

PUPIL CONTROL IDEOLOGY AND MINDFULNESS:
A HIGH SCHOOL STUDY

by

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ABSTRACT

Pupil Control Ideology (PCI), a set of beliefs about children's behavior and discipline, and Mindfulness, a continuous scrutiny of school operations, are two manifestations of the cultural pattern of norms, beliefs, and values that give each school a unique identity. A theory derived from previous research and the characteristics of each concept suggested that the two should be inversely related. PCI describes a continuum from humanistic to custodial beliefs about discipline, and the more custodial the school, the more rigid, formal, and rule-bound the school. Mindful schools, on the other hand, require the informal sharing of information, authentic behavior, and a continuous sensitivity to school operation. From the theory, it was hypothesized that the more custodial the school, the less mindful.

A sample of 50 high schools, 25 each from Georgia and Alabama, involving 1,143 teachers was used to test the hypothesis. Analyses of variance show no significant differences in the school in their socioeconomic level (SES), size, or in the research variables. Teachers responded to two surveys, PCI and Mindfulness, at faculty meetings; the school was the unit of analysis. Regression analysis supported the hypothesis that the more custodial the school, the less mindful it was. Both measures had high levels of reliability. SES was a control variable. Confirming the hypotheses lent support to the underlying theory.

The study filled a gap in the literature in its finding of a negative relationship between PCI and Mindfulness. The practical implications for administrators suggest the humanistic control behavior, which considers students as individuals capable of a variety of behaviors, is complementary to Mindfulness, which requires a robust flow of information about how the

school operates and what difficulties the school might encounter. As schools increasingly customize their programs to meet individual student needs, such as taking classes at local colleges as an addition to the school curriculum or carefully crafting curriculum for a diversity of students, administrators should consider the relationship between ideas of school discipline and ideas of a careful understanding of how the school actually functions.

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CHAPTER 1

INTRODUCTION

Factors of school success permeate educational literature. Leithwood and Riehl (2005) discussed the importance of leaders to set the vision and the direction for their school and to develop personnel to meet these expectations in order to cultivate a successful school culture. Kaplan and Owings (2001) linked teacher quality to successful schools because it was determined what teachers know significantly influences student achievement. While student results on high stakes testing are considered important, so are other data such as student attendance, student growth on high stakes tests from one year to the next, surveys of school climate, and the preparation of high school seniors for college (Georgia Department of Education, n.d.). Other researchers have taken a different approach and equate school success more with the behavior of the school administrators (Kearney, Kelsey, & Herrington, 2013). It is this latter position that this paper will address.

Hoy and Miskel (2008) have emphasized the importance of culture in the success of school dynamics. While culture broadly includes many organizational properties, two such properties are chosen as subjects of this study. One is PCI, the ideology of pupil control (Packard, 1988; Willower, Eidell & Hoy, 1967), while the other concept is mindfulness (Langer, 1989; Weick & Sutcliffe, 2007).

Starting with Waller's (1932) observation that teachers and students have an adversarial relationship, and continuing with Willower et al. (1967), early attention has been paid to how schools treat their students, a concept known as pupil control ideology. In the study by Willower

et al. (1967), the researchers determined that pupil control issues was the primary factor in the relationships between teacher-teacher and teacher-administrator, but also the key ingredient in overall school climate. Hoy and Miskel (2008) described the two extremes of pupil control. The custodial approach referred to a school being primarily concerned with the maintenance of order, and the students collectively being perceived as untrustworthy and irresponsible. On the other hand, schools with a more humanistic approach tended to view students more optimistically, with dialogue and communication between the student and teacher being a significant part of both the educational process and the development of the student (Hoy & Miskel, 2008). Even though these types of approaches of pupil control are opposites, the ideology itself is a continuum ranging from custodial at one end to humanistic at the other.

Langer (1989) defined mindfulness as the continual creation of new categories or the development of more than one view. Hoy and Miskel (2008) described the concept of mindfulness as an ongoing scrutiny, anticipating situations that may arise. Applied to education, this is seen as school administrators attempting to determine why students fail high stakes tests instead of becoming complacent with the success of passing students. Mindfulness is displayed by those school leaders who remain close to the classroom and instruction, listen to teachers, and defer to the teachers' expertise when possible (Hoy & Miskel, 2008).

This paper sought to answer two important questions:

1. Are pupil control ideology and mindfulness inversely related?
2. Are custodial schools perceived as less mindful than humanistic schools, and by extension, are humanistic schools perceived as more mindful than custodial ones?

The researcher intended to examine these two constructs and determine if a relationship exists between pupil control ideology and mindfulness, and if such a relationship fosters school success.

In this paper, the types of pupil control ideology and mindfulness are neutral research terms. Custodial pupil control is at one end of the PCI continuum describing a reliance on order within the school with little existing dialogue between the students and the adults. At the other end of the PCI continuum is humanistic pupil control which refers to open and two-way dialogue between teachers and students. In this type of setting, relationships are more significant than the following of rules. Even though these phrases may carry a negative or positive connotation, they are meant to be impartial when cited in this manuscript.

Additionally in this paper, schools as institutions are referred to as custodial by nature. Again, the use of custodial is meant to be neutral and not have a negative connotation. In this sense, custodial is describing the fact that public schools are involuntary organizations that take care of their students. These students must not only attend but be allowed to enroll.

Background of Study

Pupil control ideology operates on a continuum ranging from custodial to humanistic (Willower et al., 1967). The researchers adopted this typology from an earlier study on mental hospital patients (Gilbert & Levinson, 1957). By nature, a public school is a custodial institution simply because students are required to be present, and public schools must accept all who desire to enroll (Carlson, 1964; Deibert & Hoy, 1977). Even though public schools are by nature a custodial organization, the mission of schools is a cultural one; that is, preparing students for life beyond the walls of the school. A school where the adults become too oriented with order and other custodial traits soon loses value as an educational institution (Etzioni, 1961). Willower and

Jones (1963) wrote one of the first studies of pupil control, examining the concept in a Pennsylvania middle school. Out of this study, one of the more extreme examples of a school exercising custodial control appeared where a single roll of toilet tissue was padlocked to chain on a post by the stall door.

A model for the custodial approach is the traditionally rigid school where the primary concern is maintaining order of the students. Teachers do not try to understand the poor behavior of the students but look at it moralistically, viewing the misbehavior as a personal attack. The teacher-student relationship is as impersonal as possible with communication remaining one-way, from the adult to the student (Willower et al., 1967).

Conversely, the other end of the continuum is the humanistic approach in schools. Humanism may seem to imply a lack of concern for order, but it does not in this sense. A humanistic orientation within a school is where adults see learning and behavior in psychological and sociological terms; there is a reason why people do what they do. The adults seek to establish proper relationships with students, demonstrating respect as well as friendship. The hope that accompanies this mindset is that students will be able to discipline themselves instead of being disciplined. Additionally, communication is open and two-way between the adults and students (Willower et al., 1967).

Langer (1989) created the term mindfulness to describe a mindset where a person does not become confined to routine activity but is open to new information as well as alternative perspectives. Weick, Sutcliffe, and Obstfeld (1999) moved mindfulness from an individual trait to an organizational characteristic where institutions can cultivate this mentality in their workers by supporting both flexibility and risk taking within the organization. Weick and Sutcliffe (2007) further expanded on organizational mindfulness by connecting it to highly reliable organizations

or HROs. The HROs operate consistently without incident in high stress situations where an error could lead to major consequences. These organizations exhibit the five processes associated with mindfulness: concern with failure, hesitancy to simplify, sensitivity to operations, dedication to resilience, and deference to expertise (Weick & Sutcliffe, 2007).

As previously mentioned, public schools are custodial institutions by nature because not only are students required to attend, but the schools are required to accept lawful students who desire to enroll (Carlson, 1964) (Deibert & Hoy, 1977). Educators should be intrigued at the prospect of implementing more humanistic methods and processes that curtail the custodial atmosphere, preventing it from permeating the entire culture and climate. Some of these humanistic processes merge with the qualities of mindfulness. Both pupil control ideology and mindfulness impact the educational environment, making it reasonable to assume that a relationship exists between these two concepts.

Need and Purpose

The purpose of this study was to determine the relationship between pupil control ideology and mindfulness. This will be accomplished by conducting an extensive survey of high schools and determining, based on the data, if more mindful schools are those where more of a humanistic approach is displayed, instead of a custodial approach to pupil control. The structure of this research tool will provide schools with the opportunity to evaluate and possibly temper their custodial approach in an effort to construct a more humanistic approach which could lead to a healthier school culture and climate.

These two constructs of pupil control ideology and mindfulness represent an interesting dichotomy in education. Ever since the origin of schools, pupil control ideology has been a concern of teachers (Bean & Hoy, 1974). Whether it is the perception of society, or the school

administration, or the topic of discussion in the faculty lounge, in order for teachers to teach and for a school to function properly, control over the students must be established and maintained (McArthur, 1978). As a result of this attribute, pupil control ideology has been a perpetual and continuing element in education. However, a need exists for additional study in the area of pupil control ideology, as most of the research on this construct is dated.

Conversely, mindfulness is a newer concept to the field of education. The idea to be proactive instead of reactive, and observing the workings of the organization with continuous scrutiny, is not how early schools operated. The assumption made is that schools which practice mindfulness will be more healthy schools (Kearney et al., 2013). Balancing the idea of looking for early signs of trouble, while maintaining proper student control, bridges newer thinking in education with the old. Examining this relationship between these two concepts maintains continuity and brings innovation to the field of education. Mindfulness represents a logical area of extension.

Schools transmit culture and climate. Both of these concepts connect the institution to its humanity and include the unwritten rules that guide the behavior of the organization (Hoy & Miskel, 2008). The climate of a school can be studied in regard to its organizational health. “The healthier the organization dynamics of a school, the greater are the trust and openness in member relations and the greater the student achievement” (Hoy & Miskel, 2008. p. 431). Included in this umbrella of climate is the social aspect which includes the pupil control ideology of the school. From a theoretical perspective, a school’s approach to pupil control makes up part of the school’s climate. The same may be said for mindfulness as this concept is associated with trust and openness, other elements which are included in the description of school climate. As both of

these constructs are connected with the educational climate, it is plausible to believe that a relationship may exist between the two.

From a practical rationale, how an organization is constructed shapes the behavior within the organization (Mintzberg, 1980). This statement certainly applies to the educational setting. Public schools will remain as places where students *must* participate. This in itself generates a custodial feeling simply because students are required to attend. However, this researcher contends that most educational leaders would be interested in what can be done to limit the custodial atmosphere from permeating the entire climate without compromising order, safety, or the mission of the school. This study seeks to enlarge the repertoire of school administrators so that these leaders could effectively balance these dynamics within a school.

Definition of Concepts

Pupil Control Ideology--The independent variable in this study is the teachers' perception of the school's pupil control ideology. Constitutively, the custodial approach is defined as the school's emphasis and focus on maintaining order; whereas, the humanistic approach is defined more optimistically, with teachers communicating with students and employing more of a democratic, open atmosphere where teacher-student dialogue is valued over student mistrust. Even though custodial pupil control ideology and humanistic pupil control ideology are diametrically opposite, these variables are continuous rather than categorical. Both variables are on a continuum with custodial at one end and humanistic at the other. Operationally, each degree of pupil control ideology is measured with the Pupil Control Ideology instrument (Hoy, 2000).

The PCI form consists of 20 statements using a Likert-type scale format which assesses the degree a teacher's control ideology is custodial. Respondents score each statement on a five item scale ranging from "Strongly agree" to "Strongly disagree." Two of the 20 statements are

reversed scored while the remaining eighteen have a score corresponding to the extent of the agreement of the participant (for example, an answer of “Strongly agree” has a value of 5 points, while a response of “Strongly disagree” counts as 1 point). The higher the score on the scale, the more custodial is the perceived approach of the teacher. The teacher’s control is the unit of measure, and the school is the unit of analysis. Even though this survey is assessing the individual teacher’s pupil control ideology, by using this designed measure, the researcher will be obtaining the collective properties within the organization as opposed to the individual teachers.

Mindfulness--The dependent variable in this study will be the perception of the school’s mindfulness. Mindfulness was first developed as an individual characteristic by Langer (1989) as a different type of thought process. Specifically, Langer (1993) referred to mindfulness as the ability of a person to examine multiple perspectives. Put another way, it is adapting a flexible mindset, engaged in the current state of affairs and taking careful notice of the environment (Langer, 2000). This individual characteristic morphed into an organizational trait (Weick et al., 1999). Mindful organizations are more than just the sum of individual mindfulness (Hoy, 2002). Leaders of these organizations take the concept of constant scrutiny and apply it to their institution. Members of these institutions anticipate surprise, avoid simplification, and pay attention to new things. Specifically, Weick and Sutcliffe (2007) described five traits of organizational mindfulness: concern with failure, hesitancy to simplify, sensitivity to operations, dedication to resilience, and deference to expertise.

From the educational perspective in this study, the constitutive characteristic of school mindfulness is that the faculty and administration exercise continuous scrutiny. Operationally, school mindfulness is measured on the School Mindfulness Scale, or M-scale.

The M-scale consists of 14 statements surveyed in a Likert-type format. This questionnaire gauges the perceived mindfulness of both the principal and the faculty based on the five characteristics of the construct: preoccupation with failure, reluctance to simplify, sensitivity to operations, commitment to resilience, and deference to expertise. Respondents score each statement along a six-point scale ranging from “Strongly agree” to “Strongly disagree.” Seven of the items are reversed scored, while the remaining seven items have a score corresponding to the extent of the agreement of the participant (for example, an answer of “Strongly agree” carries a value of 6 points, while a response of “Strongly disagree” has a value of 1 point). The higher the score from the M-scale, the greater the degree of mindfulness exists within the school. The school is the unit of analysis. Even though this survey is assessing an individual’s perception of a school’s mindfulness, by using this designed measure, the researcher will be obtaining the collective properties within the organization as opposed to the individual teachers.

Statement of the Research Problem

What is the relationship between pupil control ideology and mindfulness? Specifically, are pupil control ideology and mindfulness inversely related? This research proposal hypothesizes that there is a correlative relationship between a school’s pupil control ideology and a school’s mindfulness. Given the initial promise of these constructs, the purpose of this research is to further answer this question: Are custodial schools perceived as less mindful than humanistic schools, and are humanistic schools perceived as more mindful than custodial ones?

Scope

The unit of analysis for this study was the school, with the data collected from teachers employed at 50 high schools (25 high schools located in northern Alabama and 25 high schools

located in western Georgia). The educators taking part in this study will be teachers of grades 9-12.

Limitations

There are limitations to this study that pose both internal and external threats to the validity of the research. Internal threats include the size of the sample, which may be too small only surveying teachers at high schools in northern Alabama and western Georgia. There is also a question of the reliability of the instruments although these measures have good reliability reported. The PCI Pearson coefficient rated .91 and .83 with Willower et al. (1967), with the Spearman-Brown formula having a corrected coefficient of .95 and .91 with the same study. The M-scale has had repeated measures of reliability over .90, using Cronbach's alphas (Kearney et al., 2013).

Another internal threat is the theory itself. The measures of pupil control ideology and mindfulness reflect the literature reviews and related thoughts, but these only represent a small portion of organizational theory. There may be variables that could expand the explanation of the relationship between pupil control ideology and mindfulness.

External threats include the findings, which may not be subject to generalization due to the fact that the study is conducted only in portions of two southeastern states. The sample will be based on convenience. The results will be generalized to the participants only and possibly the regions where the surveys are distributed will not provide a representative sample suitable for generalization to the population outside north Alabama and west Georgia. Additionally, there is an inherent limitation with cross-sectional survey research when compared to longitudinal data-gathering. This is a problem because the former only gives a "snapshot" of the information. Abrupt changes before or after the data are collected could well change the relationships.

Summary

Chapter 1 is divided into multiple sections. The introduction gives a brief overview of the concepts of pupil control ideology and mindfulness. The background of the study frames the research with the developments in the field. The need and purpose is a more specific extension of the background identifying the theoretical and practical significance of the research. The concepts and terms are defined in the next section. The statement of the research problem cites the questions that will guide the study. The scope gives the width of the study, and the limitations section details the potential weaknesses of the study.

CHAPTER 2

REVIEW OF LITERATURE

This chapter describes research history in the areas of pupil control ideology and mindfulness and is divided into three sections: the conceptual framework, the theoretical framework, and the hypothesis. The conceptual framework will provide a guide for the study as well as definitions and background information on the topics of pupil control ideology and mindfulness. A theoretical explanation of the connection between these two concepts will be presented, and a hypothesis for testing the explanation will follow.

Conceptual Framework

Starting with Waller (1932) and continuing with Willower et al. (1967), early attention was paid to how schools treat their students, a concept known as pupil control ideology. In the latter study, the researchers determined that pupil control issues were the primary factor in the relationships between teacher-teacher and teacher-administrator, as well as a key ingredient in the overall school climate (Willower et al., 1967). Hoy and Miskel (2008) described the two extremes of pupil control. The custodial approach referred to a school being primarily concerned with the maintenance of order, and the students collectively being perceived as untrustworthy and irresponsible. On the other hand, schools with a more humanistic approach tended to view students more optimistically, with dialogue and communication between the student and teacher being a significant part of both the educational process and the development of the student (Hoy & Miskel, 2008). Langer (1989) created the term *mindfulness* to describe a mindset where a person does not become confined to routine activity but is open to new information as well as

alternative perspectives. Weick et al. (1999) moved mindfulness from an individual trait to an organizational characteristic where institutions can cultivate this mentality in their workers by supporting both flexibility and risk taking within the organization. Hoy and Miskel (2008) later refined the concept of mindfulness by defining it as ongoing scrutiny, anticipating situations that may arise.

This study seeks to answer one important question: Are pupil control ideology and mindfulness inversely related? The researcher intends to examine these two constructs and determine if a relationship exists between pupil control ideology and mindfulness, and if such a relationship fosters school success.

Pupil Control Studies

How schools treat their students has long been an area of educational interest. Beginning with Waller (1932) and continuing through Willower et al. (1967), the study of pupil control ideology has gained significance. In fact, Willower and Jones (1967) concluded that, out of all factors that influenced a school's climate, pupil control was the dominant factor.

Bean and Hoy (1974) described the concept of control as an issue that faced all organizations, especially service organizations such as schools. McArthur (1978) ranked organizations as Type I to Type IV institutions. The characteristics of Type I organizations included voluntary attendance by the participant, as well as selectivity on the part of the institution of its clients. McArthur (1978) cited private schools and monasteries as examples of Type I organizations, while public schools were classified as Type IV organizations. In the Type IV institutions, client control was a centralized component (Hoy, 2001). It was noted that these types of institutions "share the twin characteristics of mandatory provision of services and compulsory attendance of clients. Public schools, along with prisons, mental hospitals, and

juvenile reformatories, are usually classified as Type IV” (McArthur, 1978, p. 90). Helsel (1971) stated that since attendance was required by the clients in these types of organizations, it is likely that the clients may not have a very positive perception toward the actual services provided by the institutions.

It should be noted that these Type IV institutions desired to be therapeutic; however, due to the established conditions, these institutions tended to have difficulty in fulfilling this desire. Based on the organizational structure of these facilities, including the small number of professionals on staff, and consequently, the limited amount of knowledge available, these facilities were perceived to be primarily custodial in nature (Etzioni, 1960).

Compliance Theory

Etzioni (1961) crafted a theory of compliance which helps to articulate the logic that underlies the researcher’s hypothesis connecting pupil control ideology and mindfulness. The compliance relationship is based upon two elements: the kinds of power the participants within an organization have, based on the power given to it by the organization, and the involvement of the participants in the organization. “Power differs according to the means employed to make the subjects comply--physical, material, or symbolic” (Etzioni, 1961, p. 5). Coercive or physical power refers to the threat of physical pain or controlling the satisfaction of one’s needs. Remunerative or material power refers to rewards through salaries or other benefits. Normative or symbolic power means that the leaders use prestige or acceptance to manipulate participants in the organization (Etzioni, 1961). Involvement refers to the relationship of the participants to the organization. Alienative involvement means that people find themselves removed from the organization. Calculative involvement refers to a participant trying to get an advantage within the

organization; whereas, moral involvement means that the individual is committed to the institution (Etzioni, 1961).

The types of compliance that Etzioni describes are defined as neutral terms. Even though these phrases may carry a negative or positive connotation, there are meant to be impartial when cited in this manuscript.

Etzioni (1961) stated that organizations strive to be effective and therefore tend to migrate toward “congruent” organizational structure. Most organizations fall in congruent areas and resist those forces which desire to move them away from those areas. In the chart below, “congruence” is where alienative involvement and coercive power meet (cell 1 called coercive compliance), where calculative involvement and remunerative power meet (cell 5 called utilitarian compliance), and where moral involvement and normative power cross (cell 9 called normative compliance). By way of deeper explanation, coercive power tends to alienate the participants, such as in prisons, forced labor camps, custodial mental hospitals, or, to some degree, even custodial schools. Remunerative power is the primary means of control in most blue-collar and even some white-collar industries. Etzioni (1961) calls these types of institutions, *utilitarian organizations*, where one sees remunerative power with calculative involvement. Many organizations tend to fall within the intersection of normative power and moral involvement (cell 9). Etzioni (1961) cited religious institutions, hospitals, universities, and most secondary and elementary schools as this type of compliance structure. “Educational organizations characteristically employ normative controls, with coercion as a secondary source of compliance” (Etzioni, 1961, p. 45). Normative controls in schools included the influence of the teacher, recognition provided by honors and grades, discussions with school administration, and peer pressure.

KINDS OF POWER		KINDS OF INVOLVEMENT	
	Alienative	Calculative	Moral
Coercive	1 *Coercive	2	3
Remunerative	4	5 * Utilitarian	6
Normative	7	8	9 *Normative

Figure 1. Etzioni's kinds of power and kinds of involvement.

Custodial vs. Humanistic Schools

Willower et al. (1967) described two extremes of pupil control. The traditional school, where maintaining order is a visible priority, is a typical example of what is known as a custodial school. Appleberry and Hoy (1969) described custodial schools as being impersonal and only having one-way communication, from the adults to the students. Helsel (1971) contended that, with this approach, the students lack respect and obedience and need to be firmly punished when they waver. McArthur (1978) argued that dogmatic, authoritarian, and uncreative characteristics tend to fall under a custodial approach. A custodial orientation “provides a highly controlled setting concerned primarily with the maintenance of order. Watchful mistrust and autocratic control are the critical aspects of a custodial perspective” (Hoy, 2000, p. 1). Bean and Hoy (1974) cited how teachers take poor student behavior as a personal attack and believe that the authority of the teacher must not be questioned by the student. Hoy (2001) added that since teachers take student behavior personally, very little effort is made by custodial teachers to understand poor student behavior. Moreover, Hoy and Miskel (2008) contended that stereotypes are often attached to students in this type of setting based on how they look, how they behave, and what social status the parents have.

Willower and Jones (1963), in their study of a high school, related the incident of a single roll of toilet tissue in a boys' restroom, hung by a padlocked chain. The researchers contended that this was an extreme example of a custodial school. Willower and Jones (1963) also posited

that such a setting could serve a functional purpose if student apathy or overcrowded classrooms were the issue, but in the grand scheme of education, the custodial approach serves a dysfunctional purpose.

Comparatively, the opposite extreme is the humanistic school where an authentic teacher-pupil relationship exists (Appleberry & Hoy, 1969). A school with a humanistic ideology is an “educational community in which members learn through cooperative interaction and experience” (Hoy, 2001, p. 425). In this type of organization, Hoy (2001) stated that attempts are made to learn about the student and a more positive approach is adopted with teacher-student relations. With a humanistic approach, teacher and student self-discipline is expected (Bean & Hoy, 1974), and dialogue and communication are two-way interactions between the teacher and the student (Hoy & Miskel, 2008). Additionally, the atmosphere of the classroom has vital significance, specifically as it relates to “a democratic atmosphere with its attendant flexibility in status and rules, sensitivity to others, open communication and increased student self-determination” (Deibert & Hoy, 1977, p. 26).

Findings of Pupil Control Studies

Based on his research, McArthur (1978) concluded that teachers in their first year developed more of a custodial approach to teaching, based on their own personal perception. Possible reasons for this attitude include, but are not limited to, the “shock” factor of the difficulty of the job or how different the vision of the classroom is to the reality of it (McArthur, 1978). Hoy (2001) referred to this concept as “the socialization of teaching,” where educators are socialized to their roles through experience. Brand-new teachers enter the profession as idealists. Once they begin student teaching, however, their approach changes, and they become more custodial. In the subculture of teaching, good teaching means the teacher has control over his or

her classroom. The socialization that student teachers experience makes them more custodial (Hoy, 2001). Rideout and Morton (2010) replicated this finding but desired to dig deeper in order to understand why student teachers tend to develop more of a custodial approach. Among their discoveries was the process of the socialization of teaching. Rideout and Morton (2010) concluded that student teachers became more pragmatic and recognized that the goals for both student learning and the classroom were easier to attain with a custodial approach.

Enhancing this view, Etzioni (1960) added that workers typically enter an organization and embrace the organization's goals as his or her own. Interestingly, based on his longitudinal studies, Hoy (2001) discovered that teachers tend to level off with their custodial approach toward their students after the first couple of years of teaching; teachers do not typically become more custodial after being in the classroom year after year after year.

Blust and Willower (1979) found that teachers are more apt to behave in custodial ways when in the presence of colleagues as opposed to being by themselves in their own classrooms. Additionally, these two researchers concluded that teachers rate their fellow teachers and the principal as being more custodial than they actually are. This finding lends itself to the previously mentioned belief that good teaching equates to good control over the classroom, but it also refers to a concept called "pluralistic ignorance," coined by Biddle in Willower et al. (1967). Pluralistic ignorance is a distorted assumption that people have more conservative or, in this case, custodial norms than they genuinely possess. "Biddle attributed pluralistic ignorance to curtailment of behavior observation, restricted or slanted discussion of norms or expectations, and a minimum of clearly stated tasks" (Willower et al., 1967, p. 39). This offers another explanation as to why education seems more connected to custodial pupil control as opposed to a humanistic approach.

Packard (1988) categorized the difference between custodial and humanistic teachers. According to him, elementary teachers tend to be more humanistic than middle and high school educators, female teachers more humanistic than males and, surprisingly, administrators more humanistic than teachers in general. Packard contended that this last comparison may be due to administrators being more removed from the “front lines of battle” (i.e, the classroom). Along this same line of thought, Hoy (2001) stated that positional rank is the big reason why administrators tend to be more humanistic than teachers. “Much of what happens in schools is a function of attempts of people to maintain and enhance their status relative to others. When status is threatened, individuals attempt to...adopt a stance they believe gives them more control” (Hoy, 2001, p. 430). With a classroom full of students, teachers are susceptible to students and their “threats” and must respond to students in a group setting. Conversely, administrators have the benefit of dealing more with pupils in isolation where they can be more humanistic. Hoy (2001) further determined that administrators were more custodial than counselors because principals were task-oriented whereas counselors relied more on the development of relationships with students (2001). Smedley and Willower (1981) concluded from their research that elementary principals were more humanistic in their pupil control ideology than secondary principals.

The study conducted by Willower and his colleagues (1967) showed that teachers with more than five years of experience proved to be more custodial than their less experienced counterparts. However, these researchers also concluded that secondary school administrators with more than five years administrative experience were less custodial than their less experienced colleagues, and that close-minded teachers and administrators were more custodial than open-minded educators. The research of Packard (1988) indicated that teachers who find

themselves in more threatening circumstances (such as inner city schools, areas of low socioeconomic status (SES), populations of older students, and larger schools) tend to operate with more of a custodial approach.

In terms of the overall school, “schools with a custodial pupil orientation had significantly greater teacher disengagement, lower levels of morale, and more close supervision by the principal than those with a humanistic, pupil-control orientation” (Hoy & Miskel, 2008, p. 197). Hoy and Miskel (2008) also noted that custodial schools experience more vandalism, more discipline issues, and a more hindering school structure as compared to humanistic schools. According to Deibert and Hoy (1977), custodial schools possess a lack of trust from the teacher to the student, as well as an overall sense of negativity; whereas, humanistic schools cultivated more of a positive atmosphere and a mutual respect between the teacher and the student. These researchers concluded that schools which embrace more of a custodial approach tend not to assist in the development of a student’s maturity and self-actualization. In his research, Hoy (1978) determined that the more custodial the school, the higher the alienation of students. To further compound this logic, Hoy contended that the more custodial the school, the more students believe they are “powerless” with their education. Schools that are more humanistic assist students in “learning to experience their own potential and self in a meaningful way” (Deibert & Hoy, 1977, p. 25). Smedley and Willower (1981) ascertained that principals who treated students in a more humanistic manner found that their schools had a more positive perception by the students. Hoy (2012) confirmed this earlier finding by stating that humanistic schools assisted with more positive student outcomes and higher levels of student self-actualization than custodial ones.

Teacher Behavior Predicted

Foley and Brooks (1978) hypothesized that scores on the PCI (pupil control ideology) form would predict teacher behavior concerning disciplinary referrals, and teachers classified as custodial would send more students to the office. With their study of more than 1,500 teacher referrals from secondary schools in which teachers had completed the PCI form, Foley and Brooks determined their hypothesis to be correct. Teachers categorized as humanistic had just over 200 collective referrals, while those classified as custodial accumulated over 1,400 disciplinary referrals (Foley & Brooks, 1978).

Along the same line, Dobson, Goldenberg, and Elsom (1972) theorized that the interaction between teacher and student differed based on the degree to which the teacher was custodial or humanistic. From their study of elementary schools, the researchers concluded “humanistic teachers utilized a significantly greater number of verbal behaviors categorized as accepting and developing student ideas---while custodial teachers utilized a significantly greater number of verbal behaviors categorized as lecture and giving facts or opinions about content or procedure” (Dobson et al., 1972, p. 79). Bean and Hoy’s study (1974) confirmed the earlier findings. More student-centered activities were associated with a humanistic classroom culture, whereas teacher-centered instructional methods where the students were more passive tended to define a custodial classroom.

Origins of Mindfulness

How does the mind work in terms of helping people come to decisions? Some researchers contend that this process is very difficult. Etzioni (1989) stated that the most highly functional brain can only process eight facts at a time, leading to a great challenge when trying to determine complex outcomes. When faced with a dilemma, what internal mechanisms do people use to

determine how to react? Putnam and Sorenson (1982) concluded that participants sought more assistance when dealing with ambiguous situations. From their experiment, they determined that employees in lower-level positions looked for multiple ways to interpret the situation; whereas higher-level position employees were more likely to take action. Conflicts tended to arise when different groups used different processes to come to a decision (Eisenberg, 2006).

Slack and Parent (2006) affirmed this earlier research by determining that organizations typically make two different types of decisions--programmed or non-programmed. Programmed decisions are regarded as mundane and standard, whereas non-programmed decisions transpire in situations that are unusual. These researchers concluded that non-programmed decisions are normally made by upper-level personnel considered by colleagues as experts. Studying the workings of the mind helped lead to the development of the construct called *mindfulness*.

Langer (1989) first crafted the definition of mindfulness. According to Langer, mindfulness was the ability to mentally generate new categories, to be receptive to new information, and to be willing to examine multiple perspectives (1989). Hoy (2002) added depth to the definition of mindfulness by characterizing it as the “ongoing scrutiny of existing expectations, continuous refinement of those expectations based on new experiences, appreciation of the subtleties of context, and identification of novel aspects of context that can improve foresight and functioning” (p. 95). Weick and Sutcliffe (2007) delved even more deeply and defined the construct around awareness and attention, stating

Awareness improves when attention is not distracted, is focused on the here and now, is able to hold on the problem of interest, is wary of preexisting categories, and is committed to implementation of the five principles (of mindfulness). This pattern of awareness and attention is called mindfulness. (pp. 41-42)

Some scholars contend that mindfulness is not a new idea. Wallace (1999) and Gunaratana (2002) believed the construct to originate in Eastern thought; whereas, Langer

(1989) thought it stemmed from more Western ideals. Wallace (1999) believed that mindfulness generated within a type of attentional training in Buddhism called Samatha. Mindfulness in Samatha was defined as intense mental focus on a certain object or image without one losing attention. The mind stays mentally active and does not drift away from the object or image. Gunaratana (2002) agreed with Wallace in the sense that mindfulness generates a deep awareness of something which goes well below the surface.

Langer (1989) admitted that her work on mindfulness occurred solely within the Western scientific viewpoint, better explaining the rationale for her belief of the origin of mindfulness. Weick and Sutcliffe (2006) believed mindfulness in Langer's vision revolved around more information-processing views. "Langer argues that routines induce mindless action and that performance improves when coded information is differentiated more fully and more creatively" (Weick & Sutcliffe, 2006, p. 517). Langer's interpretation dealt more with how one thinks. She contended that the idea within mindfulness of creating new categories is quite the opposite of meditation, more of an Eastern practice. In creating new categories, the mind is actively working, as opposed to becoming quieter, discouraging new thought in meditation (Langer, 1989).

Individual Mindfulness

Hoy (2002) has described the concept of mindfulness as an ongoing scrutiny, anticipating situations that may arise. Applied to education, this is seen as school administrators attempting to determine why students fail high stakes tests, instead of becoming complacent with the success of passing students. Mindfulness is portrayed in school leaders by remaining close to the classroom and instruction and simply listening to teachers and deferring to their expertise whenever possible (Hoy & Miskel, 2008).

Langer (1993) said that mindfulness is the capacity to see situations from multiple perspectives. With this capacity, people who practice mindfulness can draw new conclusions (Langer & Moldoveanu, 2000a). Hoy, Gage and Tarter (2006) wrote that people typically become persuaded by their habits, adopting or embracing a routine in order to simplify the actual experience. An individual who embraces mindfulness is able to avoid routine, welcomes the unusual, and looks for ways to test what has previously been assumed. According to these authors, this habit, developed properly, can lead to heightened sensitivity to the environment, being more receptive to new information, creating multiple categories in which to label situations, and recognizing multiple solutions for complex problems (2006). “Mindful decision making involves discriminating choices that best fit a firm’s unique circumstances, rather than familiar and known behaviors based on what others are doing” (Fiol & O’Connor, 2003, p. 59).

Hoy (2002) argued that mindful thinking gives people more control over their situations by forming various perspectives. Hoy referred to the illustration used by Langer (1989), depicting the finding of an injured sparrow by Robert Stroud, also known as the Birdman of Alcatraz. The Birdman had previously had no hope because his sentence was life in prison without parole. By nursing the bird back to health and taking careful notice of aviary contexts, Langer believed the Birdman developed a new purpose for his existence instead of focusing solely on survival in a cell.

Weick et al. (1999) moved mindfulness from an individual trait to an organizational characteristic where institutions can cultivate this mentality in their workers by supporting both flexibility and risk taking within the organization. Instead of focusing on the mindset or perspective of the individual, Weick and Sutcliffe (2006) believed institutions and organizations could embrace and practice this idea by taking stronger notice of small mistakes and by asking

more questions when processes went wrong. By changing the institutional mindset to look more earnestly at failure and setbacks, these institutions could evolve into highly reliable organizations.

Highly Reliable Organizations (HROs)

An old Vedic proverb reads, “Advert the danger not yet risen” (Hoy et al., 2006, p. 236). This quote referred to one’s ability to see the early signs of distress before small problems transform into major issues. According to Weick and Sutcliffe (2007), having this characteristic of always being on guard is a trait that highly reliable organizations (HROs) possess. Weick and Sutcliffe labeled organizations as highly reliable if they were consistently able to avoid major failure. La Porte (1996) described HROs as organizations that operate demanding and complex systems on a daily basis. Roberts (1990) stated that some of these organizations operated under very hazardous conditions without incident for long periods of time. Expounding this further, Weick and Sutcliffe (2007) added that a highly reliable organization is one where the error could lead to catastrophic consequences. These organizations must function properly and reliably. “Think, for example, of electric power grids, air traffic control systems, prisoner confinement or transportation, commercial aircraft maintenance, nuclear power plants, and toxic chemical manufacturing. The public expects fail-safe performance, and successful organizations adjust their operations to prevent failures” (Bellamy, Crawford, Marshall, & Coulter, 2005, p. 385). La Porte (1996) contended that highly reliable organizations obsess with safety and performance, instituting processes that may take the place of one another if backup is needed. Taken a step further, Rijpma (1997) added that HROs have, to the point of redundancy, several backup plans in case of failures and signals to transmit warnings in the event of danger.

Highly reliable organizations do have mistakes, like all companies, but they also have an ability to ensure the errors are not compounded into disastrous results. One reason mistakes are not amplified is that, generally speaking, the mistakes are revealed and disclosed. “HROs develop a ‘reporting culture’ in which workers are encouraged and rewarded for reporting errors or near-misses so that the organization is alerted and can make necessary adjustments” (Bellamy et al., 2005, p. 392). In response to this position, Edmundson (2016) conducted a study in which the researcher hypothesized that the better hospital patient-care teams made fewer mistakes. However, based on the results of her research, Edmundson concluded that the better hospital teams actually made the most mistakes. While this finding may seem counterintuitive, it reveals the significance for organizations to have a climate of openness and security where team members feel comfortable in reporting errors. Weick and Sutcliffe (2007) discussed how, on an aircraft carrier, it was considered standard operating procedure for anyone to be able to stop planes from landing and temporarily cease the flow and work of the carrier. If a mechanic failed to locate a wrench or other tool, the landing area of the carrier was shut down, planes were diverted to another carrier, and all military personnel would comb the flight deck until the tool was found. The sailor who alerted the crew of the lost tool would not be chastised or punished but instead praised. By coming forward and alerting his officers of the situation, a more major catastrophe was prevented. Loose tools ingested into a jet’s engine could cause the engine to explode. This potential major situation is prevented by possessing an atmosphere where a reporting culture is nurtured and cultivated (Weick & Sutcliffe, 2007).

Additionally, in terms of mistakes, Weick (1987) noted that errors occur within some HROs during slow or relaxed periods within the industry, citing specifically the air traffic industry where most accidents occur during slow periods instead of times with heavy traffic.

During heavy traffic, the controllers tend to be more focused and do not become complacent. The same holds true in other situations. In Weick's 1990 study of the Tenerife Air Disaster in 1977, the pilot of one of the aircrafts involved in the air collision had just executed a very difficult 180-degree turn on a very small runway. This pilot then began his approach for lift-off without getting the proper clearance. Seconds later, a collision occurred with another aircraft, culminating in the loss of over 580 people. When the Spanish ministry probed this tragedy, investigators reported that "relaxation" possibly contributed to the cause of the accident. The pilot had just completed a difficult maneuver and then temporarily had a lack of judgment by lifting off before proper clearance was secured, even though his copilot attempted to notify him of his breach of protocol (Weick, 1990).

Even though highly reliable organizations are illustrated as industries or companies outside the field of education, recent policy changes leading to more accountability for schools may provide an opportunity to connect education to HROs. "Schools are now challenged to prevent practically all failures and to close achievement gaps among student groups – in short, to ensure highly reliable learning for all students" (Bellamy et al., 2005, p. 384). When student achievement targets are not met, headlines are made. Like HROs, schools are in a position for early detection of struggling students and provisions of remediation or acceleration prior to high stakes testing. However, Bellamy et al. (2005) contended that most schools do not use data to effectively target their students.

Rossi and Stringfield (1997) made further connections between HROs and schools. Both successful schools and HROs have clear goals for the organizations and buy-in of the goals with stakeholders. Effective schools, like HROs, possess an interdependence among the staff and value ongoing training or professional development.

Highly reliable organizations do not become reliable with just formalization and control alone (Bellamy et al., 2005). These types of organizations embrace the heightened sense of awareness described as mindfulness (Weick & Sutcliffe, 2007). Schools can copy and incorporate this construct. To do this successfully, schools need to assume that every instructional strategy, program, or even teacher could have faults. Instead of presuming expected success due to their programs or their teachers' skills, school could become more like HROs by anticipating setbacks (Bellamy et al., 2005).

Characteristics of Mindfulness in Organizations

Mindful leaders are constantly inspecting and on watch, anticipating situations that might arise. Weick and Sutcliffe (2006) cited the five characteristics of mindfulness: concern with failure, hesitancy to simplify, sensitivity to operations, dedication to resilience, and deference to expertise (p. 516). "These five processes focus attention on the discriminatory details that get lumped into categories" (Weick & Sutcliffe, 2006, p. 516).

Preoccupation with failure. Citing Weick and Sutcliffe, Eisenberg (2006) described how a preoccupation with failure in many Western cultures is affiliated with incompetence. They argued that success cultivates momentum; however, it can also breed complacency from routine. It goes against human nature to look for mistakes. However, "highly reliable organizations...suggest how institutions can make it more normative to speak openly about failures and near-misses as a way of deeper understanding of and coping with complexity" (Eisenberg, 2006, p. 1702). Weick and Sutcliffe (2007) interpreted a preoccupation with failure to mean that errors and mistakes are reported within a firm instead of being ignored or covered up. Bellamy et al. (2005) termed this a "reporting culture." These authors believed that disclosing mistakes reveals what can be learned from the experience. Additionally, Weick and

Sutcliffe (2007) stated that, when faced with an error or mistake, successful institutions take the error seriously and respond strongly. “The big difference between functioning in highly-reliable organizations and in other organizations is often most evident in the early stages---the overwhelming tendency [in the latter] is to respond to weak signals with a weak response” (Weick & Sutcliffe, 2007, p. 18).

Fiol and O’Connor (2003) cautioned that organizations do not need to be entirely focused on failure and that a balance between failure and success is necessary “to develop mindfulness” within an organization. “A single-minded focus on failure is likely to drive a firm into the ground as quickly as a singular focus on success. Enduring effectiveness may require a paradoxical focus on both success and failure” (Fiol & O’Connor, 2003, p.64). Hoy (2002) agreed that, at first glance, focusing on failure may seem to incubate a defeatist attitude or outlook, but instead it develops in the organization the habit of looking for problems, even the smaller ones. Focusing solely on success does not paint a full picture of the company or industry. Paying attention to what does not work allows an organization to recognize issues before they turn into bigger problems.

In a school setting, preoccupation with failure is a concept that could be demonstrated through data analysis. For example, instead of looking solely at the passing rates within high-stakes tests, mindful school leaders should search for answers and focus on explanations as to why students did not pass (Hoy, 2002). Mindful school administrators might welcome the bad day and become suspicious if everything is running as it should. Instead of being inattentive and then surprised, those who practice mindfulness sense early signs of trouble with the unexpected (Hoy et al., 2006).

Reluctance to simplify. Weick and Sutcliffe (2007) contended that being hesitant to simplify leads to mindfulness. Simplification allows people to stay focused on a few items and issues at hand; however, too much simplicity can lead to organizational decline (Fiol & O'Connor, 2003). The concept of too much simplicity goes against common prevailing thought as individuals and organizations attempt to become more efficient and streamlined. However, the danger with this mindset of efficiency is that crucial information can be overlooked. When debris was noticed after one minute into the launch of the space shuttle Columbia in 2003, NASA interpreted the situation as routine or “in-family” implying that officials understood what they witnessed. After the later explosion, NASA realized they were mistaken (Weick & Sutcliffe, 2007). Refraining from simplification enables someone to see more. “Reluctance to simplify interpretations of real-time information does not lead to increased general scanning of the environment. Rather, it tends to make scanning efforts more focused on details relevant to current organizational conditions” (Fiol & O'Connor, 2003, p. 62). Reluctance to simplify deflects normalization and demands that deeper answers are vividly sought instead of stereotypical generalizations for explanation.

Janis (1985) labeled the mindset of efficiency and simplicity applied to a group setting “groupthink” and discussed the dangers of this type of thinking. With groupthink, the organization is deemed to be invulnerable, and too much uniformity exists which translates into too much uncritical thought. By extension, in their social project of the 1960s, Latane and Darley staged experiments to see who would come to aid in emergencies. The researchers concluded that the determinant in an emergency situation was the number of witnesses to the event. Specifically, the more people present when an emergency occurred, the less likely someone will take action (Latané & Darley, 1967). Gladwell (2002) expounded on this concept and believed

that when a group of people are together, the obligation for action is scattered. Some presume others will make a decision, or, if no one makes a decision, the issue at hand is not really an issue. Hoy and Miskel (2008) argued that this close-mindedness and lack of vigilance creates a possibility for poor decision making and failure. “Put plainly, when smart people think in unison, poor decisions are likely to follow . . . it is easy for cohesive groups under pressure to choose unanimity over the motivation to assess realistic alternative courses of action” (Hoy & Miskel, 2008, p. 373).

In a school environment, reluctance to simplify could be demonstrated through a more in-depth look at student achievement data or by examining the differences in perception between races or gender. Additionally school leaders who practice this characteristic of mindfulness spend time and encourage reflection to better comprehend the school’s complexities (Kearney et al., 2013). This could lead to routines and procedures being revised or amended. “Rival explanations should be developed, considered, and tested. The nuances of the situation are important and must not be overlooked” (Hoy, 2002, p. 98).

Sensitivity to operations. Sensitivity to operations is similar to reluctance to simplify in the sense that both seek deeper answers as opposed to generalizations. In general terms, this concept is described as simply knowing your craft and noticing if something is not flowing as smoothly as it should. HROs possess this quality by being “attentive to the front line where the real work gets done” (Weick & Sutcliffe, 2007, p. 13). Weick and Sutcliffe (2007) stated that this trait refers to being responsive to reality inside the organizational system. “Sensitivity to operations is about the work itself, about seeing what we are actually doing regardless of what we are supposed to do based on intentions, designs, and plans” (Weick & Sutcliffe, 2007, p. 59). Mindful firms that practice sensitivity to operations pay attention when idiosyncrasies and

deviations arise and attempt to find explanations for the variances. Additionally, effective HROs use sensitivity to operations to properly identify close calls as potential dangers. Ineffective organizations wrongly regard near-misses as justification of how safe they are and that the institution is able to avoid disaster (Weick & Sutcliffe, 2007).

Etzioni (1989) used this characteristic of sensitivity to operations when comparing highly reputable doctors with those who are not held in such esteem. “Good” physicians have a willingness to alter directions based on outcomes. Etzioni calls this mindset of being fluid in decision-making and not rigidly tied to a previous decision, “humility in the face of reality” (Etzioni, 1989, p. 125).

In 2012, Google conducted a study to determine the success behind the teams that excelled in their company (Wilson, 2016). This research was called Project Aristotle. From the study, it was determined that the most successful teams at Google had two common behaviors: conversational turn-taking and high average social sensitivity. Conversational turn-taking meant that each team member received equity of voice, or the same amount of time to provide input. High average social sensitivity meant that team members could pick up on their teammates’ expressions and non-verbal cues. Both of these behaviors represent a concept labeled as *psychological safety* (Wilson, 2016). The construct of psychological safety is very similar to the characteristic of sensitivity of operations in mindfulness. Leaders who demonstrate this type of behavior are very careful to insure that each team member has equity of voice, with the leader not allowing one member to dominate the conversation. This act alone requires attention to detail and sensitivity of operations. Additionally, team members with psychological safety are able to “read” each other beyond what is said and interpret their teammates’ feelings. From the research, it was discovered that the most successful teams at arguably one of the most successful

organizations practice the sensitivity of operations known as psychological safety (Wilson, 2016).

In a school setting, mindful leaders who practice sensitivity to operations are keenly attuned to what is going on inside the classroom and are still closely connected to teaching and learning (Kearney et al., 2013). As a result of this awareness, sensitivity to operations is connected with sensitivity in relationships. Trust has to exist between teachers and administration in order for teachers to be willing to speak frankly about the conditions of the organization (Hoy, 2002). Having teachers know what is going on within a school and then reporting it properly is a difficult practice. Educational institutions are typically loosely coupled. Even though bureaucratic structures are put in place, teachers usually have a great deal of freedom and autonomy in their classrooms. Mindfulness calls for a tightening of control through communication without resulting in too much rigidity. The more rigid the bureaucracy, the less sensitive an organization is to operations (Hoy, 2002).

Commitment to resilience. Commitment to resilience refers to an organization being dedicated to recovering from an interruption or a failure and resuming standard work. Weick and Sutcliffe defined resilience as a “combination of keeping errors small and of improvising workarounds that allow the system to keep functioning” (2007, p. 14). Fiol and O’Connor (2003) added that having this characteristic means that a mindset exists such that one understands that life is full of bumps and that the way to overcome these obstacles is to develop persistence and forge ahead. The researchers contended that with this dedication comes a practice of experimentation and exploration within organizations. With exploration, the range of what is noticed and what actions should be taken is enlarged.

In an educational setting, schools are very rarely closed because of poor performance, unlike in the business world. However, mindful leaders still need to be able to bounce back from setbacks and steer their organization in the right direction. This requires school administrators to show strength, flexibility, and the determination to deal with whatever negative outcomes come their way (Hoy, 2002).

Deference to expertise. Deference to expertise, or a loosening of hierarchical control, sends decision-making to field experts as opposed to positions of title. Eisenberg (2006) stated that leaders in HROs strive to cultivate a climate where communication and input are emphasized regardless of title or position. Highly reliable organizations recognize that the inability to defer to expertise can slow the movement and the momentum for the institution. Weick and Sutcliffe (2001) elaborated on this by citing that, in HROs, those employees with a lower rank feel empowered to disclose early signs of trouble instead of waiting for management to detect something which potentially could be amiss.

In a school setting, deference to expertise is closely associated with sensitivity to operations in terms of a mindful leader staying close to what is occurring in the classroom. This concept is demonstrated in a school when an administrator consults with his staff and listens to their input before making a decision. Hoy (2002) described this practice as a characteristic of an enabling structure as opposed to a hindering one.

Mindlessness

Theoretically, the opposite of mindfulness is mindlessness where events are categorized, stereotyped, or normalized without paying attention to details. Fiol and O'Connor (2003) contended that mindlessness means a lack of attention on the part of an individual or organization, leading to a pre-programmed behavioral response. Langer (2000) posited that

mindless people are stuck with a rigid, unbending perspective which originates from either repetition or single exposure. “If we repeat something over and over, we come to rely on our mindset for how to accomplish the goal. If when first given information, we process it without questioning alternative ways--we take it in mindlessly” (Langer, 2000, p. 220). Langer (1989) called this lack of perspective “context confusion”. Context dictates how people react and perceive events. When individuals believe the intent of others is similar to their own, they do not see the true picture and begin to distort the context. When this occurs, a person’s perspective narrows which limits how they can properly comprehend behavior (Hoy et al., 2006).

Langer, Blank, and Chanowitz (1978) believed that mindlessness meant that the relevant had been ignored. The researchers suggested that, by ignoring the relevant, a person may only process a minimum amount of information, which may be unimportant or insignificant. Hoy (2002) further articulated the idea that mindlessness stems from routine. He argued that routine brings a security and stability to people but does not foster critical thinking. Vaughn (2005) assigned mindlessness to the Challenger shuttle explosion, when issues with practice launches were labeled as “routine” prior to the disaster. In his report on the Challenger accident, Feynman (1987) pointed out that prior shuttle missions had experienced some minor troubles. Seals on the Challenger showed some effects of erosion and blow-by, not what the design was supposed to show. According to Feynman, management at NASA should have taken this to mean that the equipment was not operating as it should; a warning that something was not right. Since earlier missions were deemed successful because they did not end in tragedy, these small signs of trouble were not properly heeded (Feynman, 1987).

Weick and Sutcliffe (2006) contended that accidents are incubated and do not occur suddenly without reason. These researchers expounded on the idea that a rational explanation for

accidents exists within the concept of normalizing or normalization. Looking specifically at the Challenger disaster, the warning signs at earlier launches should have been distinctively labeled. Instead, these occurrences “were normalized as acceptable deviations that fit within preexisting labels and routines” (Weick & Sutcliffe, 2006, p. 519). By normalizing these events prior to the ill-fated launch of Challenger and not recognizing these errors as anomalies, NASA was unable to prevent the impending catastrophe. Mindful organizations understand the significance of the small signals.

Langer and Moldoveanu (2000b) stated that mindlessness is a direct cause of mistakes made by humans in complex situations. In these complex and stressful situations, humans typically resort to customary responses. During the Mann Gulch fire in 1949, the crew leader gave orders for the crew to join him in building and remaining in an escape fire. Unfortunately, none of the crew followed these orders; they fell back on the predictable human inclination of flight. The rejection of their leader’s orders resulted in the deaths of thirteen fire fighters (Weick, 1990).

Mindfulness and Mindlessness in an Educational Context

Langer (2000) contended that most instruction cultivates mindlessness. For example, teachers and/or textbooks are more likely to report research findings as absolutes as opposed to probabilities based on the context. The researcher further noted that the interpretation of facts depends on the situation. Educators need to deliberately practice mental habits that encourage mindfulness with their students. Langer and Moldoveanu (2000a) suggested that teachers might cultivate mindfulness by introducing concepts conditionally rather than absolutely and by encouraging students to take different perspectives into their points of view before generating a response. “It is not the substance of the concepts that makes a discussion mindful, but the ways

in which the concepts are introduced: as potentially suspect, socially constructed, and therefore subject to revision, and open to the question, ‘How might it have been otherwise?’” (Langer & Moldoveanu, 2000a, p. 137). Langer (1993) also added that adopting this type of mindset leads to more engagement and teaches students that learning never stops.

Hoy (2002) stated that leaders and teachers in mindful schools acknowledge and recognize the complexities and unpredictable nature of school and attempt to reconcile any existing differences without stifling the diversity of those differences. Kearney et al. (2013) took leadership mindfulness a step further with their study. These researchers concluded that there is a direct positive relationship between a principal’s mindfulness and school success. Interestingly, according to this study, mindful principals did not start out being mindful but developed this trait over time. Specifically, these school leaders discussed the importance of taking time to study previous data, listening to teachers, students, and parents, developing relationships with their stakeholders, and using their prior experiences to form action steps (Kearney et al., 2013).

Mindfulness and Faculty Trust

Lencioni (2002) posited that trust is an integral part of commitment to an organization. Without trust, the health of an institution will decay (Kearney et al., 2013). In the Mann Gulch fire disaster of 1949, one of the reasons cited for the disaster is the lack of trust between the leader and the crew of fire fighters due to the lack of time they had to spend together (Weick, 1990). Hoy et al. (2006) linked school mindfulness to faculty trust. In their study, the researchers concluded that both variables were proven to be essential to one another. Faculty trust encourages school mindfulness, and, by extension, school mindfulness bolsters faculty trust. This relationship is relevant to this study because pupil control ideology has a connection to trust; PCI may be inversely related to school openness. Willower et al. (1967) contended that pessimism

and watchful mistrust are predominant variables in a school that practices a custodial approach. Mindfulness and trust is a precursor to mindfulness and pupil control ideology because trust is connected to the properties of pupil control ideology. If mindfulness is essential to trust and trust is related to pupil control ideology, it stands to reason that mindfulness and pupil control ideology would also be related.

Theoretical Framework

Why should pupil control ideology be related to mindfulness? How an organization is constructed shapes the behavior within the organization (Mintzberg, 1980). This statement certainly applies to the educational setting. Public schools will remain as places where students must participate. This in itself generates a custodial feeling simply because students are required to attend (Carlson, 1964) (Deibert & Hoy, 1977). However, some educators are interested in what can be done to limit the custodial atmosphere from permeating the entire climate, without compromising order or safety or the mission of the school. As cited by Etzioni (1961), schools that are too custodial by nature can alienate the students and create a dysfunctional atmosphere. As schools become more custodial in nature, the elements of mindfulness, such as being reluctant to make generalizations or simply paying attention to details, are less likely to appear. Teachers and leaders are more apt in custodial schools to stereotype students and make sweeping decisions based on the group as opposed to the individual. Roles within the school tend to take precedence over individual behavior. Hoy (2001) claimed that “the selection of teachers with strong professional orientations and the selection of open-minded teachers are likely to be helpful in muting the custodial edge of bureaucratic school structures” (p. 432).

Weick and Sutcliffe (2007) define mindfulness as having a deep realization of context and being attentive to details. Organizations tend to lose elements of mindfulness and become

susceptible to error when they become distracted. “Distractions often take the form of associative thinking, which draws attention away from the present and from an awareness of change and substitutes abstract ideas for concrete details” (Weick & Sutcliffe, 2007, p. 33).

One of the five characteristics of mindfulness is reluctance to simplify. Weick and Sutcliffe (2007) describe this as the ability of the people in an organization to understand that life is complex and unpredictable. By being reluctant to simplify, there is a dedication to deeply examining why something transpired, or desiring to see events or people in a more in-depth manner. “Reluctance to simplify . . . tends to make scanning efforts more focused on details relevant to current organizational conditions” (Fiol & O’Connor, 2003, p. 62). Weick and Sutcliffe (2007) add that categorizing takes one’s attention away from details. Schools that exhibit mindfulness are proactive and find ways to “think outside the box,” not accepting the simplification of generalizations and stereotypes.

There is a connection between reluctance to simplify and the characteristics of humanistic schools. In this type of educational setting, teachers and schools tend to find explanations for poor behavior instead of accepting generalizations (Hoy, 2001). Humanistic teachers and schools desire to learn about the student, with communication being a two-way interaction between the teacher and student. More effort is made to see the student as an individual. Research indicates that humanistic schools have a more positive perception by the students (Smedley & Willower, 1981) and more positive student outcomes (Hoy, 2012).

Another tenet of mindfulness is sensitivity to operations. This characteristic is described as the leaders of an organization “seeing what we are actually doing regardless of what we are supposed to do based on intentions, designs, and plans” (Weick & Sutcliffe, 2007, p.59). Mindful leaders who practice sensitivity to operations are keenly attuned to what is going on inside the

classroom and are still closely connected to teaching and learning (Kearney et al., 2013). As a result of this awareness, sensitivity to operations is connected with sensitivity in relationships. Having teachers know what is going on within a school and then reporting it properly is a difficult practice, but one that can happen if trust exists between teachers and administrators. Educational institutions are typically loosely coupled. Even though bureaucratic structures are put in place, teachers usually have a great deal of freedom and autonomy in their classrooms. Mindfulness calls for a tightening of control through communication without resulting in too much rigidity. The more rigid the bureaucracy, the less sensitive an organization is to operations (Hoy, 2002).

In humanistic schools, it is understood that sensitivity exists. Teachers and administration in this setting are more apt to dig deeper to find answers instead of accepting generalizations as to why a certain behavior occurred. Teachers are more apt to know the student as an individual which leads to mutual respect, a humanistic trait (Deibert & Hoy, 1977). The atmosphere of a humanistic classroom is significant, especially as it relates to “a democratic atmosphere with its attendant flexibility in status and rules, sensitivity to others, open communication and increased student self-determination” (Deibert & Hoy, 1977, p. 26).

Hoy et al. (2006) linked school mindfulness to faculty trust. The researchers concluded that both variables were proven to be essential to one another. Faculty trust encourages school mindfulness, and, by extension, school mindfulness bolsters faculty trust. This relationship is relevant to this study because pupil control ideology has a connection to trust; PCI may be inversely related to school openness. Willower et al. (1967) contended that pessimism and watchful mistrust are predominant variables in a school that practices a custodial approach; whereas optimism and trust are considered characteristics of a humanistic school.

To conclude, Hoy (2001) argued that teachers and administrators desire to possess institutional control over their students, but the way this goal is achieved, as well as the degree of institutional control used, determines the type of climate the school will have. Hoy (2001) hypothesized that the more enabling a school structure, the less evidence of a custodial approach within that school. Even though proper student control within the structure of any school is needed, enabling systems and processes can be implemented to a degree that the custodial element is not pervasive throughout the school. Emphasis placed on conformity and subordination lead to a more custodial environment rooted in habit and routine and a lack of forward thinking. Mindfulness and pupil control ideology are both constructs that impact the educational setting. From this research, it seems plausible that these concepts are related to one another; specifically, that humanistic schools are likely to possess traits associated with mindfulness.

Hypothesis

The concept of organizational mindfulness has been written about in scholarly literature for several years (Weick & Sutcliffe, 2001; Bellamy et al., 2005; Hoy et al., 2006). Its application to education is more recent and is an area that has clearly been under-studied. Pupil control ideology has also been researched for several decades (Waller, 1932; Willower et al., 1967; Packard, 1988). Despite the research generated about each concept, little information was found that connects the two. The logic presented in this literature review argues the relationship of these two concepts. This study was used to test the following hypothesis:

H: Custodial schools are less mindful than humanistic schools, and humanistic schools are more mindful than custodial ones.

CHAPTER 3

METHODOLOGY

Chapter 3 presents the research methodology used in this study. It also includes descriptions of the research design, variables studied, population, sample, measurements, data collection methods, data analysis techniques, hypothesis, and conclusions.

Research Design

This study was a non-experimental research effort utilizing cross-sectional data. Survey methodology was used to obtain teachers' perceptions for the constructs of pupil control ideology and mindfulness. Correlation and regression analyses were used to test the relationship between pupil control ideology and mindfulness.

The current study was conducted using a joint data collection method with a colleague who is using survey methodology to obtain teachers' perceptions of organizational climate, collective responsibility, and school effectiveness.

The independent variable was the teachers' perceptions of the school's pupil control ideology, as measured by the PCI form. The dependent variable was the teachers' perceptions of school mindfulness, as measured by the M-scale. Data were collected regarding socioeconomic status (SES), and this factor was used as a control variable.

Sample

The unit of analysis for this study was the school. Using schools in two states broadened the sample used in the study. The schools were identified through convenience sampling. Most of the schools sampled were classified as rural or town, with no urban schools represented. The

latter fact should be of no relevance because the researcher of the current study examined the relationship between pupil control ideology and mindfulness, rather than analyzing the differences between rural, suburban, and urban schools.

Participants in this study were teachers from 50 high schools in west Georgia and north Alabama. The teachers were selected upon the basis of their willingness to participate in the study. Teachers were surveyed because their actions and perceptions indicated the levels of both pupil control ideology and mindfulness within the schools, as well as the healthiness of the organizational climate, collective responsibility, and overall school effectiveness.

Measurements

The independent variable in this study was the teachers' perceptions of the school's pupil control ideology. Constitutively, the custodial approach is defined as the school's emphasis and focus on maintaining order whereas the humanistic approach is defined more optimistically, with teachers communicating with students and employing more of a democratic, open atmosphere where teacher-student dialogue is valued over student mistrust. Operationally, both degrees of pupil control ideology were measured with the Pupil Control Ideology form (Hoy, 2000). This index was assessed through a 20-item descriptive questionnaire using a Likert-type scale format. Respondents scored each statement on a 5-point scale ranging from "Strongly agree" to "Strongly disagree." Sample items on the PCI form included "(4) Beginning teachers are not likely to maintain strict enough control over their pupils," "(9) Too much pupil time is spent on guidance and activities and too little on academic preparation," and "(17) It is often necessary to remind pupils that their status in school differs from that of teachers." Two of the 20 statements were reverse scored with the remaining 18 having a score corresponding to the extent of the agreement of the participant (for example, an answer of "Strongly agree" carries a value of five

points, while a response of “Strongly disagree” has a value of one point). The higher the score on the scale, the more custodial was the perceived approach of the teacher.

In some studies, the Alpha coefficient of reliability of the PCI scale ranged consistently between .80-.91 (Packard, 1988; Willower et al., 1967). However, in a study conducted by Hoy (2001), the Alpha coefficient of reliability measured .66. Regarding the validity of the PCI form, one can infer the concepts from the measure. PCI exhibits predictive validity because the measure consistently predicts the same way. PCI correlates with climate, which confirms concurrent validity, and the form has been used since the 1960s which presupposes construct validity.

The dependent variable in this study was the teacher’s perceptions of the school’s mindfulness. Inherent in the definition of school mindfulness is the fact that the faculty and administration exercise continuous scrutiny. Operationally, school mindfulness is measured on the School Mindfulness Scale, or M-scale (Hoy, Gage, & Tarter, 2004). This index consisted of 14 statements presented in a Likert-type format. Respondents scored each statement along a 6-point scale ranging from “Strongly agree” to “Strongly disagree.” This questionnaire gauged the perceived mindfulness of both the principal and the faculty based on the five characteristics of the construct; namely, preoccupation with failure, reluctance to simplify, sensitivity to operations, commitment to resilience, and deference to expertise. Sample items on the M-scale included “(2) When a crisis occurs the principal deals with it so we can get back to teaching,” “(5) The principal of this school does not value the opinions of the teachers,” and “(10) My principal negotiates faculty differences without destroying the diversity of opinions.” Seven of the items were reversed scored, with the remaining seven statements having a score corresponding to the extent of the agreement of the participant (for example, an answer of

“Strongly agree” has a value of 6 points, whereas a response of “Strongly disagree” carries a value of 1 point). The higher the score from the M-scale equated to the greater the degree of perceived mindfulness within the school.

The Cronbach Alpha coefficient of reliability of the M-scale consistently measured .90 or higher (Hoy et al., 2004). Regarding the validity of the M-scale, one can infer the concepts from the measure. The School Mindfulness scale exhibits predictive validity because the measure consistently predicts the same way. Concurrent validity is determined through PCI, mindfulness, and trust. Through research, the lack of trust is a primary factor in custodial PCI, and faculty trust and mindfulness are proven to be related with one variable encouraging the other. The M-scale has been in practice for a short amount of time. As a result, there may not be enough research to confirm construct validity.

By employing free and reduced lunch data, the researcher gauged socioeconomic status and used this factor as a control variable in the study. Using free and reduced lunch data typically infers a school’s SES. “School socioeconomic status is usually measured on the basis of the proportion of students at each school who are eligible for reduced-price or free lunch programs at school during the school year” (Sirin, 2005, p. 419). The researcher made no predictions in regard to SES, noting only that the variable is often a powerful influence on school events.

Data Collection Methods

The research design was a non-experimental quantitative survey design that measured the relationship between perceived pupil control ideology and perceived mindfulness, or more specifically, between a custodial and a humanistic approach. The surveys used in this study allowed for generalizations to be extracted from a sample of the population. As opposed to a

longitudinal study, the surveys were administered in face-to-face meetings in a cross-sectional manner, with the data being gathered in one sitting rather than over time.

Upon approval by the Institutional Review Board (IRB), data collection began immediately after permission to conduct the study had been received from school superintendents and principals. The surveys included an explanation of the study, a consent indicator, and instructions for completing the survey. Participants were instructed to read and check the consent box before completing the survey. They were also instructed not to reveal their names or any other identifying information on the survey. The responses were collected in an envelope and sealed until the researcher left the school campus to start analyzing the results.

The unit of analysis for the surveys was the school. As there were three measures to be used in the study, teachers were randomly given one of the three surveys. The current surveys were paired with collegial surveys that assessed organizational climate, collective responsibility, and school effectiveness. The data were compiled per school, but individual school scores were not released due to IRB regulations.

Data Analysis Techniques

As previously noted, the unit of analysis was the school. Survey data from individual teacher responses to the Pupil Control Ideology Form and the Mindfulness Scale, as well as socioeconomic status data, were inputted in the *Statistical Product and Service Solutions* (SPSS) software program. In order to test the hypothesis, SPSS was used to perform simple correlational analyses and multiple regression analyses. By necessity, the characteristics of the sample, as well as the reliability of the measures, were taken into consideration by the researcher.

Hypothesis

This study attempted to analyze the relationship between perceived pupil control ideology and perceived mindfulness. To this end, the following hypothesis was tested.

H: Custodial schools are less mindful than humanistic schools, and humanistic schools are more mindful than custodial ones.

Conclusions

The purpose of the proposed research is to determine the relationship between perceived pupil control ideology and perceived mindfulness. The study seeks to add to the body of research in organizational theory literature by further examining the constructs of pupil control ideology and organizational mindfulness. This study may also serve as a guide for administrators as they practice organizational theory and attempt to positively influence the school environment. The results of this research were obtained through the use of descriptive statistics, factor analyses, correlational analyses, and multiple regression analyses. By measuring the relationship between perceived pupil control ideology and perceived mindfulness, school leaders may implement policies and procedures that develop more of a humanistic climate, even in the bureaucratic structure of a school.

CHAPTER 4

ANALYSIS OF DATA AND RESEARCH FINDINGS

Chapter 4 presents the findings of this study concerning the relationships between pupil control ideology and mindfulness. The conclusions are based on the outcomes of the survey methodology described in Chapter 3, while controlling for school-level socioeconomic status (SES). The unit of analysis for this study was the school; therefore, mean school values were calculated for all variables.

This chapter is divided into five sections. The first section presents descriptive statistics for the sample and the research variables. The second part displays the reliabilities for the measures of pupil control and mindfulness, as well as correlations of the research variables. The third section reports the results of hypothesis tested. The fourth part gives the un-hypothesized findings that will bear on the discussion of findings in Chapter 5. Finally, there is a short summary.

Descriptive Statistics

This section presents the descriptive statistics for the sample, and the dependent, independent, and control variables. All variables have been aggregated to the school level because the school is the unit of analysis. The dependent variable is the perception of the school's mindfulness. The independent variable is pupil control ideology. The control variable is socioeconomic status (SES), based on the percentage of students on free or reduced meals, which was considered for its effects.

For the sample in this study, 25 of the high schools surveyed were located in Georgia, and 25 of the high schools were located in Alabama. In terms of size, the high schools in both Alabama and Georgia ranged from under 100 students to over 1500 students. Within the Georgia high schools, the average student enrollment was 728.4 students. Socioeconomically, Georgia high schools ranged between a free or reduced meal rate of 0% to 100% for their students. These schools had an average of 52.85% of their students receiving federally subsidized meals. Georgia high schools had a total of 639 respondents, with an average of 25.56 respondents per school. With the exception of one high school, which lies in a city that is a commuting neighbor of Atlanta, the Georgia high schools surveyed were considered either rural or town (National Center for Education Statistics, n.d.).

Within the Alabama high schools, the average student enrollment was 505.1 students. High schools in Alabama had a range of free or reduced meal rate for their students between 18% and 93%. These schools had an average of 56% of their students receiving federally subsidized meals. Alabama high schools had a total of 504 respondents, with an average of 20.2 respondents per school. The Alabama high schools surveyed were considered either rural or town (National Center for Education Statistics, n.d.).

Table 1 comprises information on both the Georgia and Alabama high schools. The mean for enrollment was calculated at the state level. The mean for SES was calculated at the school level and then used to calculate an overall mean for each state.

Table 1

Enrollment and Free/Reduced Lunch Means by State

State	Number of Schools	Min. Enrollment	Max. Enrollment	Enrollment	% of Students Receiving Free or Reduced Lunch	Number of Respondents
Georgia	25	85	1584	$M = 728.4$ $SD = 434.9$	$M = 52.8$ $SD = 21.2$	639
Alabama	25	150	1907	$M = 515.1$ $SD = 413.3$	$M = 56$ $SD = 18.6$	504

Note. M = Mean; SD = Standard Deviation.

Table 2 includes the descriptive statistics for the research variables. Statistics included in the table are the minimum and maximum scores for each variable, the mean, and the standard deviation. There were 50 schools in the sample, and data were aggregated at the school level.

Table 2

Descriptive Statistics for Research Variables

Variables	Minimum	Maximum	Mean	Standard Deviation
Free-reduced lunch	0.00	100.00	54.37	19.79
Pupil Control Ideology	2.40	3.86	2.91	.26
Mindfulness	3.52	5.63	4.48	.45

Note. $N = 50$.

Reliability and Correlation Analyses

The two survey instruments were tested individually to ensure reliability. Reliabilities for the instruments were calculated with the school as the unit of analysis. Reliability coefficients for the teacher-level analysis of the Mindfulness Scale and PCI are displayed in Table 3. The reliability coefficient (Cronbach's Alpha) for the Mindfulness Scale was .924. Cronbach's Alpha for the Pupil Control Ideology was .834. For both measures used in this study, the reliability coefficients were above the standard mark of .70 for adequate reliability (Muijs, 2004).

Table 3

Reliability Coefficients for Measures

Variables	N	Number of Items	Cronbach's Alpha
Mindfulness	50	14	.934
Pupil Control Ideology	50	20	.834

Pearson correlation coefficients were computed for all variables in order to determine whether or not further examination was warranted. The research hypothesis of this study was that custodial schools are less mindful than humanistic ones, and that humanistic schools are more mindful than custodial ones. To address these questions, correlation results were used to determine the relationship between mindfulness and pupil control ideology at the school level. In the correlation, SES (i.e., the percentage of students receiving a free or reduced-price lunch) was used as a control variable. The results of this correlation are shown in Table 4.

The percentage of students receiving a free or reduced-price lunch had no statistical significance with either Pupil Control Ideology (.22) or Mindfulness (.25). However, it was proven to have a negative correlation with Pupil Control Ideology (-.18) and a positive correlation with Mindfulness (.17). The analysis demonstrated statistical significance between Pupil Control Ideology and Mindfulness ($p = .000$) but also a negative correlation (-.51), meaning that as one variable increases, the other variable decreases. Because the higher the score on the PCI, the more custodial the school, and the higher the score on the M-Scale, the more mindful the school, the correlation analysis confirms a negative relationship between the two variables.

Table 4

Intercorrelation of All Variables in Study

Variables	Free/Reduced Meals	PCI
Free/Reduced Meals	---	
PCI	-.18	---
Mindfulness	.17	-.51**

Note. N = 50.

** = $p < .01$

Results of Hypothesis Tested

Table 5 shows the result of testing the predicted relationship of Pupil Control to Mindfulness, while controlling for socioeconomic status (SES), represented by the percentage of students receiving a free or reduced-price lunch. The hypothesis was supported. The adjusted R^2 of .25 ($p < .01$) shows the significant relationship of both predictor variables to mindfulness. Only pupil control had a significant and unique relationship to mindfulness ($\beta = -.48, p = .01$). The more custodial the school, all other things being equal, the less mindful. SES had no influence.

Table 5

Regression of Mindfulness on Pupil Control Ideology and Free/Reduced Lunch

Variable	β
PCI	-.48**
Free/Reduced Meals	-.14

Note. N = 50.

$R = .53, AdjR^2 = .25^{**}$

** = $p < .01$

Non-hypothesized Findings

The question might be raised as to whether the Alabama and Georgia samples are too different to enable generalization about the findings of the study. To address this issue, variables

were taken from each sample and tested, and it was determined that no significant differences were found with regard to school size and free or reduced meals percentage. An independent *t* test was conducted to measure the differences. To be outside the normal distribution of differences, there would need to be a great deal of variance between the pair. As shown in Table 6, there is no significant difference between school enrollment and free or reduced meals between the states, although the differences are close.

Table 6

T test Comparing Alabama and Georgia Results for Enrollment and Free-Reduced Meals

State	Enrollment	Free-Reduced Meals
Georgia	<i>M</i> = 728.4	<i>M</i> = 52.8%
Alabama	<i>M</i> = 505.1	<i>M</i> = 56%
T-statistic	-1.86	.56
Significance	.69	.57

Note. N = 50. *M* = Mean.

T = -.186, statistically not significant; *t* = .56, statistically not significant

A second question might be raised about the differences between the research variables from the two states. The mean and the standard deviation for pupil control ideology and mindfulness were separated by state. The Georgia schools surveyed had a slightly lower mean in pupil control ideology than the Alabama schools surveyed. This indicates that Georgia schools were slightly more humanistic than their Alabama counterparts (the higher the PCI, the more custodial the school). Additionally, the mean for mindfulness was a small degree higher for schools in Georgia as compared to schools in Alabama, indicating collectively that mindfulness is a shade more evident in Georgia high schools than Alabama high schools. As Table 7 shows, while there was variation between the schools from the Georgia subsample and the Alabama subsample, there are no significant differences between the mindfulness scores in Georgia and

Alabama nor in the pupil control ideology scores between the states. Generalizing across the states is therefore justified by similarities in the two subsamples.

Table 7

Pupil Control Ideology and Mindfulness Means by State

State	Number of Schools	PCI	Mindfulness	Number of Respondents
Georgia	25	$M = 2.86$ $SD = .248$	$M = 4.58$ $SD = .477$	639
Alabama	25	$M = 2.96$ $SD = .261$	$M = 4.38$ $SD = .405$	504
Total	50	$M = 2.91$ $SD = .26$	$M = 4.48$ $SD = .49$	1143

Note. M = Mean; SD = Standard Deviation.

There were no statistically significant differences.

Summary of Findings

This chapter presented data showing the reliability of the measures. Socioeconomic status (SES) appeared to have a negative correlation with pupil control ideology, meaning that the schools where the perception was more custodial had a higher free and reduced lunch percentage than schools where the perception was more mindful. However, there was no statistical significance to prove the correlation. Hypothesis testing supported the relationship of pupil control ideology and mindfulness. Schools that were perceived to be more custodial were also determined to be less mindful, and schools that were perceived to be more humanistic scored higher in mindfulness than their counterparts.

CHAPTER 5

FINDINGS AND IMPLICATIONS

Chapter 5 is divided into four sections. The first section provides a summary and discussion of findings. The second section describes the theoretical implications of the study. The third section presents practical implications. The fourth section affords suggestions for future research.

Findings

1. As hypothesized, custodial schools are less mindful than humanistic schools and humanistic schools are more mindful than custodial ones. That is, as mindfulness increases, the ideology of custodial responses to student behavior decreases.

2. This study was conducted in Alabama and Georgia. There were no significant differences found to exist between the two states in free or reduced meals, pupil control ideology, and mindfulness.

3. Free or reduced meals had no statistical significance on either mindfulness or pupil control ideology.

Theoretical Implications

How an organization is constructed shapes the behavior within the organization (Mintzberg, 1980). Pupil control ideology infers that students are innately disruptive which leads to schools developing ways to control these students (Hoy & Miskel, 2008). The custodial approach makes the establishment of order the top priority whereas the humanistic approach tries to look deeper into the reasoning for the behavior. As cited in Carlson (1964) and Deibert

and Hoy (1978), public schools remain as places where students must participate, which in and of itself helps generate a natural custodial feeling within the school from the student perspective. As Etzioni (1961) cited, schools that are too custodial by nature can alienate their students and create a dysfunctional atmosphere. As school leaders know, the student perception of a school helps determine the climate and organizational health of the school. “The healthier the organizational dynamics of a school, the greater are the trust and openness in member relations and the greater the student achievement” (Hoy & Miskel, 2008. p. 431). If students enjoy school, they likely will communicate this to their parents, which likely will influence the family’s perception of school. The same process would lead to a different outcome if a student is dissatisfied with school. Research indicates that humanistic schools have a more positive perception by the students (Smedley & Willower, 1981). Elements associated with humanistic schools--openness and trust--would lead to more healthy schools than elements associated with custodial schools.

As a school becomes more humanistic, there is reason to believe it becomes more mindful. In fact, the more schools that adopt a mindful approach, the more humanistic and less custodial those schools will be. Mindfulness embraces preoccupation with failure, reluctance to simplify, sensitivity to operations, commitment to resilience, and deference to expertise (Weick & Sutcliffe, 2007). In terms of a connection to a humanistic approach, there are four tenets of mindfulness that have an obvious association.

With reluctance to simplify, humanistic teachers and schools tend to desire to learn about the student, with communication being a two-way interaction between the teacher and student. More effort is made by both the teacher and the school to see the student as an individual, instead

of a generalization. The attempt to know the student as an individual also leads to mutual respect, a humanistic trait (Deibert & Hoy, 1977).

Developing the reluctance to simplify helps schools remove the potential danger of “groupthink.” Weick (1990) stated that groupthink demonstrates how critical thinking can be surrendered in favor of group maintenance. For example, if students in a school do poorly on a United States History assessment, the US History teachers in that school with a groupthink mindset could conclude that the student performance was based solely on the lack of preparation by the students themselves and move on to the next unit. However, if demonstrating a reluctance to simplify, the US History teachers pay close attention to the most commonly missed questions on the assessment, critically reflect on the instruction provided, and allow opportunities for remediation.

Sensitivity to operations is the characteristic described as the leaders of an organization “seeing what we are actually doing regardless of what we are supposed to do based on intentions, designs, and plans” (Weick & Sutcliffe, 2007, p.59). Mindful leaders who practice sensitivity to operations are keenly attuned to what is going on inside the classroom and are still closely connected to teaching and learning (Kearney et al., 2013). Teachers know things about a school that their administration wants to know. For this sensitivity to work most effectively, trust must exist, which requires much time to cultivate. If trust is evident, teachers display this sensitivity to operations by keeping the school administration well-informed of issues that could harm the school culture. Outside the field of education, in the study conducted by Weick (1993) related to the Mann Gulch fire disaster, the high number of casualties was attributed to the fact that the fire crew failed to follow the leader’s instructions during the crisis (1993). The leader could not “rely

on his crewmembers to trust him, question him or pay attention to him because they did not know him” (Weick, 1993, p.641).

There is an anecdotal illustration from the field that demonstrates the power behind sensitivity of operations. In 2012, Google conducted a study to determine the success behind the teams that excelled in their company (Wilson, 2016). This research was called Project Aristotle. From the study, it was determined that the most successful teams had two common behaviors, conversational turn-taking and high average social sensitivity. Conversational turn-taking meant that each team member received equity of voice, or the same amount of time to provide input. High average social sensitivity meant that team members could pick up on their teammates’ expressions and non-verbal cues. Both of these behaviors represent a concept entitled *psychological safety* (Wilson, 2016).

This construct of psychological safety is very similar to the characteristic of sensitivity of operations with mindfulness. Leaders who demonstrate this type of behavior are very careful to insure that each team member has equity of voice, with the leader not allowing one member to dominate the conversation. This act alone requires attention to detail and sensitivity of operations. Additionally, team members with psychological safety are able to “read each other” beyond what is said to interpret their feelings. The research indicates that the most successful teams at arguably one of the most successful organizations practice psychological safety (Wilson, 2016).

Teachers who practice sensitivity of operations are intentional about including everyone either in group discussion or class activity. Because some students may not verbally share their thoughts or concerns, effective teachers pick up on the non-verbal cues or expressions students use. This is a humanistic mindset, being sensitive enough to see beyond the obvious. Conversely,

outside the field of education, this lack of sensitivity may have arguably led to the Tenerife Air Disaster, a horrific airplane tragedy that claimed 583 lives in 1977. In this event, two airplanes collided just after take-off. The first officer on one of the airplanes noticed that proper protocol was not followed when his plane took off. But instead of confidently alerting the captain of the airplane about the breach of protocol, the first officer commented meekly, allowing the captain to continue the take-off which within thirteen seconds resulted in a mid-air collision (Weick, 1990).

An organization has a commitment to resilience if it is dedicated to recovering from an interruption or a failure. The organization understands that life is full of bumps and that the way to overcome these obstacles is to develop persistence and forge ahead (Fiol & Connor, 2003). Mindful leaders need to be able to bounce back from setbacks and demonstrate strength, flexibility, and the determination to deal with whatever negative outcomes come their way (Hoy, 2002). In humanistic schools, this commitment to resilience is evident with the leadership but is also cascaded from the administrators to the teachers to their students. In humanistic schools, conversation occurs between the teacher and the student, not only discussing the causes of errors but also providing support to continue working toward set goals. As cited in the work of Deibert and Hoy (1977), student self-determination is a component in a humanistic classroom atmosphere. Self-determination refers to one's ability to control his or her own life (Weymeyer & Schwartz, 1997). This ability is only cultivated, however, when a student experiences failure but is determined to try again. Students re-attempt the task seeing different options and making decisions to either embrace a new strategy or demonstrate better effort (Bremer, Kachgal, & Schoeller, 2003). This commitment to resilience at the student level is viewed through their self-determination.

With deference to expertise, input is given to the field experts as opposed to reserving all power to those people in leadership positions. In mindful schools, this is seen as principals asking their strong teachers for their opinions or their ideas about a school issue, concern, or matter of instruction. These types of leaders recognize that teachers are really the school experts. In humanistic schools, this practice is additionally cascaded to the student level. Humanistic leaders seek student perception on certain items, and students are given an avenue to express their voice. This is a humanistic characteristic where communication is two-way interaction between the adults and the students.

This practice does not limit itself just to education. In the aftermath of the Tenerife Air Disaster, investigators studied the overall hierarchy between pilots and first officers. As mentioned earlier, the exchange between the pilot and first officer, or the lack of dialogue between the two, led to the collision at Tenerife. The research determined “pilots evaluated as outstanding felt more strongly that first officers should be encouraged to question their decisions...pilots with below average performance held the opposite attitudes” (Weick, 1990, p. 582). In a study conducted by Edmundson (2016), the researcher hypothesized that better hospital patient-care teams make fewer mistakes. However based on her results, Edmundson concluded that the better hospital teams actually made the most mistakes (2016). This finding suggests that the administrators of these medical organizations recognize the value of their staff’s expertise and trust them enough to point out situations when errors occur.

Practical Implications

The results of this study have practical implications for current school leaders. Perceptually, most schools will always have an order problem. However, if having a custodial

approach is the school's top priority, the school will never be as effective as it can be. The prime focus on control will replace the focus on transfer of learning.

Research indicates that humanistic schools have a more positive perception by the students (Smedley & Willower, 1981). School leaders benefit from having favorable student impressions. In Georgia, schools are measured by a College and Career Readiness Performance Index (CCRPI) (Georgia Department of Education, n.d.). Each school receives a score ranging from 0 to 100 based on multiple variables such as student achievement and student growth. However, included within the CCRPI score is a school climate rating in which surveys taken by students help determine a school's climate rating. Many survey questions infer more of a humanistic tone as opposed to a custodial one. Some of the types of questions on the survey are, "Teachers treat me with respect. All students are treated fairly by the adults in my school. I feel connected to others at school. Students are frequently recognized for good behavior. I know an adult at my school I can talk with if I need help. Students at this school are treated fairly by other students regardless of race, ethnicity, or culture." (Georgia Department of Education, n.d.). These scores and ratings are very public. As a result, school administrators would be well served to insure that their school's climate is assessed as healthy and positive because of the public's attention paid to the results. Beyond the attention paid to school climate, Georgia's State Department of Education recently announced that the school climate rating will begin to count as 10% of a school leader's evaluation (Georgia Department of Education, n.d.). There are multiple benefits for a school administrator who works to cultivate humanistic practices within his or her school.

These humanistic practices merge closely with mindfulness applications. From a practical perspective, school administrators who work with and coach department chairs to ask the right

questions in regard to instruction and assessment in department meetings exhibits a reluctance to simplify. Teachers who do not accept a student's response of, "I don't know" are portraying this trait. These are subtle techniques that can sustain humanistic tendencies within the school.

In regard to sensitivity to operations, Edmundson (2016) states that leaders of organizations can model curiosity and put situations in a framework of learning to develop equity of voice and social sensitivity. Teachers who model curiosity encourage student input. Teachers who contextually label situations as a learning process give students the safety needed to contribute in the class. Edmundson also discusses how leaders who admit their lack of infallibility also grow sensitivity and psychological safety (2016). This admission of being flawed is very similar to deference to expertise. The leader is essentially saying, "I do not have all of the answers. Let's work together." In a school, this action might be seen as forming a Principal's Student Advisory Council where school administration meets with students to discuss school issues. Using this type of forum generates student input and gives students a voice. Also, in a school setting, this could be seen as an administrator seeking input from the school leadership team with a current situation. These steps encourage two-way communication, a humanistic attribute.

Currently in the field of education, with the emphasis on assessment and evaluation, school leaders are influenced to operate a school in a more humanistic vein, instead of a custodial one. However, school is also becoming more personalized and customized for individual students. This trend is forcing school administrators to be more mindful and, therefore, more humanistic. For example, at the start of the 2015-2016 school year, Georgia's Department of Education rolled out the Move On When Ready program which provides all high school students with a dual enrollment opportunity to obtain both high school and postsecondary

credit (Georgia Department of Education, 2016.). Previously, some high schools have been able to offer this experience to their upperclassmen if the high school was located close to a post-secondary institution. However, with the passage of this legislation, any high school student can participate as long as they meet the testing requirements. Thanks to Move On When Ready legislation, students will be able to complete high school in a shorter time frame than the conventional four-year period.

In Alabama, high school students are now required to take and successfully pass one online course in order to graduate with a diploma from a public high school (Alabama State Department of Education, 2009.). This requirement indicates that the typical route to graduation is now different.

Both of these examples represent a shift in both the traditional school and the traditional school mindset toward more personalization and customization for the individual student. School leaders need to recognize this trend and adopt more humanistic approaches with the organizational operation of the school in order to align with the direction in which education is trending.

One such example of a creative approach is demonstrating flexibility with scheduling. Instead of confining every student to one schedule, such flexibility would allow students to take college classes or online classes. This practice looks at the individual student and demonstrates a reluctance to simplify on behalf of the school. Another example is examining the processes and systems of students entering and leaving campus. With students being allowed to take college classes, if those classes are off-campus, how can schools insure student safety is upheld with pupils entering and departing campus at various times? Additionally, the students taking these college classes are typically highly motivated and the kinds of students that school leaders want

to keep on their campus. What can a school administrator do to make sure the school culture does not diminish with the absence of high achieving students? Dedication to these thoughts and concerns validates a school's sensitivity to operations. With more of a focus on personalizing education, schools will need to develop more mindful leadership and a more humanistic approach in order to ensure that the issues that accompany customizing education do not cause additional problems in the school's organization.

Future Research

From the results of this study, it appears that humanistic schools are more mindful than custodial ones. Is it possible that there are other factors that would lead schools to be more humanistic or more custodial? This particular study examines mostly rural schools in a confined geographic area within two southeastern states and came to the conclusion that humanistic schools are more mindful than custodial ones. What effect would social context have as a moderating factor in studies of pupil control ideology? Would the same hypothesis be confirmed if most of the high schools in a study were located in urban areas? Would these schools be categorized as custodial, and would mindfulness be less apparent? Would schools in the suburbs be classified along the PCI continuum as humanistic with mindfulness more evident? Could this study be replicated outside the United States and would the same results be confirmed?

Does this trend of personalizing or customizing education for the students lead to more of an emphasis placed on humanistic approaches in a school? Personalized learning generates more opportunities for the students based on their interests and strengths (Cavanagh, 2014). Based on the very nature of this description, in order for schools to know what students' interests are, a two-way dialogue must exist in order to insure that the student's daily academic schedule compliments his or her interests. This two-way dialogue is an attribute of a humanistic ideology.

A “one-size fits all” high school scheduling approach is more in line with the custodial pupil control ideology. Future research may examine the presumption of an existing relationship between the personalization of education and a school’s pupil control ideology (PCI).

Continuing with the concepts of personalization and customization, what impact does this trend have on a school’s mindfulness? Allowing students to leave campus to take classes or receive instruction by means different from the traditional classroom suggests that schools and their leaders are displaying both a reluctance to simplify and sensitivity to operations. I would hypothesize that as schools become more personalized, the schools would also be perceived as more mindful. Future research may analyze to what extent mindfulness has been increased in schools that execute these practices.

Future research may also study the impact that student voice has on a school’s PCI approach. Student voice is described as, essentially, student input (Abbott, 2014). Schools where student voice is apparent intentionally seek student opinion or student perspective on elements within the organization. In the state of Georgia, more emphasis is being placed on student perception. Students take surveys on their teachers’ instructional practices, which contribute to a teacher’s evaluation. Students also take regarding their school, which contribute to how a school is rated by the state (Georgia Department of Education, n.d.). Since student voice is becoming more valued in education, will school leaders embrace more dialogue between the adults and the students, a humanistic practice? I would hypothesize that emphasis placed on student voice would result in a school becoming more humanistic.

Future research may also focus on the impact of pupil control ideology on student achievement. Schools which are perceived to be more humanistic have more positive two-way interactions between the teacher and the student. Because of this, it stands to reason that in

humanistic schools, the teacher-student relationship is more evident than in custodial schools. I would hypothesize that student achievement is higher in humanistic schools than in custodial ones. If this is true, is high student achievement a result of the relationship piece between students and adults that is more prominent with the humanistic school of thought? Or is high student achievement correlated to placing more emphasis on students contributing to their own education, which is also a humanistic tendency? These are questions that may well provide material for future study.

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APPENDIX A
FORM PCI

Form PCI

<u>Directions:</u> Following are twenty statements about schools, teachers, and pupils. Please indicate your level of agreement with each of the following statements about your school by selecting one answer for each statement. Answers will range from (1) strongly disagree, (2) disagree, (3) undecided, (4) agree, to (5) strongly agree. Your answers are confidential.	SD	D	U	A	SA
	(1)	(2)	(3)	(4)	(5)
1. It is desirable to require pupils to sit in assigned seats during assemblies.	1	2	3	4	5
2. Pupils are usually not capable of solving their problems through logical reasoning.	1	2	3	4	5
3. Directing sarcastic remarks toward a defiant pupil is a good disciplinary technique.	1	2	3	4	5
4. Beginning teachers are not likely to maintain strict enough control over their pupils.	1	2	3	4	5
5. Teachers should consider revision of their teaching methods if these are criticized by their pupils.	1	2	3	4	5
6. The best principals give unquestioning support to teachers in disciplining pupils.	1	2	3	4	5
7. Pupils should not be permitted to contradict the statements of a teacher in class.	1	2	3	4	5
8. It is justifiable to have pupils learn many facts about a subject even if they have no immediate application.	1	2	3	4	5
9. Too much pupil time is spent on guidance and activities and too little on academic preparation.	1	2	3	4	5
10. Being friendly with pupils often leads them to become too familiar.	1	2	3	4	5
11. It is more important for pupils to learn to obey rules than that they make their own decisions.	1	2	3	4	5
12. Student governments are a good "safety valve" but should not have much influence on school policy.	1	2	3	4	5
13. Pupils can be trusted to work together without supervision.	1	2	3	4	5
14. If a pupil uses obscene or profane language in school, it must be considered a moral offense.	1	2	3	4	5
15. If pupils are allowed to use the lavatory without getting permission, this privilege will be abused.	1	2	3	4	5
16. A few pupils are just young hoodlums and should be treated accordingly.	1	2	3	4	5
17. It is often necessary to remind pupils that their status in school differs from that of teachers.	1	2	3	4	5
18. A pupil who destroys school material or property should be severely punished.	1	2	3	4	5
19. Pupils cannot perceive the difference between democracy and anarchy in the classroom.	1	2	3	4	5
20. Pupils often misbehave in order to make the teacher look bad.	1	2	3	4	5

APPENDIX B

M-SCALE

M-Scale

<u>Directions:</u> Please indicate your level of agreement with each of the following statements about your school by selecting one answer for each statement. Answers will range from (1) strongly disagree, (2) disagree, (3) somewhat disagree, (4) somewhat agree, (5) agree, to (6) strongly agree. Your answers are confidential.	SD	D	SD	SA	A	SA
	(1)	(2)	(3)	(4)	(5)	(6)
1. My principal often jumps to conclusions.	1	2	3	4	5	6
2. When a crisis occurs, the principal deals with it so we can get back to teaching.	1	2	3	4	5	6
3. In this school, teachers welcome feedback about ways to improve.	1	2	3	4	5	6
4. Teachers do not trust the principal enough to admit their mistakes.	1	2	3	4	5	6
5. The principal of this school does not value the opinions of the teachers.	1	2	3	4	5	6
6. My principal is an expert on teaching and learning.	1	2	3	4	5	6
7. Teachers in this school jump to conclusions.	1	2	3	4	5	6
8. People in this school respect power more than knowledge.	1	2	3	4	5	6
9. Teachers in my building learn from their mistakes and change so they do not happen again.	1	2	3	4	5	6
10. My principal negotiates faculty differences without destroying the diversity of opinions.	1	2	3	4	5	6
11. Too many teachers in my building give up when things go bad.	1	2	3	4	5	6
12. The principal welcomes challenges from teachers.	1	2	3	4	5	6
13. When things go badly, teachers bounce back quickly.	1	2	3	4	5	6
14. Most teachers in this building are reluctant to change.	1	2	3	4	5	6

APPENDIX C
IRB APPROVAL

December 12, 2013

Office for Research
Institutional Review Board for the
Protection of Human Subjects

Anna Murphree
ELPTS
College of Education
The University of Alabama



Re: IRB # 13-OR-384 "Climate, Collective Responsibility, Mindfulness, Pupil Control Ideology, and Effectiveness in Secondary Schools"

Dear Ms. Murphree:

The University of Alabama Institutional Review Board has granted approval for your proposed research

Your protocol has been given expedited approval according to 45 CFR part 46. You have also been granted the requested waiver of documentation of informed consent. Approval has been given under expedited review category 7 as outlined below:

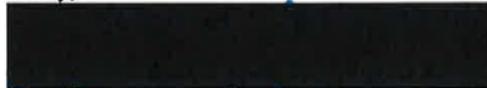
(7) Research on individual or group characteristics or behavior (including, but not limited to, research on perception, cognition, motivation, identity, language, communication, cultural beliefs or practices, and social behavior) or research employing survey, interview, oral history, focus group, program evaluation, human factors evaluation, or quality assurance methodologies.

Your application will expire on December 11, 2014. If your research will continue beyond this date, complete the relevant portions of the IRB Renewal Application. If you wish to modify the application, complete the Modification of an Approved Protocol Form. Changes in this study cannot be initiated without IRB approval, except when necessary to eliminate apparent immediate hazards to participants. When the study closes, complete the appropriate portions of the IRB Study Closure Form.

Should you need to submit any further correspondence regarding this proposal, please include the above application number.

Good luck with your research.

Sincerely,



Carpantano T. Myles, MSM, CIM, CIP
Director of Research Compliance & Research Compliance Officer
Office of Research Compliance
The University of Alabama



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AAHRPP DOCUMENT #193
UNIVERSITY OF ALABAMA
HUMAN RESEARCH PROTECTION PROGRAM

CONSENT FORM FOR NONMEDICAL STUDY

UNIVERSITY OF ALABAMA

Individual's Consent to be in a Research Study

You are being asked to be in a research study. This study is called "Climate, Collective Responsibility, Mindfulness, Pupil Control Ideology, and Effectiveness in Secondary Schools". This study is being done by Mrs. Anna Murphree and Mr. Travis Thomas. They are doctoral students at the University of Alabama with the College of Education, Department of Educational Leadership, Policy, and Technology Studies.

The study is a component of their requirements to obtain their Educational Doctorate degrees in Educational Administration. Neither Mrs. Murphree nor Mr. Thomas is receiving compensation for this work.

What is this study about?

This study examines factors that affect secondary school faculties and administrators. These factors are climate, collective responsibility, mindfulness, pupil control ideology, and overall effectiveness. This study is seeking to understand the correlation among these factors, and how they affect the school environment and effectiveness. To determine this correlation and the resulting effects, you will be asked about your perceptions of various aspects of your school's climate, including questions about staff relationships and interactions, community involvement and influence, and ideologies about student discipline.

Why is this study important—What good will the results do?

The findings will help school administrators determine effective school environments in order to maximize the attainment of the school's multiple goals, including student achievement and job satisfaction. This will help administrators be able to more effectively manage the school organization.

Why have I been asked to take part in this study?

You are being asked to take part in the study because you teach in the secondary school level in a school in north Alabama or north Georgia. This study examines constructs in secondary schools. Alabama and Georgia schools have been chosen as convenience sampling for the researchers, who are from the two states involved in the study.

How many other people will be in this study?

During the course of this study, the researchers will conduct this study in 50 secondary schools, 25 in Alabama and 25 in Georgia. In these 50 schools, it is estimated that approximately 1,000 teachers will be included in this study.

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What will I be asked to do in this study?

You will be asked to complete a combination of survey questions in this study. One combination of survey questions has 36 questions, while the other has 44 questions. You will not be asked to include any identifying information in these surveys, only your perceptions of the constructs in your school.

How much time will I spend being in this study?

Completing the surveys should take 10 minutes or less per participant.

Will being in this study cost me anything?

The only cost to you from this study is your time.

Will I be compensated for being in this study?

There is no compensation offered to participants in this study.

What are the risks (problems or dangers) from being in this study?

There are no risks associated with participating in this study.

What are the benefits of being in this study?

There are no direct benefits to you unless you associate the completion of the surveys with altruism.

How will my privacy be protected?

You will not be asked to provide any identifying information in this study. You will turn your completed survey in to a non-administrative member of your school faculty. This individual will place the surveys in a sealed envelope to be mailed to the researchers.

How will my confidentiality be protected?

Your completed surveys will be returned to the researchers by a non-administrative member of your faculty. The schools will be coded to prevent information from being associated with school names. Except for data analysis, the surveys will be stored in a locked filing cabinet. Upon the completion of the study, dissertation process, and any potential publications, the surveys will be destroyed by the researchers.

We will write our dissertations and possibly research articles on this study, but participants will be identified only as being teachers in 50 secondary schools in north Alabama and north Georgia. No one will be able to recognize you or your participation.

What are the alternatives to being in this study?

The only alternative is not to participate.

What are my rights as a participant?

Being in this study is totally voluntary. It is your free choice. You may choose not to be in it at all. If you start the study, you can stop at any time. Not participating or stopping participation will have no effect on your relationships with the University of Alabama.

The University of Alabama Institutional Review Board is a committee that looks out for the ethical treatment of people in research studies. They may review the study records if they wish. This is to be sure that people in research studies are being treated fairly and that the study is being carried out as planned.

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Who do I call if I have questions or problems?

If you have questions about this study right now, please ask them. If you have questions later on, please call Mrs. Anna Murphree at 256-605-0467, or Travis Thomas at 678-796-3165. If you have questions or complaints about your rights as a research participant, call Ms. Tanta Myles, the Research Compliance Officer of the University at 205-348-8461.

You may also ask questions, make a suggestion, or file complaints and concerns through the IRB Outreach Website at http://osp.ua.edu/site/PRCO_Welcome.html . You may also e-mail participantoutreach@bama.ua.edu.

Proceeding to the attached surveys constitutes your consent to participate and certifies that you are 19 years of age or older. Please keep a copy of this informed consent form for your records.