REFERENCES


Appendix A: BUREAUCRATIZATION SCALE

Hierarchy of Authority

1 (HA2) Even small matters have to be referred to some one higher up for a final answer.
2 (HA4) I have to check with the boss before I do almost anything.
3 (HA5) A person who wants to make his own decisions would quickly become discouraged in this school.
4 (HA6) Everyone here has one superior to whom he regularly reports.
5 (HA8) There can be little action until an administrator approves a decision.
6 (HA12) Staff members of this school always get their orders from higher up.
7 (HA17) I get approval for decision I make.
8 (HA18) Only administrators can decide how things are to be done.
9 (RR10) Employees are expected to follow written orders without questioning them.
10 (PS8) As if going through the proper channels is more important than doing our jobs right.
11 (PS17) Whenever we have a problem, we are supposed to go to the same person for an answer.
12 (PS18) Going through the proper channels is constantly stressed.

Division of Labor

13 (DL13) We are expected to teach in more than one subject area (R).
14 (DL15) Teaching in this school involves a variety of tasks and responsibilities from day to day (R).
15 (DL19) We do a lot of paper work, which could be done by a school office staff (R).
16 (DL22) Teachers are required to sponsor extra-curricular activities for which they have no suitable background (R).
17 (DL23) Assignment of teaching duties is made without regard for the teacher's experience or training (R).
18 (DL24) There is an overlap in the job responsibilities of the principal and vice principal (R).
19 (TC8) There is really no systematic procedure for promotion (R).
Appendix A (continued)

BUREAUCRATIZATION SCALE

Rules and Regulations

20 (RR2) Smoking is permitted only in certain designated places.
21 (RR8) People here make their own rules on the job (R).
22 (RR11) Teachers do not leave their classroom unless they have permission.
23 (RR13) Staff members feel as though they are constantly being watched to see that they obey all the rules.
24 (RR14) Rules govern the style and type of clothing, which I wear to school.
25 (RR16) I follow rules stating when I am to arrive and/or depart from the school.
26 (RR17) I obey a lot of rules regarding my personal behavior in and around the school.
27 (RR18) I follow school rules, which regulate my attendance.
28 (RR19) Teachers are aware of rules regarding their behavior in and around the school.
29 (PS6) We are to follow strict operating procedures at all times.
30 (PS16) Teachers follow clearly specified procedures for doing the job here.

Procedural Specifications

31 (PS1) Standard procedures are to be followed in almost all situations.
32 (PS4) The organization stresses following the established procedures.
33 (PS9) Whatever situation arises, we have procedures to follow in dealing with most matters.
34 (PS10) The same procedure is used in different situations.
35 (PS11) There is only one way to do the job- the principal's way.
36 (PS12) The same procedures are to be followed in most situations.
37 (PS19) Standardized classroom methods and procedures are used by all staff-members.

Formality in Relations

38 (IM8) The administration here sticks pretty much to themselves.
39 (IM9) No one here calls his superior by his first name.
40 (IM10) The relationship in this organization is really very impersonal.
41 (IM11) People who have contact with parents and are instructed in proper procedures for talking with them.
42 (IM12) The administration does not like staff get-togethers if it is not for official matters.
43 (IM18) My relations with other teachers are formal and impersonal.
44 (IM20) Staff meetings proceed in a formal manner.
Appendix A (continued)

BUREAUCRATIZATION SCALE

Promotions Based on Technical Competence

45 (TC3) People are not promoted simply because they have "pull."
46 (TC4) Promotions are based on merit in this organization.
47 (TC6) People here are given raises according to how well they are liked rather than how well they do their job (R).
48 (TC7) There is little chance for promotion unless you are "in" with the boss (R).
49 (TC9) In order to get a promotion, you have to "know somebody" (R).
50 (TC12) Past teaching experience plays a large part in the assignment of a teacher to this school.
51 (TC14) If you do not support administration, how well you do your job is not important (R).
52 (DL11) The instructional program is departmentalized into specific subject areas with specific teachers assigned.

Friendly Climate

53 (IM4) A person gets the chance to develop good friends here.
54 (IM6) A very friendly atmosphere is evident to everyone who works here.
55 (IM14) The administration is always sponsoring employee get-togethers.
56 (IM15) The relations between teachers and students are friendly and warm.
57 (IM16) The personal relations which exist between teachers and administrators are friendly and warm.
58 (IM19) Teachers' closest friends are other staff members at this school.
59 (TC2) All the administrators in this school have experience qualifying them for the job
60 (TC5) Some teachers are kept on payroll even though they are not good teachers (R).

Note. Letters and numbers in the parentheses before each statement indicate the identification of items in the item pool in Table 4. The letter "R" at the end of a statement indicates that the statement is reverse-coded.
Appendix B: SENSE OF POWER SCALE

1. (SP1) I do things at this school that I would not do if it were up to me (R).
2. (SP2) When things get rough in my school, I just have to take it the way it is (R).
3. (SP3) Administrators are open to my ideas on school matters.
4. (SP4) I have been given enough authority to do my job well.
5. (SP6) There are lots of things I can't do although I know they are right (R).
6. (SP7) If only I could do my job more independently (R).
7. (SP9) I am given chance to contribute to important decisions made about the school.
8. (SP10) I have little to say over what teachers will work with me on my job (R).
9. (SP11) If I really want, I can force the changes in rules.
10. (SP12) I feel that I do not know what is going on in the upper levels of administration (R).

Note. Letters and numbers in the parentheses before each statement indicate the identification of items in the item pool in Table 5. The letter "R" at the end of a statement indicates that the statement is reverse-coded.
VITA

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