

REFERENCES

- Aiken, J. & Hage, M. (1966). Organizational alienation: A comparative analysis. American Sociological Review,31, 497-507.
- Anderson, B. D. (1970). Bureaucratization and alienation: An empirical study in secondary schools. Doctoral dissertation. University of Toronto, Canada.
- Anderson, B. D. (1971). Socioeconomic status of students and school bureaucratization Educational Administration Quarterly, 7(2), 12-24.
- Anderson, J. G. (1964). Applicability of the bureaucratic model to the organizational structure of the school. Doctoral dissertation. The Johns Hopkins University, Baltimore, Maryland.
- Barakat, H. I. (1966). Alienation from the school system: The dynamics and structure. Doctoral dissertation, University of Michigan.
- Berger, M. (1956-57) Bureaucracy east and west. Administrative Science Quarterly; 1, 518-529.
- Berger, M. (1957). Bureaucracy and society in modern Egypt. Princeton, New Jersey: Princeton University Press.
- Bishop, L. & George, J. (1973) Organizational structure: A factor analysis of structural characteristics of public elementary and secondary schools. Educational Administration Quarterly, 9(1), 66-80.
- Blau, P. M. (1956). Bureaucracy in modern society. New York: Random House.
- Blau, P. M. & Scott, W. R. (1962). Formal organizations: a comparative approach. San Francisco: Chandler.

Blazovsky, R. A. (1977). School bureaucracy and teacher alienation. Doctoral dissertation. Rutgers, The State University of New Jersey.

Cloyd, T. H. (1972). The relationship of ethnicity and socioeconomic status to student perceptions of school bureaucracy. Doctoral dissertation. The University of New Mexico, Albuquerque.

Cox, H (1980). Organizational structure and professional alienation: The case of public school teachers. Peabody Journal of Education, 58, 1-6.

Cox, H. & Wood, J. R. (1980). Organizational structure and professional Alienation: The case of public school teachers. Peabody Journal of Education;58 (1), 1-6.

Eddy, W. P (1968). The relationship of local cosmopolitan role orientation to organizational characteristics of schools. Doctoral dissertation. University of Alberta, Edmonton, Canada.

Etzioni (1961). Modern organizations. Englewood Cliffs, New Jersey: Prentice-Hall, Inc.

Gerhardt, E. (1971). Staff conflict, organizational bureaucracy, and individual satisfaction in selected Kansas school districts. Doctoral dissertation. University of Kansas

Gerth, H. and Mills, C. W. (1946). From Max Weber: Essays in sociology. New York: Oxford University Press.

Goodwin, J. R. (1979). An empirical study of bureaucratic structural dimensions and their relationship to the variable organizational size. Doctoral dissertation. University of Ottawa

Gouldner, Alvin (1950). Studies in leadership. New York: Hage & Bross.

- Gouldner, A. W. (1954). *Patterns of industrial bureaucracy*. Glencoe, Ill: The Free Press.
- Gouldner, A. W. (1962). Metaphysical pathos and the theory of bureaucracy. In A. Etzioni (Ed.). Complex organizations (pp. 71-82). New York: Holt, Rinehart and Winston.
- Gross, E. (1953). Some functional consequences of primary controls in the formal work organizations. American Sociological Review, 18, 368-373.
- Guidette, M. R. M. (1982). The relationship between bureaucracy and sense of powerlessness in secondary schools. Doctoral dissertation. Rutgers, The State University of New Jersey.
- Hage, J. (1965). An axiomatic theory of organizations. Administrative Science Quarterly; 10, 89-320.
- Hall, R. H. (1961). An empirical study of bureaucratic dimensions and their relation to other organizational characteristics. Doctoral dissertation. Ohio State University.
- Hall, R. H. (1963). The concept of bureaucracy: An empirical assessment. American Journal of Sociology; 69 (1), 32-40.
- Hall, R. H. (1968). Professionalization and bureaucratization. Administrative Science Quarterly; 3(1), 92-104.
- Hoy, W., Blazowsky, R and Newland, W. (1983). Bureaucracy and Alienation: A Comparative Analysis. The Journal of Educational Administration 21(2),109
- Hoy, W., Newland, W. and Blazowsky, R. (1977). Subordinate Loyalty to superiors, esprit, and aspects of bureaucratic structure. Educational Administration Quarterly;13(1), 77-85.

Hoy, W. & Miskel, C. (1996). Educational administration: Theory, research, and practice. New York: McGraw-Hill.

Isherwood, G. B. (1971). Bureaucracy, alienation and teacher work values. Doctoral dissertation. Rutgers University, New Brunswick, New Jersey.

Isherwood, G. B. and Hoy, W.(1973). Bureaucracy powerlessness and teacher work values. Journal of Educational Administration;11, 124-138

Joo, S. H. (1981). Relationships of school bureaucratization, elementary school teachers' professional and bureaucratic orientation, conflict, and job satisfaction. Doctoral dissertation. University of Minnesota.

Kelsey, J. G. T. (1973). Conceptualization and instrumentation for comparative study of secondary schools. Doctoral dissertation. University of Alberta, Edmonton, Canada.

Kolesar, H. (1967). An empirical study of client alienation in the bureaucratic organization. Doctoral dissertation. University of Alberta, Edmonton Canada.

MacKay, D. A. (1964). An empirical study of bureaucratic dimensions and their relation to other characteristics of school organization. Doctoral dissertation. University of Alberta, Edmonton Canada.

Magee, J. M. (1977). A study of relationships between bureaucratic structure and organizational climate in schools as perceived by teachers in selected elementary schools. Doctoral dissertation. Northeastern University, Boston, Massachusetts.

McKenna, J. B. (1974). A study of relationships between teachers' perceptions of job satisfaction and of organizational bureaucratization in public high schools. Doctoral dissertation. Boston University, Boston, Massachusetts.

Merton, K. (1957). Social theory and social structure. New York; The Free Press.

Meyers, R. (1971). The relationship of bureaucratization of selected structural characteristics of school systems and teachers' sense of power. Doctoral dissertation. University of Chicago.

Meyers, R. W. (1972). School system bureaucratization and teachers' sense of power. Paper presented at the annual meeting of the American Association. Chicago III., April 1972.

Moeller, G. (1962). The relationship between bureaucracy in school system organization and teacher sense of power. Doctoral dissertation. Washington University.

Moeller, G. H. & Charters, W. W. (1966). Relation of bureaucratization to sense of power among teachers. Administrative Science Quarterly; 11(1), 444-465

Moore, W. E. (1984). Relationship of bureaucratic structure to communication satisfaction of teachers in a suburban Texas school district. Doctoral dissertation. North Texas State University.

Newbery, J. F. (1971). A comparative analysis of the organizational structure of selected post secondary educational institutions. Doctoral dissertation. University of Alberta, Edmonton, Canada.

Newland, W. I. (1976). Bureaucracy and teacher orientation: a study of organization, morale, motivation, and loyalty. Doctoral dissertation. Rutgers, The State University of New Jersey.

Pugh, D. S., Hickson, D. J., Hinings, C. R., McDonald, K. M., Turner, C & Lupton, T. (1963). Conceptual scheme for organizational analysis. Administrative Science Quarterly 8, 289-315.

Punch, K. F. (1969). Bureaucratic structure in schools: toward redefinition and measurement. Educational Administration Quarterly;5, 43-57

Punch, K. F. (1967). Bureaucratic structure in schools and its relationship to leader behavior. Doctoral dissertation. University of Toronto, Canada.

Roache, J. A. (1993). Bureaucracy in elementary schools in Manicopa county, Arizona: a study utilizing a test instrument developed by Sousa. Doctoral dissertation. Arizona State University.

Robinson, N. (1966). A Study of the professional role orientations of teachers and principals and their relationship to bureaucratic characteristics of school organizations. Doctoral dissertation. University of Alberta, Edmonton, Alberta.

Sackney, L. E. (1976). The relationship between organizational structure and behavior in secondary schools. Doctoral dissertation. University of Alberta, Edmonton, Canada.

Seeman, M (1959). On the meaning of alienation. American Sociological Review,24, 783-791

Seeman, M (1971). The urban alienation: Some dubious these from Marx to Marcuse. Journal of Personality and Social Psychology; 19(2), 133-143.

Seeman, M (1975). Alienation studies. Annual Review of Sociology; 1, 91-123.

Sousa, D. A. (1980). Measuring bureaucracy in schools: a comparison of Hall and Aston Approaches. Doctoral dissertation. Rutgers University, New Brunswick, New Jersey.

Sousa, D. A. & Hoy, W (1981). Bureaucratic structure in schools: a refinement and synthesis in measurement. Educational Administration Quarterly, 17(4), 21-39

Stinchcombe, A. L. (1959). Bureaucratic and craft administration of production: a comparative study. Administrative Science Quarterly;4, 168-178.

Udy, S. Jr. (1959). Bureaucracy and rationality in Weber's organizational theory: an empirical study. Administrative Science Quarterly;24(6), 791-795.

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

Cemil Yücel was born May 9,1969, in Karabuk, Turkey. He received the Bachelor degree in educational administration and planning from Ankara University-Turkey, in 1990. He worked as a teacher at Afyon Teacher Training High School-Turkey from 1990 to 1993. He received the Master of Education degree in educational administration from Ohio University, Athens-Ohio, in 1996. He completed the Ph.D. program in educational administration at Virginia Polytechnic Institute and State University, Blacksburg-Virginia, in December 1999. He is a faculty member of the College of Education at Afyon Kocatepe University-Turkey.