

SHARED DECISION MAKING AND ITS RELATIONSHIP TO JOB
SATISFACTION AND ORGANIZATIONAL CLIMATE

by

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ABSTRACT

This study examined the relationship between teachers' involvement in shared decision making and their job satisfaction. It also examined the impact that the types of decisions in which teachers are involved (technical or managerial) can have on teachers' job satisfaction levels. This research study also examined the relationship between teachers' level of involvement in shared decision making and the organizational climate of a school.

A total of 70 schools located in the central and northern regions of Alabama participated in this research study. The schools consisted of various grade configurations from kindergarten through twelfth grade. A total of 1,417 teachers were given surveys to complete. Out of that total, the range of teacher participants that completed the three survey instruments for this research study was between 227 and 248. The three survey instruments were The Alutto-Belasco Decisional Participation Scale modified by Conway, Evan and Johnson's Teacher Job Satisfaction Survey, and Hoy's Organizational Climate Index.

The findings of this study did not support the hypotheses concerning involvement in shared decision making positively impacting the job satisfaction levels of teachers. A negative correlation was found. Teachers' involvement in shared decision making was also found to have no significant impact on the organizational climate of a school. Un-hypothesized findings did show, however, that organizational climate was significantly correlated to job satisfaction.

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CHAPTER I: THE INTRODUCTION

Chapter Overview

This chapter delineates the concepts of shared decision making as well as job satisfaction and the organizational climate of a school. Developments within this realm of research are also explicated. The importance of the need of a study that focuses on the impact of shared decision making are discussed and the research questions that guided the study are given. The focus of this study as well as any limitations that might exist are discussed as well.

Background of the Study

Teacher participation in decision making within a school can have many implications for not only the teacher and the principal, but for the school as well. In the last two decades, participative or shared decision making has been at the forefront of the educational reform movement. Shared decision making is not a top-down or autocratic approach to school governance; instead, the power is shared by the principal as well as his/her teachers. Teachers are given the opportunity to participate in decisions concerning school matters and to help enact school wide changes and reforms. With the involvement of teachers in the decision-making process, it is believed that teachers' job satisfaction will be increased (De Nobile & McCormick, 2008; Weiss, 1992). Knowing that they are an integral part in the decisions made for the school can help teachers to feel a greater sense of efficacy (Hoigaard, Giske, & Sundsli, 2012). This, in turn, could help to enact changes within the classroom due to the teacher's positive attitude. Job satisfaction is just one of the many positive outcomes of shared decision making (Bogler, 2001; De Nobile & McCormick, 2008; Weiss, 1992).

Creating a shared decision making environment within a school requires great trust between the principal and the teachers (Marx, 2008; Tschannen-Moran, 2000). The principal's role in shared decision making cannot be diminished. The principal must be willing to seek the input of teachers and to diligently strive to include them in the decision-making process (Miller, 1981). Principals who do include their teachers in the decisional aspects of the school may experience a higher degree of teacher buy-in. Teachers may be more apt to carry out directives from their principal when they know that they have had input in the decision. The shared decision making taking place could impact teachers' perceptions of the work environment, thus causing a positive outcome for the climate of the school (Cohen et al., 2008; Miller, 1981).

Need and Purpose of the Study

Due to the positive impact that shared decision making can have on a school's climate, as well as the people within it, more research is needed on specifically what areas shared decision making impacts the most. The purpose of this study was to ascertain the impact that shared decision making can have on teachers' job satisfaction and as well as the organizational climate of schools. This study also aimed to determine the types of decisions in which teachers would like to be involved. Shared decision making should be an area of interest for principals as well as educational reformers due to the many benefits that it accrues and the low financial cost it entails. It is a very cost effective way that principals can increase morale and satisfaction among teachers within their schools and help to create a positive school environment.

Definition of Concepts

Shared Decision Making

Shared decision making can be defined as a formal system for the representation of teachers in a decision-making body (Weiss, 1992). Levels of involvement by teachers in the shared decision-making process can be defined as decisional deprivation (being involved in

fewer decisions than desired), decisional equilibrium, (being involved in as many decisions as desired), and decisional saturation (being involved in too many decisions than desired) (Alutto-Belasco, 1972). Operationally, the level at which a teacher is involved or desires to be involved in the decision-making process will be measured by the Alutto-Belasco Decisional Participation Scale that was modified by Conway (1976).

Job Satisfaction

Job satisfaction relates to the attitude one has about multiple aspects of his/her job. In his book entitled *Job Satisfaction: Application, Assessment, Causes, and Consequences*, P.E. Spector defines job satisfaction as “. . . simply how people feel about their jobs and different aspects of their jobs. It is the extent to which people like (satisfaction) or dislike (dissatisfaction) their jobs. As it is generally assessed, job satisfaction is an attitudinal variable” (Spector, 1997, p. 2). Evans and Johnson (1990), in their article entitled “The relationship of principals’ leadership behavior and teachers’ job satisfaction and job-related stress,” discuss a 16-question job satisfaction questionnaire they developed to assess satisfaction levels among teachers. The questionnaire by Evans and Johnson encompasses the many different aspects of a teacher’s job that Spector (1997) discusses in his book. Those aspects encompass such job related variables as working conditions, salary, decision making, and job security. Therefore, to assess the myriad aspects that could impact teacher job satisfaction, this research study used Evans and Johnson’s 16-question Teacher Job Satisfaction Survey.

Technical and Managerial Decisions

When involving teachers in the decision-making process, there are two types of decisions in which teachers might be involved: technical decisions and/or managerial decisions. Bogler and Somech (2005) state that the technical domain relates to students and instruction and has immediate relevance to a teacher’s classroom. They state that technical decisions involve the

following: instructional policies, classroom discipline policies, and resolving learning problems. Bolger and Somech (2005) define the managerial aspects as those related to the operation of the school as well as the administration (p. 422). They state that managerial decisions involve the following: setting school goals, hiring staff, allocating a budget, and evaluating teachers (p. 422). This domain relates to the school as a whole. Operationally, a teacher's level of involvement in the technical and managerial aspects of a school will be measured using the Alutto-Belasco Decisional Participation Scale that was modified by Conway (1976), which includes statements relating to both the technical and managerial aspects of decision making.

Organizational Climate

The organizational climate of a school refers to its personality and the openness that may or may not be felt within a school. Hoy and Miskel (2013) define organizational climate as “the teachers’ perceptions of the general work environment of the school . . . a relatively enduring quality of the school environment that is experienced by participants, affects their behavior and is based on their collective perceptions of behavior in school” (p. 201). Operationally, the organizational climate of the school was measured by Hoy’s Organizational Climate Index. The Organizational Climate Index is a combination of the Organizational Health Index and the Organizational Climate Description Questionnaire. It contains four different dimensions: collegial leadership, professional teacher behavior, achievement press, and institutional vulnerability (Hoy, 2002).

Research Questions

Because the extent to which teachers are involved in decision making along with the types of decisions they are making could influence their feelings about their work environment and the climate of the school as well, the following four research questions are presented:

1. Is there a relationship between shared decision making and teachers' job satisfaction?
2. Is there a relationship between the types of decisions teachers are involved in (technical versus managerial) and job satisfaction?
3. Is there a relationship between shared decision making and the organizational climate of a school?
4. Which has the greater relationship to shared decision making: climate or teacher job satisfaction?

Scope and Limitations

This study focuses on data collected from 70 elementary, middle, and high schools in central and north Alabama. The data were collected through surveys given to teachers at faculty meetings as well as surveys to complete being placed in teachers' mailboxes. The unit of analysis was the school. A limitation to this study could be that the study deals only with teachers in the central and northern parts of the state; therefore, because the selection of schools did not encompass the entire state, caution should be exercised when generalizing the results.

Significance of the Study

This study has much significance for teachers as well as administrators within schools. The goal of this research study is that the current knowledge on shared decision making will be extended and refined and that specific areas that are impacted by shared decision making will be clearly defined. For practitioners, as well as professional peers, the value of shared decision making cannot be diminished. It can be a very cost effective way to enact change within a school, change that will not only impact teachers and their job satisfaction, but it is also a way that school wide change can be implemented due to a positive impact to the organizational climate of the school. The results of this study could influence practice, policy, as well as educational interventions as they might delineate a need for principals to engage in more shared

decision making within a school. The results from this research study could help to improve the overall environment of a school and could help to improve teachers' job satisfaction.

Chapter Summary

This chapter espoused the concepts of shared decision making as well as job satisfaction and organizational climate. The need for such a research study that focuses on the possible correlations between shared decision making and job satisfaction and organizational climate was discussed as well as the research questions guiding this study. The scope of this research study as well as any limitations that might be present were given. Lastly, the significance of a research study dealing with the concepts of shared decision making and job satisfaction and the organizational climate of a school was discussed. This study aims to show that eliciting teacher participation in the decision-making process can have many positive effects for not only the staff of a school, but the overall school environment as well.

CHAPTER II: THE LITERATURE REVIEW

Chapter Overview

There are many advantages to shared decision making. There are also many aspects of shared decision making that must be paid attention to when implementing this type of governance within a school. Within this chapter, the conceptual framework for this study is provided as well as a review of the literature concerning shared decision making, which denotes the advantages as well as difficulties in establishing shared decision making within a school and explicates the role of the principal in shared decision making along with teachers' participation in the decision-making process. This chapter also describes the theoretical frameworks guiding this research study as well as the hypotheses generated from the literature review.

Conceptual Framework

Participation in Shared Decision Making

Shared decision making can be defined as a formal system for the representation of teachers in a decision-making body (Weiss, 1992). When examining the use of shared decision making within schools, administrators must be cognizant of the level of involvement that is needed or desired by their teachers and staff. This level of involvement could have an impact on teachers' job satisfaction as well as the organizational climate of the school. Alutto and Belasco (1972) saw the importance of shared decision making and the level at which teachers are involved. In their study, the researchers examined the difference between the number of decisions in which a teacher desires to participate and the number of decisions in which he/she actually does. Alutto and Belasco state that there are many positive outcomes for including subordinates (teachers) in the decision-making process. A greater acceptance of organizational

goals as well as increased administrative control are two such outcomes. Alutto and Belasco (1972) state that involving teachers in every aspect of the decision-making process is unwise. They say, “It is recognized that, in addition to the absolute discrepancy between current and desired participation rates, the nature of the specific issue with which the individual is confronted constitutes an important dimension” (p. 118). They sought to determine the current versus the desired rate of participation of teachers in decision making. They discuss three different types of participation: decisional deprivation, decisional equilibrium, and decisional saturation. Decisional deprivation is defined as “the actual participation in fewer decisions than desired” (p. 118). Decisional equilibrium is defined as “the actual participation in as many decisions as desired” (p. 118). Lastly, decisional saturation is defined as “participation in a greater number of decisions than desired” (p. 118). The optimum type of participation for which administrators should strive for their teachers should be decisional equilibrium. Alutto and Belasco (1972) stress the importance of involving teachers in the decision-making process when relevance and expertise are present.

Hoy and Tarter’s Model of Shared Decision Making

Hoy and Tarter (1993) build off of Alutto and Belasco’s work and define in even more detail teacher participation in decision making. Hoy and Tarter, in their shared decision making model, delineate situations in which it is optimal for an administrator to involve staff members in decision making. In their article “A Normative Theory of Participation,” Hoy and Tarter discuss Simon’s zone of acceptance, which concerns decisions that subordinates accept because they are indifferent to them or accept without question. Hoy and Tarter’s model of shared decision making not only outlines decisions that fall within and outside of the zone of acceptance, but it also maps out decisions that fall neither inside nor outside the zone, which are referred to as marginal cases. Hoy and Tarter state that administrators must be attentive to two decision rules

when determining in what capacity subordinates should be involved in decision making: the rule of relevance and the rule of expertise. Do subordinates have a personal stake in the decision outcome? Do subordinates have expertise to contribute to the decision? (Hoy & Tarter, 1993, p. 397). Hoy and Tarter encourage administrators to consider these two questions when instituting shared decision making within their schools. They also urge administrators to assess the level of commitment to the organization that teachers exhibit. This level of commitment could be a benefit or a detriment to the decision-making process. While the authors advocate for shared decision making, they caution administrators against including teachers in *every* decision. The appropriate question concerning shared decision making that administrators should ask is, “When should others be involved in decision making?” (Hoy & Miskel, 2007, p. 407). Paying close attention to the concepts of relevance, expertise, and commitment should help administrators to successfully engage in shared decision making within their schools.

In their book *Educational Administration: Theory, Research, and Practice*, Hoy and Miskel (2013) devote an entire chapter to decision making in schools. They define decision making as a “general pattern of action found in the rational administration of all functional and task areas in organizations” (2013, p. 329). They outline various aspects of the decision-making process in their Decision-Making Action Cycle. In the Action Cycle, the decision-making process is broken down into five steps: recognizing and defining the problem, analyzing the difficulties of an existing situation, establishing criteria for a satisfactory solution, developing a plan of action, and initiating the plan of action (p. 332-339). They rely heavily on Hoy and Tarter’s model of shared decision making to guide administrators in the decision-making process. They discuss Hoy and Tarter’s test of relevance (Is a personal stake present?) as well as test of expertise (Is knowledge about the subject present?), but offer two more propositions put forth by Hoy and Tarter when marginal situations or conditions arise. They classify marginal

conditions as those when subordinates have expertise but no personal stake or a personal stake but no expertise (p. 342). These types of decision situations can be problematic for administrators to navigate. They state, “As subordinates are involved in making decisions for which they have marginal expertise, their participation will be marginally effective. As subordinates are involved in making decisions for which they have marginal interest, their participation will be marginally effective” (p. 342). They urge administrators to carefully gauge the level of interest and knowledge on the part of teachers before they engage in decision making so that the teachers involved in shared decision making want to be involved.

In the research brief by The Principals’ Partnership entitled “Decision Making: Who Decides, and How?,” Marx (2008) also describes the process of determining who should be involved in the decision-making process and uses Hoy and Tarter’s model of shared decision making to offer guidance to principals. When answering the question “Should I involve others?,” Marx states, “According to the Hoy-Tarter model, if staff have a stake in the outcome and they have some level of expertise related to the problem at hand, they should be involved in the decision. If staff are indifferent to the outcome and have no expertise in the problem area, the principal should make a unilateral decision” (p. 1). Like Tschannen-Moran (2000) found in her study of the link between trust and decision making, Marx also mentions the importance of trust when involving staff in the decision-making process. He says, “The extent to which a principal trusts staff members to make decisions that are in the best interest of students is a factor in the degree of participation equation, according to Hoy and Tarter” (p. 2). Therefore, just like the Hoy and Tarter model outlines, Marx encourages principals to examine the role that personal stake and expertise play in the decision-making equation along with the trust that must be present between a principal and his/her staff to ensure the successful implementation of shared decision making.

Not only is it important to assess whether or not a teacher has an interest or expertise in a given subject, but it is equally as important to ensure that if a teacher is involved in the decision-making process, that his/her perception of influence increases as well. Rice and Schneider (1994) replicated a study that had been conducted in 1980 to see if a teacher's level of involvement in the decision-making process had not only increased in the following decade, but that their feelings of job satisfaction had increased as well. Rice and Schneider's results showed that while "levels of actual involvement, desired involvement, interest, and expertise increased over time and the discrepancy between actual and desired involvement decreased, teachers' perceptions of their influence did not increase nor did their job satisfaction" (p. 56). The findings posed great concern for the researchers as they feared that this enhanced involvement by teachers in the decision-making process may be transitory if efforts are not focused on increasing their perceived and actual influence in the decision-making process (p. 56). So while involving teachers in the decision-making process where expertise, stake, and interest are prevalent is beneficial, it is equally imperative that administrators make strides to ensure that a teacher's real influence is felt concerning decisions that are made even when the other factors of decision making (expertise, stake, and interest) are present.

In the book *Leading Research in Educational Administration: A Festschrift for Wayne K. Hoy*, Denig et al. (2011) discuss the Polka-Denig decision-making and problem-solving survey that was created based off of the Hoy and Tarter shared decision making model. They used Hoy and Tarter's different decision-making models to create a survey to determine the types of decision-making processes superintendents were using in their school systems. They state, "The following are seven categories of decision making and problem solving, according to Hoy and Tarter, that formed the conceptual basis of this investigation: classical, instrumental, garbage can, shared decision making, satisficing, mixed scanning, and political" (p. 148). What Denig et

al. (2011) found is that superintendents tended to use the classical decision-making model and incremental models most frequently. They state, “This is consistent with the perspectives of Hoy and Tarter as articulated in their text (p. 81), wherein they identify that ‘Classical Decision Making’ is the normative approach used in schools because it is the rational ideal; however, most administrative decisions are made using the ‘Incremental Approach’” (p. 157). They define and discuss the incremental decision-making approach and the classical decision-making approach to explain why these two approaches would be most commonly used. The incremental decision making approach is characterized by

muddling through. . . . Deciding does not require objectives, exhaustive analysis alternatives and consequences, or a priori determination of either optimum or satisfactory outcomes. Instead only a small and limited set of alternatives, similar to the existing situation, is considered by successively comparing their consequences until decision makers come to some agreement on a course of action. (Hoy & Miskel, 2013, pp. 330-331)

The classical approach “. . . employs an optimizing strategy by seeking the best possible alternative to maximize the achievement of goals and objectives (Hoy & Miskel, 2013, p. 317). Even though these two decision making models were used most frequently by the superintendents who were surveyed, Hoy and Tarter’s other decision-making categories (shared decision making and mixed-scanning) were employed by the superintendents, just not to the frequency that the classical and incremental models were used. Denig et al. (2011) state that the models of shared decision making and mixed-scanning

ranked very close together at third and fourth place (0.62 separated them) by frequency of use according to this sample. This demonstrated the sample’s commitment to empowering others in the decision-making process and constantly monitoring and

adjusting their decision-making based on the contextual exigencies, again consistent with the concepts articulated by Hoy and Tarter. (p. 158)

The authors of this study found that many models are used by superintendents when they engage in the decision-making process and that shared decision making, although not the top model used, was used very frequently by the superintendents, coming in at a third place ranking. Having to share ownership of the decision-making process with their colleagues might be a new and therefore somewhat uncomfortable or difficult task for some principals, hence why this model was not the top model used. The authors delineate the importance of the shared decision-making model, though, as well as the different decisional approaches that educational leaders use and how they impact the decision-making processes within a school.

Hoy and Tarter's shared decision making model offers many benefits to educational leaders and can help tremendously in the decision-making process. It guides leaders into determining when shared decision making is the optimum approach and when to involve subordinates in the various decisional aspects within a school. It would behoove leaders to be cognizant of their teachers' level of expertise and personal stake as well as level of trust and commitment when engaging in shared decision making and to ensure that a sense of influence is felt for the best possible decision to be made.

Shared Decision Making and Job Satisfaction

One component of shared decision making that needs to be explored is its impact on a teacher's feelings of satisfaction with his/her job, with satisfaction being defined as environmental circumstances that can cause a person to feel satisfied with his/her job. These feelings of job satisfaction, or lack thereof, could have an impact on the behavior of a teacher. Conceptually, P. E. Spector (1997) describes job satisfaction as an "attitudinal variable" and that it is the "extent to which people like (satisfaction) or dislike (dissatisfaction) their jobs" (p. 2).

He also states that job satisfaction can be described as “a global feeling about the job or as a related constellation of attitudes about various aspects or facets of the job. The global approach is used when the overall or bottom line attitude is of interest, for example, if one wishes to determine the effects of people liking or disliking their jobs” (p. 2). In his book *Job Satisfaction: Application, Assessment, Causes, and Consequences*, Spector (1997) lists several common job satisfaction facets such as appreciation, communication, coworkers, fringe benefits, job conditions, nature of the work itself, organization itself, organization’s policies and procedures, pay, personal growth, promotion opportunities, recognition, security, and supervision (p. 3). He states that “The facet approach can provide a more complete picture of a person’s job satisfaction than the global approach. An employee can have very different feelings about the various facets. He or she might like coworkers and dislike pay. . . .” (p. 3). The facet approach can help administrators to hone in on exactly what aspects of the job lead to satisfaction or either dissatisfaction within their employees. Could shared decision making be an aspect or facet of a teacher’s job that produces satisfaction? It is a facet that needs to be explored.

Involving teachers in the decision-making process could have various positive outcomes for not only the individual teacher, but for the school as well. Like Spector, Paula E. Lester (1987) also gives a definition of job satisfaction that states that there are different factors that might account for a teacher’s satisfaction with his/her job. Conceptually, she defines job satisfaction for teachers as encompassing the following nine factors: supervision (supervisory behavior and interpersonal relationships), colleagues (group outcomes and goal interdependence), working conditions (environment), pay (economic aspect of school), responsibility (accountability for one’s work, student-teacher relationships, and participation in school policies), work itself (daily tasks and autonomy), advancement (promotion opportunities), security (stability of the organization), and recognition (praise or criticism) (pp. 227- 231).

These nine factors can have a tremendous impact on the satisfaction that a teacher might feel towards his/her job. In particular, the factor of responsibility, which pertains to participating in school policies, could greatly impact a teacher's level of job satisfaction. Having a voice and ownership in the decisions that are made concerning not only curricular matters, but also the managerial aspects of a school, could help teachers to feel more valued and experience high levels of job satisfaction, thus increasing their commitment to the overall goals of the school.

There are many studies that examine different aspects of a teacher's job and how they relate to job satisfaction and the impact they can have on the retention rate of teachers. One theme that continuously seems to resurface in the literature is the impact that time constraints can have on a teacher's job satisfaction. Due to the time constraints and possible work overload that shared decision making places on teachers, it is important to explore this concept further. In their article on the correlation of the demands of a teacher's job and job satisfaction, Bogler and Nir (2015) found that,

All job-related characteristics, job tension, role overload and certainty in the job, predicted teachers' extrinsic satisfaction, thus implying that the less stress and work overload the teachers feel at work, and the more they are certain in their jobs, the more they will tend to be extrinsically satisfied in their job. (p. 554)

A fit between job demands and abilities greatly impacted job satisfaction, thus feeling overloaded at work caused dissatisfaction among teachers. A similar theme of time constraints and work overload can be seen in Skaalvik and Skaalvik's (2009) article "Does school context matter? Relations with teacher burnout and job satisfaction." In their study of Norwegian elementary and middle school teachers, they found that a positive correlation existed between time pressure on teachers and emotional exhaustion, which they stated is related to job satisfaction. The researchers wanted to assess what factors attributed to a teacher's low level of

job satisfaction thus leading to burnout and their results showed that time pressure was the strongest factor impacting job satisfaction (p. 522). They state,

An acceleration of working speed among teachers and an increasing number of work assignments over the last years result in less time for rest and recovery. . . . The present study strongly indicates that this development may result in increased emotional exhaustion and (therefore) in reduced job satisfaction. It is therefore of vital importance that school politicians and administrators make a serious effort to reduce time pressure in the teaching profession. (p. 523)

Liu and Ramsey (2008) had similar findings as the other researchers that have been discussed as they sought to determine what factors impacted teachers' job satisfaction. The goal of their study was to find out why teachers leave the profession and are no longer satisfied with their work and they found that a lack of job satisfaction could be attributed to the high teacher turnover rate that existed in their study. They state, "Teachers were unhappy about their work conditions mainly because they did not have enough time for planning and preparation and had a heavy teaching workload during a typical week at school" (p. 1181). Again, the issue of time constraints and work overload are present in their findings on elements that impact job satisfaction. How does shared decision making impact a teacher's time and workload? The additional time that shared decision making entails for a teacher may result in negative feelings about one's satisfaction with his/her job and is an area that should be explored in more detail.

Other elements of job satisfaction that have been researched center on the type of communication that is evidenced within a school by administrators and teachers. In his 1983 study, Springer denotes that teachers were more interested in their principal being able to accurately and effectively communicate decisions that had been made as opposed to being involved in the decision-making process themselves. A clearly communicated policy resulted in

an increase in job satisfaction for the teachers within that study. In contrast, De Nobile and McCormick (2008) found that democratic communication, which they defined as staff participation in decision-making activities, was positively correlated to job satisfaction for teachers (p. 109). They state,

If principals encourage and allow staff to contribute to school decision making and policy formation, staff members are more likely to feel more responsibly for the way their day-to-day work is organized because they have a say in it. . . . In schools in which democratic communication is not practiced, principals are likely to control all aspects of work closely and staff members are unlikely to experience autonomy, leading to job dissatisfaction. (114)

They recommend the use of teams when determining school policies, curricular issues, and other issues related to the organizational aspects of the school (p. 117). Bogler (2001) also found that job satisfaction was impacted by a principal's leadership style and communication and that "teachers reported feeling highly or very satisfied when their work gave them 'a sense of self-esteem,' provided them with 'opportunities for self-development,' gave them a 'feeling of success,' and allowed them 'to participate in determining school practices'" (p. 676). He continues to say that principals need to be more cognizant of how strongly of a role they play in affecting teachers' behaviors, perceptions about their job, and feelings of satisfaction (p. 679). Providing participative opportunities for teachers could have a positive impact on their view of job satisfaction. What is of interest to note in the contrasted nature of each of these research studies (Springer, De Nobile & McCormick, and Bogler) is the lapse in time that exists between the three. The first study was conducted in the 1980s while the second and third studies were conducted in the first decade of the 2000s. Is it that teachers are more apt to want to be involved in the decision-making process now, and that being involved in decisions makes them feel a

greater sense of satisfaction at work due to this involvement? This is a question that needs to be addressed with additional research into factors influencing a teacher's feelings of job satisfaction and why being involved in the decision-making process now might be more appealing than it used to be.

In contrast to being involved in the decisional aspects within a school, when teachers are not given any control or voice in school-wide matters, a decrease in job satisfaction could ensue and an impact to the school climate could be felt as well. Marlow et al. (1996) state in their research study that lack of respect, in particular, lack of respect when making decisions about students, is one of the reasons cited that caused teachers to consider leaving the teaching profession. Their study cited the 1993 Metropolitan Life Survey of the American Teacher which found that "57% of the teachers surveyed believe not enough authority regarding decisions about students and teaching rests with the teacher" (p. 4). Do these same feelings hold true 20 years later? Are teachers more involved in the decision-making process now, thus potentially causing them to experience higher levels of job satisfaction which could then, in turn, impact the environment in which they teach? The possible changes that have occurred concerning the decision-making process within schools need to be explored.

Grayson and Alvarez (2008) found in their research study that more control by outside entities such as the federal government on the policy formations of the school caused teachers to feel less satisfied with their jobs. They state, "The policies that affect the school also affect the teacher" (p. 1351). Would giving teachers a voice in the decision-making process and allowing them to help create policies that affect the school help them to feel more satisfied with their jobs? Grayson and Alvarez seem to assert so. They say in their findings,

Generally, as teacher satisfaction levels increase, negative emotional reactions are less likely to occur as a product of school climate factors. In turn, interventions affecting

school climate should also be targeted at improving teachers' satisfaction levels within the workplace, in order to more comprehensively address teacher stress. (p. 1360)

Waruwu (2015) also found a correlation between the organizational climate of a school and a teacher's job satisfaction. He examined a high school in Indonesia and found that besides a principal's level of emotional intelligence, the greatest factor affecting teachers' job satisfaction was the work environment. He gives ways in which administrators can help to create a positive environment for teachers in order to ensure high levels of job satisfaction, such as offering responsibilities to teachers and rewarding them when the responsibilities have been reached. Job satisfaction can be greatly impacted by the climate of a school; therefore, it is necessary for educational practitioners to assess what particular factors of the school environment could impact job satisfaction the most.

There are many studies that indicate the factors that could lead to a decrease in job satisfaction, but what are factors that could be attributable to a teacher's high level of satisfaction with his/her job? Hoigaard et al.'s (2012) study on job satisfaction and factors that cause teachers who have been teaching for six years or less to want to quit the profession focused on a teacher's sense of efficacy (his/her ability to influence student outcomes) and work engagement and found that there was a positive relationship between those two factors and job satisfaction. Engaging in shared decision making could allow teachers to feel that they could influence student outcomes in a more impactful way by being able to make decisions that could directly affect students and student achievement. Weiss (1992), in her research study comparing six high schools that engaged in shared decision-making practices with six high schools that did not, found that the schools that implemented shared decision making saw an increase in teachers' job satisfaction and morale. She states, "Many teachers believe that their position is respected and their voice heard. They may use that voice to slow down change and modify new ideas to fit

better with current practice. But once change comes, they seem more inclined to follow through and support it” (p. 26). Her findings conclude that shared decision making provides teachers with a sense of ownership and that “SDM schools do a better job of marshaling teachers’ support. . . . In a number of traditionally organized schools, teachers turned against decisions because they had not had a voice in them” (p. 17). This sense of ownership as well as respect could impact a teacher’s feelings of job satisfaction.

Positive feelings that are accrued through the shared decision-making process can also be seen in other research studies. In his research study of an elementary school that instituted shared decision making over a two-year period, Smith (1993) noted that many teachers who were on the shared decision-making councils experienced a change in their perception of self. Smith writes, “At the end of SDM’s second year, several performers [shared decision making participants] had altered their self-perceptions. Some Council members said that they gained confidence, became more secure about sharing their views, and felt more important because of their role in SDM” (p. 19). This change to a more positive self-perception could also impact a teacher’s job satisfaction because he/she may feel more confident in the work he/she is doing. Therefore, shared decision making can have a positive effect on the job satisfaction of teachers.

In his article on the transformational leadership style of principals and its relationship to job satisfaction, Griffith (2003) found that principals who engaged in interpersonal relationships with staff and got staff members to commit to a common goal had a staff that was more satisfied with their jobs (p. 334). This increase in job satisfaction also had an impact on the school as a decrease in the achievement gap between minority and non-minority students occurred as a result of not only the increase in job satisfaction, but the principal’s style of leadership as well (p. 350). When the principal engaged in a leadership style that included a more individualized approach to teachers, which included the ability to talk openly with the principal and the principal’s

consideration of a teacher's suggestions, the job satisfaction of teachers increased. Including teachers in the decisional aspects of the school by giving them the opportunity to voice suggestions on school matters could help to increase the satisfaction felt by teachers about their jobs.

Shared Decision Making and the Organizational Climate of a School

The organizational climate of the school, which focuses on the behaviors of members within a school, could be impacted by the administrator's inclusion of teachers in the decision-making process. Hoy and Miskel (2013) define organizational climate as "the teachers' perceptions of the general work environment of the school . . . a relatively enduring quality of the school environment that is experienced by participants, affects their behavior and is based on their collective perceptions of behavior in school" (p. 201). Conceptually, Hoy defines climate by dividing it into four separate dimensions, which are the basis on which his measure to assess the organizational climate of a school, the Organizational Climate Index, is founded. The dimensions are collegial leadership, professional teacher behavior, achievement press, and institutional vulnerability. These four dimensions are derived from a combination of the Organizational Health Index and the Organizational Climate Description Questionnaire. Hoy, Smith, and Sweetland (2002) developed the Organizational Climate Index to use in their study on climate and faculty trust. They used a second order factor analysis to derive at these four dimensions within their research study. Hoy (2002) defines each of these dimensions. Hoy states that collegial leadership "is directed both toward meeting the social needs of the faculty and achieving the goals of the school. The principal treats teachers as professional colleagues, is open, egalitarian, and friendly . . ." (OCI, para. 1). Professional teacher behavior, the second dimension, entails "respect for colleague competence, commitment to students, autonomous judgement, and mutual cooperation and support" (OCI, para. 2). The third dimension,

achievement press, characterizes a school that sets high, but attainable academic goals. Hoy states that students “persist, strive to achieve, and are respected by each other and teachers for their academic success” (OCI, para. 3). The fourth dimension that is used to assess the organizational climate of a school is institutional vulnerability. Hoy describes it “as the extent to which the school is susceptible to a few vocal parents and citizen groups” (OCI, para. 4). Does the school have a high level or low level of vulnerability? In order to accurately assess the organizational climate of a school, these four dimensions must be examined. According to Hoy et al. (2002), the climate of a school can refer to both its personality and its health. Does the school have an open personality? They state, “The openness of organizational climate is typically measured by exploring open and authentic relationships between teachers and principals and among teachers themselves” (p. 39). This idea of openness can be related to Hoy’s dimensions of collegial leadership and professional teacher behavior. Hoy and his colleagues describe the health of the school as not only concerning itself with “positive interpersonal dynamics between teachers and principals as well as among teachers. But in addition, the framework considers relationships between the school and students, and the school and the community” (p. 39). Their description of the health of a school can be related to supportive versus directive principal behavior, the collegial leadership dimension. Their assessment of climate can be categorized into the following four dimensions: “environmental press (the relationship between the school and community), collegial leadership (the openness of the leader and behavior of the principal), teacher professionalism (the openness of teacher-teacher interactions), and academic press (the relationship between the school and students)” (Hoy et al., 2002, p. 39). These areas outlined above are potentially impacted by shared decision making as it could impact relationships within and outside of the school.

Organizational climate entails certain environmental factors that affect a teacher's behavior. Research studies espouse the benefits of studying organizational climate due to the positive impact it can have on a school. In their article "Assessing School Climate," Cohen et al. (2008) discuss the importance of studying school climate. They state, "Schools can use climate data to promote meaningful staff, family and student engagement--and to enhance the social, emotional, ethical, civic, and intellectual skills and dispositions that contribute to success in school and in life" (p. 45). They urge researchers to use evaluative tools that recognize not only student and parent voices, but personnel voices as well when measuring school climate (p. 46). They urge teachers, principals, and superintendents to be more "transparent about their goals and to ensure that all education stakeholders participate in building a high-quality learning environment" (p. 47). Giving all stakeholders involved in the success of a school the opportunity to participate in decisions that would impact everyone could greatly influence the climate of the school. William C. Miller (1981) also writes about the impact of climate on a school in his article "Staff Morale, School Climate, and Educational Productivity." He states, "A positive school climate is characterized by staff and student cohesiveness, high morale, and an environment where caring, mutual respect, and trust are evident. These factors are enhanced by opportunities to participate in decisions, deep involvement in activities, and high levels of communication" (p. 485). One way in which he believes climate could be influenced is through the behavior of school leaders and he urges principals to provide their staff with opportunities to engage in the decision-making process. This, in turn, could help to create cohesiveness among the staff. In the report "A Climate for Academic Success," Voight, Austin, and Hanson (2013) examined how climate impacted schools. They looked at schools that were labeled as beating the odds (BTO) versus schools that were labeled chronically underperforming (CU) by the State Department of Education in California. Their results showed that climate made the difference

between the performances of these two schools, even when SES and differences in personnel were accounted for. Their test results showed that climate alone had more to do with its success than the resources at its disposal (p. 27). Tschannen-Moran, Parish, and DiPaola (2006) also found similar results in their research study, which they discuss in their article “School Climate: The Interplay between Interpersonal Relationships and Student Achievement.” Their research question asked if a correlation could be found between school climate and achievement. The results of their study answered their research question in a positive way. They found that school climate helped to create an environment that was advantageous to student achievement. Like the report compiled by Voight et al. (2013), Tschannen-Moran et al.’s (2006) study showed that school climate even helped to mitigate some of the negative effects of SES (p. 412). As previous research has evidenced, there are many positive benefits that a school could accrue through an analysis of its climate and a focus on ways in which it could be improved.

Many studies have sought to examine a correlation between a particular teacher behavior and school climate. One behavior that could be positively or negatively impacted by the climate of the school is a teacher’s rate of attendance. Taylor and Bogotch (1994) found that when teachers had a voice in what and how to teach, that there was a positive impact and a significant correlation to student and teacher attendance. Teachers having a voice in curricular decisions made them feel empowered and satisfied with their job, which impacted their desire and willingness to be at work. This positive attitude about their work could have effects on the classroom environment as well. Creating that positive environment that stems from the teacher’s positive attitude may make students more apt to attend class. In their report “Measuring School Climate,” the Baltimore City Schools implemented several tools to assess data on school climate. Believing that school climate could positively impact the schools within their system, they sought to determine what aspects of schooling were greatly affected by school climate. Their

research found a strong correlation between attendance and climate. Durham et al. (2014) state, “The most intuitive interpretation [to explain attendance rates] would be that students choose *not* to come to school when they find it to be an unsafe, uninviting, or outright hostile environment” (p. 17). What factors could help teachers to create a warm and inviting environment where morale is high as well as attendance? Could shared decision making positively affect the climate of the school? It is a topic that needs to be addressed further.

In their comparative study of using the Organizational Health Inventory versus the Organizational Climate Description Questionnaire, Hoy, Tarter, and Bliss (1990) urge practitioners to find the causes of why one school’s climate might be open versus closed and state that an “important direction of research is to identify those personal and organizational variables that promote healthy schools and open climates” (p. 276). Their findings indicate that the climate of a school determined teachers’ commitment. They want researchers to get to the root causes of why one school might be healthy and open and another not. They ask principals to consider and

examine ways in which organizational objectives can be met using the contributions of teachers in deciding methods of achievement instead of presenting the teachers with completed plans. There is no reason that teachers cannot work together as colleagues in both assessing the state of the organization and developing plans for improvement. If a secure atmosphere can be created in which teachers feel free to be candid in their appraisals of the work environment and their recommendations for change, then teacher programs for effective organizational development can become a reality. (p. 277)

Could a teacher’s participation in the decision-making process be a variable that could help in creating a positive school environment and climate for the school? Shared decision making and its impact on the school environment needs to be researched.

Other research also supports the claim that there is a connection between shared decision making and the climate of a school. Moolenaar, Slegers, and Daly (2011) conducted a study throughout elementary schools in the Netherlands to test the following research question: “To what extent are school-level characteristics of social networks predictive of schools innovative climate, as mediated by shared decision making?” (p. 1985). They concluded that the relationships between teachers that were created by shared decision making impacted the climate of the school in a positive way. Their findings would correlate with the teacher professionalism dimension of Hoy et al.’s (2002) description of organizational climate. They found that teacher involvement in decision making can have a direct impact on a school. They state, “Findings indicated that shared decision-making was significantly and positively related to schools’ innovative climate” (p. 200). Through teacher collaboration in the decision-making process, many positive benefits were accrued for the school.

An analysis of organizational climate can garner many positive effects for a school. One area of a school’s organizational climate that could greatly impact teachers is the communication that exists among the faculty and between the faculty and the administration. In his research study, Gunbayi (2002) discusses the importance of organizational climate and advocates for an accurate assessment of climate because it can help “identify the unnecessary obstacles to employees contributing their best” (p. 71). His results are of great interest because teachers who had a lower degree of education than other teachers within the school reported lower open school climate perceptions of the school (p. 77). Could shared decision making aid in rectifying these feelings? If all teachers, no matter their level of education, were allowed to participate in the decisions and policies that were made for a school, would it help to ameliorate these negative feelings about climate? More research on this topic is warranted.

Not only level of education, but school size as well could impact a climate of a school and its shared decision making possibilities and success. Burns and Machin (2013) conducted an analysis on the organizational climate of rural, urban, and city schools in Norway and found that in smaller schools, communication was easier among faculty and the administration and that teachers in these rural schools reported a more positive organizational climate than did teachers from city or urban locations. They note the characteristics of these rural schools and they include “smaller school size and increased positive organizational climate, indicated by workplace factors such as greater supportive leadership, increased participative decision making, effective discipline policies, and goal congruence” (p. 319). Participative decision making could have been easier within the smaller schools because they possess better communication possibilities than do larger schools. Therefore, is the shared decision-making process that could impact the organizational climate of a school easier to facilitate in a smaller environment as Burns and Machin’s (2013) study in Norway found? It is an area of focus that should be explored.

The Principal’s Role in the Organizational Climate of the School and Shared Decision Making

The principal’s role in shared decision making is an important one as he/she must manage the decision-making process. In their article entitled “Measuring the Health of The School Climate: A Conceptual Framework,” Hoy and Tarter (1992) discuss the organizational climate of a school in terms of its health and assert that the administrative level of a school greatly impacts its climate, with the principal playing an integral role in the development of a positive school climate. They state, “Principals are administrative officers; they allocate resources and coordinate the work effort. They must find ways to develop teacher loyalty, trust, and commitment as well as to motivate teachers and to influence their own superiors” (p. 75). Engaging in shared decision making could help principals to engender a sense of commitment

within their teachers thus positively affecting the school climate. Conley and Bacharach (1990) denote that the way principals view teachers could help to produce a positive school climate and one in which shared decision making could be successful. They state,

The notion of a participatory and organic community of professionals is related to the earlier discussion of how administrators view teachers. If administrators view teachers as professionals who exercise primary control over pedagogical knowledge, deal with a high degree of uncertainty, and make numerous decisions in their work, then administrators will feel that they need teacher input in schoolwide decisions. Teacher input will be seen as something that administrators cannot afford to do without. (p. 542)

Conley and Bacharach urge administrators to include teachers in the decision-making process because teachers already have practice in making varied decisions throughout their workday. Therefore, they assert that a principal's perception of teachers could greatly impact the climate of the school. McCarley, Peters, and Decman (2016) found that a principal's transformational leadership style greatly impacted the organizational climate of a school. They state, "In an open climate, individuals feel comfortable expressing opinions, voicing complaints, and offering suggestions for improvement. With this openness information is exchanged upward, downward, and horizontally throughout the organization" (p. 327). Evans and Johnson (1990) also found in their research study that a principal's leadership style could greatly affect not only the organizational climate of a school, but teachers' job satisfaction levels as well. Therefore, successful schools with positive school climates tended to have at their helms leaders who engage their teachers and staff in the decision-making process, which promotes cohesion among the members of the group. In order to be successful in a shared decision making endeavor, though, principals will need to be equipped with the skills to handle this type of approach to decision making. Several research studies assert the need for principals to receive more training

in shared decision making. Somech (2002) found in her research study on the complexities of participative management that while most of the principals within her study had established explicit procedures concerning who participated in the decision-making process and what decisions were to be made, how to manage this process was somewhat vague (p. 354). While principals understood the importance of including teachers in decision making, how to manage the actual process of that inclusion needed to be more properly defined by the principals within each school. Mutchler and Duttweiler (1990) discovered in their research study on barriers to implementing shared decision making within schools that a lack of skills seemed to be evident within principals as how to exactly implement shared decision making within schools. They state, “Thirty percent of survey respondents indicated that there was a critical lack of knowledge and skills needed for shared decision making at their [school] sites. . . . Decision making *by consensus* demands skills very different from those required in decision making *by vote*” (p. 7). Blase and Blase (1999) also found in their research study on principals’ perspectives of shared decision making that the principals within their study found it hard to manage the decision-making process as they noted difficulties in determining when to become involved and when to step back during meetings in which shared decision making was a part. They stated that their teachers tended to focus on non-instructional endeavors during these meetings, such as teacher parking spaces, and that keeping teachers on track proved to be somewhat difficult at times. One principal stated, “You have to be wise enough to monitor everything and step in when it is necessary. It takes guts, but you have to do it” (Blase & Blase, 1999, p. 488). Johnson and Ledbetter (1993), in their research study on the role the principal plays in a shared decision making school, also shared the sentiments expressed by Blase and Blase (1999) concerning the fact that many principals were unsure about what to do within shared decision making meetings. Johnson and Ledbetter (1993) state, “Principals must first step back to allow others to speak up.

They must then work to enable others; they must ensure that members of the school community have many opportunities to engage in deliberations leading to decision making” (p. 21). One principal interviewed stated the difficulty in stepping back: “One of the things I’m going to have to do more of is sit back. . . . And I’ve got a group of people who . . . are already doing a lot of the leading. And I think that trying not to force where the project goes and allowing other people to take the leadership role is probably my biggest task” (p. 21). Therefore, principals in these research studies are having difficulties in managing the shared decision-making process, which could impact the climate of their school.

Conley (1989), in her article on teacher participation in the decision-making process, states that there are two critical dimensions of power in decision making that must be addressed: authority and influence, with influence relating to expertise. She states that some principals have trouble engaging in shared decision making simply because it requires some shifting of authority from administrators to teachers. She says, “Participation in decision making is viewed not as something that is simply structured but as something that is constantly negotiated between teachers and administrators” (p. 375). She expresses that this negotiation can be problematic for principals who might be ill-equipped to deal with this negotiation of not only authority, but influence as well. She believes that it is imperative to consider dimensions of power when instituting shared decision making within a school because some administrators might find sharing authority an easier task than others.

Brouillette (1994) found in her ethnohistorical research study on implementing shared decision making within schools that a principal’s personality style came into play in the success or failure of shared decision making. Principals who were more authoritarian and lacked a give and take style of communication tended to be less successful in implementing shared decision making within their schools (p. 5). Leech and Fulton (2008) conducted a research study in the

hopes of providing insight into certain principal behaviors that help to nurture a culture of decision making within a school. What they found is that a principal's leadership style had no significance on the decision making culture of the school. They state that ". . . individual leadership behaviors of school principals may have less influence on the decision making culture than the organizational structure and culture of the schools and school district" (p. 639). What they do stress, like Somech (2002) does in her research study, is that support structures must be in place for shared decision making to occur and that principals must communicate the data necessary to teachers to make informed decisions. Johnson and Ledbetter (1993) also stressed that their research showed that the principals who had the most success in shared decision making gave more time for teachers to meet to discuss decisions that needed to be made and that they provided training to those who needed it in the process of shared decision making (p. 15). Keedy and Finch (1990) echo the sentiments expressed by Johnson and Ledbetter (1993) as the principal studied in this research study provided workshops and training for the teachers participating in shared decision making. The principal ensured that the shared decision making committee had a clear vision of the issues it wanted to address (p. 19). Therefore, it is imperative that principals receive intensive training in helping to facilitate shared decision making within their schools due to the positive impact it can have on teachers as well as the climate of the school. An understanding of Hoy and Tarter's shared decision making model would be a good place to start in the training of principals.

A Teacher's Level of Involvement and Its Impact on Job Satisfaction and Organizational Climate

In examining shared decision making, principals must be cognizant of the level of involvement that is desired by teachers. Assuming that all teachers want to be involved in all aspects of the decision-making process may prove to undermine the decision-making process that a principal might be trying to create. As Hoy and Tarter's model of shared decision making

delineates, ascertaining whether or not a teacher has a personal stake and the expertise to be involved in the decision-making process must be done by principals before including teachers in the decision-making process. Many research studies denote the desire by teachers to be included in more decisional aspects within a school. Percy and Brown (1994) found in their research study that teachers had a desire to be more involved in the decision-making processes going on within their schools, but that not all teachers wanted to be involved in every decisional aspect.

They urge principals to not

make assumptions about which teachers want to be involved in decisions or on what issues. All too often teachers, like students, are lumped into one category. Teachers are individuals sharing some traits and differing in others. If shared decision-making is a goal, take time to find out where each teacher stands as to their desired decision-making involvement. (Percy & Brown, 1994, p. 697)

Noel et al. (2009) found in their research study that principals and teachers differed in their views of level of involvement. Principals perceived that their teachers were very involved in the decisional aspects of their schools concerning planning, budgeting, curriculum, staffing, and staff development. Their research proved contradictory to the principals' perceptions. In every decisional aspect researched, teachers surveyed stated that they either disagreed or strongly disagreed that they had an adequate level of involvement in the decision-making process (p. 8).

Conway's (1976) early research study on the linearity between teacher participation and organizational effectiveness found that a teacher's morale is not just related to participating in the decision-making process, but is related to the level of participation. He discusses Alutto and Belasco's (1972) three levels of decision participation (decisional deprivation, decisional equilibrium, and decisional saturation) and asserts that even though decisional equilibrium should be the goal for school principals, saturation is not as bad as deprivation and that it was

better to involve teachers more often than to not include them at all. Nevertheless, involving teachers in every decision does not always yield quality results. Thomas (1995) asserts in her research study on shared decision making in Chicago Public Schools that shared decision making can be “ineffective, even harmful when lacking sufficient support, expertise, and time to succeed. One cannot assume that changing the decision-making composition will automatically improve the quality of decisions being made” (p. 7). She even found in her study that oftentimes, teachers would “yield to the opinion of the principal;” therefore, while it seemed that there was a high level of involvement present by teachers in the decision-making process, most teachers would simply acquiesce to the opinions of the principal (p. 7). Therefore, a teacher’s level of participation is vitally important when creating shared governance structures within schools.

Areas of Involvement and Willingness to Participate

Another area of concern related to shared decision making is not only the level of involvement by teachers, but in what areas they are involved and what areas they desire to be involved. Many research studies have espoused the fact that when it comes to decision making, teachers are, more often than not, only included in the instructional aspects of schooling and not the managerial. This could be viewed as both positive and negative as some teachers desire more involvement in other areas pertaining to the school and others do not. In her qualitative research study on the impacts of shared decision making, Riley (1999) discovered that, in fact, the teachers within the school she studied preferred that the administration handle decisions that were not related to classroom instruction. She says, “There was a consensus that teachers at Park Lane want to make those decisions that most directly affect what happens in their classrooms. They have little desire to participate in decisions that do not pertain specifically to classroom instruction” (p. 10). Most teachers in the school she studied believed that their expertise would

be better used to make decisions pertaining to curricular issues. They felt more confident making those kinds of decisions. In her bulletin clarifying the benefits, drawbacks, and implementation of shared decision making, Lontos (1993) also echoes the sentiment that the teachers in Riley's (1999) study voiced that many teachers do not feel confident in shared decision making and that more training is required. She says, "Respondents to the SEDL [Southwest Educational Development Laboratory] survey indicated that SDM participants require special skills to move from solitary thinking toward collective thinking and group decision-making. Nearly one-fourth of the respondents reported insufficient skill in consensus decision-making" (p. 15). The research would seem to assert that not all teachers are confident in the decision-making process.

In their research study on teacher participation in decision making, Sarafidou and Chatziioannidis (2013) found that teachers had a low level of participation in managerial decisions, but that the strongest predictor of both a teacher's sense of efficacy and job satisfaction came from their participation in decisions related to teaching issues. Keung (2008) also found in his study that involvement in curricular as well as managerial decisions was associated with job satisfaction (p. 42). He asserts, based on his findings that if teachers had a greater level of involvement in issues not just related to curriculum, that an increase in a teacher's job satisfaction could be seen (p. 42). Unlike Sarafidou and Chatziioannidis's (2013) study as well as Keung's (2008) study, Weiss (1992) found in her study that a relationship did not exist between schools that engage in shared decision making and an increase on the emphasis of curriculum and teaching. She states, "Those schools that had systematic and formal structures for teacher participation in decision making did not deal appreciably more with curriculum, pedagogy, or student issues than traditionally managed schools" (p. 17). In fact, she asserts that the time and energy that is needed to engage in shared decision making concerning curricular

issues “may even delay the introduction of curricular reforms- or stall them from getting implemented at all” (p. 17). So it is apparent that while a number of studies espouse the connection between shared decision making and an emphasis on curricular issues, Weiss found that connection to be lacking.

Wall and Rinehart (1997) examined the nature of teacher participation in decision making and assert that teachers may not want to be involved in every decisional aspect related to the school. They state, “On the other hand, not all the research on SBDM [school-based decision making] has been positive. Some researchers have suggested that contrary to feeling empowered, many teachers found their time bound up with committees struggling with decisions that had little to do with instruction” (p. 3). Stevens (1994) expressed this same sentiment in his research study of shared decision making in schools in New Zealand. He states that the “implementation of collegial structure [such as shared decision making] requires constant monitoring to ensure that time is not wasted and that duplication does not occur. It is possible for time to be used unproductively through the introduction of too many committees with overlapping functions” (p. 206). The feelings of a lack of productivity within the decision-making process could cause many teachers to become resistant to the idea of shared decision making if it is not implemented with great care and concern for a teacher’s time and level of commitment. Again, as can be seen in these research studies, the need for a model, such as Hoy and Tarter’s shared decision making model, is imperative so that a structure can be put in place to facilitate the successful implementation of shared decision making. That way, administrators can accurately assess areas in which teachers would want to be involved and would be committed. In his article “Redefining Roles for Shared Decision-Making,” Berry (1993) also espouses the need for additional time for teachers in order to make shared decision making a success. He says,

Shared decision-making means schools will have to reexamine their plans and goals in relation to personnel development and in carving time out of the school day for teachers to meet. The schedule may have as much to do with making the process operable as the decision and commitment to support it. (p. 4)

Mutchler and Duttweiler (1990) analyzed the barriers to change when shared decision making is implemented in schools. In their research surveys, they found that 51% of their respondents were resistant to change and acceptance of the responsibilities that shared decision making entails. They state that reluctance stemmed from “teachers’ lack of confidence in their ability to participate, their unwillingness to devote the time necessary to participate, or their prefer[ence] that administrators make the *difficult* decisions” (p. 5). So again, the importance of the time that is needed to be committed by teachers is seen as a possible barrier to a teacher’s willingness to participate in shared decision making, so one must be cognizant of the fact that decisional equilibrium should be the goal, not decisional saturation.

While some research studies found that teachers only wanted to be involved in curricular matters, other research studies have found that teachers want to be involved in decisions related not only to the instructional aspects of the school, but also to the managerial aspects as well. Bacharach et al. (1990) advocate that any measurement of teachers’ participation in decision making should not only incorporate an evaluative approach (comparing actual to desired levels of participation), but should also be multi-dimensional and should encompass many domains, such as instructional and managerial aspects of a school. In their research study, they found that secondary teachers experienced decision deprivation concerning matters related to budgeting and hiring (managerial) (p. 154). Bacharach et al. (1990) state that if a multi-dimensional approach is used in assessing teacher participation in decision making, then administrators will know the areas in which a teacher might feel decisionally deprived and then he/she can hone in

on that area and possibly seek more input in that area from that particular teacher (p. 163). Bogler and Somech (2005) found that when teachers were involved in decisions related to the technical (instructional) domain of a school as well as the managerial domain, that they were more apt to exert organizational citizenship behaviors. Somech (2002) also found in her research study that principals were hesitant to include teachers in managerial decisions such as hiring, budgeting, and evaluating; they involved teachers in the technical or instructional domain concerning decisions. Only including teachers in decisions related to the technical domain of schooling could be problematic as Taylor and Bogotch (1994) discovered in their research study. They state, “these data consistently suggest that teachers perceive their efforts in the classroom as less central to their satisfaction with teaching than their involvement in activities outside of the classroom. This appears to us to be a contradiction in terms and a cause for reexamining the purpose of involving teachers in decision making” (p. 315). Therefore, more research is needed on how teachers are impacted by not only their inclusion in the technical aspects of the school, but the managerial aspects as well.

An examination of research on shared decision making shows that there are many areas that need to be analyzed further, specifically what key areas shared decision making could impact the most to help improve a teacher’s job satisfaction as well as the organizational climate of the school. Can changes be seen in curricular matters if teachers are permitted to participate in shared decision making, thus potentially helping to increase overall teacher morale, satisfaction, and school climate? Could teacher as well as student attendance be impacted in a school that engages in shared decision making? With ever-increasing demands on teachers’ time due to mandatory professional development, both during planning time as well as after school, what specific areas teachers would like to engage in shared decision making need to be explored further, such as the technical aspects of the school or more of the managerial aspects. This study

aims to expound upon previous studies and possibly refine what has previously been determined concerning shared decision making within schools.

Theoretical Framework

A positive relationship could exist between shared decision making and job satisfaction. An examination of Edwin A. Locke's range of affect theory (1976) could lend credence to this claim. Locke's affect theory posits that a person's satisfaction is contingent upon a discrepancy that might exist between what one wants in a job and what one actually has. In their article "Job satisfaction theories: Traceability to employee performance in organizations," Duggus and Dennis (2014) describe Locke's theory in detail. They state that another aspect of this theory concerns itself with what facets of work upon which an individual might place the most value. They state, "When an employee values a particular facet of a job, his satisfaction is more greatly impacted both positively (when expectations are met) [and] negatively (when expectations are not met), compared to one who does not value that facet" (p. 14). If the facet that is valued the most is not being attended to according to the expectations of the individual, then a lack of satisfaction with one's job could result. For example, if an individual values being involved in the decisional aspects of a school and is never given the opportunity to engage in those aspects, his/her expectations concerning that facet of work is not being met; therefore, a lack of job satisfaction could be the result. Conversely, if that individual is given the opportunity to participate in the decision-making process and it is important to him/her, an increase in job satisfaction could occur. Therefore, the theoretical framework of Locke's range of affect theory could be used to explain the connection between shared decision making and job satisfaction.

An examination of shared decision making and a school's climate could show that a relationship exists between these two variables. A theoretical approach that could be used to explain the relationship between shared decision making and organizational climate is the social

exchange theory. This theory posits that individuals will reciprocate those who benefit them. Teachers who find it beneficial for themselves to participate in shared decision making could be more apt to carry out directives laid out by their principals. It might impact their perspective on the school environment and impact their behaviors.

Therefore, the theoretical frameworks of Locke's range of affect theory and the social exchange theory could help to explain the relationship that might exist between shared decision making and job satisfaction and organizational climate. Because many positive implications can be garnered from this study, the relationship between shared decision making and teacher satisfaction and organizational climate needs to be examined.

Research Hypotheses

The review of literature on the research topics of shared decision making and job satisfaction and organizational climate shows both positive and negative outcomes when involving teachers in the decision-making processes of a school and his/her job satisfaction as well as the overall organizational climate of the school in which he/she teaches. This study tests the theory that a positive correlation exists between shared decision making and job satisfaction and organizational climate.

Hypothesis 1: The lower the discrepancy between the desired level of involvement in shared decision making and the actual level of involvement in shared decision making the greater teachers' job satisfaction will be.

Hypothesis 2: Teachers who are involved in both the technical and managerial aspects of decision making will be closer to decisional equilibrium, thus having high levels of job satisfaction.

Hypothesis 3: Shared decision making will be positively correlated with organizational climate.

Hypothesis 4: Climate has a greater relationship to shared decision making than teacher job satisfaction.

Chapter Summary

This chapter outlined the conceptual as well as theoretical frameworks guiding the research study. It also contained a review of the literature on shared decision making as well as job satisfaction and organizational climate. Lastly, this chapter presented four research hypotheses concerning shared decision making.

CHAPTER III: METHODOLOGY

Chapter Overview

This chapter contains five different sections. The first section details the sample used within this study. The second section describes the methodological steps that were taken to obtain data, specifically, the necessary research instruments that were used to test the hypotheses. The third section outlines the data collection methods and the fourth section goes into greater detail about the research instruments. Lastly, the fifth section, entitled statistical analyses, details the specific statistical tests that were run in order to analyze the data.

Data Sample

The unit of analysis for this research study was schools. Schools would be the most appropriate unit of analysis for this type of research study. Sirotnik (1980) advocates for the between approach which uses the group as the unit of analysis when analyzing data. He states, “In essence, if the property is viewed as fundamentally systemic, (i.e., intrinsic to the group) then the between analysis is most appropriate. The averaging process across individuals within groups is nothing more than an operational device for arriving at a single systemic measurement” (p. 246). Therefore, the school is the unit of analysis because what is being assessed (job satisfaction and organizational climate) is intrinsic to the group.

Seventy elementary, middle, and high schools participated in this study with the number of teachers at each school ranging from 9, the smallest number of teachers within a school, to 82, the largest number of teachers within a particular school that participated in this research study. The schools are located in the central and northern regions of Alabama. A total of 1,417 teachers

were given surveys to complete. Out of that total, the range of teacher participants that completed the three survey instruments for this research study was between 227 and 248.

Data Collection Procedures

Data were collected from 70 elementary, middle, and high schools from the central and northern parts of Alabama. Teachers at each participating school completed the three questionnaires. The questionnaires were distributed during faculty meetings as well as placed in teachers' mailboxes. Participation was voluntary. Because no names were used in the questionnaires, teacher anonymity was ensured.

Instrumentation

In order to answer all four research hypotheses, three different questionnaires were used throughout this study. To assess the independent variable shared decision making, the Alutto-Belasco Decisional Participation Scale was used. To assess the dependent variable job satisfaction, Evan and Johnson's Teacher Job Satisfaction Survey was used. Lastly, to assess the dependent variable organizational climate, Hoy's Organizational Climate Index was used.

Within this research study, the variable of socioeconomic status was controlled. This variable can be controlled statistically by taking into account each school's free and reduced lunch percentage. This information can be found on the State Department of Education's website. The size of the school is another variable that was controlled. Lastly, the grades that each school encompass was controlled statistically as well.

Participation in Shared Decision Making

In order to assess teachers' desired state of participation in decision making versus their actual state of participation, which will be referred to as the shared decision making discrepancy scores, the Alutto-Belasco Decisional Participation Scale modified by Conway was used (see Appendix A). This same questionnaire was also used to determine the level of teachers'

involvement in technical and managerial decisions. The questionnaire contains two subscales consisting of 11 decision situations each and uses a 4-point Likert-type scale from 1 (*never*) to 4 (*always*). Some examples of decision situations included in the scale are the following: Hiring a new faculty member in the school or department, planning new building facilities, and determining general instructional policies. After responding to each decision situation, teachers then responded to the following question: Do you want to be involved in making such decisions? This scale has a reliability of .80 (Conway, 1976).

Job Satisfaction

The dependent variable job satisfaction was operationally defined using Evan and Johnson's Teacher Job Satisfaction Survey (see Appendix B). This survey contains 16 items and uses a 5-point Likert-type scale from 1 (*very dissatisfied*) to 5 (*very satisfied*). This survey contains job related variables such as freedom on the job, teachers' needs are met, and decision-making. This survey has a reliability of .93 (Evans & Johnson, 1990).

Organizational Climate

To assess the dependent variable organizational climate, Hoy's Organizational Climate Index was used (see Appendix C). It contains 30 statements, although only 27 are scored, that are rated on a 4-point Likert-type scale from 1 (*rarely occurs*) to 4 (*very frequently occurs*). This scale contains such statements as "Teachers respect the professional competence of their colleagues," "The principal treats all faculty members as his/her equal," and "Teachers accomplish their jobs with enthusiasm." This questionnaire contains reliability scores ranging from .87 to .94, which are all within the range of reliability. Collegial Leadership has the highest reliability score at .94. Institutional Vulnerability has the lowest reliability score of .87 followed closely by Professional Teacher Behavior at .88. Achievement Press has a reliability score of .92 (Hoy, 2002, OCI, par. 5).

Statistical Analyses

Descriptive and inferential statistics were used to analyze the data for this research study. The responses to the questionnaires were entered into SPSS where descriptive and inferential statistics were calculated. To test the first three hypotheses, a correlation coefficient test was run. This test would be the most appropriate to use because each research question only has one independent variable and both of the variables are continuous in that the values are ordered along a continuum. Also, a MANOVA was conducted in order to determine how the three different decisional states of the shared decision making variable (deprivation, equilibrium, and saturation) were different from each other as well as how they differed from the other variables within the study (technical decisions, managerial decisions, job satisfaction, and organizational climate). To answer the final research question, a multivariate regression analysis was run. To test the internal reliability, Cronbach's alpha was used.

Chapter Summary

To test the relationship between the shared decision making discrepancy scores and job satisfaction and organizational climate, 70 elementary, middle, and secondary schools within the central and northern parts of Alabama were surveyed. The variables were measured by using the Alutto-Belasco Decisional Participation Scale, Evan and Johnson's Teacher Job Satisfaction Survey, and Hoy's Organizational Climate Index. Descriptive as well as inferential statistics were used to analyze the data that were collected.

CHAPTER IV: RESULTS

Chapter Overview

The purpose of this study was to determine the effect that shared decision making can have on teachers' job satisfaction as well as the organizational climate of a school. Data from 70 elementary, middle, and secondary schools were collected to test each of the four hypotheses posited in Chapter II. The independent variable within this study, shared decision making discrepancy scores, as well as the dependent variables of job satisfaction and organizational climate were analyzed by applying reliability measures, correlation tests, MANOVA, and a regression analysis. SES, enrollment, and school type were treated as controlling variables within this study.

Descriptive and Inferential Statistics

Sample

Seventy elementary, middle, and high schools within central and north Alabama participated in this research study (see Table 1). The sample consisted of rural, suburban, and urban schools. The teaching staff within the schools that participated in this study ranged from 9 (smallest) to 82 (largest). The range of teacher participants from the 70 schools that completed the three survey instruments for this research study was between 227 and 248.

Table 1

Configuration of Schools

School Grade Level	Number of Schools
K-2	3
K-3	3
K-5	17
K-6	8
K-12	2
3-5	3
4-5	1
4-6	1
6-8	7
6-12	7
7-8	2
7-12	6
9	1
9-12	9

Measures

The Alutto-Belasco Decisional Participation Scale modified by Conway, Evan and Johnson's Teacher Job Satisfaction Survey, and Hoy's Organizational Climate Index were used to collect the data for this study. The data were analyzed to determine if correlations existed between teachers' shared decision making discrepancy scores and job satisfaction, whether technical or managerial decisions impacted job satisfaction, and if the shared decision-making discrepancy scores impacted the organizational climate of a school. Also, the data were analyzed to ascertain if climate had a more significant relationship to the shared decision making discrepancy scores than teacher job satisfaction.

In order to assess the discrepancy between the present versus desired state of decisional involvement, a number was assigned to each response on the Alutto-Belasco Decisional Participation Scale modified by Conway. To compute the value of each item on the scale, the value of 1 was given to the response of *never*, 2 to the response of *sometimes*, 3 to the response of *often*, and 4 to the response of *always* (Conway, 1976). The desired participation number was

then subtracted from the actual participation number and the difference equaled the directional value. Deprivation was present if a negative number was obtained; a positive number indicated saturation. If the number 0 was obtained, then a state of equilibrium was present (Conway, 1976). The Alutto-Belasco Decisional Participation Scale was also used to determine teachers' level of involvement in technical and managerial decisions. The following three decisional statements found on the scale were used to determine teachers' level of involvement in technical decisions: 3, 4, and 11. The remaining statements, 1, 2, 5, 6, 7, 8, 9, and 10 were used to determine teachers' level of involvement in managerial decisions.

To assess teacher job satisfaction, teachers' scores on the 16 question satisfaction survey were calculated by being added together and then averaged. All of the averaged scores were then added together and were divided by the number of teachers who took the survey. The score that was obtained represented the school score for teacher job satisfaction.

Organizational climate scores were calculated by adding together teachers' scores on the 27-item climate survey and then averaging them. All of the averaged scores were then added together and divided by the number of teachers who took the OCI survey within that school. To obtain a school score for each subset of the Organizational Climate Index, the following formulas were used to sum up the specific item numbers listed in the survey:

$$\text{Collegial Leadership (CL)} = 1+3+5+10+13+20+27$$

$$\text{Professional Teacher Behavior (PTB)} = 8+18+21+23+ 25+28+29$$

$$\text{Achievement Press (AP)} = 7+11+15+16+17+19+22+24$$

$$\text{Institutional Vulnerability (IV)} = 2+6+9+12+26$$

The scores for the OCI are then standardized in order that comparisons can be made between the schools within this study, or any research study, and a typical sample of high schools. They are also standardized so that results are comparable to how SAT and GRE scores are reported. The

mean will be 500 with a standard deviation of 100. The following formulas were used to compute the standardized scores using the mean and standard deviation of the normative sample:

$$\text{Collegial Leadership (SCL)} = 100(\text{CL}-20.75)/2.658 + 500$$

$$\text{Prof. Teacher Behavior (SPTB)} = 100(\text{PTB}-21.280)/1.520 + 500$$

$$\text{Achievement Press (SAP)} = 100(\text{AP}-20.80)/2.352 + 500$$

$$\text{Institutional Vulnerability (SIV)} = 100(\text{IV}-12.417)/1.687 + 500 \text{ (Hoy, 2002).}$$

Descriptive calculations were figured for each variable. Minimums, maximums, means, and standard deviations were examined (see Table 2).

Table 2

Descriptive Statistics of Research Variables

Variables	Minimum	Maximum	Mean	SD
Shared Decision Making (DISCR.)	-9.0	32	4.70	5.06
Shared Decision Making (Tech.)	-.50	1.67	.46	.42
Shared Decision Making (Mang.)	-.31	1.75	.45	.36
SDM-Deprivation	-9	-1	-3.00	3.43
SDM-Saturation	1	32	5.73	4.59
Teacher Job Satisfaction	2.63	4.69	3.65	.48
Organizational Climate Index	272.85	736.81	518	101.70
SES	.07	.89	.49	.19
Enrollment	1.65	1558	584.70	314.50
Grade Level	1.0	3.00	1.77	.87

Reliabilities

The alpha reliability of each of the measurements used within this study is listed in Table 3. The shared decision making discrepancy scores had a reliability of .87. Job satisfaction had a reliability of .92. Cronbach’s alpha for organizational climate was .88.

Table 3

Cronbach Alpha Reliabilities

Variable	Alpha	# of Items	Instrument
Shared Decision Making (Discr.)	.87	11	Alutto-Belasco Dec. Part. Scale
Job Satisfaction	.92	16	Evan and Johnson’s TJS Survey
Organizational Climate	.88	27	Hoy’s Org. Climate Index

Correlations

Correlation analyses were run on the variables of the shared decision-making discrepancy score, shared decision-making discrepancy score (technical decisions), shared decision-making discrepancy score (managerial decisions), job satisfaction, and organizational climate. The correlations are given in Table 4. The correlation coefficient did support the first hypothesis that states that the lower the discrepancy between the desired level of involvement in shared decision making and the actual level of involvement in shared decision making the greater teachers' job satisfaction will be. The mean for the shared decision-making discrepancy score variable was 4.70, which means that teachers in the schools within this study are, on average, in a state of decisional saturation (any number above 0), thus implying that they are involved in too many decisions. Only 3 schools out of the 70 that participated within this research study were at a state of equilibrium (a score of 0), which means that there was no discrepancy between the desired level of involvement in shared decision making and the actual level of involvement in shared decision making by the teachers within those schools. In fact, very few schools were even close to decisional equilibrium. Therefore, because a state of decisional equilibrium was not found based on teachers' responses, one would expect that the correlation with job satisfaction would not be positive and that was the case within this study. A significant, but negative, correlation was found between the variables of the shared decision-making discrepancy score and job satisfaction, $r(69) = -.30^*$, $p < .05$. Therefore, this research study found that teachers within the schools that participated in this study were involved in making too many decisions and their level of job satisfaction was impacted in a negative way.

The second hypothesis, which states that teachers who are involved in both the technical and managerial aspects of decision making will be closer to decisional equilibrium, thus having high levels of job satisfaction, was not supported by the correlation coefficients. There was a

positive, but not significant, correlation between the shared decision making discrepancy score that involved technical decisions with job satisfaction, $r(52) = .082$. The discrepancy score for shared decision making that involved managerial decisions and job satisfaction had a negative, but not significant, correlation, $r(52) = -.012$. In comparing the results of these two correlations with the results of the correlation analysis that was run for the first hypothesis that included both types of decisional statements, $r(69) = -.30^*$, $p < .05$, it can be seen that teachers within this research study who are involved in both types of decisions had a lower level of job satisfaction versus teachers who are involved in just one type of decision.

The third hypothesis, which stated that shared decision making would be positively correlated to organizational climate, was not supported by the data (Table 4). No significant relationship was found between the shared decision-making discrepancy scores and climate, $r(69) = .029$.

Table 4

Correlations among the Variables within the Study

Variable	SDM	SDM-T	SDM-M	JS	OC
Shared Decision Making (Discr.)				-.30*	.029
Shared Decision Making (Technical)				.082	
Shared Decision Making (Managerial)					-.012
Job Satisfaction	-.30*	.082	-.012		.47**
Organizational Climate	.029				

* $p < .05$

** $p < .01$

Multivariate Analysis of Variance

In order to determine how the three different decisional states (deprivation, equilibrium, and saturation) of the shared decision-making variable were different from each other and across the other variables within the study, a multivariate analysis of variance was conducted on technical decisions, managerial decisions, job satisfaction, and organizational climate. A Wilks-Lambda was used to interpret the MANOVA. For the purposes of this statistical test, shared

decision-making discrepancy scores ranging from -3 to +3 were categorized as deprivation. Any decisional score of 0 was labeled as equilibrium, and any decisional score above +3 was labeled as saturation. The multivariate test was not found to be significant, $\Lambda = .851$, $F(4,47) = 2.053$, $p = .102$. There were no mean differences found for the three decisional states and the other research variables indicating that the dependent variables of technical decisions, managerial decisions, job satisfaction, and organizational climate do not change in any significant way for one decisional state more than any other. The results are reported in Table 5.

Table 5

MANOVA of 3 Decisional States on Decision Type, Job Satisfaction, and Organizational Climate

Variable	<i>F</i>	Hypothesis <i>df</i>	Error <i>df</i>	<i>p</i>	η^2
Technical Decisions	.170	4	47	.682	.031
Managerial Decisions	2.912	4	47	.094	.366
Job Satisfaction	1.685	4	47	.200	.377
Organizational Climate	.771	4	47	.384	.129

Multivariate Regression Analysis

A multivariate regression analysis of organizational climate and job satisfaction to the discrepancy scores of shared decision making was done to examine which variable, organizational climate or job satisfaction, had the greater relationship to the shared decision-making discrepancy scores. Teacher job satisfaction and organizational climate were regressed on the following predictor variables: the discrepancy scores for shared decision making, enrollment type, school grade level, and SES. The overall regression equation for the discrepancy scores of shared decision making was not significant, $\Lambda = .865$, $F(2, 63) = 4.90$, $p < .01$. Organizational climate was not significantly related to the shared decision-making discrepancy scores, $b = 2.423$, $t(68) = 1.056$, $p = .295$, $R^2 = 24\%$. Job satisfaction was also not significantly related to the shared decision-making discrepancy scores, $b = -.024$, $t(68) = -2.077$, $p = .042$, $R^2 = 13\%$. Table 6 illustrates the unstandardized regression coefficients (beta weights),

standard error, t , and significance for the dependent variables of organizational climate and job satisfaction as well as the predictor variables. Results from the multivariate regression analysis do support hypothesis 4. Table 6 shows that the shared decision-making discrepancy scores variable is more predicted by organizational climate than job satisfaction.

Table 6

Multivariate Regression of Organizational Climate and Job Satisfaction on Research Variables

Predictor Variables	Unstandardized Coefficients		Standardized Coefficients	
	β	Standard Error	t	Sig.
OCI (Intercept)	484.651	34.628	13.996	.000
SDM (Discrepancy Scores)	2.423	2.295	1.056	.295
Enrollment Type	-.085	0.45	-1.900	.062
School Grade Type	-32.538	14.447	-2.252	.028
SES	258.749	66.782	3.875	.000
JS (Intercept)	3.860	.174	22.233	.000
SDM (Discrepancy Scores)	-.024	.012	-2.077	.042
Enrollment Type	-6.769	.000	-.301	.765
School Grade Type	-.100	.072	-1.380	.172
SES	.244	.335	.728	.469

Un-hypothesized findings

An un-hypothesized finding from this study concerns the relationship between organizational climate and job satisfaction. A correlation analysis was run on organizational climate as well as teacher job satisfaction and significant results were obtained. Table 4 shows the results of the correlation. Significant results were obtained when responses to the teacher job satisfaction survey were correlated with organizational climate, $r(69) = .47^{**}$, $p < .01$. Results from this particular research study show that organizational climate can have a significant impact on teachers' job satisfaction levels.

Chapter Summary

This chapter delineated the results of the statistical tests used to compute the data on the shared decision-making discrepancy scores, job satisfaction, and organizational climate. A

correlational analysis was used to determine whether a relationship existed between the shared decision-making discrepancy scores and job satisfaction. A correlational analysis was also used to determine whether a relationship existed between the types of decisions teachers are involved in (technical and managerial) and job satisfaction. The results of these analyses did show that there is a relationship between shared decision making and job satisfaction as well as the types of decisions in which teachers are involved and job satisfaction. The MANOVA test that was used to determine how the three different decisional states of the shared decision making variable (deprivation, equilibrium, and saturation) were different from each other and the other variables within the study (technical decisions, managerial decisions, job satisfaction, and organizational climate) found no significant mean differences.

The third research hypothesis, which focused on organizational climate, posited that a positive relationship existed between shared decision making and organizational climate. A correlation coefficient test was used to analyze the data. The results of the test suggest that there is not a significant relationship between the shared decision-making discrepancy variable and organizational climate.

In order to analyze the fourth and final hypothesis, a multivariate regression analysis was used. A multivariate regression analysis was used to examine the dependent variables of organizational climate and job satisfaction to determine which variable had the more significant relationship to the shared decision-making discrepancy scores. Both of those variables were also regressed on the following predictor variables: the discrepancy scores for shared decision making, enrollment type, school grade level, and SES. While no significant relationships were found between the shared decision-making discrepancy scores, organizational climate, and job satisfaction, the fourth hypothesis that stated that climate would have a greater relationship to shared decision making than job satisfaction was supported by the results of the analysis.

Lastly, a correlation analysis was run between organizational climate and job satisfaction and positive, significant results were obtained. This un-hypothesized finding showed that climate can be an important factor in a teacher's overall level of satisfaction with his/her job.

CHAPTER V: DISCUSSION OF THE RESULTS

Chapter Overview

This chapter gives a synopsis of the purpose of the study as well as the findings. It also gives the theoretical implications of the results and references the literature review found in Chapter II to support the theoretical implications. This chapter also outlines some practical applications that can be garnered from this study on shared decision making, job satisfaction, and organizational climate. Lastly, it offers some suggestions for further research concerning these topics.

Summary of Findings

This study tested the relationship between shared decision-making discrepancy scores and job satisfaction, the relationship between the types of decisions in which teachers are involved and job satisfaction, and the relationship between shared decision-making discrepancy scores and organizational climate. Also, this study tested to see which variable had the greater relationship to the shared decision-making discrepancy scores: job satisfaction or organizational climate. Seventy schools within central and north Alabama participated in this study. Listed below are the findings:

1. Shared decision making and job satisfaction are negatively correlated.
2. Teachers who are involved in both the technical and managerial aspects of decision making have lower levels of job satisfaction than teachers who are involved in just one of those types of decisions.
3. Shared decision making is not significantly correlated with organizational climate.

4. Climate does have a greater relationship to shared decision making than teacher job satisfaction.

5. Organizational climate is positively correlated with job satisfaction.

Theoretical Implications

Even though the results concerning shared decision making and job satisfaction showed a negative relationship, the study overall still produced some theoretically important findings concerning shared decision making and its relationship to job satisfaction and organizational climate. This study also showed the importance of examining a school's climate due to the impact it can have on the satisfaction levels of teachers.

Shared Decision Making and Job Satisfaction

A negative correlation between the shared decision-making discrepancy scores and job satisfaction was found within the schools that participated in this study. The first research question posed in Chapter I asked that if teachers were given the opportunity to participate in decision making along with their principals, would their levels of job satisfaction be high. The results from this study seem to suggest no, that a greater involvement in shared decision making would negatively impact a teacher's level of job satisfaction. If teachers are involved in too many of the decisional aspects within a school, as this research study found, then a negative impact on job satisfaction could occur (Bogler & Nir, 2005). What are some factors that could attribute to this negative correlation?

One factor that could have contributed to the negative correlation between shared decision making and job satisfaction is the time constraints that this process can put on a teacher's already busy schedule. This study found that overall, teachers were decisionally saturated; they were involved in too many decisional processes within their schools. Thomas (1995) asserts in her research study that shared decision making can be "ineffective, even

harmful, when lacking sufficient support, expertise, and time to succeed” (p. 7). If teachers are already involved in making so many types of decisions within their schools and are then not afforded adequate amounts of time to properly engage in this type of decision making, then negative feelings about the job as well as perceptions about the overall environment of the school may develop as a result (Berry, 1993; Liu & Ramsey, 2008; Stevens, 1994; Wall & Rinehart, 1997). Could a lack of sufficient time to properly implement this type of decision making be a factor contributing to the negative correlation between shared decision making and job satisfaction found within this study? The literature review would seem to support this as a possible explanation.

Ensuring that decision making is not just a top down approach is important to teachers’ job satisfaction levels. One factor that was repeatedly mentioned in research studies was the difficulty that some principals had in instituting shared decision making within their schools (Blase & Blase, 1999; Johnson & Ledbetter, 1993; Mutchler & Duttweiler, 1990; Somech, 2002). Many were unsure as to how to properly manage this type of process. This doubt could most certainly impact teachers’ levels of job satisfaction as frustration could ensue concerning the decision-making process and the level of involvement that is being asked of teachers. Mismanagement of the decision-making process could lead to a negative perception of the school, thus negatively impacting job satisfaction. Therefore, how the decision-making process is being managed within the schools that participated in this research study could help to explain the negative correlation between shared decision making and job satisfaction.

As Spector (1997) denotes in his study, there are many aspects or facets that can impact a teacher’s feelings of job satisfaction such as the school environment, interactions with coworkers, communication with administrators, etc. Based on the results of this current research study on shared decision making and job satisfaction, using Spector’s approach of focusing on

one facet that can have an impact on job satisfaction, the facet of decision making, would seem to be a worthwhile endeavor due to the impact it can have on teachers' feelings of satisfaction with their jobs.

Technical versus Managerial Decisions and Job Satisfaction

The negative relationship between the shared decision-making discrepancy scores and job satisfaction is supported by the literature, as many studies have found that teachers do not desire to be involved in every decisional aspect within their school and that they have more confidence in making decisions concerning matters related specifically to instruction (Liontos, 1993; Percy & Brown, 1994; Riley, 1999). Data from this research study supported those previous studies. Typically, if teachers are allowed to be a part of the decision-making process, their participation is relegated to matters that would be categorized as technical (instruction, etc.). Many research studies have found that teachers tend to be less involved in decisions related to managerial matters such as budgeting and hiring, but that an involvement in both facets of decision making could accrue positive results for teachers (Keung, 2008; Sarafidou & Chatziioannidis, 2013). Would the results of this study corroborate this previous research? This study found that teachers were involved in too many of the decisional aspects of a school and that when involved in both types of decisions, technical and managerial, as opposed to being involved in just one of those types of decisions, there was a decrease in the level of job satisfaction experienced by teachers. These findings echo Riley's (1999) study that found teachers were more apt to want to be involved in matters related specifically to instruction. A lack of confidence in matters related to the managerial aspects of a school could be a possible reason why teachers' satisfaction levels at the schools within this study were negative when both types of decisions were correlated with job satisfaction (Liontos, 1993; Stevens, 1994; Wall & Rinehart, 1997). Therefore, examining

the types of decisions in which teachers are involved is a useful recommendation garnered from this study.

Shared Decision Making and Organizational Climate

Data from this research study did not support the hypothesis that a significant connection could be found between shared decision making and the organizational climate of a school. Recall, as discussed in Chapter I, Hoy and Miskel (2013) define organizational climate as “the teachers’ perceptions of the general work environment of the school . . . a relatively enduring quality of the school environment that is experienced by participants, affects their behavior and is based on their collective perceptions of behavior in school” (p. 201). This study did show that while a positive relationship existed between shared decision making and organizational climate, that a significant impact on the behavior of teachers within a school was not seen. The study of a school’s climate is advocated in many research studies due to its importance in helping to determine practices and policies that would be beneficial to a school (Cohen et al., 2008; Gunbayi, 2002; Hoy et al., 1990; Moolenaar et al., 2011). Even though the results were not significant in this study, an examination of factors that could impact a school’s climate would be a beneficial study.

The Relationship of Shared Decision Making to Job Satisfaction and Organizational Climate

Organizational climate, while having no significant relationship to the shared decision-making discrepancy scores, did have a slightly stronger relationship to the shared decision-making discrepancy scores when compared to job satisfaction, which had a negative relationship; therefore, the findings of the multivariate regression analysis did support the fourth hypothesis. Much of the current literature that exists on shared decision making and job satisfaction shows a connection between those two entities as a lack of involvement in the decision-making process tended to yield lower levels of job satisfaction among teachers (Griffith, 2003; Hoigaard et al.,

2012; Weiss, 1992), but that was not the case within this study. In examining the literature on organizational climate, it can be seen that there are many factors that can impact the organizational climate of a school such as a principal's leadership style, the management of teachers' time, as well as the respect afforded to and between teachers and administrators (Bogler, 2001; Conley & Bacharach, 1990; De Nobile & McCormick, 2008; Miller, 1981; Weiss, 1992). While involvement in shared decision making is a factor that could impact climate and job satisfaction, this study found that climate had a slightly stronger relationship to the shared decision-making discrepancy scores than job satisfaction.

Organizational Climate and Job Satisfaction

This research study found that organizational climate had a very significant and positive relationship to teacher job satisfaction. Having an open and healthy school, two referents Hoy et al. (2002) use for climate, can have a significant impact on a teacher's feelings of satisfaction with his/her job. The results of this research study show that just like shared decision making, climate plays a significant role in the satisfaction levels of teachers, except the role it plays is a positive one, unlike shared decision making. This un-hypothesized finding within this study corroborates other research studies that espouse similar results. Waruwu (2015) found in his research that the greatest factor affecting teachers' job satisfaction was the work environment. Cohen et al. (2008) and Miller (1981) discuss the impact that climate can have on a school and its teachers as well. Grayson and Alvarez (2008) also found a positive correlation between climate and teacher job satisfaction. Climate is an element that can help to meet the emotional needs of its members (Ghavifekr & Pillai, 2016). Therefore, an open and healthy working environment can greatly impact how satisfied teachers feel with their jobs. The importance of studying organizational climate and its impact on teachers cannot be diminished.

As discussed in Chapter II, Hoy et al. (2002) describe the health of a school as being concerned with the interpersonal relationships that are fostered between teachers as well as principals. Administrators must understand the role they play in creating a positive school environment because as found within this research study, organizational climate is significantly correlated with job satisfaction. Hoy and Tarter (1992) emphasize this significant role that principals play. Principals' leadership styles, perceptions of teachers, as well as the interpersonal relationships they establish with teachers all greatly impact not only the climate of a school, but how satisfied teachers feel with their jobs (Bogler, 2001; Conley & Bacharach, 1990; Griffith, 2003). The more positive relationships that are created within a school among teachers and administrators, thus creating a positive work environment, the greater a teacher's level of job satisfaction will be, as found within this particular research study.

Studying a school's organizational climate can accrue many beneficial findings for administrators and teachers. This study found that organizational climate was positively correlated with job satisfaction. Due to this significant relationship, ways in which administrators can create an open and healthy environment need to be explored.

Practical Applications

The results of this study garner many useful applications for not only administrators, but teachers as well. This study found that, on average, teachers within the schools that participated in this study felt decisionally saturated. They felt as if they were involved in too many decisions within their schools. Many researchers espouse the drawbacks of teachers being minimally involved in decisions within the school such as burnout, dissatisfaction, and high turnover rates (Hoigaard et al., 2012, Marlow et al., 1996; Weiss, 1992), but equally important to assess is teachers being overly involved in the decision-making process. Finding a good balance between how much a teacher desires to be involved in certain decisions and how much they actually are

involved is a useful finding from this study. If teachers feel as if they are involved in too many decisions, then feelings of dissatisfaction, as were found in this study, could result. It would behoove principals, then, to examine the decision-making processes within their schools and teachers' level of involvement in them, making sure that a balance exists between how much a teacher wants to be involved and how much he/she really is involved in the decisions being made for the school.

Secondly, because the shared decision-making discrepancy scores and job satisfaction were negatively correlated, principals should examine their own leadership styles to determine if the approach to decision making they are using with their teachers is more autocratic than democratic. Instituting a more democratic approach to decision making could be a very effective and also low cost inducing way that principals could enact positive change within the teachers of his/her school and create higher levels of job satisfaction. To effectively change the way in which decisions are made, principals must be cognizant of Hoy and Tarter's (1993) model of shared decision making. Paying particular attention to the rules of relevance and expertise could help principals to establish guidelines related to decision making that would not make the shared decision-making process an overwhelming and/or time consuming endeavor for teachers to be a part of. This study shows that principals need to consider the ways in which decisions are made within their schools and whether or not teachers who have relevance and expertise in a topic and who want to be involved are involved. Over-involvement in the decision-making process could lead to feelings of dissatisfaction among teachers, especially if they are asked to make decisions in which they do not feel confident or do not have a great interest in. It is imperative that principals create a type of work environment where involvement in the decision-making process is encouraged when relevance and expertise are present.

Most of the studies conducted 20 and 30 years ago on shared decision making found that teachers, on average, were not very involved in the decision-making processes within their schools, which had a negative impact on their satisfaction levels and perceptions of their work environment. Could it be that maybe now, teachers are more involved in the decision-making process, too involved, as was found within this study, and that adequate time is not being afforded to them to successfully manage all of the decision-making responsibilities that are being asked of them? Instituting shared decision making within a school is not an easy endeavor due to the time constraints that are involved. To implement this type of governance within a school, principals must be wary of teachers' time. Adding "one more thing" to an already full list of responsibilities could, in fact, have the opposite effect on shared decision making impacting job satisfaction in a positive way. It would be beneficial to give teachers some type of decisional participation survey to determine if the faculty is decisionally saturated or deprived. If saturation is present, principals need to work with teachers to alleviate some of the decisions for which they are responsible. If, on the other hand, deprivation is present, then principals should strive to find out in what areas teachers want to be involved and where their expertise/relevance lies. Then, to apply this type of governance within a school and use a teacher's expertise or relevance in the most effective way possible, principals must give teachers adequate time to engage in the shared decision-making process. Otherwise, job satisfaction levels could be impacted in a negative way, as seen within this study as the results showed that teachers were decisionally saturated--they were involved in making too many decisions. Engaging in the shared decision-making process requires that an adequate amount of time be given to teachers in order to successfully implement this type of governance or negative feelings could accrue.

Another practical application from this study would be for principals who do engage in some type of shared decision making within their schools to examine the types of decisions of

which teachers are a part. While teachers should be involved in decisions related to instruction that directly impacts their classroom, could they also offer expertise in other school related matters such as budgeting or hiring of a new staff member if an interest in those types of school matters is present? Managerial decisions and teachers' involvement in them should be a topic of interest for principals to explore.

Even though this study did not find a significant correlation between shared decision making and organizational climate, the literature does support maintaining an open environment within a school, which could be indirectly related to shared decision making (Hoy et al., 2002; Hoy et al., 1990). Principals being open and approachable to teachers' suggestions and, in turn, also seeking counsel from teachers on school related matters could only help to improve the organizational climate of the school (Hoy & Tarter, 1992). As this study found, there was a significant correlation between organizational climate and job satisfaction. Due to the significant relationship that was present, different facets of a school that could have a positive impact on teacher's perceptions of their work environment should be of the utmost concern for principals. Striving to maintain a healthy school climate is vitally important in helping to foster high levels of job satisfaction for teachers. Therefore, ways in which principals can help to establish an open and healthy climate within their schools need to be explored.

Recommendations for Future Research

This research study did find a significant, negative correlation between shared decision making and job satisfaction, but did not find a significant correlation between shared decision making and organizational climate. In order to extend these findings further, additional research is warranted.

This study focused on elementary, middle, and high schools of varying sizes from enrollments of 165 to larger school populations of 1,558 students. The smaller sized schools had

much smaller faculties, and of course, the schools with the larger populations had very large faculties, some encompassing over 100 teachers with administrative staffs of at least four or five vice-principals in addition to the principal. Would the results have been different if only smaller sized schools had been used? Studies have shown that school size impacts such things as organizational climate (Burns & Machin, 2013). Communication tends to be easier in smaller schools as staff members know each other better and feel more comfortable espousing their views and opinions on various topics. Would teachers' thoughts and openness to shared decision making be different within a smaller school setting versus one that is extremely large? This could be an area of focus for future research.

Also, the data from this study was obtained primarily from various configurations of elementary schools and middle schools. Secondary schools encompassing grades nine through twelve were not predominant within this study. Would future research studies obtain different results if only elementary schools were used or just secondary schools? Due to the collaborative nature of most grade levels within elementary schools, would shared decision making be an easier endeavor to pursue at the elementary level because teachers might be more comfortable with each other since they are already working together during grade level meetings? This could be an area to explore in future research.

Another consideration for future research would be to take into account a teacher's years of teaching experience. Would the number of years a teacher has been teaching impact his/her willingness to participate in the shared decision-making process? A first year teacher may not be as apt as a veteran teacher to vocalize an opinion on a school-related matter for a number of reasons. Such reasons could include feelings of a lack of confidence in the matter being decided upon or the fear of retribution from colleagues or administrators if his/her opinion differs from the majority. On the other hand, a veteran teacher may be more open to engaging in the

decision-making process because he/she may have the confidence in his/her abilities that a beginning teacher may lack. Because veteran teachers are typically highly regarded and respected, their opinion on a particular matter may be more positively received and considered versus a first year teacher with less experience. Therefore, a study that focuses on the differences in years of teaching experience and the impact it might have on shared decision making would be useful for future research.

Conclusion

This research study's main focus was shared decision making and the impact it can have on not only levels of job satisfaction for teachers, but also on the organizational climate of a school. For many administrators, this type of decision making is a new approach and one that might prove to be difficult at times. Even though it may have its share of difficulties, based on the results of this study, it is an approach that needs to not only be explored, but refined if this type of decision making is already present within a school. This study found that teachers, on average, are decisionally saturated. Administrators must, therefore, examine the magnitude with which teachers are involved in the decisions being made within a school to ensure that too much is not being asked of teachers' time. With already overloaded schedules, teachers' time must be protected, so shared decision making must be instituted with great care so as not to impact teachers' feelings of satisfaction with their jobs in a negative way. Creating a school environment in which teachers are given adequate time and support to engage in decision making could only help to increase satisfaction levels. Because this study found that organizational climate impacts job satisfaction in a positive and significant way, climate should be an important factor principals need to consider to help establish a positive work environment. Shared decision making, job satisfaction, and organizational climate are all areas of focus that, hopefully, in the

future will receive more attention due to the myriad ways, both positive and negative, that they can impact a school.

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APPENDIX A

ALUTTO-BELASCO DECISIONAL PARTICIPATION SCALE

Alutto-Belasco Decisional Participation Scale
Decisional Situations- Indicate the present and desired states of participation.

1. Hiring a new faculty member in school or department
Never Sometimes Often Always
Do you want to be involved in making such decisions?
Never Sometimes Often Always

2. Preparation of school or department budgets
Never Sometimes Often Always
Do you want to be involved in making such decisions?
Never Sometimes Often Always

3. Selecting new textbooks
Never Sometimes Often Always
Do you want to be involved in making such decisions?
Never Sometimes Often Always

4. Resolving student academic or personal problems
Never Sometimes Often Always
Do you want to be involved in making such decisions?
Never Sometimes Often Always

5. Determining individual faculty assignments
Never Sometimes Often Always
Do you want to be involved in making such decisions?
Never Sometimes Often Always

6. Resolving a faculty member's grievance
Never Sometimes Often Always
Do you want to be involved in making such decisions?
Never Sometimes Often Always

7. Planning new building facilities
Never Sometimes Often Always
Do you want to be involved in making such decisions?
Never Sometimes Often Always

8. Resolving problems involving community groups
Never Sometimes Often Always
Do you want to be involved in making such decisions?
Never Sometimes Often Always

9. Resolving problems with administrative services
Never Sometimes Often Always
Do you want to be involved in making such decisions?
Never Sometimes Often Always

10. Determining faculty members' salaries

Never Sometimes Often Always

Do you want to be involved in making such decisions?

Never Sometimes Often Always

11. Determining general instructional policy

Never Sometimes Often Always

Do you want to be involved in making such decisions?

Never Sometimes Often Always

APPENDIX B

EVAN AND JOHNSON'S TEACHER JOB SATISFACTION SURVEY

Evan and Johnson's Teacher Job Satisfaction Survey

Directions: Please circle the appropriate number indicating level of satisfaction on the job: 1 is very dissatisfied and 5 is very satisfied.

Job Related Variables	Very Dissatisfied	Dissatisfied	Neutral	Satisfied	Very Satisfied
Freedom on the job	1	2	3	4	5
Working conditions	1	2	3	4	5
Personal success	1	2	3	4	5
Salary	1	2	3	4	5
Recognition	1	2	3	4	5
Teachers' needs met	1	2	3	4	5
Work is demanding	1	2	3	4	5
Adequate equipment	1	2	3	4	5
Job is challenging	1	2	3	4	5
Job interferes with family	1	2	3	4	5
Principal rewards teachers	1	2	3	4	5
Personal satisfaction	1	2	3	4	5
Decision-making	1	2	3	4	5
Personal initiative	1	2	3	4	5
Organization of school	1	2	3	4	5
Job Security	1	2	3	4	5

APPENDIX C

HOY'S ORGANIZATIONAL CLIMATE INDEX

Hoy's Organizational Climate Index

Directions: The following are statements about your school. Please indicate the extent to which each statement characterizes your school from **rarely occurs** to **very frequently occurs**.

Rarely Occurs	Sometimes Occurs	Often Occurs	Very Frequently Occurs	
1	2	3		
			4	
1. The principal explores all sides of topics and admits that other opinions exist.	1	2	3	4
2. A few vocal parents can change school policy.	1	2	3	4
3. The principal treats all faculty members as his/her equal.	1	2	3	4
4. The learning environment is orderly and serious.	1	2	3	4
5. The principal is friendly and approachable.	1	2	3	4
6. Select citizens' groups are influential with the board.	1	2	3	4
7. The school sets high standards for academic success.	1	2	3	4
8. Teachers help and support each other.	1	2	3	4
9. The principal responds to pressure from parents.	1	2	3	4
10. The principal lets faculty know what is expected of them.	1	2	3	4
11. Students respect others who get good grades.	1	2	3	4
12. Teachers feel pressure from the community.	1	2	3	4
13. The principal maintains definite standards of performance.	1	2	3	4
14. Teachers in this school believe that their students have the ability to achieve academically.	1	2	3	4
15. Students seek extra work so they can get good grades.	1	2	3	4
16. Parents exert pressure to maintain high standards.	1	2	3	4
17. Students try hard to improve on previous work.	1	2	3	4
18. Teachers accomplish their jobs with enthusiasm.	1	2	3	4
19. Academic achievement is recognized and acknowledged by the school.	1	2	3	4
20. The principal puts suggestions made by the faculty into operation.	1	2	3	4
21. Teachers respect the professional competence of their colleagues.	1	2	3	4
22. Parents press for school improvement.				
23. The interactions between faculty members are cooperative.	1	2	3	4
24. Students in this school can achieve the goals that have been set forth for them.	1	2	3	4
25. Teachers in this school exercise professional judgment.	1	2	3	4
26. The school is vulnerable to outside pressures.	1	2	3	4
27. The principal is willing to make changes.	1	2	3	4
28. Teacher "go the extra mile" with their students.	1	2	3	4
29. Teacher provide strong social support for colleagues.	1	2	3	4
30. Teachers are committed to their students.	1	2	3	4

APPENDIX D
IRB APPROVAL LETTER

May 1, 2017

Roxanne Mitchell, Ed.D.
ELPTS
College of Education
Box 870302

Re: IRB#: 17-OR-157 "Rigatoni Study"

Dear Dr. Mitchell:

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

Your application has been given expedited approval according to 45 CFR part 46. You have also been granted the requested waiver of written 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

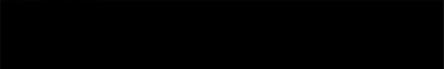
Your application will expire on April 30, 2018. If your research will continue beyond this date, complete the relevant portions of the IRB Renewal Application. If you wish to modify the application, complete the Modification of an Approved Protocol Form. Changes in this study cannot be initiated without IRB approval, except when necessary to eliminate apparent immediate hazards to participants. When the study closes, complete the appropriate portions of the IRB Request for Study Closure Form.

Please use reproductions of the IRB approved stamped consent form to obtain consent from your participants.

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 & Research Compliance Officer

APPENDIX E
PRINCIPAL INFORMED CONSENT FORM

Principal Informed Consent Form

Dear Principal:

You have been invited to take part in a research study to learn more about the effects of trust and efficacy on student academic performance and identification with school. This study will be conducted by Dr. Roxanne Mitchell – Assistant Professor – Department of Educational Leadership, Policy, and Technology Studies at The University of Alabama as a part of her continued research.

If you agree to participate in this study, you will be asked to do the following:

1. Complete a survey on various aspects of your schools climate and culture.

Participation in this study will involve approximately 15 minutes of your time to complete the questionnaire. There are no known risks associated with your participation in this research. Although you will receive no direct benefits, this research may help the investigator to understand the causes and consequences of school trustworthiness on student academic performance and identification with school.

Confidentiality of your research records will be strictly maintained. You will not be asked to record any identifying information on the survey forms. Surveys will be collected by the researcher or one of her colleagues. You will place your survey in a sealed envelope. Participation in this study is voluntary. You may refuse to participate simply by not completing the survey. If there is anything about this study or your participation that is unclear or that you do not understand, or if you have questions or wish to report a research related problem, you may contact Dr. Roxanne Mitchell at 205-348-0348 or rmitchell@bamaed.ua.edu or at The University of Alabama, P.O Box 870302, Tuscaloosa, Alabama, 35487.

If you have questions about your rights as a person taking part in a research study, or if you would like to make suggestions or file complaints and concerns, you may call Ms. Tanta Myles, the Research Compliance Officer of the University at (205)-348-8461 or toll-free at 1-877-820-3066. You may also ask questions, make suggestions, or file complaints and concerns through the IRB Outreach Website at http://osp.ua.edu/site/PRCO_Welcome.html. You may email us at participantoutreach@bama.ua.edu.

Agreement to Participate

By completing the survey you are consenting to participate in this research study.

This is your copy of the consent document to keep for your own personal records.

UNIVERSITY OF ALABAMA IRB
CONSENT FORM APPROVED: 5/1/17
EXPIRATION DATE: 4/30/2018

APPENDIX F
TEACHER INFORMED CONSENT FORM

Teacher Informed Consent Form

You have been invited to take part in a research study to learn more about the effects of trust and efficacy on student academic performance and identification with school. This study will be conducted by Dr. Roxanne Mitchell – Assistant Professor – Department of Educational Leadership, Policy, and Technology Studies at The University of Alabama as a part of her continued research.

If you agree to participate in this study, you will be asked to do the following:

1. Complete a survey on various aspects of your schools climate and culture.

Participation in this study will involve approximately 15 minutes of your time to complete the questionnaire. There are no known risks associated with your participation in this research. Although you will receive no direct benefits, this research may help the investigator to understand the causes and consequences of school trustworthiness on student academic performance and identification with school.

Confidentiality of your research records will be strictly maintained. You will not be asked to record any identifying information on the survey forms. Surveys will be collected by the researcher or one of her colleagues at a staff meeting in the absence of the principal. Participation in this study is voluntary. You may refuse to participate simply by not completing the survey. If there is anything about this study or your participation that is unclear or that you do not understand, or if you have questions or wish to report a research related problem, you may contact Dr. Roxanne Mitchell at 205-348-0348 or rmmitchell@ua.edu or at The University of Alabama, P.O Box 870302, Tuscaloosa, Alabama, 35487.

If you have questions about your rights as a person taking part in a research study, or if you would like to make suggestions or file complaints and concerns, you may call Ms. Tanta Myles, the Research Compliance Officer of the University at (205)-348-8461 or toll-free at 1-877-820-3066. You may also ask questions, make suggestions, or file complaints and concerns through the IRB Outreach Website at http://osp.ua.edu/site/PRCO_Welcome.html. You may email us at participantoutreach@bama.ua.edu.

Agreement to Participate

By completing the survey you are consenting to participate in this research study.

This is your copy of the consent document to keep for your own personal records.

UNIVERSITY OF ALABAMA IRB
CONSENT FORM APPROVED: 5/11/17
EXPIRATION DATE: 4/30/2018