SOUTHWESTERN ONTARIO SECONDARY ADULT DAY-SCHOOL TEACHERS' PERCEPTIONS OF THE EFFECTS OF CHANGES IN EDUCATION ON THEIR WORK LIVES AND ON THEIR DISPOSITIONS TOWARD FUTURE EDUCATIONAL CHANGE

by

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ABSTRACT

The educational literature of the past 35 years was dominated by studies examining innovations, school improvements, and educational restructuring. Few of these efforts to change schools were considered successful. Researchers have more recently focused on systemic reform and the pivotal role teachers play in ensuring its success.

The purpose of this study was to determine how a sample of southwestern Ontario secondary adult day-school teachers perceived change, how the educational changes altered their work lives, and how these alterations affected their dispositions toward future educational change. This was accomplished through a questionnaire completed by 41 teachers from 5 secondary adult day-schools in June, 1995 to January, 1996. In order to recognize the context of these teachers' contributions, a follow-up researcher-completed interview was also conducted with 21 teachers and 5 school leaders.

Findings indicated that participants were positive about the changes in the past 5 years which they considered to have had the strongest effect on their work lives. Those changes tended to be changes in policy or practice regarding both subject matter and teaching methodologies or school structure and were initiated or planned by the teachers. Despite the resource and time constraints resulting

from the changes, participants believed such changes made it easier for them to meet students' needs, improved their relationships with students, were beneficial for students, made teaching more satisfying, and enhanced teacher collaboration and professionalism. Teachers, however, perceived that they were generally unprepared for and not in control of change. Even with these concerns, most teachers and school leaders were very willing to be active participants in similar future changes or future change in general.

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CHAPTER I

INTRODUCTION

Historically, educational systems have responded ubiquitously to an unprecedented number of social, political, economic, technological and demographic changes. Studies examining specific innovations, school improvements, educational restructuring and systemic reform have dominated the North American educational literature over the past 35 years.

Generally, efforts to change schools, teachers and teaching have consistently failed (Fullan, 1991, 1993; Goodlad, 1983; Hargreaves & Dawe, 1989; Huberman & Miles, 1984; McLaughlin, 1990; Pratt, 1990). They have failed, argued Fullan (1991), because they were developed from persons or groups outside the teaching profession who presented a managerial or policy perspective. The viewpoint of the local, regional, or provincial representative that rationalized and promoted the change was typically very different from that of the teacher expected to implement it (Fullan, 1991; Gross, Giacquinta, & Bernstein, 1971; Smith & Keith, 1971). As well, many reform initiatives were later thought to have been ill-conceived fads (Fullan & Miles, 1992; Rudduck, 1991).

Successful educational change ultimately depended on what the teachers, the front line for the educational system, thought and did (Fullan, 1991; Larson,

1988). Yet, according to Fullan and Hargreaves (1991), reform initiatives oversimplified and/or ignored the teaching process. Thus, they recommended a shift in the researcher's focus to the total school and the total teacher. More recently, some reform initiatives have acknowledged the teacher, but have failed to acknowledge the centrality of the teacher's role in effecting change (Fullan & Hargreaves, 1991; Lyons, 1990). Wideen (1994) contended that:

> although researchers and policy-makers typically pay lip-service to the importance of teachers in school reform, they act as though they have not completely internalized the concept. Once acknowledgement has been made to the role of the teacher, researchers and policy-makers proceed to satisfy their own interests which often have little to do with either the work or the understanding of teachers as they go about the task of school reform. (p. 5)

Fullan (1991) was critical of this oversight and of the fact that the perceptions of teachers concerning change had also been too often overlooked. As he stated: "neglect of the phenomenology of change - that is how people actually experience as distinct from how it might be intended - is at the heart of the spectacular lack of success of most social reforms" (p. 4).

Purpose of the Study

The purpose of this study was to determine how a sample of southwestern Ontario secondary adult day-school teachers perceived change, how the educational changes altered their work lives, and how these alterations affected their dispositions toward future educational change. The intent was not to formulate or develop a hypothesis. More so, it was to construct a picture of the teachers' realities at that one point in time. Thus, a sample of secondary adult day-school teachers had the opportunity to tell their stories, discuss their beliefs, and examine their values, practices, and intentions regarding teaching and change. The teacher's voice, according to Butt, Raymond, McCue and Yamagishi (1992), may represent both the unique individual and the collective voice of teachers. The findings from this study, according to the Consortium for Cross-Cultural Research in Education (CCRIE), should provide educators, decision-makers and researchers with knowledge for use in enhancing adult educators' work lives and in influencing their responsibility-taking for future educational change.

Definition of Terms

The following terms used in this study are defined as follows:

Educational change - the planned or unplanned alteration of culture,

structures, systems and/or practices in the schools or school systems. Cuban (1988) categorized educational changes into first- and second-order changes. First-order changes altered existing practices but did not alter the school system. Second-order changes altered the culture and structure of schools and school systems.

Secondary adult day-school leader - a person who holds a valid Ontario Ministry of Education certificate of qualification and is appointed by a board of education to be responsible for the daily administration of an adult secondary day-school credit program. A school leader may be the school's principal, vice-principal, or consultant.

Secondary adult day-school teacher - a person who holds a valid Ontario Ministry of Education certificate of qualification and is employed as a full time secondary school teacher in an adult secondary day-school credit program.

Work life - refers to all aspects of life related to one's occupation (working definition of the CCRIE).

Rationale

This study parallelled an ongoing study by the CCRIE researchers . In 1994, they began investigating the impact of recent changes on the work lives of

teachers in 10 countries and examined their predicted responses to participation in future educational change. Currently, single country qualitative analyses and cross-national comparisons are being documented.

The CCRIE recognized the pressure put on teachers to manage multiple and complex educational changes. This pressure is apparent in Ontario's secondary schools where educators, in addition to school and school board changes, received a barrage of new initiatives in the last decade mandated by the Ministry of Education (MOE). There was the shift from summative to formative evaluation, and from the development of student objectives to student outcomes. There were new, more relevant and practical courses and course materials which focussed on the development of thinking rather than memorization skills. There were new technologies to be learned, used and taught. And there were innovative teaching methodologies such as co-operative learning and new program initiatives such as the *Common Curriculum* and *Transition Years.*

Educators in Ontario's adult secondary school programs had the added responsibility of modifying these changes to meet the needs of the ever increasing numbers of adult learners. For example, the *Transition Years* resulted in the elimination of the grade 9 program in adult secondary schools. These educators also received many changes that were particular to their schools only. There were

changes in the philosophy, and therefore funding of the programs. There were more partnerships with community organizations and businesses. There was the shift from the independent learning delivery model to the teacher-led model. There were larger class sizes and more split (combined) courses. There were more special needs students due to the elimination of many adult social programs. Teachers in these programs have implemented these changes with inadequate funding, minimal administrative support, few student services, inequitable pay structures, and no clear MOE adult education policy (Lawton & Donaldson, 1987).

Unfortunately, argued Wideen (1994), Ontario's education policy-makers may simply be paying "lip-service" to the important role teachers have in school reforms. A recent Canadian Teacher's Federation (CTF) survey revealed that only 14% of Ontario's teachers believed that they had meaningful input into the formation of provincial educational polices (Government of Ontario, 1994). This may not be particularly surprising, considering that teachers were rarely mentioned in the Radwanski report (1987) recommending radical organization and program changes. Evidence of the fact that input provided by teachers resulted in only minor policy modifications can be found in the provincial reform initiatives, *Transition Years* and *Common Curriculum*. These reforms were mandated long

before such pilot projects were completed, let alone evaluated (Government of Ontario, 1994).

The Royal Commission on Learning discussed the reforms attempted in Ontario schools since the Hall-Dennis report 25 years ago:

> Some were politically motivated, some were based on good research, while others were half-baked fads. Some worked to a certain degree, and others soon disappeared into never-never land....How difficult it is to know what will work and what won't, and what an imposition it all is on the teachers who must begin introducing the latest board or Ministry brainchild, too often with inadequate preparation or resources, when the previous ones hadn't even been fully absorbed, let alone evaluated. (Government of Ontario, 1994, p.4)

Despite the difficulties involved in ascertaining the effects of the imposition of change on teachers, concern over the pressures on teachers generated by these changes has been documented elsewhere. It has been reported that teachers were "overwhelmed, overburdened, and ill prepared" (Government of Ontario, 1994, p. 10). In a report commissioned by the Ontario Public School Teachers' Federation, Fullan and Hargreaves (1991) reiterated this and found teachers were "dangerously overloaded" (p. 4).

The *Report of the Royal Commission on Learning* (Government of Ontario, 1994) advocated profound changes to the provincial educational system and the current government's political agenda calls for a restructured system. As was noted by Fullan and Hargreaves (1991), "however noble, sophisticated, or enlightened proposals for change and improvement might be, they come to nothing if teachers don't adopt them in their own classrooms and if they don't translate them into effective classroom practice" (p. 13). The *Report of the Royal Commission on Learning* also recommended a mandatory professional development program, a certification review every five years as well as opportunities for professional renewal to ensure that teachers are equipped with the necessary knowledge and skills to adopt these recommended changes. To date, no recommendations have been made however, to determine teachers' perceptions regarding the effects that these changes may have on their professional lives and on their dispositions toward subsequent change.

In recommending a study of how teachers think and act, the *Report of the Royal Commission on Learning* (Government of Ontario, 1994) may have provided new insights regarding the best ways to approach the recommended changes and improvements. Brown and Cooney (1982) explained that beliefs are dispositions to action and thus are major determinants of behaviour. There are

moderate yet causal connections between beliefs, perceptions and behaviours. Other researchers concurred with Brown and Cooney's explanation, conceding that teachers' beliefs influence their perceptions and judgments, which in turn, affect their behaviours in the classroom. It would appear that essential to improving teachers' professional practices and development is an understanding of their belief structure (Ashton & Webb, 1986; Clandinin & Connelly, 1987; Fenstermacher, 1986; Munby, 1986; Nespor, 1987; Pajares, 1992). In particular, the work of Clandinin and Connelly (1987, 1994) has received attention from the educational community for its examination of the importance of teachers' personal stories in changing teaching practices.

CHAPTER II

REVIEW OF THE LITERATURE

The following literature review provides an overview of the historic picture of educational reform in order to provide the theoretical and empirical rationale for this study. The main subsections of this review surveys the dominant perspectives on school change, the change strategies that were propelled by these perspectives and the effects of these change strategies on teachers.

Dominant Perspectives on School Change

Almost all approaches to the study and practice of change in schools reflected one or more of three dominant perspectives on the change process established by Chin and Benne (1969) which were modified for the educational system by House (1979). These perspectives--technological, political and cultural--posit how and why schools and people change.

The technological perspective. In the technological perspective, change is created through the production and introduction of an innovation. The post-Sputnik crisis in the 1960s seemed to link technological processes directly to progress. The technological perspective, also known as rational decision-making, assumes that teachers share a common interest in implementing innovations. As

such, the assumption is that teaching is to be improved through the adoption by teachers of innovative methods of instruction and materials. Historically, these innovative methods were sponsored and developed largely by government agencies. Unfortunately, according to House (1979), "the teacher was constrained by a whole set of contextual considerations that prevented the wholesale adoption of new ideas. These contextual constraints in the school were more determinate of the teacher's behavior than were new techniques and external agencies" (p. 8). Reformists operating from the technological perspective viewed teacher resistance as a potential political problem and reasoned that "it was not enough to develop technology; teachers would have to be induced or coerced into using it" (p. 26).

The political perspective. According to House (1979), "the political perspective emerged as many analysts interpreted attempts at educational innovation as conflicts over interests" (p. 26). In this regard, individual and group interests were considered to be potentially in conflict with one another. Specifically, the so-called innovation developer, or sponsor, purportedly had interests that were in conflict with the interests of teachers. This perspective was also used however, to interpret interactions among individuals and sub-groups at the school level, school-community level and among the various levels of local, provincial and federal governments. Normally, negotiations resulted in

cooperation among these individuals and groups. The political perspective assumes that, although a compromise between interests has to be achieved, all participants held common values. As the researchers discovered group and regional differences, they realized there were differences in belief systems and, therefore, conflicts between values as well.

The cultural perspective. The cultural perspective was then adopted by some analysts. As such, innovation was viewed as the interaction of distinct and separate cultures or sub-cultures. This view "focused on the context, on how work is structured and life is lived, on how the innovation is interpreted and relationships disturbed. Meanings and values are the focal points." (House, 1979, p. 19). Researchers realized that any educational innovation reflects the norms and values of its developers and that it is likely to be interpreted differently by its users, the teachers. It was understood that there was no clear right or wrong interpretation and that tolerance of other cultures' values was critical to ensuring cultural integrity. Instead of studying the change per se, cultural researchers studied the different meanings produced by the change efforts. Consequently, policies aspired to respect the values and meanings of the people and their cultures affected by the change. At times, it may have been necessary to encourage value changes in order to create the desired change. The cultural perspective as

described by House (1979) has become the dominant perspective for educational reform researchers in the 1990s. House's advice for researchers and policy-makers to view reform concurrently from all three perspectives remains relevant today.

Operational Approaches for Change

These dominant perspectives on educational change propelled a number of strategies or operational approaches for change. Academics separated the study from the practice of planned educational change strategies for the purpose of analyses. It was, of course, understood that not all reforms had such clearly defined boundaries. Examples of academics dividing the review of reform strategies included Murphy (1991) who used the metaphor "waves"; Fullan (1991) who referred to four phases and Rudduck (1991) who divided the educational reform movement into three main stages. Sashkin and Egermeier (1993) reviewed efforts at school reform and improvement through four sequential change strategies: 'fix the parts', 'fix the people', 'fix the schools', and 'fix the system'. Each of the strategies was predominantly based on one of the three perspectives as outlined by House (1979) above but utilized one or both of the other perspectives to increase the likelihood of adoption.

Fix the parts. This first strategy, used primarily in the 1970s and early

1980s, focussed specifically on the transferring of innovations. The strategy, based primarily upon the technical perspective, assumed that through widespread dissemination of innovations, schools would improve. According to Fullan (1991), change was viewed primarily as classroom change. The view was rather linear as there was one teacher, one classroom and one innovation. In this era, progress was marked by the number of innovations introduced in a particular classroom. Innovations such as large-scale curriculum efforts, teacher-proof presentation techniques, open-plan schools, and individualized instruction were to be introduced anywhere and everywhere with the same results. Researchers assumed that the combination of large amounts of money and good ideas by external agencies may result in excellent programs and then the change would take place. The goal was to design and adopt these innovations and the outcome would be a competitive system.

Sashkin and Egermeier (1993) cited a number of large-scale U.S. studies established to determine the best way to get educators to adopt specific innovations. They include the *Pilot State Dissemination Project* (PSDP) by Sieber, Louis and Medzker in 1972, the Rand Corporation study of innovative practices from 1973 to 1978, *Project Innovation Packages* by Horst in 1975, the U.S. Department of Education's *National Diffusion Network* (NDN) in 1976, and

the National Institute of Education (NIE) sponsored *Research and Development Utilization* (RDU) program from 1976 to 1979. They also reviewed the following four approaches to effect comprehensive school-level change: *Ford Foundation's Comprehensive School Improvement Program* (CSIP) (Ford Foundation, 1972), the *Experimental School Program* (ESP) (Doyle 1978), the *Individually Guided Education* (IGE) program developed at the University of Wisconsin's Center for Education Research (Klausmeier 1990), and the "effective schools approach" (Bosser 1985; Corcoran 1985; Edmonds 1979). The results of all these small- and large-scale studies concurred that a purely technical or rational-scientific approach did not work well.

Fullan (1993) was not surprised that innovation for innovation's sake, without any forethought concerning meaning or follow-up brought such dismal results. Fullan cited the first major studies of failed implementations by Goodlad, Klein and Associates (1970), Gross, Giacquinta and Bernstein (1971) and Sarason (1971) which documented how wrong this approach was, particularly for teachers. Wideen (1994) provided a number of explanations for these failures; namely, a lack of match to the environment, lack of follow-through, lack of definition, and a lack of practice and training in the innovation.

The technical period provided valuable information to academics. In their

review of studies of innovation dissemination, Sashkin and Egermeier (1993) found that "the more that dissemination consists of stand-alone information, the less likely it is that potential users will adopt innovations" (p. 8). Further, they suggested that innovation may more likely be used in some form if additional personal assistance and continuing support from a skilled and knowledgeable local agent was provided. The Research, Development, and Diffusion model developed by Havelock (1969) aimed to provide this technical assistance.

Fix the people. Wideen (1994) maintained that "staff development within this context became a process of 'fixing' teachers so that they implement the curriculum packages that had been so carefully put together" (p. 9). According to Sashkin and Egermeier (1993), this staff training and development model reflected the rational-scientific approach but also incorporated a cultural consideration: "the idea here is that improved educational outcomes are best achieved by first improving the knowledge and skills of teachers and administrators, making them better able to perform their assigned roles" (p. 9). Teachers and administrators failed in implementing the "teacher-proof" innovations developed in the 1960s, and it was accepted that teacher development would be the key to implementation success in the 1970s.

Fullan and Hargreaves (1992) termed the relationship between teacher

development and successful innovation implementation the innovation-focused period. In this regard, teachers attended formal workshops and listened to lectures or met informally through teacher-exchange components to discuss the process of innovation adoption. Lieberman (1992) described these early attempts at staff development:

> ...teachers upgraded their content, skills, and abilities by going to teacher institutes where, often in audiences of hundreds or more, they were lectured to by experts. The institutes were an efficient means to "teach" large numbers of teachers new methods or new curricular ideas, but no one questioned whether that "teaching" was effective. (p. 7).

In fact, Wideen (1994) asserted that no one even asked the teachers if the programs solved their classroom problems or if the culture of their school supported the changes. As such, teachers were not viewed as persons but as objects to be "in-serviced." The impact of these efforts was predictable and rather disappointing.

Other researchers saw staff development as being driven by administrative and political pressures to increase the chances of success for educational initiatives (Pink, 1989). Government and district policy-makers would mandate a change and then in-service the teachers accordingly so that they could deliver the "product".

Fullan (1994) contended that "political impatience and expediency are as understandable as motivators, as they are ineffectual as strategies for educational reform. Governments can't mandate what matters because what matters most is local motivation, skill know-how and commitment" (p. 8). Wideen (1994) observed how often the point was made that you can't simply mandate innovations, but noted that policy-makers continue to use this this top-down strategy to try to bring about change. This may be due, in part, to the fact that education remains as high on the political agenda as it did following the Sputnik crisis. Governments and businesses are interested in education. Hargreaves and Hopkins (1991, p. 8) theorized:

> When education is high on the political agenda, and when politicians, both local and national and of all political persuasions, are committed to raising standards, there is an inevitable impatience with the rate at which standards can be improved. If one change does not seem to have the desired effect, the temptation is to introduce further innovations. From the teachers' point of view, this can produce a paralysis: they become exhausted and demoralized by trying to do too much too quickly, but with nothing done properly. Moreover, when they feel bombarded by externally imposed innovations which sometimes arrive or involve change in unpredictable

ways, teachers feel no 'ownership' of or commitment to the innovations.

Many researchers found that mandated change caused teachers to have low morale and reduced job commitment. Fullan and Hargreaves (1991), for example, maintained that innovations-as-solutions exacerbated the problem. According to them, "...adding insult to injury, fragmented solutions, faddism and other bandwagon shifts, massive multi-faceted, unwieldy reform, all drive the teacher downward. The solution becomes the problem. Innovations are not making the teacher's job more manageable. They are making it worse" (p. 4.)

There were other significant problems that have emerged from this staff development approach. In an examination of a number of staff development projects, Pink (1989) identified 12 barriers to the effectiveness of this approach. Fullan and Hargreaves (1992) similarly summarized the barriers or problems of this approach, saying it was "too narrow and too weak an intervention to impact on more basic institutional conditions that must be altered if teacher development is to flourish" (p. 4).

There were, on the other hand, also some significant insights that emerged from this staff development approach. The Concerns-Based Adoption Model (CBAM) by Hall and Hord (1987), focused on individuals' needs in the change process and described their growth over time. They identified seven stages of

concern that must occur as a teacher adopts an innovation: refocusing, collaboration, consequences, management, personal, informational and awareness. Hall and Hord found teachers were more concerned with how the change influenced their work conditions and contexts than with the long-term goals of change. There were also some success stories, as revealed by Fullan and Hargreaves (1992). Training initiatives examined by Huberman and Miles (1984), Stallings (1989), and Joyce and Showers (1988) provided a rich source of information concerning the implementation of specific innovations. Unfortunately, schools today do not implement innovations one at a time. Accounts of how individual innovations succeeded have not told us "...enough about the relationship of these innovation experiences to the teacher's sense of purpose, the teacher as a person or the contexts and conditions under which they work." (Hargreaves, 1991, p. 4). Decisions about teaching should not be made apart from the context of the classroom.

Some educators, realizing that packaged pedagogies do not work, took a new approach to staff development and training, termed 'teacher as researcher' or the 'action research classroom' (Lieberman, 1992; Rudduck, 1991). In this new form, teachers and academics worked together to study the problems encountered in classrooms, to develop solutions and to determine the most effective way of

transferring their ideas into classroom practice. Rudduck (1991) offered the following summary:

> From that period, as a result of some of the difficulties of engaging individual teachers in the process of curriculum development, emerged another important insight. Partly, admittedly, as a consequence of the growing accountability movement, which put pressure on schools to be more accountable to their constituencies, but due also in no small measure to a realization that the professionalization of teachers had implications for the organizational form of institutions in which they worked, a further shift of thinking took place. It became clear that the unit of teacher development ought to be the school. (pp. 3-4)

Fix the school. Another type of reform involving efforts by schools to develop and effect change evolved. The focus here was on the school as a unit and on the organizational problems it was experiencing. This approach was derived from the organization development (OD) field. Sashkin and Egermeier (1993) explained that the approach was based primarily on the cultural perspective, but that the other two perspectives were also often included. In fact, the OD field was all about changing the organization's culture. Changing the values and beliefs of those in an organization is not easy. Sashkin and Egermeier cited a review of OD

conducted in schools by Fullan, Miles, and Taylor (1981) and provided this quote from Miles (1991):

> ...strategies such as organization development...can clearly be helpful. But in many urban settings little can be done to make significant improvements in the administrative stability and real support from the central office. So working on internal conditions may be only palliative. Urban schools need major political and structural reforms (such as decentralization and school-based management) that provide schools with the real opportunity to control their futures. *Those conditions must be created at the district office or state level.* (p. 18).

The organizational development model formed the basis for "school improvement models"; the most notable and widely used model being the *Onward Toward Excellence* (OTE) model of the Northwest Regional Educational Laboratory in Portland, Oregon (Sashkin & Egermeier, 1993). In the school improvement model, faculty members and school administrators assessed their own organizational situation, and determined both the changes that needed to be made and how to manage those changes. The final step was for the team to evaluate their work. A practical guide to "empowered schools", developed by Hargreaves and Hopkins (1991) from their work with the School Development Plans project in

England, outlined how planning provided a school with the necessary means to manage change. These models showed that schools did make a difference.

Schools indeed did make a difference, but training the teams to assist in making the difference was costly and time-consuming. Another weakness of this approach was that only one school was assisted at a time. A third weakness was that the focus was on the school rather than on classroom practice or on the teacher. Wideen (1994) explained why this was a weakness:

> Teachers wishing to make changes to their own practice, have no access to the school as a unit around which to begin their planning. Principals perhaps have some leverage, but even there it remains doubtful that much can be done in the name of real school change apart from improving the school ethos through working toward some general notion of a 'good' school....By targeting on the school, researchers and policymakers have not only picked the wrong target, they have miscalculated the difficulties involved in bringing about change at the organizational level. (p. 135)

Lieberman and Miller (1992) described another related concern. They reported that school improvement models have often been based on the appearance of collectivity. It has been determined to be critically important, yet extremely difficult, in an organization where teachers, classes and schools have

tenuous links with one another, that teachers who are isolated from one another should be supported and not ignored (Lieberman & Miller). Finally, with the focus only on the school, the district and state levels were also neglected. Wideen (1994) indicated that leaving schools on their own is a naive and perhaps dangerous proposal because many schools lack the resources, capabilities and energy to manage their own change processes:

> The role of outside groups in reform remains critical in terms of providing support and setting the ethos under which such reform will take place. What needs to be explored more carefully than many in the school improvement area seem to recognize is how policymakers can set the stage and create a climate for change in schools and districts. They need to ask: What forms of support are most productive? And, most importantly what does the change mean to the teacher? (p. 17)

A recent study by Lau and Woodman (1995) about the cognitive approach to organizational change offers promise in understanding what change means to workers and in future change-theory development. These authors asserted that an "individual's attitude toward change is an outcome of a cognitive understanding of change guided by the person's change schema" (p. 549). Their hypothesis that change schema act as mediators between individual difference variables (locus of

control, dogmatism, organizational commitment), general attitude toward change, and specific attitude toward change was generally supported:

> When a person faces change, various attributes of the change and their relationships are brought to mind. These key attributes help to define the problem and give meaning to the change issue. With this meaning in mind, the individual forms a specific attitude toward change. (p. 549)

Within this framework, Lau and Woodman believed they could begin to understand how people evaluate and respond to changes and thus, begin to understand how to effectively change organizations.

Fix the system. This final approach was developed in reaction to the perceived shortcomings of earlier change theory developments. Rudduck (1991), reflected upon the literature:

> Three powerful images have dominated my thinking. One is the idea of pupils and teachers as conscripts in the innovative campaigns launched by others; the second is the idea of pupils and teachers as puppets, dancing on the strings of other people's visions; and the third is of teachers and pupils as curriculum actors, whose fate it is to act out plots that other people have written. (p. 21)
>
> Teachers need to have greater professional and personal understanding of

what they are doing and why; and to be in control of the change process intended to improve their teaching and work lives. The following seven principles from the literature on educational change are paraphrased from the work of Fullan and Miles (1992):

1. Change is learning and is loaded with uncertainty. Change represents new personal meaning and time must be given to teachers to make sense of the change. Teachers should not be treated as the reformers' puppets [a complaint similar to that of Rudduck, 1992]. A period of difficulty (labelled as the 'implementation dip'), anxiety and uncertainty is intrinsic to all successful change. Ownership of the change comes through learning about the change.

2. Change is a journey, not a blueprint. Rational planning approaches have not worked with the multifaceted and complex changes schools are confronted with today. The strategy must be flexible and changes within the change must be seen as opportunities.

3. Problems are our friends. Problems are natural, and again, should be seen as opportunities for creative solutions.

4. Change is resource-hungry. People, money, time, supplies, and facilities are needed to make the change work. It is a sign of strength to ask for assistance and to seek all available resources.

5. Change requires the power to manage it. Cuban (1988) named the changes demanded in the structure of organizations and the ways in which people work together "second-order changes." They require a change in attitudes, perceptions, behaviours, relationships and communication skills. These second-order changes, claimed Fullan and Miles, cannot be solved from a distance. The power to manage change must be given to those at the local level: the teachers, the principals, and the community.

6. All large-scale change is implemented locally. That is to say, if change does not happen locally through the efforts of teachers, principals, parents and students, it will not happen systemically.

7. Change is systemic. Reform must attend to system components and system culture at both the state and district or school levels. Fullan and Miles called this "restructuring and reculturing."

The systemic approach can ensure that successful change is not isolated or limited in its scope, staying power and impact to one teacher, one classroom or one school. Systemic reform, claimed Sashkin and Egermeier (1993), "goes beyond new techniques and innovations, better teaching and more effective administration of schools, and more effective problem solving at the school building level" (p. 13). This approach builds upon the knowledge and practice

acquired from the previous three approaches and their underlying perspectives. For example, as with the 'fix the parts' and 'fix the people' approaches, systemic reform emphasizes dissemination of better teaching technologies and improvement in staff development to ensure that teachers are capable of implementing proposed changes. But rather than relying solely upon the rational scientific perspective, the systemic reform approach incorporates all three approaches with an emphasis on the cultural perspective. Systemic reform, Sashkin and Egermeier argued, "involves reforming and restructuring the entire enterprise of education, from the level of national goals to state curriculum frameworks, on to the district, the building, the classroom and the teacher" (p. vi).

Two themes central to restructuring are a change in identification of decision-makers and a re-ordering in the chain of accountability. Systemic reform may turn the entire system upside down. David (1994) stated:

> Instead of a system in which the top (whether district, state or federal) prescribes, regulates, and monitors schools, reformers envision a system in which the top sets goals and provides the flexibility, time, know-how, and assistance to schools to achieve them. Schools assume responsibility for reaching the goals and also accept the consequences of failure to do so. (p. 141)

That is not to say however, that the strategy should be entirely "bottom-up". Studies have shown that the bottom-up approach has also been known to fail to empower the teachers to alter their practices (Fullan, 1994; Goodlad, 1992; Lieberman, 1992; Taylor & Teddie, 1992). Lieberman suggested that "insufficient preparation, resources, support, and expertise" caused staff in schools with site-based authority structures to flounder (p. 39). Even when the intentions for enhanced teacher authority were genuine [and they are not always so--see Lichtenstein, McLaughlin, and Knudsen, 1992], teacher participation in decision-making has sometimes resulted in aimlessness, confusion, frustration regarding change, the consumption of valuable time away from the classroom, burnout and diminished performance (Fullan & Hargreaves, 1991; Lichtenstein et al, 1992). Successful change, argued Beer, Eisenstat & Spector (1990), starts with a change in individual or small group behaviour and is propelled by supportive structures, policies, procedures and practices of administration and government. Simultaneous top-down/bottom-up strategies create growing pressures for systems to change and to become naturally more compatible "because the need to obtain political support for ideas are built-in to the patterns of interaction" (Fullan, 1994, p. 20).

Additional elements of restructuring under the reform movement,

according to Sashkin and Egermeier (1993), include changes in instructional methodology to establish the student as the focal point, the restructuring of curriculum and the development of standards for assessing performance and progress. The goal is to attain teacher and principal autonomy and to build strong school cultures that promote professional growth and continuous school improvement while being accountable for the results. In order to realize this ideal condition, there must be a stable and supportive political consensus in the community. Moreover, in order to sustain these conditions, once achieved, educators must be adequately prepared and motivated to continually improve.

C. A Framework for Understanding the Meaning of Change

Systemic reform enthusiasts cite an an overwhelming need for greater involvement of teachers as partners on educational reform teams (Fullan, 1994; Lieberman & Miller, 1992; Mellencamp, 1992; Rudduck, 1991). Traditional methods of staff development models do not result in the substantial increase in the professionalization of teachers required by this new reform approach. In fact, traditional models may have been more a part of the problem than of the solution (Fullan, 1991; Little, 1990). A different mind-set may be required for teachers and schools to seriously improve. This will not happen overnight. Teachers need

to be provided "with contexts for sustained learning and for developing their profession" (Sergiovanni, 1996, p. 171). The path to change, according to Fullan and Hargreaves (1991), lies in understanding the teacher as a "total person" as well as the role that such a person plays in "total schools".

There are four important aspects of teaching that have been hitherto under-recognized. These are important to the process of understanding what change means to teachers in order to develop the "total person" and the "total school" (Fullan and Hargreaves, 1991; Sikes, 1992). These four critical factors are: the teachers' purposes and aims, teachers as people, the real world context in which teachers work and the culture of teaching. These areas will be investigated individually but should not be seen as isolated components.

Teachers' purposes and aims. The teachers' aims and purposes influence their perceptions and experiences at work. When change is introduced into a school, the teachers' "perceptions and experiences will be influenced by the extent to which there is congruence between their aims, purposes and values and those pertaining in the systems where they are employed" (Sikes, 1992, p. 41). For change to be successful, expression must be given to the teachers' purposes. Their voices must be heard and shared so that some purposes and a common mission can be developed together, and their values and beliefs must be understood (Elbaz,

1990; Fullan and Hargreaves, 1991; Mellencamp, 1992). Voice, argued Mellencamp, allows teachers to "move from a preoccupation with organizational constraints affecting change to a construction of personal meaning in change" (p. 31). Teachers are then prepared to engage in school-level change.

Teachers as people. Teaching is a part of teachers' lives. It is not the whole. Just as teaching affects their lives, what teachers do outside of teaching affects their teaching. Other factors such as age, career stage and gender also affect teaching. Therefore, teachers should not be treated as if they are homogeneous group. Sikes (1992) noted however, studies by Ball and Goodson (1985), Huberman (1988), Miller, Taylor and Walder (1982), and Peterson (1964) which demonstrated that there is a teacher life-cycle and that teachers of a similar age and gender share similar experiences, perceptions, attitudes, satisfactions, frustrations and concerns. Life cycle theorists also predict trends in the nature of teachers' motivation and levels of commitment as they mature.

Recent research on teacher willingness to change indicated that both organizational and personal factors contribute to the explanation of why teachers accept or reject change (Fessler & Christensen, 1992; Richardson, 1991; Waugh & Punch, 1987). Sensitivity to the school's culture and to its teachers as whole people, who possess both work lives and personal lives is a necessary precursor to

successful change.

Teachers' work context and conditions. In a review of U.S. reports on teachers' work conditions over the past 15 years, Louis (1992) found concrete evidence both that work conditions have a powerful impact on what teachers do in the classroom and that typical conditions for teachers make professional behaviour nearly impossible. Sikes (1992) echoed the sentiment that teachers' work conditions are unsuitable and believed that poor conditions are indicative of the low value placed upon teachers' work. Another negative indication of the value placed upon teachers' work is the external imposition of change, since "imposed change, with its basis in a deficit model of teachers and teaching inevitably also carried messages about value" (p. 43).

Fullan and Hargreaves (1991) and Sikes (1992) were also very concerned about the lack of time teachers have to manage their work. In fact, this seemed to be a universal concern among researchers studying teachers' work conditions (Radnofsky, Evertson, & Murphy, 1990). In a study examining the quality of teachers' work in eight U.S. high schools, Louis (1992) learned that time was considered to be the most important resource for teachers. Cambone (1994) wondered, with time already at a premium, how teachers were expected to find the time required to manage change. It was argued that time is a critical component of

working conditions in school restructuring. The answer could not be in scheduling an extra one half hour or one hour a week. Teachers' work lives required many kinds of time, not just rational, scheduled time. Cambone used the old-fashioned clock as a metaphor for illuminating the problem teachers have with time:

> Time for teachers is a group of interconnected gears, and that system of gears is connected to time for administrators, which in itself is a system of interconnected gears. Administrator time is connected to school time, which is woven with the time of the community, and so on. (pp. 71-72)

The clock as a metaphor is used again in Cambone's conclusion:

> Finally, we must realize that if we add a new subset of gears to the existing mechanism of time for teachers, and do not change the overall design of the mechanism, the mechanism will stop working, in whole or in part. Time for teachers in restructuring cannot and should not be shoe-horned into the existing time structure. (p. 73)

There was also a broad spectrum of agreement in the literature regarding teachers' lack of a sense of curriculum ownership. Wise (1988) voiced concern that standardized curricula cause teachers to become less responsible for the changes in curriculum and ultimately, less responsive to the needs of the students, while Pratt (1990) argued that the conditions and context of the workplace are

responsible for curriculum reform failure.

Through an understanding of the teachers' work environment, policy-makers ascertain the contexts and conditions that can and should be changed in order for teachers and teaching to change. Louis (1992) criticized current discussions of reform for their emphasis on the changing of structural features of schools and of role definitions as strategies to improve work places. The study found that there were many ways--but no single right way-- to improve teachers' work. One recommendation, however, was made to ensure the success of restructuring efforts: restructuring "must nurture and reflect broader changes in values and human relationships in schools" (p. 154). The ideal context, as proposed by Fullan and Hargreaves (1991), builds on this social theme, "one that embodies a particular *culture* of teaching, a particular set of working relationships among teachers and their colleagues which binds them together in a supportive, inquiring community, committed to common goals and continuous improvement" (p.36). Lieberman and Miller (1992), Louis and Miles (1990) and Rudduck (1991) investigated and incorporated into their work the concept of the teacher as part of a complicated social system. Sarason (1971, 1990, 1995) argued that this concept should have been taken seriously for over two decades. The disappointing results of school reform efforts can be explained by the failure of reformists to examine

some school culture characteristics. Sarason believed that teachers see themselves as being different, as possessing "special knowledge, values, and obligations which have a history not only in the life of the individual but in the larger context of history. There is a sense of individual and group identity derived from a past that gives structure and meaning to the present and future" (1995, p. 69).

Teachers' work culture. The occupational culture of teachers in traditional settings has been one of individualism and isolation. The presence of such a culture and its iniquities has been well documented (Fullan & Hargreaves, 1991; Lichtenstein, McLaughlin, and Knudsen, 1992; Lieberman, 1992; Lortie, 1975; Sikes, 1992).

Change undermines our value and belief structures (Sikes, 1992), with the result that "people lose their sense of meaning and direction, their 'framework of reality', their confidence that they know what to do, and consequently they experience confusion and a kind of alienation" (p. 43). The outcome of such a sense of loss is a decrease in the ability to perform or in the commitment to effect change. In a traditional school culture, where change is not seen as a loss, the result is implementation disaster. Unfortunately, very little attention has been attracted in the educational literature to the question of what change means for individuals. Researchers in other fields of study have explored the sense of loss

prompted by change. Marris (1975) equated this experience with that of bereavement because of the loss of substance and structure in one's occupational world. Deal (1985) insisted that, over time, people build a resistance to loss and the culture emasculates any proposed change.

This sense of loss could be rendered temporary if people are given the opportunity to understand the change and how it affects them and have the means to share their understandings with their school colleagues. In a collaborative school culture, the setback is temporary and may be referred to as an 'implementation dip'. The differential between 'dip' and 'disaster' is very attractive to school and school board administrators. Schools, encouraged by the current research results on collegiality, are investigating the development of such professional collegial cultures (Lieberman, 1992).

This does not mean that schools, in their attempts to eliminate individualism, should eliminate individuality or experiences of personal meaning (Fullan & Hargreaves, 1991). Rudduck (1991) echoed this sentiment, claiming that group spirit generates the sense of obligation and loyalty necessary in the change process, while a sense of personal understanding and ownership forms the basis of the teacher's commitment to change.

Fullan and Hargreaves (1991) cautioned that not all forms of collaboration

are productive. 'Balkanization', for instance, is defined as "a culture made up of separate and sometimes competing groups, jockeying for position and supremacy like loosely connected, independent city states" (p. 52). Secondary schools are particularly prone to such a state because of their promotion of subject department structures. Confirmation of this is found in the work of Lieberman and Miller (1992). They reported that secondary school teachers work in highly bureaucratized and separated departments that compete for scarce resources. 'Comfortable collaboration', warned Fullan & Hargreaves, becomes a matter of giving advice or sharing of materials and teaching tips but lacks the wider purpose and value of full collaboration. Finally, 'contrived collegiality' should be avoided. In such a culture, "colleagueship and partnership are administratively imposed, creating a degree of inflexibility that violates those principles of discretionary judgement which make up the core of teacher professionalism" (p. 59). This rather common problem reduces motivation for teachers to collaborate at all.

Collaboration in effective schools however, is quite sophisticated and "is linked with norms and with opportunities for continuous improvement and career-long learning" (Fullan & Hargreaves, 1991, p. 44). In these collaborative cultures, teachers of different ages and stages share their beliefs and gain a respected voice in the change process. Teachers, in feeling a sense of shared vision and change

ownership, confidently determine the elements of change that will improve their teaching and their work context. Not surprising, Louis (1992) found that teachers value opportunities to work in a collaborative culture. What was surprising was that such opportunities were so rare.

Alternatively, perhaps the fact that not many schools have been able to provide these opportunities should not be surprising at all. The price tag for such comprehensive reform has received little attention in the debate over its merits but some academics believe that funding must be addressed. McLaughlin, Talbert and Bascia (1990) were concerned the price tag would be "politically unacceptable unless other changes in school organization and instruction produce offsetting reductions in the costs of operating the public schools" (p. 163). Other possible changes which they thought should be examined include year-round schooling, increased user fees, increased use of paraprofessionals, more effective use of instructional technology, and elimination of marginal programs and services. Unfortunately, many of these and similar cost-cutting measures have already been enacted in secondary adult day-school programs, not to offset the costs related to systemic reform but to offset the Ministry of Education 50% cut in funding to adult programs, effective September, 1996.

Stiegelbauer (1994) expressed concern about funding as well as over the

long-term commitment necessary for system-wide change. These two factors, combined with the lack of conclusive research support, make systemic change a difficult proposal for educational administrators to sell to trustees. Moreover, with so few sites able to work directly on institutional changes over a period of years, it will be a long time before conclusive results can be obtained. The interim results, however, have been positive. One study showing positive interim results is a study of The Learning Consortium in Toronto. Fullan and Miles (1992) reviewed the Consortium's progress:

> The short-term activities include inservice professional development on selected and interrelated themes; mid- to long-term strategies include vision building, initial teacher preparation, selection and induction, promotion procedures and criteria, school-based planning in a system context, curriculum reorganization, and the development of assessments. There is an explicit emphasis on new cultural norms for collaborative work and on the pursuit of continuous improvement. (p. 752)

They concluded that "systemic reform looks to be both more efficient and more effective, even though this proposition is less proven empirically than our other six [refer to page 26 for a review of the other six propositions]. However, both conceptually and practically, it does seem to be on the right track" (p. 752).

Summary

Much has been learned in the 35 year history of educational reform. Evidently, most of the previous efforts to change schools, teachers and teaching have failed. Although teachers may have played a part and subsequently been held responsible for these failures (Elbaz, 1990; Fullan, 1991; Fullan & Miles, 1992; Goodlad, 1983; Louden, 1991), the fault was not entirely that of the teachers. There is now an overwhelming need for greater involvement of teachers as partners on educational reform teams, since "while studies of school restructuring projects agree on precious little...virtually all conclude that making teachers full collaborators in running schools is a positive step" (Government of Ontario, 1994, p. 47). And finally, it seems necessary to develop the total teacher and the total school in order for the newest approach, systemic reform, to succeed. Nevertheless, as enlightened as these findings and proposals concerning systemic reform have been, little has been learned about how teachers perceived change (Fullan, 1991; Lyons, 1990; Mellencamp, 1992, Rudduck, 1991), how changes altered their work lives, and how these alterations affected their dispositions toward future educational change.

CHAPTER III

METHOD

Sample

The sampling plan was designed for participating researchers by the CCRIE. Although most components of the CCRIE plan were protected, certain conditions specific to adult education day schools necessitated the development of some different sampling procedures. The sample and the rationalizations behind the variations are as follows:

1. Forty-one teachers out of a possible 190 full and part-time teachers (21.5%) from five southwestern Ontario urban-suburban secondary adult day schools returned the pre-interview written questionnaire distributed to all teachers in the selected schools. Due to the limited number of adult secondary day schools and the distance between certain schools, only the five adult day schools closest to Essex County were selected. The questionnaire participants ranged in years of total teaching experience from: 0-3.9 years experience 12.2%; 4-7.9 years experience 12.2%; 8-11.9 years experience 19.5 %; 12-15.9 years experience 14.6%; 16+ years experience 34.2%; and years of experience not known 7.3%. They also had a wide range of subject/division specialty representing English, French,

Guidance, Math, History, Geography, Art, Science, Physical Education, Personal Life Management, Business, Co-operative Education, Special Education, Computer Science, and Technology. Twenty-three of the 41 respondents named two or three specialties and two respondents made no mention of their subject/division specialty.

2. Five questionnaire respondents from each school were then nominated by their respective school leaders or personally volunteered to be interviewed by the researcher. This purposive sample was used in order to interview teachers that represented different program areas; varying amounts of experience, both in the school and in teaching; and both genders. Another reason for selecting this particular sampling method was that school leaders were knowledgeable about teacher timetables and could schedule the participants' interviews during their preparatory periods. The five school leaders were also invited to be interviewed to provide a context for the teachers' contributions.

3. The distribution of the 21 teachers and 5 school leaders interviewed was as follows.

School #1: 1 Adult Cooperative Continuing Education Consultant
1 teacher

School #2: 1 Vice-Principal

5 teachers

School #3: 1 Vice-Principal

6 teachers (1 teacher volunteered on the interview day)

School #4: 1 Principal

4 teachers

School #5: 1 Principal

5 teachers

School leaders were sometimes unable to nominate five teachers because there were not that many teachers employed at their school or not enough willing participants.

4. The 14 female and 7 male teacher interviewees ranged in years of teaching experience at their present schools from: 0-3.9 years of experience 33.3%; 4-7.9 years of experience 47.6%; 8-11.9 years of experience 4.8%; 12-15.9 years of experience 14.3%; and 16+ years of experience 0%. The 3 female and 2 male school leaders had less than 3.9 years of experience in their current leadership positions. Many of Ontario's smaller boards of education have only recently expanded their services to offer adult day schools (some are still pilot projects), resulting in the limited years of

experience at the present school for some teachers.

5. The 14 female and 7 male interview participants ranged in years of total teaching experience from: 0-3.9 years experience 19.0%; 4-7.9 years experience 23.8%; 8-11.9 years experience 19.0%; 12-15.9 years experience 14.3%; and 16+ years experience 23.8%. This information was not sought from school leaders.

Instruments

Information regarding the different kinds of change experienced by teachers and their attitudes toward change was gathered using one subject-completed instrument and one researcher-completed instrument. The subject-completed questionnaire (Appendix A) was originally constructed by the Canadian CCRIE team to determine participants' views concerning the impact of change on the teaching profession. The rationale for using this questionnaire was that the study could potentially elicit views from all educators in the participating secondary adult day schools. The researcher-completed individual semi-structured interview questions for teachers and school leaders (Appendices B and C) were constructed by the CCRIE team and provided the context of the teachers' contributions in a more personal venue. The rationale for choosing the structured

interview methodology was so that the qualitative, open-ended interview data and quantitative, closed, fixed-response data could later be compared and contrasted.

The conceptual framework (Appendix D) for the CCRIE's comparative study outlines the concepts examined through the interviews. The study sought a greater understanding of change and its effects. The unit of analysis was teacher perceptions of change, with a focus on teacher conditions and culture. Patton (1985) argued that a search for understanding is an end in itself and is a valid reason for using qualitative methodology. The more frequent argument for qualitative research is that a true human inquiry needs to be based firmly in the experience of those it seeks to understand (Reason & Rowan, 1981). Qualitative research methodology is deemed especially appropriate to the study of beliefs according to Munby (1982, 1984) as cited in Pajares' (1992) article on teachers' beliefs and educational research. Interviews, argued Lindlof (1995), "are especially well suited to helping the researcher understand a social actor's own perspective" (p. 167).

Data Collection

A letter of permission to conduct research was mailed to the Director of Education in each of the selected boards of education (Appendix E). Upon

receiving the Director's permission, an information package was sent to the principal of the participating adult secondary school. The package contained a letter of initial contact to the principal and teachers along with their consent forms (Appendices F and G), an explanation of the study (Appendix H), questionnaires and a sample of the principal and teacher interview form. A follow-up telephone call was made by the researcher to the principals to answer questions and to set a date for the interviews. During this call, the principals were asked to distribute the package to all teachers and to seek five teachers who would represent as much purposive variation as was manageable in terms of total years of teaching, years of teaching at the present school, subject area and gender. They were to ask those five teachers if they were willing to be interviewed, to inform them of their interview time and to remind them to bring their consent forms to the interview. Permission was received and interviews scheduled in June, 1995 for three of the schools; in November, 1995 for one school; and in January, 1996 for the final participating school.

The interview process began with an attempt to "break the ice" with the teachers who were strangers. Participants were introduced to the interviewer and were informed that the interviewer was an educator at an Essex County Board of Education adult secondary school. After a bit of small talk, the purpose of the

study was explained. Subjects were then given an opportunity to ask questions. Consent forms were collected and participants were reminded of the study's commitment to confidentiality as endorsed by the Ethics Committee of the Faculty of Education, University of Windsor. All interview forms show only their four digit or letter code.

Interviews took between 25 and 60 minutes and were held in the participants' schools. Adhering to the instructions of Taylor and Bogdan (1984), the interviewer tried to establish the appropriate atmosphere by being non-judgmental, by letting the subjects talk, by listening carefully and by being sensitive. Although the intention was to simply let the subjects talk, there were times the interviewer found it necessary to probe for clarification, and/or elaboration, or to rephrase what the respondent said and ask for confirmation. There were also times the interviewer found it necessary to move the discussion in the desired direction to ensure its completion before the interviewee had to return to class.

The method for preserving the information collected in the interview was note-taking. Interview questions were duplicated to allow for the interviewees to follow along and read ahead while their answers were being recorded. After the final question, interviewees were invited to comment on their answers, the

interview questions and the study if they so desired. The interviewer expressed gratitude for their contributions to this study.

Interview responses were sorted by the interviewer into semantic categories according to a Coding Manual provided by the CCRIE (Appendix I). Numeric codes were assigned to each response for statistical analyses. These codes were transferred directly onto a data summary sheet which organized the codes with one teacher or school leader interview per line. The thesis advisor checked the data categorization and coding to ensure accuracy.

Questionnaire and interview codes were then recorded in a computerized format for data processing using the software program Excel (Microsoft Corporation, 1993). They were then imported into the SPSS software program (SPSS Corporation, 1993) for the construction of tables and analyses. The number of respondents was indicated on each table. Data were aggregated by teacher or school leader so that no school or individual could be identified.

CHAPTER IV

FINDINGS

Subject-completed Questionnaire

Perceived impact of change on the teaching profession. The first part of the questionnaire sought teachers' views concerning the perceived impact of changes in general on the teaching profession. On an inventory of seven items, teachers were instructed to circle the value that best represented their perceptions about the impact of changes on a 5-point Likert-type scale. A value of 1 indicated the change had impacted the teaching profession in a positive way and a value of 5 indicated the change had impacted the teaching profession in a negative way. The mean scores for these seven items are shown in Table 1.

It should be noted at this point that one teacher was consistently negative toward the impact of change on the profession. In fact, this teacher selected the value 5 for each item except teacher preparedness for change in which case the value 4 was selected. Another educator selected the most positive value 5 times. Six educators selected the most positive or negative value 3 times, 16 educators 2 times, 9 educators 1 time and 8 educators never selected either the most positive or the most negative value.

Table 1

Perceived Impact of Change on the Teaching Profession (N=41)

Perceived Impact of Change	Item Mean* $\bar{x}$
1. Teacher professionalism	2.59
2. Teaching satisfaction	2.63
3. Benefits for students	2.70
4. Student needs	2.93
5. Teacher time allocation and use	3.02
6. Teacher preparedness for change	3.54
7. Teacher control of change	4.02

Note.* Scores ranged from 1-5 where 1 indicated change had a positive impact and 5 indicated change had a negative impact on the teaching profession

Interestingly, 63% of the respondents endorsed the first item and perceived that change had enhanced teachers' professionalism. Four of the six teachers who viewed change as an enhancement to professionalism were from the same school, and 73% of the teachers from that school circled values 1 or 2 on the scale.

Respondents also endorsed the second item and perceived that change made teaching more satisfying (46.4%). The value most subscribed to, however, was the value 3 (36.6%). It is not known whether these teachers perceived that change made teaching neither more nor less satisfying, or whether they perceived that change had made some aspects of teaching more satisfying and others less satisfying. The two teachers who reported that change made teaching less satisfying were from the same school and were interviewed after the Ministry of Education's announcement on November 30, 1995 of reduced funding to adult education programs. Other negative scores may be due, in part, to the announcement regarding the new funding model. For example, in the fourth item, 9 of the 13 teachers that perceived change made it more difficult to meet students' needs completed the questionnaire after the announcement.

Conversely, item 6, was endorsed by only 12.2% and item 7 was endorsed by only 7.3%. The majority of respondents perceived that teachers were neither prepared for, nor in control of, change. In fact, not one respondent perceived that

teachers were well prepared for, or in control of, change.

An additional item that could not be construed as either positive or negative and was not shown in the table indicated that 95% of the teachers believed that change would significantly transform the work lives of teachers. No teacher believed that change would only have a minute effect on their work lives.

Domains of change perceived to have had the strongest effect on worklives. Respondents were then asked to provide the specific area of change they perceived to have had the strongest effect on their worklife. Table 2 provides, in rank order of percentages, these change areas. As indicated in Table 2, the area of change having had the strongest effect on teachers was 'technology' (20.0%). The area perceived as having had the second strongest effect on teachers was the category 'other' (16.7%). This area included changes in union activities, positions or areas of responsibility, and subject specialties.

Teachers selecting 'educational goals and aims' as having a profound effect on their work lives were referring to the Ministry's promotion or demotion of the adult learner in the education system. Teachers mentioning the category 'school reorganization, restructuring and scheduling' were affected by the constant changes in administrative and teaching staffing, scheduling, funding and program offerings. Three of the four teachers selecting the category 'teaching materials,

Table 2

Rank Order of Change Domains Perceived to have had the Strongest Effect on Questionnaire Respondents' Worklives (N=30)

Perceived Area of Change*	**%**
1. Technology (i.e. computer technology)	**20.0%**
2. Other	**16.7%**
3. Educational Goals or Aims	**13.3%**
4. School Reorganization, Restructuring, Scheduling	**13.3%**
5. Teaching Materials, Texts and Resources	**13.3%**
6. Student Groups and Members	**10.0%**
7. Relationships with Community and/or Business	**6.7%**
8. New or Revised Courses	**3.3%**
9. Teaching Methods and Strategies	**3.3%**

Note. * Change was deemed to be influential regardless of whether it was positive or negative

texts and resources' were negative about the effects that the diminished or outdated nature of these resources had on their lives.

Seven teachers did not respond to this question concerning the most consequential area of change, and four were considered invalid because respondents were unable to isolate a single area of change which most affected their teaching lives. As well, each teacher spoke of the intensity and the number of changes affecting them. One teacher commented that: "the above have all had a positive effect on me as a professional although it has been extremely stressful and meant carrying an incredible work load for the last ten years." This teacher was not as positive about the effects of future changes, since "the changes coming in the immediate future in terms of adult ed. will have very negative effects". The changes referred to are, of course, a result of the Ministry of Education adult education funding cuts.

Researcher-completed Interview

The context of the teachers' contributions on the questionnaire were then discussed in an interview format with 21 of these respondents, as well as 5 school leaders from 5 secondary adult day-school programs. This section presents the interviewee responses and compares (in cases where questions from the two

instruments are similar) their responses with the findings from the questionnaire.

Significant domains of change affecting worklives. Interviewees were again asked to provide the area of change perceived to have had the strongest effect on their worklives. This question was more specific than the one posed in the subject-completed questionnaire. In this regard, change had to have occurred within the past five years, and had to be in relation to the education of students. Thus, there were no references to a change in union activities or a change in teaching position. Their responses are shown in Table 3. All subsequent interview questions dealt only with the change interviewees considered to have had the greatest effect.

The changes that had the strongest effects on teachers were policy or practice changes in the category 'both subject matter and teaching method'. Apparently, the introduction of computer technology had a profound effect on the interviewees' subject areas and their teaching methods, and was recorded in the questionnaire as having had the strongest effect on teachers' work lives as well. Six of the seven teachers reporting its effects taught Business or Math. The other teacher, an English teacher, spoke very positively about the new emphasis on the use of the computer in the writing process.

Table 3

Rank Order of Change Domains Perceived to have had the Strongest Effect Upon Teacher Interviewees' Worklives (N=21)

Perceived Area of Change*	**%**
1. Subject and Teaching	**33.3%**
2. Teaching Method	**19.0%**
3. School Structure	**14.3%**
4. Finance Allocation	**14.3%**
5. Administrative Management	**4.8%**
6. Community Relations	**4.8%**
7. Subject Matter	**4.8%**
8. Teacher Characteristics	**4.8%**
9. Community Relations	**4.8%**
10. Teacher Characteristics	**4.8%**

Note. * Change was deemed to be influential regardless of whether it was positive or negative

When school leaders were canvassed on this same question, their responses were more evenly divided. However, two of the five school leaders (40.0%) mentioned that changes in policy or practice regarding 'finance allocation' had strongly affected their work lives. One leader conveyed how the change had affected staff morale, while another indicated how it had affected the learners.

Teachers and school leaders were then asked to cite the change that had the second strongest and third strongest effect on their work lives. It was interesting to note that when combining these changes, a slightly different pattern emerged. Indeed, changes in policy or practice regarding 'school structure' became the change mentioned most frequently by both teachers (23.8%) and school leaders (35.7%). With respect to changes in school structure, interviewees referred primarily to the introduction of secondary adult education programs to their school systems, to the elimination of the Grade 9 courses within adult education programs, and to the increase in class sizes, more frequent split (combined) courses, and continuous entry (entailing learning modules) made necessary in order for school boards to remain financially viable. Changes in the category 'both subject matter and teaching method' fell to second but remained a popular area of change for 19.0% of the teachers and 14.3% of the school leaders respectively. In addition to changes in computer technology, respondents cited the

trend toward the development of thinking rather than memorization skills as having contributed to the creation of more relevant courses, and the development of students who are better equipped to meet the demands of business and industry. Changes in the 'allocation of finances' was the third most often mentioned change by teachers (12.7%) and was tied for the second most often mentioned change by school leaders (14.3%). It was readily apparent that the changes which mattered most to teachers mattered most to school leaders as well.

Several responses that were not provided for in the CCRIE coding manual necessitated two additional categories: changes in 'teacher characteristics' and changes in 'student characteristics'. Teachers, according to one interviewee, were expected to have previous career experience in their teaching area so that they would be able to bridge the gap between theory and reality and relate better to the learner. The category 'student characteristics' was added to account for the number of responses by teachers and school leaders indicating a change in the characteristics of the learner. One such change was in the physical and mental capacities of the learner because of cutbacks in the regular secondary school environment and other social programs. Teachers also indicated being challenged by the many different levels of experience and readiness in one class. One teacher relayed the difficulty of teaching computer software to a class of students ranging

in age from 18 to over 60, with varying levels of computer experience and English language proficiency. Another teacher indicated the change in students' awareness of their needs and rights. This teacher said that students no longer accepted traditional forms of education.

Origin and objective of change. Table 4 provides, in statistical form, an overview of the origins of these changes as perceived by the teachers. Almost one quarter believed the changes that had affected their worklives so strongly had originated with 'school administration', followed closely by 'community organizations', and then the 'provincial government' (Ministry of Education) (19.0%). School administration was believed to be responsible for most of the changes in teacher characteristics, administrative management (introduction of school rules), and school structure. Changes in finance allocation originated with school administration, according to two interviewees, and with the Ministry of Education according to three interviewees. The Ministry of Education was also deemed by one teacher to be responsible for changes in teaching methods (i.e. co-operative learning). The community was perceived to be primarily responsible for changes in both technology and student characteristics. Only two teachers perceived the changes originated with them. One indicated being the first to use co-operative learning methodology, while another the first to use a particular piece

Table 4

Rank Order of the Perceived Origin of the Change That Most Strongly Affected Teachers' Worklives (N=21)

Perceived Origin of Change	%
1. School Administration	**23.8%**
2. Community Organization	**19.0%**
3. Provincial Government	**19.0%**
4. Classroom Teacher	**9.5%**
5. School Board Administration	**9.5%**
6. Student or Student Group	**9.5%**
7. Teacher-Managers	**4.8%**
8. Unsure of Origin	**4.8%**

of technology in the classroom. Once again, school leaders provided similar responses to those of their staff.

When interviewees were asked their perceptions regarding the objective of the change, 42.9% theorized that changes were intended to 'update course content', 19.0% to 'improve academics' and 19.0% to 'improve the efficiency of school operations'. Most teachers and school leaders perceived changes in subject matter and teaching method and relationship with community were made to update course content or improve academics. Most teachers and school leaders perceived changes in school structure and finance allocation were made to improve the efficiency of the school's operation or to reflect a political change or change in ideology. However, one teacher and one school leader noted that changes in finance allocation were made to improve 'government efficiency'; a category not considered by the CCRIE.

Teacher role in the change process and timetable. Table 5 indicates that most teachers subscribed to the role of 'initiator' in the change process. However, school leaders' perception of involvement was slightly different. Even though they all perceived to have played "active roles", only one school leader subscribed to the initiator role.

Table 5

Rank Order of Teachers' Perceived Role in the Change Process (N=21)

Perceived Role	%
1. Initiator	**33.3%**
2. Implementer	**28.6%**
3. Planner	**9.5%**
4. Shared Decisions	**9.5%**
5. Supporter	**9.5%**
6. No Role	**9.5%**

Of particular note were the two teachers who perceived to have played 'no role' in the change process. It was understandable that the one teacher played no role in increased class sizes. What was more difficult to understand was the teacher who claimed to have played no role in the change toward using more relevant and practical methodology and materials. This person used the methodology and materials, but spoke of being "not involved" in the process of

initiation, planning, decision-making, or implementation. This teacher was unsure of the idea's origin, but perceived it probably originated and was initiated, planned and decided upon by Ministry or board level officials and believed that schools had decided to implement the change. No interviewee played the role of 'resister' in this change process.

When asked to provide a timetable for the change, over 60.0% of the teachers and school leaders recalled the change had been introduced 'gradually' rather than undergoing 'immediate full implementation'. Changes generally considered to have been introduced gradually included changes in policy or practice regarding both subject matter and teaching method, teaching method only, school structure, and administrative management. All other changes, especially in finance allocation, were generally considered to have been introduced as ready for immediate and full implementation.

Factors affecting change implementation. Teachers and school leaders were invited to provide their perceptions regarding the factors that helped or hindered implementation of the change. Table 6 shows these data. In this regard, 25% of the teachers considered the expertise of 'colleagues and support technicians' to be invaluable. The next factor considered to be most helpful was

Table 6

Rank Order of Helpful Factors in the Implementation of Change (N=21)

Factors that Helped Change Implementation	%
1. Colleagues' Help	**20.8%**
2. Physical Resources	**13.2%**
3. Own Competence	**11.3%**
4. School Administrative Support	**11.3%**
5. Student Support	**9.4%**
6. Human Resources	**5.7%**
7. Professional Development	**5.7%**
8. Support from Outside the School System	**5.7%**
9. Board Administrative Support	**3.8%**
10. Develop Plan by Self	**3.8%**
11. Financial Resources	**3.8%**
12. Develop Plan with Colleagues	**1.9%**
13. Own Attitudes	**1.9%**
14. Plan Laid Out for Us	**1.9%**

the availability of 'physical resources' (e.g. textbooks, manuals, libraries, campus and classroom locations) followed by 'school administrative support' (e.g. student services and school leaders) and teachers' 'own competence' (academic background, personality, and experience with change). Each category in the coding manual however, was sought by teachers for support in the implementation of change. Even one new category, 'support from outside the school', had to be added to this list. Teachers were appreciative of the technological support, guest speaker services, identification of prospective learners and advertisement for adult education programs provided by community businesses. One teacher spoke of a company providing classroom space on-site and granting employees the opportunity to attend the program. School leaders also identified a number of different sources as having been helpful in the implementation of change.

Conversely, Table 7 shows perceptions of teachers regarding the factors that impeded the change implementation. Specifically, a 'lack of physical resources' was the impediment that hindered teachers the most. This was consistent with the responses of the three teachers from the questionnaire who posited that diminished teaching materials, texts and resources had had the strongest effect on their work lives. What was not consistent about this response was that it was the second most helpful factor in implementing change. An

Table 7

Rank Order of Impeding Factors in the Implementation of Change (N=21)

Factors that Impeded Change Implementation	%
1. Lack of Physical Resources	**21.1%**
2. Lack of Time	**15.8%**
3. Students Not Ready	**13.2%**
4. Lack of Finances	**10.5%**
5. Self Incompetent	**7.9%**
6. Lack of Human Resources	**5.3%**
7. No Consultation with Teachers	**5.3%**
8. No In-Services Available	**5.3%**
9. Opposed Colleagues	**5.3%**
10. No Administrative Support	**2.6%**
11. No Impediments	**2.6%**
12. Outside Opposition	**2.6%**
13. Too Many Changes	**2.6%**

examination of the responses revealed that the teachers responding in this manner were not concentrated in one school or in one area of expertise. Rather, they were concentrated in their view that curriculum and textbooks are not designed with the adult learner in mind, and use outdated or inappropriate methodology. Two other physical resource concerns that surfaced were the lack of computer hardware and the lack of available space.

A 'lack of time' was mentioned (15.8%) as a factor that impeded teachers in their efforts to implement change, followed by a 'lack of student readiness' (13.2%). Teachers reported students who were resistant or fearful, who took advantage of the system, and who were often absent. As well, a 'lack of finances' was mentioned (10.5%) followed by a 'lack of self-competence' (7.9%). One teacher perceived also that being young and inexperienced was a hindrance. Another regretted a lack of ability to generate ideas and another shared the story of a personal struggle with being a "bad times" department leader.

The two factors that most hindered change implementation for school leaders were a 'lack of finances' and a 'lack of human resources'. The lack of human resources was from the "top" and the "bottom" of the command chain. One school leader determined there was a lack of administrative support to ensure that the school's requests were "taken care of" and ushered through to the top.

Another school leader spoke of the lack of expertise or experience with adult education at the board level, while still another spoke of the need for more staff.

Changes in dynamics of worklife. Almost three quarters of the teachers (71.0%) perceived that change had affected their work lives. From a possible 6 (on a scale from 1-6) score indicating all of the teacher's work life had been affected, the average score was 4.38. The average scores by school however, ranged from as low as 3.50 to as high as 5.75. Indeed, no teacher was left unaffected by the change.

School leaders were asked not *how much* of their work lives had been affected by this change but *in what ways* the change had affected their work lives. One school leader reported the change made for less work, one reported the change affected the distribution of workload, two indicated the change slightly altered their roles, and one school leader reported a much higher stress level directly as a result of the change.

Teachers were also asked to determine ways that the change had affected their work lives. Almost 20% indicated that they had changed their 'teaching methods, approaches, and resources', 'made efforts to improve their own competency levels', and 'planned more work, topics and presentations'. They changed their methods, approaches, resources, topics and presentations by

simplifying their evaluation processes (e.g. offering fewer quizzes, offering tests that are easy to mark, follow-up less); finding better large-group instruction methods; providing less time for class discussions and demonstrations; and locating more relevant resources or materials for learners. As well, they increased their own competence by learning to use computer technology more for their own work (e.g. lesson plans, handouts, marks), reading more professional literature, taking more risks, and prioritizing their time more efficiently. In their comments about prioritizing activities, three teachers indicated eliminating activities that were not mandated. They no longer volunteered to help with the school newspaper or to be part of a curriculum writing team. One teacher reported that the school Christmas party was cancelled this past year due to a lack of staff interest. Instead, teachers spent more time planning or revising lesson plans and activities, handouts, and resource materials. One teacher shared that the change--"colours every aspect of everything I do."

Teachers and school leaders were then invited to share the ways the change had affected their relationships with others. Over one quarter of the teachers reported the change created 'more harmonious staff relationships' and 'more harmonious student relationships'. In this regard, teachers praised the change for having provided the opportunity to talk more with colleagues, inside and outside

of their teaching areas. Some indicated having gained respect and credibility among teachers inside and outside of their teaching area because they were knowledgeable about or had particular experience with that change. Similarly, others spoke of a breakdown in "hierarchy" within and outside their teaching area because of the recognition that all teachers are struggling with change in their jobs and it is often the same change. One teacher commented: "We all have a job to do--I have this job to do and you have that job to do--but we all have a job to do". Another conveyed becoming more sensitive to others' well being and being more supportive.

The relationship with students also had became more harmonious because, according to some teachers, the change allowed them to truly become a facilitator or coach. One teacher spoke of how the students' involvement in designing a course helped them to realize that their experience and input was respected and valued. Two teachers spoke of how the change had broadened their understanding, appreciation and admiration for the adult learner.

Not all relationships were as positively perceived. Three teachers commented they had 'more stress overall'; one teacher spoke of having more stress because of being busier, while another feared the Ministry would consider that teacher to be incompetent, and a third was stressed because of an inability to

meet community needs. This teacher compared the "good stress" of trying to meet the student demand of five years ago to the "bad stress" now. Family relationships were also reported to be more strained by over 10.0% of the sample because there was 'less time for family functions'.

An overall lack of time was problematic for other teachers as well, as all teachers commented on the amount of time required to bring about change. Not one teacher perceived that the change had created more time for professional or personal activities.

Nevertheless, teachers tried to manage time for the change. Some comments included: "I've never been one to take breaks, but now I can't even think about it."; "The school day stretched. I'm in very early and out very late."; "I try to be more efficient and do three things at once."; "I eat lunch in class as I teach and work longer hours."; and "I bring more night work home."

Surprisingly, teachers and school leaders had set aside time for professional development. Over 80% of the teachers and 100% of the school leaders perceived that the change had 'positively' affected their professional development. Specifically, they indicated how they brainstormed with colleagues in the school and on the Electronic Village, read more professional articles, and completed more courses and workshops to update and broaden their skills. The two teachers

(9.5%) who reported 'no change' in their professional development activities indicated they had always done whatever was necessary to develop their teaching skills and that this one change had not changed their philosophy. There were also two teachers (9.5%) who reported that the change had 'negatively' affected their professional development. They were frustrated with the lack of time, energy and resources available for professional development. One teacher complained that there was a lack of funds and no supply teacher coverage for professional development activities.

This interview question of impact on professional development was similar to the question of impact on teachers' professionalism in the questionnaire. Although the questionnaire was eliciting views about change in general, and not about a specific change, the results were also quite positive. The instruments both portrayed a picture wherein change had increased teachers' professionalism.

Interviewees were asked to provide their opinions concerning the amount of students' learning and experience at school that has been affected by the change. Almost three quarters of the teachers (71.4%) reported much of the students' learning and experience or more would be affected by the change. The average score for teachers was 4.19 from a possible score of 6 (on a scale from 1-6). There were differences among schools however, with one school having a mean

score of 3.67 and another of 5.25. Further, all but one school leader also perceived that students' learning and experience would be quite affected by the change. This school leader perceived that none of the students' learning and experiences would be affected by the administrative change in question. The leader reported students in an adult day-school were even less likely than students in a regular secondary environment to notice such an administrative change because most adults attended for only one or two years, resulting in significant student turnover from year to year.

As a follow-up to the amount of students' learning and experiences affected by the change, interviewees were asked to state the effects they had personally observed. Close to one half of the teachers and three quarters of the school leaders observed that students were 'more serious, interested and active' in their learning. Sample teachers statements include: "They are enjoying it more and remembering it longer."; "They are demanding from themselves, desire to produce good work, sincere about wanting to learn."; "They are more inquisitive than what is required and want to learn more on their own."; and "Some show tremendous confidence and are more active now in other parts of their lives. Some are now able to help their son or daughter with their school work." Unfortunately, the second most-subscribed-to category by teachers suggests that students are deemed

'more stressed or frustrated'. Teachers conveyed students' complaints about large class sizes and insufficient time on the equipment, or contact with the teacher. Teachers also conveyed their concerns about the number of students that had again dropped out of school without ever providing an explanation.

Affective responses to change in worklife. Teachers were asked to select a value on a scale from 1 to 6 where '1 = very negative' and '6 = very positive' indicating how they felt now about the change. Overall, 17 of the 21 teachers (81.0%) had positive feelings about the change. In fact 10 teachers (47.6%) subscribed to the category, 'very positive'. No teacher subscribed to the category, 'very negative'. It is evident that if the change is seen by teachers as having a positive impact on the students, regardless of the number of sacrifices they must make, most consider the change to be positive, overall.

Two of the teachers selecting the category 'somewhat negative' struggled with their responses. Specifically, one reported feeling somewhat negative now but said that teachers, "as creative and resilient as they are", will make the change something to feel positive about in the future. Another was balancing between the categories 'somewhat negative' and 'somewhat positive'. This teacher thought negatively about trying to coerce certain students to work cooperatively. This teacher reported that, if the students did not drop out first because they were

forced to work in an environment that was very difficult for them, they would eventually choose appropriate career fields for their personality. On the other hand, this teacher thought cooperative learning was a positive experience for the more social students.

In this response, the mean varied from school to school, ranging from 5.75 in one school to 4.20 in another. The school with the lowest mean was the last school to be interviewed and was the only school aware of the change to secondary adult day-school program funding at the time of the interview. Overall, school leaders were even more positive about the change, as each of the five leaders (100.0%) selected the 'very positive' response.

Disposition toward further change. Interviewees were then asked if, as a result of their experience, they would be more or less willing to assume the following 9 roles or responsibilities in a similar future change:

1. Be a source of influence against the change.
2. Be left alone to work on own priorities.
3. Be kept informed.
4. Be consulted for opinion.
5. Be involved in the planning.
6. Be involved in carrying out the change.

7. Be involved in evaluating the results.
8. Be involved in evaluating how the change process was carried out, or
9. Be a member of a coordinating/steering committee for the change.

Respondents were ascribed 1 point if they were 'more willing', 2 points if they were 'uncertain', and 3 points if they were 'less willing' to take on the first two roles or responsibilities. Similarly, respondents were ascribed 1 point if they were 'less willing', 2 points if they were 'uncertain', and 3 points if they were 'more willing' to take on roles or responsibilities 6 through 9. Therefore, the higher the score (10=lowest, 30=highest), the stronger the teacher disposition toward taking a positive role in the change process.

Averages of aggregate scores showed that, at 27.76 from a possible score of 30.00, teachers were very willing to take on most of the roles or responsibilities for the new change. There was very little variance in the mean between the schools. Some teachers, although quite willing, also sounded notes of caution: "Do not want to meet ad nauseam though."; and "I would not want to be solely responsible for any one part of the change." Others offered to assume additional roles or responsibilities: "I'd be willing to brainstorm scenarios about the creation and implementation of change."; "If I support the change, I would be willing to communicate my support and help to promote the change to my peers and the

public."; "I would want to know the reasoning or research behind the change. I'd be willing to do this research."; and "Research of change, especially the consultative component. I'd be willing to do this."

The five school leaders were even slightly more willing to take on most of the roles and responsibilities of the new change, with a mean of 28.00. Two leaders also offered to assume additional roles or responsibilities: "If the change is mandated, I must sound positive regardless. If there is a question of choice, I would establish and be part of a team to assess whether the change is positive for the client and feasible for the school."; and "I would like the opportunity to provide a historical perspective and discuss the change with the change decision-maker prior to the announcement of the change."

The second part of the question asked whether their experience with the change affected their willingness to participate in future changes, *in general*? Over half of the teachers (57.1%) reported that the change had a 'positive' effect on their willingness to participate in future educational change. These teachers mentioned that they were comfortable with change and that change was inevitable. Said one teacher: "I would rather be proactive"; "a moving target"; and "doing than viewing". One teacher compared change to computer technology: "Change is neutral and it is the way in which you approach it that makes it positive or

negative." Another commented, "I've always had positive experiences with change because I would not change it unless I thought it would be necessary and positive. I like change. Doing things the same year after year is boring. It's human nature for me to change. It's a natural process." Still another stated, "When you have a positive experience with change, you have a more positive outlook about other change. Ninety percent of our job is to implement change; not to reason why but to do. The only thing that is constant is change. I have no choice; this is my job."

One third of the teachers (33.3%) reported that the change had 'no effect' on their willingness to take on roles or responsibilities with future change. Six of those seven teachers said that they had always been willing to change and that just one previous change experience would not affect this willingness. One teacher offered to be involved "if it was a technological change...but I wouldn't like to be involved with other changes. It depends upon whether I believe in the change or not and whether it affects me."

Only two teachers (9.5%) indicated that the changes had a 'negative' effect on their willingness to assume roles or responsibilities concerning future changes. One shared the following viewpoint: "My complaint is that I've not been part of the consultation process. I feel frustrated. When I take part in the change, I can

take responsibility for it and I can see and understand the reasons for or advantages and disadvantages of the change and the process." The other voiced a different negative opinion: "If I'm asked to do something, let me do it. Don't make me do the work and yet have something else already in mind. You are asked for your opinion and yet the decision has already been made. Sometimes even if you agree, you never know whether they had already made that decision or whether you have affected it."

The majority of school leaders (60.0%) also perceived these changes had 'positively' affected their disposition toward further change in general. The three responses follow: "I think its been positive and, therefore, I will continue to measure then how it affects the learner. I'm more willing as long as it's good for the learner."; "My success with change has had a lot to do with my willingness to take on change. The more you experience change, the better you become at it. I've always experienced change as a positive thing. Involving others affected by the change also improves the outcome of the desired change."; and "I believe change is positive, especially if I have some influence on the change. I have some control over the changes in the adult program and in this board and appreciate this on a personal and professional level." The two school leaders who said that the previous change they had been talking about had 'no effect' on their future

disposition explained their positions. The first school leader, like many of the teachers, claimed that this one change did not stand out among the others. "I have been involved in many, many changes during my professional career." The other school leader, also like many of the teachers, was accepting of change if it was in the best interests of the students. "I accept change well. I'm not afraid of change or to make mistakes or to fall down. I analyse change for what change will do for our students but not what it will do for me."

Cross tabulations: the effects of gender, origin and role on the results. Three sets of cross tabulations were made to determine relationships between the variables: the effect of gender on the results, the effect of origin on the results and the effect of role on the results. Although the sample size is far too small to draw any precise conclusions, the findings from this sample are worth reviewing as certain trends from the data are apparent.

The first set showed the influence gender had on feelings about the change and willingness to actively participate in future changes in general. In short, gender had very little impact on their feelings about the change. The mean score of 5.43 from a possible 6.00 (on a scale from 1-6) for the seven male teachers indicated they were slightly more positive about the change than the 14 female teachers (4.79). Similarly, gender had minimal impact on their disposition toward

future change. The mean score of 2.57 from a possible 3.00 for the male teachers indicated they were slightly more willing to participate in future changes in general, than their female counterparts (2.43).

The second set of cross tabulations pointed to the influence of change origin on teachers' feelings about the change and willingness to actively participate in future changes, in general. Table 8 indicates that teachers were most positive about the change when they or the community were the originators of the change, and least positive about the change when the provincial government was its originator. Teachers were similarly not very positive about the change when it was conceived by school board administrators. Table 8 also indicates teachers were most willing to actively participate in future changes in general when the classroom teacher or student originated the change. They were less willing when the teacher-manager or school administration originated the change.

The third set of cross runs tabulated the influence of role on teachers' feelings about the change and their willingness to actively participate in future changes in general. Table 9 shows that teachers were more positive about the change when they were initiators or planners than when they were implementers or played no role. Table 9 also shows that no discernible pattern emerged to indicate that role influenced teachers' disposition to future change.

Table 8

Influence of Change Origin on Teachers' Feelings About the Change and Disposition Toward Future Change (N=21)

Perceived Change Origin	Feelings About the Change Mean ($\bar{x}$)* Frequency	Disposition Toward Future Change Mean ($\bar{x}$)** Frequency
Unsure of Origin	6.00	3.00
	1	1
Teacher-Manager	6.00	2.00
	1	1
Community	5.75	2.50
	4	4
Classroom Teacher	5.50	3.00
	2	2
Students	5.50	3.00
	2	2
School Administration	5.00	2.00
	5	5
School Board Administration	4.50	2.50
	2	2
Provincial Government	3.50	2.50
	4	4

Note.* 1 = very negative, 6 = very positive

Note.** 1 = willingness negatively affected, 3 = willingness positively affected

Table 9

Influence of Role on Teachers' Feelings About the Change and Disposition Toward Future Change (N=21)

Perceived Role	Feelings About the Change Mean ($\bar{x}$)* Frequency	Disposition Toward Future Change Mean ($\bar{x}$)** Frequency
Planner	5.50	2.50
	2	2
Initiator	5.43	2.50
	7	2
Shared Decisions	5.00	2.00
	2	2
Supporter	5.00	3.00
	2	2
Implementer	4.50	2.50
	6	6
No Role	4.50	2.50
	2	2

Note.* 1 = very negative, 6 = very positive
Note.** 1 = willingness negatively affected, 3 = willingness positively affected

CHAPTER V

DISCUSSION AND RECOMMENDATIONS

The main purpose of this study was to determine how southwestern Ontario adult day-school teachers perceived change, how educational changes altered their work lives, and how these alterations affected their dispositions toward future educational change. The findings showed that the teachers and school leaders in the adult day schools, the students in the adult day schools, the subject matter and teaching methodologies in the adult day schools and the structure of the adult day schools had changed considerably in the last five years. The findings also showed that the teachers and school leaders were very positive about change and would be willing proactive participants in future educational change. The themes central to these findings are explored in the discussion that follows.

Discussion

A large portion of the questionnaire and the interview content focussed on changes experienced by teachers and school leaders over the past five years. The changes considered by teachers to have the strongest effect on their work lives were changes in policy or practice regarding both subject matter and teaching

method. More specifically, teachers commented on how they had incorporated computer technology and more relevant and practical materials and techniques in their courses. For example, a Math teacher indicated graphics calculators and computer graphing software were now part of the course and an English teacher described the use of the computer to assist in the writing process. One Business teacher indicated the necessity of selecting relevant industry-standard software and another of having to redesign the Accounting course because the guidelines and texts were inadequate in preparing adult students for the "reality of the profession". Teachers who selected the inclusion of technology or relevant materials as their second or third strongest change also conveyed how the change had affected their subject areas. One English teacher spoke about incorporating the use of CD-ROM's for the research of an independent study unit and the use of word processing software for the writing of the unit.

The finding that teachers are most concerned about the content an innovation intended to change and that they discuss change in subject-specific terms rather than in generic terms is not new. Wideen (1994), in a study of the struggle for change in one Canadian school, Lakeview, found: "the experience at Lakeview illustrates that most of the anxiety about changes in the school occurred around subject matter areas and how best to improve them" (p. 135). Similar

observations were also made in the work of Shulman (1987) and Stodolsky (1988), according to Wideen.

The literature on school change, as Wideen (1994) criticized, rarely mentions teachers and their subject areas. Wideen noted that "in Fullan's landmark book on educational change...no time is devoted to the content of the change process, namely the subjects that teachers deal with on a day-to-day basis" (p. 5). The emphasis of researchers on the generic aspects of school change, with its corresponding lack of emphasis on the daily work of teachers, argued Wideen, may be partly responsible for the failure of educational reform. While acknowledging that strategies such as 'fix the parts' and 'fix the people' were ineffective, Wideen also regretted the loss of the ideas generated in that period, such as "the strong emphasis taken toward subject matter, beginning with mathematics and science and later spreading to other subjects" (p. 14).

One school leader also reported that subject and teaching mattered the most, but two others were more concerned with finance allocation. This concern with funding and budgeting is probably quite typical of many school leaders in adult education day school programs. The programs, not mandated by the government, are always under review. School leaders are often called upon to justify their program's existence. The managerial, financial, and political roles and

responsibilities of the adult education program school leader may more closely resemble a position in senior administration than the position of principal.

The teachers were also very aware of how changes in finance allocation affected their adult day school programs. Changes in school structure such as increased class sizes, split (or combined) courses, and continuous student entry were all related to making the school fiscally responsible. Most teachers were aware of their program's precarious position. One teacher, after telling of a board decision to recognize and respect adult learners by providing a separate secondary school for them, laughed at the irony of this change. The teacher questioned the future of the program: "Only a memory?". Another teacher, in discussing the interview and this study reflected: "You could not work at this school and be resistant to change...All of us feel change daily...Will we have classes or our jobs tomorrow?" Education is once again on the political agenda and, it appears, teachers and adult education are at the top of the list of items to be discussed.

The atypical and enormous nature of the roles and responsibilities assumed by the adult education program school leaders, was evident from the number of teachers who cited the school administrator as having originated the change most strongly affecting their work lives. That is to say, almost one quarter of the teachers perceived the school leader as shaping their work lives. The literature on

the principal's role in school change paints a different picture (Wideen, 1994): "...it paints the principal as some kind of stone-age obstructionist who, because of his background, will tend to resist change" (p. 102).

It must be noted that one fifth of the teachers interviewed cited the Ministry of Education as the originator of the change having had the strongest effect on their work lives. Changes, it seems, are still being originated by persons and groups outside the teaching profession. This practice has been criticized for many years in the literature on educational reform, already reviewed within this study. It was also criticized by two interviewees. One stated that, "teachers should be consulted more by the Ministry of Education to reduce resistance. The Ministry of Education should ask for more teacher input and not just educators from Toronto!" Another expressed the following opinion:

> The absence of a sense of guiding intelligence at the Ministry of Education level, combined with the lack of courage and will on the part of local educational authorities have placed individual classroom professionals in a very difficult position regarding how they react to change....I love my work and I love change but I hate unnecessary and foolish initiatives.

Most of the interviewees seemed to feel similarly. When the provincial government or school board administrators were the originators of the change,

teachers were more negative about change, and about their professional development and were less willing to participate in future changes in general. School leaders, on the other hand, remained positive regardless of the originator of change. The words of one school leader may provide an explanation: "If the change is mandated, I must sound positive [to and for the teachers] regardless." They were, however, less willing to participate in future changes in general when the provincial government originates the change.

One particularly striking insight was the number of changes originating within the community. Another one fifth of the teachers cited the community as having been primarily responsible for changes in technology and in student characteristics that affected their teaching. Adult programs, responsible to the community for their very existence and survival, have reacted quickly to community needs. Sarason (1996) argued that schools were "unexcelled barometers, very early barometers, revealing barometers of social change" (p. 12). The present study found, however, that adult day school programs are reactive to the needs of the community and its learners. The intent of many of the changes was to update the subject content to better reflect the world outside. Perhaps the community is the actual barometer of change.

The results from the question asking teachers to tell about their roles in

change were quite startling. One third of the teachers considered themselves to be initiators of the change. Examples of teacher-initiated change, according to the literature, are preferred but far more rare than are examples of imposed change. Increased teacher involvement is currently being encouraged in Ontario's schools and, according to this study, for an obvious reason. Teachers who initiate or plan change are much more positive about the change. Despite the many initiators, planners or decision-makers involved in changes, and despite the fact that change was most likely to be intended to gradually develop over time, most questionnaire respondents felt that teachers were unprepared for and not in control of change in general. One interviewee discussed the concept of control at the end of the interview stating: "I think teachers are reluctant in general to change because we feel we don't have control. Control is the key to change. There will never be complete consensus but if we can feel like we've been heard and respected, that makes a difference."

The most helpful factor in the implementation of specific changes for interviewees was their colleagues. What was most striking about this response was that, although many of the teachers described changes in terms of their own subject areas, they drew upon their resources from beyond their subject areas. In literature reviews on work culture, the concepts of 'Balkanization' and isolation

was explored in the work of Fullan and Hargreaves (1991) and Lieberman and Miller (1992). They cautioned that collaboration within subject department structures is the most common form of collaboration in schools and that such collaboration could become destructive in the context of competition for scarce resources. Even though the interviewees in the present study were competing for scarce resources, they praised the changes for providing the opportunity to talk more with colleagues both inside and outside of their teaching areas. This increased collegiality also increased the amount of respect they had for each other's work and challenges. Change became something for which they could fight together to improve everyone's work life.

Two of the five school leaders also sought the support of colleagues. Two others relied on themselves for help and a third relied upon board administrative support. Unfortunately, support within the school board system was not readily available for most school leaders of adult programs. They were not often included in the elementary or secondary principals meetings, and even when they were, they had different issues. With only one adult secondary school program in most boards, the school leader's closest colleagues were from neighbouring boards of education and professional organizations. Many school leaders, according to Fullan (1991), avoid seeking help from central administration because they do not

want to be seen as being stupid or as reactionaries. One school leader interviewee did not seek help from the central administration for another reason. This person considered the lack of a knowledgeable support base among central administrators to be an impediment in the implementation of change. "There was no one from the board that knew more than I did. I was walking on strange water."

With change affecting much of teachers' work lives and with the expectation that there are many more changes to come, it will be necessary for school systems to provide as many positive forces to help with the changes as possible to create the right work culture for change. Teachers in the present study changed their teaching methods, approaches and resources, increased their own competence; and planned for their own work more intensely in order to accommodate change. In doing so, they not only had to use their time at work more effectively, but they had to use more time at home for school work or away from home for school work. Questionnaire and interview participants were concerned about the impact of change on time allocation and use. So are researchers such as Cambone (1994) who feared that with each new task there is an intensification of teachers' work that disrupts "the delicate ecology of teacher time" (p. 71).

Teachers' need for more time is obvious. They need time to work with the

new ideas, new beliefs and new practices, and to reflect upon what worked and what did not work before the change becomes meaningful. One interviewee spoke about not having had enough time to reflect upon change and appreciated the time to examine such issues in the interview: "It's helped me focus. It's good to reflect on what I've done, why and how. There's very little time for reflective learning." One less obvious reason for wanting extra time was expressed by an interviewee this way: "I have the dilemma whether to just ignore change that appears not for the good of the school. Time is usually in your favour if the change is not good." Even the Royal Commission on Learning in documenting the fate of many reforms attempted since The Hall-Dennis Report acknowledged that they "soon disappeared into never-never land" (Government of Ontario, 1994, p. 4).

Teachers and school leaders often spoke of change and whether or not change was in the best interests of the school and of the students. This seemed to be the central focus for most interviewees. Regardless of the personal sacrifices they had to make, any change was considered to be positive and "do-able" if it better served the student. Naturally then, most teachers and school leaders felt positively about the change that had the strongest impact on their lives because that change had also strongly impacted the students' learning and experiences in a positive manner. This study showed that change had also made it easier for

teachers to meet students' needs and had improved their relationships with students.

Almost all questionnaire respondents and interviewees reported that change had affected their own learning in a positive manner as well. They spoke again of brainstorming with colleagues and of developing new or improving existing skills. The change experience was not as favourable for one teacher though. In the closing minutes of the interview, that teacher reflected upon change and offered the following questions:

> Who makes the decisions? Who is consulted? Why do I feel that there is no training or have not been advised of training possibilities? Must I search for the training myself? Is it that we work in relative isolation at this school? Why do I feel so uninformed?

Two themes emerge from these very valid questions. One recurring theme in the literature is the autonomous isolation that some teachers feel. The other theme is that of lack of communication. The importance of effective communication in the implementation of change dates back to House (1979) and the technical perspective. It is still a requirement of success, argued Fullan (1991). Fullan suggested that: "To the extent that the information flow is accurate, the problems of implementation get identified. This means that each individual's

personal perceptions and concerns - the core of change - get aired" (p. 199). One school leader closed the interview with the same sentiment: "The bottom line to any change is communication. If you are a good communicator, any change is possible. It is the process of change that is crucial."

Teachers were, in general, quite positive about change in general and about the specific change that had the strongest effect upon them in their work. Teachers and school leaders were also quite disposed to assume virtually any of the roles and responsibilities associated with changes in the future. Some interviewees even indicated a willingness to assume additional roles. Many teachers spoke of the inevitability of change and of the futility of resisting its forces. The closing comments of two interview participants seem pertinent here. One expressed the belief that: "The only thing that is constant is change. The worst thing a teacher could do is be resistant to change--for your own survival. All changes may not be great but we do not have a lot of say. We must adjust or we would not be any good to students." In words which sound reminiscent of the work of Sarason (1995), who suggested that school cultures have very fluid boundaries with the larger society, the other teacher observed that: "Change has been constant in adult ed. and within this building. Education though is not a microcosm. Change has been constant everywhere."

Limitations

The results obtained from this study may not be generalized to other secondary school adult day-school program educators. By necessity, the population was very narrowly defined. As a full time adult educator with the Essex County Board of Education, it was not feasible for this researcher to interview subjects in secondary adult day schools beyond the southwestern Ontario region.

Implications and generalizations from the subject-completed questionnaire can be taken as true only to the extent that those who responded did so in an honest and accurate manner and that they were representative of the population. With a response rate of 21.5%; however, "it is very likely that most of the findings of the study could have been altered considerably if the nonresponding group had returned the questionnaire and had answered in a markedly different manner from the responding group" (Borg & Gall, 1989, p. 443). The nonresponding group, declared Borg & Gall, is often different in some measurable way. Implications from the interview data can be generalized to all adult educators only to the extent that the purposive samples from the five southwestern Ontario secondary adult day-schools were typical of all other adult day-school educators. It is known that such non-random samples cannot be considered representative of any population.

School leaders may have been incorrect in estimating the representativeness of the sample or may have been forced to select a participant based only on the fact that the adult educator had a preparatory period at a time conducive to the interview schedule. School leaders may have also been reluctant to admit that deficiencies exist in their schools, argued Borg and Gall (1989), and therefore may have selected interviewees who will not reveal these deficiencies.

Several limitations also result from the research instruments and from the qualitative nature of the study. The personal relationship the interviewer had with the participants at one school may have affected their answers. One common potential source of error in interview situations is the need of the interviewee to be presented in a favourable way (Borg and Gall, 1989). Evidence of this may be found in the concern expressed by one teacher in the closing moments of the interview: "I almost feel like I'm sounding more negative than I really am at this point about change." Some interviewees, being colleagues of the interviewer, may have felt they had more to risk by sounding negative and may therefore have adjusted their responses in ways which they believed would show them in a more favourable light. It can also be said, however, that the impersonal nature of the relationship the interviewer had with participants at the other four schools may also have altered their answers. If it had been possible to establish the same level

of comfort and rapport with these participants, they may have provided an even more revealing picture of their opinions, feelings and beliefs.

Time constraints imposed on the interview schedule by the school timetable also proved to be a limitation. The interview form was quite lengthy and thought-provoking. Several participants were recalling information which they wished to be added to their earlier responses as they were leaving the interview and were rushing to class.

The final limitation of the study which limits the extent to which the results can be generalized to other educators was the research time line. Permission to interview teachers and school leaders was granted by some of the boards much later than by others. Additional changes were announced in the interim by school leaders, board administrations, the communities, students and/or the Ministry of Education. Therefore, the participants' responses were representative of their reality at that point in time. Their responses may have differed had they been questioned one hour, one day, or one month earlier or later. One such announcement affecting the last group of interviewees was the November 30th, 1995 Ministry of Education announcement to cut funding to adult education day schools by 50%. Beginning in September, 1996, the working conditions of adult educators will have drastically changed. Many adult secondary day schools will

be closed, or they will be open only in the late afternoon/early evening hours and they will be staffed primarily by hourly-paid instructors. It will be impossible to understand these hourly paid instructors' concerns outside their contexts. Only through situation-specific replication studies will the teachers in the new format be able to acquire information about the influence of educational change on the dynamics of their work lives and on their dispositions toward further change.

Recommendations

A number of basic but powerful strategies for the successful implementation of change were outlined for practitioners and policy-makers alike in Fullan's landmark book, *The New Meaning of Educational Change* (1991). Fullan further refined these strategies in an article with Miles, "Getting Reform Right: What Works and What Doesn't" (1992). The seven strategies appear in this study's literature review and in most of the recent books and articles on educational reform. Stiegelbauer (1994) built upon the central themes presented in the work of Fullan and Miles (1992) and provided a very comprehensive guide to change implementation. Despite these fairly recent and popular agendas for action, policy-makers and practitioners are still struggling to manage change.

It is beyond the scope of this study to recommend further agendas for

action by these policy makers. It is within the scope of this study, however, to provide adult day-school program decision-makers with the following additional recommendation: Develop a clear adult education policy. If the Ministry of Education and the boards of education were clearly in support of secondary adult education, adult day-school teachers and the school leaders would feel more supported, involved, and respected. Only then can they become an integral part of the entire change process.

Unfortunately, without clear direction from the Ministry of Education, secondary adult day-school teachers and school leaders will not even be invited to provide input into provincial or local initiatives. Currently, either they are forgotten or their experiences are considered to be different from the experiences of the regular secondary school teacher or school leader. However, the very fact that their experiences are different is reason enough for them to be included. Instead, as things stand, they must translate the initiatives to meet the needs of the adult learner. This is done under many financial and organizational constraints. There is minimal administrative support, coupled with few or no student services and with little or no professional development or training activity specifically for the adult educator. When teachers and school leaders do attend the more generic workshops or Additional Qualifications courses, the information and materials are

always directed at the teachers of adolescents. What is quite often the case, however, is that the teachers and school leaders of adults are often not even informed about opportunities that exist within and beyond the school system because they are not on the list of "schools". Thus the questions of one interviewee are worth repeating here:

> Who makes the decisions? Who is consulted? Why do I feel that there is no training or have not been advised of training possibilities? Must I search for the training myself? Is it that we work in relative isolation at this school? Why do I feel so uninformed?

Until the Ministry of Education and the boards of education develop a clear policy on adult education, adult education teachers and school leaders will remain isolated and in fear of losing their program and their jobs. They will be unable to share their beliefs and to have a respected voice in the change process. They will remain without a shared vision or purpose and will not have the necessary support for improved work conditions and culture. This affects the educators, the students, the community, and the change process negatively.

Suggestions for Future Research

This study did not seek absolutes or definitive answers. Instead, it sought

to sample the perceptions of secondary adult day-school educators and leaders concerning change. In documenting their experiences with change; the study provides a basis for further discussion and research.

This study should first, however, be replicated with a larger random sample from Ontario's secondary adult day-school programs to permit generalization of the findings. It is also recommended both that the questionnaires be distributed and that the interviews be held within a more restrictive time frame.

One of the many new lines of inquiry that have emerged from the data is the possibility of making comparisons between the findings from this study and those of the parallel study of secondary school teachers and their principals conducted by the Ontario CCRIE team. Lieberman (1992) contended that life in secondary school is very different from life in elementary school. Whether life in an adult secondary school is different from life in an adolescent secondary school has not been explored. One knows that there are differences between the art and science of helping adults learn (andragogy) and the art and science of helping children or adolescents learn (pedagogy).

What one does not know is whether the teachers employing those different principles also employ different perceptions concerning change. One interviewee, at the end of the interview, felt that adult secondary programs were so different

that the questionnaire itself needed to be different: "Adult ed. is unique and fits very few of these questions. Some of the most moving and mind-changing stuff comes from adults and adult educators. Finally some of us are included in a study. Did you know the Royal Commission did not include us?" This researcher agrees that the opinions of educators in the secondary adult day-school programs must be specifically sought, not only in subsequent studies on change but in all studies of secondary school teachers.

One final recommendation is that future research efforts seek to determine how strong a relationship exists between what teachers and school leaders say they would be willing to do and what they actually do in the event of similar or dissimilar future changes. That is to say, comparisons should be made between the those reporting a higher disposition toward change and those considered to be practising innovators.

The results of these comparisons would represent important information to be communicated to researchers who study the influence of educational change on teachers' and school leaders' dispositions toward future change. The results would also be valuable in informing educational practice through the voices and actions of the schools' teachers and leaders in ways that existing research agendas have failed to do.

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APPENDIX A

SUBJECT-COMPLETED QUESTIONNAIRE

CCRIE Windsor Team
Questionnaire: Study of Effects of Change on Teachers.

Topic One: Career Information:

Years teaching: Sec'y.....Jr. High/Senior Elem.....Elem.....Total.....

Teaching subject/division speciality: .....

Topic Two: Your views concerning the impact of change on the Teaching Profession:
*Please note values are intentionally reversed in some items below.
Circle the value on the scale best fitting your view.

1.Overall,
change has made it more difficult to meet students' needs ..... change has made it much easier for teachers to meet students' needs
1 2 3 4 5

2.Overall,
change has generally been very beneficial for students ..... change has generally not been beneficial for students
1 2 3 4 5

3.In general,
teachers are well prepared for change ..... teachers are unprepared for change
1 2 3 4 5

4.In general,
teachers are in control of change ..... teachers are not in control of change
1 2 3 4 5

5.In general,
change has made teaching more satisfying ..... change has made teaching less satisfying
1 2 3 4 5

6.In general,
change has enhanced teachers' professionalism ..... change has detracted from teachers' professionalism
1 2 3 4 5

7.In general,
change has had a positive impact on time allocation and use ..... change has had a negative impact on time allocation and use
1 2 3 4 5

8.I anticipate that
change in the years ahead will transform the work lives of teachers ..... change in the years ahead will have only a minute effect on the work lives of teachers
1 2 3 4 5

Topic Three: Summary of <u>YOUR EXPERIENCES</u> with change:
Please provide brief descriptors (see examples) to help us identify specific changes in these possible areas:

e.g. class timetabling: helped schedule school or teaching time blocks set by admin.

1. New or revised courses: .....
2. Educational goals and aims: .....
3. Relationships with community and/or business: .....
4. School reorganization, restructuring, scheduling [describe kind(s)]: .....
5. Student groups and members: .....
6. Teaching methods and strategies: .....
7. Teaching materials, texts and resources: .....
8. Technology: .....
9. Student assessment and evaluation procedures: .....
10. Public and/or parental expectations of teachers: .....
11. Other: .....

Comments:

Topic Four: The change with the strongest personal effect:

1. Which of the above changes in your work as a teacher do you regard as having had the strongest positive OR negative effect? .....
2. Please check here if you wish to participate in a thirty minute interview to discuss the effects of this change on your career. .....

Thank you!

If you checked #2 positively, please print here a personal code of four letters that you can remember easily to match with possible items from an interview. _ _ _ _

e.g. letters corresponding to your last four telephone numbers, or social insurance number etc.

Thank you for your contributions to this important study.

APPENDIX B

RESEARCHER-COMPLETED INTERVIEW QUESTIONS FOR TEACHERS

INTERVIEW FOR TEACHERS

Demographic Information and Interview Questions
Final copy of September 14, 1994

Preliminary Information

Respondent ID _____ Interviewer ID _____
Date of Interview _____
Name of School and City/Community in Which School is Located _____

Number of Teachers in the School _____
Number of Students in the School _____

Give a brief introduction to the Consortium and its efforts to increase understanding about the work lives of teachers.

Say that in this present effort we are trying to understand how teachers' lives have been affected by changes in the education of students within the past five years. Clarify that we are interested in changes initiated at the national, state, local, school system, school, and classroom teacher levels. Explain that we are thinking of the education of students in a broad sense; such things as changes in subject matter; goals and aims; skills or attitudes to be learned; methods of teaching and learning; evaluation of student learning; non-classroom work experiences such as internships, joint arrangements between school and industry/business, and community service; extra-curricular activities; academic advising. Then indicate that we are not thinking of changes in such things as school governance, financing, and teacher hiring and lay-offs--even though we realize these can have indirect effects on the education of students.

Be certain to ask if the person has any questions and take time to respond and clarify. Add any other introductory information about the project and the interview, and ask if the person has any further questions. If the interview is to be tape-recorded, ask if the person has any objections..

Respondent Information

Number of Years Teaching ____ Number of Schools Taught At _____
Number of Years Teaching in Present School _____
Age Range of Students Taught in Present School _____
Primary Subject Matter in Present School _____
If From Another Country Within the Past 10 Years, What Country(ies) _____

Gender _____ Age _____ Marital Status _____

1. Within the past five years, what changes in the education of students have affected you personally--positively, negatively, or otherwise--in your work as a teacher at your present school? (Ask for three. Record each of the changes: one after a, one after b, & one after c. Read each one back to the person for accuracy. Be certain they all occurred while at the present school.)

____ a.

___ b.

____ c.

Which of these changes has had the strongest effect upon you in your work, the second strongest effect, and the third strongest effect? (Go back and place a 1 in front of the change with the strongest effect, a 2 in front of the change with the second strongest effect, and a 3 in front of the change with the third strongest effect).

(Tell the person that the remainder of all the questions will deal only with the change having had the strongest effect.)

2. Where, in your view, did this change originate For instance, did it originate with a teacher or group of teachers; the school, or school system; parent or community group; or local, state, or national agency or something else? (Get explicit, detailed information for later reduction to a code or category.)

3. What did you understand as the main objective of this change?

4. Please tell me about your role in this change. For instance, was this a change which you were required to implement, or were you consulted about it, or were you invited to share in decision-making, or was your agreement sought, or were you or a colleague the initiator, or something else? What was the amount and nature of the involvement of other teachers? (Get explicit, detailed information for later reduction to a code or category.)

5. Was the change introduced as ready for immediate full implementation, or was it introduced as something to gradually develop over time?

6. What were the things that helped you implement the change? (If any thing the person mentions needs to be clarified, ask the person to tell more about it.)

7. What were the things that impeded you in your efforts to implement the change? (If any thing the person mentions needs to be clarified, ask the person to tell more about it.)

8. a. How much of your work and worklife as a teacher has been affected by the change? (Hand person scale card #8. Circle her/his answer on scale below.)

   [None of it A little of it Some of it Much of it Almost all of it All of it]

   b. In what ways has this change affected <u>the things</u> you do?

c. In what ways has this change affected how you go about doing the things that you do?

d. In what ways has this change affected your relationship with others?

e. In what ways has this change affected your use of time at work?

f. In what ways has this change affected the extent of your own professional development as an educator?

g. What other aspects of your work as a teacher have been affected by this change?

9. How much of your students' learning and experience at school have been affected by the change? (Hand person scale card #9. Circle her/his answer on scale below.)

a. [None of it A little of it Some of it Much of it Almost all of it All of it]

b. What effects have you observed?

10. How do you feel now about this change? (Hand person scale card #10. Circle her/his answer on scale below.)

[Very negative Negative Somewhat negative Somewhat positive Positive Very positive]

11. a. If, at the present time, an educational change were to be introduced into your school, what roles or responsibilities would you be willing to take? (Ask person each one of the following and record a Yes, No, ?, or It Depends in front of each. Then ask if there are any other roles or responsibilities the person would be willing or unwilling to take or would be uncertain about taking; record these and use a Yes, No, ? or It Depends in front of each.)

____ Be a source of influence against the change

____ Be left alone to my own work and priorities

____ Be kept informed about the change

____ Be consulted for my opinion about some particular aspects of the change

____ Be involved in the creation of the idea for the change

____ Be involved in the planning of the change

____ Be involved in carrying out the change

____ Be involved in evaluating the results of the change

____ Be involved in evaluating how the change process was carried out

____ Be a member of a coordinating/steering committee for the change

____ _____

____ _____

____ _____

____ _____

b. Does your willingness or unwillingness or uncertainty to take any of these roles have anything to do with your own experiences in the change we have been talking about?

Yes ____ No ____ Not Sure ____

c. (If Yes) Could you tell me a little more about this?
(If No or Not Sure) That's interesting. Could you say a little more about this?

12. Have any further thoughts or feelings been raised in your mind as a result of these questions and your own responses to them?

APPENDIX C

RESEARCHER-COMPLETED INTERVIEW QUESTIONS FOR PRINCIPALS

INTERVIEW FOR PRINCIPALS

Preliminary Information:

Respondent ID _____ Interviewer ID _____
Date of interview _____
Name of school and location (city/community) _____

Number of teachers in the school _____
Number of students in the school _____

Interviewer's instructions ...

Give a brief introduction regarding the Consortium and its efforts to increase understanding about the work lives of teachers.

Say that in this present effort we are trying to understand how teachers' lives and principals' lives have been affected by changes in the education of students within the past five years. Clarify that we are interested in changes initiated at the national, provincial, local, school system, school, and classroom teacher levels. Explain that we are thinking of the education of students in a broad sense; such things as changes in subject matter; goals and aims; skills or attitudes to be learned; methods of teaching and learning; evaluation of student learning; non-classroom work experiences such as internships, joint arrangements between school and industry/business, and community service; extra-curricular activities; academic advising. Then indicate that we are not thinking of changes in such things as school governance, financing, and teacher hiring and lay-offs -- even though we realize these can have indirect effects on the education of students.

Be certain to ask if the person has any questions and take time to respond and clarify. Add any other introductory information about the project and the interview, and ask if the person has any further questions. If the interview is to be tape-recorded, ask if the person has any objections. During the interview, listen for respondents' expressions of feeling, attitude, etc, and ask the respondent to enlarge on them. These types of "probes" are important, as they often provide some of the more important data.

Respondent Information:
Number of schools as teacher _____
Number of schools as principal _____
Number of years as principal _____
Number of years as principal at present school _____

Gender _____ Age _____ Marital status _____

Questions:

1. Within the past five years, what changes in the <u>education of students</u> have affected your school most? (Ask for three. Record each of the changes: one after a, one after b, and one after c. Read each one back to the person for accuracy. Be certain they all occurred while at the present school.)

___ a.

___ b.

___ c.

Which of these changes has had the strongest effect upon you in your work, the second strongest effect, and the third strongest effect? (Go back and place a 1 in front of the change with the strongest effect, a 2 in front of the change with the second strongest effect, and a 3 in front of the change with the third strongest effect).

(Tell the person that the remainder of the questions will deal only with the change having had the strongest effect)

2. Where, in your view, did this change originate: For instance, did it originate with the school; the school system; parents or a community group; or other? (Get explicit, detailed information for later reduction to a code or category)

So, would you describe the origin as local, regional, provincial, or national?

3. What did you understand as the main objective of this change?

4. Please tell me about your role in this change. For instance, was this a change which you were required to implement, or were you consulted about it, or were you invited to share in decision-making, or was your agreement sought, or were you or a colleague the initiator, or something else? What was the amount and nature of the involvement of other teachers? (Get explicit, detailed information for later reducation to a code of category)

5. Was the change introduced as ready for immediate full implementation, or was it introduced as something to gradually develop over time?

6. What were the things that helped you implement the change? (if anything the person mentions needs to be clarified, ask the person to tell more about it)

7. What were the things that impeded you in your efforts to implement the change? (If anything the person mentions needs to be clarified, ask the person to tell more about it)

8. In what ways has this change affected:

a) your worklife as Principal?

b) the tasks you are required to do?

c) the way you do them?

d) your staff?

e) your working relationships with others (in the school, with other institutions)?

f) your own professional development as an educator/manager/administrator?

g) your autonomy?

9. How much of your students' learning and experience at school have been affected by the change? (Hand person scale card #9. Circle his/her answer on scale below)

a. [none...a little...some...much...almost all...all]

b. What effects have you observed?

10. How do you feel now about this change? (Hand person scale card #10. Circle his/her answer on scale below)

very negative..negative..somewhat negative..somewhat positive..positive..very positive

11. a) If, at the present time, an educational change were to be introduced into your school, what roles or responsibilities would you be willing to take? (Ask person each one of the following and record a Yes, No, ?, or It Depends in front of each. Then ask if there are any other roles or responsibilities the person would be willing or unwilling to take or would be uncertain about taking; record these and use a Yes, No, ?, or It Depends in front of each)

_____ Be a source or influence against the change

_____ Be left alone to my own work and priorities

_____ Be kept informed about the change

_____ Be consulted for my opinion about some particular aspects of the change

_____ Be involved in the creation of the idea for the change

_____ Be involved in the planning of the change

_____ Be involved in carrying out the change

_____ Be involved in evaluating the results of the change

_____ Be involved in evaluating how the change process was carried out

_____ Be a member of a coordinating/steering committee for the change

_____ _____

_____ _____

_____ _____

_____ _____

11. b) Does your willingness or unwillingness or uncertainty to take any of these roles have anything to do with your own experiences in the change we have been talking about?

Yes _____ No _____ Not Sure _____

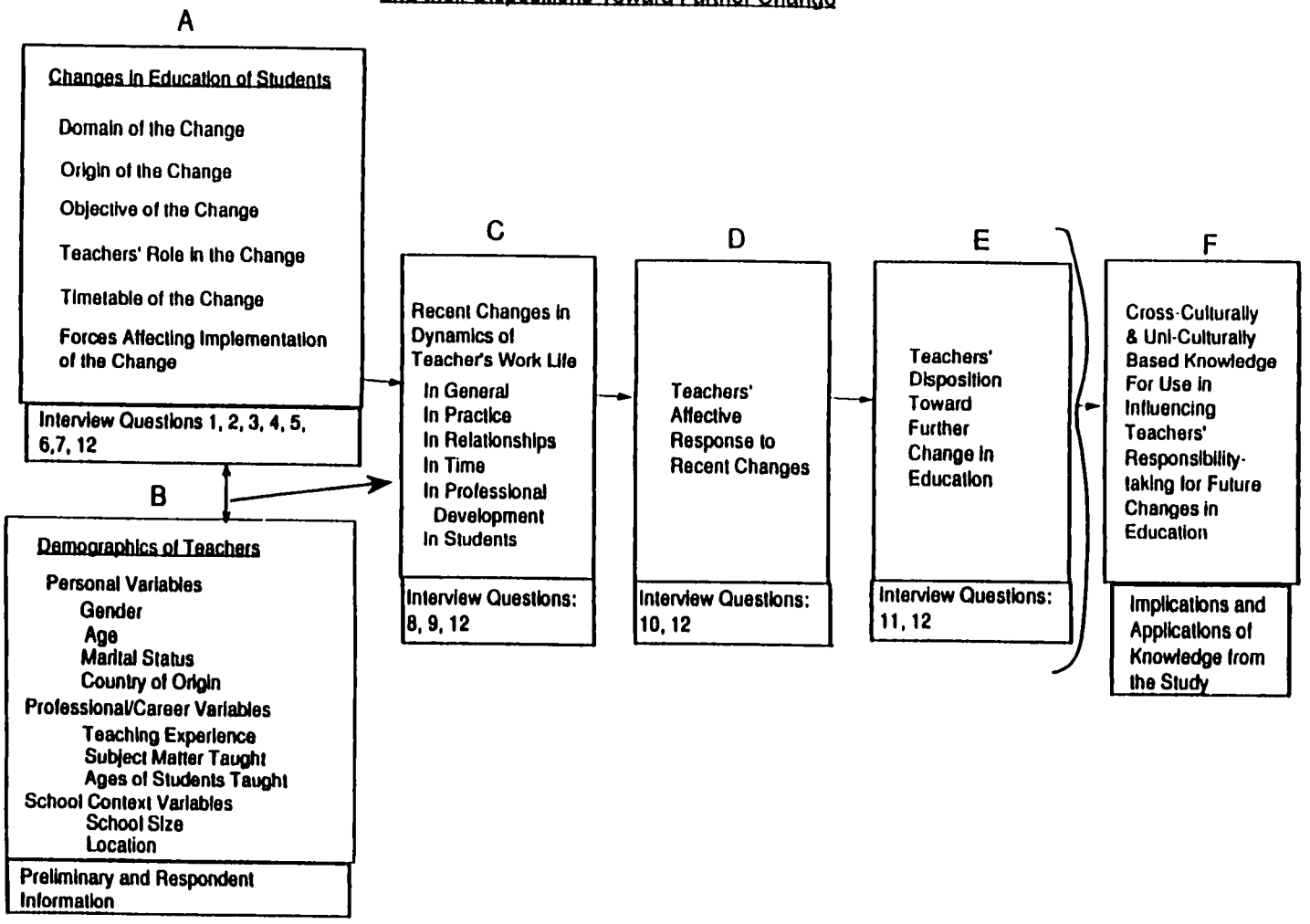
c) (If Yes) Could you tell me a little more about this?
(If No or Not Sure) That's interesting? Could you say a little more about this?

12. Have any further thoughts or feelings been raised in your mind as a result of these questions and your own responses to them?

APPENDIX D

CONCEPTUAL FRAMEWORK FOR THE STUDY

Conceptual Framework for the Consortium's Cross-Cultural Comparative Study of the Influence of Educational Change on the Dynamics of Teachers' Work Lives and their Dispositions Toward Further Change



APPENDIX E

LETTER TO DIRECTORS OF EDUCATION

To: The Director of Education

Dear

On behalf of a Canadian research team, I am requesting your permission to approach selected schools to participate in an important new international educational study, on the effects of educational change on teachers' work lives in 16 countries. A description of the study is attached together with copies of the letters we propose to use requesting principals and their staff to participate. Should you, or your delegate, have questions for me, please call or e-mail me at your convenience.

Our research team includes the following other members of the Faculty of Education at the University of Windsor: Drs Larry Glassford, Gail Heald Taylor, Noel Hurley, Sue Murphy, and graduate students and assistants Mr. Mark James and Mrs. Shanno Simonton.

Once we have your permission to proceed, we will contact selected principals, to find **up to three collaborating schools at both the Elementary and Secondary levels**. We also wish likewise to involve the principal and teachers of the **adult learning centres** in the Western Ontario area. This last part of the data will become the basis for a Master's thesis, being undertaken by Mrs. Simonton, under my supervision.

All participation is voluntary. Participants may withdraw at any time, including refraining from answering any question. Should any ethical question arise, they may be directed to the Chair of the Ethics Committee, Dr. Larry Morton, at this telephone number, Ext. 3835.

All teachers in the selected schools will be asked to complete a **short questionnaire.** This data will be cross analyzed with **interview** input from five teachers per school and their principal. Each interview is expected to last about 25 to 40 minutes. The principals will be providing valuable contextual background to the information from their teachers.

By appropriate coding and aggregation of the data, the responses will be kept confidential so that no individual or school will be identifiable in any report. The coding will permit the researchers to cross analyze the responses from the same individual and school.

Thank you for considering this request. We would appreciate hearing from you in time to plan for some visits to schools early in this new year.

Yours sincerely,

Colin J. Ball, Ph. D.,
Associate Professor, Director, Canadian Team, CCRIE.
FAX: 519-971-3612 E-mail: cball@uwindsor.ca

APPENDIX F

LETTER TO PRINCIPALS

UNIVERSITY OF
WINDSOR

To The Principal of each selected school

Dear Principal,

With the permission of your [Director/Board] I am writing to request your collaboration and that of your staff in an important new international research study being conducted in up to 16 countries. The Canadian research team is based in both the University of Windsor and Dalhousie University in Halifax, NS.

This study is on the effects of educational changes on the worklife of teachers in elementary and secondary schools, involving selected schools across southern Ontario and in Nova Scotia. The same procedure will be followed in the other countries, permitting comparative analyses between countries as well as analysis of the situation within the national, and provincial, jurisdiction. A current list of the Windsor team, a description of the project by the Consortium for Cross Cultural Research in Education and a copy of a letter for teachers, follow.

The purpose is to provide decision makers in school systems, including administrators and teachers' representatives with substantiated conclusions and recommendations which may improve the change processes and consequent stresses. We may also generate new insights into causes of the perceptions of the participants.

Upon your approval, a member of the team will contact you about a future visit to collect the required data. We have tried to keep the time commitment to a reasonable level. The process is entirely voluntary. All individuals have the right to withdraw from part or all of the study participation at any time. All data will be confidential. A simple coding technique will permit the researchers to recognize that the same participant contributed two pieces of data, and the common school groups of these sources. The data will be aggregated so that no school or individual will be identifiable in any report.

We believe that the intrinsic interest in the content will be attractive to teachers and will help them realize that some potential exists for improvements in change processes with their collaboration.

We ask that you help us to recognize the context of the teachers contributions through a personal interview. All of the full time teaching staff who have worked in the school for three years or more will be asked to complete a short questionnaire (about 10 minutes each). From this group, we would like to interview in some depth five teachers representing different program areas of the school and if possible a variety of other characteristics. These interviews are estimated from pilot interviews to take between 25 and 40 minutes each.

We will follow up this letter with a telephone call to you about two work weeks from this mailing, to give you details and answer any questions you may have. At any subsequent time, should you, or any staff colleague have a question about the research process, you are welcome to call any member of the team. If the question or concern is about research ethics, Dr. Larry Morton, Chair of our Ethics Committee should be contacted at this telephone number (Ext. 3835) or this address.

If you choose to participate in this study, please complete the permission form, in duplicate, and keep one copy for reference. The original should be forwarded or handed to our team.

Thank you for considering this request.

Your sincerely,

Colin J. Ball, Ph.D.
Associate Professor,
Director, Canadian Team, CCRIE.

Windsor team members:
Faculty:
Dr. Larry Glassford, (Ext. 3320)
Dr. Gail Heald Taylor, (Ext. 3341)
Dr. Noel Hurley, (Ext. 3321)
Dr. Sue Murphy, (Ext. 3340)
Dr. Colin Ball, (Ext. 3828), FAX: 519-971-3612.
E-mail: cball@uwindsor.ca
Graduate students:
Mr. Mark James (Ext. 3830)
Ms. Shanno Simonton. (Ridge Campus Adult Education, Essex County Board of Education, 519-322-1688.)

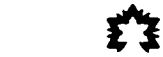
.....

I understand the purposes and nature of the research study on the effects of educational changes on teachers being conducted by the Windsor Team of the Consortium for Cross Cultural Research in Education. I understand that I may withdraw from participation at any time. I agree to participate voluntarily. My identity will not be entered on any questionnaire nor in any interview materials except by a four letter code to match separate contributions to the research data. If interviewed I may consent or not to sound tape recording of the conversation to supplement the interviewers written notes. All data will be treated confidentially. No person or school will be identifiable in any report from this study. A copy of research findings will be made available in the school on request.

Date:.....Signature.....

APPENDIX G

LETTER TO TEACHERS



To Teachers at selected schools

Dear Teacher,

As you will hear from your principal, your school has been chosen to participate in a new important international study being conducted in up to 16 countries. The Canadian research team is based in both the University of Windsor and Dalhousie University in Halifax, NS. and is a member of the Consortium for Cross Cultural Research in Education (CCRIE). With the permission of your [Director/Board] I am writing to request your collaboration.

This study is on the effects of educational changes on the worklife of teachers in elementary and secondary schools involving selected schools across southern Ontario and in Nova Scotia. The same procedure will be followed in the other countries, permitting comparative analyses between countries as well as analysis of the situation within the national, and provincial, jurisdiction. A current list of the Windsor team, together with a description of the project by the CCRIE follow.

The purpose is to provide decision makers in school systems, including administrators and teachers' representatives with substantiated conclusions and recommendations which may improve the change processes and consequent stresses. We may also generate new insights into causes of the perceptions of the participants.

A member of the team will contact you and your colleagues about a future visit to collect the required data. We have tried to keep the time commitment to a reasonable level. The process is entirely voluntary. All individuals have the right to withdraw from part or all of the study participation at any time. All data will be confidential. A simple coding technique will permit the researchers to recognize that the same participant contributed two pieces of data, and the common school groups of these sources. The data will be aggregated so that no school or individual will be identifiable in any report.

We believe that the intrinsic interest in the content will be attractive to teachers and will help them realize that some potential exists for improvements in change processes with their collaboration.

Your principal has agreed to help us to recognize the context of the teachers' contributions through a personal interview. All of the full time teaching staff who have worked in the school for three years or more will be asked to complete a short questionnaire (about 10 minutes each). From this group, we would like to interview in some depth five teachers representing different program areas of the school, varied change involvement, gender, age years teaching at the present school and varied lengths of total teaching experience. These interviews are estimated from pilot interviews to take between 25 and 40 minutes each. The five

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teachers will be chosen from names of "volunteers", collected with the principal's assistance.

If at any subsequent time, should you, or any staff colleague have a question about the research process, you are welcome to call any member of the team. If the question or concern is about research ethics, Dr. Larry Morton, Chair of our Ethics Committee should be contacted at this telephone number (Ext. 3835) or this address.

If you choose to participate in this study, please complete the permission form, in duplicate, and keep one copy for reference. The original should be forwarded or handed to our team.

Thank you for considering this request.

Your sincerely,

Colin J. Ball, Ph.D.
Associate Professor,
Director, Canadian Team, CCRIE.

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Graduate students:
Mr. Mark James (Ext. 3830)
Ms. Shanno Simonton. (Ridge Campus Adult Education, Essex County Board of Education, 519-322-1688.)

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I understand the purposes and nature of the research study on the effects of educational changes on teachers being conducted by the Windsor Team of the Consortium for Cross Cultural Research in Education. I understand that I may withdraw from participation at any time. I agree to participate voluntarily. My identity will not be entered on any questionnaire nor in any interview materials except by a four letter code to match separate contributions to the research data. If interviewed I may consent or not to sound tape recording of the conversation to supplement the interviewers written notes. All data will be treated confidentially. No person or school will be identifiable in any report from this study.
A copy of research findings will be made available in the school on request.

Date:.....Signature.....

APPENDIX H

EXPLANATION OF STUDY

Explanation of the Study

Focus

Over the past several years, teachers in many countries have been faced with accelerated and intensive efforts towards educational change. These efforts have been conducted under several headings (e.g. reform, restructuring, innovation) and most have been designed by persons or groups other than those in the teaching profession.

These efforts towards change have taken centre stage in education and some have been accompanied by assessments of their impacts upon the learning and development of students. Little study, though, has occurred regarding the effects of these efforts on the work life of education's key agents in the facilitation of change - the teacher.

The inadequate attention directed to the impact of educational change on the several dimensions of teachers' work life (e.g. practices; roles and responsibilities; work conditions; relationships with self, teacher colleagues, administrators, students, parents; enthusiasm and discouragement) would seem to be a serious logical oversight. The changes in the dynamics of teachers' work lives affect the dispositions teachers have towards the educational changes which brought the work life changes about, and these dispositions bear strongly on the levels to which teachers will actively engage in implementing the proposed changes.

Thus it becomes necessary to understand how different kinds of educational change and their various characteristics alter the teachers' work lives, and how these alterations influence teachers' dispositions regarding the educational changes themselves, before we can planfully and constructively affect the extent and nature of teachers' responsibility-taking for future changes in education.

Cross-cultural Comparison

A major advantage of cross cultural research over uni-cultural research is that each culture acts as yet another testing ground for the universality of findings. In this way we may be able to discover what is inherently true about teaching and schooling regardless of culture as well as how each culture's characteristics affect teaching and schooling and the particular phenomena under consideration.

Cross cultural research is often used as a frame of reference. By comparing different cultures within the same frame of reference, we may see institutions and functions which may exist in one culture but not in another. Even if the same institutions exist, they may have different combinations or varying degrees of strength. Without cross-national comparisons, one cannot be certain that what is derived from single nation studies as social-structural regularity is not merely the product of some limited set of historical, cultural, or political circumstances within any of those countries.

It is possible to view one's own system with greater clarity when it is reflected against several other systems. National differences can help point up features in one system that might otherwise be taken for granted. Many aspects of one country's education can be illuminated by systematic comparison with education in other countries. Thus, cross cultural research may be a rich source for both universals across cultures and particulars within each culture.

Cross cultural comparisons between the findings from each of the 16 countries represented in the Consortium for Cross Cultural Research in Education should present the opportunity to extract understandings and develop recommendations which have a broader and more reliable base than those developed from a unicultural foundation. Few recommendations for change in education have been developed directly from first hand cross cultural findings as is now possible in this 16 country study. Indeed the translation of cross cultural findings into

action-suggesting forms is problematic, since no simple translation between models applicable in one setting to models applicable in others can yet be made. However, continued cross cultural research is needed in which translation principles are formulated and then tested through carefully studied efforts at diffusion of findings within and across cultures.

Method of Data Collection

The data for this study will be collected through

1. execution of a semistructured interview with the principal of each selected school using a protocol used in each country, to gain contextual insights.

2. short questionnaires from all teachers in each selected secondary and elementary school, and

3. the execution of the same semistructured individual interview protocols used in each country to a small sample of teachers within each school.

The qualitative nature of this study is intended to surface the kind of in-close, in-depth, and authentic-to-culture information which allows for comparisons at levels of meaning well beyond the large scale questionnaire surveys previously conducted by the Consortium. Findings with these levels of meaning, when compared across and between countries, should facilitate the process of translating similarities and differences into implications for policy and practice within and across countries.

Sampling Plan

The sampling plan is designed to allow procedural variations and yet assure sufficient similarity for legitimate comparison across/between countries. Presented below are the components of the plan.

* The core sample will consist of pricipals of selected schools amd at least 50 teachers working in comprehensive secondary schools (not specialized, e.g. vocational, technical) and at least 50 teachers in elementary schools, all in urban-suburban areas.

* The favoured arrangement will be five teachers interviewed at each of ten secondary and ten elementary schools.

* Each teacher will have been a teacher for at least three years in the present school of employment.

* There will be as much purposive variation in gender, years of teaching, and years teaching in the present school as manageable.

* There will be as much purposive variation in the origin of the change (Interview Question #2), and the role of the teacher(s) in the change (Interview Question #4) among the changes that the teachers select to discuss.

Conceptual Framework for the Study

The following figure illustrates the dimensions examined through the interviews.

APPENDIX I

CODING MANUAL

CODING MANUAL

FOR CCCRE INTERVIEW RESPONSES

A VERSION TO FACILITATE INTERNATIONAL COMPARISONS

(12/6/95)

Study on the Influence of Changes in Education on Teachers Work Lives

Consortium for Cross-Cultural Research in Education

NOTE: This version of the coding manual has been constructed to yield information that can be directly compared across the participating countries. The document consists of three parts:

Part 1 (pages 1 to 8) contains directions for coding the verbal responses of teachers. Use these directions to assign a numeric code to the teacher's response to each question in the interview transcript. These directions are consistent with the previous version of the Coding manual (7/19/95) except that, to ensure comparability, only one response is recordable for some items and an "other" category has been added to account for categories that may have been added by individual countries. Please know that the use of an "other" category in no way intends to diminish the obviously rich and in-depth information in the additional codes, but only to allow for direct comparisons along the lines of the mutually developed and agreed-upon response catgegories. Each team should carefully keep its added categories and the verbatum responses within them for use in writing their own-country chapters.

Part 2 (page 9) is a Coding Guide Sheet that explains what numbers to record for each individual teacher, and the order of recording. To ensure accuracy, you may wish to make a copy of this sheet for each interview, then simply copy the codes from the transcripts onto the sheets.

Part 3 (pages 10 & 11) is a Sample Data Summary Sheet. If you like, you may copy your Coding Guide Sheet scores directly onto this sheet -- one teacher interview per line. If you do not have access to a computer, this summary sheet (or a typed version of it) may be sent to Michigan directly by FAX. However, if you **do** have access to a computer (word processor), we would much prefer that you send us a diskette (preferably 3.5 inch) containing a text file (ASCII code) of your Data Sheet. It is important that this file is saved as text-only (ASCII code) with line breaks (i.e., a physical return character at the end of each line).

Coding the Cover Page of the Interview.
The information contained on the cover page of the interview is quite straightforward, and does not require special coding judgments. Complete instructions for recording this information are contained in the first 13 variables of the Coding Guide Sheet on page 9.

PLEASE NOTE: For purposes of international comparison, only one response is to be coded for some interview questions. If a response fits more than one of the code categories for a given item, code ONLY that response you judge to be primary or most important. However, you should record multiple responses and additional codes for your own within-country analysis. Also, you should plan to use full verbal responses to augment, extend, and enrich international comparisons in publications or presentations.

1 Category Codes for Interview Question 1(a), 1(b), & 1(c): Domain of Change.
(Select one code for 1(a) one for 1(b) and one for 1(c). Record as variables 14, 15, & 16)

1. Changes in Policy or Practice Regarding Student Assessment or Evaluation.
2. Changes in Policy or Practice Regarding Subject Matter.
3. Changes in Policy or Practice Regarding Teaching Method.
4. Changes in Policy or Practice Regarding both Subject Matter and Teaching Method.
5. Changes in Policy or Practice Regarding the Organization or Structure for the Delivery of Education (e.g., age level separations, scheduling of classes, school hours, size of classes).
6. Changes in Policy or Practice Regarding Financial Allocations.
7. Changes in Policy or Practice Regarding the Kind of Experience Students Have in School.
8. Changes in Policy or Practice Regarding Administrative Management of the School or School System.
9. Changes in Policy or Practice Regarding Relationships with Parents / Community Groups.
10. Other. For international comparisons try to code the response as one of the above. If that is impossible, code the response as Other [10]. For your own internal use in your country, you may wish to code additional categories as 10,11, 12 etc.

2 Category Codes for Interview Question 2: Origin of the Change
(Select one code for responses to this question and record it as variable 17)

1. Teachers with no assigned school management responsibilities.
2. Teachers with some assigned school management responsibilities.
3. Administration at the School level.
4. Administration at the School system level (district or local/regional authority).
5. Students.
6. Community: Parents.
7. Community: Lay, civic groups or organizations.
8. Community: Educational organizations (e.g., subject matter associations, educational issue associations, general professional educator associations, or education unions).
9. Local Government Agencies.
10. State Government Agencies.
11. National Government Agencies.
12. Unsure of Origin.
13. Other. For international comparisons try to code the response as one of the above. If that is impossible, code the response as Other [13]. For your own internal use in your country, you may wish to code additional categories as 13,14,15, etc.

3 Category Codes for Interview Question 3: Objective of the Change
(Select one code for responses to this question and record it as variable 18)

1. To improve student academic development
2. To improve student person-social development
3. To improve efficiency and/or effectiveness of the school's operation
4. To improve the quality of teaching
5. To reflect a social, political, or cultural change or ideology
6. To increase educational accountability
7. To improve security and rights of students, faculty, or staff
8. To update the content of what is taught
9. To improve the student evaluation/assessment system
10. Other. For international comparisons try to code the response as one of the above. If that is impossible, code the response as Other [10]. For your own internal use in your country, you may wish to code additional categories as 10,11,12, etc.

4 Category Codes for Interview Question 4: Teacher's Role in the Change
(Use one code for responses to this question. If more than one role is mentioned, select the lowest numeric code -- i.e., the most influential role -- and record it as variable 19.)

1. Initiator.
2. Planner.
3. Shared in decision-making.
4. Implementer.
5. Supporter/Adviser.
6. No role.
7. Resister.

5 Category Codes for Interview Question 5: Timetable of the Change
(Select one code for responses to this question and record it as variable 20.)

1. Ready for immediate full implementation.
2. Gradually develop and implement over time.
3. Other. For international comparisons try to code the response as one of the above. If that is impossible, code the response as Other [3]. For your own internal use in your country, you may wish to code additional categories as 3,4,5 etc.

PLEASE NOTE:

Questions 6, 7, 8(b) to 8(e), and 9(b) are recordable as multiple response categories. These are coded by using "1" to record which categories apply and a "0" to record which categories do not apply. Follow the directions that appear with each question.

6 **Category Codes for Interview Question 6: Forces Helping Implementation**
(For <u>each</u> category below, use a "1" to indicate that the category content was mentioned one or more times in the interview response or a "0" to indicate that it was not mentioned. Record the series of zeroes and ones as the 14-digit "score" for variable 21)

1. Administrative support from the School. (1=Mentioned, 0=Not Mentioned)
2. Administrative support from the School system (district or local/regional authority). (1=Mentioned, 0=Not Mentioned)
3. Financial Resources made available. (1=Mentioned, 0=Not Mentioned)
4. Human Resources made available.. (1=Mentioned, 0=Not Mentioned)
5. Physical Resources made available. (1=Mentioned, 0=Not Mentioned)
6. Professional development opportunities. (1=Mentioned, 0=Not Mentioned)
7. Own attitudes/feelings regarding the change. (1=Mentioned, 0=Not Mentioned)
8. Own competence. (1=Mentioned, 0=Not Mentioned)
9. Help from colleagues. (1=Mentioned, 0=Not Mentioned)
10. Student support. (1=Mentioned, 0=Not Mentioned)
11. Having a plan laid out for us. (1=Mentioned, 0=Not Mentioned)
12. Developing a plan by herself/himself. (1=Mentioned, 0=Not Mentioned)
13. Developing a plan with colleagues. (1=Mentioned, 0=Not Mentioned)
14. Other. (1=Mentioned, 0=Not Mentioned) For your own <u>internal</u> use in your country, you may wish to code additional categories as 14, 15 16 etc.

Category Codes for Interview Question 7: Forces Impeding Implementation
(For <u>each</u> category below, use a "1" to indicate that the category content was mentioned one or more times in the interview response or a "0" to indicate that it was not mentioned. Record the series of zeroes and ones as the 14-digit "score" for variable 22)

1. Lack of time. (1=Mentioned, 0=Not Mentioned)
2. Lack of resources: Financial. (1=Mentioned, 0=Not Mentioned)
3. Lack of resources: Human. (1=Mentioned, 0=Not Mentioned)
4. Lack of resources: Physical. (1=Mentioned, 0=Not Mentioned)
5. Lack of communication/consultation with teachers. (1=Mentioned, 0=Not Mentioned)
6. Opposition from colleagues. (1=Mentioned, 0=Not Mentioned)
7. Lack of inservice training. (1=Mentioned, 0=Not Mentioned)
8. Too many changes at one time. (1=Mentioned, 0=Not Mentioned)
9. Lack of administrative support. (1=Mentioned, 0=Not Mentioned)
10. Lack of student readiness. (1=Mentioned, 0=Not Mentioned)
11. Lack of careful planning. (1=Mentioned, 0=Not Mentioned)
12. Lack of self competence. (1=Mentioned, 0=Not Mentioned)
13. Opposition from outside the school. (1=Mentioned, 0=Not Mentioned)
14. Other. (1=Mentioned, 0=Not Mentioned) For your own <u>internal</u> use in your country, you may wish to code additional categories 14, 15 16 etc.

8a Category Codes for Interview Question 8a: Impact of the Change on Worklife
(Select one code for response to this question and record it as variable 23)

1=None of it, 2=A little of it, 3=Some of it, 4=Much of it, 5=almost all of it, and 6=All of it.

8b Category Codes for Questions 8(b) & 8(c) combined: Impact on Things You Do
(For each category below, use a "1" to indicate that the category content was mentioned one or more times in the interview response or a "0" to indicate that it was not mentioned. Record the series of zeroes and ones as the 11-digit "score" for variable 24)

1. Use teaching methods, approaches, and resources which are different from before. (1=Mentioned, 0=Not Mentioned)
2. The content of what I teach has undergone some changes. (1=Mentioned, 0=Not Mentioned)
3. More efforts by me to increase own competence. (1=Mentioned, 0=Not Mentioned)
4. Need to manage more stress. (1=Mentioned, 0=Not Mentioned)
5. Need to give more attention to students, their work, and/or their products. (1=Mentioned, 0=Not Mentioned)
6. Own teaching has become more rushed and superficial. (1=Mentioned, 0=Not Mentioned)
7. More emphasis on student evaluation/records. (1=Mentioned, 0=Not Mentioned)
8. More planning of own work, topics, presentations. (1=Mentioned, 0=Not Mentioned)
9. More work on student discipline. (1=Mentioned, 0=Not Mentioned)
10. No changes in the things I do or the way I do them. (1=Mentioned, 0=Not Mentioned)
11. Other. (1=Mentioned, 0=Not Mentioned) For your own internal use in your country, you may wish to code additional categories as 12, 13, 14, etc.

8d Category Codes for Interview Question 8(d): Impact of Change on Relationships
(For each category below, use a "1" to indicate that the category content was mentioned one or more times in the interview response or a "0" to indicate that it was not mentioned. Record the series of zeroes and ones as the 13-digit "score" for variable 25)

1. More strained relationships and conflict with colleagues. (1=Mentioned, 0=Not Mentioned)
2. More harmonious relationships with colleagues. (1=Mentioned, 0=Not Mentioned)
3. Relationships with colleagues are more formal and work-related. (1=Mentioned, 0=Not Mentioned)
4. Interaction with fewer colleagues outside my own subject area. (1=Mentioned, 0=Not Mentioned)
5. Interaction with more colleagues outside my own subject area. (1=Mentioned, 0=Not Mentioned)
6. More support from administration. (1=Mentioned, 0=Not Mentioned)
7. Less support from administration. (1=Mentioned, 0=Not Mentioned)
8. Relations with students are more strained. (1=Mentioned, 0=Not Mentioned)
9. More harmonious relationships with students. (1=Mentioned, 0=Not Mentioned)
10. Less time to give to my family/friends. (1=Mentioned, 0=Not Mentioned)
11. Greater accountability is expected by administration. (1=Mentioned, 0=Not Mentioned)
12. No significant changes in relationships. (1=Mentioned, 0=Not Mentioned)
13. Other. (1=Mentioned, 0=Not Mentioned) For your own internal use in your country, you may wish to code additional categories as 13, 14, 15 etc.

8e Category Codes for Interview Question 8(e): Impact change on Use of Time
(For each category below, use a "1" to indicate that the category content was mentioned one or more times in the interview response or a "0" to indicate that it was not mentioned. Record the series of zeroes and ones as the 12-digit "score" for variable 26)

1. Use of time is more under own control. (1=Mentioned, 0=Not Mentioned)
2. Use of time is less under own control. (1=Mentioned, 0=Not Mentioned)
3. More prioritizing by me of the things I do. (1=Mentioned, 0=Not Mentioned)
4. Greater self-consciousness of time usage. (1=Mentioned, 0=Not Mentioned)
5. Less time within school hours for lesson preparation and checking student work.
6. More time within school hours for lesson preparation checking student work.
7. Less time to think about personal/career issues. (1=Mentioned, 0=Not Mentioned)
8. More time to think about personal/career issues. (1=Mentioned, 0=Not Mentioned)
9. More time is taken up with meetings. (1=Mentioned, 0=Not Mentioned)
10. Less time is taken up with meetings. (1=Mentioned, 0=Not Mentioned)
11. There has been no significant effect on my use of my time. (1=Mentioned, 0=Not Mentioned)
12. Other. (1=Mentioned, 0=Not Mentioned) For your own internal use in your country, you may wish to code additional categories as 12, 13, 14, etc.

8f Category Codes for Interview Question 8(f): Impact on Teacher's Professional Development
(Select one code for responses to this question and record it as variable 27)

1. There has been a positive impact on my professional development. . (Includes comments such as "Career progression is considered more seriously by me.")
2. There has been a negative impact on my development. (Includes comments such as, "It is more difficult to keep up well with new developments in my field.")
3. There has been no change regarding my professional development.

8g Category Codes for Interview Question 8(g).
(For international comparisons, record these responses under 8(b) through 8(f) using the codes already established.)

9a Category Codes for Interview Question 9(a): Rate Impact of Change on Students
(Select one code for response to this question and record it as variable 28)

1=None of it, 2=A little of it, 3=Some of it, 4=Much of it, 5=almost all of it, and 6 =All of it.

9b Category Codes for Interview Question 9(b): Nature of the Impact on Students
(For each category below, use a "1" to indicate that the category content was mentioned one or more times in the interview response or a "0" to indicate that it was not mentioned. Record the series of zeroes and ones as the 12-digit "score" for variable 29)

1. They are more serious, interested, active in their learning. (1=Mentioned, 0=Not Mentioned)
2. They are less serious, interested, active in their learning. (1=Mentioned, 0=Not Mentioned)
3. They are more knowledgeable. (1=Mentioned, 0=Not Mentioned)
4. They are less knowledgeable. (1=Mentioned, 0=Not Mentioned)
5. They are more cooperative. (1=Mentioned, 0=Not Mentioned)
6. They are more competitive. (1=Mentioned, 0=Not Mentioned)
7. They are more skillful in their communication. (1=Mentioned, 0=Not Mentioned)
8. They are less skillful in their communication. (1=Mentioned, 0=Not Mentioned)
9. They seem to have more work than they can manage. (1=Mentioned, 0=Not Mentioned)
10. There are more differences between them. (1=Mentioned, 0=Not Mentioned)
11. Generally, no effects have been observed. (1=Mentioned, 0=Not Mentioned)
12. Other. (1=Mentioned, 0=Not Mentioned) For your own internal use in your country, you may wish to code additional categories as 12, 13, 14 etc.

10 Category Codes for Interview Question 10: How teacher feels about this Change
(Select one code for response to this question and record it as variable 30)

1=Very Negative, 2=Negative, 3=Somewhat negative, 4=Somewhat Positive, 5=Positive, and 6=Very Positive.

11a Category Codes for Interview Question 11(a): Impact of the Change on Teacher's Disposition Toward Further Similar Change
(Code responses to each of the ten roles listed under question 11(a) as 1, 2, or 3. Then record the SUM of the codes as variable 31. For purposes of international comparisons, do NOT include any additional roles.)

	Role	Code Responses As:
1.	__ Be (an) influence against ...	more willing=1, unsure, it depends, etc.=2, less willing=3
2.	__ Be left to own work and priorities ...	more willing=1, unsure, it depends, etc.=2, less willing=3
3.	__ Be kept informed about the change	less willing=1, unsure, it depends, etc.=2, more willing=3
4.	__ Be consulted for opinion ...	less willing=1, unsure, it depends, etc.=2, more willing=3
5.	__ Be involved in the creation ...	less willing=1, unsure, it depends, etc.=2, more willing=3
6.	__ Be involved in the planning ...	less willing=1, unsure, it depends, etc.=2, more willing=3
7.	__ Be involved in carrying out	less willing=1, unsure, it depends, etc.=2, more willing=3
8.	__ Be involved in evaluating (results)	less willing=1, unsure, it depends, etc.=2, more willing=3
9.	__ Be involved in evaluating (process)	less willing=1, unsure, it depends, etc.=2, more willing=3
10.	__ Be a member of a coordinating team	less willing=1, unsure, it depends, etc.=2, more willing=3

____ Record the Sum of the codes for the 10 roles as variable 31

11b Category Codes for Interview Questions 11(b) and 11(c) combined: Impact Of The Change On Teacher's Disposition Toward Further Change in General
(Select one code for responses to this question and record it as variable 32. Use the content of all responses for within-country analyses.)

1. If 11(b) is "Yes" and 11(c) is a negative effect.
2. If 11(b) is "No" or "Uncertain" or "It depends ...," etc..
3. If 11(b) is "Yes" and 11(c) is a positive effect.

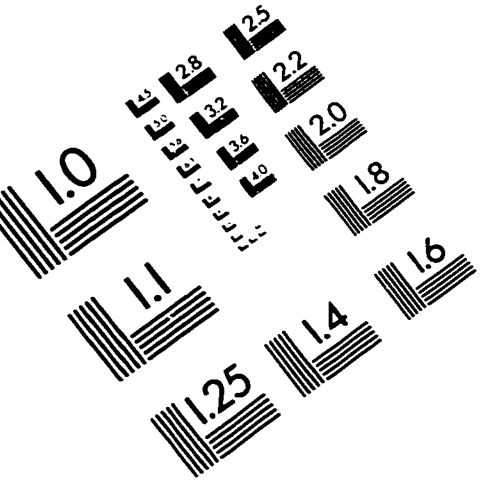
12 Category Codes for Interview Questions 12: Consciousness Raised by Interview

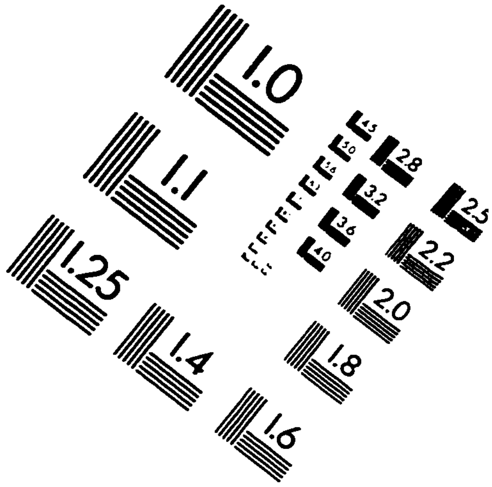
We will not use responses to this item for international comparisons

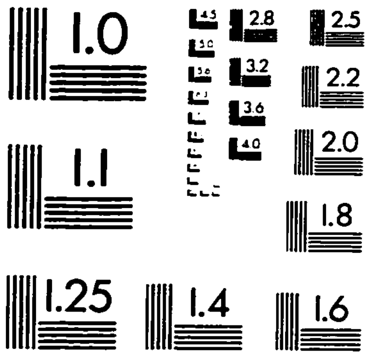
VITA AUCTORIS

Shanno Simonton was born on July 31, 1963, in Chatham, Ontario. She obtained the Bachelor of Arts degree (1984) from the University of Windsor, and a post-baccalaureate diploma in Secretarial Science (1985) from Acadia University. Following a year of employment with Union Gas Ltd. in Chatham, Ontario as a senior administrative assistant, Shanno toured for three years with the international ice show, Ice Follies, as a professional figure skater. Upon her return, she completed the Bachelor of Education degree (1990) from the University of Western Ontario. She is currently enrolled in the Master of Education program at the University of Windsor. Shanno has been an adult educator with Essex County Board of Education and an evaluator with the Canadian Figure Skating Association for the past 6 years.

IMAGE EVALUATION TEST TARGET (QA-3)







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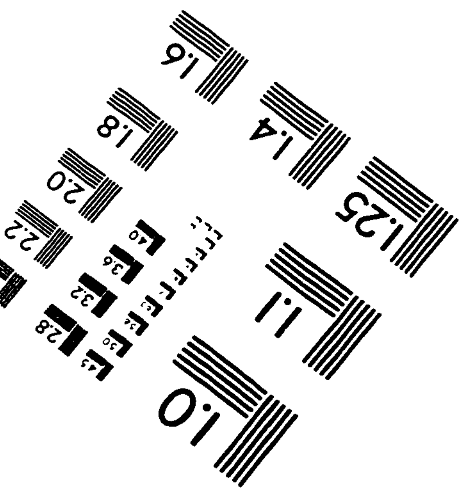

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