may be necessary in the school, a hypothesis was derived to assist in the clarification of the problem. When the data was tested against this hypothesis it was concluded that there was a significant amount of agreement among teachers in the research area as to the involvement of role figures.

Thus it appears that there is doubt about the existence of role ambiguity in the secondary schools under investigation, in so far as decision making is concerned. Decision making is, of course, only part of the role activities of members of the school community. It is possible that in an investigation in a wider context of responsibilities the presence of role ambiguity would be indicated. On the other hand it can be argued that decision
making is the most significant aspect of organizational roles affecting effectiveness and efficiency and that other aspects are relatively trivial.

It also appears that the necessity for role clarification as part of an initial strategy, preliminary to the introduction of a change which might otherwise aggravate job dissatisfaction, is unnecessary in the area covered by this research.

It may now be useful to examine the results of the present study in respect of the extent of agreement concerning individual roles, as the measurement of agreement among teachers was not identical in all cases.

The highest level of agreement was recorded among teachers for the involvement of occupants of the roles of Member of the Parents and Citizen's Association \( (W = .471) \), Teacher \( (W = .445) \) and Librarian \( (W = .420) \). The lowest level of agreement was recorded for Teachers' Aide \( (W = .126) \) and Student \( (W = .166) \). The range in these scores may be considered surprising; it may be thought that teachers would, for example, have less contact with, and less knowledge of, the role of Member of the Parents and Citizen's Association than they would of the object of their professional activity: the Student.

It is possible that the higher levels of agreement indicate that a common standard or frame of reference is operating in the judgements exercised in the case of these roles. In the lower levels of agreement it is possible that different standards are being applied or different interpretations of the same standard (c/f
EDWARDS, 1954, pp. 402-403). That different standards or different interpretations of the same standard are operating in the case of the role of Teachers' Aide and of School Secretary is understandable, as many teachers may not have experienced the assistance of a Teachers' Aide and frequent interaction with the detailed aspects of the role of School Secretary may be rare. Familiarity with the decision-making aspects of the role of the Student is however certain, and the low level of agreement is less understandable.

Whilst there appears to be agreement concerning involvement in decision making by teachers in schools as a whole in the area covered by the research, it is possible that this agreement does not exist in respect of certain roles in individual schools. The computation of the Co-efficient of Concordance for individual schools, the results for which are listed in Appendix H, supports this possibility.

Thus there may be grounds for thinking that a degree of ambiguity, in respect of some roles, does exist (at least in the construction system of the secondary school teacher in certain schools). It is possible that the role of the School Secretary and the Teachers' Aide may be more susceptible to ambiguity than are other roles that interact with that of the role of the teacher. The more recent establishment of such roles in the secondary school system in New South Wales might explain the partic-
ular cases. Both roles appear to be capable of a wide range of interpretation as to their duties; both may be considered as falling in a 'jack of all trades' category, with the possibility of uncertainty as to the limitations of their involvement in decision making.

(b) The Dichotomy Corollary

In Chapter 2, as a result of a review of criticisms of the contemporary school, it was suggested that if the school is to continue to be of social worth an attempt needs to be made to re-think the process of school decision making.

Max Weber (1947, pp. 329-33), as pointed out earlier in this section, maintained that decision making in the organization is virtually confined to those in authority. It was also pointed out earlier that this conception of a rigid pattern of hierarchical decision making was in contrast to the finding that many organizational decisions depended on the informal influences of other organizational members who may not be part of the organizational hierarchy.

In Chapter 3 it was mentioned that Weick (1976) had drawn attention to the fact that, despite the claims that the structural operations of organizations are based on rational plans and practices, it was difficult to find actual instances of such rationality (such as cost-benefit analysis or division of labour) whose outcomes have been as beneficial as suggested. He also claims that all such
rational occurrences do not explain what goes on in organizations. He suggests that the coupling pattern in organizations, especially those instances that demonstrate 'loose coupling', need thorough concrete descriptions. The concept of 'loose coupling', he claims, acts as a sensitizing device to assist in the examination of those parts of organizations which are intractable to analysis through rational assumptions.

Glassman (1973) argues that two systems which have few variables in common or share weak variables are to that extent independent of each other; Weick (1976, p. 3) supplies an example in the context of education:

... if the principal-vice-principal-superintendent is regarded as one system and the teacher-classroom-pupil-parent-curriculum as another system then by Glassman's argument if we did not find many variables in the teacher's world to be shared in the world of the principal and/or if the variables held in common were unimportant relative to the other variables then the teacher can be regarded as loosely coupled with the principal.

If decision making in the school is regarded as a variable which couples the interaction of role figures, the Weberian model presents a picture of tightly coupled rational decisions made in the main by those in the upper hierarchy and passed for action to those lower in the organizational structure. When contrasted to this model, the sharing of decision making among all role figures may present a picture of a less rational, more fluid, impermanent and possibly affectivity based structure of relations in the school.
An alternative model for exercising decision making in the school was outlined in Chapter 4; in a democratically run school, teachers, students, and other non-administrative personnel would be able to make school policy, veto administrative staff decisions and appoint and terminate the employment of the administrators themselves (JOHNSON, 1970, p. 24). Many benefits are claimed for employee participation in decision making: less militancy, reduced conflict, increased job satisfaction and increased probability that change will be accepted and successfully implemented.

There have been several studies conducted concerning actual and sought levels of participation in school decision making as perceived by the teacher (chapter 4). Such studies, in the main, have focussed on the role of the teacher and have failed to include the teacher's perceptions of the roles played by significant others in the decision-making process. Such studies have also failed to relate the perceptions investigated to the variety of functions performed by the contemporary school. It is in these same areas in which research is, to say the least, scarce to which the empirical part of this study is directed.

In order to explore teachers' perceptions of their own role and the roles of others in respect of decision-making processes Kelly's Dichotomy Corollary was used as a theoretical base. This corollary maintains that 'a person's construction system is composed of a finite number of dichotomous constructs' (KELLY, 1955, p. 59).
Using the context of this corollary in respect of teachers, the hypothesis was constructed:

Teachers interpret each member of the community as either being relatively involved in school decision making or being not involved at all in school decision making.

The data supported this hypothesis. The distribution of scores on the scale 'involved/not involved' in most instances when related to school functions showed a non-random or biased distribution (Appendix F).

Within the 262 cells connecting each role and each function 52 of such cells indicated no bias toward either involvement or uninvolvement. That is, in respect of these 52 cells no pattern of involvement/uninvolvement can be detected; teacher's perceptions recorded in such cells were random in their distribution.

If role is regarded as a major perspective in relation to the 52 cells that showed no bias, the roles concerned ranged from Regional Director (no bias associated with nine functions) to Parent and Representative of a Professional Group (no bias associated with one function for each of these roles). The uncertainty concerning the role of Regional Director is understandable; frequent contact between the role of the teacher and the role of the Regional Director is unlikely. Why teachers should be clear however about the decision-making involvement of the Regional Director concerning, for example,
the school function: 'the future needs of the school' and unclear about the decision-making involvement of this same official concerning, for example, the school function: 'the educational needs of the community' may be a matter for further research and this aspect will be discussed later in this chapter.

If school functions are now taken as a major perspective, the distribution of the 52 cells in which the null hypothesis is supported are clustered mainly in the functions of Educational Needs, Core Curriculum, Curriculum Innovation, Future School Needs and School/Community Co-operation. The implications of this absence of a clear pattern of decision making associated with such functions is that the absence of pattern may be attributable to the changes that have been proposed and in some cases implemented in the New South Wales public school system as outlined in Chapter 2. The proposals have involved a suggestion which would allow the local community to participate in decision making under a school council. There has also been a policy change which permits teachers to participate in curriculum design decisions. Both of these initiatives are short of realisation at present; the formation of school councils has not taken place and school-based curriculum planning is in its infancy.

The study results show a clear need to formulate policies and plans in relation to school-based curriculum
design, if uncertainty in the perceptions of teachers in related decision areas is to be avoided. Change strategies which may serve to assist this aim are outlined later in this chapter.

As maintained in Chapter 6, the development of general testable hypotheses and specific applications of such hypotheses provide the most immediate insight into the problem of the teacher and decision making. There is such a dearth of information however concerning this problem that the general pattern of participation, as perceived by the teacher, may assist in providing further insight.

To this end the distribution pattern of the degree of involvement was ascertained in respect of:

(i) each of the role figures for each school function as perceived by the total sample of teachers and

(ii) each of the role figures for each school function as perceived by each of the sub-samples of teachers (these sub-samples consisting of teachers in each of the five schools participating in the study).

(i) The total group of teachers

The proportion of teachers rating the various role figures as being involved (extremely, very, moderately and slightly involved) in decision making in respect of
various school functions is presented in Appendix J. The ranges of these proportions are summarised in Appendix K. The most outstanding pattern that emerges is the concentration in the high ranges of involvement in decision making by those occupying the role figures in the upper hierarchy of the school (School Principal, Deputy Principal and Subject Master). Likewise the role figures associated with the non-administrative, non-professional work (Cleaner, School Secretary and Teachers' Aide) are concentrated in the lower ranges of involvement in decision making. The non-administrative professional staff (School Counsellor, School Librarian and Teacher) appear to occupy an intermediate position in the ranges of the degree of involvement between the internal administrative staff and the non-administrative, non-professional staff.

This pattern of the concentration of power in decision making, as perceived by the teacher, is in accordance with the conventional view of the bureaucratic structure; the upper echelons of the hierarchy are deeply immersed in the activity of decision making (for example, the Principal is regarded by all teachers as being involved in all school functions) whilst the lower echelons are less immersed or are not immersed at all (for example, the School Secretary is rated by less than 20 per cent of teachers as being involved in the majority of school functions).
What emerges from this pattern is that the developing need to share decision making may be little appreciated in the secondary school sector of the New South Wales public school system, or if appreciated, effective action to encourage the extension of such sharing may not be present.

What this study appears to have uncovered is a trend among secondary school teachers toward expanding their role perceptions in the direction of increased involvement in decision making. It therefore must be concluded that at least some teachers believe themselves to be influencing decisions made in a wide range of school functions. If this trend continues, a loosely coupled system of decision making officially supported by the administration of the public school system may have possibilities for implementation. Such a system would require consensus as its major strategy and may appear non-rational in some of its operations, in the Weberian sense, because of such intervening processes as staff room lobbying. The efficiency of decision making under such a system might be reduced but the effectiveness of implementing decisions may be greatly enhanced. Thus teachers and others who have been involved in the responsibility for making decisions may well exercise greater enthusiasm in seeing that the decision is implemented.
(ii) **School groups**

In respect of teachers in each school considered separately, consideration was given to those two groups of teachers who rated involvement of role figures in decision making as being either:

(a) not involved at all or as being

(b) involved to some degree (extremely, very, moderately and slightly involved).

The results, in most cases, provide evidence that there is no significant difference between teachers in each of the schools in the sample where each of the schools are considered separately (Appendix L).

In general, the pattern that emerges is one of a high degree of consistency between the constructs of each of the groups of teachers in each of the schools included in the sample; of the 272 constructs concerned, only 13 proved significant. These differences represent a variety of role figures and school functions and may be the result of minor variations in administrative practice rather than the result of any major policy variation between the schools concerned.

Finally, what are the implications of the result that teachers perceive that a degree of shared decision making exists in the school? Firstly, the introduction of extensive employee participation will be facilitated. The information gathered here that there is a limited degree
of participation, unaccompanied by overt problems, may encourage the extension of the practice. Secondly, attention needs to be paid to the methods of improving the effectiveness and efficiency of existing shared decision-making practices. It may be speculated that some of the problems associated with increased participation are:

(i) Who will be responsible for decisions relating to school functions? Will teachers no longer be held individually responsible for their actions? In future, would a charge of negligence be avoided by pointing to the collective responsibility for decisions made? Are statements ascribing responsibility to collectives reducible to statements ascribing responsibility to individuals? (C/f COOPER, 1968).

(ii) If participation is seen essentially as seeking consensus on value issues in decision making, will the participation method become an aberration? Will the determination of decisions occur not on the basis of rationally arrived at values but on the basis of political persuasion and manipulation (HODGKINSON, 1978, p. 63).

(iii) Will a more effective method be found to involve the student in decision making to a greater extent than appears to be the case presented in this study? Will Dewey's belief that participation is necessary to form the values concerned with a democratic way of life be realised? (HODGKINSON, 1973, p. 320).
(iv) Will a theory of organization be developed that is both practical and all embracing? (LESSEM, 1972, p. 94). The increasing complexity of the modern organization and the problems associated with the social implications of technology emphasises the urgency of the problem.

(v) Will participation reduce the differences in power between the more powerful and the less powerful? There is evidence that, in some circumstances, these power differences are increased rather than reduced (MULDER, 1971).

(c) The Choice Corollary

Brickell (1964) in a study of educational change in New York found that structural change depended almost exclusively on the school administrator and that teachers do not act as change agents in the school. Other evidence, however, indicates that teachers desire change: thus, for example, a nationwide survey in the United States found that the majority of teachers considered that they were not as involved as they wanted to be in decisions affecting a variety of school functions (NEA RESEARCH, 1973, pp. 11-12).

The situation in the area of participation is complicated by the finding that teachers do not desire too much participation. Indeed some teachers are decisionally saturated in contrast to those in equilibrium (desiring no change in the current rate of participation) and those
decisionally deprived (ALUTTO and BELASCO, 1972).

It might be expected that those teachers who feel themselves to be decisionally deprived would be more inclined than other teachers to desire a change in the level of their participation. It is also possible that they would be impressed, by virtue of this perceived deprivation, with the democratic approach to decision making. Thus they would be expected to advocate increased participation for those occupying other roles in the school organization.

G.A. Kelly provides a framework for an investigation of these points by his formulation of the Choice Corollary: 'a person chooses for himself that alternative in a dichotomised construct through which he anticipates the greater possibility for extension and definition of his system' (KELLY, 1955, p. 64). Based on this corollary the hypothesis was developed that:

Teachers who consider themselves to be relatively uninvolved in school decision making seek more changes in their own role toward involvement than do teachers who consider themselves to be relatively involved in school decision making.

The evidence gathered in this study supported this hypothesis.

The implications of this support are that, firstly, decisional deprivation appears to be one of the factors
motivating teachers to seek changes in their own role towards increased participation in decision making.

Secondly, the degree of decisional deprivation in schools may be information necessary to the design of an effective strategy for the introduction of an increase in the present level of shared decision-making. Less opposition to its introduction may be expected when the incidence of decisional deprivation is found to be relatively high. Thirdly, the question is raised: do teachers who perceive themselves to be relatively uninvolved also advocate a greater degree of involvement for other role figures? When a test of the null hypothesis is made with the available data it is accepted at the 0.05 level of significance (Appendix I). Thus it seems plausible to maintain that teachers who experience decisional deprivation do not advocate that a correction be made in respect of other roles that they perceive to be similarly decisionally deprived. It appears then that the experience of decisional deprivation may not influence teachers toward the advocacy of democratic process in the sense that it applies to all role figures that are in interaction with the teacher role.
Chapter 2 discussed some of the technological developments that are influencing social change. Before turning to the question of strategies for change in the schools, it may be beneficial to consider briefly the form that such social changes are likely to take.

(a) Social changes likely to influence the school

A useful review has been undertaken recently by Toffler (1980) in which some of the implications for education are considered. Toffler believes that the extent of the changes now being experienced constitute the beginnings of a new civilization (p. 16).

Most contemporary educational practice, Toffler (1980) believes, can be traced to the factory model set by industrial society, for example, the 'covert' curriculum with its emphasis on punctuality, obedience, rote learning and repetitive work for pupils (pp. 43-44). He believes that a number of changes are likely to occur in the school: firstly, just as a number of health problems cannot be solved by doctors alone (smoking is an example), some educational problems will be seen to be capable of solution only with the close co-operation of parents (p. 294). This might extend to some parents teaching their own children at home (p. 380). Secondly, the idea that literacy necessarily means both reading
and writing accomplishment is under challenge with the claim that reading is easier to learn and more useful than writing and that not everyone needs to learn to write (p. 357). Thirdly, in the factories and offices of the future, where they exist at all, the requirement will be for workers capable of discretion and resourcefulness rather than rote response. School will therefore shift from producing industrial era workers geared for highly repetitive work (p. 363). Fourthly, these new workers will need to be people who are 'able to accept responsibility, to understand how their work dovetails with that of others, who can handle ever larger tasks, who adapt swiftly to changed circumstances and who are sensitively tuned to the people around them' (p. 395). Finally, the heavy 'decision-load' of the new society will need to be shared through wider democratic participation (p. 446).

It appears likely that society in the last two decades of the twentieth century will continue to experience rapid and continuous change; it thus remains to ask: how may schools change their decision making practices so that they participate in determining and controlling change to the betterment of society and become socially relevant in the years ahead?
(b) Recommended actions for change in the schools

Chapter 1 outlined seven ways in which the study was thought to be significant in terms of change and the school. The results of the study encourage a reconsideration of these points and their implications for change strategies in the school, the education system and teacher education. The implications are briefly discussed under headings for each of the seven items and include recommendations thought to be useful.

(1) Assist in designing change strategies in the schools by disclosing the pattern of tight and loose coupling employed in decision making and the proportion of teachers who desire a change in this pattern (Chapter 1, Section 1.3).

As outlined in Chapter 3, Weick (1976) maintains that the loosely coupled, rather than the tightly coupled, organization will be better able, among other things, to respond to the social and physical environment. The pattern of tight and loose coupling, disclosed by this study, indicated that most decisions are not tightly coupled in the school. The hierarchy, particularly the principal, is involved in many, if not all, the decisions which relate to the functions performed. A significant number of teachers do not appear to desire a change in the present pattern of decision making.
Such information as disclosed by the study may, if obtained prior to the introduction of planned change in school decision making, provide valuable information on which successful change strategies may be based. The provision of timely and relevant information is a prerequisite for the effectiveness of the Survey Feedback Technique in Organization Development (Chapter 3).

RECOMMENDATION: Obtain information concerning the teacher's perception of the pattern of tight and loose coupling using this information prior to the introduction of planned change in the school.

(2) Disclose the degree of participative decision making existing in the school (Chapter 1, Section 1.3)

Chapter 4 outlined the advantages of participation by teachers and other school staff in school decision making. The study data, whilst it discloses that decisions are shared among many roles, shows that many avenues exist for increasing this participation.

Two courses of action may well be considered by those wishing to increase the benefits of participation: firstly, teachers may be formally invited to participate more fully. The problem with this action may be that some teachers are reluctant to participate to a greater extent
than they do at present. Thus this proposal may be difficult to implement in practice, especially if there exists a minority who give only token support to an extension of participative decision making due to their feelings of decisional saturation. Secondly, action may be taken to clarify, in a formal way, the role of the teacher in order to correct the impression that the teacher is discouraged to participate in decision making by the omission in official documents of mention of this responsibility. An effective way of achieving this clarification may be to include the teacher specifically when an important decision is necessary in relation to a defined school function, such as a review of the maintenance requirements for school buildings in the forthcoming year. Requests for participation of a general nature may prove ineffective in certain cases and the use of committees and delegation of authority may be necessary before the decisionally deprived or decisionally saturated teacher disappears from the school organization.

RECOMMENDATION: Teachers be formally invited to participate more fully in decision making; action be taken to clarify the role of the teacher to include responsibilities for decisions in respect of all school functions.
(3) Assist in resolving some of the paradoxes associated with school decision making (Chapter 1, Section 1.3)

The first paradox concerns the difficulty of predicting a future society that we cannot know and translating its requirements into relevant educational experiences. Improvement in the school's ability to initiate change in society and translate these changes into educational experiences appears to depend on a vastly improved sensitivity to the data that is now available and which will be coming available as society changes. This is especially so in the realms of technology. In the list of official school functions used in this study, the function of research is not included. The function of 'curriculum innovation' is included, however, and it implies that such activity should be based on something other than intuition. Assuming that we cannot 'know' with any great degree of certainty the future pattern of society, the function of research to establish reasonable probability in this matter seems necessary.

The second paradox concerns the problem of maintaining the stabilising effect that schools have on society whilst, at the same time, ensuring that the schools are able to adapt internally to a changing external environment. This paradox may be resolved perhaps by effectively solving the first paradox, and hence defining the school's
socialisation objectives, and by providing a school organization structure that assists, rather than hinders, the attainment of such objectives. The present decision-making structure, as indicated by the results of this study, shows that the hierarchical model does not exist in an extreme way. Neither is there a complete sharing of decision making. The paradox may only be resolved when the ideal structure is developed.

The third paradox is concerned with the proportion of teachers who may claim the freedom not to participate in decision making. The results of this study indicate that this proportion may be significant. Thus the chances of achieving a resolution of the first two paradoxes may be limited as they assume that most, if not all, members of the school organization should participate. Compelling participation is unlikely to be successful and is contrary to the spirit of democracy. The problem may perhaps be resolved by a programme of persuasion. This is a long term strategy from which develops another paradox: if social change is taking place at such a pace how can the school match this speed when many of its members are opposed to changing their own level of involvement in decision making designed to meet such a challenge?
RECOMMENDATION: (i) Formally acknowledge the activity of research as one of the functions of the secondary school;

(ii) Re-structure the hierarchy of the school so as to recognise the change to a system of shared decision making and

(iii) Undertake development programmes in order to provide the staff of the school with the expertise and encouragement to participate effectively and efficiently in decision making.

(4) By providing a more accurate picture of the role of the teacher in decision making it may assist in the design of teacher education programmes (Chapter 1, Section 1.3).

The existing teacher education programmes assume the role of the teacher to be 'classroom bound'. It is clear from this study that the teacher participates in a wide range of decisions the preparation for which is not provided in most teacher education programmes. In recent years there have been moves to strengthen such programmes with regard to curriculum design and it seems that this change should be extended to encompass many of the other functions performed by the contemporary school.
A suitable strategy may be to arrange for the pre-service student teacher to participate actively in decision making during the period of teacher education. The impression is gained in respect of many teacher education programmes that the student is required to concentrate his efforts on teaching methodologies and academic work; little acknowledgement appears to be given in curricula to the many decisions in which the teacher is involved. Participation by the student teacher in the decisions of the teacher education institution and in the decisions of the school whilst on practice teaching may have considerable benefit.

The importance of such findings for teacher education lies in the implication for a changed attitude toward curriculum aims, content, method and evaluation. Furthermore, if this strategy is to be more than a token expression of the importance of decision making in professional development, the methods used in teaching in teacher education programmes may need to include a 'process education' approach; students may be expected, as a course requirement, to actively participate in planning their own academic programme. They may also be evaluated on their performance in such planning\(^a\).

\(^a\) It is of interest that a decision by the Executive of the New South Wales Teachers' Federation has been made: 'Federation upholds the principle that teacher training must be meaningful and relevant to the school situation and that trainees should be encouraged to participate in course construction and evaluation' (N.S.W. TEACHERS' FEDERATION, 1977).
RECOMMENDATION: (i) Include the pre-service student as a participant in school decision-making during periods of practice teaching;

(ii) Include the pre-service student as a participant in decision making in the teacher education institution and

(iii) Evaluate the pre-service student on his ability in participative decision-making.

(5) Provision of support for a challenge to an uncritical acceptance of the hierarchical principle with its accompanying neatly structured organization charts and its implication of rational, mechanical decision making (Chapter 1, Section 1.3).

The results of this study indicate that the decision-making pattern in the schools, at least in the Illawarra District, does not follow a strict hierarchical design. Teachers perceive that they themselves, and many of the other role occupants, participate in most of the decisions associated with school functioning. Despite this perception, it is clear that power is still centered in the hierarchical positions in the school.

(6) Assistance to the school in regaining its place in society by providing support for the school-based decision making movement (Chapter 1, Section 1.3).
The results indicate that professionalism, in the sense of a sharing of decision-making with colleagues occupying the roles of Teachers' Aide and School Counsellor, has not yet been achieved. The participation of members of the 'outside' community, such as those occupying the roles of Parent or Member of the Parents and Citizens' Association, are limited. When asked whether the occupants of such roles should participate further in decision making few teachers answered in the affirmative.

RECOMMENDATION: Include studies in the philosophy and process of democracy in the curriculum for in-service courses for practising teachers.

(7) The degree of success of the programme of decentralisation of curriculum design decisions recently introduced in public schools in New South Wales may be indicated (Chapter 1, Section 1.3).

Chapter 2 drew attention to the implied criticism of public schools in New South Wales in that teachers had not been concerned with curriculum planning but merely implementation. A recent innovation provided for teachers to be involved at the commencement of the process when teams are formed and philosophies are laid.
In respect of the sample of teachers in this study, most regarded many roles as being neither involved nor uninvolved with school functions associated with curriculum planning. Thus there appears to be a position of uncertainty or neutrality here. Perhaps the mere allowance of participation is insufficient to motivate a positive feeling of involvement in this important function of the school.
8.5 SUGGESTIONS FOR FURTHER RESEARCH

In Chapter 6 the relative dearth of research was demonstrated concerning the teacher's perception of decision making in the secondary school in relation to roles and school functions. This study has removed a number of the uncertainties about the issue of teacher perception and has led to an understanding of areas requiring further investigation. These areas include:

(a) Role ambiguity

In Chapter 4, the disabilities associated with role ambiguity were pointed out. In this particular study, though significant agreement was found for many roles in respect of decision-making related to school functions, a number of roles showed low levels of agreement or no agreement. Thus in the case of the Teachers' Aide a significant level of agreement was not reached. As this role may develop to a more professional level, the apparent ambiguity may be of concern. Before any curriculum planning is carried out in reference to the training of such personnel the ambiguity will need to be removed. Also the role expectations would need clearer articulation before those persons appointed to this position, after formal education, could make their best contribution to the educational effort of the school.

The role of Teachers' Aide may not at first glance appear especially important in the context of professional
teaching practice; however it should be recognised that personnel, such as the Teachers' Aide, are themselves 'loose coupling' agents in the day to day management of the school at the grass roots level. As such they could certainly be significant role figures in determining levels of organizational health and hence organizational effectiveness at the work face.

RECOMMENDATION: Investigate the reason for the ambiguity apparent in the role of Teachers' Aide.

(b) School functions

The results show that those school functions which relate to curriculum planning and school/community interaction were perceived by the teacher to be associated with low involvement in decision making by certain role figures.

Further analysis may be informative in respect of the role of the teacher itself; a relatively large proportion of school functions (eight out of 17) indicated that the teacher perceives his role, in respect of such functions, as neither being involved nor uninvolved in decision making. Most of these (eight) functions were related to curriculum planning. It is surprising that teachers in secondary schools in the research area do not appear to consider that they are strongly involved in such decisions.
Associated closely with the functions connected with school/community interaction are the roles of the Regional Director, Representative of the Teacher's Federation, School Inspector and Teacher. Such roles are those in contact with the media and/or in face-to-face situations with parents. The ratings relating these roles to the functions connected with school/community interaction reflect no bias toward either involvement or uninvolve ment. This is unexpected and perhaps indicates a need to clarify, emphasise and formalise the school/community interaction process to a greater extent than at present appears to be the case.

RECOMMENDATION: Investigate further the decision-making involvement associated with school functions such as school/community interaction shown by this study as exhibiting a lack of clear pattern of involvement by relevant role figures.

(c) Decisional Deprivation and saturation

Underlying the strategies for change previously mentioned in this chapter is the need to identify those teachers (or student teachers) who may feel decisionally deprived or decisionally saturated despite otherwise effective encouragement toward decisional equilibrium. Further research in this area may provide a basis for the development of additional strategies or the modification of those already suggested as a result of this study.
The factors contributing to the feelings of sat­uration may well be found to be associated with the belief that the teacher is not competent to participate in decision making. If so, a programme of professional development may minimise this belief. It is possible that for most practising teachers the curricula of their in-service courses have not anticipated the increase in quantity and quality in decision making that the modern school system now requires.

RECOMMENDATION: Identify the teachers experiencing decisional deprivation and saturation and investigate the factors associated with this phenomenon.

(d) Teacher education

The results of this study indicate that teachers do not perceive their role as 'classroom bound'. Few teacher education programmes, however, appear to prepare the teacher for participation in decision making outside of classroom activities.

There may be a need for teacher education curricula to provide for the wide range of decisions in which the teacher is now involved. This may encourage the teacher, in turn, to provide in their own school curricula for those decisions that their pupils will be called upon to be involved in a complex post-industrial society.
RECOMMENDATION: Investigate the necessary structure and process associated with a course of teacher education in school decision-making.

(e) Other variables limiting school decision-making involvement

It is possible that there are other variables than 'deprivation' or 'saturation' that are significant in the school decision-making process. A study of variables, such as those associated with the personal characteristics of the teacher, may prove a useful starting point for the development of strategies designed to encourage further participation in decision making in the school.

RECOMMENDATION: Investigate the possible variables, other than deprivation or saturation, which may be significant in the school decision-making process.

(f) Other roles in the school organization

This study has concerned itself only with the teacher's perception of his own and of other roles involvement in decision making. It is possible that a study of the perceptions of the occupants of other roles which play a part in school organization would disclose useful information. For example, significant differences between the teacher's perception of decision-making
involvement and the perception of those occupying other roles may assist in effecting change in the school. It is possible that effective changes may only be made when such differences are taken into account or reconciled.

RECOMMENDATION: Investigate the perception of those occupying roles in the school organization, other than the teacher, in respect of decision making as related to school functions.
This study concerned itself with five issues which arose in connection with the contemporary school: firstly, the changes occurring in society, especially those changes associated with technology such as the development of the microprocessor; secondly, the substantial general criticisms made about education and the organization of the school including the specific criticisms of the public school system in New South Wales; thirdly, organizational change and the need to implement strategies which will facilitate a change in the basis of decision making in schools; fourthly, educational decision making and the need to attain organizational health by developing an alternative model of decision making based on democratic rather than autocratic lines and finally, the professional self-image of the teacher as a factor influencing his role.

The conclusions drawn from an examination of the first two issues are that an imperative need exists in the New South Wales public school system to re-appraise the process and review the procedures of educational planning. In respect of all these issues it was concluded that there is a general lack of knowledge and understanding of how decision making in the school is managed. Thus the primary focus of the study was the question: who does participate in decision making in the secondary public school and who should participate?
It was concluded that some of the issues may be clarified by undertaking a field study and, based on the framework provided by G.A. Kelly's Theory of Personal Constructs, the teacher's perception of his own and others interactive roles was examined in respect of school decision making.

Three hypotheses were derived from Kelly's theory concerning: (i) whether teachers agree or disagree concerning the degree of involvement in decision making by relevant role figures; (ii) how teachers perceive the extent of involvement in decision making by relevant role figures and (iii) whether those teachers who consider themselves relatively uninvolved in decision making seek changes toward involvement.

The results of testing these hypotheses against the data collected indicated that: (i) in general, teachers agree in their construction of the degree of involvement of role figures in decision making; (ii) in general, teachers conceive of each role figure as being, to some degree, either involved in decision making or not involved at all and (iii) that teachers who perceive themselves to be relatively uninvolved in decision making propose more changes toward involvement of their own role than do teachers who consider themselves to be relatively involved in decision making.
These results have a number of implications for the design of change strategies in the school organization and/or raise other issues, such as whether teachers who perceive themselves to be decisionally deprived seek to involve other role occupants they perceive to be similarly deprived.

The general pattern of involvement in decision making disclosed by the data show that the area of high concentration of involvement is in those roles concerned with the internal administration of the school, such as the roles of principal, deputy principal and subject master. A further result that appeared was that a consistent pattern of involvement occurred between schools sampled in the research area; where some minor difference emerged this was thought to be due to variations in administrative practice rather than being attributable to any significant difference in decision-making policy.

The results of the study are thought to be important for change in the school. Such changes as needs to be made require consideration of the form that change is likely to take in the general society. Toffler has suggested that the changes now being experienced constitute the beginnings of a new civilization. The schools, he believes, will need to produce a different kind of citizen from that currently produced and which is based on the requirements of a dying industrial society. He believes also that a
struggle is now occurring between the advocates of this society and the supporters of the 'third wave' of post-industrial society.

The study suggests a number of ways in which strategies for change may be improved, for example, by disclosing the existing degree of participation in decision making.

Despite the light that may have been shed on some of the obscurities in school decision making by this study there are several areas, such as role ambiguity, that may be researched with further benefit.
APPENDIX A

SCHOOL FUNCTIONS

1. The educational needs of the community.
2. The core curriculum structure.
3. Curriculum innovation.
4. Development of 'other' approved courses.
5. Enterprises to be used as teaching resources.
6. The future needs of the school.
7. Co-operation between school and community.
10. Maintenance of school buildings.
11. Administration of funds received from government sources.
12. Administration of funds raised by voluntary effort.
13. Supervision of the staff of the school.
14. The internal organization of the school.
15. The teaching methods of the school.
16. Decisions relating to staff matters.
17. Selection or purchase of library or text books.
ROLE FIGURES

1. Deputy Principal
2. Member of the Parents and Citizens' Association
3. Parent of a Student
4. Regional Director
5. Representative of a Professional Group
6. Representative of the Teachers' Federation
7. School Cleaner
8. School Counsellor
9. School Inspector
10. School Librarian
11. School Principal
12. School Secretary
13. Student
14. Subject Master
15. Teacher (self)
16. Teachers' Aide
Thank you for assisting in this study; you have been selected at random from a group of high school teachers in the Wollongong area, so that there is no particular reason why you have been selected instead of someone else.

The purpose of the study is to examine the role of the high school teacher in relation to the functions performed by the school.

The results will be analysed on a strictly anonymous basis and your name will not even appear on the schedule you complete.

It is particularly important that you do not discuss your particular ratings with professional colleagues prior to the completion of the study, as to do so may seriously invalidate the research.

You will note that the schedule lists vertically 16 roles that may be found in a modern high school. Would you please consider someone you know, or have worked with, either in school this year or at some other time or place who best fits each of these roles.

In respect of the first school function mentioned 'The Educational Needs of the Community' would you please consider the various roles in turn and rate each role in respect of the degree of involvement with this school function.
2.

In deciding this degree of involvement would you use the following scale and place the appropriate number you choose on the schedule in the space provided.

<table>
<thead>
<tr>
<th>extremely involved in decisions</th>
<th>very involved in decisions</th>
<th>moderately involved in decisions</th>
<th>slightly involved in decisions</th>
<th>not at all involved in decisions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

Would you then follow the same procedure with the second function 'The Core Curriculum Structure' and so on until all 17 functions have been ranked.

A list of functions with explanatory notes is attached.

If the data from the study are sufficiently informative it is hoped to supply the results to interested parties.

Thank you again for your assistance.
# APPENDIX C (Cont'd)

## SCHOOL FUNCTIONS

<table>
<thead>
<tr>
<th>NO.</th>
<th>FUNCTION</th>
<th>EXPLANATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The Educational Needs of the Community</td>
<td>the requirements of the community for persons who are able to contribute to the survival and growth of society.</td>
</tr>
<tr>
<td>2</td>
<td>The Core Curriculum structure</td>
<td>the inclusion in the curriculum of studies and experiences which satisfy minimum community requirements.</td>
</tr>
<tr>
<td>3</td>
<td>Curriculum Innovation</td>
<td>changes necessary to reflect a change in community needs.</td>
</tr>
<tr>
<td>4</td>
<td>Development of 'Other Approved Courses'</td>
<td>studies and experiences not included in the core curriculum.</td>
</tr>
<tr>
<td>5</td>
<td>The Enterprises to be used as Teaching Resources</td>
<td>organizations outside the school in which educational experiences may be gained.</td>
</tr>
<tr>
<td>6</td>
<td>The Future Needs of the School</td>
<td>the quantity and quality of the physical and human resources necessary in future to satisfy curriculum aims.</td>
</tr>
<tr>
<td>7</td>
<td>Co-operation Between School and Community</td>
<td>the policy to be adopted to achieve effective co-operation.</td>
</tr>
<tr>
<td>8</td>
<td>Community participation in extra-curricular activities</td>
<td>the encouragement of community members to participate in school speech days, fetes, etc.</td>
</tr>
<tr>
<td>9</td>
<td>Management of 'Out of School' use of Premises</td>
<td>approval of access and supervision of organizations using school premises.</td>
</tr>
<tr>
<td>10</td>
<td>Maintenance of School Buildings</td>
<td>repairs and minor alterations to school buildings.</td>
</tr>
<tr>
<td>11</td>
<td>Administration of Government Funds</td>
<td>receipt, accounting and disbursement of funds received from Government sources.</td>
</tr>
<tr>
<td>12</td>
<td>Administration of Funds Raised by Voluntary Effort</td>
<td>receipt, accounting and disbursement of funds raised voluntarily.</td>
</tr>
</tbody>
</table>
### SCHOOL FUNCTIONS (cont'd)

<table>
<thead>
<tr>
<th>NO.</th>
<th>FUNCTION</th>
<th>EXPLANATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>13</td>
<td>Supervision of School Staff</td>
<td>appointment, promotion, training, retirement or dismissal of staff.</td>
</tr>
<tr>
<td>14</td>
<td>Internal Organization</td>
<td>allocation of classes, responsibilities and resources.</td>
</tr>
<tr>
<td>15</td>
<td>Teaching Methods</td>
<td>procedures and techniques in teaching</td>
</tr>
<tr>
<td>16</td>
<td>Staff Matters</td>
<td>leave, attendance, complaints and counselling of staff.</td>
</tr>
<tr>
<td>17</td>
<td>Library Books</td>
<td>selection, purchase, control and disposal of library books.</td>
</tr>
</tbody>
</table>
### FUNCTIONS

<table>
<thead>
<tr>
<th>ROLES</th>
<th>THE EDUCATIONAL NEEDS OF THE COMMUNITY</th>
<th>THE CORE CURRICULUM</th>
<th>DEVELOPMENT OF ENTERPRISES 'OTHER' USED AS APPROVED TEACHING COURSES RESOURCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>DEPUTY PRINCIPAL</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MEMBER OF THE P &amp; C</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PARENT OF A STUDENT</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>REGIONAL DIRECTOR</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>REPRESENTATIVE OF A PROFESSIONAL GROUP</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>REPRESENTATIVE OF THE TEACHERS' FEDERATION</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SCHOOL CLEANER</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SCHOOL COUNSELLOR</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SCHOOL INSPECTOR</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SCHOOL LIBRARIAN</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SCHOOL PRINCIPAL</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SCHOOL SECRETARY</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>STUDENT</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SUBJECT MASTER</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TEACHER (SELF)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TEACHERS' AIDE</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## APPENDIX D (cont'd)

### FUNCTIONS

<table>
<thead>
<tr>
<th>THE FUTURE NEEDS OF THE SCHOOL</th>
<th>COMMUNITY PARTICIPATION IN EXTRA-CURRICULAR ACTIVITY</th>
<th>MANAGEMENT OF 'OUT OF SCHOOL' USE OF SCHOOL PREMISES</th>
</tr>
</thead>
<tbody>
<tr>
<td>CO-OPERATION BETWEEN SCHOOL AND COMMUNITY</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### ROLES

<table>
<thead>
<tr>
<th>Role</th>
<th>Function 1</th>
<th>Function 2</th>
<th>Function 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>DEPUTY PRINCIPAL</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MEMBER OF THE P &amp; C</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PARENT OF A STUDENT</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>REGIONAL DIRECTOR</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>REPRESENTATIVE OF A PROFESSIONAL GROUP</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>REPRESENTATIVE OF THE TEACHERS' FEDERATION</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SCHOOL CLEANER</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SCHOOL COUNSELLOR</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SCHOOL INSPECTOR</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SCHOOL LIBRARIAN</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SCHOOL PRINCIPAL</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SCHOOL SECRETARY</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>STUDENT</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SUBJECT MASTER</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TEACHER (SELF)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TEACHERS' AIDE</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### ROLES

<table>
<thead>
<tr>
<th>Role</th>
<th>Maintenance of School Buildings</th>
<th>Administration of Funds Received from Government Sources</th>
<th>Supervision of the Staff of the School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Deputy Principal</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Member of the P &amp; C</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parent of a Student</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Regional Director</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Representative of a Professional Group</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Representative of the Teachers' Federation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School Cleaner</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School Counsellor</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School Inspector</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School Librarian</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School Principal</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School Secretary</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Subject Master</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teacher (Self)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teachers' Aide</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## APPENDIX D (cont'd)

### FUNCTIONS

<table>
<thead>
<tr>
<th>ROLES</th>
<th>THE INTER-ERIAL ORGANIZATION OF THE SCHOOL</th>
<th>THE TEACHING METHODS OF THE SCHOOL</th>
<th>DECISIONS RELATING TO STAFF MATTERS</th>
<th>SELECT OR PURCHASE OF TEXT BOOKS</th>
</tr>
</thead>
<tbody>
<tr>
<td>DEPUTY PRINCIPAL</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MEMBER OF THE P &amp; C</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PARENT OF A STUDENT</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>REGIONAL DIRECTOR</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>REPRESENTATIVE OF A PROFESSIONAL GROUP</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>REPRESENTATIVE OF THE TEACHERS' FEDERATION</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SCHOOL CLEANER</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SCHOOL COUNSELLOR</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SCHOOL INSPECTOR</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SCHOOL LIBRARIAN</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SCHOOL PRINCIPAL</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SCHOOL SECRETARY</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>STUDENT</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SUBJECT MASTER</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TEACHER (SELF)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TEACHERS' AIDE</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**APPENDIX E**

### ROLE FIGURES

#### Tests of Agreement

<table>
<thead>
<tr>
<th>Role</th>
<th>Co-eff. of Concord</th>
<th>Chi-Square</th>
<th>Co-eff. of Correlation</th>
<th>Reliability Co-efficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>.352</td>
<td>202.748</td>
<td>.333</td>
<td>.947</td>
</tr>
<tr>
<td>2</td>
<td>.471</td>
<td>271.550</td>
<td>.456</td>
<td>.968</td>
</tr>
<tr>
<td>3</td>
<td>.359</td>
<td>206.505</td>
<td>.340</td>
<td>.949</td>
</tr>
<tr>
<td>4</td>
<td>.351</td>
<td>202.400</td>
<td>.333</td>
<td>.947</td>
</tr>
<tr>
<td>5</td>
<td>.355</td>
<td>204.557</td>
<td>.337</td>
<td>.948</td>
</tr>
<tr>
<td>6</td>
<td>.238</td>
<td>137.025</td>
<td>.216</td>
<td>.908</td>
</tr>
<tr>
<td>7</td>
<td>.383</td>
<td>220.398</td>
<td>.365</td>
<td>.954</td>
</tr>
<tr>
<td>8</td>
<td>.326</td>
<td>187.787</td>
<td>.307</td>
<td>.941</td>
</tr>
<tr>
<td>9</td>
<td>.295</td>
<td>170.054</td>
<td>.275</td>
<td>.932</td>
</tr>
<tr>
<td>10</td>
<td>.420</td>
<td>241.876</td>
<td>.403</td>
<td>.961</td>
</tr>
<tr>
<td>11</td>
<td>.344</td>
<td>198.405</td>
<td>.326</td>
<td>.946</td>
</tr>
<tr>
<td>12</td>
<td>.126</td>
<td>72.450</td>
<td>.101</td>
<td>.801</td>
</tr>
<tr>
<td>13</td>
<td>.166</td>
<td>95.473</td>
<td>.142</td>
<td>.856</td>
</tr>
<tr>
<td>14</td>
<td>.353</td>
<td>203.301</td>
<td>.334</td>
<td>.948</td>
</tr>
<tr>
<td>15</td>
<td>.445</td>
<td>256.239</td>
<td>.429</td>
<td>.964</td>
</tr>
<tr>
<td>16</td>
<td>.069</td>
<td>39.772</td>
<td>.042</td>
<td>.615</td>
</tr>
</tbody>
</table>

**NOTE:** The observed values of Chi-square exceeds the value required to reject the null hypothesis at the 0.05 level of significance in all cases except role No. 16 (Teachers Aide).
### VALUES FOR THE MAXIMUM DEVIATION (D)<sup>a</sup>

Kolmogorov-Smirnov One-Sample Test

<table>
<thead>
<tr>
<th>ROLE FIGURE</th>
<th>SCHOOL FUNCTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
</tr>
<tr>
<td>1</td>
<td>.0944</td>
</tr>
<tr>
<td>2</td>
<td>.2611</td>
</tr>
<tr>
<td>3</td>
<td>.3788</td>
</tr>
<tr>
<td>4</td>
<td>.1000</td>
</tr>
<tr>
<td>5</td>
<td>.2667</td>
</tr>
<tr>
<td>6</td>
<td>.2056</td>
</tr>
<tr>
<td>7</td>
<td>.6889</td>
</tr>
<tr>
<td>8</td>
<td>.2611</td>
</tr>
<tr>
<td>9</td>
<td>.2611</td>
</tr>
<tr>
<td>10</td>
<td>.3167</td>
</tr>
<tr>
<td>11</td>
<td>.2111</td>
</tr>
<tr>
<td>12</td>
<td>.7444</td>
</tr>
<tr>
<td>13</td>
<td>.4333</td>
</tr>
<tr>
<td>14</td>
<td>.1778</td>
</tr>
<tr>
<td>15</td>
<td>.0667</td>
</tr>
<tr>
<td>16</td>
<td>.6611</td>
</tr>
</tbody>
</table>

<sup>a</sup> The values underlined are accepted for the Null Hypothesis at the 0.05 level of significance.
### VALUES FOR THE MAXIMUM DEVIATION (D)<sup>a</sup>

Kolmogorov-Smirnov One-Sample Test

<table>
<thead>
<tr>
<th>ROLE FIGURE</th>
<th>SCHOOL FUNCTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>8</td>
</tr>
<tr>
<td>1</td>
<td>.2389</td>
</tr>
<tr>
<td>2</td>
<td>.1500</td>
</tr>
<tr>
<td>3</td>
<td>.2333</td>
</tr>
<tr>
<td>4</td>
<td>.3222</td>
</tr>
<tr>
<td>5</td>
<td>.4056</td>
</tr>
<tr>
<td>6</td>
<td>.4333</td>
</tr>
<tr>
<td>7</td>
<td>.6889</td>
</tr>
<tr>
<td>8</td>
<td>.3788</td>
</tr>
<tr>
<td>9</td>
<td>.3222</td>
</tr>
<tr>
<td>10</td>
<td>.3167</td>
</tr>
<tr>
<td>11</td>
<td>.5444</td>
</tr>
<tr>
<td>12</td>
<td>.6889</td>
</tr>
<tr>
<td>13</td>
<td>.3778</td>
</tr>
<tr>
<td>14</td>
<td>.1778</td>
</tr>
<tr>
<td>15</td>
<td>.1778</td>
</tr>
<tr>
<td>16</td>
<td>.7722</td>
</tr>
</tbody>
</table>

<sup>a</sup> The values underlined are accepted for the Null Hypothesis at the 0.05 level of significance.
APPENDIX F (Cont.)

VALUES FOR THE MAXIMUM DEVIATION (D)\textsuperscript{a}
Kolmogorov-Smirnov One-Sample Test

<table>
<thead>
<tr>
<th>ROLE FIGURES</th>
<th>SCHOOL FUNCTIONS</th>
<th>15</th>
<th>16</th>
<th>17</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td>.2333</td>
<td>.4889</td>
<td>.2333</td>
</tr>
<tr>
<td>2</td>
<td></td>
<td>.5500</td>
<td>.7167</td>
<td>.3722</td>
</tr>
<tr>
<td>3</td>
<td></td>
<td>.6611</td>
<td>.7167</td>
<td>.6000</td>
</tr>
<tr>
<td>4</td>
<td></td>
<td>.4333</td>
<td>.1778</td>
<td>.6611</td>
</tr>
<tr>
<td>5</td>
<td></td>
<td>.6333</td>
<td>.6889</td>
<td>.6056</td>
</tr>
<tr>
<td>6</td>
<td></td>
<td>.4889</td>
<td>.3167</td>
<td>.6056</td>
</tr>
<tr>
<td>7</td>
<td></td>
<td>.8000</td>
<td>.8000</td>
<td>.8000</td>
</tr>
<tr>
<td>8</td>
<td></td>
<td>.5788</td>
<td>.6333</td>
<td>.6056</td>
</tr>
<tr>
<td>9</td>
<td></td>
<td>.2944</td>
<td>.1833</td>
<td>.6333</td>
</tr>
<tr>
<td>10</td>
<td></td>
<td>.3833</td>
<td>.6056</td>
<td>.7167</td>
</tr>
<tr>
<td>11</td>
<td></td>
<td>.1444</td>
<td>.5778</td>
<td>.2333</td>
</tr>
<tr>
<td>12</td>
<td></td>
<td>.7722</td>
<td>.7167</td>
<td>.6889</td>
</tr>
<tr>
<td>13</td>
<td></td>
<td>.3722</td>
<td>.6889</td>
<td>.3500</td>
</tr>
<tr>
<td>14</td>
<td></td>
<td>.4611</td>
<td>.1889</td>
<td>.3778</td>
</tr>
<tr>
<td>15</td>
<td></td>
<td>.4389</td>
<td>.2667</td>
<td>.1722</td>
</tr>
<tr>
<td>16</td>
<td></td>
<td>.6611</td>
<td>.7444</td>
<td>.6889</td>
</tr>
</tbody>
</table>

\textsuperscript{a} The values underlined are accepted for the Null Hypothesis at the 0.05 level of significance.
## CHANGES ADVOCATED IN OWN ROLE PARTICIPATION

<table>
<thead>
<tr>
<th>Degree of Present Decisional Involvement</th>
<th>Nil Changes Advocated</th>
<th>One or More Changes Advocated</th>
<th>Total Subjects</th>
</tr>
</thead>
<tbody>
<tr>
<td>Above Combined Median (Relatively Uninvolved)</td>
<td>4</td>
<td>13</td>
<td>17</td>
</tr>
<tr>
<td>Below Combined Median (Relatively involved)</td>
<td>12</td>
<td>7</td>
<td>19</td>
</tr>
<tr>
<td>TOTAL SUBJECTS</td>
<td>16</td>
<td>20</td>
<td>36</td>
</tr>
</tbody>
</table>

\[ \chi^2: 4.2144 \quad p < 0.05 \]
APPENDIX H

VALUES OF KENDALL'S CO-EFFICIENT OF CONCORDANCE FOR IDENTIFIED ROLE FIGURES

<table>
<thead>
<tr>
<th>ROLE FIGURE</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>ALL GROUPS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>.34</td>
<td>.59</td>
<td>.45</td>
<td>.38</td>
<td>.40</td>
<td>.35</td>
</tr>
<tr>
<td>2</td>
<td>.53</td>
<td>.60</td>
<td>.42</td>
<td>.60</td>
<td>.62</td>
<td>.47</td>
</tr>
<tr>
<td>3</td>
<td>.49</td>
<td>.55</td>
<td>.29</td>
<td>.49</td>
<td>.45</td>
<td>.36</td>
</tr>
<tr>
<td>4</td>
<td>.37</td>
<td>.45</td>
<td>.40</td>
<td>.47</td>
<td>.42</td>
<td>.35</td>
</tr>
<tr>
<td>5</td>
<td>.38</td>
<td>.68</td>
<td>.30</td>
<td>.56</td>
<td>.39</td>
<td>.36</td>
</tr>
<tr>
<td>6</td>
<td>.36</td>
<td>.39</td>
<td>.28</td>
<td>.35</td>
<td>.36</td>
<td>.24</td>
</tr>
<tr>
<td>7</td>
<td>.33</td>
<td>.57</td>
<td>.53</td>
<td>.36</td>
<td>.38</td>
<td>.38</td>
</tr>
<tr>
<td>8</td>
<td>.49</td>
<td>.58</td>
<td>.24</td>
<td>.27</td>
<td>.80</td>
<td>.33</td>
</tr>
<tr>
<td>9</td>
<td>.44</td>
<td>.44</td>
<td>.36</td>
<td>.30</td>
<td>.51</td>
<td>.30</td>
</tr>
<tr>
<td>10</td>
<td>.56</td>
<td>.65</td>
<td>.38</td>
<td>.45</td>
<td>.54</td>
<td>.42</td>
</tr>
<tr>
<td>11</td>
<td>.31</td>
<td>.53</td>
<td>.39</td>
<td>.57</td>
<td>.42</td>
<td>.34</td>
</tr>
<tr>
<td>12</td>
<td>.25</td>
<td>.18</td>
<td>.21</td>
<td>.15</td>
<td>.23</td>
<td>.13</td>
</tr>
<tr>
<td>13</td>
<td>.33</td>
<td>.25</td>
<td>.31</td>
<td>.32</td>
<td>.25</td>
<td>.17</td>
</tr>
<tr>
<td>14</td>
<td>.44</td>
<td>.34</td>
<td>.46</td>
<td>.98</td>
<td>.46</td>
<td>.35</td>
</tr>
<tr>
<td>15</td>
<td>.62</td>
<td>.41</td>
<td>.44</td>
<td>.77</td>
<td>.40</td>
<td>.45</td>
</tr>
</tbody>
</table>

*Values underlined do not reach the 0.05 level of significance.*
## APPENDIX I

### CHANGES PROPOSED IN PARTICIPATION BY OTHER ROLES

<table>
<thead>
<tr>
<th>Degree of Present Decisional Involvement</th>
<th>Nil Changes Advocated</th>
<th>One or More Changes Advocated</th>
<th>Total Subjects</th>
</tr>
</thead>
<tbody>
<tr>
<td>Above Combined Median (Relatively uninvolved)</td>
<td>5</td>
<td>12</td>
<td>17</td>
</tr>
<tr>
<td>Below Combined Median (Relatively involved)</td>
<td>8</td>
<td>11</td>
<td>19</td>
</tr>
<tr>
<td>TOTAL SUBJECTS</td>
<td>13</td>
<td>23</td>
<td>36</td>
</tr>
</tbody>
</table>

\[ \chi^2 = .9172 \quad p > 0.05 \]
### Appendix J

**Proportion of Teachers Rating Identified Role Figures as Being Involved in Decision Making**

<table>
<thead>
<tr>
<th>School Sections</th>
<th>2</th>
<th>3</th>
<th>4 PERCENTAGE</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>86.1</td>
<td>77.8</td>
<td>63.9</td>
<td>77.8</td>
<td>75.0</td>
<td>77.8</td>
<td>11.1</td>
</tr>
<tr>
<td>2</td>
<td>77.8</td>
<td>50.0</td>
<td>44.4</td>
<td>75.0</td>
<td>52.8</td>
<td>63.9</td>
<td>0.0</td>
</tr>
<tr>
<td>3</td>
<td>83.3</td>
<td>66.7</td>
<td>50.0</td>
<td>75.0</td>
<td>50.0</td>
<td>58.3</td>
<td>0.0</td>
</tr>
<tr>
<td>4</td>
<td>86.1</td>
<td>69.4</td>
<td>58.3</td>
<td>75.0</td>
<td>50.0</td>
<td>55.6</td>
<td>0.0</td>
</tr>
<tr>
<td>5</td>
<td>88.9</td>
<td>66.7</td>
<td>55.6</td>
<td>61.1</td>
<td>63.9</td>
<td>52.8</td>
<td>2.8</td>
</tr>
<tr>
<td>6</td>
<td>97.2</td>
<td>86.1</td>
<td>61.1</td>
<td>94.4</td>
<td>50.0</td>
<td>72.2</td>
<td>13.9</td>
</tr>
<tr>
<td>7</td>
<td>88.9</td>
<td>91.7</td>
<td>77.8</td>
<td>77.8</td>
<td>58.3</td>
<td>55.6</td>
<td>8.3</td>
</tr>
<tr>
<td>8</td>
<td>94.4</td>
<td>91.6</td>
<td>75.0</td>
<td>52.8</td>
<td>52.8</td>
<td>52.8</td>
<td>11.1</td>
</tr>
<tr>
<td>9</td>
<td>94.4</td>
<td>55.6</td>
<td>16.7</td>
<td>61.1</td>
<td>25.0</td>
<td>30.6</td>
<td>33.3</td>
</tr>
<tr>
<td>10</td>
<td>97.2</td>
<td>69.4</td>
<td>25.0</td>
<td>61.1</td>
<td>11.1</td>
<td>33.3</td>
<td>66.7</td>
</tr>
<tr>
<td>11</td>
<td>88.9</td>
<td>63.9</td>
<td>16.7</td>
<td>61.1</td>
<td>11.1</td>
<td>33.3</td>
<td>0.0</td>
</tr>
<tr>
<td>12</td>
<td>83.3</td>
<td>86.1</td>
<td>38.9</td>
<td>16.7</td>
<td>8.3</td>
<td>25.0</td>
<td>2.8</td>
</tr>
<tr>
<td>13</td>
<td>97.2</td>
<td>8.3</td>
<td>5.6</td>
<td>80.6</td>
<td>52.8</td>
<td>0.0</td>
<td>0.0</td>
</tr>
<tr>
<td>14</td>
<td>97.2</td>
<td>19.4</td>
<td>5.6</td>
<td>41.7</td>
<td>8.3</td>
<td>52.8</td>
<td>11.1</td>
</tr>
<tr>
<td>15</td>
<td>77.8</td>
<td>25.0</td>
<td>13.9</td>
<td>44.4</td>
<td>16.7</td>
<td>30.6</td>
<td>0.0</td>
</tr>
<tr>
<td>16</td>
<td>100.0</td>
<td>8.3</td>
<td>8.3</td>
<td>66.7</td>
<td>11.1</td>
<td>66.7</td>
<td>0.0</td>
</tr>
<tr>
<td>17</td>
<td>72.2</td>
<td>52.8</td>
<td>33.3</td>
<td>13.9</td>
<td>19.4</td>
<td>19.4</td>
<td>0.0</td>
</tr>
</tbody>
</table>
### APPENDIX J (Cont.)

**PROPORTION OF TEACHERS RATING IDENTIFIED ROLE FIGURES AS BEING INVOLVED IN DECISION MAKING**

<table>
<thead>
<tr>
<th>ROLE FIGURES</th>
<th>PROPORTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>ROLES</td>
<td>9</td>
</tr>
<tr>
<td>1</td>
<td>66.7</td>
</tr>
<tr>
<td>2</td>
<td>80.6</td>
</tr>
<tr>
<td>3</td>
<td>75.0</td>
</tr>
<tr>
<td>4</td>
<td>61.1</td>
</tr>
<tr>
<td>5</td>
<td>63.9</td>
</tr>
<tr>
<td>6</td>
<td>69.4</td>
</tr>
<tr>
<td>7</td>
<td>58.3</td>
</tr>
<tr>
<td>8</td>
<td>50.0</td>
</tr>
<tr>
<td>9</td>
<td>41.7</td>
</tr>
<tr>
<td>10</td>
<td>47.2</td>
</tr>
<tr>
<td>11</td>
<td>52.8</td>
</tr>
<tr>
<td>12</td>
<td>11.1</td>
</tr>
<tr>
<td>13</td>
<td>51.7</td>
</tr>
<tr>
<td>14</td>
<td>38.9</td>
</tr>
<tr>
<td>15</td>
<td>61.1</td>
</tr>
<tr>
<td>16</td>
<td>75.0</td>
</tr>
<tr>
<td>17</td>
<td>19.4</td>
</tr>
</tbody>
</table>
## Appendix K

### Proportion of Teachers Rating Identified Role as Being Involved in Decision Making

#### Non-Executive Staff

<table>
<thead>
<tr>
<th>PERCENTAGE RANGE</th>
<th>PROFESSIONAL</th>
<th>NON-PROFESSIONAL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>SCHOOL COUNSELLOR</td>
<td>SCHOOL LIBRARIAN</td>
</tr>
<tr>
<td>0 - 9</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>10 - 19</td>
<td>7</td>
<td>1</td>
</tr>
<tr>
<td>20 - 29</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>30 - 39</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>40 - 49</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>50 - 59</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>60 - 69</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>70 - 79</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>80 - 89</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>90 - 99</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>100</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

|               | 17 | 17 | 17 | 17 | 17 | 17 | 17 | 17 |
PROPORTION OF TEACHERS RATING IDENTIFIED ROLE FIGURES AS BEING INVOLVED IN DECISION MAKING

EXECUTIVE STAFF

<table>
<thead>
<tr>
<th>PERCENTAGE RANGE</th>
<th>REGIONAL DIRECTOR</th>
<th>SCHOOL INSPECTOR</th>
<th>PRINCIPAL</th>
<th>DEPUTY PRINCIPAL</th>
<th>SUBJECT MASTER</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 - 9</td>
<td>2</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10 - 19</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>20 - 29</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>30 - 39</td>
<td>2</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>40 - 49</td>
<td>1</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>50 - 59</td>
<td>5</td>
<td>5</td>
<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>60 - 69</td>
<td>5</td>
<td>2</td>
<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>70 - 79</td>
<td>1</td>
<td>1</td>
<td></td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>80 - 89</td>
<td></td>
<td></td>
<td>1</td>
<td>7</td>
<td>3</td>
</tr>
<tr>
<td>90 - 99</td>
<td>12</td>
<td>6</td>
<td></td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>100</td>
<td>4</td>
<td>1</td>
<td></td>
<td>2</td>
<td></td>
</tr>
</tbody>
</table>

|                  | 17 | 17 | 17 | 17 | 17 | 17 |

APPENDIX K (cont'd)
APPENDIX L

CONTRASTS OF RATINGS BY TEACHERS

(Comparison of five school groups as being 'not involved at all' in decision making and being 'involved' to some degree)

Chi-square Test

Level of significance reached (P)

<table>
<thead>
<tr>
<th>ROLE</th>
<th>FIGURE</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td>.3325</td>
<td>.7202</td>
<td>.4185</td>
<td>.3851</td>
<td>.2084</td>
<td>.6137</td>
</tr>
<tr>
<td>2</td>
<td></td>
<td>.4659</td>
<td>.4184</td>
<td></td>
<td></td>
<td>.0269</td>
<td>.2256</td>
</tr>
<tr>
<td>3</td>
<td></td>
<td>.5645</td>
<td>.7854</td>
<td>.1113</td>
<td>.3590</td>
<td>.3774</td>
<td>.5210</td>
</tr>
<tr>
<td>4</td>
<td></td>
<td>.8355</td>
<td>.7240</td>
<td>.4297</td>
<td>.7264</td>
<td>.3821</td>
<td>.7044</td>
</tr>
<tr>
<td>5</td>
<td></td>
<td>.5384</td>
<td>.4323</td>
<td>.3298</td>
<td>.2937</td>
<td>.4106</td>
<td>.1139</td>
</tr>
<tr>
<td>6</td>
<td></td>
<td>.3851</td>
<td>.8780</td>
<td>.8805</td>
<td>.7111</td>
<td>.5662</td>
<td>.4177</td>
</tr>
<tr>
<td>7</td>
<td>b</td>
<td>.1746</td>
<td>b</td>
<td>b</td>
<td></td>
<td></td>
<td>.3718</td>
</tr>
<tr>
<td>8</td>
<td></td>
<td>.0579</td>
<td>.7718</td>
<td>.4132</td>
<td>.6436</td>
<td>.7005</td>
<td>.2882</td>
</tr>
<tr>
<td>9</td>
<td></td>
<td>.6120</td>
<td>.2752</td>
<td>.7962</td>
<td>.0633</td>
<td>.2496</td>
<td>.7552</td>
</tr>
<tr>
<td>10</td>
<td></td>
<td>.1937</td>
<td>.8295</td>
<td>.3612</td>
<td>.4549</td>
<td>.6588</td>
<td>.6611</td>
</tr>
<tr>
<td>11</td>
<td></td>
<td>.2382</td>
<td>.0670</td>
<td>.2382</td>
<td>.3718</td>
<td>.3718</td>
<td>b</td>
</tr>
<tr>
<td>12</td>
<td></td>
<td>.5599</td>
<td>.4628</td>
<td>.1157</td>
<td>.5599</td>
<td>.3985</td>
<td>.0333</td>
</tr>
<tr>
<td>13</td>
<td></td>
<td>.1509</td>
<td>.3646</td>
<td>.6198</td>
<td>.6450</td>
<td>.7005</td>
<td>.1115</td>
</tr>
<tr>
<td>14</td>
<td>b</td>
<td>.0746</td>
<td>.3718</td>
<td>b</td>
<td>.7004</td>
<td>.4628</td>
<td>.6137</td>
</tr>
<tr>
<td>15</td>
<td></td>
<td>.0672</td>
<td>.2382</td>
<td>.2392</td>
<td>.0746</td>
<td>.6137</td>
<td>.0045</td>
</tr>
<tr>
<td>16</td>
<td></td>
<td>.3058</td>
<td>.0653</td>
<td>.1807</td>
<td>.1048</td>
<td>.3022</td>
<td>.3374</td>
</tr>
</tbody>
</table>

Values underlined are significant at the 0.05 level of significance.

No contrast: involved/uninvolved
CONTRASTS OF RATINGS BY TEACHERS

(Comparison of five school groups as between 'not involved at all' in decision making and being 'involved' to some degree)

Chi-square Test^\text{a}

Level of significance reached (P)

<table>
<thead>
<tr>
<th>SCHOOL FUNCTIONS</th>
<th>FIGURES</th>
<th>ROLE</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>1</td>
<td>.3294</td>
<td>.7004</td>
<td>.7004</td>
<td>.6137</td>
<td>.9228</td>
<td>.6611</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2</td>
<td>.4290</td>
<td>.4290</td>
<td>.2368</td>
<td>.8489</td>
<td>.2227</td>
<td>.8828</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3</td>
<td>.1421</td>
<td>.8884</td>
<td>.0464</td>
<td>.8235</td>
<td>.3075</td>
<td>.5614</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4</td>
<td>.3185</td>
<td>.5734</td>
<td>.7877</td>
<td>.3612</td>
<td>.7877</td>
<td>.9400</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5</td>
<td>.2990</td>
<td>.2495</td>
<td>.0067</td>
<td>.9228</td>
<td>.0800</td>
<td>.1719</td>
</tr>
<tr>
<td></td>
<td></td>
<td>6</td>
<td>.0091</td>
<td>.0332</td>
<td>.1742</td>
<td>.5796</td>
<td>.6386</td>
<td>.0750</td>
</tr>
<tr>
<td></td>
<td></td>
<td>7</td>
<td>.1454</td>
<td>.1770</td>
<td>.5498</td>
<td>.2487</td>
<td>b</td>
<td>.3718</td>
</tr>
<tr>
<td></td>
<td></td>
<td>8</td>
<td>.4544</td>
<td>.3283</td>
<td>.6207</td>
<td>.0322</td>
<td>.4527</td>
<td>.5843</td>
</tr>
<tr>
<td></td>
<td></td>
<td>9</td>
<td>.5181</td>
<td>.1615</td>
<td>.8094</td>
<td>.4919</td>
<td>.2261</td>
<td>.8283</td>
</tr>
<tr>
<td></td>
<td></td>
<td>10</td>
<td>.8807</td>
<td>.3169</td>
<td>.0445</td>
<td>.3760</td>
<td>.8556</td>
<td>.9170</td>
</tr>
<tr>
<td></td>
<td></td>
<td>11</td>
<td>b</td>
<td>.4628</td>
<td>b</td>
<td>.2392</td>
<td>.6137</td>
<td>.6137</td>
</tr>
<tr>
<td></td>
<td></td>
<td>12</td>
<td>.4947</td>
<td>.6877</td>
<td>.0581</td>
<td>.7111</td>
<td>.7410</td>
<td>.3265</td>
</tr>
<tr>
<td></td>
<td></td>
<td>13</td>
<td>.2744</td>
<td>.7421</td>
<td>.4752</td>
<td>.8987</td>
<td>.1157</td>
<td>.8296</td>
</tr>
<tr>
<td></td>
<td></td>
<td>14</td>
<td>.5542</td>
<td>.5725</td>
<td>.6925</td>
<td>.7428</td>
<td>.8190</td>
<td>.7783</td>
</tr>
<tr>
<td></td>
<td></td>
<td>15</td>
<td>.1421</td>
<td>.3235</td>
<td>.0417</td>
<td>.9822</td>
<td>.5632</td>
<td>.3325</td>
</tr>
<tr>
<td></td>
<td></td>
<td>16</td>
<td>.4682</td>
<td>.4628</td>
<td>.1157</td>
<td>.1949</td>
<td>.4364</td>
<td>.4511</td>
</tr>
</tbody>
</table>

^a. Values underlined are significant at the 0.05 level of significance.

^b. No contrast: involved/uninvolved.
CONTRASTS OF RATINGS BY TEACHERS

(Comparisons of five school groups as between 'not involved at all' in decision making and being 'involved' to some degree).

Chi-square Test

Level of significance reached (P)

<table>
<thead>
<tr>
<th>SCHOOL FUNCTIONS</th>
<th>13</th>
<th>14</th>
<th>15</th>
<th>16</th>
<th>17</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>.4628</td>
<td>.6137</td>
<td>.6786</td>
<td>b</td>
<td>.4798</td>
</tr>
<tr>
<td>2</td>
<td>.7625</td>
<td>.0791</td>
<td>.0838</td>
<td>.2730</td>
<td>.7718</td>
</tr>
<tr>
<td>3</td>
<td>.4628</td>
<td>.1157</td>
<td>.3101</td>
<td>.2730</td>
<td>.2580</td>
</tr>
<tr>
<td>4</td>
<td>.6328</td>
<td>.0170</td>
<td>.0343</td>
<td>.5605</td>
<td>.2122</td>
</tr>
<tr>
<td>5</td>
<td>.4628</td>
<td>.2438</td>
<td>.1837</td>
<td>.4486</td>
<td>.4276</td>
</tr>
<tr>
<td>6</td>
<td>.9471</td>
<td>.6269</td>
<td>.3682</td>
<td>.9531</td>
<td>.4202</td>
</tr>
<tr>
<td>7</td>
<td>b</td>
<td>.7959</td>
<td>b</td>
<td>b</td>
<td>b</td>
</tr>
<tr>
<td>8</td>
<td>b</td>
<td>.4527</td>
<td>.4287</td>
<td>.4269</td>
<td>.5541</td>
</tr>
<tr>
<td>9</td>
<td>.1312</td>
<td>.1488</td>
<td>.3513</td>
<td>.3695</td>
<td>.1530</td>
</tr>
<tr>
<td>10</td>
<td>.3867</td>
<td>.7153</td>
<td>.7234</td>
<td>.9572</td>
<td>b</td>
</tr>
<tr>
<td>11</td>
<td>.3718</td>
<td>.6137</td>
<td>.8000</td>
<td>b</td>
<td>.6427</td>
</tr>
<tr>
<td>12</td>
<td>b</td>
<td>.2313</td>
<td>.3718</td>
<td>.2382</td>
<td>.4682</td>
</tr>
<tr>
<td>13</td>
<td>.6427</td>
<td>.0800</td>
<td>.6549</td>
<td>.1746</td>
<td>.0164</td>
</tr>
<tr>
<td>14</td>
<td>.6598</td>
<td>.3718</td>
<td>.3718</td>
<td>.4364</td>
<td>b</td>
</tr>
<tr>
<td>15</td>
<td>.2337</td>
<td>.8292</td>
<td>.3525</td>
<td>.7731</td>
<td>.1727</td>
</tr>
<tr>
<td>16</td>
<td>b</td>
<td>.4682</td>
<td>.6564</td>
<td>.0670</td>
<td>.6441</td>
</tr>
</tbody>
</table>

*a Values underlined are significant at the 0.05 level of significance.

b No contrast: involved/uninvolved.
STUDIES ON ROLE CONSENSUS

Stouffer (1949) investigated the conflicting role expectations of a group of university students. He found that it was the range of permissible behaviour in a role that most needed investigation and that 'it may be the very existence of some flexibility or social slippage - but not too much - which makes behavior in groups possible' (p. 717).

Stouffer and Toby (1951) investigated role conflict and personality in university students. They found that students could be ordered on a continuum involving the relative priority of personal and impersonal considerations in social obligations involving role.

Getzels and Guba (1954) found that role conflict was present in the occupation of officer-instructor at the Air Command and Staff School of Air University. These investigators also found (1955) that role conflict existed in the role of the teacher in four school systems in two states in the United States. This investigation examined conflict from the point of view of the Socio-economic role, the Citizen role and the Expert or Professional role that the teacher was expected to perform in addition to the teaching role.

Wispé and Thayer (1957) found role ambiguity among agents, assistant managers and a district manager in an insurance company.
Ben-David (1958) found role conflict among physicians in bureaucratized medical services in Palestine.

Grose et al (1958) found that role conflict had consequences for the way in which a representative range of school superintendents in the Massachusetts State Department of education experienced their jobs. They also considered that this finding provided a background upon which to develop a theory of role conflict resolution (p. 280).

Miller and Shull (1962) found, in a study of groups of business managers, training directors and labor leaders, that the decisions they faced when confronted with role conflicts could be predicted with a high degree of accuracy.

Kahn et al (1964) investigated role conflict and role ambiguity in an intensive study of executives in business and industrial organizations and a national study of adults in households in the United States. It was found that the experience of role conflict was common in the work situation and usually hierarchical; at least one party to the conflict being above them in the organization. It was also found that the prevalence of role ambiguity was comparable to that of role conflict. Uncertainty existed, inter alia, in the area of scope of responsibility in the role of executive.

Kraut (1965), in an investigation of role conflict among salesmen, found that both objective and subjective role conflict were associated with lower job satisfaction and higher tension but not with job performance.
Biddle et al (1966) investigated shared inaccuracies in the role of the teacher by gathering data from teachers, parents, pupils and school officials in the Kansas metropolitan area. Shared inaccuracies were found in a number of cases, for example, respondents attributed to teachers, norms for greater amounts of self-indulgence than teachers revealed in norms they held for themselves (p. 304).

Brabick (1967), in an investigation of the perception of the role of the public school teacher, found that the perceptions of this role held by the teacher-educator was inconsistent with the role performance recorded by teachers themselves.

Rizzo et al (1970) examined role conflict and role ambiguity of managers in a manufacturing company. They found that, inter alia, the separation of the two constructs seemed warranted and that role ambiguity correlated more highly than role conflict with satisfaction variables.

Tosi and Tosi (1970) investigated role conflict and role ambiguity among public school elementary and secondary teachers. It was concluded that role conflict was negatively correlated with job satisfaction. Role ambiguity was not related to job satisfaction. Job threat and anxiety was not related to role conflict or role ambiguity. Participation (the perception of influence in decision-making) was negatively related to role conflict and role ambiguity.
Lyons (1971), in an investigation involving staff registered nurses, found that perceived role clarity was negatively related to voluntary turnover, propensity to leave and job tension, and positively related to work satisfaction.

Tosi (1971) made a constructive replication of Kahn et al's (1964) work. The results generally supported conclusions about the relationship of perceived role descriptions and role responses of individuals. In particular, role ambiguity was not significantly associated with any of the role response measures: job satisfaction, job threat and anxiety, and effectiveness.

House and Rizzo (1972) investigated employees in a manufacturing company. It was found that role conflict was strongly related to the independent variables of supportive leadership and organizational practices and the dependent variables of perceived organizational effectiveness. Role ambiguity was related to all independent variables and to the dependent variable of organizational effectiveness and satisfaction.

Hamner and Tosi (1973; 1974) collected data from high level managers in an executive development programme representing many industries. It was found that role conflict was significantly related to lower levels of participation and higher levels of perceived threat and anxiety. The House and Rizzo (1972) finding that role conflict and role ambiguity act as intervening variables was not supported.
Greene and Organ (1973) studied the relationship of received role (the person's perception of what other organization members expect of him) to job satisfaction in respect of a sample of managerial dyads in industrial organizations. It was found that job accuracy is not related to satisfaction when controlling for compliance. Compliance has a direct effect on satisfaction as well as an indirect effect through performance evaluation.

Ivancevich and Donnelly (1974) investigated role clarity and the need for role clarity among salesmen, supervisors and operating employees in a manufacturing plant. It was found that a high need for clarity moderates the relationship between role clarity and a number of variables such as job satisfaction.

Organ and Greene (1974) investigated the relationship among locus of control, perceived ambiguity in the environment and satisfaction among a sample of scientists and engineers. The results indicated that locus of control was related to both role ambiguity and satisfaction and that locus of control provided a greater independent contribution to satisfaction than did role ambiguity.

Caplan and Jones (1975) investigated Type A personality (hard driving, persistent, involved in work) as a conditioner of the effects of quantitative work load and role ambiguity on anxiety, depression, resentment and heart rate among male users of a university computer system approaching a 23 day shutdown. It was found, inter alia, that role ambiguity was positively associated with anxiety, depression and resentment.
Schuler (1975) attempted to reconcile the inconsistent results of research that had indicated that role conflict and role ambiguity are not always negatively related to job satisfaction and performance. It was hypothesised that role ambiguity would have a greater negative relationship than role conflict with job set and performance for employees at higher rank in an organization. The results, when tested with employees in a manufacturing plant, indicated that the hypothesis was supported with job satisfaction but not with performance.

Hatley and Pennington (1975) investigated role conflict resolution behaviour of Kansas high school principals. Results characterise the principal, when confronted with role conflicts, as either a compromiser or independent actor who tends to give 'participation maintenance' or 'professional initiative' reasons for his probable conflict resolution actions. Principals tended to question the legitimacy of peer group and subordinate expectations of significant others in the role conflict episodes.

Miles and Petty (1975) investigated the relationship between role clarity, need for clarity and job tension and satisfaction for supervisory and non-supervisory roles among research and development personnel at Redstone Arsenal, Alabama. It was found that the degree of role clarity is directly related to job satisfaction and inversely related to job-related tension. It was hypothesised that the magnitude of these results were greater for those employees with a higher need for clarity about their work roles. This hypothesis was supported only for the job related tension outcome.
Johnson and Stinson (1975) investigated the moderating effects of need for achievement and need for independence on relationships between role ambiguity, role conflict and job satisfaction among military and civil service personnel. Results indicate that need for achievement moderates relationships between intersender role conflict and satisfaction and between task ambiguity and satisfaction. Need for independence moderates the relationship between intersender conflict and satisfaction.

Miles (1975) investigated the causal basis in relationships between role perceptions of conflict and ambiguity and various personal outcomes in respect of professional-level members of governmental research and development organizations. Tests of causal relationships between experienced role conflicts and role related tension, job satisfaction and attitudes toward role senders were inferred to be indeterminate, while causal direction was inferred between role ambiguity and both job satisfaction and attitudes toward role senders.

Miles (1976a) investigated the relationships between major role requirements and experienced role stress in relation to research and development professionals. Role conflict appeared to be more sensitive than role ambiguity to differences in research and development role requirements. Integration and boundary spanning activities were the best predictors of experienced role conflict, especially of the intersender variety.
Miles (1976b) investigated the relative strengths of relationships between both role conflict and role ambiguity and various personal outcomes using a sample representing five organizational roles. The relationship observed between role ambiguity and those outcomes were generally stronger than those for role conflict and this difference did not appear to be modified by organizational role.

Morris and Koch (1979) investigated the comparative influence of perceived role conflict and role ambiguity in psychological investments in work roles and on work related psychosomatic illnesses in a university. The results indicated that the comparative influence of these two role perceptions differed with respect to the outcomes and to the differences in the complexities of work roles.

Willis (1980) investigated the role of the principal by observing the occupant of this role at work in a state high school, an independent college and a Catholic college in Victoria, Australia. It was found that uncertainty pervaded the work of the principals observed.
LIST OF RECOMMENDATIONS CONCERNING STRATEGIES FOR CHANGE ARISING FROM THE STUDY (Chap. 8, Sec. 8.4)

1. Obtain information concerning the teacher's perception of the pattern of tight and loose coupling using this information prior to the introduction of planned change in the school.

2. Teachers be formally invited to participate more fully in decision making. Action be taken to clarify the role of the teacher to include responsibilities for decisions in respect of all school functions.

3. Formally acknowledge the activity of research as one of the functions of the secondary school.

4. Re-structure the hierarchy of the school so as to recognise the change to a system of shared decision making.

5. Undertake development programmes in order to provide the staff with the expertise and encouragement to participate effectively and efficiently in decision making.

6. Include the pre-service student teacher as a participant in school decision making during periods of practice teaching.

7. Include the pre-service student teacher as a participant in decision making in the teacher education institution.

8. Evaluate the pre-service student on his ability in participative decision making.

9. Include studies in the philosophy and process of democracy in the curriculum for in-service courses for practising teachers.
LIST OF SUGGESTIONS FOR FURTHER RESEARCH (Chap. 8, Sec. 8.5)

1. Investigate the reasons for the ambiguity apparent in the role of the Teachers' Aide.

2. Investigate further the decision-making involvement associated with school functions such as school/community interaction shown by this study as exhibiting a lack of clear pattern of involvement by relevant role figures.

3. Identify the teachers experiencing decisional deprivation and saturation and investigate the factors associated with this phenomenon.

4. Investigate the necessary structure and process associated with a course of teacher education in school decision making.

5. Investigate the possible variables, other than deprivation or saturation, which may be significant in the school decision-making process.

6. Investigate the perceptions of those occupying roles in the school organization, other than the teacher, in respect of decision making as related to school functions.
BIBLIOGRAPHY

ABSHER, Harold, Jr. 1977
'A Study of the Relationship Between Involvement in Decision-making and Morale Among Virginia Public Elementary School Teachers'

ADAMS-WEBBER, J.R. 1969
'Cognitive Complexity and Sociality'
British Journal of Social and Clinical Psychology, Vol. 8, pp. 211-216

ADAMS-WEBBER, J.R. 1970a
'An Analysis of the Discriminant Validity of Several Repertory Grid Indices'

ADAMS-WEBBER, J.R. 1970b
'Elicited Versus Provided Constructs in Repertory Grid Technique: a Review'
British Journal of Medical Psychology, Vol. 43, pp. 349-354

ADAMS-WEBBER, J.R. 1977
'The Organization of Judgements Based on Positive and Negative Adjectives in the Bannister-Fransella Grid Test'
British Journal of Medical Psychology, Vol. 50, pp. 173-176

AGNEW, Joyce and BANNISTER, S. 1973
'Psychiatric Diagnosis as a Pseudo-specialist Language'
British Journal of Medical Psychology, Vol. 46, pp. 69-73

AL-ISSA, Ibran and ROBERTSON, James Patrick S. 1964
'Divergent Thinking Abilities in Chronic Schizophrenia'

ALLPORT, F.H. 1962
Journal of Abnormal and Social Psychology, Vol. 64, pp. 3-30
ALLPORT, G.W. 1947
'Scientific Models and Human Morals'
Psychological Review,
Vol. 54, pp. 182-192

ALUTTO, Joseph A and BELASCO, James A. 1972
'Patterns of Teacher Participation in School System Decision Making'
Educational Administrative Quarterly,
Vol. IX, No. 1 Winter, pp. 27-41

ALSCHULER, Alfred 1972
'Toward a Self-Renewing School'
The Journal of Applied Behavioral Science,
Vol. 8, No. 5, Sept-Oct., pp. 577-600

ANDERSON, J. 1966
'Bureaucratic Rules: Bearers of Organizational Authority'
Educational Administrative Quarterly,
Vol. II, No. 1 Winter, pp. 7-33

ANGELL, J.R. 1923
'The Place of Experiment and Measurement in Psychology in (Robinson, H.S. and Robinson F.R. eds)
Readings in General Psychology,
The University of Chicago Press, Chicago

APLIN, John C. Jr. and THOMPSON, Duane E. 1974
'Feedback: Key to Survey-based Change'
Public Personnel Management,
Vol. 3, No. 6, Nov-Dec., pp. 524-530

ARGYRIS, Chris 1964
'T-Groups for Organizational Effectiveness'
Harvard Business Review,
Vol. 42, No. 2, Mar-Apr., pp. 60-74

AUSTRALIAN COMPUTER SOCIETY 1979
'Does the Widespread Use of Computers Cause Unemployment?'
The Australian Computer Journal,
Vol. 11, No. 2, May, pp. 68-73

BANNISTER, D. 1960
'Conceptual Structure in Thought-disordered Schizophrenics'
The Journal of Mental Science,
BANNISTER, D. 1962 'The Nature and Measurement of Schizophrenic Thought Disorder'
Journal of Mental Science, Vol. 108, Nov., pp. 825-842

BANNISTER, D. 1963 'The Genesis of Schizophrenic Thought Disorder: a Serial Invalidation Hypothesis'

BANNISTER, D. 1965a 'The Rationale and Clinical Relevance of Repertory Grid Technique'

BANNISTER, D. 1965b 'The Genesis of Schizophrenic Thought Disorder: Re-test of the Serial Invalidation Hypothesis'

BANNISTER, D. and FRANSELLA, Fay 1966 'A Grid Test of Schizophrenic Thought Disorder'


BANNISTER, D. and SALMON, Phillida 1966 'Schizophrenic Thought Disorder: Specific or Diffuse?'

BANNISTER D. ET AL 1971 'Characteristics and Validity of the Grid Test of Thought Disorder'
British Journal of Social and Clinical Psychology, Vol. 10, pp. 144-151

BANNISTER D. ET AL 1975 'Reversing the Process of Thought Disorder: a Serial Validation Experiment'
BARTEE, Edwin H. and CHEYUNSKI, Fred  1977
'A Methodology for Process-Oriented Organizational Diagnosis'
The Journal of Applied Behavioral Science, Vol. 13, No. 1, Jan-Feb-Mar., pp. 53-68

BARTON, Elizabeth Spindler  1976
'Using Grid Technique with the Mentally Handicapped' in (Slater, P. ed.)
The Measurement of Interpersonal Space by Grid Technique, Vol. 1,
John Wiley and Sons, London, pp. 47-68

BASS, Bernard M.  1976
'A Systems Survey Research Feedback for Management and Organizational Development'

BECK, Arthur C. and HILLMAR, Ellis D. (eds)  1972
A Practical Approach to Organization Development Through MBO- Selected Readings,

BECKHARD, Richard  1967
'The Confrontation Meeting'

BECKHARD, Richard  1969
Organization Development: Strategies and Models,

BEER, Michael and HUSE, Edgar F.  1972
'A Systems Approach to Organization Development'
The Journal of Applied Behavioral Science, Vol. 8, No. 1, Jan-Feb., pp. 79-101

BELASCO, James A. and ALUTTO, Joseph A.  1969
'Organizational Impacts of Teacher Negotiations'
Industrial Relations, Vol. 9, No. 1, pp. 67-79

BELASCO, James A. and ALLUTO, Joseph A.  1972
'Decisional Participation and Teacher Satisfaction'
Educational Administrative Quarterly, Vol. VIII, No. 1, pp. 44-58
BELL, Daniel 1968
'The Measurement of Knowledge and Technology' in
(Sheehan, E.B.S. and Moore, W.E. eds)
Indicators of Social Change: Concepts and
Measurements,
Russell Sage Foundation, New York, pp. 145-246

BEN-DAVID, J. 1958
'The Professional Role of the Physician in
Bureaucratized Medicine'
Human Relations,
Vol. XI, No. 3, pp. 255-274

BENJAFIELD, John 1976
'The 'Golden Rectangle': Some New Data'
American Journal of Psychology,
Vol. 89, No. 4, Dec., pp. 737-743

BENJAFIELD, J. and ADAMS-WEBBER, J.R. 1975
'Assimilative projection and Construct
Balance in the Repertory Grid'
British Journal of Psychology,
Vol. 66, No. 2, pp. 169-173

BENJAFIELD, J. and ADAMS-WEBBER, J.R. 1976
'The Golden Section Hypothesis'
British Journal of Psychology,
Vol. 67, No. 1, pp. 11-15

BENJAFIELD, John and BREEN, T.R.G. 1978
'Golden Section Relations in Interpersonal
Judgement'
British Journal of Psychology,
Vol. 69, pp. 25-35

BENJAFIELD, John and POMEROY, Edward 1978
'A Possible Ideal Underlying Interpersonal
Descriptions'
British Journal of Social and Clinical
Psychology,
Vol. 17, pp. 339-340

BENNE, Kenneth D. and SHEATS, Paul 1948
'Functional Roles of Group Members'
Journal of Social Issues,
Vol. VI, Spring, pp. 42-47

BENNIS, Warren G. 1969
Organization Development: Its Nature,
Origins and Prospects,
BERGSON, Henri  1913
An Introduction to Metaphysics (Trans. T.E. Hulme)
Macmillan and Co. Ltd., London

BIDDLE, Bruce J. ET AL  1966
'Shared Inaccuracies in the Role of the Teacher'
in (Piddle, B.J. and Thomas, E.J., eds) Role
Theory: Concepts and Research,
John Wiley and Sons Inc., New York, pp. 302-310

BIDDLE, B.J.  1970
'Role Conflicts Perceived by Teachers in
Four English Speaking Countries'
Comparative Education Review,
Vol. XIV, No. 1, pp. 30-44

BIDWELL, C.  1965
'The School as a Formal Organization' in
(March, J.G., ed.)
Handbook of Organizations, Rand McNally,
Chicago, pp. 972-1022

BIERI, James  1955
'Cognitive Complexity-simplicity and
Predictive Behavior'
Journal of Abnormal and Social Psychology,
Vol. 51, pp. 263-268

BIERI, James and BLACKER, Edward  1956
'The Generality of Cognitive Complexity in
the Perception of People and Inkblots'
Journal of Abnormal and Social Psychology,
Vol. 53, pp. 112-117

BIERSTEDT, Robert  1974
The Social Order,

BLAKE, Robert R. and MOUTON, Jane S.  1967
'Organization Excellence through Effective
Management Behavior'
Manage Magazine,
Vol. 20, No. 2, pp. 42-47

BLAKE, Robert R. and MOUTON, Jane S.  1969
Building a Dynamic Corporation Through
Grid Organization Development,
Addison-Wesley Publishing Co.,
Reading, Mass


BLAU, Peter M. 1956 Bureaucracy in Modern Society, Random House, New York

BLAU, P. and SCOTT, R. 1962 Formal Organizations, Chandler, San Francisco


281

BOTTOMORE, Thomas B. 1971
George Allen and Unwin Ltd., London

BOURKE, Sid and KEEVES, John 1976
'Literacy and Numeracy in Australian Schools'
ACER Newsletter, No. 27, June

BOWEN, Donald D. 1977
'Value Dilemmas in Organization Development'
The Journal of Applied Behavioral Science,
Vol. 13, No. 4, Oct-Nov-Dec., pp. 543-556

BOWEN, James and HOBSON, P.R. 1974
Theories of Education: Studies of Significant Innovation in Western Educational Thought,
John Wiley and Sons, Sydney

BOWERS, David G. 1973
'OD Techniques and Their Results in 23 Organizations: the Michigan ICL Study'
The Journal of Applied Behavioral Science,
Vol. 9, No. 1 Jan-Feb., pp. 21-43

BOWERS, David G. and FRANKLIN, Jerome L. 1972
'Survey-Guided Development: Using Human Resources Measurement in Organizational Change'
Journal of Contemporary Business,
Vol. 1, No. 3, Summer, pp. 43-55

BREAKEY, William R. and GOODELL, Helen 1972
'Thought Disorder in Mania and Schizophrenia Evaluated by Bannister's Grid Test for Schizophrenic Thought Disorder'
British Journal of Psychiatry,
Vol. 118, pp. 391-395

BRICKELL, Henry M. 1964
'State Organization for Educational Change: a Case Study' in (Miles, M.B., ed.) Innovation in Education,
Teachers College Press, New York
BROWN, Roger W.  1965
Social Psychology,
The Free Press, New York

BROWNE, Philip J. ET AL 1977
'Marginality and the OD Practitioner'
The Journal of Applied Behavioral Science,

BUGENTAL, James F.T. 1966
'Humanistic Psychology and the Clinician'. in
(Abt, L.E., and Reiss, B.F. eds)
Progress in Clinical Psychology,
Vol. 7, Grune and Stratton, New York,
pp. 223-239

BUGENTAL, James F.T. (ed.) 1967
Challenges of Humanistic Psychology,

BUGGIE, J. ET AL 1974
The Community and its Schools: Report of
the Review Panel Appointed by the Minister
for Education,
N.S.W. Department of Education, Sydney

BURKE, W. Warner 1972
'The Demise of Organization Development'
Journal of Contemporary Business,
Vol. 1, No. 3, Summer, pp. 57-63

BURKE, W. Warner 1976
'Organization Development in Transition'
The Journal of Applied Behavioral Science,
Vol. 12, No. 1, Jan-Feb-Mar., pp. 22-43

BURKE, W. Warner and SCHMIDT, Warren H. 1971
'Management and Organization Development'
Personnel Administration,
Vol. 34, No. 2, Mar-Apr., pp. 44-56

BURNS, Mildred L. 1977
'The Effects of Feedback and Commitment to
Change on the Behavior of Elementary School
Principals'
The Journal of Applied Behavioral Science,
Vol. 13, No. 2, Apr-May-Jun., pp. 159-166

BURNS, Tom and STALKER, G.M. 1961
The Management of Innovation,
Tavistock Publications, London
CAELLI, William J. 1979
The Microprocessor Revolution, 
Australian Computer Society, 
Crows Nest, Sydney

CAINE, T.M. and SMAIL, D.J. 1969
'A Study of the Reliability and Validity of 
the Repertory Grid Technique as a Measure 
of the Hysteroid/obsessoid Component of 
Personality' 
British Journal of Psychiatry, 
Vol. 115, pp. 1305-1308

CAMILLERI, Joseph A. 1976
Civilization in Crisis: Human Prospects in 
a Changing World, 
Cambridge University Press, Cambridge

CAPLAN, Robert D. and JONES, Kenneth W. 1975
'Effects of Work Load, Role Ambiguity and Type 
A Personality on Anxiety, Depression and Heart 
Rate' 
Journal of Applied Psychology, 
Vol. 60, No. 6, Dec., pp.713-719

CAPLAN, H.L. ET AL 1975
'Some Correlates of Repertory Grid Measures 
Used to Study a Psychotherapeutic Group' 
British Journal of Medical Psychology, 
Vol. 48, pp. 217-226

CARTWRIGHT, Rosalind Dymond and LERNER, Barbara 1963
'Empathy, Need to Change and Improvement 
with Psychotherapy' 
Journal of Consulting Psychology, 
Vol. 27, No. 2, pp. 138-144

CHASE, Francis S. 1951
'Factors for Satisfaction in Teaching' 
Phi Delta Kappan, 
Vol. 33, November, pp. 127-132

CHETWYND, S. Jane 1976
'Sex Differences in Stereotyping the Roles 
of Wife and Mother' in (Slater, P. ed) 
The Measurement of Interpersonal Space 
by Grid Technique, Vol 1, 
John Wiley and Sons, London, pp. 145-152
CHILD, Irvin L. 1973
Humanistic Psychology and the Research Tradition: Their Several Virtues,
John Wiley and Sons, Inc., New York

CLYNE, S. 1974
Unpublished Thesis,
Brock University, St. Catharines, Ontario

COCH, L. and FRENCH, J. 1948
'Overcoming Resistance to Change'
Human Relations,
Vol 1, pp. 512-532

COHEN, Allan R and GADON, Herman 1978
'Changing the Management Culture in a Public School System'
The Journal of Applied Behavioral Science,
Vol. 14, No. 1, Jan-Feb-Mar., pp. 61-78

COHEN, David and SIMPSON, Gary 1974
Destination Debatable on Educational Objectives,
Ashton Scholastic, Sydney

CONNELL, W.F. ET AL 1962
The Foundations of Education,
Ian Novak, Sydney

CONNORS, Lyndsay 1978
'School-based Decision-making'
Education News,
Vol. 16, No. 7, pp. 14-17

COOMBS, Philip H. 1968
The World Educational Crisis: A Systems Analysis,
Oxford University Press, New York

COOPER, D.E. 1968
'Collective Responsibility'
Philosophy,
Vol. XLIII, No. 165, July, pp. 258-268

CORWIN, R.G. 1965a
'Professional Persons in Public Organizations'
Educational Administrative Quarterly,
Vol. 1, pp. 1-22

CORWIN, R.G. 1965b
'Militant Professionalism, Initiative and Compliance in Public Education'
Sociology of Education,
Vol. 38, No. 4, Summer pp. 310-331
COULSON, Margaret A. 1972

CRAWFORD, Richard H. 1977
'A Study of Administrator, Teacher and Student Attitudes Regarding Student Participation in Educational Decision-making'

CRISP, A.H. 1964
'An Attempt to Measure an Aspect of 'Transference''
British Journal of Medical Psychology, Vol. 37, No. 17, pp. 17-30

CRISP, A.H. and FRANSELLA, F. 1972
'Conceptual Changes During Recovery from Anorexia Nervosa'
British Journal of Medical Psychology, Vol. 45, pp. 395-405

CROFT, John C. 1970
'Organizational Development for Thornlea: A Communication Package and Some Results'
The Journal of Applied Behavioral Science, Vol. 6, No. 1, Jan-Feb-Mar., pp. 93-106

CROMWELL, Rue L. and CALDWELL, Donald F. 1962
'A Comparison of Ratings Based on Personal Constructs of Self and Others'
Journal of Clinical Psychology, Vol. XVIII, Jan., pp. 43-46

CROWN, S. and CRISP, A.H. 1966
'A Short Clinical Diagnostic Self-rating Scale for Psychoneurotic Patients'
British Journal of Psychiatry, Vol. 112, pp. 917-923

CROWN, S. ET AL 1970
'Further Evaluation of the Middlesex Hospital Questionnaire'

CULBERT, Samuel A. 1972
'Using Research to Guide an Organization Development Project'
DAHRENDORF, Ralph 1968
Essays in the Theory of Society,

DALKEY, N. and HELMER, O. 1963
'An Experimental Application of the Delphi Method to the Use of Experts'
Management Science,
Vol. 9, No. 3., April, pp. 458-467

DANIEL, W.W. and McINTOSH, Neil 1972
The Right to Manage?: A Study of Leadership and Reform in Employee Relations
MacDonald and Jane's Publishers Ltd., London

DAVISON, Allan 1978
'George Kelly and the American Mind (Or Why Has He Been Obscure For So Long in the U.S.A. and Whence the New Interest?),' in (Fransella Fay, ed.),

DEAUX, Kay and FARRIS, Elizabeth 1975
'Complexity, Extremity, and Affect in Male and Female Judgements'
Journal of Personality,
Vol. 43, No. 3, Sept., pp. 379-389

DEUTSCH, M. and KRAUSS, R.M. 1965
Theories in Social Psychology,
Basic Books Inc., New York

DESCARTES, René 1970
Descartes: Philosophical Writings
(Trans. P.T. Geach), Revised Edition,
Thomas Nelson and Sons, Ltd., London

DEVLIN, Barbara S. 1978
'Teacher Participation in Decision-making and its Relationship to the Variables, Job Satisfaction, Organizational Commitment, Job Tension, and Attitudional Militancy'
Dissertation Abstracts International,
Vol. 39, No. 6, December, pp. 3257-A - 3258-A

DRABICK, Lawrence W. 1967
'Perceivers of the Teacher Role: The Teacher Educator'
The Journal of Teacher Education,
Vol. XVIII, No. 1 Spring pp. 51-57
DREWERY, James 1969
'An Interpersonal perception technique'
British Journal of Medical Psychology,
Vol. 42, pp. 171-181

DREWERY, J. and RAE, J.B. 1969
'A Group Comparison of Alcoholic and Non-alcoholic Marriages Using the Interpersonal Perception Technique'
British Journal of Psychiatry,
Vol. 115, pp. 287-300

DREWERY, James 1952
A Dictionary of Psychology,
Penguin Books Ltd., Harmondsworth

DRUCKER, Peter F. 1955
The Practice of Management,
William Heinemann Ltd., London

DUCK, Steven W. 1973
'Similarity and Perceived Similarity of Personal Constructs as Influences on Friendship Choice'
British Journal of Social and Clinical Psychology,
Vol. 12, pp. 1-6

DUKE, Christopher 1972
'Some Implications of Change for Education and the Educator', in Human Consequences of Technological Change, VIII Education and the Future,
University of Sydney, Sydney, pp. 22-34

DUNHAM, J. 1976
'Stress Situations and Responses' in (National Association of Schoolmasters, ed.).
Stress in Schools,
National Association of Schoolmasters,
Hemel Hempstead

EDEN, Colin 1978
'Operational Research and Organization Development'
Human Relations,
Vol. 31, No. 8, pp. 657-674
EDWARDS, Allen L. 1954  
*Statistical Methods for the Behavioral Sciences*,  
Holt, Rinehart and Winston, New York

EMERY, Fred ET AL, 1974  
*Futures We're In*,  
Centre for Continuing Education,  
Australian National University, Canberra

EPTING, Franz R. ET AL 1971  
'An Evaluation of Elicitation Procedures for personal Constructs'  
*British Journal of Psychology*,  
Vol. 62, No. 4, pp. 513-517

ETZIONI, Amitai 1964  
*Modern Organizations*,  
Prentice-Hall Inc.,  
Englewood Cliffs

EYSENCK, Hans J. 1973  
The Inequality of Man,  
Temple Smith, London

FAGER, Robert E. 1958  
'Student and Faculty conceptions of the 'Successful Student' '  
*Journal of Consulting Psychology*,  
Vol. 5, No. 2, Summer, pp. 98-103

FELDMAN, Robert H. 1977  
'Involvement in and Satisfaction With Decision Making Related to Staff and Student Behavior in IEG Schools'  
*Dissertation Abstracts International*,  
Vol. 38, No. 1, July, pp. 41-A - 42-A

FIELDING, Anthony J and CAVANAGH, Darol M. 1978  
*Curriculum Principles for Educational Action: Developing Strategies for Curriculum Reform*,  
Unpublished Manuscript
FIELDING, Anthony J. ET AL 1974  
An Investigation of Teachers' Role Perceptions in Reference to Both Provided and Elicited Curricular Functions: an Application of Repertory Grid Technique,  
Paper presented at the Canadian Learned Societies Annual Conference, Toronto, June

FINDLEY, D. 1968  
'The Secondary Principal: Evaluation and Supervisor'  
Contemporary Education,  
Vol. XXXIX, May, pp. 276-277

FIRESTONE, William A. 1977  
'Participation and Influence in the Planning of Change'  
The Journal of Applied Behavioral Science,  
Vol. 13, No. 2, Apr-May-Jun., pp. 167-191

FJELD, Stanton P. and LANDFIELD, A.W. 1961  
'Personal Construct Consistency'  
Psychological Reports,  
Vol. 8, pp. 127-129

FLOUD, Jean 1962  
'Teaching in the Affluent Society'  
The British Journal of Sociology,  
Vol. XIII, No. 4, Dec., pp. 299-303

FLUCK, Maryellen S. 1980  
'An Analysis of Decision-making Patterns in K-12 Alternative Schools in Northern Illinois'  
Dissertation Abstracts International,  
Vol. 40, No. 11, May, p. 5707-A

FOULDS, G.A. ET AL 1967a  
'Cognitive Disorder Among the Schizophrenias I The Validity of Some Tests of Thought-process Disorder'  
The British Journal of Psychiatry,  
Vol. 113, pp. 1361-1368

FOULDS, G.A. ET AL 1967b  
'Cognitive Disorder Among the Schizophrenias II Differences Between the Sub-categories'  
The British Journal of Psychiatry,  
Vol. 113, pp. 1369-1374
FOULDS, G.A. ET AL 1969
'Cognitive Disorder Among the Schizophrenias III Retardation'
British Journal of Psychiatry,
Vol. 115, pp. 177-180

FRANKLIN, Jerome L. 1976
'Characteristics of Successful and Unsuccessful Organization Development'
The Journal of Applied Behavioral Science,
Vol. 12, No. 4, Oct-Nov-Dec., pp. 471-492

FRANSELLA, Fay 1968
'Self Concepts and the Stutterer'
British Journal of Psychiatry,
Vol. 114, pp. 1531-1535

FRANSELLA, Fay 1971
'A Personal Construct Theory and Treatment of Stuttering'
Journal of Psychosomatic Research,
Vol. 15, pp. 433-438

FRANSELLA, Fay and ADAMS, B 1966
'An Illustration of the Use of Repertory Grid Technique in a Clinical Setting'
British Journal of Social and Clinical Psychology,
Vol. 5, pp. 51-62

FRANSELLA, Fay and BANNISTER, D 1967
'A Validation of Repertory Grid Technique as a Measure of Political Construing'
Acta Psychologica,
Vol. 26, pp. 97-106

FRANSELLA, Fay and JOYSTON-BECHAL, M.P. 1971
'An Investigation of Conceptual Process and Pattern Change in a Psychotherapy Group'
British Journal of Psychiatry,
Vol. 119, pp. 199-206

FRIESEN, Simpkins W. 1969
'Teacher Participation in School Decision-Making'
The Canadian Administrator,
Vol. 8, pp. 13-16

FRITH, C.D. and LILLIE, F.J. 1972
'Why does the Repertory Grid Test Indicate Thought Disorder?'
British Journal of Social and Clinical Psychology,
Vol. 11, pp. 73-78
FROST, W.A.K. and BRAINE, R.L. 1967
'An Application of the Repertory Grid Technique to Problems in Market Research'
Commentary,
Vol. 9, No. 3, July, pp. 161-175

FULLAN, Michael and MILES, Matthew 1978
'OD in Schools: the State of the Art' in
(The Cutting Edge: Current Theory and Practice in Organization Development,
University Associates Inc., La Jolla, Calif., pp. 149-174)

GAGNÉ, Robert M. and FLEISHMAN, E.A. 1959
Psychology and Human Performance,
Holt, Rinehart and Winston, New York

GALBRAITH, John Kenneth 1972
The New Industrial State,

GERTH, H. and MILLS, C.W. 1954
Character and Social Structure,
London

GETZELS, Jacob W. 1963
'Conflict and Role Behavior in the Educational Setting' in (Charters, W.W. Jnr and Gage, N.L. eds) Readings in the Social Psychology of Education,
Allyn and Bacon, Inc., Boston, pp. 309-318

GETZELS, J.W. and GUBA, E.G. 1954
'Role Conflict and Effectiveness: An Empirical Study'
American Sociological Review,
Vol. 19, No. 2, April, pp. 164-175

GETZELS, J.W. and GUBA, E.G. 1955
'The Structure of Roles and Role Conflict in the Teaching Situation'
The Journal of Educational Sociology,
Vol. 29, No. 1, September, pp. 30-40
GILES, Philip Gray and RYCHLAK, Joseph F. 1965
'The Validity of the Role Construct Repertory
Test as a Measure of Sexual Identification'
Journal of Projective Techniques and
Personality Assessment,
Vol. 29, No. 1, March, pp. 7-11

GIORGHI, Amedeo 1970
Psychology as a Human Science: a
Phenomenologically Based Approach,
Harper and Rowe, New York

GLASSMAN, Robert B. 1973
'Persistence and Loose Coupling in Living
Systems'
Behavioral Science,
Vol. 18, March, pp. 83-98

GOLEMBIEWSKI, Robert T and BLUMBERG, Arthur 1968
'The Laboratory Approach to Organization
Change: Confrontation Design'
Academy of Management Journal,
Vol. 11, No. 2, pp. 199-210

GOLEMBIEWSKI, Robert T. ET AL 1976
'Measuring Change and Persistence in
Human Affairs: Types of Change
Generated by OD Designs'
The Journal of Applied Behavioral Science,
Vol. 12, No. 2, Apr-May-Jun., pp. 133-157

GOODMAN, Paul 1960
Growing Up Absurd: Problems of Youth in
the Organized System,
Vintage Book, New York

GRANT, Joseph O.C. 1977
'Open Space Elementary School: Effects on
Teachers' Job Satisfaction, Participation in
Curriculum Decision-making, and Perceived
School Effectiveness'
Dissertation Abstracts International,
Vol. 38, No. 6, December, p. 3177-A

GREENE Charles N. and ORGAN, Dennis W. 1973
'An Evaluation of Causal Models Linking the Received
Role with Job Satisfaction'
Administrative Science Quarterly,
Vol. 18, No. 1, March, pp. 95-103

GREENE, Maxine 1979
'Liberal Education and the Newcomer'
Phi Delta Kappan,
Vol. 60, No. 9, May, pp. 633-636
GREINER, Larry E. 1967
'Patterns of Organization Change'
Harvard Business Review,
Vol. 45, No. 3, May-Jun., pp. 119-130

GRIFFITHS, D. (ed.) 1964
Behavioral Science and Educational Administration,
University of Chicago Press, Chicago

GROSS, Neal ET AL 1958
Explorations in Role Analysis: Studies of the School Superintendency Role,
John Wiley and Sons, Inc., New York

GULLATTEE, Latinee G. 1978
'A Comparative Study of Decision-making Phenomena in Two Public School Systems'
Dissertation Abstracts International,
Vol. 39, No. 6, December, p. 3264-A

GUNN, John ET AL, 1976
'A Grid Investigation of Long-term Prisoners' in (Slater, P. ed.)
The Measurement of Interpersonal Space by Grid Technique, Vol. 1,
John Wiley and Sons, London, pp. 209-218

GURWITSCH, Aron 1966
Studies in Phenomenology and Psychology,
Northwestern University Press, Evanston

HACK, Walter G., 1976
'Educationa l Futurism' in (Goodman, S.E., ed.)
Handbook on Contemporary Education,
R.R. Bowker Company, New York, pp. 3-6

HAGIAN Enquiry 1977
Second Interim Report of the Working Party for the Establishment of an Education Commission,
Government Printer, Sydney

HALL, R.H. 1968
'Professionalization and Bureaucratization'
American Sociological Review,
Vol. 33, No. 1, Feb. pp. 92-104
HALPERT, R.L. 1966
'A Study of the Sources, Manifestations and Magnitude of Stress among Student Teachers at UCLA'

HAMNER, W. Clay and TOSI, Henry L. 1973

HAMNER, W. Clay and TOSI, Henry L. 1974
'Relationship of Role Conflict and Role Ambiguity to Job Involvement Measures'
Journal of Applied Psychology, Vol. 59, No. 4, pp. 497-499

HAND, Herbert H. ET AL 1975
'How Effective is Data Survey and Feedback as a Technique of Organization Development? An Experiment'

HARMAN, Willis W. 1970

HARRISON, J. and SARRE, P. 1971
'Personal Construct Theory in the Measurement of Environmental Images: Problems and Methods'

HARRISON, John and SARRE, Philip 1975
'Personal Construct Theory in the Measurement of Environmental Images'
Environment and Behavior, Vol. 7, No. 1, March, pp. 3-58
HATLEY, Richard V. and PENNINGTON, Buddy R. 1975
'Role Conflict Resolution Behavior of High School Principals'
Educational Administration Quarterly, Vol. 11, No. 3, Autumn, pp. 67-84

HAYNES, Elsie T. and PHILLIPS, J.P.N. 1973
'Inconsistency, Loose Construing and Schizophrenic Thought Disorder'

HEATHER, Nick 1976
'The Specificity of Schizophrenic Thought Disorder: a Replication and Extension of Previous Findings'
British Journal of Social and Clinical Psychology, Vol. 15, pp. 131-137

HENDERSON, Lester F. 1976
'Elementary Teacher Satisfaction and Morale and Perceived Participation in Decision-making'

HENNESSY, ET AL 1973
'The Canberra Mental Health Survey: Preliminary Results'
The Medical Journal of Australia, Vol. 1, April, 14, pp. 721-728

HERZBERG, Frederick 1964
'The Motivation-Hygiene Concept and Problems of Manpower'
Personnel Administration, Vol. 27, No. 1 Jan-Feb, pp. 3-7

HILL, A.B. 1976
'Validity and Clinical Utility of the Grid Test of Schizophrenic Thought Disorder'
British Journal of Psychiatry, Vol. 126, pp. 251-254

HODGKINSON, Christopher 1973
'Why Democracy Won't Work'
Phi Delta Kappan, Vol. LIIV, No. 5, Jan., pp. 316-320
HODGKINSON, Christopher 1978
Towards a Philosophy of Administration,
Basil Blackwell, Oxford

HONIKMAN, Basil 1976
'Construct Theory as an Approach to
Architectural and Environmental Design' in (Slater, P.ed.)
The Measurement of Interpersonal Space
by Grid Technique, Vol. 1,
John Wiley and Sons, London, pp. 167-182

HORTON, Paul B. and HUNT, Chester I. 1971
Sociology, 3rd Edition,

HOUSE, Robert J. and RIZZO, John R. 1972
'Role Conflict and Ambiguity as Critical Variables
in a Model of Organizational Behavior'
Organizational Behavior and Human Performance,
Vol. 7, No. 3, June, pp. 467-505

HOY, R.M. 1973
'The Meaning of Alcoholism for Alcoholics:
a Repertory Grid Study'
British Journal of Social and Clinical Psychology,
Vol. 12, pp. 98-99

HOYLE, Eric 1969
'How Does the Curriculum Change'
Journal of Curriculum Studies,
Vol. 1, Nos. 2 and 3, pp. 131-141 and
pp. 230-239.

HUDSON, Ray 1974
'Images of the Retailing Environment: an
Example of the Use of the Repertory Grid Methodology'
Environment and Behavior,
Vol. 6, No. 4, Dec., pp. 470-494

HURN, Christopher J. 1979
'The Prospects for Liberal Education:
A Sociological Perspective'
Phi Delta Kappan,
Vol. 60, No. 9, May, pp. 630-633

HUSSERL, Edmund 1970
The Crisis of European Sciences and
Transcendent Phenomenology: An Introduction to Phenomenological Philosophy
(Trans. by David Carr),
Northwestern University Press, Evanston
ILLICH, Ivan 1970
Deschooling Society,
Harper and Rowe, Publishers Inc., New York

INKELES, Alex 1964
What is Sociology?: An Introduction to the Discipline and Profession,
Prentice-Hall Inc., Englewood Cliffs

IVANCEVICH, John M. and DONNELLY, James H. Jnr 1974
'A Study of Role Clarity and Need for Clarity for Three Occupational Groups'
Academy of Management Journal,
Vol. 17, No. 1, March, pp. 28-36

JACKSON, John H. and MATHIS, Robert L. 1972
'Management by Objectives: Promises, Pitfalls and Possibilities'
Personnel Administration,
Vol. 1, No. 2 Sept-Oct, pp. 72-75

JAQUES, Elliott 1972
Measurement of Responsibility: A Study of Work, Payment, and Individual Capacity,
Heinemann Educational Books Ltd., London

JENKS, R. Stephen 1973
'An Internal Change Agent's Role in Restructuring University Governance'
Journal of Higher Education,
Vol. 44, No. 5, May, pp. 370-379

JENSEN, Arthur R. 1973
Educability and Group Differences,
Methuen and Co. Ltd., London

JOHNSON, David W. 1970
The Social Psychology of Education,
Holt, Rinehart and Calinston, Inc. New York

JOHNSON, Thomas W. and STINSON, John E. 1975
'Role Ambiguity, Role Conflict and Satisfaction: Moderating Effects of Individual Differences'
Journal of Applied Psychology,
Vol. 60, No. 3, Jun., pp. 329-333
JONES, H. Gwynne 1964
'Introduction with a Clinical Bias'
Bulletin of the British Psychological Society,
Vol. 15, No. 55, p. 7A

JONES, Robert E. 1961
'Identification in Terms of Personal Constructs: Reconciling a Paradox in Theory'
Journal of Consulting Psychology,
Vol. 25, No. 3, p. 276

KAHN, Robert L. 1974
'Organizational Development: Some Problems and Proposals'
The Journal of Applied Behavioral Science,

KAHN, Robert L. et al, 1964
Organizational Stress: Studies in Role Conflict and Ambiguity,
John Wiley and Sons, Inc., New York

KARST, Thomas O. and GROUTT, John W. 1977
'Inside Mystical Heads: Shared and Personal Constructs in a Commune with Some Implications for a Personal Construct Theory Social Psychology' in (Bannister, D. ed.)
New Perspectives in Personal Construct Theory,

KASPER, Sidney 1962
'Measurement of Adjustment in Adolescents: an Extension of Personal Construct Theory and Methodology'
Psychological Monographs,
Vol. 76, No. 6, pp. 1-31

KATZ, David and KAHN, Robert L. 1966
The Social Psychology of Organizations,
John Wiley and Sons, Inc. New York

KAUFMAN, Harry 1973
Social Psychology: The Study of Human Interaction,
Holt, Rinehart and Calinston Inc. New York
KEAR-COLWELL, J.J. 1972
'The Bannister-Fransella Grid Variables: Relationships to Intelligence and Personality in Psychiatric Patients'

KEAR-COLWELL, J.J. 1973
'Bannister-Fransella Grid Performance: Relationships with Personality and Intelligence'

KEEF, James L. 1977
'An Investigation to Measure the Preferred Role of Teachers in Educational Decision Making in Class 1 Montana School Districts'
Dissertation Abstracts International, Vol. 37, No. 11, May, p. 6873-A

KELLY, George A. 1955

KELLY, George A. 1969
'A Mathematical Approach to Psychology' in (Maher, B.A., ed.)
Clinical Psychology and Personality: The Selected Papers of George Kelly, John Wiley and Sons, New York, pp. 94-113

KELLY, George A. 1970
'A Brief Introduction to Personal Construct Theory' in (Bannister, D. ed.)

KENDALL, M.G. 1948
Rank Correlation Methods, Griffin, London

KERLINGER, Fred N. 1964


KNOWLES, John B. and PURVES, Caroline 1965 'The Use of a Repertory Grid Technique to Assess the Influence of the Experimenter-subject Relationship on Verbal Conditioning' Bulletin of the British Psychological Society, Vol. 18, No. 58, Jan., p. 23A


KRAUT, Allen Irving 1966
'A Study of Job Conflicts and their Relationship to Job Satisfaction, Tension and Performance'
Dissertation Abstracts,
Vol. XXVI, No. 11, May, p. 7476

KRECH, David and CRUTCHFIELD, Richard S. 1958
Elements of Psychology,
Alfred A. Knopf, New York

KYRIACOU, Chris and SUTCLIFFE, John 1977
'Teacher Stress: A Review'
Educational Review,
Vol. 29, No. 4, pp. 299-306

LANDFIELD, A.W. 1965
'Meaningfulness of Self, Ideal and Other as Related to Own and Therapist's Personal Construct Dimensions'
Psychological Reports,
Vol. 16, pp. 605-608

LANDFIELD, A.W. 1968
'The Extremity Rating Revisited Within the Context of Personal Construct Theory'
British Journal of Social and Clinical Psychology,
Vol. 7, pp. 135-139

LANDFIELD, Alan 1976
'A Personal Construct Approach to Suicidal Behaviour' in (Slater, P. ed.)
The Measurement of Interpersonal Space by Grid Technique, Vol. 1,
John Wiley and Sons, London, pp. 93-108

LANDFIELD, A. 1977
Personal Construct Theory Correspondence and Reference List,
University of Nebraska, Lincoln

LANDFIELD, A.W. ET AL 1961
'Social Conceptual Processes and Change in Students Undergoing Psychotherapy'
Psychological Reports,
Vol. 8, pp. 63-68
LANDIS, Judson R. 1974

LECOULTRE, Margie H. 1980
'Female and Male Teachers' Perceived Participation and Satisfaction in the Decision-Making Process of Selected East Tennessee School Systems and the Potential for Collective Action'
Dissertation Abstracts International, Vol. 40, No. 12, June, p. 6092-A

LEFKOWITZ, Leon J. 1973
'Paraprofessionals: an Administration/School Board Conspiracy?'
Phi Delta Kappan, April, pp. 546-547

LEIGH, Paul M. 1979
'Ambiguous Professionalism: a Study of Teachers' Status perception'
Educational Review, Vol. 31, No. 1, February, pp. 27-44

LESSEM, R. 1972
'A Philosophy of Organization: Part 1'
Systematics, Vol. 10, No. 2, Sept., pp. 93-118

LEVINSON, Harry 1972
'The Clinical Psychologist as Organizational Diagnostician'

LEVY, Leon H. and DUGAN, Robert D. 1956
'A Factorial Study of Personal Constructs'
Journal of Consulting Psychology, Vol. 20, No. 1, pp. 53-57

LEWIN, Kurt 1935

LIAKOS, A. ET AL 1975
'A Repertory Grid Investigation of the Concept of Illness by Parents of Schizophrenic Patients'
British Journal of Psychiatry, Vol. 126, pp. 354-359
LINTON, Ralph 1936
The Study of Man,
Appleton-Century, New York.

LITTLE, Brian R. 1968
'Factors Affecting the Use of Psychological vs. Non-psychological Constructs on the Rep Test'
Bulletin of the British Psychological Society, Vol. 21, No. 70, Jan., p. 34

LONSDALE, Alan J. 1975
'Educational Planning and the Delphi Technique'
Educational Research and Perspectives, Vol. 2, No. 2, December, pp. 3-13

LYONS, Thomas F. 1971
'Role Clarity, Need for Clarity, Satisfaction, Tension and Withdrawal'
Organizational Behavior and Human Performance, Vol. 6, No. 1, Jan., pp. 99-110

McCLINTOCK, Robert 1979
'The Dynamics of Decline: Why Education Can No Longer Be Liberal'
Phi Delta Kappan, Vol. 60, No. 9, May, pp. 636-640

McCOLLOUGH, Celeste and VAN ATTA, Loche 1963

McFADYEN, M. and FOUlDS, G.A. 1972
'Comparison of Provided and Elicited Grid Content in the Grid Test of Schizophrenic Thought Disorder'
British Journal of Psychiatry, Vol. 121, pp. 53-57

McGREGOR, Douglas 1960
The Human Side of Enterprise, McGraw-Hill, New York
McGREGOR, Douglas 1966a
'The Human Side of Enterprise' in (Bennis, W.G. and Schein, E.H. eds)
Leadership and Motivation: Essays of Douglas McGregor,

McGREGOR, Douglas 1966b
'A Philosophy of Management' in (Bennis, W.G. and Schein, E.H. eds)
Leadership and Motivation: Essays of Douglas McGregor,

McPHERSON, F.M. 1969
'Thought-process Disorder, Delusions of Persecution and 'Non-integration' in Schizophrenia'
British Journal of Medical Psychology, Vol. 42, pp. 55-57

McPHERSON, F.M. and BUCKLEY, Felicity 1970
'Thought-process Disorder and Personal Construct Subsystems'
British Journal of Social and Clinical Psychology, Vol. 9, pp. 380-381

McPHERSON, F.M. and GRAY, Annabelle 1976
'Psychological Construing and Psychological Symptoms'
British Journal of Medical Psychology, Vol. 49, pp. 73-79

McPHERSON, F.M. and WALTON, H.J. 1970
'The Dimensions of Psychotherapy Group Interaction: an Analysis of Clinicians' Constructs'
British Journal of Medical Psychology, Vol. 43, pp. 281-290

McPHERSON, F.M. ET AL 1970a
'The Use of 'Psychological' Constructs by Affectively Flattened Schizophrenics'
British Journal of Medical Psychology, Vol. 43, pp. 291-293

McPHERSON, F.M. ET AL 1970b
'Flattening of Affect and Personal Constructs'
McPHERSON, F.M. ET AL 1971
'Psychological' Constructs, Thought-process Disorder and Flattening of Affect

McPHERSON, F.M. ET AL 1973
'A Further Study of the Grid Test of Thought Disorder'

McPHERSON, F.M. ET AL 1975
'Psychological Construing, 'Difficulty' and Thought Disorder'
British Journal of Medical Psychology, Vol. 48, pp. 303-315

McPHERSON, F.M. ET AL 1978
'Psychological Construing and Thought Disorder: Another Test of the 'Difficulty' Hypothesis'
British Journal of Medical Psychology, Vol. 51, pp. 319-324

MAIR, J.M.M. 1966
'Prediction of Grid Scores'
British Journal of Psychology, Vol. 51, 1 and 2, pp. 187-192

MAIR, J.M.M. 1967
'Some Problems in Repertory Grid Measurement I. The Use of Bipolar Constructs'
British Journal of Psychology, Vol. 58, 3 and 4, pp. 261-270

MAIR, J.M.M. 1970
'Psychological Problems and Cigarette Smoking'

MAIR, J.M.M. and BOYD, P.R. 1967
'A Comparison of Two Grid Forms'

MAIR, J.M.M. and CRISP, A.H. 1968
'Estimating Psychological Organization, Meaning and Change in Relation to Clinical Practice'
British Journal of Medical Psychology, Vol. 41, pp. 15-29
MAKHLOUF NORRIS, F. ET AL 1970
'Articulation of the Conceptual Structure in Obsessional Neurosis'
British Journal of Social and Clinical Psychology, Vol. 9, pp. 264-274

MAKHLOUF-NORRIS F. and JONES, H. GWYNNE 1971
'Conceptual Distance Indices as Measures of Alienation in Obsessional Neurosis'
Psychological Medicine, Vol. 1, pp. 381-387

MAKHLOUF-NORRIS, Fawzeya and NORRIS, Hugh 1972
'The Obsessive Compulsive Syndrome as a Neurotic Device for the Reduction of Self-uncertainty'

MALONE, Janet L. 1979
'Decision-making Behavior of Kindergarten Teachers'
Dissertation Abstracts International, Vol. 40, No. 6, December, p. 3104-A

MARCH J.G. and SIMON, H.A. 1958
Organizations, John Wiley and Sons Inc., New York

MARGULIES, Newton and RAIA, Anthony P. 1972

MASLOW, Abraham, H. 1957

MAYER, Diana F. 1978
'Secondary Teachers' Perceptions of the Impact of Collective Bargaining on Teacher Participation in Decision Making'

MAYO, Clara W. and CROCKETT, Walter H. 1964
'Cognitive Complexity and primacy-recency Effects in Impression Formation'
MELLSOP, G.W. ET AL 1971
'The Performance of Manic Patients on the 'Grid Test for Schizophrenic Thought Disorder' 'British Journal of Psychiatry, Vol. 118, pp. 671-673

MELTZER, Bernard N. 1972

MERLEAU-PONTY, Maurice 1962

MERTON, Robert K. 1968

MICHAEL, Elizabeth B. 1973
'No Conspiracy, But Let's Use Paraprofessionals Wisely' Phi Delta Kappan, April, pp. 548-549

MILES, Robert H. 1975

MILES, Robert H. 1976a
'Role Requirements as Sources of Organizational Stress' Journal of Applied Psychology, Vol. 61, No. 2, April, pp. 172-179

MILES, Robert H. 1976b

MILES Robert H. and PETTY, M.M. 1975
'Relationship between Role Clarity, Need for Clarity and Job Tension and Satisfaction for Supervisory and Nonsupervisory Roles' Academy of Management Journal, Vol. 18, No. 4, Dec., pp. 877-883
MILES, Matthew B. 1965
'Planned Change and Organizational Health: Figure and Ground' in (Carlson, R.O. et al., eds) Change Processes in the Public Schools, The Center for The Advanced Study of Educational Administration, Eugene, pp. 11-34

MILIBAND, Ralph 1978
'A State of De-subordination' British Journal of Sociology, Vol. 29, No. 4, December, pp. 399-409

MILLER, Delpert and SHULL, Fremont A. Jnr 1962

MINKOFF, Maxine R. 1977

MIRC, Ericka 1975
The Development of Student Teachers' Conceptions of Curriculum Structure: a Repertory Grid Approach, Unpublished Thesis, Brock University, St. Catharines, Ontario

MISCHEL, T. 1964

MISIAK, Henryk and SEXTON, Virginia S. 1973

MISKEL, Cecil and GERHARDT, Ed. 1974
'Perceived Bureaucracy, Teacher Conflict, Central Life Interests, Voluntarism and Job Satisfaction' The Journal of Educational Administration, Vol. XII, No. 1, May, pp. 84-97
MITOS, Spiro B. 1958
'Representative Elements in Role Construct Technique'
Journal of Consulting Psychology,
Vol. 2, No. 4, pp. 311-313

MITOS, Spiro B. 1961
'Personal Constructs and the Semantic Differential'
Journal of Abnormal and Social Psychology,
Vol. 62, No. 2, pp. 433-434

MOORE, Michael L. 1978
'Assessing Organizational Planning and Teamwork: an Action Research Methodology'
The Journal of Applied Behavioral Science,

MORENO, J.L. 1934
Who Shall Survive?
Nervous and Mental Disease Pub. Co.,
Washington, D.C.

MORENO, J.L. 1960
'Role' in (Moreno, J.L. et al, eds)
The Sociometry Reader,
The Free Press of Glencoe, Illinois, pp. 80-86

MORRIS, James H. and KOCH, James L. 1979
'Impacts of Role Perceptions on Organizational Commitment, Job Involvement and Psychosomatic Illness Among Three Vocational Groupings'
Journal of Vocational Behavior,
Vol. 14, No. 1, Feb., pp. 88-101

MULDER, Mauk 1971
'Power Equalization Through Participation?'
Administrative Science Quarterly,
Vol. 16, No. 1, March, pp. 31-38

MUSGRAVE, P.W. 1973
Knowledge, Curriculum and Change,
Melbourne University Press, Melbourne

MUSGRAVE, P.W. 1975
'Teachers, the Public and Educational Change' in (D'Cruz, J.V. and Sheehan, P.J.; eds)
The Renewal of Australian Schools: Essays in Educational Planning in Australia after the Karmel Report,
Primary Education Pty. Ltd., Richmond, pp. 23-37
NORRIS, Margaret 1977
'Construing in a Detention Centre' in
(Bannister, D. ed.)
New Perspectives in Personal Construct Theory,
Academic Press, London, pp. 177-194

ODA, Margaret Y. 1977
'A Study to Determine the Relationship Between
Perceptions of Administrators and Teachers
in Curriculum Decision-Making'
Dissertation Abstracts International,
Vol. 38, No. 5, November, p. 2527-A

ODIORNE, George 1965
Management by Objectives,
Pitman, New York

ORGAN, Dennis W. and GREENE, Charles N. 1974
'Role Ambiguity, Locus of Control and Work
Satisfaction'
Journal of Applied Psychology,
Vol. 59, No. 1, pp. 101-102

OSGOOD, Charles E. ET AL 1957
The Measurement of Meaning,
University of Illinois, Urbana

O'SHEA, Richard A. 1976
'The Effects of Personality and Situational
Variables on Teachers' Perceptions of Need-
for-involvement in Decision Making'
Dissertation Abstracts International,
Vol. 37, No. 1, July, p. 46-A

PASMORE, William A. and KING, Donald C. 1978
'Understanding Organizational Change: A
Comparative Study of Multifaceted Inter-
ventions'
The Journal of Applied Behavioral Science,
Vol. 14, No. 4, Oct-Nov-Dec., pp. 455-468
PATCHEN, Martin 1970
Participation, Achievement and Involvement on the Job,

PLOVNICK, Mark S. ET AL 1973
'Expanding Professional Design Education Through Workshops in the Applied Behavioral Sciences'

POOLE, A Desmond 1970
'The Clinical Usefulness of the Bannister-Fransella Thought Disorder Grid'

PORRAS, Jerry I. 1979
'The Comparative Impact of Different OD Techniques and Intervention Intensities'

PORTER, Paige 1976
'Models for Fostering Change in Educational Systems: A Comparative Perspective'

PRESLEY, A.S. 1969
'Slowness' and Performance on the Grid Test for Thought Disorder'
British Journal of Social and Clinical Psychology, Vol. 8, pp. 79-80

PUSEY, Michael 1976
Dynamics of Bureaucracy: A Case Analysis in Education,
John Wiley and Sons Australasia Pty Ltd, Sydney

RADLEY, A.R. 1974
'Schizophrenic Thought Disorder and the Nature of Personal Constructs'
RAPPEL, Lawrence E. 1977
'The Perception and Intensity of Teachers' Opinions on Decision-making Practices and Procedures Related to the Selection, Assignment, Supervision, and Retention/Dismissal of Personnel in Schools'
Dissertation Abstracts International,
Vol. 38, No. 10, April, pp. 5894-A - 5895-A

RAVENETTE, A.T. 1975
'Grid Techniques for Children'
Journal of Psychology and Psychiatry and Allied Disciplines,
Vol. 16, No. 1, January, pp. 79-83

RAVENETTE, A.T. 1977

REID, W.A. and HOLLEY, B.J. 1972
'An Application of Repertory Grid Techniques to the Choice of University'
British Journal of Educational Psychology, Vol. 42, Part 1, Feb., pp. 52-59

RESCIGNO, Ronald C. 1978
'A Study of the Relationship between Parent and Teacher Satisfaction with their Involvement in a School's Decision-making Process and Student Attitude Toward School'

RESNICK, Jerome and LANDFIELD, A.W. 1961
'The Oppositional Nature of Dichotomous Constructs'
The Psychological Record, Vol. 11, pp. 47-55

RICKMAN, H.P. 1961
Meaning in History: W. Dilthey's Thoughts on History and Society, George Allen and Unwin Ltd., London

RIFFEL, J.A. 1978
'The Theory Problem in Educational Administration'
The Journal of Educational Administration, Vol. XVI, No. 2, October, pp. 139-149
RILEY, S, and PALMER, J. 1975
'Of Attitudes and Latitudes: a Repertory Grid Study of Perceptions of Seaside Resorts'

RIZZO John R. et al, 1970
'Role Conflict and Ambiguity in Complex Organizations'

RODGER, R.S. 1965
Intermediate Statistics,
University Co-operative Bookshop Ltd, Sydney

ROETHLISBERGER, F.J. and DICKSON, W.J. 1939
Management and the Worker.
Harvard University Press, Cambridge

ROMNEY, David 1969
'Psychometrically Assessed Thought Disorder in Schizophrenic and Control Patients and in their Parents and Siblings'
British Journal of Psychiatry, Vol. 115, pp. 999-1002

ROWE, Dorothy 1971a
'Changes in the Perception of Relationships in the Hypomanic State as Shown by the Repertory Grid'
British Journal of Psychiatry, Vol. 119, pp. 323-324

ROWE, Dorothy 1971b
'Poor prognosis in a Case of Depression as Predicted by the Repertory Grid'

ROWE, Dorothy 1976
'Grid Technique in the Conversation Between Patient and Therapist' in (Slater, P. ed.)
The Measurement of Interpersonal Space by Grid Technique, Vol. 1,
John Wiley and Sons, London; pp. 5-14

ROWE, Dorothy and SLATER, Patrick 1976
'Studies of the Psychiatrists' Insight into the Patients' Inner World' in (Slater, P. ed.)
The Measurement of Interpersonal Space by Grid Technique, Vol. 1,
John Wiley and Sons, London, pp. 123-144
RYLE, Anthony and LIPSHITZ, Susan 1976
'Repertory Grid Elucidation of a Difficult Conjoint Therapy'

RYLE, Anthony and LUNGHI, Martin E. 1969
'The Measurement of Relevant Change After Psychotherapy: Use of Repertory Grid Testing'
British Journal of Psychiatry, Vol. 115, pp. 1297-1304

RYLE, A. and LUNGHI, M. 1970
'The Dyad Grid: a Modification of Repertory Grid Technique'

SALMON, Phillida 1964
'The Repertory Grid as a Predictor of Experimental Conformity in Children'
Bulletin of the British Psychological Society, Vol. 15, No. 55, p. 7A

SALMON, Phillida 1969
'Differential Conforming as a Developmental Process'
British Journal of Social and Clinical Psychology, Vol. 8, pp. 22-31

SALMON, Phillida 1976
'Grid Measures with Child Subjects' in (Slater, P. ed.)
The Measurement of Interpersonal Space by Grid Technique, Vol. 1,
John Wiley and Sons, London, pp. 15-46

SALMON, Phillida ET AL 1967
'The Word-in-Context Test as a Measure of Conceptualization in Schizophrenics With and Without Thought Disorder'
British Journal of Medical Psychology, Vol. 40, pp. 253-259
SAMPSON, Peter 1972
'Using the Repertory Grid Test'
Journal of Marketing Research,
Vol. IX, Feb., pp. 78-81

SAMUEL, Peter 1976a
'Australia's Educational Scandal: We're Turning Out Millions of Dunces'
The Bulletin,
15th May, pp. 30-33

SAMUEL, Peter 1976b
'The Great Education Debate on the Great Education Scandal'
The Bulletin,
26th June, pp. 30-39

SARBIN, Theodore R. and ALLEN, Vernon L. 1968
Vol. 1, Addison-Wesley Publ Co. Reading, Mass., pp. 488-567

SASHKIN, Marshall ET AL 1973
'A Comparison of Social and Organizational Change Models: Information Flow and Data Use Processes'
Psychological Review,
Vol. 80, No. 6, pp. 510-526

SAYAN, Donald L. and CHARTERS, W.W. 1970
'A Replication Among School Principals of the Gross Study of Role Conflict Resolution'
Educational Administration Quarterly,
Vol. VI, No. 1, Winter, pp. 36-45

SCHEIN, E.H. and BENNIS, W.G. 1965
Personal and Organizational Change Through Group Methods,
John Wiley, New York

SCHELLENBERG, James A. 1970
An Introduction to Social Psychology,
Random House, New York

SCHMUCK, Richard A. ET AL 1969
'Improving Organizational Problem Solving in a School Faculty'
The Journal of Applied Behavioral Science,
Vol. 5, No. 4, Oct-Nov-Dec., pp. 455-482
SCHULER, Randall S. 1975
'Role Perceptions, Satisfaction and Performance: A Partial Reconciliation'

SCRIMSHAW, Peter 1975
'Should Schools be Participant Democracies?' in (Bridges, D. and Scrimshaw, P. eds.) Values and Authority in Schools, Hodder and Stoughton, London, pp. 60-80

SECHREST, Lee and JACKSON, Douglas N. 1961
'Social Intelligence and Accuracy of Interpersonal Predictions'

SEEMAN, Alice Z. and SEEMAN, Melvin 1976
'Staff Processes and Pupil Attitudes: A Study of Teacher Participation in Educational Change'
Human Relations, Vol. 29, No. 1, January, pp. 25-40

SEILER, John A. 1967
Systems Analysis in Organization Behavior, Richard D. Irwin, Homewood, Ill.

SEVERIN, Frank T. (ed.) 1973

SHAPIRO, M.B. 1969
'Short-term Improvements in the Symptoms of Affective Disorder'

SHARMA, C. 1955
'Who Shall Make Decisions'
Administrative Notebook, Vol. 3, No. 8 April, pp. 6-12

SHERIF Muzaper and SHERIF Carolyn W. 1969
Social Psychology, Harper and Rowe, New York

SHILS, E. and WHITTIER, C. 1968
Teachers, Administrators and Collective Bargaining, Thomas Y. Cromwell, New York
SIEGEL, Sidney 1956
Nonparametric Statistics for the Behavioral Sciences,

SIKES, Walter W. ET AL 1973
'Developing Change Agent Teams on Campus'
Journal of Higher Education,
Vol. 44, No. 5, May, pp. 399-413

SIMON, Herbert, A. 1945
Administrative Behavior,
MacMillan, New York

SIMPSON, Richard L. and SIMPSON, Ida H. 1969
'Women and Bureaucracy in the Semi-Professions' in (Etzioni, A., ed.),
The Semi-Professions and their Organization:
Teachers, Nurses, Social Workers,
The Free Press, New York, pp. 196-265

SKINNER, Burrhus F. 1971
Beyond Freedom and Dignity,
Penguin Books Ltd., Harmondsworth

SLATER, P. 1964
'The Principal Component Analysis of a Repertory Grid',
Bulletin of the British Psychological Society,
Vol. 15, No. 55, p. 8A

SLATER, P. 1970
'Personal Questionnaire Data Treated as Forming a Repertory Grid'
British Journal of Social and Clinical Psychology,
Vol. 9, pp. 357-370

SLATER, P. 1972
'The Measurement of Consistency in Repertory Grids'
British Journal of Psychiatry,
Vol. 121, pp. 45-51

SLATER, Patrick (ed.) 1976
The Measurement of Interpersonal Space by Grid Technique, Vol. 1: Explorations of Intrapersonal Space,
John Wiley and Sons, London

SLATER, Philip E. and BENNIS, Warren G. 1968
'Democracy is Inevitable' in (Bennis, W.G. and Slater, P.E. eds.)
The Temporary Society,
Harper and Rowe, New York, pp. 1-19
SLOAN, E. Conrad 1976
'A Case Study of Decision-making in a School Established to Increase Decision-making by Teachers in Areas of Curriculum and Instruction by Suspending Bureaucratic Constraints'

SMAIL, D.J. 1970
'Neurotic Symptoms, Personality and Personal Constructs'

SMAIL, D.J. 1972
'A Grid Measure of Empathy in a Therapeutic Group'
British Journal of Medical Psychology, Vol. 45, pp. 165-169

SOLIMAN, I.K. 1977
'Interactive Curriculum Development in Secondary School: a Phenomenological Perspective'

SPelman, Michael S. ET AL 1971
'Grid Test for Schizophrenic Thought Disorder in Acute and Chronic Schizophrenia'
Psychological Medicine, Vol. 1, pp. 234-238

SPERBER, Jonathan C. 1977
'Personal Constructs and Child Psychiatric Diagnosis - a Pilot Study'
British Journal of Medical Psychology, Vol. 50, pp. 65-71

STAGNER, R. and OSGOOD, C.E. 1941
'An Experimental Analysis of a Nationalistic Frame of Reference'

STEELE, Fred I. 1970
'Can T-Group Training Change the Power Structure?'
Personnel Administration, Vol. 33, No. 6, Nov-Dec., pp. 48-53
STEINER, George A. and MINER, John B. 1977

STEPHenson, W. 1935
'Correlating Persons Instead of Tests'
Character and Personality, Vol. 4, pp. 17-24

STEPHenson, W. 1936
'The Foundations of Psychometry: Four Factor Systems'

STEPHenson, W. 1953
The study of Behavior: Q-technique and its Methodology, University of Chicago Press, Chicago

STEWANT, Bev 1973
'What is Organization Development and How Does it Apply to Schools?'
Education Canada, Vol. 13, No. 2, June, pp. 19-21

STOUffer, Samuel A. 1949
'An Analysis of Conflicting Social Norms'

STOUffer, Samuel A. and TOBY, Jackson 1951
'Role Conflict and Personality'

STRAUSS, Harlan J. and ZEIGLER, L. Harmon 1975
'The Delphi Technique and Its Uses in Social Science Research'
The Journal of Creative Behavior, Vol. 9, No. 4, Fourth Quarter, pp. 253-259

STRINGER, Peter 1972
'Psychological Significance in Personal and Supplied Construct Systems: a Defining Experiment'
STRINGER, Peter 1974
'A Use of Repertory Grid Measures for Evaluating Map Formats'
British Journal of Psychology, Vol. 65, pp. 23-34

STRINGER, Peter 1976

TANNENBAUM, Arnold S. 1968

TESCONI, Charles A. Jnr. and MORRIS, van Cleve 1972
The Anti-Man Culture: Bureautechnocracy and the Schools, University of Illinois Press, Urbana

THEOBALD, Robert 1972
'The Survival of Mankind: An Alternative Future' in Human Consequences of Technological Change VIII Education and the Future, University of Sydney, Sydney, pp. 1-8

THOMAS, Edwin J. and BIDDLE, Bruce J. 1966

TOFFLER, Alvin 1970
TOFFLER, Alvin 1980
The Third Wave,
Pan Books Ltd., London

TOSI, Henry 1971
'Organization Stress as a Moderator of the Relationship Between Influence and Role Response'
Academy of Management Journal,
Vol. 14, No. 1, March, pp. 7-20

TOSI, Henry L. and CARROLL, Stephen 1970
'Management by Objectives'
Personnel Administration,
Vol. 33, No. 3, July-Aug, pp. 44-48

TOSI, Henry and TOSI, Donald 1970
'Some Correlates of Role Conflict and Role Ambiguity Among Public School Teachers'
Journal of Human Relations,
Vol. 18, No. 3, Third Quarter, pp. 1068-1076

TRIANDIS, Harry C. 1959
'Cognitive Similarity and Interpersonal Communication in Industry'
Journal of Applied Psychology,
Vol. 43, No. 5, pp. 321-326

TRIPODI, Tony and BIERI, James 1963
'Cognitive Complexity as a Function of Own and Provided Constructs'
Psychological Reports,
Vol. 13, p. 26

TRUELOVE, Adrienne 1978
'Replaced by a Computer'
Education,
11th October, p. 396

TRUESDELL, Donna D. 1979
'A Study of the Relationship Between Participation in Decision-making and the Recognition of the Legitimacy of Administrative Influence'
Dissertation Abstracts International,
Vol. 40, No. 2, August, p. 601-A

TWYMAN, J. Pascal and BIDDLE, Bruce J. 1963
'Role Conflict of Public School Teachers'
The Journal of Psychology,
Vol. 55, pp. 183-198
USHIJIMA, June K.  1978
'Influence and Decision-making Patterns in Local School Attendance Areas'

von BERTALANFFY, Ludwig  1969
'Chance or Law' in (Koestler, A. and Smythies, J.R., eds)
Beyond Reductionism: New Perspectives in the Life Sciences,

von ECKARTSBERG, R.  1973
'On Experiential Methodology' in (Severin, F.T, ed.)
Discovering Man in Psychology: a Humanistic Approach,

WALKER, Susanne  1977
'Personal Constructs and Urban Residential Differentiation'
The Australian and New Zealand Journal of Sociology,

WALTON, H.J.  1966
'Differences Between Physically-minded and Psychologically-minded Medical Practitioners'
British Journal of Psychiatry, Vol. 112, pp. 1097-1102

WARR, Peter B. and COFFMAN, Thomas L.  1970
'Personality, Involvement and Extremity of Judgement'
British Journal of Social and Clinical Psychology, Vol. 9, pp. 108-121
WARREN, Neil 1964
'Social Class and Construct Systems: an Investigation of the Cognitive Structure of Two Social Class Groups'
Bulletin of the British Psychological Society, Vol. 15, No. 55, p. 8A

WARREN, Neil 1966
'Social Class and Construct Systems: an Examination of the Cognitive Structure of Two Social Class Groups'

WATKINS, Arthur N. 1978
'Actual and Ideal Decision-making Processes Utilized in Senior High Schools that Individualize Instruction'
Dissertation Abstracts International, Vol. 39, No. 6, December, p. 3297-A

WATSON, J.B. 1935
'The Future of Psychology as a Mental Science'

WATSON, J.P. 1970a
'A Repertory Grid Method of Studying Groups'

WATSON, J.P. 1970b
'A Measure of Therapist-patient Understanding'

WATSON, J.P. 1972
'Possible Measures of Change During Group Psychotherapy'
British Journal of Medical Psychology, Vol. 45, pp. 71-77

WEBB, Tim 1979
'The Impact of Microelectronics - A Trade Union View'
Computer Bulletin, June, pp. 6-7

WEBER, Max 1947
WEBSTER, J.R. 1976
'Curriculum Change and "Crisis"'
British Journal of Educational Studies,
Vol. XXIV, No. 3, October, pp. 203-218

WEICK, Karl E. 1976
'Educational Organizations as Loosely Coupled Systems'
Administrative Science Quarterly,
Vol. 21, No. 1, March, pp. 1-19

WEISBORD, Marvin R. 1974
'The Gap Between OD Practice and Theory - And Publication'
The Journal of Applied Behavioral Science,
Vol. 10, No. 4, Oct-Nov-Dec., pp. 476-484

WHANNELL, R.A. 1976
'Participative Decision Making in Queensland State High Schools'
Administrators' Bulletin,
Vol. 7, No. 7, October

WHITEHEAD, Alfred North 1929
Process and Reality: An Essay in Cosmology,
The MacMillan Company, New York

WHITEHEAD, Alfred North 1953
Science and the Modern World,
Cambridge University Press, London

WIJESINGHE, O.B.A. and WOOD, R.R. 1976
'A Repertory Grid Study of Interpersonal Perception Within a Married Couples Psychotherapy Group'
British Journal of Medical Psychology,
Vol. 49, pp. 287-293

WILLIAMS, Ederyn 1971
'The Effect of Varying the Elements in the Bannister-Fransella Grid Test of Thought Disorder'
British Journal of Psychiatry,
Vol. 119, pp. 207-212

WILLIAMS, Ederyn and QUIRKE, Christopher 1972
'Psychological Construing in Schizophrenia'
British Journal of Medical Psychology,
Vol. 45, pp. 79-84

WILLIS, Quentin F. 1980
'Uncertainty as a Fact of Life (and Work) for the School Principal'
The Australian Administrator,
Vol. 1, No. 4, August, pp. 1-4
WILSON, Colin 1966
Introduction to the New Existentialism,
Hutchinson and Company (Publishers) Ltd.,
London

WISPE, Lauren G. and THAYER, Paul W. 1957
'Role Ambiguity and Anxiety in an Occupational
Group'
The Journal of Social Psychology,
Vol. 46, August, pp. 41-48

WOODRING, Paul 1979
'Vocational Education: How Much, What Kind,
and When?'
Phi Delta Kappan,
Vol. 60, No. 9, May, pp. 644-646

WRIGHT, K.J.T. 1970
'Exploring the Uniqueness of Common Complaints'
British Journal of Medical Psychology,
Vol. 43, pp. 221-232

ZAND, Dale E. ET AL 1969
'The Impact of an Organizational Development
Program on Perceptions of Interpersonal,
Group and Organization Functioning'
The Journal of Applied Behavioral Science,
Vol. 5, No. 3, Jul-Aug-Sep., pp. 393-410