

AN EXAMINATION OF THE RELATIONSHIP
BETWEEN PARTICIPATIVE MANAGEMENT AND PERCEIVED
INSTITUTIONAL EFFECTIVENESS IN
NORTH CAROLINA COMMUNITY COLLEGES

by

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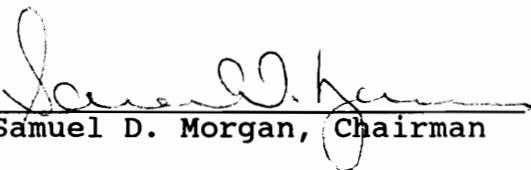
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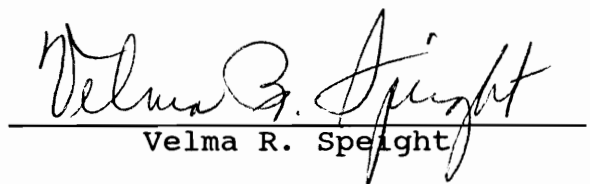
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(ABSTRACT)

The purpose of this study was to determine if there is a relationship between participative management and perceived institutional effectiveness in North Carolina community colleges. Along with determining this relationship, the study endeavored to determine perceptions, in the form of desired items, that employees want to see in their colleges that have a bearing on both participative management and institutional effectiveness.

This study gathered usable data from 277 (76.9%) respondents assigned to administrative, faculty, and support staff positions. These respondents were a representative sample of the population.

A significant relationship was found between participative management and institutional effectiveness. Seventeen of the 23 desired

effectiveness practices and seven of the ten desired participative practices included in this study were found to be practices that employees want to see in their colleges. It was also found that length of service in current position does not significantly influence perceptions relative to institutional effectiveness.

Although the management of community colleges cannot be entirely relinquished to employees, institutions whose leaders encourage participative management may experience enhanced institutional effectiveness. The expertise of the faculty and staff should be coupled with the talents of administrators in arriving at the proper blend of what is and what ought to be in community colleges.

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CHAPTER 1

INTRODUCTION

Community colleges are institutions organized for the purpose of serving the educational needs of the people in their respective communities. According to the American Association of Community and Junior College Statistical Yearbook (1990), five million students are currently enrolled in these institutions. These students comprise more than 50% of the undergraduate college enrollment in this country. Kreider (1988) believes that modern community colleges have a greater responsibility to insure that students are successfully achieving their individual goals and aspirations. Community colleges should accept the challenge to provide a future for these students and others who will follow. Progress toward meeting this challenge can be made by increasing institutional effectiveness. The Commission on Colleges of the Southern Association of Colleges and Schools (1987) believes that institutional effectiveness is enhanced

by broad-based involvement of faculty and administration.

The degree of individual member interaction in group and organizational activities, according to Hill (1982), has a bearing on the effectiveness of the group or organization. The Commission on the Future of Community Colleges (1988) recommends new modes of governance that include active participation by faculty, other elements of the institution, and the community at large. An objective for leaders of these institutions is to provide an environment in which all constituents are unified in pursuit of goals defined through a consensus-building process.

In recent years, increasing numbers of leaders have learned to benefit from using the decision-making resources of subordinates as one avenue to improving institutional effectiveness. According to Harrison (1985), as decision-making power is distributed among organizational members, procedures for exchanging information are established and methods for the coordination of ideas become norms in organizational life.

Community colleges now function in an environment that demands quality. The Commission on Colleges of

the Southern Association of Colleges and Schools (1987) has added "institutional effectiveness" as a criteria for community college accreditation. Local, state and federal agencies have a renewed interest in the issue of effectiveness. This emphasis on the effectiveness of purpose for these "open-door" institutions is well-founded.

Although, according to Cameron (1986), effectiveness is extremely difficult to define and measure in colleges, numerous education agencies are including institutional effectiveness as a means of assessing program quality. The Commission on the Future of Community Colleges (1988), the Council on Postsecondary Accreditation (1986), and the Commission on Colleges of the Southern Association of Colleges and Schools (1987) are examples of agencies stressing institutional effectiveness. Surveys by Boyer (1987) and Alfred (1990) predicted expanded reliance on institutional effectiveness as a means of assessment.

Background

Participative management takes on a variety of forms. Participation helps to insure that higher quality decisions are made, and according to Zimmerman

(1978), participation in the decision making process serves to stimulate employee motivation and commitment, enhance morale, and promote employee satisfaction. The results of participation are revealed in improved organizational performance and effectiveness.

According to Miller and Monge (1986), the outcomes of participation are numerous, one of the most significant, according to Sashkin (1988), is the acceptance of organizational goals. Goal acceptance may result in employees bonding together in an effort to resolve organizational problems. Goal acceptance tends to give employees a feeling of belonging to the organization and may create an environment conducive to improved productivity.

As with most other events in the workplace, participation is influenced by the situation. The situation includes, but may not be limited to, the type of leadership practiced in the organization, the background and ability of the employees, and the complexity of the organization. Each employee, through participation, can influence organizational outcomes. The degree of success with outcomes may be restrained by the style of the organizational leaders.

According to Harrison (1985), ineffective communication is one of the barriers that restrict the potential of participative management. The sharing of information in participative environments can result in the information being misinterpreted or misused. The interactions of employees in complex organizational activities can also cause internal conflict; however, the positive outcomes tend to outweigh the negatives.

Statement of the Problem

The rapidly changing nature of the workforce, the shift to more part-time students, declining enrollments, declining financial support, and the shift to an information based society, are having a tremendous impact on community colleges throughout America. In this newly competitive environment, what does a community college need to do to be more effective? According to the Commission on the Future of Community Colleges (1988), institutions are more likely to fare well if they have assessed their competitive positions and implemented measures to remedy their weaknesses in an effort to improve institutional effectiveness.

According to McClenney (1988), the effective

community college is characterized by collaboration and sharing of ideas among its employees. Governance and administration of community colleges should be highly participative, with decision-making and priority setting being a shared struggle toward consensus. The faculty and staff of these institutions have an abundance of talent with respect to the mission and goals of their respective institutions. This often untapped source of talent, according to Deegan (1985), should be captured and directed to institutional enhancement.

Tjosvold (1987) has revealed that several persons working together often solve problems more effectively than individuals working alone. The new emphasis on institutional effectiveness presents an ideal setting for community colleges to capture the potential of participative management in their efforts to achieve effectiveness. Although the concept of participative management is not new, its relationship to the institutional effectiveness of community colleges is unknown.

The problem of this study was to determine if there was a relationship between perceived participative management and perceived institutional

effectiveness among community colleges in North Carolina. A need exists to determine the relationship between these two constructs and to identify the factors that support institutional effectiveness and participative management.

Definitions of Terms

To facilitate understandings and clarify meanings that ensure proper interpretation of the data, the following definitions of significant terms relevant to the study are included:

Institutional effectiveness. The result of how well a community college has achieved the goals that have been established for the college.

Participative management. The involvement of organizational members in the process of setting goals, making decisions, solving problems, and planning organizational change as described by the score on the survey instrument.

Administrators. The term administrators includes presidents, vice presidents, deans, division and department chairpersons.

Faculty. The term faculty includes instructional faculty with primary teaching duties.

Support staff. The support staff includes librarians, administrative personnel, and counselors.

Current effectiveness practices. Perceptions on what is currently being done in respect to institutional effectiveness.

Desired effectiveness practices. Perceptions on what should be done in respect to institutional effectiveness.

Current participative practices. Perceptions on what is currently being done in respect to participative management.

Desired participative practices. Perceptions on what should be done in respect to participative management.

Governance. The exercise of legitimate authority in the management of a community college.

Collaboration. To cooperate and work willingly with others in an effort to achieve a common goal or purpose.

Statement of the Purpose

The purpose of this study was to determine if there was a relationship between perceived participative management and perceived institutional

effectiveness in North Carolina community colleges.

This purpose was accomplished by the following related tasks:

1. The study of relevant literature.
2. The study determined perceptions relevant to the influence of participative management on institutional effectiveness in North Carolina community colleges.
3. The study revealed practices perceived by administrators, faculty, and support staff to be relevant to participative management and institutional effectiveness in North Carolina community colleges.
4. The study contributed to the research based literature on institutional effectiveness.

Research Questions

1. What is the relationship between perceived participative management and perceived institutional effectiveness in the North Carolina Community College System?
2. What are the desired effectiveness practices that North Carolina Community College System employees want to see in their college?
3. What are the desired participative practices

that North Carolina Community College System employees want to see in their college?

4. Does length of service of employees influence their perceptions relevant to institutional effectiveness?

Significance of the Study

The value of participative management in organizations, according to Katz and Kahn (1966), has been a favorite subject of authors for many years. A study by Zimmerman (1978) confirms the value of employee involvement as a means of improving employee satisfaction and motivation. The Commission on the Future of Community Colleges (1988), also recognizes the value of multiple participation in all activities of these institutions.

Institutional effectiveness as it relates to community colleges is relatively new. The Commission on Colleges of the Southern Association of Colleges and Schools (1987) commenced using the term as a systematic comparison of institutional performance to institutional purpose. Although new to the community college, institutional effectiveness in the form of organizational effectiveness has been in other organizations for over two decades.

The consensus on the value of participative management through the years as summarized by Miller and Monge (1986) and the new emphasis on institutional effectiveness by the Commission on the Future of Community Colleges (1988), clearly indicate a need to determine what the relationship between these two constructs may be. If the goal is institutional effectiveness, the need exists to determine the affect that participative management may have on an institution's effectiveness.

This research has significant implications for the type of leadership that may be needed for community colleges in the future. According to Vaughan (1986), most community college presidents view themselves as being very participatory in the governance process; however, these same presidents agreed that they were the final authority for decisions on campus. This statement appears to be contradictory, as it was viewed by their faculties, who perceived their presidents as autocratic. Taylor (1982) has revealed that community college presidents choose the autocratic style of leadership without regard for situational influences. The faculty of community colleges has more direct contact with the students served than any other element

of the institution. As a result, the faculty has a primary role in transforming the purpose and goals of the college into meaningful experience for the students. The faculty has a need to participate in activities that have a bearing on both current and future functions of the institution. Faculty involvement in decision making and policy formulation provides an ideal setting for merging their ideas with the ideas of others concerned with the success of the college and institutional effectiveness.

Limitations

The generalizations of findings presented in this study are subject to the following limitations:

1. The study included a sample comprised of institutions in North Carolina, and may not be generalizable to all community colleges in the nation.
2. The data includes the perceptions of individuals associated with the community colleges involved in this study. These perceptions may have been influenced by their level of affiliation with the institutions surveyed.
3. The study excluded part-time employees of North Carolina community colleges.

4. The reliability and validity coefficients for items used from the MC2 institutional effectiveness survey could not be determined.

Organization of Study

Chapter 1, the introduction, has included the background for the study, a statement of the problem and purpose, as well as assumptions and other general factors that are pertinent to this study. Chapter 2 is a review of the literature relevant to the problem in this study. Chapter 3 includes the research design of the study, while Chapter 4 reveals the analysis of the research data. Finally, in Chapter 5 are the summary, conclusions, and recommendations based on data analysis.

CHAPTER 2

REVIEW OF RELATED LITERATURE

This chapter contains a review of the literature and research pertaining to participative management and institutional effectiveness in reference to community college governance and administration. The literature review has been divided into three categories: First, participative management, second, institutional effectiveness and third, participative management and institutional effectiveness.

Participative Management

Practitioners have realized the value of individual member participation in organizational activities for many years. More recently, researchers have commenced to support this notion. Early research by Katz and Kahn (1966) and more recent research by Hill (1982) and Tjosvold (1987) support the old adage that two heads are better than one. Each member of a group is a resource with the potential for influencing group outcomes. The degree of individual member

interaction in group and organizational activities has a bearing on that group or organization.

Participation has a variety of definitions. Many of these definitions concern organizational problem solving. Tjosvold (1987) defined participation as joint decision-making in which employees are invited to help solve organizational problems. The definition by Sashkin (1986), although in agreement with Tjosvold, provided a broader perspective in defining participation as setting goals, making decisions, planning and carrying out organizational changes, and solving problems. Katz and Kahn (1966) found that individuals need to be involved in the activities of an organization that affect them. This involvement creates a feeling of belonging.

Participation, in a broader view, is the continuous sharing of ideas appropriate to the individual and the organization. It is well recognized, as pointed out by Tjosvold (1985), that participation takes on a variety of forms. While participation varies, involvement continues to influence organizational outcomes. Hill (1982) found that by combining group abilities, group performance surpasses the performance of each individual member.

Is Participation an On/Off
Concept or a Continuum

Participation in an organization is constrained by a variety of factors. Among these factors, according to Leana (1986), are communications, level of ability, time, the structure of the organization, and individual interest. Any one of these factors may influence the participative process to be intermittent.

Communication tends to be slower when information travels upward than it does when it travels in the opposite direction.

Harrison (1985) found that, for subordinates, the nature of communications with the superior is an important characteristic of the participative environment. Harrison (1985) also reported that under participative conditions, interaction and information exchange between superiors and subordinates will increase.

The ability and expertise of all group members are not appropriate to every role and function in the organization. A more significant constraint to continuous participation is time. Every situation does not allow sufficient time to involve all those who have a desire to participate. Organizational structure

creates invisible boundaries that many employees are reluctant to span. These boundaries diminish individual participation. A final factor is employee interest which does not encompass all of the roles within the organization. In addition to the constraints of expertise, time, and employee interest, Tjosvold (1987) found that the type of situation may moderate the success or need for participation. Routine problems might be of a nature that participation will not enhance the outcome. Although each individual does not personally participate on a continuous basis in all roles, participation within the whole organization is a continuum.

Does Participation Apply to all
Organization Issues

Tjosvold (1985) pointed out that the conditions under which participation occurs affects its success. Participation cannot be expected to be uniform, it must be properly managed, if it is to be successful. Participation is not a variable that produces the same outcome for all issues. While participation is appropriate in many situations, there are occasions when participation is not appropriate. For example, action on personal and/or sensitive information.

Immoderate participation may restrict managers and result in decisions that are costly to the institution. Employees involved in organization roles are often not accountable for their contributions to the outcomes. These problems, although not minor, can be overcome if management makes a commitment to employee participation in broader roles within the organization. The employer and the employee both benefit from increased interaction.

Various Methods of Participation

Interaction within organizations may be influenced by a variety of factors. Many organizations have a culture consisting of its previous experiences and the experiences of its employees. These prior experiences, both negative and positive, affect the degree of employee participation in organizational activities. Positive past experiences tend to foster participation (e.g. peer approval), while negative experiences (e.g. peer rejection) have an opposite effect. Harrison (1985) found that participative environments are created in a variety of ways, including (a) decentralized formal authority, (b) work rules and regulations that establish diverse forms of employee

representation, and (c) policies that give lower level employees more authority.

The structure of an organization and the performance of assigned tasks require some form of interaction. The leadership style within the group influences the degree of participation. An autocratic leadership style may diminish the level of participation to the minimum essential for task accomplishment. Leader behavior can range from almost complete leader control, to almost complete employee control, with the leader contributing like any other group member. A leader can assume most of the functions required to provide leadership for the organization or may relinquish many functions to the employees. An effective leader realizes that employees have a certain responsibility to contribute to the leadership function. By more fully utilizing employees' talents and expertise, organizations can become more productive, channel energies into effective work, and limit internal conflicts.

A simple form of participation may be a suggestion. Prompt and courteous action on the suggestion, by adoption or rejection with an explanation of the reasons for such action, may enhance

organizational cohesiveness and stimulate other forms of participation. This cohesiveness may enable employees to work together and invest themselves in making a greater contribution to the organization. Employees may participate by providing input for work rules and policy formulation. Their ideas may be incorporated into many aspects of organizational life.

Tjosvold (1987) pointed out that managers can choose from task forces, labor management committees, quality circles, informal shop floor discussions, and productivity sessions to encourage employees to participate. Every group has a wide variety of talent and ideas. The key issue is, how the organization is accepting or rejecting the contributions of its employees.

Participation as an Independent Variable:

What Does Participation Cause

Viewed as an independent variable, participation can influence outcomes. According to Katz and Kahn (1978), participation as an independent variable is not affected by outcomes, it is dependent on the style of the leader; the confidence, knowledge, and skills of the employees; and the work situation. Tannenbaum (1973) stated that an effective leader should allow

considerable freedom to participate when it is called for.

According to Locke (1986), participation can cause desirable outcomes in four areas:

1. Decision-making quality.
2. Motivation and commitment of employees.
3. Group morale.
4. Individual and group development.

Johnson (1982) found that when decisions are made democratically, the decisions improve. Since society claims its foundation to be in democratic principles, working to achieve democratic decision making is consistent with our societal values.

According to Reece and Brandt (1987), the feeling of belonging that results from organizational interaction encourages employees to expend more physical and mental efforts in the accomplishment of tasks. Employees need to have an awareness of their contribution to the group. Reece (1987) also stated that this awareness increases interactions with others in the organization and enhances their commitment to goal accomplishment.

According to Muchinsky (1987), the extent to which the needs of the group are fulfilled is reflected in

morale. Muchinsky (1987) viewed morale as a by-product of person-environment interaction. Morale transforms isolated individuals into a cohesive group. Muchinsky (1987) also revealed that there are four major determinants of morale. These are (a) feeling of togetherness, (b) agreement on goals, (c) progress toward goals, and (d) meaningful roles in goal achievement.

Individual and group development is critical to organizational effectiveness. Cattabiani (1983) found that participation provides group members with an opportunity to contribute ideas, give opinions, and reflect on the ideas of others in a manner that encourages individual and group development. Making use of the differing abilities of its members enhances the group. One of the most important attributes of participation is the opportunity for use of more of the worker's abilities and for the associated feelings of interest, sense of accomplishment, personal growth, and self-respect.

What is the Impact of Participation

The first factor is more effective decision making. In recent years increasing numbers of managers

have learned to benefit from using the decision-making resources of subordinates at all organizational levels. Effective managers often rely heavily on subordinates and a variety of staff assistants for the information and insights needed for decision-making. Harrison (1985) pointed out that as decision-making power is distributed among organizational members, procedures for exchanging information are established, and methods for coordination of ideas become organizational norms.

Although participative decision-making usually refers to involving subordinates in the decision-making process, in practice it is more common for the manager to delegate the decision to a competent subordinate. Participation in decision-making is providing input and comments relative to the situation that requires a decision. Since a group may be dominated by one or more of its members and accountability cannot be fixed, some managers do not delegate important decisions. This does not inhibit managers from using participative techniques on specific problems prior to decision-making. According to Sashkin (1986), subordinates are more enthusiastic about implementing decisions they have participated in, even though the boss made the final decision. Tjosvold (1987)

concluded that several persons working in formal or informal groups often solve problems more effectively than individuals working alone. Tjosvold (1987) has also stated that the type of problem has a bearing on the success of participation in decision-making. Group involvement is especially appropriate for solving complex problems.

Hill (1982) found that the superiority of groups over individuals in solving complex problems is due to the aggregation of group resources. She found that when the task was difficult, the group pooled and integrated their resources, and corrected each other's errors. An increase in the size of the group was found to increase the probability of solving the problem. For each task, performance was usually determined by one competent member solving the problem. Hill (1982) also revealed that if a group is attempting to solve a complex problem and the group is composed of a number of low-ability members, one exceptional individual may develop a solution superior to the ability of the group. Wanous and Youtz (1986) advised leaders in business organizations who desire high quality decisions to give the problems to their most capable employees, insure that the group has high average

competence, and the results will be superior.

Delegation is the assignment of a problem situation to subordinates along with the authority to make a decision, as opposed to participation which involves subordinates in the decision-making process while reserving the decision to the higher authority.

A second factor is influencing acceptance of organizational goals. Goals refer to a desired future state of affairs. This future orientation helps the organization to focus on the desired results. Coordination of effort cannot take place unless those who have joined together agree to strive for something of mutual interest. A common goal gives organization members a rallying point. Although most organizations have goals and most managers recognize the importance of goals, the goals are not always known or accepted by the employees. Goal acceptance cannot be taken for granted. If organizational goals are not known or accepted by the employees, goal accomplishment will be doubtful. Sashkin (1986) concluded that participation results in a higher level of acceptance of organizational goals and leads to higher levels of actual task performance.

Erez (1985) found that participative goal setting resulted in higher goal acceptance than did goal assignment when individuals face a goal perceived as extremely difficult or undesirable. The acceptance of organizational goals tends to improve the performance of employees. The study by Erez (1985) supports the concept that as goal acceptance increases, the influence of goal setting on performance also increases. If it is true that participative goal setting enhances acceptance of organizational goals, it seems logical that organizations would take this approach to goal setting. Of even more importance, if acceptance of organizational goals serve to improve employee performance, it seems even more appropriate to involve employees in the goal setting process. Management retains the right to determine which of the goals formulated by employee participation will be adopted.

A third factor is influencing employee satisfaction. Satisfaction of individual needs both on and off the job is a goal of most employees. Need satisfaction is addressed in several theories of motivation. A continuous problem for management is achieving the appropriate balance between group

productivity and the satisfaction of individual needs. Sashkin (1986) found that participation is a variable that has a bearing on both satisfaction and performance. Miller and Monge (1986) concluded that participation improves both satisfaction and productivity.

Although all employees do not respond in the same positive manner to participation in organizational activities, the research by Locke (1986) and Erez (1985) clearly indicated that employee interaction within organizations result in desired outcomes. The personal benefits that employees receive through participation are expanded into organizational benefits. Sashkin (1986) also stated that nonparticipative jobs result in psychological and physical damage to employees. Since it is known how to create conditions that allow participative management to work effectively, it seems that it would be used more extensively and reap the benefits of improved performance.

A fourth factor is influencing community college leadership. Community colleges are educational institutions organized for the purpose of serving the educational needs of the people in their respective

communities. An objective for leadership of these institutions is an environment in which all constituents are unified in pursuit of goals defined by a consensus-building process. The Commission on the Future of Community Colleges (1988) recommended new models of governance that involve active participation by the faculty, other elements of the institution and the community at large. Since "trustees" are the ultimate authority to which the college is accountable, this commission also recommends that this governing body be free from outside interference.

The view not to share decision-making at the policy level is not shared by all who are concerned with community colleges. Keyser (1988) believes that in an environment in which democratic aspirations and expectations of participation are on the rise, it is not certain that conventional wisdom to limit involvement in the high level decision-making process of boards of trustees is justified. Although involvement may cause some conflict, this does not imply that such involvement will not enhance the decisions being made. Schweiger (1986) concluded that conflict is useful in improving the quality of strategic decisions.

The notion of increasing constituent participation in community college leadership roles has its merits; however, it is not without its disadvantages. Keyser (1988) also stated that information which is openly shared can be misinterpreted or used for purposes other than those for which it was intended. The participation process consumes more of the administrators time than the more conventional autocratic/bureaucratic methods of operation. Participation is not conducive to the same degree with all leadership styles. What happens in a highly participative environment when the current leader is replaced with one who possesses autocratic traits? Such a situation may surface a serious problem. While leaders need to develop their human resources in order to free themselves for more demanding functions, according to Muchinsky (1987), the organization cannot be turned completely over to subordinates. Although increasing the degree of participation in the community college leadership role has exciting possibilities, the degree of such participation is based on the situation. As an example, it may be inappropriate for employees to participate in sensitive personnel matters.

A fifth factor is influencing conflict. It is normal within organizations for diverse employee personalities and attitudes to cause a degree of conflict. Harrison (1985) concluded that superiors and subordinates differ in their views on participation. Superiors and subordinates may not come to a mutual understanding regarding participation. It is crucial to determine the views of subordinates with respect to the degree of their participation. Harrison (1985) also revealed that subordinates may view participation as a strategy used by management to co-opt employees and, as such, may lead to employee distrust of management. Managers at all levels should strive to prevent this distrust by displaying appreciation for employee contributions.

Although conflict is generally perceived in organizations as a negative factor, the presence of conflict can prove beneficial. Schweiger (1986) found that conflict within organizations improves decision quality. The disagreement on important issues serves as a catalyst that causes a more careful analysis of the factors to consider prior to making a decision. While conflict enhances the quality of decisions, it weakens the ability of the organization to work

together after the decision has been made. Knowing that conflict will exist, management can be alert to cope with its consequences. If participation is viewed as a human relations concept, as suggested by Leana (1986), and practiced as a means to power equalization and social interaction, some of the conflict could diminish.

Institutional Effectiveness

Community colleges have experienced an enormous rate of expansion over the past three decades. Through the years, dedicated educators assigned to these "for the people" institutions have been alert to the issue of quality. Roueche (1987) found that there is convincing evidence that both high quality and open access can be achieved. As enrollments began to stabilize during the 1980s, a new emphasis on the issue of quality has surfaced at local, state, and national levels. Doyle (1985) referred to this new emphasis on quality as the "education excellence movement." McClenny (1988) found that community colleges are now confronted with a variety of external mandates, which focus on assessment and outcomes at these open-door institutions.

The new emphasis on assessment, outcomes, and quality has resulted in the emergence of a descriptor known as "institutional effectiveness." The Commission on Colleges of the Southern Association of Colleges and Schools (1988) adopted institutional effectiveness as a criteria for accrediting institutions of higher education. Traditionally, accreditation has focused attention almost exclusively upon institutional resources and processes. It has usually been assumed that, if an institution has certain resources and uses certain processes, effective education is more likely to occur. Accreditation now, however, takes into account not only the resources and processes of education, but also evaluation of the results of education and future plans for improvement.

The level of institutional quality depends not only on an institution's educational processes and resources but also on the institution's successful use of those processes and resources to achieve established goals. Institutions have an obligation to all constituents to evaluate their effectiveness and to use the results in a broad-based, planning and evaluation process. The Commission on the Future of Community Colleges specified five procedures for planning and

evaluation that institutions must accomplish. These procedures were:

1. Broad-based involvement of faculty and administration;
2. Establishment of a clearly defined purpose;
3. Formulation of educational goals consistent with the purpose;
4. Development of procedures to evaluate goal achievement; and
5. Use of evaluation results to improve institutional effectiveness.

Ewell (1985) defined institutional effectiveness as a comparison of results achieved to goals. This definition clearly implies that institutions, to be effective, must first establish explicit goals and devise methods for determining the extent of goal accomplishment. Previous attempts to determine educational quality have been primarily based on quantity. The number of students enrolled, adequacy of the physical plant, expenditures per student, and the number of faculty were important data; however, they become inadequate in addressing institutional effectiveness. The North Carolina Department of Community Colleges (1984) has stated that a quality

community college system should continually assess needs and define goals, be willing to take actions required to accomplish goals, and have a commitment to the process of evaluating progress toward goal achievement.

Institutional Effectiveness

in Perspective

Stauffer (1981) pointed out that the issue of quality higher education has been a concern for educators in America for over 200 years. Evaluation of education, with respect to quality, has proven to be a difficult task. Webster (1985) found that the first published literature on the systematic assessment of colleges was not present until 1910. These early attempts to evaluate quality in higher education were primarily based on the eminence of scholars associated with an institution. The need to distinguish between high and low levels of quality continues to be a critical issue at the local, state, and federal levels of government. Quinn (1981) and Cameron (1978) found that a clear definition of quality represents the perceived level of performance in education. Peterson (1987) concluded that this definition does not have a

proper fit for higher education and that the construct "quality" has developed into a catchall term that has few quantifiable indicators.

Pace (1979) found that colleges have drastically changed through the years and the methods of measuring outcomes must also change. Karol (1980) reported that two of the primary issues that have caused these changes are the lowering of admissions standards as a result of the open-door policy and the growing number of students who are disappointed with their college experience. Institutional effectiveness has emerged as a construct for determining how well higher education institutions accomplish their purpose. Zammuto (1982) discovered that the construct "institutional effectiveness" was gleaned from organizational effectiveness that has been used in the private sector for several decades.

Peterson (1987) concluded that institutional effectiveness focuses on the college as a whole, as opposed to quality which is oriented toward programs. Institutional effectiveness provides an improved means of understanding and coping with the issues relevant to accountability that have emerged in the 1980s.

McClenney (1988) described institutional effectiveness

as the process of translating the community college ideals of access and excellence into reality for students and the community.

The view of Keeley (1984) is that institutions should be judged effective if they do no harm or if they minimize the harm done to the group that has the least power to get what it wants from the organization. This approach does not appear appropriate for community college effectiveness. An institution may not harm its students or the community and still not be effective in its purposes. Kanter (1981) had the more traditional view that effectiveness should be related to goal attainment and appropriateness of processes used to attain goals.

Because the definitions of effectiveness and quality are so broad in scope, Peterson (1987) pointed out that they permit a wide variety of performance measures to be developed by institutions of higher education. The pursuit of effectiveness and quality in colleges is not a pursuit of the one right answer or the single best criterion. It is, instead, the pursuit of a wide variety of criteria that serve to guide the judgments of multiple evaluators.

Participative Management and Institutional Effectiveness

The Commission on Colleges of the Southern Association of Colleges and Schools (1987) believes that institutional effectiveness is enhanced by broad based involvement of faculty and administration. The degree of individual member interaction in group and organizational activities has a bearing on the effectiveness of the group or organization. The Commission on the Future of Community Colleges (1988) recommends new modes of governance that involve active participation by faculty, other elements of the institution, and the community at large. An objective for leadership of these institutions is an environment in which all constituents are unified in pursuit of goals defined by a consensus-building process.

In recent years, according to Harrison (1985), increasing numbers of leaders have learned to benefit from using the decision-making resources of subordinates as an avenue to institutional effectiveness. According to Harrison (1985), as decision-making power is distributed among organizational members, procedures for exchanging information are established and methods for the

coordination of ideas become norms in organizational life. Participation results in higher quality decisions to be made and according to Zimmerman (1978), participation in the decision-making process serves to stimulate employee motivation and commitment, enhances morale, and promotes individual and group development. The results are revealed in improved organizational performance and employee satisfaction.

Although the outcomes of participation are numerous, one of the most significant, according to Sashkin (1988), is the acceptance of organizational goals. This goal acceptance results in employees bonding together in an effort to resolve organizational problems. Goal acceptance gives employees a feeling of belonging to the organization and creates an environment conducive to productivity. Participation allows employees to interact in activities that affect their lives while on the job.

As with most other events in the workplace, participation is restrained by the situation. The situation involves the type of leadership practiced in the organization, the background and ability of the employees, and the complexity of the organization. Each employee, through participation, can influence

organizational outcomes. The degree of success with outcomes may be restrained by the style of the organizational leaders. According to Rogers (1989), the autocratic leader can no longer manage the complex educational institutions of today. Tannebaum (1973) believes that effective leaders allow for considerable participative freedom in institutional activities. The Commission on the Future of Community Colleges (1988) also recognized the value of multiple participation in all activities of community colleges.

According to McClenny (1988), the effective community college is characterized by collaboration. Governance is highly participative, with decision-making and priority-setting being shared struggles toward consensus. The faculty and staff of community colleges have an abundance of talent in respect to the mission and goals of their institutions. Deegan (1985) believes that this talent must be captured and directed to institutional enhancement.

Summary

The purpose of the review of literature was to summarize the contributions of others in respect to participative management and institutional

effectiveness. An effort was made to determine the affects of participant involvement on the effectiveness of community colleges. As a means to this end, literature on the construct "institutional effectiveness" and its parent term "organizational effectiveness" was reviewed.

Participative management and effectiveness are relatively new issues in the education sector. Participative management and institutional effectiveness represent formidable challenges to the leadership of educational institutions. These challenges have especially been recognized at community colleges which have experienced an enormous rate of expansion over the past three decades. The concern for educational quality has turned increasing attention on community colleges at the local, state, and national levels. An objective for the leadership of these institutions is an environment in which all constituents are unified in pursuit of goals defined by a consensus-building process.

The level of institutional quality depends not only on an institution's educational processes and resources but also on the institution's successful use of those processes and resources to achieve established

goals. Institutions have an obligation to all constituents to evaluate their effectiveness and to use the results in a broad-based planning and evaluation process.

The review of the literature supports the idea that participative management improves the level of morale, satisfaction, and cooperation with members of management and staff. Most of the literature is oriented on noneducational organizations; however, some educational institutions are interested in applying some of the techniques gleaned from other organizations to educational institutions. Reduced absenteeism, improved attitudes and job satisfaction are all benefits of participation; however, there is little evidence that these factors influence productivity in a positive manner.

Imbedded in the literature is the concern that institutional effectiveness means different things for different people. Community colleges are shifting their focus from an orientation on numbers and processes towards actual results. Both states and accrediting agencies are moving toward definitions of effectiveness based on goal achievement as the primary index of quality.

The scarcity of current literature on participative management and institutional effectiveness in educational institutions show a need for this research study. The literature supports the idea that participation is beneficial to noneducational organizations and it may be beneficial to community colleges. The increased emphasis on institutional effectiveness by states and accrediting agencies indicates a need for this and other studies that may contribute to the ultimate goal of effectiveness in community colleges.

The literature review supported this study by providing a foundation on which to base the study. This review also provided the background for an understanding of the constructs involved in this study. The review of the literature synthesized the research of others pertinent to the issues relevant to this study; and broadened the researchers' perspective on both institutional effectiveness and participative management. The literature review also established the basis for interpretation of the findings. Finally, previous research leaves a void, indicating a need for this and other studies on this subject.

CHAPTER 3

RESEARCH METHODS

This chapter presents the research methods employed in this study. The design of the study, sample, instrumentation, data collection, and method of analysis are discussed.

The purpose of this study was to determine if there was a relationship between participative management and perceived institutional effectiveness in North Carolina community colleges. The following research questions were addressed:

1. What is the relationship between participative management and perceived institutional effectiveness in the North Carolina Community College System?

2. What are the desired effectiveness practices that North Carolina Community College System employees want to see in their college?

3. What are the desired participative practices that North Carolina Community College System employees want to see in their college?

4. Does length of service of employees influence their perceptions relevant to institutional effectiveness?

Design of the study

Survey research procedures were used in conducting this investigation to determine the relationship between participative management and perceived institutional effectiveness in North Carolina community colleges. Survey research was used because, according to Raj (1972), it is the quickest and least expensive way to gather data from respondents spread over a wide area.

This study was confined to employees of the North Carolina Community College System. A 70-item questionnaire was used to collect the data in accordance with the Total Design Method by Dillman (1978). The questionnaire was a composite of items extracted from the Institutional Effectiveness Inventory developed by the Educational Testing Service (ETS) and an institutional effectiveness survey developed by McClenney and McClenney (MC2) educational consultants. The questionnaire solicited responses on current practices (what is being done) for both effectiveness and participation and desired practices

(what should be done) for both effectiveness and participation. The scale on the questionnaire was D (disagree), TD (tend to disagree), TA (tend to agree), and A (agree). The scoring scheme used for analysis of data was D = 1, TD = 2, TA = 3, and A = 4.

Sample

The data for this study were obtained through surveying full-time employees at 57 of the 58 community colleges in North Carolina. Because of the researcher's assignment to Halifax Community College, that institution was excluded from the study in an effort to reduce bias. The North Carolina Department of Community Colleges Annual Statistical Report (1989) was used to determine the number of administrators, faculty and support staff personnel assigned to each community college in the state. From the population of 6,933, a two-stage stratified sample of 360 was selected. The population included 308 administrators, 3,461 faculty, and 3,168 support staff. The sample was comprised of 20 administrators randomly selected from the 308 administrators in the population. From the 3,461 faculty population, 175 faculty members were randomly selected. One hundred sixty-five support staff were randomly selected from the support staff

population of 3,168. The population of the institutions included in the study and the distribution of the sample are shown in Appendix A.

Personnel rosters were obtained from the 57 institutions selected. The names of personnel on each of these rosters were alphabetized in their respective category of administrator, faculty, or support staff and numbered sequentially. The correct number of subjects in each employee category of assignment (administrator, faculty, or support staff), at each institution, was determined as a ratio of the institution staffing in each employee category to the sample size. As an example, Anson Community College was staffed with five administrators, 23 faculty, and 24 support staff. The correct proportion of subjects for the sample was one administrator, two faculty, and two support staff. The selection of the one administrator (president, vice president, or dean) was accomplished by picking one random number between one and five. The one administrator on the previously mentioned alphabetized and sequentially numbered list that matched the random number was included in the sample. The two faculty were selected by picking two random numbers between one and 23. These two random

numbers were also matched with the faculty list, resulting in the selection of the two faculty members corresponding to the matching random numbers for inclusion in the sample. The same procedure was used for selecting the support staff members for Anson Community College. This same procedure also was used to select the subjects in each category at each of the 57 institutions in this study. New random numbers were used for each category of personnel at each institution.

Instrumentation

The instrument contained items selected from the Institutional Functioning Inventory (IFI) developed by the Educational Testing Service (1983) and an institutional effectiveness survey developed by MC2 Educational Consultants (1987). Letters requesting the use of these documents and their replies are attached as Appendix B. The intended use of the IFI was to study employee views on various issues and emphasis at colleges, specifically including community colleges. The IFI contains 11 sections, with only one section addressing participative management. The participative management section of the IFI was designed to assess the extent to which employees in the college community

who are affected by a decision have the opportunity to participate in making the decision. High scores signify extensive and meaningful employee involvement in institutional affairs and shared, rather than hierarchical, organizational arrangement. Low scores suggest authoritarianism and power tightly held in a top-down administrative framework. This section of the IFI contained 12 items. The coefficient alpha reliability of the original IFI was .93. The validity coefficient established by correlation with relevant published institutional data was .83. These data included (a) administrative paternalism, (b) student power, (c) faculty, staff and administrator communication, (d) student participation in governance, and (e) faculty involvement in decision making.

The institutional effectiveness survey developed by MC2 Educational Consultants (MC2) was designed to assess the status of community colleges regarding institutional practices and characteristics which are perceived as significant contributors to institutional effectiveness. This survey contained 31 items.

Ten of the 12 IFI items relevant to participative management and 23 of the 31 institutional effectiveness items from the MC2 survey were used in this

questionnaire. The items from these two sources were selected based on their relevance to the study as determined by the literature review. The 70-item questionnaire was designed as follows:

1. Section I. The ten IFI items relevant to participative management and the 23 MC2 items relevant to institutional effectiveness, a total of 33 items, were used to determine current practices in respondents' institutions.

2. Section II. The same ten IFI items relevant to participative management and the same 23 MC2 items relevant to institutional effectiveness, a total of 33 items, were used to determine desired practices in respondents' institutions. These 33 items were placed in subcategories pertinent to their content. The categories were selected based on their relevance to participative management according to Erez (1985), Tjosvold (1987), and Hill (1982); and their relevance to institutional effectiveness according to Peterson (1987), Ewell (1985), and regional accrediting agencies. The subcategories used and the items they included were:

1. Planning (items #34 thru #37)
2. Objectives, goals, and purpose (#38:#44)

3. Decision making (items #45 thru #48)
4. Governance (items #49 thru #54)
5. Assessment, budget, and professional development (items #55 thru #57, and #66)
6. Evaluation (items #58 thru #65)

3. Section III. This section solicited demographic data. The four items were time in current position, current position, gender, and highest earned educational degree. The questionnaire is attached as Appendix C. The response scale on the questionnaire was D (disagree), TD (tend to disagree), TA (tend to agree), and A (agree).

The questionnaire was administered in a pilot study for content validity. The subjects of this first pilot study were administrators, faculty, and support staff who hold similar positions to subjects in the sample. Pilot study subjects were asked whether or not the questionnaire items comprised an adequate definition of what they claimed to measure. The questionnaire was modified based on editorial changes suggested by the subjects. Subjects found the content of the items adequate for their intended purpose.

The questionnaire was administered a second time to 19 subjects from ten community colleges. The

subjects in this second pilot study were professionals serving as administrators, faculty, and support staff and were representative of the sample. The subjects in this second pilot study recommended eliminating the headings of the subcategories from the questionnaire. This recommendation was adopted. The subjects in this second pilot study concluded that questionnaire item content was adequate for its intended purpose. The coefficient alpha reliability of the questionnaire was .92.

Data collection

Data was collected according to the Total Design Method by Dillman (1978). Included in Dillman's design were (a) mailing a cover letter and survey questionnaire to the randomly selected sample, (b) mailing a post card reminder to the selected sample one week after the initial mailing, (c) mailing a second letter and a replacement questionnaire to the nonrespondents, and (d) mailing a third letter and another replacement questionnaire to nonrespondents by certified mail. A 75% response rate was determined as the minimum acceptable rate. The actual response rate in the study was 76.9%.

Questionnaires were mailed to each person of the

360 respondents. A chronology of the questionnaire return status is shown in Table 1. As a result of these four mailings, a total of 289 responses, or 80.2% of the questionnaires were returned. Twelve of the returned surveys were not useable because they were not completed or only partially completed. A total of 277 useable questionnaires, or 76.9% of the questionnaires, were included in the analysis of the data. The response rates by category of personnel are reflected in Table 2.

Method of analysis

This section describes the method of analysis used to evaluate the data. The data were analyzed using Number Cruncher Statistical System NCSS (Hintze, 1991). Analysis of variance (ANOVA) was the statistical procedure used in this study.

The numerical values assigned to item responses were D (disagree) = 1, TD (tend to disagree) = 2, TA (tend to agree) = 3, and A (agree) = 4. The value of responses to questionnaire items #46, #49, and #54 were inverted. This inversion was performed because the structure of these three items resulted in responses that were contrary to the concept of participative management. The numerical values

Table 1

Chronology of Questionnaire Mailing and Return Status

Activity	Date	# Mailed	Cumulative # Returned	Cumulative % Returned
Mailing	Apr 24	360		
1st Follow Up	May 3		148	41.1
2nd Follow Up	May 15	129	231	64.1
3rd Follow Up	June 1	91	269	74.7
	June 17		277	76.9

Table 2

Summary of Questionnaire Response Rates by Category

Category	# Mailed	# Returned	% Returned
Administrator	20	19	95.0
Faculty	175	135	77.14
Support Staff	165	123	74.5
Totals	360	277	76.9

assigned to items #46, #49, and #54 were D (disagree) = 4, TD (tend to disagree) = 3, TA (tend to agree) = 2, and A (agree) = 1. The total and subscale scores were computed by generating a numerical summation in each respective area.

Hypotheses were tested at .05 level of significance. The specific procedures used for each of the four research questions follows:

Research question one. Data were analyzed with ANOVA to test the hypothesis that perceived participative management enhances perceived institutional effectiveness.

The numerical values of responses for current effectiveness practices (items #1 thru #11 and #22 thru #33) were summed into a single score to represent current effectiveness practices.

The numerical values of the responses for current participative practices (items #12 thru #21) were summed into a single score for current participative practices. This summation resulted in a single score for each subjects' responses for current participative practices.

The summated scores for "current participative practices" were assigned a value of zero (0) for

nonparticipation in organizational functions, or one (1) for participation in organizational functions. The result was that each of the 277 subjects, who responded to the survey, was identified as being nonparticipative by the numeral zero (0), or participative by the numeral one (1). The numerals "0" and "1" were derived as follows. There were ten questionnaire items relevant to current participative practices. On an interval scale of 1 thru 4 for responses to each questionnaire item for each survey respondent, the maximum possible summed score for each survey respondent on current participative practices was 40. The summed scores for current participative practices that ranged 20 and below were identified as nonparticipative and labeled "0", with scores 21 and above identified as participative and labeled "1". The identification of each of the 277 survey respondents as nonparticipative (0) or participative (1) was listed in a new variable and labeled "level of participation".

Research question one (Restated): Data were analyzed with ANOVA to test the hypothesis that perceived participative management enhances perceived institutional effectiveness.

There were four items involved in the analysis of

research question one. The items were (a) current effectiveness practices, (b) current participative practices, (c) level of participation, and (d) employee category of assignment. The first analysis involved current effectiveness practices as the dependent variable and employee category of assignment as the independent variable. The purpose of this first analysis was to determine if employee perceptions of current effectiveness practices are different across various employee categories. The second analysis used current participative practices as the dependent variable and employee category of assignment as the independent variable. The purpose of this analysis was to determine if perceptions of current participative practices are different across various employee categories. In the third and final analysis, current effectiveness practices were the dependent variable. Level of participation and employee category of assignment were independent variables. The purpose of this analysis was to determine if perceptions of effectiveness practices differ across the levels of both independent variables.

Research question two: Data were analyzed with ANOVA to determine the desired effectiveness practices

that North Carolina Community College System employees want to see in their college.

Desired effectiveness practices (items #34 thru #44 and #55 thru #66) were divided into four subcategories: (a) planning (items #34 thru #37); (b) objectives, goals, and purpose (items #38 thru #44); (c) assessment, budget, and professional development (items #55 thru #57 and #66); and (d) evaluation (items #58 thru #65). The summed responses in each of these subcategories were used as dependent variables in the four ANOVAS and employee category of assignment, (obtained from the demographic data) was the independent variable. The purpose of this analysis was to determine if perceptions of desired effectiveness practices are different across various employee categories.

Research question three: Data were analyzed with ANOVA to determine the desired participative practices that North Carolina Community College System employees want to see in their college.

Desired participative practices (items #45 thru #54) were divided into the following subcategories: (a) decision making (items #45 thru #48), and (b) governance (items #49 thru #54). The summed responses

in each of these subcategories were used as dependent variables and employee category of assignment, (obtained from the demographic data) was the independent variable. The purpose of this analysis was to determine if perceptions of desired participative practices are different across various employee categories.

Research question four: The data related to current effectiveness practices and time in current position (administrator, faculty, or support staff) were analyzed with a one-way ANOVA to test the fourth hypothesis that length of service influences respondents' perceptions about institutional effectiveness. Current effectiveness practices was the dependent variable and time in current position was the independent variable. The purpose of this analysis was to determine if perceptions of current effectiveness practices are different across various times in current positions.

Summary

The sample, instrumentation, data collection, and method of analysis were discussed in this chapter. Survey research procedures were used in conducting this study.

Data for this study were obtained through surveying full-time employees in 57 North Carolina community colleges. A sample of 360 respondents were selected using stratified sampling from a total population of 6,933 employees. The sample represented 5.2% of the population. The percentages of the population in each category of employee were administrators 6.4%, faculty 5.1%, and support staff 5.2%. A 70-item questionnaire was used to collect the data in this study. Four of the questionnaire items solicited demographic information. The remaining 66 items pertained to current and desired practices relative to participative management and institutional effectiveness. The response rate was 76.9% or 277 usable questionnaires returned to the researcher. Collection of the data was in accordance with the Total Design Method prescribed by Dillman (1978).

Analysis of variance was used as the statistical procedure to analyze the data.

CHAPTER 4

FINDINGS

This chapter includes an analysis of the research data and the findings. The data analysis is presented through answering the four research questions.

Report and analysis of data

The analysis of the data was organized according to the four research questions. Data were analyzed to (a) determine and test for statistical significance the relationship between perceived participative management and perceived institutional effectiveness, (b) rank the desired effectiveness practices that employees want to see in their colleges, (c) rank the desired participative practices that employees want to see in their colleges, and (d) test the effect of length of service on perceived institutional effectiveness for statistical significance.

Research question one: Perceived institutional effectiveness in North Carolina community colleges is enhanced by perceived participative management.

A one-way ANOVA was used to compare the mean scores of current effectiveness practices among various

employee categories for statistical significance. Current effectiveness practice was used as the dependent variable and employee category of assignment was the independent variable. The result of this procedure is shown in Table 3. The analysis of variance resulted in a nonsignificant effect of employee assignment category, $F(2,276) = 2.38, p 0.0945$. The scores on effectiveness practices across employee categories did not differ. These means are shown in Table 4. The means on current effectiveness practices did not differ by employee category.

A one-way ANOVA was used to compare the mean scores of current participative practices among various employee categories for statistical significance. Current participative practice was used as the dependent variable and employee category of assignment was the independent variable in this second statistical analysis. The result of this analysis is shown in Table 5. The analysis of variance resulted in a significant effect of employee category, $F(2,276) = 5.04, p 0.0071$. The mean scores for current participative practices in the various employee categories are shown in Table 6. The significant F ratio indicates that at least one pair of group means

Table 3

Analysis of Variance on Effectiveness Practices Using
Employee Categories as an Independent Variable

Source	df	SS	MS	F	p
Employee Categories	2	627.67	313.83	2.38	0.0945
ERROR	274	36137.55	131.88		
TOTAL	276	36765.23			

Table 4

Means and Standard Deviations on Effectiveness Practices by Employee Categories

Categories	<u>M</u>	<u>SD</u>	<u>n</u>
Administrators	77.0	14.1	19
Faculty	71.03	12.4	135
Support Staff	70.01	12.1	123

Table 5

Analysis of Variance on Participative Practices Using Employee
Categories as an Independent Variable

Source	df	SS	MS	F	p
Employee Categories	2	277.01	113.50	5.04	0.0071
ERROR	274	6166.00	22.50		
TOTAL	276	6393.01			

Table 6

Means and Standard Deviations on Participative Practices by Employee Categories

Categories	<u>M</u>	<u>SD</u>	<u>n</u>
Administrators	31.3	5.8	19
Faculty	27.6	5.1	135
Support Staff	28.2	5.2	123

in employee assignment categories is significantly different. A Newman-Keul's post hoc multiple comparison test was used to locate the source of the significant effect. The Newman-Keul's test revealed that perceptions in the faculty and support staff categories are significantly different from perceptions of administrators. The result of the Newman-Keul's test is shown in Table 7.

In a two-way ANOVA, current effectiveness practices was used as the dependent variable and level of participation and employee category of assignment were independent variables. The purpose of this analysis was (a) to test the main effect of level of participation (i.e. are views on current effectiveness practices different across levels of participation?), (b) to test the main effect of employee category (i.e. are views on current effectiveness practices different across employee categories?), and (c) to determine the possibility of an interaction between level of participation and employee category of assignment. The result of this statistical analysis is shown in Table 8 and the respective means and standard deviations are in Table 9. The analysis of variance indicated a significant effect of level of participation, $F(1,276)$

Table 7

Results of Multiple Comparison Test for Various
Employee Categories

Faculty	Support Staff	Administrator
27.6	28.2	31.4

Table 8

Analysis of Variance for Level of Participation and
Employee Categories as a Function of Effectiveness
Practices

Source	df	SS	MS	F	p
Level of participation	1	752.18	752.18	6.08	0.0137
Employee Categories	2	1799.10	899.55	7.27	0.0008
Interaction	2	1046.65	523.23	4.23	0.0155
ERROR	271	33537.33	123.75		
TOTAL	276	36765.23			

Table 9

Mean Scores and Standard Deviations for Current Effectiveness Practices for Levels of Participation and Various Employee Categories

Levels/categories	<u>M</u>	<u>SD</u>	<u>n</u>
Levels of Participation			
No Participation	60.1	14.3	12
Participation	72.0	11.7	265
Employee Category			
Administrator	77.0	13.6	19
Faculty	71.3	12.2	135
Support staff	70.9	12.1	123
Level of participation (PM)/ Employee Category			
No PM/Administrator	81.0	22.1	1
No PM/Faculty	62.0	14.8	9
No PM/Support Staff	41.5	18.9	2
PM/Administrator	76.7	13.7	18
PM/Faculty	71.9	12.1	126
PM/Support Staff	71.3	12.1	121

= 6.08, p 0.0137; of employee category $F(2,276) = 7.27$, p 0.0008; and interaction between level of participation and employee category of assignment on institutional effectiveness ratings, $F(2,276) = 4.23$, p 0.0155.

The significant main effect of level of participation suggests that there was a significant difference between the mean views on effectiveness practices for participative and nonparticipative employees. The significant main effect of category of assignment suggests that there was a significant difference in views on effectiveness practices for one or more employee categories. A graph of the interaction is depicted in Figure 1. Because there was a significant interaction in this two-way ANOVA, interpretation of the main effects may be misleading. The significant interaction suggests that the effect of one or more of the independent variables are different at different levels of the other independent variable. No participation among support staff tends to have the lowest effectiveness practices, whereas no participation among administrators tends to have the highest effectiveness practices. For participation, faculty and support staff have significantly higher

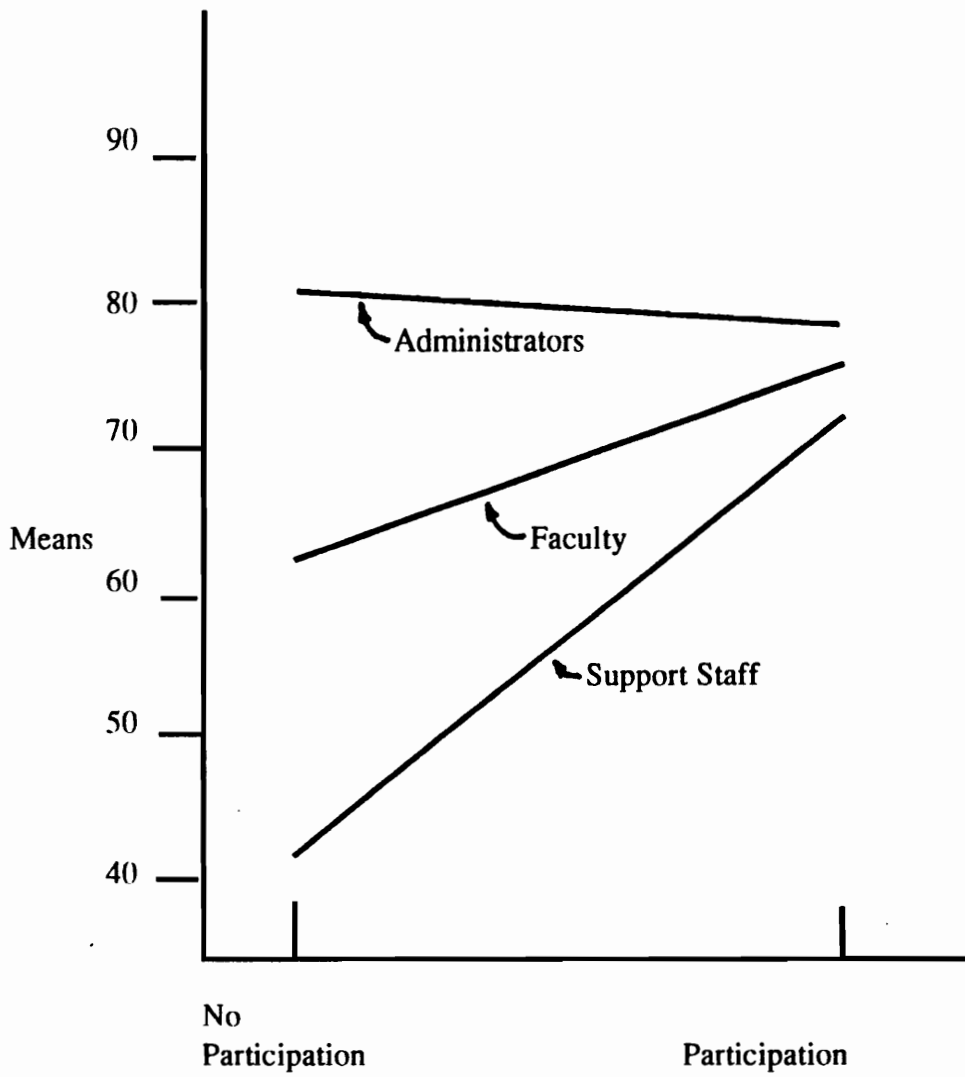


Figure 1. Interaction between levels of participation and various employee categories

effectiveness practices, while the effectiveness practices for administrators tend to remain relatively constant with participation or no participation. The consistency of administrator views on effectiveness practices with or without participation by faculty and staff is not surprising since administrators are more likely to always have the opportunity to participate.

Although participation is not appropriate for all situations, as participation by faculty and staff increases, perceived effectiveness means also increase. The views of faculty are more sensitive to participation processes than are the views of administrators. Support staff views show the greatest sensitivity to participation and perceived effectiveness means escalate more when this group is involved than the means for other employee categories.

One-way ANOVA was used to make the simple main effects comparisons. Current effectiveness practices was the dependent variable, employee category and level of participation were alternated as independent and filter variables. While the independent variable was being held constant, the filter variable permitted an analysis at each level of the other variable. The simple effects revealed a significant effect for

nonparticipation, $F(2,11) = 4.69, p 0.0117$; a significant effect for faculty employees, $F(1,134) = 6.68, p 0.0102$; a significant effect for support staff employees, $F(1,122) = 14.19, p 0.0005$. The simple main effects are in Table 10.

Research question two: Data were analyzed with ANOVA to determine the desired effectiveness practices that North Carolina Community College System employees want to see in their college.

The four subcategories of desired effectiveness practices were individually analyzed to answer this research question. The subcategories with their respective analyses are:

1. Desired items for planning. These items were used as the dependent variable and employee category of assignment the independent variable. The purpose of this test was to compare the mean scores on the items for planning for each category of job assignment to determine if there were significant differences. The result of this analysis is shown in the ANOVA report in Table 11. The analysis of variance indicated a nonsignificant effect of employee category on effectiveness practices, $F(2,276) = 1.32, p 0.2679$. The mean scores and standard deviations for desired

Table 10

Results of Simple Main Effects for Various Employee Categories on the Function of Participation

Source	df	SS	MS	F	p
A (Employee Category)					
A at B ₁	2	458.16	229.08	1.85	0.1629
A at B ₂	2	1161.16	580.55	4.69	0.0117
B (Level of Participation)					
B at A ₁	1	16.88	16.88	0.14	0.5290
B at A ₂	1	826.71	826.71	6.68	0.0102
B at A ₃	1	1756.61	1756.71	14.19	0.0005
Error	271	33537.33	123.75		

Table 11

Analysis of Variance on Planning Items by Employee Categories

Source	df	SS	MS	F	p
Employee Categories	2	8.01	4.01	1.32	0.2679
ERROR	274	829.28	3.02		
TOTAL	276	837.29			

items for planning in the various employee categories are shown in Table 12. The result of this analysis suggests that views on items for planning did not differ by employee category.

2. Desired items for objectives, goals, and purpose were used as the dependent variable and employee category of assignment the independent variable. The purpose of this test was to compare the mean scores on the items for objectives, goals, and purpose for each category of job assignment to determine if there were significant differences. The result of this analysis is shown in the ANOVA report in Table 13. The analysis of variance indicated a nonsignificant effect of employee category on effectiveness practices, $F(2,276) = 0.77, p = 0.4656$. The mean scores and standard deviations for desired items for objectives, goals, and purpose in the various employee categories are shown in Table 14. The result of this analysis suggests that views on items for objectives, goals, and purpose did not differ by employee category.

3. Desired items for assessment, budget, and professional development were used as the dependent variable and employee category of assignment the

Table 12

Means and Standard Deviations on Planning Items by Employee Categories

Categories	<u>M</u>	<u>SD</u>	<u>n</u>
Administrators	15.3	2.1	19
Faculty	14.6	1.8	135
Support Staff	14.6	1.8	123

Table 13

Analysis of Variance on Objectives, Goals, and Purpose Items
by Employee Categories

Source	df	SS	MS	F	p
Employee Categories	2	6.63	3.31	0.77	0.4656
ERROR	274	1186.40	4.32		
TOTAL	276	1193.04			

Table 14

Means and Standard Deviations on Objectives, Goals and Purpose Items by Employee Categories

<u>Categories</u>	<u>M</u>	<u>SD</u>	<u>n</u>
Administrators	26.9	2.6	19
Faculty	26.4	2.3	135
Support Staff	26.6	2.4	123

independent variable. The purpose of this test was to compare the mean scores on the items for assessment, budget, and professional development, for each category of job assignment to determine if there were significant differences. The result of this analysis is shown in the ANOVA report in Table 15. The analysis of variance indicated a nonsignificant effect of employee category on effectiveness practices, $F(2,276) = 1.20, p = 0.3016$. The mean scores and standard deviations for desired items for assessment, budget, and professional development in the various employee categories are shown in Table 16. The result of this analysis suggests that views on items for assessment, budget, and professional development did not differ by employee category.

4. Desired items for evaluation. These items were used as the dependent variable and employee category of assignment the independent variable. The purpose of this test was to compare the mean scores on the items for evaluation for each category of job assignment to determine if there were significant differences. The result of this analysis is shown in the ANOVA report in Table 17. The analysis of variance indicated a nonsignificant effect of employee category

Table 15

Analysis of Variance on Assessment, Budget and Professional Development Items by Employee Categories

Source	df	SS	MS	F	p
Employee Categories	2	3.25	1.62	1.20	0.3016
ERROR	274	370.36	1.35		
TOTAL	276	373.61			

Table 16

Means and Standard Deviations on Assessment, Budget and Professional Development Items by Employee Categories

Categories	<u>M</u>	<u>SD</u>	<u>n</u>
Administrators	15.7	1.5	19
Faculty	15.4	1.3	135
Support Staff	15.3	1.3	123

Table 17

Analysis of Variance on Evaluation Items by Employee Categories

Source	df	SS	MS	<u>F</u>	<u>p</u>
Employee Categories	2	1.43	.719	0.17	0.8447
ERROR	274	1166.99	4.24		
TOTAL	276	1168.43			

on effectiveness practices, $F(2,276) = 0.17, p = 0.8447$. The mean scores and standard deviations for desired items for evaluation in the various employee categories are shown in Table 18. The result of this analysis means that views on items for evaluation did not differ by employee category.

A summary of the means for each subcategory of desired effectiveness practices is shown in Table 19. Although each subcategory of effectiveness practices were found nonsignificant in respect to the various employee categories, the effectiveness practices that employees want to see in their colleges were selected. The nonsignificance of the effectiveness practices across the various employee categories suggests that there is no difference in the views of employees by category that are pertinent to these practices. Effectiveness practices were selected based on individual means and standard deviations. Practices with the greatest combined means that placed the practice in the tend to agree or agree response category on the questionnaire scale, and also showed the least standard deviations, were selected as desired. This analysis revealed the following desired

Table 18

Means and Standard Deviations on Evaluation Items by Employee Categories

<u>Categories</u>	<u>M</u>	<u>SD</u>	<u>n</u>
Administrators	31.5	2.6	19
Faculty	31.2	2.3	135
Support Staff	31.2	2.3	123

Table 19

Summary of Means for Desired Effectiveness Items

Items on	<u>M</u>	<u>M</u>	<u>M</u>	<u>k</u>
	<u>Adm</u>	<u>Faculty</u>	<u>Spt Staff</u>	
Planning	3.8	3.6	3.7	4
Objectives, goals, & purpose	3.8	3.8	3.8	7
Assessment, budget, & pro. dev.	3.9	3.9	3.8	4
Evaluation	3.9	3.9	3.8	8

effectiveness practices, by subcategory, that employees want to see in their colleges:

1. Desired items for planning.
 - a. Responsibilities for planning should be clearly defined.
 - b. An institutional research component should be providing accurate information for planning.
 - c. Major institutional issues should be addressed through the annual planning process.
2. Desired items for objectives, goals, and purpose.
 - a. Institutional goals should be clearly defined.
 - b. The institutional purpose should be understood throughout the institution.
 - c. Educational programs should be consistent with the institutional purpose.
 - d. Expected educational outcomes should be defined in the form of measurable objectives.
 - e. Educational objectives should be developed through a formal process of needs assessment.
3. Desired items for assessment, budget, and professional development.
 - a. The college should be assessing the educational needs of its service area.
 - b. Professional development for the entire college staff should be encouraged.
 - c. Important institutional priorities should

be reflected in the budget.

4. Desired items for evaluation.

- a. The results of evaluation should be used to improve programs.

Processes should be established for the systematic evaluation of...

- b. ...administrators.
- c. ...full-time faculty.
- d. ...instructional programs.
- e. ...student services programs.
- f. ...instructional support services.

Research question three: Data were analyzed with ANOVA to determine the desired participative practices that North Carolina Community College System employees want to see in their college.

The two subcategories of desired participative practices were individually analyzed to answer this research question. The subcategories with their respective analyses are:

1. Desired items for decision making. This item was used as the dependent variable and employee category of assignment the independent variable. The purpose of this test was to compare the mean scores on the items for decision making for each category of

job assignment to determine if there were significant differences. The result of this analysis is shown in the ANOVA report in Table 20. The analysis of variance indicated a nonsignificant effect of employee category on participative practices, $F(2,276) = 0.00$, $p = 0.9984$. The mean scores and standard deviations for desired items for decision making in the various employee categories are shown in Table 21. The result of this analysis suggests that views on items for decision making did not differ by employee category.

2. Desired items for governance. These items were used as the dependent variable and employee category of assignment the independent variable. The purpose of this test was to compare the mean scores on the items for governance for each category of job assignment to determine if there were significant differences. The result of this analysis is shown in the ANOVA report in Table 22. The analysis of variance indicated a nonsignificant effect of employee category on participative practices, $F(2,276) = 1.80$, $p = 0.1670$. The mean scores and standard deviations for desired items for governance in the various employee categories are shown in Table 23. The result of this analysis means that views on desired items for governance did

Table 20

Analysis of Variance on Decision Making Items by
Employee Categories

Source	df	SS	MS	F	p
Employee Categories	2	7.53	3.76	0.00	0.9984
ERROR	274	641.16	2.34		
TOTAL	276	641.17			

Table 21

Means and Standard Deviations on Decision Making Items
by Employee Categories

<u>Categories</u>	<u>M</u>	<u>SD</u>	<u>n</u>
Administrators	14.53	1.9	19
Faculty	14.51	1.7	135
Support Staff	14.52	1.6	123

Table 22

Analysis of Variance on Governance Items by Employee Categories

Source	df	SS	MS	F	p
Employee Categories	2	20.66	10.33	1.80	0.1670
ERROR	274	1571.39	5.73		
TOTAL	276	1592.05			

Table 23

Means and Standard Deviations on Governance Items by Employee Categories

Categories	<u>M</u>	<u>SD</u>	<u>n</u>
Administrators	20.2	2.9	19
Faculty	21.3	2.6	135
Support Staff	21.0	2.5	123

not differ by employee category.

A summary of the means for each subcategory of desired participative practices is shown in Table 24. Although each subcategory of participative practices were found nonsignificant in respect to the various employee categories, the participative practices that employees want to see in their colleges were selected. The nonsignificance of the participative practices across the various employee categories suggests that there is no difference in the views of employees by category that are pertinent to these practices. Participative practices were selected based on individual means and standard deviations.

Practices with the greatest combined means that placed the practice in the tend to agree or agree response category on the questionnaire scale, and also showed the least standard deviations, were selected as desired. This analysis revealed the following desired participative practices, by subcategory, that employees want to see in their colleges:

1. Desired items for decision making.
 - a. Institutional decision making should be decentralized whenever feasible.
 - b. Student opinion should be considered when

Table 24

Summary of Means for Desired Participative Items

Items on	<u>M</u>	<u>M</u>	<u>M</u>	<u>k</u>
	<u>Adm</u>	<u>Faculty</u>	<u>Spt Staff</u>	
Decision making	3.6	3.6	3.6	4
Governance	3.4	3.6	3.5	6

policy decisions affecting students are made.

- c. Influence over decision making should be widely dispersed rather than tightly held.

2. Desired items for governance.

- a. In arriving at institutional policies, attempts should be made to involve all the individuals who will be directly affected.
- b. In dealing with institutional problems, attempts should be made to involve interested persons.
- c. Students should be involved in campus governance.
- d. A concept of "shared authority" (by which the faculty and administration arrive at decisions jointly) should be the system of governance on this campus.

Research question four: Length of service influences perceptions relevant to institutional effectiveness.

Current effectiveness practice was used as the dependent variable and length of service was the independent variable. Length of service was collected with the demographic data on the questionnaire. The length of service periods are less than one year, one to ten years, and more than ten years. The purpose of this test was to compare the mean scores on current effectiveness practices for each length of service

period to determine if there were significant differences. The result of this statistical procedure is shown in the ANOVA report in Table 25. The analysis of variance indicated a nonsignificant effect of length of service, $F(2,276) = 1.09, p 0.3373$. The mean scores for current effectiveness practices in the various years of service are shown in Table 26. The result of this analysis suggests that views on current effectiveness practices did not differ by length of service.

Summary

The purpose of this chapter was to report the analysis of the research data. Findings that resulted from the analysis of responses received from 277 respondents were presented in this chapter. Analysis of variance was used as the statistical procedure for analysis of the data. The data were analyzed with respect to each research question.

For research question one, data were analyzed to determine and test the relationship between perceived participative management and perceived institutional effectiveness. It was found there was a significant employee category and level of participation effect. Further analysis revealed an interaction between

Table 25

Analysis of Variance for Various Times in Position as a
Function of Effectiveness Practices

Source	df	SS	MS	F	p
Time in positions	2	290.49	145.24	1.09	0.3373
ERROR	274	36474.73	133.11		
TOTAL	276	36765.23			

Table 26

Means and Standard Deviations for Various Times in
Position as a Function of Effectiveness Practices

Years in Position	<u>M</u>	<u>SD</u>	<u>n</u>
Less than one year	75.1	14.2	17
One to ten years	70.8	12.4	142
More than ten years	71.7	12.6	118

employee category and level of participation. This interaction resulted in a significant effect indicating that perceptions on effectiveness practices differ across the cells. Post hoc comparisons identified the faculty and support staff categories as the groupings causing the significant effect.

For research question two, data were analyzed to identify differences among employees about effectiveness practices that they want to see in their colleges. It was found that the effect of job assignment was nonsignificant in all four categories that constituted effectiveness practices.

For research question three, data were analyzed to identify differences among employees about participative practices that they want to see in their colleges. It was found that the effect of job assignment was nonsignificant in both categories that constituted participative practices.

For research question four, data were analyzed to determine the effect and significance of length of service on perceptions relevant to institutional effectiveness. It was found that length of service had a nonsignificant effect on perceptions relevant to institutional effectiveness.

CHAPTER 5

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

This chapter contains a summary of the study including the statement of the purpose, the problem of the study, research procedures, a summary of the findings and conclusions based on the findings of the study. Recommendations are also provided.

Summary

The purpose of this study was to determine if there was a relationship between participative management and perceived institutional effectiveness in North Carolina Community Colleges. Along with determining this relationship, the study determined perceptions in the form of desired effectiveness practices and desired participative practices that employees want to see in their colleges. Additionally, this study determined if length of service in current position influences perceptions relevant to current effectiveness practices. This study gathered data from respondents assigned to administrative, faculty, and support staff positions. These respondents were a

representative sample of personnel assigned to the institutions surveyed.

The problem of this study was to determine if there was a relationship between perceived participative management practices and perceived institutional effectiveness among community colleges in North Carolina. The population of the research area was 6,933. A sample of 360 was selected as being representative of the population. The sample represented 5.2% of the population. A total of 277 useable questionnaires, or 76.9% of the sample were included in the data analysis. A 70-item questionnaire was used to collect the data in this research study. Four of the questionnaire items solicited demographic information. The remaining 66 items pertained to current and desired practices relative to perceived participative management and perceived institutional effectiveness. Data collection was in accordance with the Total Design Method prescribed by Dillman (1978). Analysis of variance was used as the statistical procedures to analyze the data.

Summary of the Findings

Using the instruments in this study, it was found that there was a statistically significant relationship

between perceived participative management practices and perceived institutional effectiveness.

Although the perceptions among the various employee categories were found nonsignificant in respect to the perceived effectiveness practices, 17 of 23 desired effectiveness practices included in this study were found to be practices that employees want to see in their colleges. The perceptions of the various employee categories were also found nonsignificant in respect to the perceived participative practices, however, seven of the ten desired participative practices included in this study were found to be practices that employees want to see in their colleges. It was found that length of service in current position does not significantly influence perceptions relevant to institutional effectiveness.

Conclusions

Based on the findings in this study the following conclusions are formulated:

Institutional effectiveness, the result of how well a community college has achieved the goals that have been established for the college, is not the result of efforts by a single individual. According to the Commission on Colleges of the Southern Association

of Colleges and Schools, effectiveness in institutions is dependent on an attitude that includes teamwork and the contributions of many to the process of achieving a common goal. This study confirms the Commission on Colleges statement. The significant relationship between participative management and institutional effectiveness has tremendous implications for practice.

Numerous studies by Zimmerman (1978), Katz and Kahn (1978), Tannebaum (1973), and others have recorded the benefits of participative management. More recently, studies by the Commission on the Future of Community Colleges (1988), McClenney & McClenney (1988), and Peterson (1987) have elaborated on the value of institutional effectiveness to modern community colleges. Previous research, however, has not revealed the relationship between these two important constructs. Community college administrators not only need to encourage employee participation in institution processes, they need to nurture open communication, honest debate on issues, and a sense of community. The development of greater employee participation may have an immediate effect on employee morale. This study found, as previous research by

Miller and Monge (1986) and Zimmerman (1978) have revealed, that employees take a greater interest in their job and the institution when they are involved in the processes of the institution. Peterson (1987) has suggested that a movement needs to be initiated that removes employees at all levels from the highly structured culture of today to creating a more open and participating culture. Increased participation may produce greater acceptance of change, increased cooperation of organization members, and increased acceptability of others ideas. Although the benefits of participation are numerous, it should not be practiced in all situations. Katz and Kahn (1978) revealed that participation may not be appropriate in resolving sensitive personnel actions. Hill (1982) found that the time available to resolve some problems preclude the involvement of some individuals who could contribute to the solution.

Although according to Tannebaum (1973), the management of institutions cannot be entirely relinquished to employees, the concept of participative management has significant implications for practice in community colleges. The economic challenge, assessment, and accountability are among the emerging

issues, facing community colleges, that may be more appropriately coped with through the contributions of many, rather than a few. The expertise of the faculty and staff should be coupled with talents of community college administrators in arriving at the proper blend between what is and what ought to be in these two-year institutions. Effective leaders should not hesitate to make tough decisions. However, these leaders should seek expertise, solicit advice, and genuinely value participative processes.

The Commission on the Future of the North Carolina Community College System (1989), recommends transforming the system to meet the needs of the 21st century. The practice of participative management by those who lead these institutions can contribute to the accomplishment of the transformation goal.

The desired effectiveness practices in the four subcategories identified in this study and listed below are by no means new.

Planning. Responsibilities should be clearly defined, accurate information provided, and major issues addressed.

Objectives, goals, and purpose. Goals should be clearly defined, purpose understood and consistent with

program offerings, objectives developed by needs assessment, and educational outcomes defined by measurable objectives.

Assessment, budget, and professional development.

Professional development should be encouraged, educational needs assessment, and priorities reflected in the budget.

Evaluation. Evaluate programs to determine outcomes, systematic evaluation of personnel, and use evaluation results to improve programs.

These practices are recognized by many authors, scholars, and commissions as being essential to the effectiveness of community colleges. Over 90% of the respondents in this study share the view that these practices are critical to effectiveness in their colleges. However, there is a disparity between current effectiveness practices and desired effectiveness practices.

Administrators would be wise to empower their employees to act on areas of deficiency. The ultimate aim of providing educational opportunity in each community college service area in an effective manner can be achieved by practicing what employees already know.

A major aspect of institutional improvement is that groups are responsible for success, not single individuals. This study found that a concept of shared authority, which involves others in the governance process, along with decentralized decision making are desired participative practices that employees want to see in their colleges. These participative practices are listed below:

Decision making. Decentralize decision making when feasible, disperse the influence over decision making, and consider student opinion.

Governance. A concept of "shared authority" should be used, involve affected and interested people in policy formulation, and involve students. Alfred (1990) has reported that seven out of each ten community college administrators support the idea of sharing decision making. However, only four in ten of these same administrators actually involve others in the decision process. In respect to governance, Alfred (1990) further revealed that more than double the number of faculty who currently participate in some form of governance, reported a desire to be involved in the future.

The concept of institutional effectiveness appears to be here to stay. The involvement of all assigned community college employees in the search for effectiveness, may be the way to approach the future. The practice of participative management is worth a try.

The nonsignificant statistical relationship, between time in current position and current effectiveness practices, suggests that time in current position is not perceived to be critical to effectiveness practices. This finding may also suggest that the experience level of subjects in this study are similar, and therefore causing similar views, without regard for time in current position.

Recommendation

Conduct research to determine if participative management is more cost effective than other management styles that community colleges may practice.

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APPENDIX A

Institutional Population

INSTITUTIONAL POPULATION

By Employee Category of Assignment

North Carolina:

<u>INSTITUTION</u>	<u>ADMIN</u>		<u>FACULTY</u>		<u>SUPPORT STAFF</u>	
	n	s	n	s	n	s
Alamance CC	6		69	4	56	3
Anson CC	5	1	23	2	24	2
Asheville-Buncombe	6	1	83	4	51	3
Beaufort County CC	6		41	2	48	3
Bladen CC	8		18	1	20	2
Blue Ridge CC	6		41	2	44	2
Brunswick CC	4		21	1	30	2
Caldwell CC & TI	5		57	3	57	3
Cape Fear CC	5	1	61	3	67	3
Carteret CC	3	1	38	2	38	2
Catawba Valley CC	6		65	3	60	3
Central Carolina	4		80	4	52	2
Central Piedmont	6	1	233	12	213	10
Cleveland CC	6		47	2	36	2
Coastal Carolina	4	1	105	4	67	4
Col. of Albemarle	6		47	2	36	2
Craven CC	4		36	2	39	2

SUPPORT

<u>INSTITUTION</u>	<u>ADMIN</u>		<u>FACULTY</u>		<u>STAFF</u>	
	n	s	n	s	n	s
Davidson County CC	4		60	3	55	3
Durham TCC	6		80	4	77	4
Edgecombe CC	7		52	3	39	2
Fayetteville TCC	8	1	171	9	143	7
Forsyth TCC	5		100	5	62	3
Gaston College	6		89	5	73	4
Guilford TCC	4	1	163	9	148	7
Haywood CC	5	1	62	2	44	2
Isothermal CC	7		47	2	61	3
James Sprunt CC	5		33	2	31	2
Johnston CC	7		88	5	42	2
Lenoir CC	5		76	5	70	3
Mayland CC	4		26	2	27	2
Martin CC	6		27	2	38	2
McDowell TCC	6		21	2	32	2
Mitchell CC	6	1	41	2	54	3
Montgomery CC	6		27	2	21	1
Nash CC	6	1	38	2	37	2
Pamlico CC	2	1	8	1	16	1
Piedmont CC	5		34	2	53	3
Pitt CC	4		85	4	76	4

<u>INSTITUTION</u>	<u>ADMIN</u>		<u>FACULTY</u>		<u>SUPPORT STAFF</u>	
	n	s	n	s	n	s
Randolph CC	6	1	47	2	54	3
Richmond CC	5		34	2	48	2
Roanoke-Chowan CC	7	1	25	1	39	1
Robeson CC	5		41	2	2	2
Rockingham CC	4	1	45	1	46	1
Rowan-Cabarrus CC	4		48	2	45	2
Sampson CC	5		43	2	37	2
Sandhills CC	8		90	4	55	3
Southeastern CC	4	1	50	3	56	3
Southwestern CC	5		52	3	35	2
Stanly CC	6		38	2	50	3
Surry CC	6	1	64	3	38	2
Tri-County CC	5		18	1	17	1
Vance-Granville CC	6	1	52	1	57	3
Wake TCC	6	1	148	6	130	6
Wayne CC	3		82	4	75	4
Western Piedmont	6	1	56	3	51	3
Wilkes CC	5		58	3	68	4
Wilson TCC	4		35	2	48	3
TOTALS	308	20	3461	175	3168	165

APPENDIX B

Request to use Education Testing Service Survey, MC2
Educational Consultants Survey, and their replies

314 Hillcrest Hall
Virginia Tech
Blacksburg, VA 24061
April 17, 1989

Education Testing Service
College and University Program
ATTN: Ms. Carol Owen
Princeton, NJ 08541

Dear Ms. Owen:

I am a doctoral student at Virginia Tech. My research topic involves the relationship between participative management and perceived institutional effectiveness at community colleges in North Carolina.

Request permission to use 12 items pertinent to democratic governance that are included in your "Institutional Functioning Inventory" to collect data for my doctoral research. The specific items that I desire are attached as an enclosure. The items are planned for use substantially as written to survey ten individuals in each of 58 community colleges in North Carolina during the summer of 1989.

Thank you for your support.

Sincerely,

James L. Person

Enclosure

314 Hillcrest Hall
Virginia Tech
Blacksburg, VA 24061
April 17, 1989

Dr. Kay M. McClenney
Mc2 Educational Consultants
29016 Clover Lane
Evergreen, Colorado 80439

Dear Dr. McClenney:

I am a doctoral student at Virginia Tech. My research topic involves the relationship between participative management and perceived institutional effectiveness at community colleges in North Carolina.

Request permission to use one of your data gathering instruments, "Managing for Institutional Effectiveness: An Institutional Assessment Survey", to collect data for my doctoral research. A copy of the instrument I would like to use is attached.

Thank you for your support.

Sincerely,

James L. Person

Enclosure

Phone: (703)-232-4007

EDUCATION TESTING SERVICE

PRINCETON, N.J. 08541

May 26, 1989

Mr. James L. Person
Virginia Polytechnic Institute
and State University
314 Hillcrest Hall
Blacksburg, VA 24061

Dear Mr. Person:

Ms. Carol Owen has asked me to provide you with permission to use items from the Institutional Functioning Inventory in your doctoral research. It is understood that you will reproduce copies substantially as written to survey individuals in community colleges in North Carolina. Educational Testing Service is pleased to grant this permission, which is nonexclusive and royalty-free, under the following conditions:

1. The copyright notice will appear on each reproduced copy as printed on the original followed by the words "Reproduced by permission."
2. The material is to be used only for the research purpose described in your letter. Any further, use of this material will require an additional permission from ETS.
3. Following completion of your research all IFI material will be destroyed, except for one archival copy.

If these arrangements are satisfactory, please sign both copies of this letter and return one copy to me for our records.

Sincerely,

ACCEPTED AND AGREED TO

James L. Person

Helen C. Weidenmiller
Associate Director
Copyrights, Licensing and
Trademarks

BYRON and KAY McCLENNEY
29016 Clover Lane
Evergreen, Colorado 80439
(303) 674-8347

April 19, 1989

James L. Person
314 Hillcrest Hall
Virginia Tech
Blacksburg, VA 24061

Dear Mr. Person:

This letter will serve as confirmation of permission granted for you to use our instrument, "Managing for institutional Effectiveness: An Institutional Assessment Survey," to collect data for your doctoral research. We assume, of course, that the source for the instrument will be appropriately noted. In addition, if possible, we would be greatly interested in acquiring a copy of your completed research.

As I indicated during our telephone conversation, the instrument was developed for informal uses and has not been formally analyzed in terms of reliability and validity.

Certainly we wish you well in your research efforts and will be interested to hear about your results!

Sincerely,

Kay M. McClenney

APPENDIX C
Questionnaire

Survey
of
Factors Relevant to Institutional Effectiveness

Dissertation Research

by

James L. Person
Virginia Tech
Blacksburg, Virginia

April 1991

Please Return Promptly!

Survey Control Number _____

INSTITUTIONAL EFFECTIVENESS SURVEY

This survey is designed to identify factors relevant to institutional effectiveness. In it you will be asked your perceptions about your institution. Questions in Section I pertain to what is being done at your institution; questions in Section II pertain to what you perceive should be done at your institution; and questions in Section III solicit demographic data. Please indicate the extent to which you agree with each of the statements by selecting the response choice below that most nearly reflects your opinion.

D=disagree; TD=tend to disagree; TA=tend to agree; A=agree

SECTION I

Please answer the following questions in respect to what is being done at your institution.

1. Leadership for planning is provided by top-level administrators. D TD TA A
2. Responsibilities for planning are clearly defined. D TD TA A
3. An institutional research component is providing accurate information for planning. D TD TA A
4. Major institutional issues are addressed through the annual planning process. D TD TA A
5. Expected educational outcomes are defined in the form of measurable objectives. D TD TA A
6. Written objectives are used in each course. D TD TA A

- | | | | | | |
|-----|--|---|----|----|---|
| 7. | Educational objectives are developed through a formal process of needs assessment. | D | TD | TA | A |
| 8. | Institutional goals are clearly defined. | D | TD | TA | A |
| 9. | Desirable outcomes of the institution are expressed through educational goals. | D | TD | TA | A |
| 10. | The institutional purpose is understood throughout the institution. | D | TD | TA | A |
| 11. | Educational programs are consistent with the institutional purpose. | D | TD | TA | A |
| 12. | Institutional decision making is decentralized whenever feasible. | D | TD | TA | A |
| 13. | This institution is dominated by a single "administrator" point of view. | D | TD | TA | A |
| 14. | Influence over decision making is widely dispersed rather than tightly held. | D | TD | TA | A |
| 15. | Student opinion is considered when policy decisions affecting students are made. | D | TD | TA | A |
| 16. | A small formal group of individuals are running this institution. | D | TD | TA | A |

- | | | | | | |
|-----|---|---|----|----|---|
| 17. | In arriving at institutional policies, attempts are made to involve all the individuals who will be directly affected. | D | TD | TA | A |
| 18. | In dealing with institutional problems, attempts are made to involve interested persons. | D | TD | TA | A |
| 19. | Students are involved in campus governance. | D | TD | TA | A |
| 20. | A concept of "shared authority" (by which the faculty and administration arrive at decisions jointly) is the system of governance on this campus. | D | TD | TA | A |
| 21. | Governance of this institution is clearly in the hands of the administration. | D | TD | TA | A |
| 22. | Important institutional priorities are reflected in the budget. | D | TD | TA | A |
| 23. | The college is assessing the educational needs of its service area. | D | TD | TA | A |
| 24. | Processes are established for the systematic assessment of student educational outcome. | D | TD | TA | A |
| 25. | Institutional programs are evaluated to determine their outcomes. | D | TD | TA | A |

26. The results of evaluation are used to improve programs. D TD TA A

Processes are established for the systematic evaluation of...

27. ...administrators. D TD TA A

28. ...full-time faculty. D TD TA A

29. ...part-time faculty. D TD TA A

30. ...instructional programs. D TD TA A

31. ...student services programs. D TD TA A

32. ...instructional support services. D TD TA A

33. Professional development for the entire college staff is encouraged. D TD TA A

SECTION II

Please answer the following questions in respect to what should be done at your institution.

34. Leadership for planning should be provided by top-level administrators. D TD TA A

35. Responsibilities for planning should be clearly defined. D TD TA A

36. An institutional research component should be providing accurate information for planning. D TD TA A

37. Major institutional issues should be addressed through the annual planning process. D TD TA A

- | | | | | | |
|-----|--|---|----|----|---|
| 38. | Expected educational outcomes should be defined in the form of measurable objectives. | D | TD | TA | A |
| 39. | Written objectives should be used in each course. | D | TD | TA | A |
| 40. | Educational objectives should be developed through a formal process of needs assessment. | D | TD | TA | A |
| 41. | Institutional goals should be clearly defined. | D | TD | TA | A |
| 42. | Desirable outcomes of the institution should be expressed through educational goals. | D | TD | TA | A |
| 43. | The institutional purpose should be understood throughout the institution. | D | TD | TA | A |
| 44. | Educational programs should be consistent with the institutional purpose. | D | TD | TA | A |
| 45. | Institutional decision making should be decentralized whenever feasible. | D | TD | TA | A |
| 46. | This institution should be dominated by a single "administrator" point of view. | D | TD | TA | A |
| 47. | Influence over decision making should be widely dispersed rather than tightly held. | D | TD | TA | A |

48. Student opinion should be considered when policy decisions affecting students are made. D TD TA A
49. A small formal group of individuals should be running this institution. D TD TA A
50. In arriving at institutional policies, attempts should be made to involve all the individuals who will be directly affected. D TD TA A
51. In dealing with institutional problems, attempts should be made to involve interested persons. D TD TA A
52. Students should be involved in campus governance. D TD TA A
53. A concept of "shared authority" (by which the faculty and administration arrive at decisions jointly) should be the system of governance on this campus. D TD TA A
54. Governance of this institution should be clearly in the hands of the administration. D TD TA A
55. Important institutional priorities should be reflected in the budget. D TD TA A
56. The college should be assessing the educational needs of its service area. D TD TA A
57. Processes should be established for the systematic assessment of student educational outcome. D TD TA A

- | | | | | |
|---|---|----|----|---|
| 58. Institutional programs should be evaluated to determine their outcomes. | D | TD | TA | A |
| 59. The results of evaluation should be used to improve programs. | D | TD | TA | A |
| Processes should be established for the systematic evaluation of... | | | | |
| 60. ...administrators. | D | TD | TA | A |
| 61. ...full-time faculty. | D | TD | TA | A |
| 62. ...part-time faculty. | D | TD | TA | A |
| 63. ...instructional programs. | D | TD | TA | A |
| 64. ...student services programs. | D | TD | TA | A |
| 65. ...instructional support services. | D | TD | TA | A |
| 66. Professional development for the entire college staff should be encouraged. | D | TD | TA | A |

SECTION III

Demographic Data

Check the response that describes you best.

67. How long have you been in your current position?

- less than one year
- between one and ten years
- more than ten years

68. What is your current position?

- President
- Vice President
- Dean
- Division Chair
- Department Chair
- Faculty
- Counselor
- Librarian
- Other

69. What is your gender?

- Female
- Male

70. What is your highest earned educational degree?

- Doctorate
- Masters
- Bachelors
- Other (specify) _____

Thank you for completing this survey as accurately as possible.

Please return to: James L. Person
Halifax Community College
P. O. Drawer 809
Weldon, NC 27890

VITA

VITA

James Lunceford Person
P. O. Box 111
Weldon, North Carolina

EDUCATION

- 1992 Ed.D. in Junior and Community College Education
Virginia Polytechnic Institute and State
University
- 1971 M.S. in Educational Administration
Jackson State University (Jackson, MS)
- 1958 B.S. in Industrial Arts
North Carolina A & T State University
- 1982 A.A.S. in Business Administration
Halifax Community College (Weldon, NC)

PROFESSIONAL EXPERIENCE

- Dean of Student Affairs, Halifax Community College,
Weldon, North Carolina (1989 - present).
Planned, coordinated and supervised all aspects
of student personnel development.
- Dean of Evening Programs, Halifax Community College,
Weldon, North Carolina (1983 - 1989). Planned
course offerings, selected and supervised the
evening faculty.
- Director of Emergency Management, Halifax County,
Halifax, North Carolina. (1979 - 1983).
Developed emergency plans for disaster relief and
assistance, conducted training for emergency
response forces, and coordinated disaster
relief resources.
- Military Service. Specialized in long range planning and
education support activities.

DATE OF BIRTH: June 11, 1936

A handwritten signature in black ink, appearing to read "James L. Person", written over a horizontal line.