

MANAGEMENT STYLES AND ORGANIZATIONAL PRODUCTIVITY SKILLS: AN ANALYSIS

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ABSTRACT

This study aimed to examine the relationship of management styles and organizational productivity skills to teacher professionalism. Descriptive research method was employed in the conduct of this study. The respondents were the school managers and subject teachers. To ensure the valid and systematic presentation, analysis and interpretation of the data the following statistical tools were obtained: frequency and percentage, weighted mean, and t-test for independent samples. Results of the study revealed significant differences were noted between the assessments of the respondent teachers and school managers with regard to the extent school managers employ the coercive and affiliative management styles. No significant difference was observed between the assessments of the respondent teachers and school managers on the extent school managers utilize the pacesetter leadership style, coaching leadership style, democratic leadership style and authoritative leadership style. The self-appraisals of the school manager respondents did not vary significantly with the assessments given by the teacher respondents with regard to the formers' organizational productivity skills in terms of global strategic skills, team building-skills, organizational skills, and transfer of knowledge skills. On the other hand, a significant difference was observed between the assessments of the respondent teachers and school managers' with regard to the school managers' communication skills.

Keywords: management styles, organizational productivity skills.

INTRODUCTION

Improving schools is difficult because the focus on leadership is something forceful, direct and interpersonal rather than examining alternatives to/ or substitutes for it. Understanding of the mechanism of leadership is fundamental to achieving success. According to Fullan and Hargreaves (1991) effective leaders need to operate beyond a managerial role. They must understand culture; value their teachers: promote their professional growth; extend what they value; express what they value; promote collaboration, not cooptation, make menus, not mandates; use bureaucratic means to facilitate, not to constrain; and connect with the wider environment. This suggests a very different view of management styles in contrast to more traditional concepts stressing top to down power or the power to control subordinates. Current initiatives to reform education encourage managers to make important second-order changes as building a shared vision, improving communication, and developing collaborative decision-making processes.

Leadership in a school setting is the result of the way leaders use themselves to create a school climate that is characterized by staff productivity, student productivity, and creative thought. Consequently, the school managers' qualities and behavior determine to a large degree how the subordinates feel about their organization. A particular leadership style may either foster or hinder teaching professionalism.

Advocates of professional learning communities (Bhindi and Duignan, 1997; suggest that teacher leadership surfaces as an important element in addressing school improvement. In such communities teachers assume both formal and informal roles while maintaining direct contact with the classroom. They are problem solvers, staff developers, and powerful influences in their work with colleagues according to Moller et al (2001). Teachers who are leaders lead within and beyond the classroom, influence others toward improved educational practice, and identify with and contribute to a community of leaders (Katzenmeyer and Moller, 2001).

It is for the above reasons that this researcher considered it best to identify the leadership styles and organizational productivity skills of school managers that have impact on teacher professionalism. The researcher believes that the real meaning of teacher professionalism could only occur in the light of effective leadership practices/ styles and organizational productivity skills of managers. A good manager produces efficient teachers and useful citizens of the country. He/ she is the key to a progressive nation and citizenry. This study was directed by the following research objectives:

1. As perceived by the teachers and the school managers themselves, to what extent do the school managers employ the following management styles:
 - 1.1 coercive; 1.2 pacesetting; 1.3 coaching; 1.4 democratic; 1.5 affiliative; and 1.6 authoritative?
2. How significant is the difference in the assessments of the two groups of respondents as to the management styles of the school managers?
3. As perceived by the teachers and the school managers themselves, how effective are the organizational productivity skills of the school managers in terms of the following indicators:
 - 3.1 global strategic skills; 3.2 team-building skills; 3.3 organizational skills; 3.4 communication skills; and 3.5 transfer of knowledge skills?
4. How significant is the difference in the assessments of the two groups of respondents as to the effectiveness of the organizational productivity skills of the school managers?

LITERATURE REVIEW

The research of Goleman as cited by Rinke (2001) investigated how each of the six leadership/management styles correlated with the specific components of the organization's climate. The six climate drivers are: flexibility--employee's ability to innovate without excessive rules and regulations; responsibility-- how responsible employees feel towards the organization; standards-- the level of standards prescribed in the organization; rewards-- the accuracy of performance feedback and rewards; clarity-- how clear employees are about the mission, vision and core values; and commitment--employees commitment to a common purpose. He found that leaders who used styles that positively impacted on an organization's climate had dramatically better financial results.

Bass' (2000) theory of leadership states that there are three basic ways to explain how people become leaders. The first two explain the leadership development for a small number of people. These theories are:

- Some personality traits may lead people naturally into leadership roles. This is the Trait theory.
- A crisis or important event may cause a person to rise to occasion, which brings out extraordinary leadership qualities in an ordinary person. This is the Great Events Theory.

- People can choose to become leaders. People can learn leadership skills. This is the Transformational Leadership Theory. It is the most widely accepted theory today.

In the Four Framework Approach, Bolman and Deal (2001) suggest that leaders display leadership behaviors in one of four types of frameworks: Structural, Human Resource, Political, or Symbolic. The style can be either effective or ineffective, depending upon the chosen behavior in certain situations.

- Structural Framework- In an effective leadership situation, the leader is a social architect whose leadership style is analysis and design. In an ineffective leadership situation, the leader is a petty tyrant whose leadership style is focused on details. Structural Leaders focus on structure, strategy, environment, implementation, experimentation, and adaptation.
- Human resource Framework- In an effective leadership situation, the leader is a catalyst and a servant whose leadership style is to support, advocate, and empower. In an ineffective leadership situation, the leader is a pushover whose leadership style is abdication and fraud. Human resource leaders believe in people and communicate that belief; they are visible and accessible; they empower, increase participation, support, share information, and move decision making down into the organization.
- Political Framework- In an effective leadership situation, the leader is an advocate whose leadership style is coalition and building. In an ineffective leadership situation, the leader is a hustler whose leadership style is manipulation. Political leaders clarify what they want and what they can get; they assess the distribution of power and interests; they build linkages to other stakeholders; use persuasion first, then use negotiation and coercion only if necessary.
- Symbolic Framework- In an effective leadership situation, the leader is a prophet whose leadership style is inspiration. In an ineffective leadership situation, the leader is a fanatic or fool whose leadership style is smoke and mirrors. Symbolic leaders view organizations as a stage or theater to play certain roles and give impressions; these leaders use symbols to capture attention; they try to frame experience by providing plausible interpretations of experiences; they discover and communicate a vision.

In the study conducted by Belasco and Stayer (1993) they described the diverse talents of any organization as intellectual capital. Intellectual capital is the source of ideas and knowledge within any institution that can improve operations if used properly. Education, with its employee base of well-educated teachers, has an enormous quantity of intellectual capital that is often left untapped. Teachers have a practical perspective of the needs of a school that transcends the knowledge of an outside expert. This understanding of needs provides for personalized ideas designed to improve the organization. Allowing the employees to participate in profound ways increases the sense of ownership that exists.

This contention is supported by Donaldson (2001), "In a school where every adult is both 'shaper and shaped,' each person owns a share of influence and responsibility not just over his/her individual job but over school-wide concerns as well." Donaldson further addressed a need to provide teachers with leadership opportunities increase a teachers' spectrum of influence as well as provide the resistance associated with improvement. Improvement occurs in organizations that utilize their intellectual capital because employees understand the formal and informal power associations more intimately than any hierarchical leader. Teachers and other staff members have a greater expertise of their situation, including information on students, parents, and other teachers, than the individuals in position of formal authority.

What teachers do in the classrooms and schools has been undergoing significant changes and therefore, any debate about the meaning of teacher professionalism must take place within the context of changing work practices and educational policies. Researchers have also theorized that professional learning is influenced by the context in which the learning occurs; factors that motivate individual engagement in learning activities; and the use of knowledge in practice according to Scribner (1989), he also added that teachers are more likely to adopt and implement new classroom strategies if they have confidence in their own ability to control their classrooms and affect student learning. Furthermore, Smylie, (1988) suggests that teacher efficacy, specifically Personal Teaching Efficacy (PTE), may act as a professional filter through which new ideas and innovations must pass before teachers internalize them and change their behavior.

On the other hand, collegial professionalism or teacher collaboration helps teachers to cope with uncertainty and complexity; respond effectively to rapid changes; create climate which values risk-taking and continuous improvement; develop stronger sense of teacher efficacy; and create ongoing professional learning cultures for improved teacher practice. Bihi (1999) in her study identified and analyzed the influence of leadership styles of the school administrators on the teachers' work performance in the public schools in the Philippines. Her study concluded that transformational leaders frequently produce competent teachers with outstanding human relations. The leadership style of the administrators greatly influence the human relations and competence of teachers but not the personality of the teachers and the achievements of the students.

This is supported by Sagor (1999) as cited by Castro (2013) in her study the relationship of leadership styles and organizational productivity skills to teacher professionalism, "an effective school administrators are the ones who continuously gives meaningful personal and emotional support to teachers, promotes self-confidence, and holds teachers in high esteem. It is such a relationship that fosters favorable climate to heighten students' morale as well as improve students' achievement, and hence, school performance. This shows how the school administrator runs the school and manages the teachers is a big responsibility. A lot of pressures and numerous problems may crop up for the school administrator to wrestle day in and day out. It takes effort to effectively remove stumbling blocks to progress the achievement.

METHODOLOGY

This study utilized the descriptive research method. This particular method is chosen because of its appropriateness to the problem. Descriptive allows quantitative and qualitative description of current status, traits, nature and characteristics of the subjects. This study involved a big number of participants, coming from two groups of respondents: the managers group composed of 33 participants and the teachers group composed of 300 participants.

Two research tools were used namely survey questionnaire and interview. The following statistical tools were employed: frequency and percentage was used as a descriptive statistics to describe the relationship of a part to whole, weighted mean was computed to determine the group's response for each item; t-test for independent samples was employed to determine the significance of difference between the assessments of the school managers and teacher respondents. The results of the analysis were interpreted using 0.5 level of significance.

RESULTS AND DISCUSSIONS

Table 1 Extent to Which School Managers Employ Coercive Management Styles

Indicators	Teachers			School Managers		
	WM	V.I.	Rank	WM	V.I.	Rank
1. The school manager demands immediate compliance.	3.87	GE	1	3.67	GE	1
2. The phrase most descriptive of the school administrator is: "Do what I tell you!"	3.33	ME	3	3.21	ME	2
3. The school manager bullies and demeans his/her subordinates.	2.89	ME	4	2.58	ME	4
4. The school manager roars with displeasure at the slightest problem.	2.85	ME	5	2.55	ME	5
5. The school manager is intolerant of what he/she sees as dissent so it is difficult for his/ her subordinates to contribute or develop.	3.51	GE	2	3.09	ME	3
Average Weighted Mean	3.29	Moderate Extent		3.02	Moderate Extent	

As shown in the table the overall assessments of the respondent teachers and school managers yielded average weighted means equal to 3.29 and 3.02, respectively, which were both interpreted as "moderate extent." It can be noted that school managers generally employ the coercive management style only to a moderate extent, as assessed by the two groups of respondents. Although school managers may demand immediate compliance often, they demonstrate calmness and composure when faced with problems. However it can be understood that the teacher-respondents perceived that there is a tendency for school administrators to be intolerant or narrow-minded which hinder subordinates to improve or contribute.

Table 2 Extent to Which School Managers Employ Pacesetting Management Style

Indicators	Teachers			School Managers		
	WM	V.I.	Rank	WM	V.I.	Rank
1. The school manager sets extremely high standards for performance.	3.71	GE	1	3.76	GE	1
2. The phrase most descriptive of the school manager is: "Do as I do, now!"	3.47	ME	3	3.27	ME	3
3. The school manager is a constant reminder to team members that their work is never or rarely up-to-par and is always wanting.	3.59	GE	2	3.42	ME	2
4. The school manager is not just the one to look for advice, guidance and direction but instead he/she is a rival, meaning he/she impresses upon his/her subordinates that he/she can do the job better than them.	3.41	ME	4	3.12	ME	4
5. Important messages (where there is perceived overlap of value) are undelivered because, presumably, the school manager knows anyway.	3.36	ME	5	2.97	ME	5
Average Weighted Mean	3.51	Great Extent		3.31	Moderate Extent	

As gleaned in the table the teacher-respondents registered an average weighted mean of 3.51, which was interpreted as "great extent." On the other hand, the school manager-respondents

generated an average weighted mean of 3.31, which was interpreted as "moderate extent." It can be inferred that generally, the teacher respondents assessed that school managers employ the pacesetting management style to a great extent and this tends to lower the morale of teachers since they feel overwhelmed by the school administrators' demands for extremely high standards of performance.

Table 3 Extent to Which School Managers Employ Coaching Leadership Style

Indicators	Teachers			School Managers		
	WM	V.I.	Rank	WM	V.I.	Rank
1. The school manager is focused on developing people for the future.	3.81	GE	3	4.03	GE	2
2. The phrase most descriptive of the school manager is: "Try this!"	3.65	GE	5	3.79	GE	4
3. The school manager influences job satisfaction of subordinates through delegation.	3.59	GE	4	3.91	GE	3
4. The school manager is willing to put up with short- term failures, provided they lead to long-term development.	3.41	GE	2	3.73	GE	5
5. The school manager demonstrates the means to achieve through role modeling and teacher empowerment.	3.36	GE	1	4.06	GE	1
Average Weighted Mean	3.78	Great Extent		3.90	Great Extent	

The respondent teachers and school managers recorded average weighted means equal to 3.78 and 3.90, respectively, which were both interpreted as "great extent." Both the respondent teachers and school managers assessed that school managers use the coaching leadership style to a great extent and are greatly focused on developing people for the future. This is markedly evident through the teacher empowerment and role modeling employed by school managers.

Table 4 Extent to Which School Managers Employ Democratic Management Style

Indicators	Teachers			School Managers		
	WM	V.I.	Rank	WM	V.I.	Rank
1. The school manager achieves consensus through participation.	3.69	GE	4	4.06	GE	2
2. The phrase most descriptive of the school manager is: "What do you think?"	3.79	GE	2	3.82	ME	5
3. The school manager spends time listening to people's ideas.	3.73	GE	3	3.94	ME	3
4. The school manager creates conditions for the generation of fresh ideas.	3.67	GE	5	3.88	ME	4
5. The school manager encourages committee work approaches in accomplishing work targets.	3.97	GE	1	4.12	ME	1
Average Weighted Mean	3.77	Great Extent		3.96	Great Extent	

The overall assessments of the respondent teachers and school managers yielded average weighted means of 3.77 and 3.95, which were both interpreted as "great extent." This finding reflects that school managers employ democratic management style to a great extent as assessed by both groups of respondents. School managers achieve consensus through participation primarily by encouraging committee work approaches in accomplishment work targets.

Table 5 Extent to Which School Managers Employ Affiliative Management Style

Indicators	Teachers			School Managers		
	WM	V.I.	Rank	WM	V.I.	Rank
1. The school manager is interested in creating harmony and building emotional bonds with employees.	3.88	GE	1	4.06	GE	1
2. The phrase most descriptive of the school manager is: "People come first."	3.63	GE	2	3.94	GE	5
3. The school manager gives people freedom to innovate, and positive feedback that is motivating.	3.59	GE	4	4.00	GE	3.5
4. The school manager tends to the feelings of their people and are open with their own feelings.	3.57	GE	5	4.00	GE	3.5
5. The school manager builds trust and commitment through technical expertise, personal risk-taking, self-sacrifice and unconventional behavior.	3.62	GE	3	4.03	GE	2
Average Weighted Mean	3.66	Great Extent		4.01	Great Extent	

The average weighted means registered by the respondent teachers and school managers were 3.66 and 4.01, respectively, which were both interpreted as "great extent." Both the respondent teachers and school managers observed that school managers exercise affiliative management style to a great extent. This describes school managers as masters in creating a sense of belonging and building relationships by giving people freedom to innovate and positive feedback that is motivating.

Table 6 Extent to Which School Managers Employ Authoritative Management Style

Indicators	Teachers			School Managers		
	WM	V.I.	Rank	WM	V.I.	Rank
1. The school manager mobilizes people with an incredible level of enthusiasm.	3.87	GE	1	3.97	GE	1
2. The phrase most descriptive of the school manager is: "Come with me."	3.59	GE	3.5	3.91	GE	5
3. The school manager gives people lots of leeway to innovate and take calculated risks, provided that they move in the direction of the stated vision.	3.79	GE	2	3.91	GE	3.5
4. The school manager creates a flexible environment, where everyone feels free to innovate in an atmosphere unencumbered by the red tape.	3.59	GE	3.5	3.76	GE	3.5
5. The school manager maintains clarity of purpose and a great sense of accuracy about performance feedback and the aptness rewards.	3.58	GE	5	3.82	GE	2
Average Weighted Mean	3.69	Great Extent		3.87	Great Extent	

The average weighted means recorded by the respondent teachers and school managers equaled to 3.69 and 3.87, respectively, which were both interpreted as "great extent." It can be inferred that school managers employ the authoritative leadership style to a great extent as assessed by both the respondent teachers and school managers.

School managers mobilize people with an incredible of enthusiasm and a clear vision by making clear to them how their work fits into the larger vision of the organization. People understand that what they do matters and why, thus maximizing commitment to the organization's goals and strategies.

Table 7 Summary of Computed t-values in Testing Significance in Assessments of Two Groups of Respondents as to Management Styles of School Managers

Management Styles	Teachers		School Managers		Mean Diff.	Computed t-value	V.I.
	AWM	SD	AWM	SD			
Coercive	3.29	0.557	3.02	0.561	0.27	1.990	S
Pacesetting	3.51	0.511	3.31	0.695	0.20	1.492	NS
Coaching	3.78	0.320	3.90	0.470	0.13	1.223	NS
Democratic	3.77	0.392	3.96	0.521	0.19	1.632	NS
Affiliative	3.66	0.484	4.01	0.349	0.35	2.762	S
Authoritative	3.68	0.437	3.87	0.365	0.18	1.558	NS
d. f. 331		tabular value at $\alpha.05=1.96$					

*S=Significant

*NS=Not Significant

Based on the above findings, the null hypothesis of no significant difference in the assessments of the respondent teachers and school managers as to the extent school managers employ the pacesetting, coaching, democratic, and authoritative management styles was accepted. This means that the two groups of respondents shared parallel assessments of the extent to which school administrators employed the aforementioned management styles.

On the other hand, the null hypothesis of no significant difference in the assessments of the respondent teachers and school managers as to the extent school managers employ the coercive and affiliative management styles was rejected. Although both groups of respondents assessed that school managers tend to be coercive leaders sometimes; the teacher-respondents observed this style being employed more often than as what school managers perceived it to be.

On the other hand, although both groups of respondents assessed that school managers employ the affiliative management style to a great extent, school managers disclosed a more positive self-appraisal than the teacher-respondents. Inasmuch as school managers believe that they really adhere to their motto that “people comes first”; the teacher-respondents observed that sometimes school managers neglect the feelings of their people and withhold their own feelings.

Table 8 Summary of Assessments of Respondent Teachers and School Managers as to Degree of Effectiveness of School Managers’ Organizational Productivity Skills

Organizational Productivity Skills	Teachers		School Administrators	
	Composite Average Weighted Mean	Interpretation	Composite Average Weighted Mean	Interpretation
Global Strategic Skills; Team-Building Skills; Organizational Skills; Communication Skills; Transfer of Knowledge Skills.	3.81	Effective	3.92	Effective

An analysis of the above findings implies that school managers possess effective organizational productivity skills, particularly transfer of knowledge skills and organizational skills.

Table 9 Summary of Computed t-values in Testing Significance of Difference in Assessments of Two Groups of Respondents as to Degree of Effectiveness of School Managers' Organizational Productivity Skills

Organizational Productivity Styles	Teachers		School Managers		Mean Diff.	Computed t-value	V.I.
	AWM	SD	AWM	SD			
Global Strategic Skills	3.80	0.297	3.84	0.226	0.04	0.450	NS
Team-Building Skills	3.80	0.296	3.92	0.421	0.12	1.106	NS
Organizational Skills	3.82	0.284	3.93	0.401	0.11	1.103	NS
Communication Skills	3.79	0.339	4.02	0.385	0.23	2.102	S
Transfer of Knowledge Skills	3.85	0.302	3.91	0.423	0.06	0.585	NS
d. f. 331		tabular value at $\alpha.05=1.96$					

*S=Significant

*NS=Not Significant

Based on the above findings, the null hypothesis of no significant difference in the assessments of the groups of respondents as to the effectiveness of the organizational productivity skills of the school managers in terms of global strategic skills, team-buildings skills, organizational skills, and transfer of knowledge skills was accepted. This finding infers congruence in the assessments of the two groups of respondents that school managers possess effective organizational productivity skills. On the other hand, the null hypothesis of no significant difference in the assessments of the two groups of respondents as to the effectiveness of the school managers' communication skills was rejected.

It can be underscored that although both groups of respondents assessed that school managers' possess effective communication skills, school managers disclosed a significantly higher self-rating as compared to the assessment given by the teacher-respondents.

CONCLUSIONS AND RECOMMENDATIONS

Generally school managers employ democratic and coaching management styles. Being coaching leaders, they help to build commitment, let their subordinates feel cared about and free to experiment and get feedback, thus driving flexibility and responsibility up.

The respondent teachers and school managers share parallel assessments as to the extent school managers engage the pacesetting, coaching, democratic, and authoritative management styles. On the other hand, there are marked variations in the assessments of the respondent teachers and school managers as to the extent school managers employ coercive and affiliative management styles.

The teacher respondents observe that school managers tend to be more coercive leaders more often than as what school managers perceived themselves to be. On the other hand, school managers disclose a more positive self-appraisal of the extent they employ the affiliative management style than as what the teacher respondents observed them to be. School managers acquire effective organizational skills specifically with regard to the transfer of knowledge skills and productivity skills.

There is congruence in the assessments of the respondent teachers and school managers as to the degree of effectiveness of the global strategic skills, team-building skills, organizational skills, and transfer of knowledge skills demonstrated by the school managers.

However, although both groups of respondents assess that school managers possess effective communication skills, school managers disclose a significantly higher self-rating as compared to the assessment given by the teacher respondents.

In the light of the significant findings and conclusions of the study, the following recommendations are offered:

The school managers should be encouraged to make their mark as school leaders in their own workplaces or stations. They should be innovative, globally competent and self-regulating. The school managers can carry out training and seminar workshops regarding management/leadership styles, strategic planning framework and participatory human development by themselves. This should be geared at producing a functional strategy development framework (SDF) consisting of the following sections: mission, goals, objectives, strategies and action plan.

The school managers can opt to make use of effective human resource management skills and techniques. They should be persistent and tenacious in the pursuit of organizational goals. They should be committed to the development of human resources in the organization.

At this point, the school managers should further develop their leadership skills, organizational productivity skills. They can make use of popular approaches of management like quality circles (QC) and total quality management (TQM), self-managing teams, suggestion programs and participative management. However, the school manager should be more aware of the teachers' plight. They should accept the challenge of achieving productivity and high environment work levels.

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