

Reasons Given by Teachers for Their Curriculum Choices

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Implementing curriculum innovations can be conceptualized as influencing the decisions teachers make about their classroom instruction. The effectiveness of implementation strategies depends on knowledge about how teachers make such decisions and why. This study examined the reasons given by 81 teachers for their curriculum decisions.

On peut penser que la mise en oeuvre d'innovations apportées à un programme d'études influence les décisions que prennent les maîtres en ce qui concerne leur enseignement en classe. Pour le bon succès des "stratégies" de mise en oeuvre, il faut connaître la manière dont les maîtres prennent les décisions en question, ainsi que les raisons pour lesquelles ils les prennent. Cette étude examine les raisons données par 81 enseignants, au cours d'entrevues d'une durée de deux à trois heures.

Empirical studies of teachers' preactive decision-making processes or planning behavior have occurred only since 1970; the number of studies published to date is very modest indeed (Clark & Yinger, 1978, p. 4). A significant proportion of this research is designed to identify the most salient influences on teachers' decision-making (Bredo, 1977; Calloway, 1977; Charters, 1976; Zahorik, 1975; Taylor & Reid, 1971; Lortie, 1975; MacIntosh, 1977; Yinger, 1978; Rafky & Beckerman, 1972; Rayder & Body, 1975). This research suggests that the number of such influences will be small; the major influences will include the teacher's own experience, the opinion and behavior of students and, to a lesser degree, the principal and other teachers in the school. Few investigators have attempted to account for this pattern of influence. The purpose of this study was to identify the reasons teachers give for their curriculum decisions and relate such reasons to a plausible pattern of teacher needs. To achieve this purpose, a four-category system for classifying needs was initially adopted. With this system as a heuristic framework, results of previous research on teacher motivation were used to develop a refined set of needs subcategories and types of teacher responses characteristic of each subcategory. Interview data were analyzed to determine the relative importance attached to this refined set of needs subcategories. The re-

search question of primary interest was: "What basic needs do teachers attempt to fulfill through their classroom curriculum work?" Other questions pursued less systematically included: "How do teachers go about trying to fulfil these needs?" and "What aspects of their professional environment do they perceive to be most helpful in meeting these needs?"

Answers to questions guiding the investigation help explain patterns of teacher-initiated classroom activity. In this context curriculum choices are viewed as attempts to fulfil teachers' basic needs in their work setting. Some choices will be more instrumental than others in meeting these needs; teachers will attempt to optimize the fulfilment of professionally linked needs in part through curriculum decision-making. Knowledge of needs teachers strive to fulfil through such decision-making should be especially useful in attempting to assist teachers in implementing classroom curriculum innovations. Innovations perceived by teachers as helpful in fulfilling classroom linked needs are likely to be the subject of more implementation effort than those not so perceived.

METHOD

A System for Classifying Expressed Teacher Motives

Development of a system for relating teachers' expressed reasons (motives) for curriculum decision-making to a plausible pattern of teacher needs involved a methodological compromise; the compromise was between a priori adoption of a fixed theoretical lense for collecting and classifying data and what Glaser and Strauss (1967), for example, recommend in the development of grounded theory. Four of the five categories of Maslow's (1970) needs hierarchy¹ (security, affiliation, esteem, and self-actualization) were adopted as theoretical starting points for the classification system; the hierarchical nature of these needs was not considered relevant to the study. With the definitions of these categories offered by Maslow, empirical literature related to teacher motivations (Herzberg, 1966; Porter, 1961; Jackson & Belfort, 1965; Lortie, 1975; Taylor, 1970; Spuck, 1974) was analyzed; the 98 need-related statements found in that literature were broadly classified using Maslow's four categories. Then, using the constant comparative method (Glaser & Strauss, 1976), some 16 subcategories of plausible needs teachers strive to fulfil in their work setting and 46 types of statements indicative of the needs categories identified in the literature were identified. These subcategories along with the exemplifying teacher responses are summarized in Table 1.

Data Analyses

Taped interviews from two to three hours in length were conducted with 81 randomly selected elementary and secondary school teachers in three

school systems about the influences on the processes they employed to make classroom curriculum decisions. In particular, the present study focussed on the reasons given by teachers for making the decisions they reported (why they were influenced as they reported to be).

Interview questions were generated from a conceptualization of classroom curriculum decisions based on a cross-multiplication of curriculum functions (planning/development, implementation, evaluation) and curriculum dimensions (global concepts or broad aims, objectives including content, materials, teaching strategies, and assessment tools) to yield 15 categories of decisions and related sets of questions.² These questions were posed in the context of a preselected area of the teacher's program, an area for which there existed a board curriculum guideline. The general form of an example question generated by this framework would be, "On what basis do you choose objectives when you are planning your language arts program?"

In practice, the interviews were more open-ended than the system for generating questions suggests; interviewers collected data about each category of decision using less obvious questions to begin with (e.g., "Tell me what you did in your language arts class last week.") followed by probes as needed to elicit complete information for each decision category.

Four interviewers collected the data. These interviewers were trained in the context of observing 10 pilot interviews, extensive review of framework for generating questions, and feedback from the investigators about three pilot interviews conducted by each of the interviewers.

The coding of responses was carried out directly from the interview tapes; relevant responses were transcribed and stored for analysis. The total number of coded responses from the 81 subjects was 588. One hundred of these were chosen at random to establish the reliability of the coding procedure.

RESULTS

Quantitative Analysis of Data

Using seven coders and an odd-even item split-half reliability procedure (Kerlinger, 1973, p. 448), the reliability of coding procedures was established as .80.

Table 2 illustrates the frequency of responses by category of need. In the Fulfilment of Self category, for example, 62 respondents made no statements codable in this category, 18 made one such statement, and 1 person made two such statements. Over the total sample, the mean number of responses per person codable into this category was .25, the standard deviation of the distribution of these 19 statements was .45, and the standard error of measurement was .05.

TABLE 1
*Summary of Types of Teacher Responses Indicative of Each
 Needs Categories Identified from Literature*

<i>Needs Category</i>	<i>Types of Teacher Responses Indicative of Each Needs Category</i>
Self-actualization	
Fulfilment of self	* forget your own problems * spiritual quality to the work aesthetics * living out unfulfilled ambitions * enjoyment of classroom space
Growth	* time for study and travel * understanding of human nature
Insight	* sudden flash of insight by a child * humorous spontaneous reaction * child overcoming learning obstacles * demystification of learning process
Esteem	
Identification with term "teacher"	* respect on basis of "teacher" * identification with profession
Recognition by others	* superiors * peers * students * parents
Achievement feelings	* good test results * students successful later * student improvement in written work
Independence, freedom, and flexibility	* use ideas of independence, freedom, flexibility * guide allows freedom * unplanned lessons okay * no interference or governance
Usefulness	* service to society * providing a base for students' future * laying ground for future schooling
Affiliation	
Affiliation with schools	* family tradition
Affiliation with superiors	* principal as friend
Affiliation with peers	* teachers as friends * group planning
Affiliation with students	* student interest and understanding * children's enjoyment * emotional attachment * student's friend * student-teacher communication

Security	
Routine	* class control * repeated experience from past * extensive personal planning
Fair supervision	* more direction * requiring service
Income and position	* maintain salary * maintain position
Organizational policies and protocols	* better curriculum guides * reliance on curriculum guides * prescribed texts, tests, or memos * policies to protect from outside influence

TABLE 2
Responses by Needs Category

<i>Needs Category</i>	<i>Frequency</i>								$\bar{X}$	<i>s.d.</i>	<i>s.e.</i>
	0	1	2	3	4	5	6				
Fulfilment of self	62	18	1	0	0	0	0	.25	.45	.05	
Growth	77	4	0	0	0	0	0	.05	.22	.02	
Insight	75	6	0	0	0	0	0	.05	.26	.03	
Identification	77	4	0	0	0	0	0	.05	.22	.02	
Recognition	56	19	4	2	0	0	0	.41	.70	.08	
Achievement	33	29	16	2	1	0	0	.89	.90	.10	
Independence	16	44	13	5	2	0	1	1.22	1.05	.12	
Usefulness	23	47	7	4	0	0	0	.90	.75	.08	
Affiliation: schools	76	5	0	0	0	0	0	.06	.24	.03	
Affiliation: superiors	77	3	1	0	0	0	0	.06	.29	.03	
Affiliation: peers	52	26	2	1	0	0	0	.41	.61	.07	
Affiliation: students	8	25	20	20	6	2	0	1.96	1.22	.14	
Routine	67	13	1	0	0	0	0	.19	.42	.05	
Fair supervision	75	6	0	0	0	0	0	.07	.26	.03	
Income and position	78	3	0	0	0	0	0	.04	.19	.02	
Organizational policies	43	29	6	1	2	0	0	.64	.87	.10	

Table 3 indicates that many of the teacher motives noted in the literature upon which the categories were generated are not identified as significant by the sample of teachers in this study.

TABLE 3
Ranking of Needs Categories

<i>Rank</i>	<i>Needs Category</i>	<i>Number of subjects</i>	<i>Percent of 81</i>	<i>Number of responses</i>
1.	Affiliation: students	73	90.1	159
2.	Independence	65	80.2	99
3.	Usefulness	58	71.6	73
4.	Achievement	48	59.3	71
5.	Organizational policies	38	46.9	52
6.	Affiliation: peers	29	35.8	33
7.	Recognition	25	30.9	33
8.	Fulfilment of self	19	23.5	20
9.	Routine environment	14	17.3	15
10.	Insight	6	7.4	6
11.	Fair supervision	6	7.4	6
12.	Affiliation: schools	5	6.2	5
13.	Growth	4	4.9	4
14.	Identification	4	4.9	4
15.	Affiliation: superiors	4	4.9	5
16.	Income and position	3	3.7	3

NOTE: $n=81$.

Fewer than 20% of the sample made statements that could be coded in any of 8 of the 16 categories. The self-fulfilment categories of Growth (4.9%) and Insight into the Human Condition (7.4%), the esteem category of Identification with the Term: Teacher (4.9%), the affiliation categories of Affiliation with Schools (6.2%) and Affiliation with Superiors (4.9%), and the security categories of Routine (17.3%), Fair Supervision (7.4%), and Income and Position (3.7%) were all so infrequently mentioned that they could be considered as relatively unimportant bases for action for teachers in this sample. These eight categories accounted in total for only 48 or 8.2% of the 588 coded responses.

Qualitative Analysis of Categories of Teacher Needs

This section of the study reports in detail the results of a qualitative analysis of the seven categories of needs most frequently identified by teachers' responses. In each case specific excerpts from the interviews are included to give the reader a better understanding of the needs teachers report seeking to fulfil through their curriculum decision making. As well, responses in most categories are analyzed within a framework for defining the context of curriculum decisions. The framework distinguishes among planning, implementing, and evaluating decisions in relation to five

selected dimensions of the curriculum including objectives, materials, instructional methods, assessment tools, and global concepts.

Affiliation with students. Teachers' reasons for curriculum choices more frequently indicated needs for affiliation with students than any other single category of need; 73 or 90.1% of respondents provided these types of reasons. Information available as a result of Affiliation with Students appeared to be a central basis for direct and immediate assessment of the adequacy of a variety of curriculum decisions. About half (80 of 159) of the decision statements centred on maintaining student interest, the rest on obtaining student understanding.

Expressed needs for affiliation with students were examined across the functions of planning, implementing, and evaluating of each of the elements of the curriculum: objectives, materials, methods, assessment tools, and global conceptions. Table 4 displays the distribution of these statements by curriculum function and element.

TABLE 4
"Affiliation with Students" Rewards from Interest and Understanding

	<i>Planning</i>	<i>Implementing</i>	<i>Evaluating</i>
Objectives	25	0	9
Materials	11	12	3
Methods	0	28	38
Assessment Tools	0	1	0
Global Conceptions	1	0	6

Planning of objectives and materials (36 statements), implementing of materials and methods (40 statements), and the evaluation of objectives and methods (47 statements), account for 77% of the total Affiliation with Students statements. Over 60% of the sample indicated that they evaluate their choice of methods and content on the basis of student interest. This is done on a minute-by-minute basis and contributes highly to what Jackson and Belford (1963) first called the "opportunistic nature of teaching." It is also the basis for Lortie's (1975) label of the teacher as an "entrepreneur of psychic goods."

The following quotations represent the range of responses included in this category of satisfactions:

I will switch my materials and methods to alleviate boredom, help with understanding, and to create interest and help learning. (Female elementary teacher, 3 years' experience).

I evaluate my teaching strategies by the quality of the feedback or feelings I get from the kids. (Male elementary teacher, 12 years' experience).

If he's happy about it, if he's clapping his hands, if he looks excited, and asks for you to read it the next day, to me that's appreciation. If he can tell

you he understands it, if he goes over it with you or says something that you think "must have understood that, must have really enjoyed that," I think to me: That's good enough. (Female elementary teacher, 6 years' experience).

A successful lesson is one in which the students are enthusiastic. From the quality of their questions and talk, you can tell whether they understand. It's an overall feeling I get. (Male secondary teacher, 5 years' experience).

Since many teachers use student interest and the quality of student responses to evaluate their methods and content selection, it is not surprising to find these as the criteria for selection in planning and implementing those features of their curricula:

The reason we're on Africa is not because it's on a curriculum guide, but because of the students' interests. It's not the content that's important, it's what you're trying to get them to understand. Where we go after Africa I could not state definitely—it's going to depend on their interests. I want their interest. (Female elementary teacher, 3 years' experience).

I choose objectives that will be interesting to the students, things that will get them interested and talkative in class. I base my curriculum on interest and usefulness. (Male secondary teacher, 21 years' experience).

Independence, freedom, and flexibility. Sixty-five or 80.2% of the teachers indicated in 99 statements that they tried to meet needs for independence, freedom, and flexibility. Seventy-two percent of these 65 responses explicitly used these or comparable terms: the remaining 28% of statements indicated extreme self-reliance on personal beliefs, preferences, and judgments. Table 5 indicates how these statements were arrayed on the curriculum framework underlying the data collection. This category of needs clustered primarily around decisions related to planning of objectives. The three following responses clarify why these needs are present:

Almost every month, I find that things haven't worked out the way they were planned. So you're always continually shuffling your aims, your goals for the month—ah—really, I think it's alive for the teacher. (Male elementary teacher, 4 years' experience).

We are given learning outcomes (an organizational protocol) but we can accept, reject, or modify them. This is very important to me to know that I can adjust these to meet my situation. (Female elementary teacher, 4 years' experience).

Something will pop up that will prove more valuable in the morning session, or something that I thought would be a real blockbuster turned out to be a rainstorm, so I just don't even bother with that in the afternoon. And maybe some silly little thing that I never even thought of turns out to be the high point in the lesson, so that's what I go after in the afternoon lesson. The lesson is quite often changed from group to group and I have to remain flexible. (Female secondary teacher, 12 years' experience).

Because teachers are confronted with partially unpredictable and shifting expressions of student interest and understanding, the need for flexibility in choosing what to teach and when to teach it is highly rational for

TABLE 5
Esteem Satisfactions of "Independence, Freedom, and Flexibility"

	<i>Planning</i>	<i>Implementing</i>	<i>Evaluating</i>
Objectives	32	0	0
Materials	4	0	0
Methods	17	13	0
Assessment Tools	0	0	0
Global Conceptions	5	0	0

the teacher. Without flexibility and relative independence teachers could not act on the basis of the immediate feedback from students considered critical to the continued maintenance of a successful, co-operative classroom environment. This could explain why teachers are reported (Wolcott, 1977; Doyle & Ponder, 1978) to resist significant external control.

Most of the remainder of the entries in Table 5 focus on instructional methods. While they are split between the functions of planning and implementing the need for spontaneous responses to student feedback suggests that they occur in close temporal proximity. Almost at once, preplanned activities are assessed, replanned, implemented, and re-evaluated during the course of a lesson, as the following excerpt illustrates:

I like to use my own diagnostics and methods because they let me tailor my program to my kids in my own way. I've got a particular style of teaching and the ideas just come from the back of my head, or from a magazine, or from another teacher. I just think that I modify ideas and use them. I can't write my plans down because there are too many things that cause it to change. I have to be able to react to something that happens on the spur of the moment. (Male elementary teacher, 33 years' experience).

Usefulness. The 73 responses from 58 teachers related to the need for esteem based on feelings of professional usefulness indicate that teachers strive to achieve different goals for different students. Perhaps because of the wide variation in ability of students, fulfilment of this need demands tailoring one's aspirations to the student material with which one is working. In order to be useful one must be successful in preparing relatively able students for future schooling. With less able students it may be enough to provide them with basic skills to survive happily in the community, or even more modestly, to engage in some fundamental socialization. The following two excerpts illustrate teachers' responses included in this category of need:

With four-year students, you're hoping that they will develop the skills of reading and writing so they can get along in the community. With the advanced students, you're hoping that they will absorb enough material as well as the skills to attend institutions of further education. (Female secondary teacher, 10 years' experience).

The children come in with different backgrounds — some come in who haven't seen a book, or very few, and probably haven't talked to anyone except their own peers and so, for one thing, what I do helps to get them all on an equal footing. You have so many shy children coming in who just don't want to talk and if you can motivate them to want to speak and express their ideas in a group situation, then that gives them confidence in themselves. We focus on socialization rather than skill attainment. Socialization is the main purpose and any skill attainment is a bonus, really. (Female elementary teacher, 22 years' experience).

Given such differentiation of criteria for judging usefulness a wide array of teacher behaviors and student responses are admissible as positive evidence. This is a reasonable psychological mechanism for coping with momentary unfavorable self-evaluation based on cues from small numbers of students. Temporary losses of student interest, and failure to understand can occasionally be rationalized away by applying different criteria to the same data.

Achievement. Responses classified and discussed above suggest that teachers have a strong need to feel professionally useful. Expressions of student interest and learning gleaned through close affiliation with students provide the data for judging one's usefulness; classroom independence, freedom, and flexibility are valued as instruments for maximizing the possibility of receiving favorable student responses and thus maximizing one's feeling of usefulness. The 71 responses (from 48 teachers) classified as indicating achievement needs confirm the fundamental professional goal valued by teachers — student progress. These responses also tend to suggest that, while student interest is an important short-term criterion of success, in the long run, cognitive competence is what really counts. Feelings of achievement, in the long run, depend on student demonstrations of such competence:

Objective test results which give me satisfaction when I see the kids are actually picking up knowledge. My relationship with the kids and evidence of accomplishment are what I need to know are good. I gave the kids a standardized test and they "aced" it. (Male secondary school teacher, 1 year's experience).

Every now and then I get a great deal of satisfaction when I see some real improvement in students' writing. We have difficulty in language knowing about our success because we have no concrete measures of success. A lot of it won't show up for years. (Female secondary teacher, 20 years' experience).

I see kids improve their behavior and I feel good about that. I think kids are good reflections of their teachers. They're good mirrors. (Female elementary teacher, 10 years' experience).

Organizational policies and protocols (guidelines). A substantial minority of respondents (46.9%) indicated security-related needs for firm organizational policies. These needs were evident in uses made by teachers of both curriculum guidelines and formal tests and grading policies.

Needs for curriculum guidelines would seem to conflict with needs for independence, freedom, and flexibility already shown to be strong; indeed, on the surface these appear to be mutually exclusive needs. But teachers' responses indicate that a complete, varied, well-organized curriculum guideline (preferably one that contains a variety of proven assessment tools) (a) saves them time in the preparation of materials, (b) takes the worry out of the sequencing of topics, and (c) provides reliable and trustworthy tests. However, they reserve the right to deviate from the content if it seems to be in conflict with what they perceive are the students' needs and abilities. As long as the teachers are able to carry on teaching from a guideline with evidence signifying student achievement and interest, they are happy to have it and appear likely to use it extensively. Teachers see the guideline as allowing them the time they require to exercise the independence, freedom, and flexibility needed elsewhere in their teaching. Good curriculum guides save teachers from having to do excessive amounts of work, as indicated by the following comments:

The continuum (a mathematics curriculum guideline) is the anchor of my program to provide the skills necessary. I don't assess the continuum and placement tests because I know there are people at the board office who are doing that for us. That's one of the reasons I like to use them — I don't have to continually assess them. We're lucky that they have spent so much time developing the continuum. It's a valuable resource to me. (Male elementary teacher, 12 years' experience).

I think that what the guide has done has helped me to sort out how to approach the topics — the sequences to follow. I've found that it's very helpful. It's there and it's nice to have something there to go to. (Female elementary teacher, 7 years' experience).

Teachers also use organizational policies (in this case tests and grading policies) as protective devices against outside interference from parents and superiors. When a student evaluation is based on spontaneous, informal, and (some would say) unreliable bases, some teachers express anxiety about their ability to be accountable to parents and/or superiors. The procedures for reporting student progress to parents (report cards or parent interviews) are usually prescribed by organizational policy. Many teachers use results in the form of multiple raw marks averaged over varying lengths of time to substantiate their subjective judgments about the child's progress. This allows them to carry on doing what they have been doing without subjecting their more informal and spontaneously collected data to external review:

I keep a lot of marks and average them out. In case somebody crabs I can show them why the mark is what it is in the report card. (Female elementary teacher, 8 years' experience).

I will use marks to protect myself against parents — without report cards

and parents I would still test, but I would use them differently and less frequently. (Male elementary teacher, 11 years' experience).

When a parent comes to me and says "Why is he not doing well?" I have the tests to show the parent and to prove my point. (Female elementary teacher, 6 years' experience).

Affiliation with peers. Twenty-nine teachers in the sample (35.8%) provided responses indicating affiliation needs fulfilled through rather extensive peer interaction during the course of making curriculum planning decisions. The proximal goals of such interaction included minimizing workload, increasing the array of curricular alternatives from which to choose, increasing the similarity of curricular offerings across classes, and obtaining additional evidence of one's effectiveness. Teachers expressed themselves on these issues as follows:

The three of us teaching Grade 7 share the work of lesson planning, test making, and profile (marks) keeping — this cuts my workload and assures that all classes are getting the same thing. (Female elementary teacher, 32 years' experience).

I work in an open area with six other teachers. My partner and I plan everything together — we write learning outcomes, develop materials, share children, and so on. It's great feedback when you are working with a good partner. (Female elementary teacher, 11 years' experience).

Other teachers and I sit down and share ideas and I like that very much. We really work very well together. Sometimes I have depended strongly on other teachers but as I have gone along gaining confidence, the dependence has been dropped and I really enjoy sharing things now. (Female secondary teacher, 12 years' experience).

Esteem: recognition by others. Esteem needs fulfilled through recognition by others were evident in responses from 25 teachers (30.9%) in the sample. The "others" identified as significant by teachers included fellow teachers (9 respondents), parents (9), superordinates (7), and students (8). Eight teachers identified two of these sources and 17 identified only one. The general tenor of responses indicates that such recognition does not have the same instrumental value in relation to proximal goals as did affiliation with peers during curriculum planning. Perhaps precisely because such recognition is relatively scarce and not predictably obtainable, however, it seems to be an especially strong source of satisfaction for those who identify it:

I appreciate it when other teachers borrow lessons or materials from me. (Female elementary teacher, 10 years' experience).

I would be thrilled if someone took my planning (learning outcomes) and used them. (Female elementary teacher, 5 years' experience).

The principal came into my class and afterwards he put a smile on my face when he said it was a good lesson. (Male secondary teacher, 3 years' experience).

I have had some really good feelings from some parents who come in and say how pleased they are with what we have done. (Female elementary teacher, 10 years' experience).

SUMMARY AND CONCLUSION

The study began with the premise that classroom curriculum decision-making may be viewed by teachers as an instrument for optimizing the fulfilment of selected, professionally linked needs. Identifying these needs is helpful in explaining the pattern of influences on teachers' curriculum decision-making. The purpose of the study was to identify reasons offered by teachers for their classroom curriculum decisions and relate these reasons to a pattern of teacher needs.

Most teachers in the sample appeared to be motivated by only half of the 16 needs categories derived from the literature. Four of these eight needs categories related in some direct fashion to evidence of student "learning," "progress," or "understanding": Affiliation with Students was for the purpose of obtaining information about the effects of classroom action on student learning; feelings of Usefulness depended on estimates of goal achievement by different groups of students; realizing Achievement Needs depended on "the kids actually picking up knowledge"; Independence and Flexibility was seen as essential to most effectively respond to unpredictable learning needs of students.

Two of the remaining four categories of needs are based on keeping the teaching task to manageable proportions: the provision of "Organizational Protocols" limits the variety of responses that can be demanded of a teacher; "Affiliation with Peers" provides professional judgment about what will be effective with students, thereby reducing the need for personal experimentation. Seventh and eighth ranked needs included "Recognition by Others" and "Fulfilment of Self."

As a whole these data support a strong achievement need motivating teachers' curriculum choices, where evidence of student learning is required for the achievement need to be fulfilled; secondary evidence include recognition by others. The main implication for those assisting teachers in implementing classroom curriculum innovations would seem to centre on providing convincing evidence of student interest and learning. It seems likely that, in the absence of compensating sources of needs fulfilment, teachers will be readily attracted to changes they perceive likely to enhance student interest and learning.

NOTES

¹ A detailed rationale for these decision categories and the related sets of questions is presented in K. Leithwood, J. Ross, D. Montgomery, and F. Maynes, *An empirical investigation of teachers' curriculum decision-making processes and strategies used by curriculum managers to influence such decision-making*. Final report of the tri-county curriculum decision-making project, Spring 1978.

² Reasons given for actions more than once by the same respondent were counted only once.

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