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I am submitting herewith a dissertation written by Jean Norman Vest entitled "The Relationship Between School Orgnanizational Climate and Professional Growth and Development Attitudes of High School Teachers." I have examined the final copy of this dissertation for form and content and recommend that it be accepted in partial fulfillment of the requirements for the degree of Doctor of Education, with a major in Curriculum and Instruction.

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THE RELATIONSHIP BETWEEN SCHOOL ORGANIZATIONAL CLIMATE AND PROFESSIONAL GROWTH AND DEVELOPMENT ATTITUDES OF HIGH SCHOOL TEACHERS

A Dissertation

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ABSTRACT

School districts must efficiently and effectively use scarce resources (money and people) and meet the public demand for accountability in educating today's children. A common problem among school districts is the maintenance of an organization in which the environment where the education process takes place and the renewal activities of the organization's members occur are factors considered important to organizational health. This study explored the relationship of high school teachers' perceptions of the school organizational climate and their attitudes about their professional growth and development.

Data were collectd from fifteen high school faculties in the Knoxville - Knox County, Tennessee, school systems. Teachers responded to two instruments: the CFK Ltd. School Climate Profile which measured teachers' perceptions about their school's organizational climate; and the Professional Growth and Development Attitude Scale which measured teachers' feelings and beliefs about their professional growth and development. Correlational statistics, gamma and lambda, were used to analyze the data.

Results of the study are as follows:

1. High school teachers' perceptions of the process determinants of the school contributed most to their

perceptions of school organizational climate while program, general climate factors and materials determinants followed in that order.

2. Individual school climate profiles indicated the importance of the determinants in another order: general climate factors, process, program and materials.

3. Teacher's professional growth and development attitudes were based more upon the work context of the school than teachers' individual needs while individual school profiles reversed the order; each concept was considered near equal in importance.

4. Teachers as a group compared to teachers at individual schools perceived similar determinant subsets to be important contributors to the school organizational climate (i.e., caring, involvement in decision-making, effective communication).

5. Teachers as a group compared to teachers at individual schools indicated similar attitude descriptors as important to their professional growth and development attitudes (i.e., personal satisfaction and other's role performance assessment).

6. A highly predictable and direct relationship was found to exist between teachers' perceptions of school organizational climate and their professional growth and development attitudes.

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CHAPTER I

INTRODUCTION

It is generally recognized today that schools are under pressure to perform well. The public demand for money well spent has increased in the last decade. School districts and individual schools must determine how to organize in order to operate effectively and efficiently.

The public demand for effective performance has focused on the teacher-student relationship and is measured, in part, by the results of basic skills tests. American society has faced rapid changes in technology and social values in the last three decades while teacher turnover has decreased. School districts must determine how to maintain long-time teachers' competency levels in order to provide instruction for students requiring the skills and knowledge to live in our changing society.

School districts must efficiently use scarce resources (money and people) to accomplish their goal of educating children, for which the public demands accountability (Olmstead, 1972). Teachers must update their skills and knowledge to accomplish that goal. This condition suggests the need for professional development programs to assure teacher performance at levels that conform to community expectations of student performance.

The teacher exists as a member of the school organization and is influenced by the climate of that organization. Such areas of organizational impact as renewal potential, performance expectations, procedural indoctrination and others may influence the teacher as he/she functions within the school organization. The organizational need for teacher performance and the personal desire of the teacher to improve (Argyris, 1957a, 1957b) create a concern for schools and school districts to develop programs that maintain high teacher performance within schools that encourage high performance levels of both teachers and students. A further concern and possible conflict may exist for the individual teacher as he/she strives to meet the school's goals and his/her own individual needs for professional improvement.

I. STATEMENT OF PROBLEM

Norton (1984) indicates several considerations that underline the importance of school climate: 1) the kind of climate created in the school sets the tone for the school's approach in meeting its stated goals, and 2) it serves as a determinant of attitudes toward continuous personal growth and development. These two considerations suggest the existence of a possible conflict if the perceived climate of the school inhibits either activity.

The problem under investigation in this study was the exploration of high school teachers' perceptions of their school's organizational climate and those teachers' attitudes about their professional growth and development; further, to explore any relationship found to exist between those expressed perceptions and attitudes.

II. PURPOSE OF STUDY

School districts need to organize effectively utilizing people, materials, and facilities for the best possible results. This study investigates school organization through the determinants of the climate of that organization. Organizational climate is perceived by the people within the organization. Securing information about what teachers perceive about the school organization was one of the purposes of this study.

A second purpose of the study was to determine what beliefs and feelings or attitudes teachers have about themselves in their role as a teacher and their professional growth and development potential in that role. High school teachers are characteristically specialists in a given field requiring updating of knowledge. As teachers they also require updating of their teaching skills and methodology. Their attitudes about themselves and about what others in the school organization think of their role affect their

effectiveness. Information about these attitudes was investigated in conjunction with the information about what they perceive the school organizational climate to be.

In addition, the study also sought to determine if a relationship existed between teachers' perceptions of their school organizational climate and their attitudes regarding their professional growth and development.

III. PROCEDURES

To determine what teachers perceive their school organizational climate to be and what their attitudes are regarding their professional growth and development two instruments were chosen to elicit this information. After a review of school organizational climate literature the CFK Ltd. School Climate Profile (Fox, et al., 1974; Dennis, 1979) was selected. The profile measures the several determinants of school climate applicable to the high school organization: materials available, processes used, program offered, and interpersonal relationships.

An instrument to measure teachers' attitudes about their professional growth and development was not found after a search of the appropriate literature. The Professional Growth and Development Attitude Scale was developed from a set of 60 statements that included ten categories within two conceptual areas: individual needs

and work context. The set of statements was field tested and subjected to a discrimination test. The final set of eighteen statements included all of the categories except one which showed no discriminating capabilities.

A random sample of teachers at the fifteen high schools of the Knox County and Knoxville City school systems of Knoxville, Tennessee, were asked to complete the two instruments. A personal data section was also included.

The two instruments were mailed in a packet to the randomly selected teacher sample. A cover letter explained the research project and contained directions about returning the completed instruments via the in-house mail system. The selected teachers were called by telephone to encourage completion and the researcher personally visited several schools to pick up completed, yet unmailed instruments.

The completed instruments were catalogued by school and assigned a number. The responses were analyzed by school and reported without identification of the teacher, school or school system.

The School Climate Profile responses were analyzed by first computing a climate index per school. The schools were then ranked according to their climate indices. The responses to the four sections of the climate profile were averaged, ranked and correlated to the school climate rank position by computing a measure of association, gamma, to

indicate the relative contribution any one section made to the climate index rank of the school. The gamma coefficients were then ranked to demonstrate the relative contribution the sections provided to the climate index of the school. Additional information was gained by computing a measure of association, gamma, for the subsets in each section of the climate profile. These steps of the analysis provided information about the possible significance of the sections (determinants) contributing to the computed climate index rank and the perceived climate of the school.

The responses to the Professional Growth and Development Attitude Scale were summed and averaged to produce a school attitude index. The school attitude indices were then ranked. The statements related to the two internal concepts were summed and a mean for each concept computed. The means were ranked and correlated to the rank position of the school by computing a measure of association, gamma, which indicated the relative contribution any one concept made to the attitude index rank of the school.

These steps of the analysis provided information about the significance of the concepts contributing to the computed attitude index and the attitudes held by teachers regarding their professional growth and development.

To gain a richer description of the responses from the individual schools which is diluted when data are grouped, a

group mean and standard deviation for all the responses to each of the instruments was computed. Responses from the schools which were categorized as high and low were compared to the grouped data for each instrument to discern similarities and differences. The comparisons were made for the four determinants and the subsets of the School Climate Profile and for the two concepts and descriptor categories of the Professional Growth and Development Attitude Scale.

The indices computed for each instrument were ranked and a measure of association, lambda, computed to determine if a relationship existed between the two variables measured. Lambda also determined the nature of the relationship.

Information about the age, educational degrees attained, sex, and length of teaching experience of the teachers responding to the study was summarized to describe the sample of teachers responding to the research instruments.

IV. NEED FOR STUDY

Little research has been done to investigate the organizational climate of the high school. In a review of organizational climate research, Schwandt (1978) found that a majority of the studies focused on elementary schools.

This researcher also found a similar emphasis on elementary school studies.

Most of the studies reviewed by Schwandt (1978) used the OCDQ, Organizational Climate Description Questionnaire (1966), developed by Halpin and Croft as the means of measuring organizational climate in elementary schools. The OCDQ concentrates on the interpersonal relationship characteristics between teachers and principal and was designed for use at the elementary school level. The CFK Ltd. School Climate Profile (Fox, et al., 1974) was used in less than 10% of the studies reviewed by this researcher. The Profile measures the impact of the materials available, the processes used, and the program offered, in addition to the interpersonal relationships within the school organization. More information about the high school climate reflecting the context of the teacher's work place would be accomplished by the use of the CFK Ltd. School Climate Profile.

The literature review also indicated sparse information regarding professional growth and development attitudes of high school teachers. A search of the literature indicated that information had been gained at the college level by Simerly (1973) and Towne (1977). Both used interviews of university faculty members to gain perceptions about professional growth and development. A search of the literature did not provide the researcher with an appropriate instrument to measure professional growth and

development attitudes, nor did a review of Miller's Handbook of Research Design and Social Measurement (1970). This study developed such an instrument. The attitude scale developed provides information from a specific group of people whose attitudes regarding professional growth and development had not been investigated.

The relationship of high school organizational climate measured by the CFK Ltd. School Climate Profile and the professional growth and development attitudes of high school teachers do not appear to have been explored. This research attempts to contribute to that exploration.

V. ASSUMPTIONS

The following assumptions form the basis of the study:

1. Organizational climate is a measurable variable.
2. Teacher perceptions of school organizational climate are a valid source of information about the school.
3. Teacher beliefs and feelings can be measured as attitudes.
4. Self-reporting is a valid source of information regarding an individual's attitudes.

VI. LIMITATIONS

To measure climate the researcher isolates a given school on a given day and asks teachers to indicate their perceptions. To measure teacher attitudes the researcher isolates an individual on a given day and asks that the teacher report their feelings and beliefs about a subject. This situation creates some limitations for the study.

First, a school is an ongoing organization. Activities, procedures, and interactions are in a state of animation and do not suspend themselves for the purpose of a study.

Secondly, the individuals sampled are of varying personalities, backgrounds, and personal condition at the time of the response to the research instruments. In addition, the instruments themselves may be unable to measure completely the multi-dimensional variables of this study. The sample, the conditions, and the instruments used may not account for all of the information that might be gained about school climate as perceived by teachers.

A final limitation is the fact that the sample is localized and the results cannot be generalized to a larger population. If a relationship was found to exist between these variables, other schools or school districts might pursue similar studies.

VII. DEFINITION OF TERMS

The concepts used in this study have the following definitions:

Organization is the structure of policy and procedure, division of labor and specialization, and authority location that describes how a group of people work to accomplish a set of goals. The organization is usually formal and rational and has a set of prescribed interactions among its members as well as a standardized means of operation. The school as an organization is used as the basic research unit in this study.

Organizational climate refers to the environment of the work setting in which an individual functions. Schneider (1974b) defines climate as a summary of meaningful perceptions about the work setting which functions to help people adapt to the organization. Climate is conceptualized as the characteristics of the organization reflected in descriptions by employees about the organizational policies, practices and conditions (Schneider and Snyder, 1975; Schneider, 1974b). Climate is most commonly measured by scales that intend to evoke a perceptual response, stimulating the individual to orient themselves with specific facts and express an opinion as to how he perceives those facts (Schnake, 1983).

There is a current debate that perceptual measures,

such as organizational climate surveys, may be redundant with other attitudinal measures. Several studies, however, do provide some evidence that organizational climate and job satisfaction are not the same. The argument against the redundancy issue is that climate instruments intend to describe the work environment while job satisfaction instruments intend to evaluate it. There still remains the problem of divorcing description from feelings.

Schnake (1983) found that the individual's affective response influences perceptions about the organizational climate. This influence causes the individual to form overall evaluations about the organization and leads to the inability to discriminate among many items in an organizational climate instrument. Schnake suggests factoring out the job satisfaction items (affective) in an organizational climate instrument. Otherwise, be aware that the responses to an organizational climate instrument will be inflated and/or biased due to the job satisfaction affective influences.

School organizational climate is the set of characteristics of the school organization reflected in descriptions by teachers about the policies, practices and conditions of the school. For the purposes of this study, the program of the individual school, the materials available, the processes used and the general interpersonal relationships of the school organization were the set of

characteristics described by teachers and measured by a perceptual scale.

Perceptions are internal evaluations of external experiences and events expressed as opinions about those experiences and events. Briner (1970) and Johnston (1976) conclude that teacher perceptions of school organizational climate are a function of the interplay of personality and the structural context of the school. The organizational structures provide clues which are received, evaluated, and action pursued on the basis of what is "seen" or known by the individual. The perceptions of high school teachers about their own school's organizational climate is one of the measured variables of this study.

Attitudes are defined as an internal latent process which influences behavior in a normative context (deFleur and Westie, 1963; Weissberg, 1964). Attitudes are described as feelings and beliefs which are conceptualized as affective/subjective responses reflecting individual evaluations of events, experiences or organizations which are important to the individual. The measurement of attitudes can best be done through the use of instruments which utilize indicators of the attitude to be measured (Cook and Selltiz, 1964). Indicators of teachers' feelings and beliefs about their professional development were used to create a rating scale to measure teachers' professional growth and development attitudes for this study.

Professional growth and development describes the process of updating the technical skills and knowledge of an individual in a professional role. Teachers are identified as professionals (Colombotos, 1962, 1963) who have a need to grow (Rogus, 1979) and update their skills and knowledge (Dubin, 1972). How they feel and what they believe about this process as it applies to themselves as professionals constituted the teacher attitude to be measured in this study.

VIII. ORGANIZATION OF THE STUDY

This study is divided into five chapters. Chapter I includes an introduction and statement of the problem to be studied. The purpose and need of the study and procedures followed are outlined. The chapter also includes the assumptions made, definitions of the terminology used, and the limitations involved in the study.

Chapter II reviews the literature and related research in the areas of organizational theory, the work place, school organizational climate and measurement, attitude theory and measurement and a summary of the literature.

Chapter III outlines the methods and procedures used in the study. The questions to be researched by the study and the objectives to address these questions are explained. The sample used, the design and analysis procedures of the

study are described. The research instruments, construction procedures of the one instrument developed, and the use of the instruments in this study are also outlined in the chapter.

Chapter IV describes the results gained by the use of the research instruments and the analysis procedures with the accompanying data. The research questions introduced in Chapter III are considered individually, and the data produced to answer those questions are discussed.

Chapter V summarizes the results of the research effort, indicates conclusions made and suggests implications of the results for application and future research.

CHAPTER II

LITERATURE REVIEW

Due to the several dimensions of this study, it is necessary to discuss organizational theory in general, effects of the work place on the individual, organizational climate theory pertaining to schools, and theory and measurement of attitudes of the individual in an organization.

I. ORGANIZATION THEORY LITERATURE

Historically schools have organized according to the classical bureaucratic model outlined by Weber (1952). It is an ideal type of management system that may be applied to all kinds of organizations. It is characterized by a division of labor, a defined authority hierarchy, job specialization, a set of rules and procedures for operations and relationships in the organization (Bennis, 1966; Litwak, 1961; Weber, 1952).

The bureaucratic model stresses secondary group relations and the traditional areas of knowledge rather than social skills (Litwak, 1961). This rational administration of an organization according to an abstract set of rules results in formal and impersonal relationships (Weber, 1952). Behavior in the organization becomes regularized

relative to the conditions and the people in the organization (Blau and Scott, 1962).

The goal of the rational organization is efficiency (Thompson, 1967). It is accomplished through the anticipation of uniform events. Schools need to coordinate and control its activities and use rules to structure (Anderson, 1968) and establish a stable environment in which routinized tasks are achieved (Bennis, 1970).

Weber's model is designed to handle uniform events (Litwak, 1961) by the use of rules that promote order and predictability (Gouldner, 1952; Bennis, 1966) in the organization. There are portions of the school operation that are uniform and predictable such as building maintenance, procurement of supplies, budget allocations, securing food services, and scheduling busses. Bureaucratic management is designed to do these things efficiently.

The interaction of students and teachers, however, creates unpredictable events lacking uniformity. The teaching occupation stresses social skills and technical knowledge requiring primary group relations while working toward organizational goals (Litwak, 1961). This condition means that a school organized according to the bureaucratic model will have difficulty coping with unanticipated problems because it lacks flexibility and adaptability (Bennis, 1966).

Merton (1961) and Anderson (1968) suggest that

bureaucracy produces organizational dysfunctions and its goal of general efficiency actually produces specific inefficiencies (Merton, 1969; Litwak, 1961). Bennis (1966) concludes that resources are not used well, communication and innovation are thwarted, conflicts are not resolved, and new technology cannot be assimilated. The press to conform (Merton, 1961; Anderson, 1968) restricts creativity (Griffiths, 1962) and provides no personal growth and development for mature individuals (Bennis, 1966).

Carlson (1964) views the school as a mandatory service organization. There is a guaranteed clientele which adapts to its environment. In his study of young children, many of the children adapted by becoming passive observers settling into "situational retirement" or they actively resisted by making a "rebellious adjustment." It might be possible that adults in the same environment could respond in similar ways.

Etzioni (1969) views the response to the power of the organization in terms of involvement by the membership. That involvement ranges from commitment to alienation. Beardsley (1977) reports that alienation in elementary students increases as organizational hierarchy and rule observation increases. Newland (1976) found that low morale and motivation were associated with hierarchical school organization and rule observation. The consequence is goal displacement in favor of the bureaucracy: school operation

for the sake of observing the rules rather than operating for the sake of student learning (Anderson, 1968).

Bureaucratic schools become dysfunctional when the goal of the school becomes the operation of the bureaucracy rather than facilitating the learning process (Anderson, 1968; Merton, 1961). Teachers disciplined to conform to bureaucratic rules develop a rigidity that makes them unable to help those the rules are intended to help (Merton, (1961). Griffiths (1962) indicates that this rigidity encourages stability and uniformity while discouraging flexibility. The teacher becomes more bureaucratically oriented as his/her teaching experience increases (Kuhlman, 1972) and the accompanying role identity in the bureaucracy causes a resistance to change (Merton, 1969).

Bureaucratic schools also reduce teachers to infantile behavior rather than supporting self-actualizing people (Griffiths, 1962; Anderson, 1968). The work environment creates the parameters for one's role in an organization (Getzels and Guba, 1955; Selznick, 1943) and the behavior exhibited in that role is a function of the organizational structure in which the work takes place (Tye and Novotney, 1975).

The bureaucracy uses rules to maintain control. The teaching profession operating within a school bureaucracy finds itself subject to evaluation and control by personnel outside the professional membership (Scott, 1966). Scott

(1966) suggests that rules are often the basis for evaluation rather than the performance of the professional. The teacher is recognized as the technical expert but conflict results when his/her technical competence is overruled by school managers (Parsons, 1957) and his/her methodology is questioned by the public (Corwin and Edelfelt, 1978). Schools have been structured in a way that produces conflict between the organization and the individual in his/her role (Corwin, 1966).

Part of one's role definition in an organization is a set of expectations developed by other organization members (Gouldner, 1957; Getzels and Guba, 1955). Teachers do conform to the expectations of the school bureaucracy and the community (Washburne, 1956). Teachers, in turn, expect the bureaucracy to support their role concept and are confused when it is not done (Washburne, 1956). Teachers are individuals with personal needs and goals and may expect these needs to be met within their role. Research indicates that people become less effective members of an organization if their personal needs are not met within the definition of their role (Argyris, 1957a; Getzels and Guba, 1954, 1955).

II. THE WORK PLACE

Getzels (1958) proposes a model to explain the dimensions at work in an organization when it is viewed as a

social system. People interact within an organization as role incumbents. The role expectations and the needs of the individual are complimentary and interdependent dimensions that interact with the organizational environment in the form of behavior. Integration of these dimensions with the organizational role will result in organizational production and individual fulfillment (Getzels and Guba, 1957).

Getzels (1958) views the individual in the organization in two dimensions. The first dimension is the crucial set of social relationships that creates role definition and routinizes behavior. The second dimension is the individual's personality with a set of needs established to govern the individual's reaction to his environment. People in organizations respond to their internal and external motivations as a function of their role and personality (Getzels, 1958).

As a role incumbent the individual acts within a set of parameters created by the organization. The organization is purposive, structured, normative, and sanctioning. The individual is expected to behave in accordance with the role definition toward organizational goals. The individual, with goals of his own (Argyris, 1957b) will be efficient and effective when the organization's role expectations and his personal goals are congruent within the organization (Getzels and Guba, 1957; Argyris, 1957b).

Argyris (1957a, 1957b) suggests that the personality of an individual works toward mature action but the organization is structured to require immature actions. When behavior is so prescribed (eg., rules) that an individual cannot satisfy his need for self-actualizing growth an informal organization is formed to bring about balance and maintain effectiveness (Argyris, 1954).

To the extent that the individual conforms to the rational organization and behaves accordingly, an active informal social system develops among the members. Organization members react to the rational environment by developing mistrust, conformity, and non-authenticity that is manifested within the informal social organization. Defensiveness results and organizational effectiveness decreases as ineffective decision-making and crisis management occur (Argyris, 1962; Roth, 1958).

The individual has difficulty maintaining a self-identity and a degree of autonomy which is an essential part of the social structure within an organization (Katz, 1964). Katz (1964) suggests that the degree of autonomy should increase with higher technical skills requiring less discipline and supervision. Without autonomy the individual as well as the organization are likely to fail (Ashe, 1974).

Schools are social systems with appropriate structures to define roles and behavior expectations (Tye and Novotney, 1975). The teacher is the technical expert requiring

autonomy to work with the child as a function of the organization (Katz, 1964). The position of expert requires authority to carry out the teaching role and is based upon competence (Peabody, 1964; Becker, 1953). Colombotos (1962, 1963) defines the teaching profession as technically competent, autonomous, and service oriented.

Ideally, the teacher in a school organization is placed in a competency role and given the autonomy and authority to perform. The bureaucratic school, however, operates with centralized authority supervising closely and sanctioning all behavior. Under these conditions the teacher's sense of competency and autonomy, which is the basis for feelings of achievement and satisfaction, is decreased to ineffective levels (Kuhlen, 1959; Corwin, 1966). Without the fulfillment of these personal needs within the school organization the teacher begins to look outside the profession for personal fulfillment after a few years' teaching experience (Rogus, 1979).

Rogus (1979) suggests that the school organization contributes to the professional loneliness of today's teachers. Although the profession was selected more for personal intrinsic values of satisfaction than for income or advancement (Kuhlen, 1959; Kuhlen and Dipboye, 1959) the nature of teaching is draining (Rogus, 1979). Teachers are feeling "dumped on" (Rogus, 1979) as outside pressures expand their teaching role (Jensen, 1969). They look to the

school organization to fulfill its organizational goals (Dubin, 1972; Nichols, 1977).

Individual frustration and institutional ineffectiveness are possible consequences of the individual's unmet needs within the organizational role (Getzels and Guba, 1955; Selznick, 1943). The school must maintain an efficient and effective operation while opportunities for teachers to meet their personal need to grow (Rogus, 1979) and update their knowledge and skills (Dubin, 1972) are provided. Without these opportunities teachers become dysfunctional (Argyris, 1957b) and their effectiveness decreases (Dubin, 1972).

The individual acts on the basis of information gained from his environment (Argyris, 1964; Jackson and Guba, 1965). He must know the variables of the environment in which he works (Nichols, 1977) in order to know what is expected of him. Dubin (1972) concludes that experience with the organization and knowledge of its expectations influence an individual's updating attitudes.

Schools organized bureaucratically to achieve an efficient operation may also limit the effectiveness of their teachers through rules, controls, and reduced autonomy and authority. Dubin (1972) suggests that the motivation to update is personally and organizationally based. Cues gained from the school organization through experience in the

teaching role will influence the teachers' attitudes and motivation to update (Dubin, 1972).

Given the review of organizational influence on and conflict with the professional member of the organization several questions are appropriate concerning individual needs and teacher growth in a school organization.

1. How does a school organization determine teachers' perceptions of their work environment?

2. How does a school organization determine what teachers' feelings or attitudes are relative to the teachers' personal and professional needs within a specific school organization?

3. How does a school organization create an environment that enhances growth attitudes by the school's teachers?

4. How does a school organization create an environment that enhances the ability of its teachers to satisfy their personal and professional needs?

To consider these questions a discussion based on an appropriate literature review of school organizational climate and the professional growth and development attitudes of teachers follows.

III. SCHOOL ORGANIZATIONAL CLIMATE AND MEASUREMENT

There is not agreement among researchers regarding a

common definition of organizational climate. Further disagreement exists in an attempt to conceptualize an organizational variable for the purpose of research.

An early school climate researcher, Halpin (1966), describes the "feel" of a school, its "personality," as its climate. Sargent (1967) pictures climate as a "personality sketch" of a school with characteristics that are assumed to affect the successful achievement of the organization's objectives. Argyris (1955) defines climate as a feedback system dependent upon the organization's formal policies, procedures and positions, the personality of the individual, and the individual's effort to accommodate his own ends within the organization. More simply, organizational climate is a set of characteristics that distinguish one organization from another and that influence the behavior of the people in the organization (Owens and Steinhoff, 1969).

The school organization is structured as rational and formal to achieve specific tasks. The informal atmosphere, the climate, centers upon the relationships, motivation and emotional maintenance aspects of the organization (Olmstead, 1975). Together, structure and climate are the environment in which the teaching activity is accomplished. It is the context in which effective performance is to take place. Olmstead (1975) suggests that organization members develop attitudes and motivational direction (including individual growth opportunities) as they gain experience with the

organization. DeYoung (1978) has concluded that organizational structure has the most important impact on the individual as an organization member. There is agreement among researchers that the environment of the work place is based upon the organization's structure and that the impact on the individual develops over time (DeYoung, 1978; Johnston, 1976; Eldridge and Crombie, 1975; Olmstead, 1975; Schneider and Snyder, 1974; Willavize, 1974; Briner, 1970; Flizak, 1967, 1968; Sargent, 1967).

Organizational climate is admittedly difficult to conceptualize (Dachler, 1974). In a literature review of organizational climate Lau (1976) found that climate has been conceptualized as an intervening variable or individual perception linking the organization and the individual through descriptive measures. Schneider (1974b) is more precise in his effort to conceptualize climate. He found that organizational climate was a macro view of the abstractions of organizational practices and procedures and was considered to be referenced externally by the individual's own value system. The definition of climate he derived from his literature review indicated that climate was a summary of meaningful perceptions about the work setting which function to help people adapt to the organization (Schneider, 1974b).

Organizational climate perceived by the individual is the product of interrelating effects of situational

variables and personality-based actions or reactions of the individual (Johnston, 1976). If the organizational structure gives cues to its members regarding expected behavior and interactions within the organization, perceptions have meaning (Schneider, 1974a). Perceptions are dependent upon the context in which they occur and focus on the conditions and events within the organization relative to the behavior of the organization members (Schneider and Snyder, 1974). Briner (1970) and Johnston (1976) conclude that teacher perceptions of the school climate are a function of the interplay of personality and structural context.

The teacher finds himself in a dilemma trying to balance bureaucratic order and affective relationships (DeYoung, 1978). Teachers' efforts are increasingly inefficient as they expend energy to balance the institution's goals with their own personal goals (Sargent, 1967). Organizational expectations to perform create tension but no open conflict. The teacher accommodates (Willavize, 1974) in an attempt to gain congruency between the school's goals and their own ends (Argyris, 1957a, 1957b). Sargent (1967) found that teachers want to work with congruency but 22% stay even when dissatisfied. This condition contributes to organizational ineffectiveness.

Organizational goals are best accomplished through self-actualizing individuals in a healthy organization, one in

which organizational and individual goals are congruent (Doak, 1970). Doak (1970) suggests that the roles and expectations of the role be explicit. Opportunities should be given to individuals to fulfill their role and their expectations, both personal and role-related. Organizational behavior is directly related to the psychological meaning of the work to the individual (Schneider, 1974a).

The various dimensions of the environment that direct behavior are perceived by the individual from an internal value system (Dieterly and Schneider, 1972; Schneider, 1974b). Climate, which describes these external experiences or events perceived by the individual within the organization, is not related to job satisfaction (Schneider, 1974a, 1974b) and can be measured dependably (Halpin, 1966).

The school must determine how to manage the total organization and create a climate that provides teachers the opportunity to grow toward self-actualization in their professional role (Goens, 1973). Goens (1973) indicates the formal organization is more potent than the informal organization to hinder and/or stimulate professional growth. The perceptions of the climate based on the formal organizational structure may be said to influence teachers' professional growth and development.

School organizational climate is recognized as organization-oriented, not individually-oriented (Lau, 1976).

Measurements of school organizational climate are mainly descriptive. Existing measures are individual-oriented with less consideration for task, structure, technology, or other organizational indicators (Lau, 1976).

Halpin (1966) developed the Organizational Climate Description Questionnaire (OCDQ) to identify and describe the elementary school climate. The OCDQ was designed to determine the interpersonal relationships of elementary teachers with each other and the school principal. The OCDQ has had limited use to determine school organizational climate in high schools (Cottingham, 1971; Peoples, 1973; Flagg, 1969). The perceptions measured did not relate to program, materials or human resources but organizational operating principles (Wright, 1969). The OCDQ concept has been used in conjunction with other instruments and adapted to higher education using varying analysis procedures (Seymour, 1978; Ames, 1972; Borrevik, 1972). It was recommended by Flagg (1964) that teachers should have the opportunity to maintain and develop individual capabilities as a result of a study of organizational climate using the OCDQ.

Like the OCDQ, Likert's Profile of a School focuses on interpersonal relationships. This instrument has been used to look at management style and relationships of management with faculty at the secondary level (Schreck, 1977; Welch, 1976; Conway, 1976; Haynes, 1971; Murphy, 1974) and higher

education levels (Davis, 1978; Laughlin, 1973; Bonney, 1972). A continuum of humanistic values is the basis of the instrument.

Stern's Organizational Climate Index (OCI) has been used in conjunction with other instruments to gain information about the dynamics of intrinsic organizational behavior relative to self-actualization concepts (Davis, 1979; Troia, 1978; Dumas, 1978; Crist, 1977). The psychological climate of schools related to the management structure is the focus of this instrument. It has been used at the secondary and higher education levels (Baccus, 1978).

For the purposes of improving school learning environment a committee chaired by Robert S. Fox and sponsored by the C.F. Kettering Foundation developed the School Climate Profile (1973). The profile is a rating scale based on general climate goals of productivity and satisfaction which uses characteristics of school cultural and educational conditions plus school objectives (Fox, et al., 1971; 1973). Factors of the profile are related to renewal and provide indications for inservice program planning related to school climate (Clark, 1977; Jenkins, 1975). The profile has been used for the purpose of school improvement in public school districts nationwide but reported results occur at the secondary level (Outhier, 1978; Roche, 1978; DeRosia, 1975).

For the purposes of this study the researcher chose the School Climate Profile to measure school climate in the

secondary school. The determinants of general climate factors, program, materials, and process included in the profile are applicable to the secondary school organization structure. Departmentalized programs, professional preparation required of teachers, specialized materials to deliver the educational program, and the procedures of operating the school organization are characteristics of the secondary school that the School Climate Profile is designed to measure through the perceptions of the members of the organization - the teachers.

IV. ATTITUDE THEORY AND MEASUREMENT

Sociologists and psychologists continue to differ over the definition of an attitude as well as the measurement of attitudes. The disagreement appears to center around two means of conceptualizing attitudes. deFleur and Westie (1963) considered attitudes in two categories: those based on a probability concept and those described as a latent process. Attitude based on probability could be consistently predicted to reappear given the same conditions and the same attributes. This interpretation is limiting and restrictive. Describing attitude as a latent process within the individual implies an inner process which gives direction or shapes an individual's behavior.

Much of the disagreement concerning attitude definition

centers upon the relationship attitudes have to overt behavior. LaPiere (1934) established that people's reported attitudes did not manifest themselves in overt behavior. deFleur and Westie (1963) offer as an explanation the normative context in which the attitude might be expressed. People may express a dislike for a race of people but in a business situation may elect to serve the people without question as in LaPiere's experiment. Katz (1960) suggests that attitudes must be understood in terms of the needs those attitudes serve for the individual holding the attitude. Attitudes may not manifest themselves in consistent, specific behavior (Cook and Selltiz, 1964), but be an influence on behavior. It follows that the measurement of attitudes can best be done through the use of instruments which utilize indicators of the attitude to be measured.

Katz (1960, p. 168) defines attitudes as a "predisposition of the individual to evaluate some symbol or object or aspect of his world in a favorable or unfavorable manner." People express opinions about an object or situation and they overtly act out a belief based on attitudes structured in a value hierarchy. Katz (1960) suggests to researchers that they need to look at the intensity, generalizability, and direction of an attitude to be precise about its measurement.

Robert Lauer (1971) has expressed a dissatisfaction

regarding the measurement of attitudes. He feels the research design has been inappropriate for the complexity of the subject and a tendency of researchers to place too much importance on attitudes as causes of behavior. He points out several problems for the researcher to consider: the complexity of measuring a multidimensional phenomena, the skill of the researcher to replicate "real" situations as opposed to the symbolic, and some attitudes may not lend themselves to precise measurement and require that inferences be relied upon.

Ehrlich (1969) rejects the undimensionality of attitudes related to behavior and suggests a componential structure of attitudes. An individual must know how to express the attitude in behavior, have the skill to do it, the appropriate situation, and the opportunity for the behavior. If one accepts the multidimensionality concept, it may suggest that there needs to be several attitudes interacting before an individual manifests a given behavior.

Katz and Stotland (1959) also assume an interactional paradigm for attitudes. They propose a dynamic system of change in which an individual constantly moves toward equilibrium. Even though the cognitive component occurs, it is the affective which appears to be central to evaluation and thus the motivating factor for behavior. Ehrlich (1969) and Katz and Stotland (1959) all agree that a rating scale which measures the degree of affectivity, the strength of feeling

(intensity) and its direction is an appropriate measure for attitude defined as a complex, multidimensional, latent process within an individual.

The debate continues as to whether elicited verbal expressions of an attitude can predict an overt behavior. The degree of correspondence between attitude and behavior appears to be dependent on the measure used and the criteria chosen as indicators of behavior. Sherif, Sherif, and Negersall (1965) propose differentiation on the basis of a latitude of acceptance, rejection, or non-commitment as a means of measuring attitudes regardless of the elusive behavior aspect. They suggest a scale that measures the variance within an individual by looking at extreme positions of latitude.

Thurstone (1970) developed his scale on the assumption that opinion is the acceptance or rejection of something based on an attitude held as an abstract concept within the individual. Since the dimension is abstract, Garner and Creelman (1970) caution against merely assigning numerical values to human attributes but consider the nature of various scales (power versus restrictions) as well as the nature of the responses elicited. Consequently, the scaling instrument used must be constructed to permit value judgments to be made rather than a fact judgment.

Several scaling procedures enjoy current popularity: Thurston, Likert, Guttman, and semantic differential.

Tittle and Hill (1967) compared these four scales and found the Likert scale to be the best predictor. In a comparison of the Thurstone and Likert scales, Brayfield and Rothe (1961) chose Likert scoring for its differentiating power and construction ease. Poppleton and Pilkington (1963) found what Likert did when he developed the scale: it is easily constructed, simple to score, and maintains a high level of reliability and validity. For these reasons the investigator chose the Likert scaling procedure to develop an index for teachers' attitudes about their professional growth and development.

The format of the Likert scale is designed to elicit discriminating reactions to statements of feelings and beliefs. The statements express a singular idea. The reactions are expressed in terms of agreement toward the statement. The strength of the reaction to the statement is indicated by the choices available: strongly agree, agree, disagree, strongly disagree. Analysis of the choices made are computed as an index of the feelings and beliefs being measured.

V. SUMMARY

Weber's model of a rational bureaucratic organization has been used as the basis upon which organizational theory has developed. It is a model designed to handle uniform and

predictable events through hierarchical authority. However, this model explains only a portion of the interactions which take place in an organization.

Maintenance of the bureaucracy creates dysfunctions in the organization (Merton, 1961; Anderson, 1968) while creativity and personal growth and development are restricted (Bennis, 1966; Griffiths, 1962).

Teachers resist change (Merton, 1969), become inflexible (Griffiths, 1962), and demonstrate infantile behavior (Griffiths, 1962; Anderson, 1968) in a highly bureaucratic school. Teachers become confused about their role in the organization when trying to conform to the bureaucracy (Washburne, 1955) and trying to achieve professional goals within the organization (Argyris, 1957a; Getzels and Guba, 1954, 1955).

Another model explains the organization as a social system in which several dimensions are at work (Getzels, 1958). One dimension focuses on a set of social relationships that creates role definition and routinizes the behavior of the organizational members. The second dimension focuses on the individual's personality which governs the individual's reaction to his work environment.

The individual as a role incumbent acts within a set of parameters created by the organization and is expected to behave in accordance with organizational goals (Argyris, 1957b). To the extent the individual's goals and the organi-

zation's goals are congruent the individual and the organization function efficiently and effectively (Argyris, 1957b). Cues gained from the school organization will influence teachers' attitudes and motivation to update (Dubin, 1972) as will their personal feelings. These two concepts working simultaneously can foster the achievement of individual needs and organizational goals.

Owens and Steinhoff (1969) describe organizational climate as a set of characteristics that distinguish one organization from another and that influences the behavior of the people in the organization. Schneider (1974b) defined climate as a macro view of the organization perceived by those within the organization which function to help people adapt to the organization. Lau (1976) found that organizational climate has been conceptualized as an intervening variable or individual perception linking the organization and the individual through descriptive measures. Although there is no agreement among researchers about how to conceptualize organizational climate there is agreement that the environment of the work place is based upon the organization's structure and that the impact on the individual develops over time (DeYoung, 1978).

The organization gives cues to behavior thus giving meaning to perceptions based on the interplay of the individual's personality and structural context. The perceptions of the individual are derived from an internal

value system (Dieterly and Schneider, 1972; Schneider, 1974b) and can be measured dependably (Halpin, 1966). Perceptions of school climate based on structure may be said to influence professional growth (Goens, 1973).

Measures of school climate are mainly descriptive individual-oriented instruments such as Halpin's Organizational Climate Description Questionnaire, Likert's Profile of a School and Stern's Organizational Climate Index. The School Climate Profile is a rating scale which measures general climate factors, the educational program, procedures and materials and conditions in the school (Fox, et al., 1971, 1973). It is applicable to the organizational structure of the secondary school compared to the elementary level for which the other instruments have been used.

Attitude described as a latent process which gives direction to one's behavior in a normative context (deFleur and Westie, 1963) and serves the needs of the individual holding the attitude (Katz, 1960) can be measured by an instrument that utilizes indicators of the attitude to be measured. Erlich (1969) and Stotland and Katz (1959) agree that a rating scale which measures the degree of affectivity, the strength of feeling (intensity) and its direction is an appropriate measure for attitude defined as a complex, multidimensional, latent process within an individual.

Several scaling procedures enjoy current popularity.

Tittle and Hill (1967) found the Likert scale to be the best predictor while Brayfield and Rothe (1961) chose Likert scoring for its differentiating power and ease of construction. Poppleton and Pilkington (1963) found Likert's scale easily constructed, simple to score and maintains a high level of reliability and validity. For these reasons the Likert scaling procedure was chosen to develop an index for this study.

CHAPTER III

METHODS AND PROCEDURES

Several questions have been raised regarding teacher effectiveness and the efficient operation of the school organization. What must a school know about its teachers, specifically their organizational perceptions and personal and professional growth attitudes, to create an effective and efficient operation? These questions provide the basis for research.

I. RESEARCH QUESTIONS

This study investigated the school organization through the determinants of the climate of that organization. Organizational climate is perceived by the people in the organization and what they perceive affects their effectiveness in the organization. Gathering information about what secondary teachers perceive about their school organization was one of the purposes of this study.

A second purpose of the study was to determine what attitudes teachers have about their professional growth and development. Teachers require updating of their knowledge and teaching skills as a part of their professional role.

What teachers feel about themselves and believe about what others think of their role affect their effectiveness.

Information about teacher perceptions of the school organization and their attitudes about their professional growth and development was studied separately and then in relationship to each other. A third purpose of this study was to determine if a relationship existed between school organizational climate and professional growth and development attitudes, and the nature of that relationship.

To accomplish these purposes a set of research questions were developed.

1. What determinants of school organization do teachers perceive as contributors to the organizational climate of the school? This question was addressed by using the School Climate Profile in which high school teachers indicated their perceptions about their school organization. The perceptions were analyzed to indicate which determinants of the organization contributed to the climate perceptions of the teachers within that school organization.

2. What concepts about being a teacher indicate teachers' professional growth and development attitudes? An instrument was developed using indicators of attitudes about being a role incumbent and the work place in which that role is exercised. The attitudes indicated were rated to

determine those factors that most contributed to teachers' attitudes about their professional growth and development.

3. Which climate conditions exist simultaneously with which professional growth and development attitudes? Individual school responses for each of lthe instruments was compared to the grouped data analysis for each instrument. The existence of specific school climate conditions and specific professional growth and development attitudes at the school level were identified.

4. Does a relationship exist between the school organizational climate and teachers' professional growth and development attitudes? A correlation analysis applied to these rankings indicates whether a relationship existed between the two variables.

5. If a relationship exists, what is the nature of that relationship? The school climate index and the attitude index may be associated in a specific way. An association analysis applied to the indices indicate whether one index is the predictor of the other.

II. MEASURING INSTRUMENTS

In this study there were two variables: school organizational climate and teachers' professional growth and development attitudes. The dimensions of school climate were: program, materials, process, and general factors.

These dimensions were measured by a rating scale, CFK Ltd. School Climate Profile. (See Appendix A)

The CFK Ltd. School Climate Profile (Fox, et al., 1974) was selected because of its range of determinants of school climate. The concerns of program, materials, and process as well as general factors found in the profile were appropriate to the specific organizational structure of the high school. This instrument provided more information than others about the degree of influence each of the determinants contributed to the overall climate perception.

The second variable was teachers' professional growth and development attitudes which included the dimensions of individual needs and normative work context. A Likert rating scale was constructed to measure the attitude indicators. (See Appendix B) The Professional Growth and Development Attitude Scale described in Section III was designed to elicit self perceptions about being a teacher and the professional growth potential of the role.

Both instruments used perceptions as a means to measure a specific variable. The results were considered compatible for the purpose of making correlations and associations to determine relationship. Each variable was considered independent of the other and measured independently of the other. The analysis sought to determine if one variable was dependent upon the other.

A personal data section (See Appendix E) was included

to provide information regarding age, sex, marital status, length of experience, and educational degrees attained by the teachers sampled.

III. ATTITUDE SCALE CONSTRUCTION

Attitudes are generally defined as a latent process or as a probability concept (deFleur and Westie, 1963). The disagreement concerning attitude definition centers on the relationship attitudes have to overt behavior. Katz (1960) suggests that attitudes must be understood in terms of the needs they serve for the individual. deFleur and Westie (1963) and Weissberg (1964) describe attitude as a latent process within the individual which gives direction to or shapes an individual's behavior in a given environment. Attitudes can best be measured by the use of instruments which utilize indicators of the attitude to be measured (Cook and Selltiz, 1964).

The Likert scaling procedure was selected due to the ease of construction and scoring, the high level of reliability and validity maintained (Poppleton and Pilkington, 1963), as well as its differentiating power (Brayfield and Rothe, 1951). Tittle and Hill (1967) found it to be the best predictor when compared to three other popular scale construction procedures.

The scale was developed based on the assumption that

attitudes are multidimensional facets of one's beliefs and feelings that exist in a normative context. Within the work context of a school the teacher expresses or acts upon those feelings and beliefs which satisfy personal needs. Individual needs and the work context with its normative effect were the conceptual basis for the development of the indicators of teacher attitudes regarding their professional growth and development.

Within the individual needs concept, five descriptors were developed to generate statements that appear to indicate what a teacher feels or believes about the teacher role and the professional growth potential in that role. The review of literature produced a background of information to develop this set of descriptors: personal satisfaction, personal motivation, personal assessment of role performance, personal role expectations, and personal role definition. (See Appendix C)

Kuhlen (1959) discussed the value teachers place on their personal satisfactions in their job activity while Newland (1976) and Savage (1967) discussed motivational factors within the work context. One's own expectations and evaluations of performance in the role activity were indicated by Getzels and Guba (1954) and Argyris (1957a) as important to the function of the individual in the work place as well as how the individual defines his/her role. Six statements were generated by the researcher within each

of these descriptors that reflect possible sources for teachers' professional growth and development attitudes based on individual needs. (See Appendix C)

Within the normative work context concept, five descriptors were used to generate statements that appeared to indicate what the teacher feels or believes about what others appear to feel about the teacher role and its growth potential. These descriptors were developed from the literature: role experience, role commitment, role performance assessed by others, others' role expectations, and others' role definition. (See Appendix C)

Olmstead (1975), Dubin (1972), Kuhlman (1972), and Argyris (1964), indicated that the experience an individual has in a given role influences the individual's perceptions of the work environment. Lortie (1975) described the effects on teachers when their performance is judged by others. In addition, what others' expect of the teacher (Gouldner, 1957; Washburne, 1956) and how others define the teacher role (Getzels and Guba, 1955; Selznick, 1943) influence the teacher's activities. Six statements were generated by the researcher within each of these descriptors that reflect possible sources for teachers' professional growth and development attitudes based on the normative work context. (See Appendix C)

The scale was constructed as a Likert rating of four categories: strongly agree, agree, disagree, and strongly

disagree. The sixty statements were constructed to elicit self perceptions. The scale was distributed to two regionally located high school faculties. (See Appendix D) Thirty-two (32) teachers rated the statements by checking the most appropriate description of their feelings. The responses were weighted and summed. The upper and lower quartiles (eight respondents each) of the summated responses were used to conduct an item discrimination analysis of each of the scale items.

Using the formula for ungrouped data, the standard deviation was computed for each of the ratings (summated responses) of the sixteen statements found in the upper and lower quartiles. The standard deviation was used to compute a standard error for each statement and that figure used to compute a $\underline{t}$ test score. Those statements for which an arbitrarily selected $\underline{t}$ score of 1.5 or above was computed were selected as those statements having discrimination power. Eighteen items were selected for inclusion in the attitude scale. Although the application of the $\underline{t}$ test is inappropriate for this type of data due to a violation of several assumptions underlying its use, it is commonly used to gain objectivity about the discriminating power of statements (Black and Champion, 1976). By using this method, the internal consistency and the reliability of the instrument is improved. It is suggested that the validity

is also improved beyond face validity as a result of the increased reliability of the statements.

The eighteen item scale includes at least one item from each of the ten descriptor categories with the exception of the personal assessment of role performance category. This category did not indicate any significant discrimination power regardless of the t test score used. It is felt that the scale allows a broad scope of influences to be included as indicators of teacher attitudes about their professional growth and development and is a length appropriate for use in conjunction with another larger scale. (See Appendix B)

IV. SAMPLE

The fifteen high schools of Knoxville City and Knox County Schools, Knoxville, Tennessee, were chosen for this study. A random sample of twenty percent (20%) of the teachers of each high school were selected. Only personnel identified as subject teachers were used in the random selection process. A total of 151 research packets was mailed.

The administrative officials of each school system gave their consent to the researcher for the project. The teachers completed the research instruments without prejudicing comment from the school system for which they worked.

V. DESIGN

One hundred fifty-one subject teachers were randomly selected from the directories of each of the fifteen high schools. Each teacher was mailed the research packet containing the two research instruments, the personal data section, and a cover letter explaining the research project, instructions for returning the completed material, and a consent form. (See Appendix E) The school system mail was used to distribute the research packets to the teachers. The instructions directed teachers to use the school district mail system to return the completed material in an enclosed addressed envelope to a central collection point, The Knoxville City - Knox County Teacher Center.

Two weeks after the packets were mailed the researcher telephoned those teachers selected that had not yet returned their materials. Each teacher was assured anonymity of name and school and encouraged to return the materials. The mail system has a two week lag time in delivery and the researcher was not able to determine what effect the telephone contact had on the response rate. After another two weeks had passed the researcher personally visited each of the schools to collect completed and yet unmailed packets.

An overall response rate of 62.25% was achieved. The response by school ranged from 33% to 100%. The returned

forms were identified by school and each school designated by a number. The responses were scored individually by school and reported without identification of the teacher, the school or the school system.

VI. ANALYSIS

The data gained from the School Climate Profile and the Professional Growth and Development Attitude Scale were analyzed separately using several measures of association. The data gained from the two instruments also were analyzed to determine if a relationship existed and the nature of that relationship using a measure of predictability.

The School Climate Profile responses were weighted from one to four and a summated rating score was computed for each respondent. A mean was computed for each school as the climate index. The climate index for each of the fifteen high schools was used to rank the schools from high to low.

The School Climate Profile has four determinants. All of the responses for each determinant were averaged and those means ranked from high to low. To determine to what degree any determinant of the climate profile contributed to the climate index ranking of the school, Goodman's and Kruskal's Gamma was computed. Gamma is a measure of association between two ordinal-level variables (ranked sets). The gamma coefficient indicated the degree of

agreement between the rank position of the school climate index and the determinant of the profile that contributed to the rank position of that index. The gamma coefficients were ranked to demonstrate their relative importance to the school climate index.

Each determinant was composed of several subsets. The responses to the subsets were also summed and averaged and the means ranked. The gamma coefficient was computed for these subsets to indicate the degree of agreement between the subsets and the determinants. These gamma coefficients were ranked to demonstrate relative importance of the subsets within each determinant.

The Professional Growth and Development Attitude Scale responses were then analyzed. The individual responses were weighted from one to four, summed and a mean score computed per respondent. These mean scores were summed and a mean for each school computed as the attitude index of each school. The schools were then ranked from high to low using the attitude index.

The attitude scale contains two concepts. The responses for each concept were averaged and those means ranked. The concept rankings were then correlated to the school attitude index rank position. Goodman's and Kruskal's Gamma was computed to determine the degree of agreement between the rankings of the school attitude index and the rankings of the two concepts. The gamma

coefficients were then ranked to demonstrate their relative importance to the school attitude index.

Each concept is composed of several descriptor categories. The responses to the categories were also summed and averaged and the means ranked. The gamma coefficient was computed for these categories to indicate the degree of agreement between the categories and the concepts. These gamma coefficients were ranked to demonstrate relative importance of the categories within each concept.

To gain a richer description of the responses from the individual schools that is diluted when data are grouped, a group mean and standard deviation for all the responses to each of the instruments was computed. Responses of the schools falling above and below an arbitrary 0.5 standard deviation were compared to the grouped data analysis for each instrument to identify similarities and differences. The comparisons were made for the four determinants and subsets of the School Climate Profile and for the two concepts and categories of the Professional Growth and Development Attitude Scale.

The two instruments were analyzed separately to show the association of each index to its contributing parts. Computations were then made to determine if a relationship existed between the school organizational climate and

teachers' professional growth and development attitude indices.

Each school was ranked from high to low on the basis of its climate index. Each school climate index was matched with its school attitude index regardless of the rank of the attitude index. To determine the degree to which school climate may be accurately predicted with knowledge of the teachers' professional growth and development attitudes Guttman's Coefficient of Predictability, Lambda, was computed. The coefficient indicated if the variation in the attitude index could be explained by using the climate index as a predictor. The schools were then ranked from high to low based on the school attitude index and matched with its school climate index without regard to the rank of the climate index. Lambda was computed to determine if the variation in the climate index could be explained by using the attitude index as a predictor. These computations answered the question of whether or not a relationship existed between the two variables as well as the nature of the relationship.

A personal data section was included on the School Climate Profile instrument to indicate age, sex, educational degree attained and length of teaching experience.

CHAPTER IV

ANALYSIS

I. INTRODUCTION

Teachers of fifteen high schools were selected at random to respond to two instruments: the School Climate Profile and the Professional Growth and Development Attitude Scale. The teachers were also asked to indicate the number of years teaching experience they had accumulated, the highest degree attained, their age and their sex.

Of the 89 respondents over 56% did not indicate their sex, but of the remaining 44%, women dominated the sample two to one over the males (29% female, 14% male). Six teachers did not indicate their age. Of the remaining 83 respondents, 20% were from 20-30 years of age, 32.5% were 30-40 years old, 19% were from 40-50 years old, and 21% were over 50 years old. Four teachers did not indicate the highest degree held. Of the remaining 85 respondents, 46% held Bachelor's degrees, 43.8% held Master's degrees, and 5.6% held Specialist degrees. No respondent had attained a doctorate. Five teachers did not indicate the number of years teaching experience they had acumulated. Of the remaining 84 respondents, 12% had taught from 1-3 years, 32.5% from 4-10 years, 32.5% from 10-20 years, and 16.8 % had over 20 years teaching experience.

II. ANALYSIS

The information gained from the research instruments given to teachers of 15 schools was analyzed to determine answers to the research questions posed for purposes of this study. When the responses were analyzed one school's data were not adequate to be used in the final analysis and therefore, only fourteen schools remained in the study. Question #1: What determinants of school organization do teachers perceive as contributors to the organizational climate of the school? To answer this question the responses of the School Climate Profile were analyzed.

The School Climate Profile consists of 150 statements. Teachers responded to the statements by indicating whether the statement condition ocurred almost never, occasionally, frequently or almost always in their school. Each response was rated from one to four respectively.

The rated responses per teacher were summed and a mean of these sums per school was computed. The mean score per school was called the School Climate Index. The School Climate Index of each school was used to rank the schools from one to fourteen, the school with the highest score being one and the school with the lowest score being fourteen. (See Table 1)

The construction of the School Climate Profile included

Table 1

School Climate Index by Rank

School ID #	Climate Index*	Rank #
9	389.17	1
2	368.00	2
7	362.83	3
10	357.17	4
1	351.67	5
5	348.86	6
3	347.25	7
15	347.00	8
11	346.33	9
8	346.17	10
6	340.75	11
4	329.00	12
13	311.40	13
14	196.50	14

*Maximum possible: 600.00
Minimum possible: 150.00

four parts called determinants. Each determinant represents a collection of statements that contributes to the overall school organizational climate of a school: general climate factors, program, process and materials. The responses to the statements in the profile that related to each determinant were summed per school and a mean computed for each determinant. The mean score of each determinant was then ranked relative to the school's Climate Index rank. (See Table 2)

The procedure of ranking the School Climate Index and the means of the four determinants was used in preparation for computing Goodman's and Kruskal's Coefficient, Gamma. The gamma coefficient computed indicated the degree of agreement between the School Climate Index rank and the rankings of the four determinants. The degree of agreement thus indicated how much the four determinants contributed to the overall ranking of the school based on its School Climate Index.

The gamma coefficient computed for each of the determinants was as follows:

General Climate Factors	0.585
Program	0.714
Process	0.780
Materials	0.231

Table 2

School Climate Determinants by Rank

School ID #	Climate Index Rank	[a]Part A Mean	Rank	[b]Part B Mean	Rank	[c]Part C Mean	Rank	[d]Part D Mean	Rank
9	1	129.50	1	109.33	1	119.17	1	31.17	12
2	2	120.80	3	97.20	4	114.20	2	35.80	8
7	3	113.17	7	97.00	5	107.33	3	45.33	1
10	4	110.50	10	99.67	2	104.17	4	42.83	3
1	5	112.00	8	95.00	7	103.33	6	41.34	4
5	6	117.13	5	93.13	9	102.75	7	35.88	7
3	7	115.13	6	95.38	6	101.00	9	35.75	9
15	8	124.00	2	93.67	8	97.00	11	32.33	11
11	9	118.17	4	99.33	3	99.67	10	29.17	13
8	10	111.00	9	89.83	12	101.50	8	43.83	2
6	11	107.58	11	93.00	10	103.50	5	36.67	6
4	12	102.62	12	91.38	11	96.62	12	38.38	5
13	13	101.20	13	85.40	13	91.60	13	33.20	10
14	14	68.50	14	50.50	14	59.00	14	18.50	14

[a]General Climate Factors : Maximum possible 160, Minimum possible 40

[b]Program : Maximum possible 140, Minimum possible 35

[c]Process : Maximum possible 160, Minimum possible 40

[d]Materials : Maximum possible 60, Minimum possible 15

The ranking of the computed gamma coefficients indicated that the processes used in the operation of the school contributed most to teachers' perceptions of the school organizational climate. The school's ability to solve problems, teachers' involvement in decision-making, conflict resolution and future planning were among supporting concepts within this determinant.

The next highest gamma coefficient computed was for the program determinant. An educational program in place in the school that provides varied learning environments and reward systems, flexible curriculum and extracurricular activities and maintains individualized performance expectations also contributed to teachers' perceptions of the school's organizational climate.

To a lesser extent, general climate factors was indicated as a contributor to the overall climate index. Although considered important, such concepts as morale, respect, trust, cohesiveness and school renewal were less important to teachers' perceptions of their school's climate than process and program determinants.

The determinant that contributed least to teacher perceptions of the school organizational climate was materials. This determinant includes such areas as suitability of the facility, adequacy of resources and the supportiveness and efficiency of the logistical system of the school.

In order to be more precise and specific about what determinants contribute to teachers' perceptions of school organizational climate another series of gamma coefficients was computed. Each of the four determinants consists of three to eight subsets. The responses for each subset were summed, a mean computed per school and the mean of the subset ranked in comparison with the other subsets in that determinant. A gamma coefficient was computed for each ranked subset relative to the rank of each determinant. (See Table 3)

Since the process determinant was found to contribute most to the School Climate Index ranking, identifying those subsets which contributed to the top rank position of that determinant would provide expanded information. Within the process determinant the subsets that contributed most were the school's ability to solve its problems and make improvements based on known goals. Teachers' involvement in decision-making, effective communications between various school groups and teacher autonomy with accompanying accountability were also important contributors to the rank position of this determinant. Of less importance were the areas of conflict identification and resolution, the ability of the school to plan for the future, and effective teaching-learning strategies.

Computing the gamma coefficient for the subsets of the

Table 3

School Climate Determinant Gamma Coefficients

Determinants	Gamma Coefficients
Part A	
General Climate Factors:	
Respect	0.689
Trust	0.297
High Morale	0.644
Opportunity for Input	0.511
Continuing Academic Growth	0.451
Cohesiveness	0.582
School Renewal	0.756
Caring	0.798
Part B	
Program Determinants:	
Active Learning	0.461
Individual Performance Experience	0.551
Varied Learning Environment	0.681
Flexible Curriculum	0.333
Support & Structure	0.667
Rules Cooperatively Determined	0.422
Varied Reward System	0.622
Part C	
Process Determinant:	
Problem Solving Ability	0.667
Improvement School Goals	0.644
Identify & Work with Conflict	0.582
Effective Communication	0.618
Involvement in Decision Making	0.644
Autonomy with Accountability	0.604
Effective Teaching & Learning Strategies	0.356
Ability to Plan the Future	0.511
Part D	
Materials Determinant:	
Adequate Resource	0.701
Support & Efficiency of Logistics	0.758
Suitability of School Plant	0.604

program determinant indicated that varied learning experiences for both teachers and students contributed most to the rank position of this determinant. The school's support and organizational structure appropriate to the learners' maturity and a varied reward system for teachers and students were also important contributors to the rank position of the program determinant. Of less importantce were individual performance expectations, active learning by teachers and students, flexible curriculum and cooperatively determined rules.

Within the general climate factors subset, computing the gamma coefficient indicated that caring about each other within the school and the school's capability for self-renewal contributed most to the rank position of this determinant. Other contributing subsets were respect among teachers, students and parents, high morale, opportunities for input by teachers and students, and cohesiveness within the school. The continuous academic and social growth of students, teachers, parents, and administration and trust among these groups were of less importance.

Although the materials determinant was of least importance to the rank position of the school climate index the subsets contributed almost equally to that position. The supportiveness and efficiency of the school's logistical system, the adequacy of resources and the suitability of the

school plant were the subsets contributing to this determinant.

Question #2: What concepts about being a teacher indicate teachers' professional growth and development attitudes? The Professional Growth and Development Attitude Scale responses were analyzed to answer this question.

The Professional Growth and Development Attitude Scale consists of 18 statements. Teachers responded to the statements by indicating whether they strongly disagreed, disagreed, agreed or strongly agreed to the statement. Each response was rated from one to four respectively. The Likert type scale did not allow for an undecided or uncertain response.

The rated responses per teacher were summed and a mean of these sums per school was computed. The mean score per school was called the Attitude Index of the school. The Attitude Index of each school was used to rank the schools from one to fourteen, the school with the highest score being one and the school with the lowest score being fourteen. (See Table 4)

The construction of the attitude scale included two concepts: individual needs and work context. The responses to the statements in the scale that related to the individual needs concept were summed per school and a mean computed for the concept. The same procedure was used for the responses

Table 4

Professional Growth and Development
Attitude Index by Rank

School ID #	Attitude Index*	Rank #
10	60.50	1
7	58.50	2
8	57.83	3
6	56.17	4
2	56.00	5
11	55.83	6
9	55.50	7.5
5	55.50	7.5
3	55.00	9
4	53.46	10
13	53.40	11
15	53.33	12
1	51.67	13
14	46.00	14

*Maximum possible: 72.00
Minimum possible: 18.00

of the statements that related to the work context concept. The mean score of each concept per school was then ranked relative to the school's Attitude Index rank position. (See Table 5)

The procedure of ranking the Attitude Index and the means of both internal concepts was used in preparation for computing a gamma coefficient. The gamma coefficients indicated the degree of agreement between the Attitude Index rank and the rankings of the two concepts. The degree of agreement thus indicated how much the two concepts contributed to the overall ranking of the school based on the Attitude Index.

The gamma coefficient for the individual needs concept (Concept 1 in Table 5) was 0.644. The gamma coefficient for the work context concept (Concept 2 in Table 5) was 0.682. The degree of agreement between the rankings of the work context concept was higher than that of the individual needs concept. Although both concepts contributed to the overall Attitude Index, the gamma coefficients indicate that the work context concept contributed more to teachers' attitudes about their professional growth and development than the individual needs concept as reported by the attitude scale.

Since the contribution of each concept was relatively similar, it was necessary to be more precise about which

Table 5

Professional Growth and Development
Attitude Concepts by Rank

School ID #	Attitude Index Rank	[a]Concept 1 Mean	Concept 1 Rank	[b]Concept 2 Mean	Concept 2 Rank
10	1	32.50	2	28.00	1
7	2	32.33	3	26.17	2
8	3	33.50	1	24.33	8.5
6	4	31.00	6	25.17	4.5
2	5	30.80	8	25.20	3
11	6	30.67	9	25.17	4.5
9	7.5	31.50	5	24.00	11
5	7.5	30.63	10	24.87	6
3	9	30.88	7	24.12	10
4	10	29.54	11	23.92	12
13	11	29.00	12	24.40	7
15	12	31.67	4	21.67	13
1	13	27.33	13	24.33	8.5
14	14	25.50	14	20.50	14

[a]Concept 1: Individual Needs
[b]Concept 2: Work Context

descriptors within these two concepts were important. The responses to the descriptor subsets were summed and a school mean computed for each subset. The subsets were ranked within each concept and gamma coefficients computed to determine which of the subsets contributed most to the rank position of each concept. (See Table 6)

Computation of the gamma coefficients for the descriptors of the individual needs concept indicated that the perception of teachers' personal motivation and satisfaction contributed most to the rank position of the concept. To a lesser degree teachers' perceptions about their personal role expectations and role definition contributed to the individual needs concept rank position.

The gamma coefficients computed for the descriptors of the work context concept indicated that the perception of others' assessment of the teachers' role performance contributed most to the rank position of the concept. Teachers' perceptions of their own role commitment, others' expectations of their role, the experience in their role as a teacher and others' definition of their role were descriptors that contributed least to the rank position of the work context concept.

Question #3: Which climate conditions exist simultaneously with which professional growth and develoment attitudes? To

Table 6

Professional Growth and Development
Attitude Descriptor Gamma Coefficients

Concept/ Descriptors		Gamma Coefficients
Concept 1 - Individual Needs		
Descriptor:	Personal Satisfaction	0.762
	Personal Motivation	0.773
	Personal Role Expectations	0.568
	Personal Role Definition	0.488
Concept 2 - Work Context		
Descriptor:	Role Experience	0.341
	Role Commitment	0.435
	Others' Role Performance Assessment	0.750
	Others' Role Expectations	0.425
	Others' Role Definition	0.308

answer this question, individual school responses to the two research instruments were investigated.

A group mean and standard deviation for all the responses of all the schools to the School Climate Profile was computed. Utilizing an arbitrary 0.5 standard deviation, the schools were categorized high, medium and low. The schools falling into the high and low categories were used to create an individual school profile. School #9 fell into the high category and School #14 fell into the low category. School #11 was closest to the total group mean and categorized as medium.

The mean for each of the four determinants of the School Climate Profile for each school was computed. Using the means to rank each determinant, the teachers of both schools ranked general climate factors first, followed in order by process, program, and materials determinants.

The means of each subset in each of the four determinants was used to describe how teachers viewed their school's climate at the time the instrument was administered. Teachers were asked to indicate whether a condition occured in their school almost always (mean=>15.0), frequently (mean=>10.0), occasionally (mean=>5.0), or almost never (mean=<5.0) and a profile created for each school. (See Figure 1)

Teachers in School #9 (high) indicated that all of the

Figure 1. School Climate Profile By Determinant Subset Mean

Part A: General Climate Factors Subsets abbreviated as:

Resp	Respect
Trust	Trust
Morale	High Morale
Input	Opportunity for Input
Growth	Continuous Academic & Social Growth
Cohes	Cohesiveness
Renew	School Renewal
Care	Caring

Part B: Program Subsets abbreviated as:

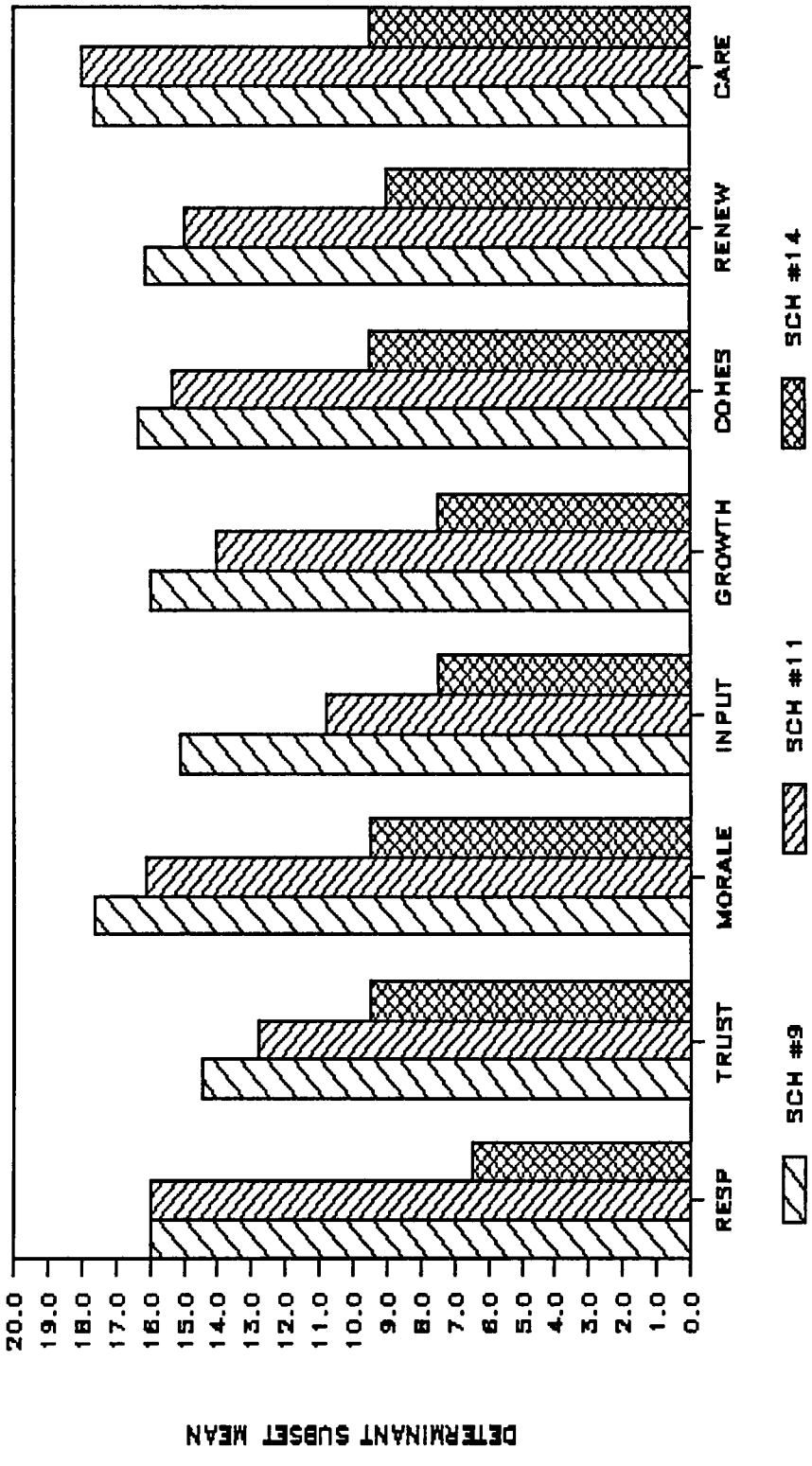
Learn	Active Learning
Expect	Individualized Performance Expectations
Envir	Varied Learning Environments
Flex	Flexible Curriculum & Extracurricular Activities
Support	Support & Structure Appropriate to Learners' Maturity
Rules	Rules Cooperatively Determined
Reward	Varied Reward Systems

Part C: Process Subsets abbreviated as:

Solve	Problem Solving Ability
Goals	Improvement of School Goals
Conflic	Identifying & Working with Conflicts
Comm	Effective Communications
Decis	Involvement in Decision Making
Auton	Autonomy with Accountability
Strat	Effective Teaching-Learning Strategies
Plan	Ability to Plan for the Future

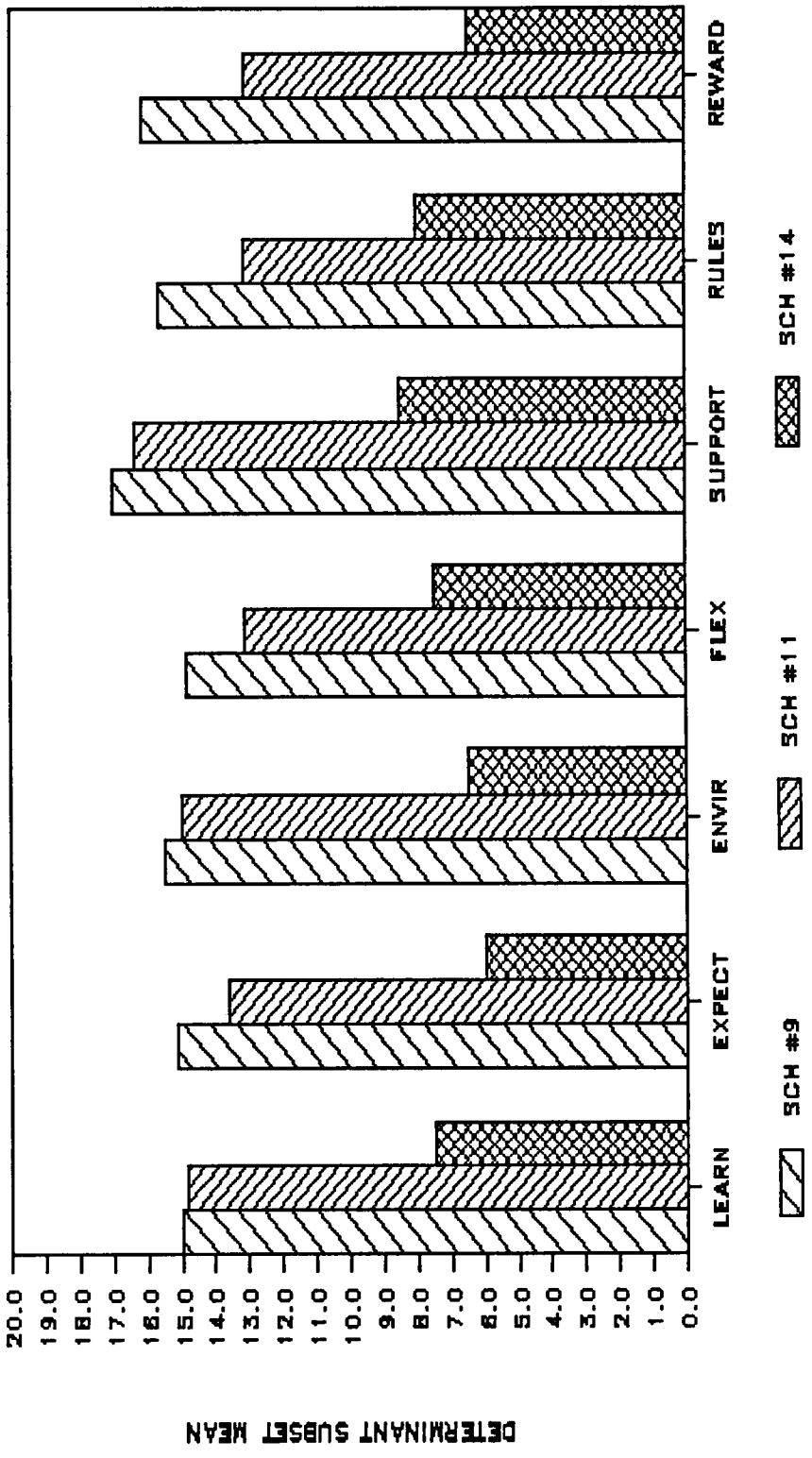
Part D: Materials Subsets abbreviated as:

Res	Adequate Resources
Logis	Supportive & Efficient Logistical System
Plant	Suitability of School Plant



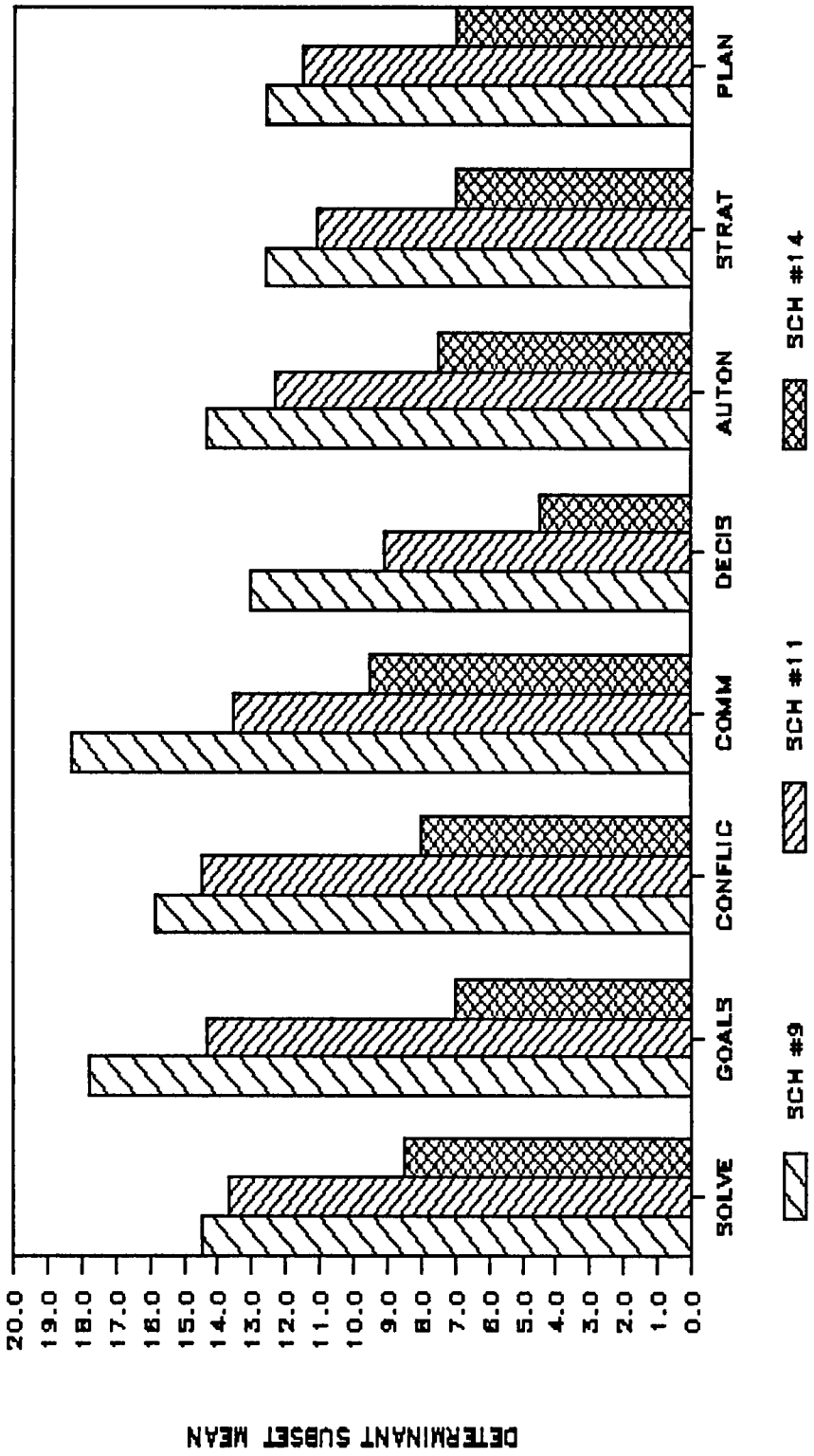
(A) General Climate Factors

Figure 1. School Climate Profile by Determinant Subset Mean



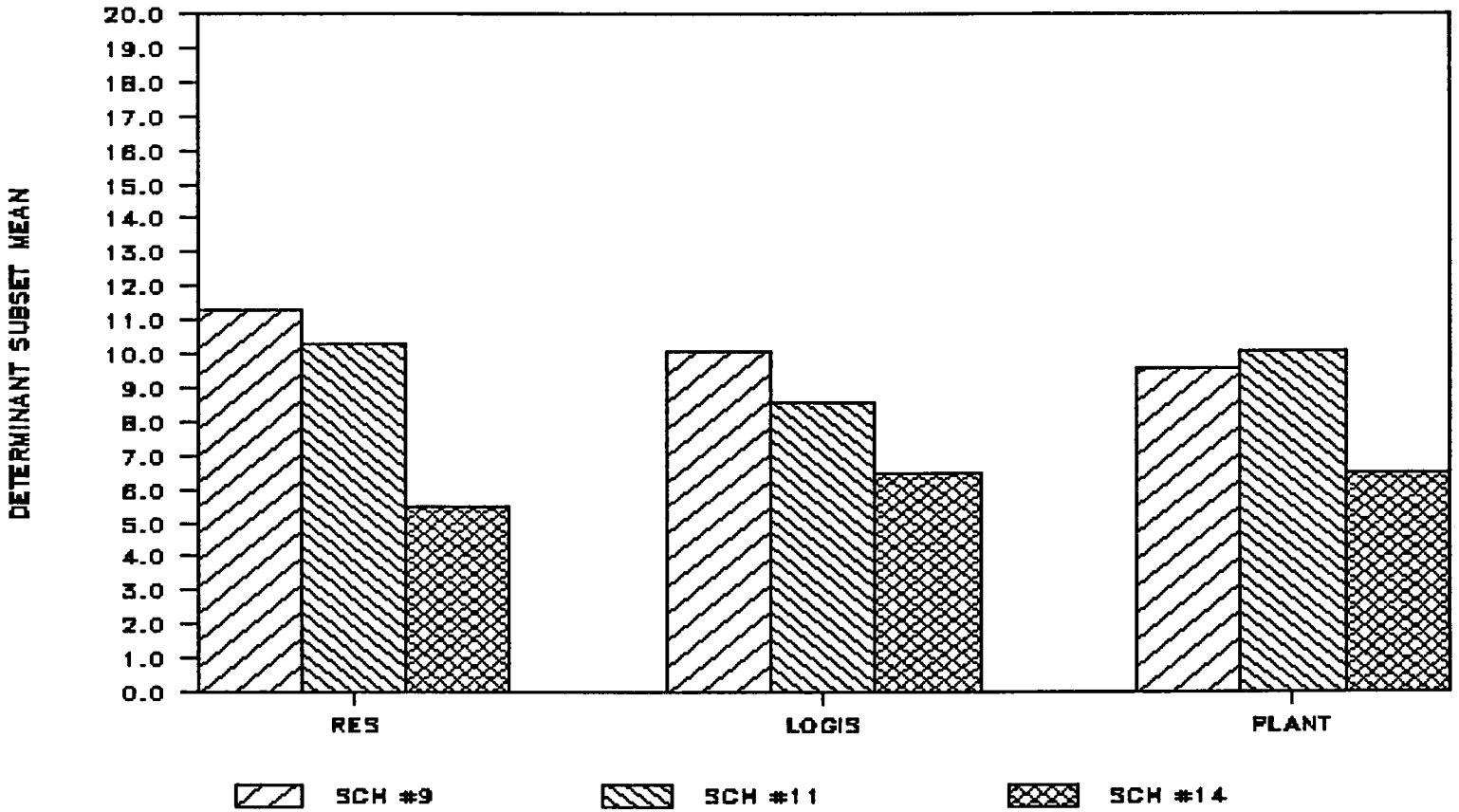
(B) Program

Figure 1 (continued)



(C) Process

Figure 1 (continued)



(D) Materials

Figure 1 (continued)

conditions in the general climate factors determinant were almost always present. These teachers felt their school had high morale and feelings of caring and cohesiveness among the staff. Their school displayed a sense of renewal in terms of innovation and problem-solving, and provided continuous academic and social growth of teachers, students, principal and parents. They also indicated that teachers, students and parents had opportunities for input into school decisions and that a feeling of trust and respect existed among teachers and students and the principal.

Teachers of School #11 (medium) had a similar response with two exceptions: the opportunities for input into school decisions and the level of trust among teachers, students and the principal occurred frequently. In contrast, teachers of School #14 (low) indicated these general climate conditions occurred only occasionally in their school.

Within the process determinant, teachers of School #9 (high) indicated that effective communications among teachers, students and the principal almost always occurred. They also indicated that the school almost always identified and worked with conflicts, and reviewed and improved the school's goals. The teachers indicated that problem solving abilities were used frequently as were abilities for future planning for the school. Teachers, parents and students frequently were formally involved in decision making

regarding school staff or new programs at School #9. These teachers indicated they were frequently autonomous within the school program to use effective teaching-learning strategies but were held accountable for student performance.

Teachers in School #11 (medium) indicated these conditions occurred frequently at their school with the exception of involvement in school decisions which occurred only occasionally. Teachers in School #14 (low), on the other hand, indicated the conditions within the process determinant occurred only occasionally with the exception of decision-making involvement which occcurred almost never.

Teachers considered the program determinants to be the next important in their perceptions of their school. Within the program determinant, teachers of School #9 (high) indicated that they almost always have the support and structure necessary to promote student learning and appropriate behavior. They also indicated that teachers and students are almost always rewarded for effort and exceptional performance which is based on known criteria and standards of performance expectations for individuals. There are almost always multiple opportunities for varied learning experiences and the curriculum supports and stimulates active learning for both students and teachers. The school is governed by a set of rules cooperatively determined by students, teachers, parents and administration and when

discipline is necessary it is fair. Flexibility in curricular and extra-curricular activities frequently exhibits the school's willingness to support alternative approaches to student achievement, teaching innovations, and student needs based on ethnicity.

Teachers of School #11 (medium) indicated that they almost always had the support of the administration for themselves and the students in providing an appropriate atmosphere for student learning. These teachers indicated that their school frequently provided varied learning opportunities and settings for students and teachers as well as flexible curricular and extracurricular activties. The rules of the school frequently are cooperatively determined by students, teachers, parents and administration. Teachers' and students' performance expectations are frequently individualized as are the rewards for exceptional performance by both groups.

Teachers of School #14 (low) indicated that the conditions within the program determinant occurred only occasionally in their school. They indicated participation in determining rules cooperatively and the support of the administration for themselves and the students were slightly better than the other conditions.

The materials determinant was considered by all schools to be the least important to the overall climate of their

school. Teachers of School #9 (high) indicated that they frequently had adequate resources to meet the needs of their students in terms of instructional materials, outside of school learning opportunities and teacher salaries based on service to the community. They also indicated that the logistical support system of the school and district frequently got the necessary teaching/learning materials to them when needed and they had some method of making budgetary recommendations for prioritizing needed materials for their programs. These teachers indicated the suitability of the school plant occasionally was clean and in good repair, that the school was adequate for the program they had, and those in the building were proud of their school and helped keep it attractive.

Teachers of School #11 (medium) indicated that they frequently had the resources they needed and the school plant was suitable to the program they had. They indicated that the supportiveness and efficiency of the logistical support system was only occasionally adequate. Teachers of School #14 (low) indicated these three conditions occasionally existed at their school. The adequacy of resources to meet students needs and conduct the school program was indicated to be almost non-existent.

When compared to the other schools in the sample, the teachers of the school considered to have a good

organizational climate (School #9) indicated that the conditions within the general climate factors determinant almost always occurred in their school. Caring was the condition indicated as occurring most within this determinant which was consistent with the group data analysis for this determinant. The conditions within the procedures determinant occurred frequently or almost always. Effective communications was considered the most important condition in this determinant which was consistent with the group data analysis. The conditions within the program determinant were considered to occur almost always but to a lesser degree than the other two determinants. The notable exception was the level of flexibility within the curriculum and that occurred very frequently. Again, this rating was consistent with the group data analysis which considered curriculum flexibility least important within this determinant.

The materials determinant considered suitability of the plant, the adequacy of the materials available and ability to get those materials when needed. Compared to the other conditions affecting school climate, this area was considerably lacking, the conditions occurring frequently or occasionally. This response was consistent with the group data analysis.

The teachers of the school categorized in the middle of the sample (School #11) indicated that the conditions of the

general climate factors determinant occurred in their school frequently or almost always. Caring was considered to be the most occurring condition while opporunities for input occurred barely frequently. This range of response was consistent with the group data analysis even though at a lower level of occurrence than School #9 (high). Within the process determinant, the conditions occurred frequently with the exception of decision-making involvement which occurred occasionally. This response was notably different from the group response which indicated involvement in decision-making to be very important within this determinant. All of the conditions within the program determinant occurred frequently with the exception of the supportiveness of the school and the variety of the learning environment provided students and staff. These conditions occurred almost always and were consistent with the group data analysis. Within the materials determinant, the conditions of plant suitability and resources adequacy were considered to occur only frequently, while the logistical support for the instructional program could occasionally be considered adequate. This response was consistent with the group data analysis.

The teachers of the school categorized as having a poor school organizational climate (School #14) indicated that conditions of the general climate factors determinant

occurred occasionally. They reported that the conditions of the process determinant occurred occasionally with the exception of decision-making involvement which was almost never. This was the most notable conflict between the responses of School #14 and the group data analysis which considered this condition a very important contributor to the climate of the school. The conditions of the program determinant occurred occasionally as did the conditions of the materials determinant in this school. The perceived low school climate reported to exist in School #14 was attributable to the occasional occurrence of conditions which should be occurring frequently or almost always for a school to be considered to have a good school climate. Specifically, the conditions considered to be most important within the determinants by the group data analysis occurred almost never in School #14.

A group mean and standard deviation for all the responses of all the schools to the Professional Growth and Development Attitude Scale were computed. Utilizing an arbitrary 0.5 standard deviation, the schools were categorized high, medium and low. The schools categorized as high and low were used to create individual school profiles. Schools #10 (mean = 60.5) and #7 (mean = 58.5) fell into the high category and School #14 (mean = 46.0) fell into the low category.

The Professional Growth and Development Attitude Scale was constructed as a Likert scale using strongly disagree, disagree, agree and strongly agree categories, rated one to four respectively. When means were computed, the higher the mean for each concept and descriptor in the concept, the higher the agreement by teachers that the concept or descriptor was an indicator of their professional growth and development attitudes. The following analysis of individual schools explored the similarities and differences among the schools categorized as high, medium and low using the means of each concept and descriptor of the Professional Growth and Development Attitude Scale.

The mean for each of the concepts of the Professional Growth and Development Attitude Scale for Schools #10, #7, and #14 was computed. In all three schools the individual needs concept mean was higher than the work context concept.

Each concept consisted of several descriptor subsets. To gain more information, the subset means were computed for each of the schools to develop a profile of each school (See Figure 2).

School #10 ranked others' role performance assessment first and personal satisfaction second. The other high category school, School #7, ranked the same two subsets at the top of the rankings, but in reverse order. School #14, the low category school, was similar to School #7 placing

Figure 2. Professional Growth and Development Attitude Scale School Profile by Descriptor Mean abbreviated as:

PS	Personal Satisfaction
PM	Personal Motivation
PRE	Personal Role Expectations
PRD	Personal Role Definition
RE	Role Experience
RC	Role Commitment
ORPA	Others' Role Performance Assessment
ORE	Others' Role Expectations
ORD	Others' Role Definition

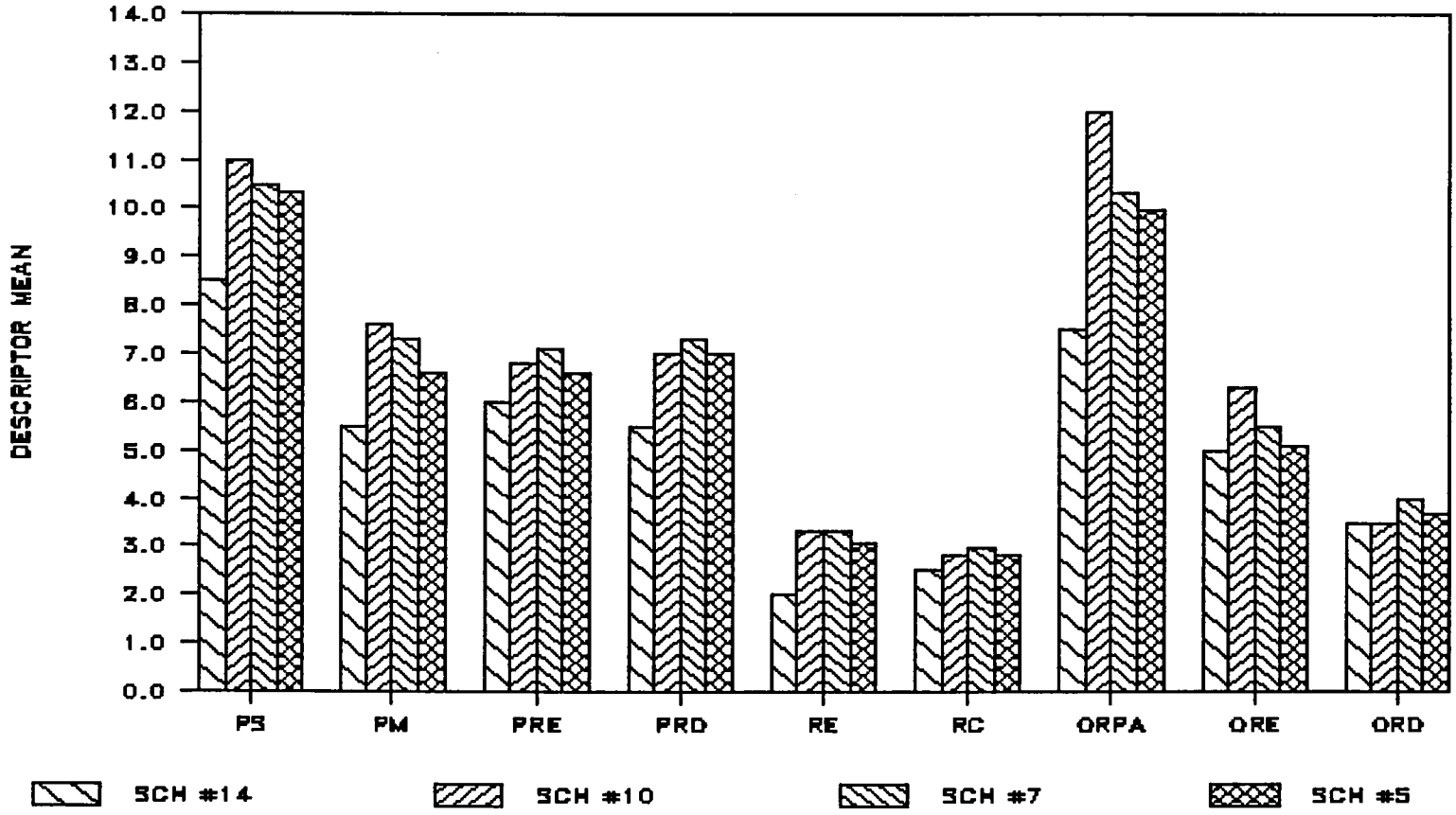


Figure 2. Professional Growth and Development Attitude Scale School Profile by Descriptor Mean

personal satisfaction first and others' role performance assessment second. The same two combinations also existed among the medium category schools. The high rank positions of these two subsets is consistent with the findings of the grouped data analysis.

Both schools in the high category ranked personal motivation, personal role definition and personal role expectations as the next important subsets in that order. The low category school ranked personal role expectations above personal motivation and personal role definition. These subsets were also considered important in similar order when the grouped data analysis of association was computed for the individual needs concept.

All three schools considered others' role expectations and others' role definition subsets in the same order, sixth and seventh rank position. The two high category schools indicate role experience and role commitment in that order to be least important descriptors of their professional growth and development attitudes. The low category school indicated the two subsets as least important but in reverse order compared to the two high category schools.

Although the three schools were similar in agreement as to the importance of the individual needs concept compared to the work context concept, these ratings differed from the grouped data analysis. The means computed for each concept

work context concept consisted of five subsets. This fact could affect the small difference in the two concept means. The grouped data analysis was associative in that the importance of each concept's contribution to the rank position of the schools within the group was computed by a gamma coefficient. The coefficients were also close (work context concept, 0.682; individual needs concept, 0.644). Either computation indicates the near-equal importance teachers place on the two concepts that describe their professional growth and development attitudes.

Teachers in all three schools agreed that personal satisfaction and others' assessment of their role performance were considerably more important descriptors of their professional growth and development attitudes than the other descriptors. The middle category schools held the same pattern. Again, this was consistent with the grouped data analysis of the two concepts.

The main difference among the three schools and the grouped data analysis was the relative importance of the individual needs concept descriptors ranked above the work context concept descriptors with the exception of the role performance assessment by others.

The similarities among the high and low category schools also existed among the middle or medium group of schools. Schools #9 and #5 total means were exactly the same (55.50)

also existed among the middle or medium group of schools. Schools #9 and #5 total means were exactly the same (55.50) and closest to the total group mean (55.46). The standard deviation computed for School #5 (4.30) showed more agreement among its teachers than School #9 (5.34) and was selected to be compared to the other high/low category schools. The pattern of responses for School #5 was the same for each descriptor when compared to the high/low category schools.
and closest to the total group mean (55.46). The standard deviation computed for School #5 (4.30) showed more agreement among its teachers than School #9 (5.34) and was selected to be compared to the other high/low category schools. The pattern of responses for School #5 was the same for each descriptor when compared to the high/low category schools.
Question #4: Does a relationship exist between the school organizational climate and teachers' professional growth and development attitudes? To answer this question the schools were ranked according to their School Climate Indices and matched with their respective Attitude Indices rank. (See Table 7) The schools were also ranked according to their Attitude Index and matched with their respective School Climate Index rank. (See Table 8)

The information organized in Tables 7 and 8 was used to compute a Guttman's Coefficient of Predictability, Lambda. Lambda was computed to determine whether a relationship

Table 7

Schools Ranked by Climate Index
and
Matching Attitude Index

School ID #	School Climate Index by Rank	School Attitude Index Rank
9	1	7.5
2	2	5
7	3	2
10	4	1
1	5	13
5	6	7.5
3	7	9
15	8	12
11	9	6
8	10	3
6	11	4
4	12	10
13	13	11
14	14	14

Table 8

Schools Ranked by Attitude Index
and
Matching Climate Index

School ID #	School Attitude Index by Rank	School Climate Index Rank
10	1	4
7	2	3
8	3	10
6	4	11
2	5	2
11	6	9
9	7.5	1
5	7.5	6
3	9	7
4	10	12
13	11	13
15	12	8
1	13	5
14	14	14

exists between the two variables as well as to indicate the nature of the relationship.

The analysis revealed a 0.923 Lambda coefficient when the School Climate Index was held constant and the Attitude Index was the dependent variable. When the Attitude Index was held constant and the School Climate Index was the dependent variable, the Lambda coefficient was 1.000. The relationship between these two variables is very high,1.000 being a perfect correlation.

Question #5: If a relationship exists, what is the nature of that relationship? The Lambda computation also answered this question.

The coefficient of 1.000 indicates that if teachers' professional growth and development attitudes are known one can predict the school's organizational climate with surety. Conversely, if the school's organizational climate is known, one can predict the professional growth and development attitudes with nearly as much certainty, 0.923.

III. SUMMARY

From fifteen high schools, 151 teachers were randomly selected to respond to two research instruments and indicate demographic information about themselves. The 89 teachers responding were evenly distributed among the age ranges from

20 years to 50 plus years of age. The sample was fairly evenly divided between those holding Bachelor's degrees (46%) and those holding Master's degrees (43.8%), a combined total of 89.8%, while 5.6% held a Specialist and none had attained a doctorate. The sample was evenly divided (32.5% each) between those having 4-10 years and 10-20 years teaching experience while 12% had from 1-3 years and 16.8% had over 20 years experience. Over 56% of the teacher sample did not indicate their sex, but of the remaining number the ratio of female to male was 2:1.

Based on the statistical analysis of the School Climate Profile, high school teachers perceived that the procedures that provided them opportunities for involvement in decision-making and problem solving contributed most to their perceptions of the school's organizational climate. Within this determinant, teachers considered the school's ability to solve its problems and make improvements to be most important. Effective communications, autonomy with input opportunities and accountability were also important processes that contributed to their school organizational climate perceptions.

The educational program that provides variety and flexibility in its curriculum and rewards also strongly contributed to teachers' perceptions of school organizational climate. The school's support and organizational structure

appropriate to learner maturity plus a varied reward system for students and teachers were important to teachers' school organizational climate perceptions.

To a lesser extent, general climate factors contributed to teachers' school organizational climate perceptions. Teachers perceived that caring about each other and the school's capability for self-renewal as factors that contributed most to their perceptions about the school's organizational climate.

Materials in the form of plant suitability, adequate resources and logistical efficiency were found to contribute least to teachers' perceptions of their school's organizational climate.

Teachers' professional growth and development attitudes were found to be based more upon the work context of the school than the teachers' individual needs. Perceptions by others (teachers, principal, community) of their performance as a teacher contributed most to the importance of the work context concept. Teachers' personal motivation and satisfaction contributed most to the individual needs concept.

When the individual school profiles for each of the instruments were developed, many similarities with the grouped data existed, and a few differences were evident. The School Climate Profile determinants were considered

important in a different order than found in the grouped data analysis. General climate factors were found to be the most important determinant at the school level with process, program, and materials following. All agreed that the materials determinant was the least important.

The individual school profiles indicated similarities among the subsets of the determinants when compared to the grouped data analysis. Caring, involvement in decision-making, effective communications and supportiveness were subsets also considered to be most important at the school level.

Profiles for individual schools were developed for the Professional Growth and Development Attitude Scale. The individual schools indicated the importance of the individual needs concept over the work context concept when compared to the grouped data analysis. The schools indicated personal satisfaction and others' role performance assessment as the two important descriptors within the two concepts. The schools placed more importance on the descriptors in the individual needs concept than those in the work context concept with the exception of others' role performance assessment. The two most important descriptors were consistent with the grouped data analysis, but the importance of the other descriptors varied according to the concept to which the descriptor belonged.

The correlation between the two variables was high (0.923) when the school's Climate Index was held constant and teachers' professional growth and development Attitude Index was the dependent variable. When the professional growth and development Attitude Index was held constant and the School Climate Index was the dependent variable the relationship was a perfect correlation (1.000).

This relationship indicated that if the teachers' professional growth and development attitudes were known one could predict with certainty their perceptions of the school's organizational climate. Conversely, if the school's organizational climate was known, one could predict the professional growth and development attitudes of the teachers with a high degree of certainty.

CHAPTER V

SUMMARY, CONCLUSIONS, RECOMMENDATIONS, IMPLICATIONS

I. SUMMARY

This study was designed to gain information about: 1) What high school teachers perceive as the organizational climate of their school; 2) What feelings and beliefs teachers have about themselves in their role as a teacher and their professional growth and development in that role; and 3) any relationship that exists between teachers' perceptions of their school organizational climate and their professional growth and development attitudes.

Teachers from fifteen high schools were randomly selected to respond to two instruments: 1) the School Climate Profile and 2) the Professional Growth and Development Attitude Scale. The first instrument was a 150 item Likert-type scale designed to measure school organizational climate. The second instrument was an 18 item Likert-type scale designed to measure the professional growth and development attitudes of teachers. The investigator analyzed the responses using measures of association, gamma and lambda.

Results of the analyses indicated the following:

1. High school teachers' perceptions of the process determinants of the school contributed most to their perceptions of the school's organizational climate.

2. Program, general climate factors and materials determinants contributed to teachers' perceptions of the school's organizational climate in that order.

3. Individual school climate profiles indicated the importance of the determinants in the following order: general climate factors, process, program and materials.

4. Teachers' professional growth and development attitudes were based more upon the work context of the school than teachers' individual needs although each concept was considered near equal in value.

5. Individual school attitude profiles indicated that teachers' in those particular schools placed more importance on the individual needs concept than the work context concept to describe their professional growth and development attitudes, but each concept was near equal in importance.

6. When the responses of teachers as a group were compared with those of teachers in selected schools both groups perceived similar determinant subsets to be important contributors to the school organizational climate (ie., caring, involvement in decision-making, effective communication).

7. When the responses of teachers as a group were compared with those of teachers in selected schools both groups perceived similar attitude descriptors as important to their professional growth and development attitudes (ie.,

personal satisfaction and other's role performance assessment).

8. A relationship existed between teachers' perceptions of school organizational climate and their professional growth and development attitudes.

9. If teachers' professional growth and development attitudes are known one can predict with certainty their perceptions of the school's organizational climate.

10. If teachers' perceptions of their school's organizational climate are known one can predict with a high degree of certainty the teachers' professional growth and development attitudes.

II. CONCLUSIONS

From this study it may be concluded that the procedures used in the daily operation of a school are the most important determinant influencing teachers' perceptions of school organizational climate. Procedures that provide teacher involvement in decision-making, create effective communications channels between various groups within the school, and provide for autonomy with accompanying accountability were found to most closely influence teacher perceptions of school climate. These procedures contribute

to the school's ability to solve its problems and make improvements based on stated goals.

Specifically, the findings of this study relative to existing literature suggest several procedural responses which might be made by schools desiring to improve their organizational climates (or at least teachers' perceptions of those climates.) These responses include:

1. The development of the school's support system for teachers in their professional role and the school's ability to involve them in problem-solving activities. Etzioni (1969) indicated the level of involvement may range from committment to alienation. Schools' organizational response may be to develop procedures that involve teachers and encourage committment to the school's goals. Anderson (1968) suggests that the school organizational procedures should facilitate the learning process.

2. The development of a schedule that provides varied learning experiences, reward systems, and maturitiy levels of learners. Traditionally, schools have been organized to create a stable environment in which routine tasks take place. Bennis (1966) has suggestd that these schools will have problems coping with the unanticipated because they lack flexibility and adaptability. The organizational climate of the school reflects the degree of flexibility/adaptability

through the amount of variety perceived by the membership - teachers and students.

3. The loose establishment of rules that creates a sense of caring about each other within the organization. Merton (1961) indicates that the school can organize so rigidly that it inhibits people from helping each other. Beardsley (1977) and Etzioni (1969) both suggest alienation and resistance as possible reactions to the school organization.

4. The identification of the school's capability for self-renewal and the development of criteria for renewal by the organization and its members. Guba and Getzels (1955) indicate that the organization creates parameters for the behavior of its members. Rogus (1979) suggests these parameters should include opportunities for growth and renewal of its members and thus for the organization itself.

5. The continued provision for efficient care of the school plant, adequate resources, and support of the school's logistical system. Whether or not schools organize efficiently to take care of the routine tasks of operation does little to influence the perceptions about school organizational climate.

It also may be concluded from this study that the work place most influences teachers attitudes about their professional growth and development. The work environment

creates the parameters for one's role in an organization (Getzels and Guba, 1955; Selznick, 1943) and the behavior exhibited in that role is a function of the organizational structure in which the work takes place (Tye and Novotney, 1975). Within the personal needs concept it was found that teachers' personal motivation and satisfaction contributed most to the importance of the concept. The degree of fulfillment of these personal needs is expressed as attitudes toward professional growth and development.

The findings of this study relative to the existing literature suggest several institutional responses which might be made by schools wishing to improve teachers' professional growth and development attitudes. These responses include:

1. The development of clear role responsibilities and performance criteria that reflect the importance of renewal. Gouldner (1957) and Getzels and Guba (1955) suggest that part of one's role definition in an organization is a set of expectations developed by other organization members. Teachers conform to expectations of the school and community (Washburne, 1956), and develop attitudes that conform to those expectations.

2. The development of a program (formal and/or informal) to recognize competent performance and the creation of a support system within the school that encourages

autonomous decision-making and planning of instructional activities. Kuhlen and Dipboye (1959) indicate that teachers choose the teaching profession more for personal intrinsic values such as satisfaction rather than income or advancement. A sense of competency and autonomy which is the basis for feelings of satisfaction may affect teacher effectiveness (Kuhlen, 1959; Corwin, 1966).

It was found in this study that if teachers' professional growth and development attitudes are known one can predict the school organizational climate with certainty. It was also found that if the school organizational climate is known one can predict teachers' professional growth and development attitudes with a high degree of certainty. Therefore, the attitudes and perceptions of the teachers must be considered simultaneously when organizational change is occurring. The organizational events and conditions that are perceived by its members provide cues for their expected behavior (Schneider and Snyder, 1974), thus creating the context in which their attitudes develop. As new procedures, rules, and programs are developed monitoring the organizational context of those changes would provide information regarding perceptions and attitudes.

Other conclusions cannot be drawn because of several limitations of the study:

1. The School Climate Profile addressed four

determinants of teacher perceptions of school organizational climate. Other dimensions of this variable may not have been addressed by this instrument.

2. The Professional Growth and Development Attitude Scale attempted to describe several indicators of teachers' feelings and beliefs about their professional growth and development. The instrument did not attempt to account for all of the complex dimensions possible.

3. This study was conducted with a limited geographical sample and does not lend itself to generalizability.

4. The sample was limited to only secondary teachers and does not lend itself to generalizability about all teachers.

III. RECOMMENDATIONS

Based upon the conclusions of this study several recommendations are offered regarding school organization:

1. Schools need to develop procedures that enhance problem idendification, problem-solving and on-going improvement efforts at the building level. Teacher teams or committees organized with the purpose of school improvement can focus on the assessment of the school program, teacher and student placement, curriculum and inservice planning, or

other identified areas of concern and develop their own strategies for solving the problems identified.

2. Schools should be organized to enhance and encourage "caring." Opportunities for teachers to share common successes, performance recognition, and disappointments as well as other collegial activities may provide a faculty the necessary means to get to know one another as professionals and individuals with common values and purposes within the school context.

3. Schools include an immense amount of unpredictable, non-routinized activities that need to be accomplished through flexible procedures in an atmosphere of caring and renewal while providing a variety of experiences for all its members, students and teachers alike. Policies, procedures, and reward structures that foster flexibility in addressing student and teacher needs and encourage experimentation in teaching and learning strategies should be developed.

4. Schools should establish clear goals and expectations for teacher behavior/performance that are known by all participants and are utilized as the basis for assessment. Effective teaching research findings demand an organizational response involving the definition of expected student outcomes, continuous monitoring of teacher performance, and individualized improvement planning. Administrators must be

well trained in assessment procedures to carry out these processes of instructional improvement.

5. Schools should create 1) a means of recognizing and rewarding teacher competency and 2) structures that encourage autonomous activity, thus enhancing teacher personal satisfaction. Recognition and reward for excellence may require monetary consideration as well as school/district recognition. Policies and procedures need to be developed that encourage and reward teacher experimentation in the classroom.

6. Schools interested in the organizational climate perceptions and professional growth and development attitudes of teachers should conduct studies of these variables in their schools. Knowledge of the professional growth and development attitudes of a school's teachers generates direction and context for staff development activities.

Further, several recommendations are offered regarding additional research:

1. More research into the school organizational climate perceptions of teachers and their professional growth and development attitudes is needed in several geographic locations, regionally and nationally, to enlarge the sample before generalizations can be made of the findings.

2. The investigator believes the most appropriate use of the research instruments used in this study is at the school

level. The findings could then provide the basis for a case study of the school which would focus on specific information gained from the survey instruments and provide direction for school improvement and staff development planning.

3. Comparison of the organizational climate data and student outcomes at the school level would also provide evidence of the effectiveness of the teaching processes taking place at a particular school. This information could be used at the district level to validate policies and procedures in place that support the goals of the school.

4. Additional research at all levels of school organization (elementary, middle, secondary) is needed to determine similarities or differences that should be addressed by the school organization. District-wide data at each level would provide the basis for the development of policies and procedures which would facilitate the changes at the school levels and reflect the subtle differences and similarities.

5. Refinement and validation of the Professional Growth and Development Attitude Scale is recommended to gain more precise indicators of these attitudes.

6. Delineation of differences, if any, between elementary, middle and secondary teachers would also be useful for the Professional Growth and Development Attitude Scale.

IV. IMPLICATIONS

The findings of this study generated implications for school organization. Teachers indicated that the procedures used in the school had the highest influence on their perceptions of the school climate. Specifically, teachers indicated that involvement in decision-making was important.

Many decisions are made at the building level that directly affect teachers. Procedures that enhance and encourage teacher involvementin these decisions should be devised. Possible procedures might include: 1) departmental or grade level representatives who meet with the principal to identify and find solutions to problems; 2) a representative committee of teachers who review and make recommendations about the selection of new faculty; 3) a curriculum review committee representative of the faculty to monitor student achievement relative to the curriculum objectives; 4) a school improvement team or council to assess, monitor and implement improvement strategies; and 5) scheduled times for committees to report progress, gather additional input and recommendations during faculty meetings or other organized school personnel meetings. These and other procedural opportunities for decision-making involvement encourage commitment to the organization (Etzioni, 1969), improve

communications, foster openness to innovation and technology and improve use of resources (Bennis, 1966).

The involvement of teachers in problem-solving activities also requires procedures for decision-making and defined responsibilities. That problems are identified and addressed quickly requires a means of doing so rather than leaving organization members grousing and complaining. A school needs to have well-defined organizational charts and job descriptions so that teachers know who has the responsibility and authority to solve specific problems. It also requires the school to create an atmosphere in which discussion is encouraged and ideas are sought from various groups within the school to develop solutions (Saphier and King, 1985).

Involvement and problem-solving imply that the school and the teachers know the goals of the school. Edmonds (1982) correlates a clear school mission with high student achievement. Knowing what the school is about, who is responsible and how it is to be measured will focus procedures of the school to promote school improvement.

Addressing procedural concerns and solving problems on a group basis requires effective communication between teachers and principal, between different teacher groups (young and old, black and white) and between principal, teachers and students. The communication process creates further

involvement in the school and its goals, greater accountability and preceptions of greater autonomy to act in productive ways.

Increased teacher autonomy will also require the development of procedures that encourage teacher experimentation in the teaching-learning process, use teacher evaluation for teacher improvement, and provide program evaluation opportunities for many. These procedures will be needed to facilitate the learning process (Anderson, 1968; Merton, 1961) and encourage mature, effective behavior of its professionals (Anderson, 1968; Griffiths, 1962; Argyris, 1957a; Getzels and Guba, 1955, 1954).

Since the procedures and operation of the school are under the direction of the principal and/or administrative team the findings of this study also have implications for the school administrator. To provide teacher involvement in decision-making, the principal must be willing to share authority. Shared governance, championed by Marburger (1985) and in practice in many locations around the country, provides the principal with increased power through delegation, shared information and solutions, and increased commitment to the school's goals by those involved.

Involving teachers in school level problem-solving, increasing teacher autonomy and opening communications among all participants in the school community impacts on the role

of the principal (Hager and Scarr, 1983). It may require professional development on the part of the principal to learn how to involve others in the design and implementation of improvement efforts, to share information, to share decisions with others as well as alter roles and responsibilities usually reserved for administrators (Furtwengler, 1986). This training need impacts on district staff development programming as well as training provided by institutions of higher education responsible for school leadership education. The ability of the principal to develop and implement new professional skills which enable him/her to facilitate changes in procedures will require time and support by the school organization.

Another finding of this study indicated that teachers perceived the context of their teaching role as more influential on their professional growth and development attitudes than their own individual needs. Specifically, teachers indicated that others' assessment of their performance was most important. It follows then, that if the school in which the teacher works and the assessment of their performance emphasizes involvement in decision-making, effective communications, and problem-solving the teacher is likely to conform to those expectations (Saphier and King, 1985; Gouldner, 1957; Getzels and Guba, 1955).

The school's expectations of teachers to participate in

decision-making, to communicate effectively, and to act autonomously may require staff development which provides opportunities for teachers to learn those skills. Teacher performance assessment may indicate a need for teachers to learn how to be effective communicators, how to participate in problem-solving activities, and how to contribute to group decision-making activities. Long-term commitment to staff development will be required for improvement results to be lasting (Wood, Freeland, and Szabo, 1985; Thomas, 1985).

Another implication for staff development is the delivery of those programs. The school organization that provides staff development opportunities also provides the process by which teachers are involved in determining the program and suggesting delivery system. The teacher gains cues from the school as to what is expected. As the teacher moves toward satisfying those organizational expectations in a mature environment he/she becomes more effective as an organization member (Argyris, 1962; Roth, 1958) and in satisfying his/her own need to update and improve (Dubin, 1972).

Davis (1976) concluded that teachers must participate in the decision-making process if the programs are to be considered effective by the teachers and the organization as a whole. Creating procedures for teacher input into staff development programming while using performance assessment

evaluation data as one determiner would combine the most important aspects of teacher organizational climate perceptions and teacher attitudes about professional growth and development. The process would also support Getzels' (1958) model of congruency for achieving organizational efficiency and individual needs satisfaction.

The findings of this study also generated implications for the educational program available at the school. Teachers' most important concern centered upon the variety provided in the learning environment for themselves and for students. The need for variety focused on the range of teaching materials and media available, the school's ability to address different learning styles, the kind and type of learning settings which could be provided and the type of opportunities for teacher development that would support the implementation and staffing of such programs.

The response of the school to this need for variety would range from flexible scheduling of students and teachers to in-depth assessment of teachers and students for placement purposes. These implications may be most strongly felt at the secondary level where the sorting and selecting process that matches teachers and students is often arbitrary or based on limited information. The secondary level is also most often the most rigid in its structure, and thus lacks

the flexibility and adaptability to accomodate variety (Bennis, 1966).

To accommodate the need for variety and flexibility in the educational program suggests change. Professional development for teachers and administrators to learn how to create the organizational procedures and structures that provide flexibility in the curriculum and its delivery, as well as being appropriate to the learners' maturity level must be provided. In addition, the learning environment of this staff development program also must provide variety in the program, its delivery and accommodate different learning styles and maturity levels.

The findings of this study also indicated that teachers considered varied reward systems for themselves and students to be important concerns of the educational program. Variety for student rewards focused on the grading system used and the feedback and recognition received from the faculty and principal. Variety for teacher rewards focused on recognition from the principal and tangible rewards for exceptional teaching performance.

Providing variety for student rewards will require a planned and well-communicated system of recognition of student performance. Staff development programs should facilitate the development of a different reward system for

students as well as provide a variety of experiences for teachers to implement various rewards other than grades.

However, the need for differing rewards for teachers generates other considerations. Recognition by the principal in a faculty meeting or a newspaper article describing an accomplishment is one form of recognition as is being paid a monetary bonus for one's performance. Teachers indicate that recognition may be either financial and/or non-financial.

The need for varied rewards for teacher performance coupled with the indication that teachers value others' assessment of their performance in the context of professional development has implications for incentive pay or merit pay programs. A performance evaluation which identifies an improvement area might consider the resulting improvement as part of the criteria for financial reward. Performance assessment by others, such as students, might also be considered as part of the performance criteria (Peterson and Mitchell, 1985).

The development of merit or incentive pay programs for the purpose of providing variety in the rewards teacher receive suggests the inclusion of teachers in the planning of such a program. School districts and State Departments of Education responsible for the development of the incentive or merit pay programs will also be responsible for the training

of teachers to be involved in those decisions plus appropriate and consistent training of the assessors.

Recognition may occur in a variety of ways for teachers through collegial roles but the role is usually accompanied by a financial compensation as well. Among the popular programs currently in use are the mentor and advisor programs. Teachers, identified and recognized as leaders, may be offered the opportunity participate as advisors to beginning teachers or as mentors in a staff development environment for teachers in specific subject areas, grade levels, or career levels (Little, 1985). Other means of recognizing teachers might include their involvement in research and development activities, communication roles in the community and other schools, and participation on decision-making teams at the building and district levels (Busching and Rowls, 1986). These types of recognition/ reward programs will require flexible scheduling for the teacher, teaching load differentiation, and appropriate budget planning and allocation to accomodate the variety.

In the area of general climate factors teachers indicated that caring behaviors by teachers, students and the principal toward each other was important. This caring behavior takes place in all aspects of the school environment and manifests a general atmosphere of school renewal. This atmosphere becomes the milieu in which the

problem-solving, school improvement, staff development activities take place and addresses the individual needs found to be important indicators of the professional growth and development attitudes of the teachers. The need for this caring behavior to exist implies that growth and change should be conducted in ways that are thoughtful, deliberate, and appropriate to the school and its teachers, students and community.

Teachers in this study indicated that the resources, facilties and support systems of the school were least important in their perceptions of school climate. That is not to say that having adequate teaching materials and resources is not important, but that the climate perceptions of the school are influenced more by other determinants.

Teachers have been known to teach children without many resources and in limited facilities. What is important is the priority that teachers place on such things. It is not as important that the building is new as it is that the building is pleasant and clean (Edmonds, 1982). School districts conducting budget and bond referendum studies might well consider renovation and remodeling rather than new construction. District procedures for handling repairs quickly, and the cleaning and painting should reflect the priority given to this concern.

This study concluded that the relationship between

school organizational climate perceptions and professional growth and development attitudes was an inter-connected one in that the attitudes are formed within the context of the school organization. Procedures that promote teacher input about their own professional growth and the environment in which that growth takes place also creates a climate that positively influences teacher attitudes about that growth (Norton, 1984).

Those responsible for developing school procedures and those responsible for staff development programming might consider the implications of this study for their job responsibilities. Schools that provide a climate that is perceived by teachers as supportive of their role and encourages them to improve professionally may increase and maintain teacher performance at a level that matches high community expectations. These schools may also decrease conflict between individual and organizational goals and thus nurture organizational members who cause the school to perform effectively and efficiently.

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APPENDICES

Appendix A

The CFK Ltd. School Climate Profile
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Part A General Climate Factors	What Is: Almost Never 1	Occasionally 2	Frequently 3	Almost Always 4	What Should Be: Almost Never 1	Occasionally 2	Frequently 3	Almost Always 4
Respect								
1. In this school even low achieving students are respected.								
2. Teachers treat students as persons.								
3. Parents are considered by this school as important collaborators.								
4. Teachers from one subject area or grade level respect those from other subject areas.								
5. Teachers in this school are proud to be teachers.								
			☐				☐	
Trust:								
1. Students feel that teachers are "on their side."								
2. While we don't always agree, we can share our concerns with each other openly.								

This instrument is part of an extensive description and analysis of the school's climate and can be found in School Climate Improvement: A Challenge for the School Administrator. The instrument was used with permission.

Part A
General Climate Factors
(Continued)

	What Is: Almost Never 1	Occasionally 2	Frequently 3	Almost Always 4	What Should Be: Almost Never 1	Occasionally 2	Frequently 3	Almost Always 4
3. Our principal is a good spokesman before the superintendent and the board for our interests and needs.								
4. Students can count on teachers to listen to their side of the story and to be fair.								
5. Teachers trust students to use good judgment.								
High Morale								
1. This school makes students enthusiastic about learning.								
2. Teachers feel pride in this school and in its students.								
3. Attendance is good; students stay away only for urgent and good reasons.								
4. Parents, teachers, and students would rise to the defense of this school's program if it were challenged.								
5. I like working in this school.								
Opportunity for Input:								
1. I feel that my ideas are listened to and used in this school.								
2. When important decisions are made about the programs in this school, I, personally, have heard about the plan beforehand and have been involved in some of the discussions.								
3. Important decisions are made in this school by a governing council with representation from students, faculty, and administration.								

Part A
General Climate Factors
(Continued)

	What Is: Almost Never 1	Occasionally 2	Frequently 3	Almost Always 4	What Should Be: Almost Never 1	Occasionally 2	Frequently 3	Almost Always 4
4. While I obviously can't have a vote on every decision that is made in this school that affects me, I do feel that I can have some important input into that decision.								
5. When all is said and done, I feel that I *count* in this school.								
Continuous Academic and Social Growth:								
1. The teachers are "alive;" they are interested in life around them; they are doing interesting things outside of school.								
2. Teachers in this school are "out in front," seeking better ways of teaching and learning.								
3. Students feel that the school program is meaningful and relevant to their present and future needs.								
4. The principal is growing and learning, too. He or she is seeking new ideas.								
5. The school supports parent growth. Regular opportunities are provided for parents to be involved in learning activities and in examining new ideas.								
Cohesiveness:								
1. Students would rather attend this school than transfer to another.								
2. There is a "we" spirit in this school.								

Part A General Climate Factors (Continued)	What Is: Almost Never 1	Occasionally 2	Frequently 3	Almost Always 4	What Should Be: Almost Never 1	Occasionally 2	Frequently 3	Almost Always 4
3. Administration and teachers collaborate toward making the school run effectively, there is little administrator-teacher tension.								
4. Differences between individuals and groups (both among faculty and students) are considered to contribute to the richness of the school; not as divisive influences.								
5. New students and faculty members are made to feel welcome and part of the group.								
			☐				☐	
School Renewal:								
1. When a problem comes up, this school has procedures for working on it; problems are seen as normal challenges; not as "rocking the boat."								
2. Teachers are encouraged to innovate in their classroom rather than to conform.								
3. When a student comes along who has special problems, this school works out a plan that helps that student.								
4. Students are encouraged to be creative rather than to conform.								
5. Careful effort is made, when new programs are introduced, to adapt them to the particular needs of this community and this school.								
			☐				☐	
Caring:								
1. There is someone in this school that I can always count on.								

Part A General Climate Factors (Continued)	What Is: Almost Never 1	Occasionally 2	Frequently 3	Almost Always 4	What Should Be: Almost Never 1	Occasionally 2	Frequently 3	Almost Always 4
2. The principal really cares about students.								
3. I think people in this school care about me as a person; are concerned about more than just how well I perform my role at school (as student, teacher, parent, etc.).								
4. School is a nice place to be because I feel wanted and needed there.								
5. Most people at this school are kind.								
			☐				☐	

The CFK Ltd. School Climate Profile

Copyright 1973

(This instrument is part of an extensive description and analysis of the school's climate and should be used in association with *School Climate Improvement: A Challenge for the School Administrator.*)

I am a:
- ___Student
- ___Teacher
- ___Parent
- ___Secretary, custodian, or other staff member
- ___Administrator in this school
- ___Superintendent or central administrator

Part B Program Determinants	What Is: Almost Never 1	Occasionally 2	Frequently 3	Almost Always 4	What Should Be: Almost Never 1	Occasionally 2	Frequently 3	Almost Always 4
Active Learning:								
1. Required textbooks and curriculum guides support rather than limit creative teaching and learning in our school.								
2. Students help to decide learning objectives.								
3. Opportunities are provided under school guidance to *do something* with what is learned.								
4. Teachers are actively learning, too.								
5. This school's program stimulates creative thought and expression.								
			☐				☐	
Individualized Performance Expectations:								
1. Each student's special abilities (intellectual, artistic, social, or manual) are challenged.								

Part B Program Determinants (Continued)	What Is: Almost Never 1	Occasionally 2	Frequently 3	Almost Always 4	What Should Be: Almost Never 1	Occasionally 2	Frequently 3	Almost Always 4
2. Teachers use a wide range of teaching materials and media.								
3. The same homework assignment is not given to all students in the class.								
4. All students are not held to the same standards.								
5. Teachers know students as individuals.								
			☐				☐	
Varied Learning Environments:								
1. Many opportunities are provided for learning in individual and small-group settings, as well as in classroom-sized groups.								
2. Students have opportunity to choose associations with teachers whose teaching styles are supportive of the student's learning style.								
3. Teachers use a wide range of teaching materials and media.								
4. The school program extends to settings beyond the school building for most students.								
5. Teachers and administrators have planned individualized inservice education programs to support their own growth.								
			☐				☐	
Flexible Curriculum and Extracurricular Activities:								
1. The school's program is appropriate for ethnic and minority groups.								

Part B
Program Determinants
(Continued)

	What Is: Almost Never 1	Occasionally 2	Frequently 3	Almost Always 4	What Should Be: Almost Never 1	Occasionally 2	Frequently 3	Almost Always 4
2. Teachers experiment with innovative programs.								
3. Students are given alternative ways of meeting curriculum requirements.								
4. Teachers are known to modify their lesson plans on the basis of student suggestions.								
5. Extracurricular activities appeal to each of the various subgroups of students.								
Support and Structure Appropriate to Learners' Maturity:			☐				☐	
1. The school's program encourages students to develop self-discipline and initiative.								
2. The needs of a few students for close supervision and high structure are met without making those students feel "put down."								
3. The administration is supportive of students.								
4. The administration is supportive of teachers.								
5. Faculty and staff want to help every student learn.								
Rules Cooperatively Determined:			☐				☐	
1. The school operates under a set of rules which were worked out with students, teachers, parents, and administration all participating.								
2. Rules are few and simple.								
3. Teachers and their students together work out rules governing behavior in the classroom.								

Part B
Program Determinants
(Continued)

	What Is: Almost Never 1	Occasionally 2	Frequently 3	Almost Always 4	What Should Be: Almost Never 1	Occasionally 2	Frequently 3	Almost Always 4
4. Discipline (punishment) when given is fair and related to violations of agreed-upon rules.								
5. Most students and staff members obey the school's rules.								
Varied Reward Systems:								
1. The grading system rewards each student for his effort in relationship to his own ability.								
2. Students know the criteria used to evaluate their progress.								
3. Teachers are rewarded for exceptionally good teaching.								
4. The principal is aware of and lets staff members and students know when they have done something particularly well.								
5. Most students get positive feedback from faculty and staff.								
			☐				☐	

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Copyright 1973

(This instrument is part of an extensive description and analysis of the school's climate and should be used in association with *School Climate Improvement: A Challenge for the School Administrator.*)

I am a:
__Student
__Teacher
__Parent
__Secretary, custodian, or other staff member
__Administrator in this school
__Superintendent or central administrator

Part C Process Determinants	What Is: Almost Never 1	Occasionally 2	Frequently 3	Almost Always 4	What Should Be: Almost Never 1	Occasionally 2	Frequently 3	Almost Always 4
Problem Solving Ability:								
1. Problems in this school are recognized and worked upon openly; not allowed to slide.								
2. If I have a school-related problem, I feel there are channels open to me to get the problem worked on.								
3. People in this school do a good job of examining a lot of alternative solutions first, before deciding to try one.								
4. Ideas from various ethnic and minority groups are sought in problem-solving efforts.								
5. People in this school solve problems; they don't just talk about them.								
			☐				☐	
Improvement of School Goals:								
1. This school has set some goals as a school for this year and I know about them.								

Part C Process Determinants (Continued)	What Is: Almost Never 1	Occasionally 2	Frequently 3	Almost Always 4	What Should Be: Almost Never 1	Occasionally 2	Frequently 3	Almost Always 4
2. I have set some personal goals for this year related to school, and I have shared these goals with someone else.								
3. Community involvement is sought in developing the school's goals.								
4. The goals of this school are *used* to provide direction for programs.								
5. The goals of this school are reviewed and updated.								
			☐				☐	
Identifying and Working with Conflicts:								
1. In this school people with ideas or values different from the commonly accepted ones get a chance to be heard.								
2. There are procedures open to me for going to a higher authority if a decision has been made that seems unfair.								
3. This school believes there may be several alternative solutions to most problems.								
4. In this school the principal tries to deal with conflict constructively; not just "keep the lid on."								
5. When we have conflicts in this school, the result is constructive, not destructive.								
			☐				☐	
Effective Communications:								
1. Teachers feel free to communicate with the principal.								
2. I feel the teachers are friendly and easy to talk to.								

Part C
Process Determinants
(Continued)

	What Is: Almost Never 1	Occasionally 2	Frequently 3	Almost Always 4	What Should Be: Almost Never 1	Occasionally 2	Frequently 3	Almost Always 4
3. The principal talks with us frankly and openly.								
4. Teachers are available to students who want help.								
5. There is communication in our school between different groups—older teachers and younger ones; well-to-do students and poorer ones; black parents and white parents; etc.								
Involvement in Decision Making:								
1. Teachers help in selection of new staff members.			☐				☐	
2. Parents help to decide about new school programs.								
3. Decisions that affect this school are made by the superintendent and the central staff only after opportunity has been provided for discussion and input from the school's principal, staff, and students.								
4. I have influence on the decisions within the school which directly affect me.								
5. The student government makes important decisions.								
Autonomy with Accountability:								
1. Teachers, students, and parents help to evaluate this school's program.			☐				☐	
2. Teacher evaluation is used in improving teacher performance.								

Part C
Process Determinants
(Continued)

	What Is: Almost Never 1	Occasionally 2	Frequently 3	Almost Always 4	What Should Be: Almost Never 1	Occasionally 2	Frequently 3	Almost Always 4
3. Teachers or students can arrange to deviate from the prescribed program of the school.								
4. The principal encourages experimentation in teaching.								
5. Teachers are held accountable in this school for providing learning opportunities for each of their students.			☐				☐	
Effective Teaching-Learning Strategies:								
1. The teachers in this school know *how* to teach as well as what to teach.								
2. When one teaching strategy does not seem to be working for a particular student, the teacher tries another; does not blame the student for the initial failure.								
3. This community supports new and innovative teaching techniques.								
4. Inservice education programs available to teachers in this building help them keep up-to-date on the best teaching strategies.								
5. The school systematically encourages students to help other students with their learning activities.			☐				☐	
Ability to Plan for the Future:								
1. In this school we keep "looking ahead;" we don't spend all our time "putting out fires."								
2. Our principal is an "idea" man.								

Part C Process Determinants (Continued)	What Is: Almost Never 1	Occasionally 2	Frequently 3	Almost Always 4	What Should Be: Almost Never 1	Occasionally 2	Frequently 3	Almost Always 4
3. Parents and community leaders have opportunities to work with school officials at least once a year on "things we'd like to see happening in our school."								
4. Some of the programs in our school are termed "experimental."								
5. Our school is ahead of the times.								

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I am a:
__Student
__Teacher
__Parent
__Secretary, custodian, or other staff member
__Administrator in this school
__Superintendent or central administrator

Part D Material Determinants	What Is: Almost Never 1	Occasionally 2	Frequently 3	Almost Always 4	What Should Be: Almost Never 1	Occasionally 2	Frequently 3	Almost Always 4
Adequate Resources:								
1. There is sufficient staff in this school to meet the needs of its students.								
2. The instructional materials are adequate for our school program.								
3. Curriculum materials used in this school give appropriate emphasis and accurate facts regarding ethnic and minority groups, and sex roles.								
4. Resources are provided so that students may take advantage of learning opportunities in the community through field trips, work-study arrangements, and the like.								
5. Current teacher salaries in this community give fair recognition of the level of professional service rendered by teachers to the community.								

THE CFK LTD. SCHOOL CLIMATE PROFILE

Part D Material Determinants (Continued)	What Is: Almost Never Occasionally Frequently Almost Always 1 2 3 4	What Should Be: Almost Never Occasionally Frequently Almost Always 1 2 3 4
Supportive and Efficient Logistical System:		
1. Teachers and students are able to get the instructional materials they need at the time they are needed.		
2. Budget making for this school provides opportunities for teachers to recommend and make judgments about priorities for resources needed in their program.		
3. The support system of this school fosters creative and effective teaching/learning opportunities rather than hinders them.		
4. Necessary materials, supplies, etc., for learning experiences are readily available as needed.		
5. Simple non-time-consuming procedures exist for the acquisition and use of resources.		
	☐	☐
Suitability of School Plant:		
1. It is pleasant to be in this building; it is kept clean and in good repair.		
2. This school building has the space and physical arrangements needed to conduct the kinds of programs we have.		
3. Students and staff are proud of their school plant and help to keep it attractive.		
4. The grounds are attractive and provide adequate space for physical and recreational activities.		
5. Current teacher salaries in this community give fair recognition of the level of professional service by teachers to the community.		
	☐	☐

Appendix B

Teacher Professional Growth and Development Attitude Scale

	Strongly Agree	Agree	Disagree	Strongly Disagree
1. Being a teacher makes me feel good.				
2. I feel good when I help someone learn.				
3. Teaching is a good career to have.				
4. Teaching is challenging to me.				
5. I feel encouraged to do a better job when I learn something new about teaching.				
6. There will always be job opportunities for good teachers.				
7. I have better response from my students as I improve my teaching.				
8. I receive recognition from the community as I improve my teaching.				
9. My efforts to improve my teaching are appreciated.				
10. It makes no difference to anyone what kind of teacher I am.				
11. I will receive recognition from my fellow teachers as I improve my teaching.				
12. To be a good teacher, I try to learn as much as I can about teaching.				
13. I should participate in school activities intended to improve my teaching.				
14. Being a teacher means working with young people.				
15. Teaching is a dynamic activity.				
16. My teaching assignmnets improve as I improve my teaching abilities.				
17. The only person who worries about me improving as a teacher is me.				
18. Teaching requires capable people to work with the youth of today.				

Appendix C

Attitude Indicator Statements by Concept Subset

Individual Needs Concept

Personal satisfaction:

1. Being a teacher makes me feel good.
2. I feel good when I help someone learn.
3. Teaching provides me with a sense of satisfaction about myself.
4. I am happy as a teacher.
5. Teaching is a good career to have.
6. Teaching gives me an opportunity to show other people what I know.

Personal motivation:

1. Teaching is challenging to me.
2. I like learning new things that help me improve my teaching.
3. I enjoy trying new teaching ideas in my class.
4. I should look for ways to learn how to use new materials in my class.
5. I enjoy the contact with other teachers who are also trying to improve themselves as teachers.
6. I feel encouraged to do a better job when I learn something new about teaching.

Personal assessment of role performance:

1. I just do what works for me in my classroom.
2. I have to work at being a good teacher.
3. No matter what I do to learn more about teaching, it makes little difference.
4. Attending classes, workshops or seminars is necessary just to keep up with the changes taking place in teaching.
5. I do whatever I think will help me be a good teacher.
6. My college training has been all I have needed to be a good teacher.

Personal role expectations:

1. I think I should try to be the best teacher I can be.
2. To be a good teacher, I try to learn as much as I can about teaching.
3. While I am a teacher I will have to continue to learn new information.

4. I should take advantage of any opportunity to learn more about children.
5. I should participate in school activities intended to improve my teaching.
6. I should always try to have good relationships with my students.

Personal role definition:

1. Being a teacher means working with young people.
2. Being a teacher requires continuous learning on my part.
3. I do what I think best to be a good teacher.
4. I have to be very knowledgeable to do a good job.
5. Teaching is a dynamic activity.
6. Teaching is like any other job.

Work Context Concept

Role experience:

1. Those teachers who have worked for advanced degrees are better teachers.
2. My teaching assignments improve as I improve my teaching abilities.
3. Teaching gets easier, the longer I do it.
4. As my experience increases, I feel like I am a better teacher.
5. The longer I teach, the more I need to know.
6. The more I teach, the more I learn how to teach.

Role Commitment:

1. There will always be job opportunities for good teachers.
2. I think there will always be ways for me to improve my teaching.
3. I should take advantage of any opportunity to learn to be a better teacher.
4. I take courses to increase my salary.
5. Whenever I have a problem I look for ways to improve the problem.
6. As soon as there is an opening, I will move to another position.

Role performance assessed by others:

1. I have better response from my students as I improve my teaching.
2. I have better relationships with other teachers when I work to improve my teaching.

3. I receive recognition from the community as I improve my teaching.
4. My status among the faculty improves when I work at being a better teacher.
5. My efforts to iimprove my teaching is appreciated.
6. It makes no difference to anyone what kind of teacher I am.

Others' role expectations:

1. As a professional, I am expected to improve and update my teaching skills.
2. Taking courses that look good on my resume will help me advance in my profession.
3. It looks good on my record to take advantage of courses and workshops on teaching.
4. I will receive recognition from my fellow teachers as I improve my teaching.
5. The only person who worries about me improving as a teacher is me.
6. Having a teaching position means you are a good teacher.

Others' role definition:

1. Some people are good teachers by nature.
2. All teachers look for ways to learn new things about teaching.
3. Teachers must know so much just to keep up today.
4. A teacher's activities are part of a larger picture of education.
5. Teaching is a "cushy" job.
6. Teaching requires capable people to work with the youth of today.

Appendix D

INSTRUCTIONS:

The following set of statements have been created to determine a measurement of teachers' attitudes about their professional growth and development. In order to learn if the statements are really able to measure those attitudes, we would like your advice about the clearness of the statements and how you feel about them. Please check the appropriate area that best expresses your feeling about the statement. In addition, if any of the statements are unclear to you or you are unsure of your feelings about it, please indicate that in the margin by the statement.

Your help is greatly appreciated. Thank you for your time and thoughtful consideration of this activity.

Jean Norman
University of Tennessee
Doctoral student

CHECK the appropriate box that expresses the feelings you have about the statements listed.

	Strongly Agree	Agree	Disagree	Strongly Disagree
Being a teacher makes me feel good.				
I feel good when I help someone learn.				
Teaching provides me with a sense of satisfaction about myself.				
I am happy as a teacher.				
Teaching is a good career to have.				
Teaching gives me an opportunity to show other people what I know.				
Teaching is challenging to me.				
I like learning new things that help me improve my teaching.				
I enjoy trying new teaching ideas in my classroom.				
I should look for ways to learn how to use new materials in my class.				
I enjoy the contact with other teachers who are also trying to improve themselves as teachers.				
I feel encouraged to do a better job when I learn something new about teaching.				
I just do what works for me in my classroom.				
I have to work at being a good teacher.				
No matter what I do to learn more about teaching, it makes little difference.				
I do whatever I think will help me be a good teacher.				
My college training has been all I have needed to be a good teacher.				

	Strongly Agree	Agree	Disagree	Strongly Disagree
There will always be job opportunities for good teachers.				
I think there will always be ways for me to improve my teaching.				
I should take advantage of any opportunity to learn to be a better teacher.				
I take courses to increase my salary.				
Whenever I have a problem I look for ways to solve the problem.				
As soon as there is an opening I will move to another position.				
I have better response from my students as I improve my teaching.				
I have better relationships with other teachers when I work to improve my teaching.				
I receive recognition from the community as I improve my teaching.				
My status among the faculty improves when I work at being a better teacher.				
My efforts to improve my teaching are appreciated.				
It makes no difference to anyone what kind of teacher I am.				
As a professional, I am expected to improve and update my teaching skills.				
Taking courses that look good on my record will help me advance in my profession.				
It looks good on my record to take advantage of courses and workshops on teaching.				
I will receive recognition from my fellow teachers as I improve my teaching.				

	Strongly Agree	Agree	Disagree	Strongly Disagree
I think I should try to be the best teacher I can be.				
To be a good teacher, I try to learn as much as I can about teaching.				
While I am a teacher I will have to continue to learn new information.				
I should take advantage of any opportunity to learn more about children.				
I should participate in school activities intended to improve my teaching.				
I should always try to have good relationships with my students.				
Being a teacher means working with young people.				
Being a teacher requires continuous learning on my part.				
I do what I think best to be a good teacher.				
I have to be very knowledgeable to do a good teaching job.				
Teaching is a dynamic activity.				
Teaching is like any other job.				
Those teachers who have worked for advanced degrees are better teachers.				
My teaching assignments improve as I improve my teaching abilities.				
Teaching gets easier, the longer I do it.				
As my experience increases, I feel like I am a better teacher.				
The longer I teach, the more I need to know.				
The more I teach, the more I learn how to teach.				

	Strongly Agree	Agree	Disagree	Strongly Disagree
The only person who worries about me improving as a teacher is me.				
Having a teaching position means you are a good teacher.				
Some people are good teachers by nature.				
All teachers look for ways to learn new things about teaching.				
Teachers must know so much just to keep up today.				
A teacher's activities are part of a larger picture of a child's education.				
Teaching is an easy job.				
Teaching requires capable people to work with the youth of today.				

Please indicate the appropriate description of yourself by checking the blank.

Years teaching experience: 1-3____ 4-10 ____ 10-20 ____ over 20 ____.

Degree(s) held: Bachelor's _____ Master's _____Specialist____Doctorate ____

Age: 20-30 _____ 30-40 _____ 40-50 _____ over 50 _____

Sex: Male _____ Female _____

COMMENTS: Please indicate any suggestions you may have about how the statements were made, if they were clear in understanding to you, and if you could easily decide how to answer all of them. Thank you.

Appendix E

May 1, 1980

Dear Teacher,

Your feelings about your professional growth and how you perceive the operation of your school is considered important information for the creation of staff development programs. A good source of this information is you, a practicing teacher.

You have been selected by this researcher to participate in a UTK doctoral student research project about staff development. The superintendent has approved the project and your participation is voluntary. Your answers will be kept confidential -- your name will not be used nor will your school be identified by name or system.

The University of Tennessee, Knoxville, requires a consent form to be filled in by each participant. This consent form follows and will be kept by the researcher. Please fill it in, complete the attitude scale and the climate profile, and return in the enclosed envelope through the school mail to the Teacher Center. Thank you for your participation.

RESEARCH CONSENT FORM

The Relationship Between School Organizational Climate and the Professional Growth and Development Attitudes of High School Teachers.

This research has three objectives. The first is to measure high school teachers' professional growth and development attitudes. The second is to measure teachers' perceptions of school organizational climate. The third is to determine if a relationship exists between teachers' perceptions of school organizational climate and their attitudes regarding professional growth and development. This research includes a sample of teachers in area high schools to assess their professional growth and development attitudes and perceptions of school organizational climate. Participation in this research is completely voluntary. Confidentiality is guaranteed. Any questions you have about the project will be answered.

_____

Name

_____

Date

Project Director:
Jean M. Norman
College of Education
University of Tennessee
Knoxville, TN 37916
974-3103

VITA

Jean Norman Vest completed the Bachelor of Science degree in Business Administration and the Master of Arts degree in History at Florida State University before beginning a teaching career in 1966. She taught secondary social studies (1966-1974) and administered an overseas summer school campus (1970-1977).

In the spring of 1978, she began doctoral studies in the College of Education, University of Tennessee, Knoxville. Her assistantship was based on a grant to plan, develop and implement a local teacher center (1978-1980). She taught again prior to becoming a Curriculum Coordinator with the South Carolina State Board for Comprehensive and Technical Education in 1982. She began her current faculty position with the College of Education, University of South Carolina, Columbia, in 1985 as the Coordinator of Training and Publications for the School Council Assistance Project. She received the Doctor of Education degree in Curriculum and Instruction with an emphasis in staff development in December 1986.

The author is a member of Phi Delta Kappa, Phi Kappa Phi, Association for Supervision and Curriculum Development, National Staff Development Council, and other professional and social organizations.