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THE IMPACT OF SCHOOL CULTURE, TEACHER JOB SATISFACTION AND STUDENT ATTENDANCE RATES ON ACADEMIC ACHIEVEMENT OF MIDDLE SCHOOL STUDENTS

By

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A Dissertation Approved on

April 08, 2010

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DEDICATION

This dissertation is dedicated to my Lord and Savior Jesus Christ, in thanksgiving for the blessings that he has bestowed upon me. He is the source of my life and strength. Through his love and mercy I believe that all things are possible.

Family is extremely important to me. We are united in the good, the bad and the ugly. We laugh and cry together. We support each other and celebrate with one another. Therefore, I would also like to dedicate this dissertation to my family beginning with my parents Carol Hatchett and Don Hayden; siblings Trent, Brent, Yvette, John, Jan, Sash, Thomas, Aaron, Donathon, Arlisa and Remell; and Otha Holbrook, my only living grandfather. Although the list seems long I would be amiss if I failed to dedicate this dissertation to my 14 god children, Aunt Monique, Aunt Merle, Uncle June, Uncle Mike, Uncle Wilbur, Aunt Jacqueline, Aunt Diane, Mary W. Brown. Finally, last but certainly not least my deceased grandparents Shirley Holbrook, John Hatchett, Theresa and Marion Hayden. Thank you for your love, support, encouragement and most of all for believing in me.

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To my mother Carol June Hatchett, I owe a debt of gratitude for unconditional love and unrelenting support throughout my entire life. My mother raised me as a single parent with the help of my grandparents Shirley and Otha Holbrook and Theresa Hayden.

My grandparents were and are my heroes. My father Don Hayden was in the military during my formative years and remains in England along with several of my siblings. Although he has been abroad, he encourages me to be the best that I can be and to aim high. Both of my parents stressed the value of an education and the importance of never giving up but instead reaching for the stars. I was raised to believe that if you believe it, you can achieve it regardless of race, religion or socioeconomic circumstances. I am grateful for my godchildren known fondly as the "Monsters". They make everything worthwhile. They remind me of the importance of being a role model and promoting life-long learning. There is nothing like seeing things for the first time through the eyes of a child. Thank you Brionna, Bianca, Brooklen, Alexis, Alizabeth, Adaira, Gabriel, Elijah, Christopher, Taveion, Destiny, Kaylee, Rochelle, Jaxon and Shermiah.

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I would also like to thank Hancock County Middle School faculty, staff and the district itself, with special thanks going to Gina Biever, principal. Gina is not only my principal she is my mentor and best friend. We are family at HCMS. Mrs. Rice, our school secretary kept me on schedule. She reminded me when it was time to hit the road. She pushed me to stay on course. Jeni Goodall, teacher has been there each time I have needed her with wit, encouragement, feedback and even a thumb drive when I needed

one. Debbie Keown, bookkeeper, and her husband Tommy provided me with a truck when I had no transportation to take my comps. They even filled the tank. Gina, Mrs. Rice, Jeni and Debbie have gone above and beyond to support me. Their love and support means more to me than they will ever know. Brenda Shillinglaw, retired teacher says prayers for me as I travel back and forth on the highway. Faith Cook understands the importance of motivation and charting a course. Thanks, Faith, for showing me how to create graphs and for cheering me on.

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My superintendent, Scott Lewis never misses an opportunity to encourage me. He even served as a mentor to me when I took the superintendent classes when he could have assigned the job to Mr. Fallin or Dr. Evans. I am extremely grateful to Mr. Lewis for all the support that he has given me. He is probably my biggest cheerleader next to Mrs. Biever. I can count on him for advice. He leads by example putting students first in all his decisions. He and Kyle Estes, Director of Student Services are both phenomenal! Kyle is

probably the most optimistic person I know. I have tremendous admiration and respect for these individuals.

It means a lot to have your district behind you. Barbara Spindel, elementary principal has been yet another mentor for me since I arrived in the district 6 years ago. I will never forget the words of encouragement she has provided me with along the way. Rick Lasley, high school principal has also pushed me to "get er done." Even the Board of Education has been supportive throughout the time I have been in the doctoral program. I am truly blessed to be in this district.

In closing, I have to say thank you Hancock County Board of Education, principals and staff; you have helped me believe and achieve my goals. Last of all, I would like to thank my long term friends and family Trina Riney, Lisa Brown, Frances and Craig Johnson, Kris and Lottie Miller, Gloria and Frank Adams, Merle and Elmo Griffith, Marine and Michael Clay, Jacqueline and Wilbur Mays, Bernice Williams, Wonet Johnson, Jill Mueller, Veronica Wilhite, Phil and Aaron Clark for their prayers and always challenging me to reach for the stars. All the people mentioned are very important to me. I appreciate the gifts that they have shared with me over the years. They have given freely of their time and talents. In return, it is my hope to use this dissertation, my gifts and talents to promote academic excellence and student success. I want to play it forward. I believe that knowledge is power! It is the power to make a difference in the lives of others.

ABSTRACT

The Impact of School Culture, Teacher Job Satisfaction, and Student Attendance Rates on Academic Achievement of Middle School Students

Diane Yvonne Hatchett

May 8, 2010

This quantitative study focused on 760 Kentucky middle school teachers in 28 school districts across the state of Kentucky. The Pearson *r* was used to determine the relationship between the following variables identified in the study: (a) school culture as measured by the School Culture Triage Survey combined scores, (b) job satisfaction of teachers as measured by the Minnesota Job Satisfaction Questionnaire (MSQ) scores, (c) student achievement scores as measured by the Commonwealth Assessment Testing Score (CATS) accountability index for each school, and (d) student attendance rates. This study utilized correlation analysis to answer questions one through six and multiple regression to answer the seventh research question.

The research questions were: (a) Is there a relationship between School Culture Triage Survey scores and Minnesota Satisfaction Questionnaire-Short Form scores?; (b) Is there a relationship between School Culture Triage Survey scores and Commonwealth Accountability Testing scores?; (c) Is there a relationship between the Minnesota Satisfaction Questionnaire-Short Form scores and the Commonwealth Accountability Testing scores?; (d) Is there a relationship between attendance and Commonwealth Accountability Testing scores?; (e) Is there a relationship between School Culture Triage

Survey scores and attendance rates?; and (f) Is there a relationship between Minnesota Satisfaction Questionnaire-Short Form scores and attendance?

The results of the Pearson *r* showed that there was a positive correlation between the SCTS and MSQ scores, the variables of the School Culture Triage Survey scores and the Commonwealth Accountability Testing scores, as well as, a positive relationship between attendance and CATS. No other positive correlations were found. Notably, in Model 1 of a multiple regression analysis School Culture Triage Scores were a significant predictor of CATS scores. However, once attendance and teacher job satisfaction scores were added the in Model 2 of the regression analysis the researcher determined that the relationship between School Culture Triage Scores and CATS were spurious at best. The only variable which maintained a significant positive relationship was attendance. The present study seeks to contribute to the field and address gaps in the literature at the middle school level. Teacher job satisfaction was not a significant predictor of student achievement.

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CHAPTER ONE

INTRODUCTION

Numerous authors have contributed to the research on organizational culture but few have provided insight into school culture in relationship to the following variables: (a) student achievement, (b) teacher job satisfaction, and (c) attendance. Based on studies of large corporations strong culture separates high and low performers (Deal & Kennedy, 1982). Researcher Ouchi (1981) discovered significant differences in the management practices of Japanese corporations and those in the US. In his book, *Theory Z*, Ouchi (1981) suggested that management styles in Japan humanized working conditions and led to increased productivity and greater job satisfaction among employees. Ouchi (1981) stated, "Of all its values, commitment of a Z culture to its people-it's workers-is the most important… Theory Z assumes that any worker's life is a whole, not a Jekyll-Hyde personality." (p. 165). As stated by Ouchi & Price (1993):

> "The ideal Type Z organization combines a basic cultural commitment to individual values with a highly collective nonindividual pattern of interaction. It simultaneously satisfies old norms of independence and present needs for affiliation. Employment is effectively for a lifetime; and turnover is low. Decision-making is consensual, and there is often a self-conscious attempt to preserve the consensual mode." (p. 68)

A book entitled, *In Search of Excellence* based on research conducted in 1984 by Peters and Waterman, identified eight management characteristics that 62 U.S. corporations had in common. The common thread for each company consisted of awareness of values and culture that produced commitment to a common mission,

supporting vision and inspiration among participants while permeating the organizations in the forms of myths, stories and legends. Peters and Waterman (1984) stated: "The excellent companies are unashamed collectors of stories, of legends and myths in support of their basic beliefs." (p. 282). According to Peters and Waterman (1984) high performing cultures possessed a commitment to producing high quality products, while demonstrating respect for individual autonomy, risk-taking and norms encouraging positive employee relations with customers, sharing ideas and trying them out.

Schein (1985, 1992) described three levels of organizational culture: (a) artifacts, (b) espoused values and norms, and (c) basic underlying assumptions. Owens (2004) wrote, "Organizational culture refers to the norms that inform people about what is acceptable and what is not, the dominant values that the organization cherishes above others, the basic assumptions and beliefs that are shared by members of the organization" (p. 165).

Statement of the Problem

School Culture

Linked originally to anthropological literature, school culture currently applies to organizations, the complex world of managers and employees (Peterson, 1988; Pfeffer, 1982; Pondy, Frost, Morgan, & Dandridge, 1983). There is no particular definition of organizational culture. In the same respect, there is no specific definition of "school culture". Deal and Peterson (1999) cited Waller (1932) stating on (p. 2), "Schools have a culture that is their own. There are complex rituals of personal relationships, a set of folkways, mores, and … a moral code based upon them". According to Sergiovanni (1984), all schools possess a representative culture; whether it is dysfunctional or

functional, weak or strong. Both the leadership and membership purposely nurture schools with strong cultures. Erikson (1987) describes school culture as a phenomenon consisting of: (a) bits of information; (b) conceptual structure and symbols; and (c) as meanings generated in political struggle. Erikson (1987) concluded that, "Culture shapes what we think is possible…It defines what is in the world, what exists and what does not." (p. 19)

Deal and Kennedy (1999) wrote, "School cultures are complex webs of traditions and rituals that have been built up over time as teachers, students, parents, and administrators work together and deal with crises and accomplishments. Cultural patterns are highly enduring, have a powerful impact on performance, and shape the ways, people think, act and feel" (p. 4).

Seifert and Vornberg (2002) submitted that school culture is "the interaction among the following factors: attitudes and beliefs held by stakeholders inside and outside the organization; cultural norms of the school; and the relationships among individuals in the school" (p. 86). The culture of an organization shapes, and molds assumptions and perceptions, which are essential to comprehending what it means to be an educator (Owens, 2004). In his book entitled, "The Fifth Discipline" Peter Senge (1990) wrote, "Mental modes are deeply ingrained assumptions, generalizations, or even pictures and images that influence how we understand and how we take action" (p. 8).

Thompson (1993) believed that school culture is pervasive and obvious though equally invisible, and dreadfully complex. Thompson (1993) asserted that leaders establish and pass on culture. Block (1983) described school culture as an expression of

the ways people operate within the school, the beliefs they adhere to, the assumptions that direct their behavior, and the norms that create standards.

Because it involves human beliefs, values and norms, occurring within an organizational set it is not easy to describe school culture (Schein, 1985). According to Schein (1997), culture is a phenomenon that surrounds us all. Differences exist in ideas and beliefs but "organizational culture is a system of shared orientations that hold the unit together and give it a distinctive identity" (Hoy, 1990, p. 157). Kilmann, Saxton, and Serpa (1985) succinctly portray organizational culture as "the rules of the game; the unseen meaning between the lines in the rulebook that insure unity" (p. 352).

Organizational commitment consists of "the relative strength of individuals' identification with, and involvement in, a particular organization" (Mowday, Porter, & Steers, 1982, p. 226). The way teachers perceive organizational commitment may influence job satisfaction and academic achievement. Consistent with this idea, Kanter (1983) conducted research comparing high performing and low performing U.S. corporations in terms of their culture and climate. The researcher found that high performing companies had employees who possessed a great sense of pride in their work and therefore, cultivated a climate of success. In contrast, the low performing company employees appeared to lack pride in their work. These employees typically had little knowledge of what was going on and as a result produced a climate of segmentation making success difficult to achieve. Kanter (1983) identified the "meaning of cultural pride" in the workplace (as cited in Owens, 2004) with the following, "There is an emotional and value commitment between person and organization; people feel they

belong to a meaningful entity and can realize cherished values by their contributions" (p. 189). Owens (2004) stated,

> "The culture informs the teachers as to what it means to teach, what teaching methods are available and approved for use, what the pupils or students are like-what is possible, and what is not. The culture also plays a large role in defining for teachers their commitment to the task; it evokes the energy of the teachers to perform the task, loyalty and commitment to the organization and its ideals." (p. 165)

Purkey and Smith (1982) observed that the following processes hold constant in effective schools and programs: (a) collaborative planning and collegial relationships, (b) sense of community, (c) clear goals and high expectations commonly shared, and (d) order and discipline for all activity. Purkey and Smith (1985) stated,

> "The most persuasive research suggests that student academic performance is strongly affected by school culture. This culture is composed of values, norms, and roles existing within institutionally distinct structures of governance, communication, educational practices and so on. Successful schools are found to have cultures that produce a climate or "ethos" conducive to teaching and learning...efforts to change schools have been most productive and most enduring when directed toward influencing the entire school culture via a strategy involving collaborative planning, shared decision making, and collegial work in an atmosphere friendly to experimentation and evaluation." (pp. 358-359).

Sergiovanni (1984) stated that in successful schools, "culture serves as a compass setting to steer people in a common direction, provides a set of norms that defines what people should accomplish and how; and provides a source of meaning and significance for teachers, students, administrators , and others as they work" (p. 10). Schools with strong cultures have a "vision" of excellence whereas schools with weak cultures are characterized as lacking understanding, determination and drive for what is to be accomplished (Sergiovani, 1984).

Recognizing the tremendous impact of school culture on both students and teachers Barth (2002) noted, "A school's culture has far more influence on life and

learning in the schoolhouse than the state dept. of education, the superintendent, the school board, or even the principal can have" (p. 7). According to Elbot and Fulton (2008), Barth (2002) was right on the significance of school culture, "Its influence is undeniable" (p. 3).

Firestone and Wilson (1985) described organizational culture as focusing on three areas: (a) content, which refers to shared meanings; (b) denoting the culture through symbols, stories, and rituals; and (c) bureaucratic linkages, the influence of the principal on communication networks, which allow for shared characteristics. Melenyzer (1990) recognized vision, risk-taking, listening, appreciation and shared-decision making as principal leadership factors that empower teachers. Lortie (1975) revealed that school cultures often have value systems oriented toward teacher autonomy.

Blase (1987) examined the teachers' perspectives on effective school leadership. According to the results, leadership affected morale, motivation, and active involvement of teachers by enhancing the possibility of productive interactions between teachers and others. Overall, the study revealed that effective school principals contributed to the development of social and cultural patterns in schools. Ineffective school principals often created cultures viewed as dissociative, in which interactions between teachers and others and teachers and principals viewed as non-supportive, conflictive, inequitable, uncaring, and distant. Teachers perceived ineffective school principals as inaccessible, inconsistent, lacking knowledge, indecisive, lacking follow through, unsupportive, authoritarian, political, and practicing favoritism. Researchers deemed personal dynamics and social competencies such as listening skills, compassion and respect for others essential in effective school leadership. Blasé (1993) reported that effective principals influenced

teachers affectively, cognitively and behaviorally through visibility, empowerment, recognition, and interactions concerning decision-making. Bennis and Nanus (1985) stated that transformative leaders "shape and elevate the motives and goals of followers" (p. 217).

Leithwood and Jantzi (1990) investigated the practices of administrators in 12 schools, which had developed highly collaborative professional relationships over a 3-year period in the context of school improvement initiatives. Leithwood and Jantzi (1990) defined transformational leadership as the enhancement of individual and collective problem-solving capacities of organizational members, with these capacities exercised in the goals achieved and practiced. The researchers identified six strategies concerning what strategies principals used to foster collaboration. They were the following: fostering staff development, frequent and direct communication, strengthening the culture, using bureaucratic mechanism, sharing power and responsibility and using rituals and symbols to express culture values. Principals used a wide range of specific actions to pursue each strategy mentioned; some of which served multiple purposes. The results supported the claim by the researchers that principals have access to transformational strategies. The transformational effects of the strategies on collaborative school culture occurred individually and collegially, through purposes and practices, and further enhanced the capacity to solve future professional problems.

Bolger (2001) examined three factors: (a) principals' leadership style (transformational or transactional), (b) principals' decision-making strategy (autocratic versus participative), and (c) teachers' occupation perceptions on teacher job satisfaction. The study examined the teachers' perceptions of their principals' behavior rather than the

principals' actual behavior. The direct and indirect effects of teacher job satisfaction were examined in light of leadership and decision making strategies. The results showed that teachers desire working with a principal who maximizes their autonomy and exhibits transformational as opposed to transactional behavior.

Nguni, Sleegers, and Denessen (2006) investigated the effects of transformational and transactional leadership on teachers in schools in Tanzania based on the theoretical notions of job satisfaction, organizational commitment, and organizational citizenship behavior. The factors of transformational leadership included: (a) charismatic leadership, (b) individualized consideration, and (c) intellectual stimulation. The four factors of transactional leadership included: (a) contingent reward, (b) laissez-faire, (c) passive-management by exception, and (d) active-management by exception. The explained variance of transformational and transactional leadership factors suggested that teachers' value commitment were influenced by transformational leadership factors, whereas a commitment to stay influenced transactional leadership, in a negative way. Silins (1994) indicated that transformational leadership "bonds leaders and followers within a collaborative change process" (p. 274).

Korkmaz (2007) explored the effects of the leadership style of the principal, "transformational leadership and transactional leadership," along with teacher job satisfaction and the organizational health of schools. The first comparison between transformational and transactional leadership noted occurred with Burns (1978), who based his study on Weber's (1947) work relative to charismatic leadership. Korkmaz (2007) revealed that a purpose of research into organizational health included not only

attempting to assess the present, but also identifying the underlying reasons leading to a healthy or unhealthy school.

The findings obtained through the study indicated that teachers preferred a transformational leadership style of their administrator to a transactional leadership style. Transformational leaders positively affect on organizational health and teacher job satisfaction by promoting mutual interpersonal relationships and internal motivation among the staff. Schools with transactional leadership appeared to have reduced organizational health, implying that teachers working in schools with transactional leadership might be committed to bureaucracy. The study implied that teachers in schools with transactional leaders potentially ignored mistakes and centered their attention on impending problems. The culture of schools influences teachers' sense of efficacy, collegiality and development Little (1982).

According to Peterson (1988) principals facilitate normative communication across boundaries, developing cultures in schools through modeling, teaching and coaching. In essence, principals communicate what is important, expected and valued. Principals shape their school culture by recruiting, selecting, and promoting teachers who share the norms, beliefs and values of the culture. Elbot and Fulton (2008) introduced eight gateways to shape and understand school culture. They are: (a) teaching, learning, and assessment, (b) relationships, (c) problem-solving, (d) exceptions, trust, and accountability, (e) voice, (f) physical environment, (g) leadership, (h) markers, rituals, and transitions. Reeves (2006/2007) wrote: "Cultural change begins with the school leader" (p. 92).

Yu, Leithwood, and Jantzi (2002) examined the effects of transformational leadership practices on teacher commitment. The elementary teachers in the sample agreed that administrators provided aspects of transformational leadership, taking the form of high expectations for professional growth and student performance. The overall results involving leadership practices and followers remained consistent with other studies on transformational leadership and should, according to the authors, continue to be explored in future research endeavors to promote universality.

Job Satisfaction

A review of organizational climate studies conducted by Hoy and Miskel (2001) coupled the elements of leadership, motivation, and job satisfaction with the climate of the organization. The literature revealed wide-range differences on what contributes to job satisfaction including Abraham Maslow's 1943 Need Hierarchy Theory, Frederick Herzberg's Two-Factor Theory of Motivation and as cited in Owens (2004) Lyman Porter's adaptation of Maslow's concept of needs hierarchy with the addition of autonomy. Owens (2004) stated that autonomy refers to "the individual's need to participate in making decisions that affect him or her..." (p. 371). According to Little (1993) "The impetus to protect one's autonomy may be intensified by various circumstances surrounding collegial and institutional life- the norms underlying peer acceptance and administration, and the fabric of relations between teachers and administrators" (p. 148).

Hoy and Miskel (1991) stated, "In educational settings, job satisfaction is a present-and past-oriented affective state of like or dislike that results when an educator evaluates his or her work role" (p. 392). Administrators and superintendents needed to

develop and encourage job satisfaction in teachers. Consequently, positive teacher commitment begins with administrators cultivating teacher job satisfaction.

According to the literature, improved working conditions of teachers' may influence job satisfaction, which helps to develop positive commitment to the school among both new and current employees (Reyes & Shin, 1995). Teacher job satisfaction often correlates to teacher commitment, retention, and school effectiveness. This issue is multifaceted in terms of recognition, acknowledgment and affiliation with students and staff. The literature revealed wide- range differences on what contributes to job satisfaction (Reyes & Shin, 1995).

Ma and MacMillian (1999) hoped to contribute to the literature and the working knowledge of education administrators by filling gaps concerning professional job satisfaction. One of the most important findings in the study pertained to the role that the administrators played in promoting job satisfaction among teachers. Work place conditions had a positive impact on teacher satisfaction with administration control leading the way followed by teaching competence and organizational culture. Years as a teacher showed a significant but negative effect on teacher satisfaction. Those teachers who stayed in the profession longer became less satisfied with their professional role.

Sergiovanni (1984) stated, "As persons become members of this strong and binding culture, they are provided with opportunities for enjoying a special sense of personal importance and significance. Their work and their lives take on a new importance, one characterized by richer meanings" (p. 9).

Bouchenooghe, Devos, Engels, Hotton, and Aelterman (2007) studied three variables related to the well-being of principals (a) job satisfaction, (b) job enthusiasm

and, (c) burnout. The conceptual framework involved job satisfaction based on the Facet Satisfaction Theory (Lawler, 1973) and Comprehensive Value Theory (Locke, 1976), in addition to positive emotional reaction to a particular job. The researchers investigated well-being from both a positive psychology (job enthusiasm and job satisfaction) and negative psychology (burnout) approach. All of the models examined had two things in common: individual and environmental factors of well-being. Implications from the study indicated that principals with a clear determination to achieve success experienced higher levels of energy and mental resilience. Furthermore, satisfied staff often went hand-in-hand with an enthusiastic or satisfied administrator. Similarly, schools that did not share a vision often had administrators who reported a lower level of individual accomplishment and significant burnout among the staff.

Many researchers who have examined the contentment of teachers and the rate of burnout have also explored the effects of principal leadership style (Kirby et al., 1992; Koh, et al., 1995). Bolger (2001) hypothesized that teacher's perception of the occupation directly affects their job satisfaction, along with principal leadership style and decision-making strategies. The findings of his study showed that teachers preferred to work with an instructional leader who demonstrated transformational leadership rather than a transactional one. Transformational leadership may influence teacher job satisfaction. Leithwood and Jantzi (1990) defined transformational leadership as the enhancement of individual and collective problem-solving capacities of organizational members, with these capacities exercised in the goals achieved and practiced.

Bolger (2001) examined the effects of three factors: (a) principals' leadership style (transformational or transactional), (b) principals' decision-making strategy

(autocratic versus participative), and (c) teachers' occupation perceptions on teacher job satisfaction. Leadership emerged as the theoretical framework. The study examined the teachers' perceptions of their principals' behavior rather than the principals' actual behavior. The direct and indirect effects of teacher job satisfaction were examined in light of leadership and decision making strategies. The researcher directly influenced job satisfaction by hypothesizing teacher occupations, but the researcher also hypothesized the effect of administrative leadership and decision-making capacity.

The most salient finding in the study was the effect of teacher perceptions of their occupation on their satisfaction level. Those perceptions included: self-esteem, autonomy at work, professional self-development, and occupational prestige. The implications from this study support the idea of increasing the level of teacher satisfaction by paying attention to factors related to professionalism. School administrators should possess a stronger awareness of how their role and behavior affect teachers' perceptions about theory occupation, which, in turn, influences job satisfaction. Principals can foster positive feelings and attitudes among teachers regarding their "calling" through transformational leadership and participative decision-making and behavior.

Nir and Kranot (2006) reassessed Hipp and Bredeson's (1995) study, which examined the relationship between teacher self-efficacy and principal leadership style. The researchers investigated whether personal teacher efficacy (PTE) varied across leadership styles and the benefit of the principal's leadership style for PTE, when job related variables appeared statistically controlled. The findings appeared to coincide with the claim by Hipp and Bredeson's (1995) claim that transformational leaders are more

likely to promote PTE. A correlation matrix computed for the leadership style identified in the data reduction procedure and teacher satisfaction revealed a statistically significant positive correlation between transformational leadership and teacher satisfaction and a negative correlation between passive-avoidance leadership and teacher satisfaction. Transformational leadership style served as a catalyst for teachers' perceived satisfaction on the job, and, therefore, their PTE based on the findings of the researchers. The results demonstrated that the relationship between principal leadership style and personal teacher efficacy (PTE) appeared intricate and mediated by teacher satisfaction on the job.

Derlin and Schneider (1994) proposed to examine whether teachers and administrators in urban and suburban settings viewed job satisfaction similarly. The results indicated that leadership, management, and motivation strategies attending to the existing differences in job satisfaction, based on employment responsibilities and educational settings, were more appropriate than are unilateral policies. For example, the suburban teachers' job satisfaction differed from the urban teachers. The suburban teachers' job satisfaction influenced by involvement in decision-making, learning new educational techniques, district support of staff, and recognition of achievement by staff. Issues concerning school climate and/or work environment affected the urban teachers' job satisfaction. Accordingly, these findings pointed to the fact that urban teacher satisfaction increased when administrators focused on issues related to students and student achievement, whereas suburban teachers' satisfaction increased by focusing attention on issues of teacher involvement and empowerment.

The culture of a school could potentially influence a teacher's sense of efficacy, collegiality, and development (Little, 1982). The literature reveals wide-range

differences on what contributes to job satisfaction. Shann (1998) shed new light on the nature of teacher satisfaction in urban middle schools. The purpose of the study was to focus on urban middle schools, where retention was of special concern to determine if different patterns in teacher satisfaction emerged in schools that are mostly effective in promoting student achievement. Shann (1998) raised two questions: (a) How congruent are teachers' perceptions of the importance of various aspects of their jobs and their reported satisfaction with those components? and (b) Do teachers in mostly effective schools differ in their ratings of their job?

Results revealed that what middle school teachers liked most about their jobs were their students. Teachers believed that teacher-pupil relationship was most important of all and reported being the most satisfied with this aspect of their job. Implications from findings are toward principals who act on issues that erode teacher satisfaction by promoting teacher involvement in decision making while simultaneously focusing on educational reforms.

Zembylas and Papanastasiou (2005) examined the impact of the levels of teacher satisfaction on four dimensions of Cypriot teachers' sense of empowerment, professional growth, decision-making, promotion, and status. The theoretical frameworks referred to multiple theorist including the two factor theory of occupational satisfaction by Herzberg, Mausner, and Snyderman (1959) as well as the study by Sergiovanni (1967) in which he examined factors affecting teacher satisfaction and dissatisfaction. The results supported the importance of job satisfaction in the construction of teacher empowerment: (1) The teacher's level of job satisfaction varied depending on the dimension of school life, and (2) The teacher's job satisfaction related to teacher empowerment.

According to the review of the literature, teacher satisfaction often correlates to teacher commitment, retention, and school effectiveness. In the past decade, emergency certified middle school teachers were hired throughout Kentucky. Job satisfaction undoubtedly influenced given the shortages of resources, demands on time, and increases in expectations for achievement on test scores. Through the reauthorization of the Elementary and Secondary Education Act (ESEA), the No Child Left Behind Act 2001(NCLB) impacted teacher job satisfaction. On Jan. 8, 2002, George Bush signed NCLB into law. There are four basic premises focusing on NCLB: (a) stronger accountability for academic achievement, (b) flexibility and increased local control, (c) parental empowerment due to increased options, and (d) focus on instruction and doing what works based on scientific research regarding best practices in reading, math, science, and English fluency. (www.ed.gov/nclb/landing/jhtml) NCLB has a goal of 100% proficiency for all states by 2013-2014. Students are tested annually in reading and math in grades three through eight. (www.ed.gov/nclb/landing/jhtml) For many teachers or would be teachers the pressure of accountability has made the profession no longer rewarding. Adequate yearly progress is measured and made public to parents under NCLB. State and district school report cards inform the public and ensure accountability. If a school does not demonstrate progress, then the school is required to take corrective action to improve. (www.ed.gov/nclb/landing/jhtm)

Academic Achievement

In *The Fifth Discipline*, Peter Senge (1990) writes, "Mental modes are deeply ingrained assumptions, generalizations, or even pictures and images that influence how we understand and how we take action" (p. 8). Academic abilities are often predetermined based on SES, race and other factors, which may appeal to common

stereotypes. Yet, the research shows that student achievement relies more on the teacher. Schools with successful culture building have potential to influence commitment and motivation among teachers provided the goals are related to student growth and academic achievement directly affecting the teaching and learning process with potential for continuous sustainability (Peterson, 1988).

The National Commission on Educational Excellence issued a report in 1983 entitled, "*A Nation at Risk: The Imperative for Educational Reform.*" The report by the commission stated, "The educational foundations of our society are presently being eroded by a rising tide of mediocrity that threatens our very future as Nation and a people" (p. 5). Words such as these focused the attention of the nation on educational reform. Because of the 1983 report, federal, state and local government agencies became interested in school reform efforts among teachers.

Teachers have specific expectations for students. Expectations yield results. According to Bryk and Schneider (2002) quality relationships are a vital characteristic of a successful school culture. The researchers found in a study of Chicago public schools that the high performing schools scored high in "relational trust." This in turn led to a correlation with academic achievement and high rest scores. On the other hand, as an indicator of the relationship between trust and academic performance schools scoring low in trust also were the low performing schools. Consistently, the schools scoring low trust appeared low in mathematics and reading. Staff culture may therefore affect achievement consciously or not. Instructional practices reveal underlying beliefs about students.

Heck, Larsen, and Marcoulides (1990) sought to promote the understanding of how principals in a variety of situational contexts affected school achievement. The

researchers in the study tested a theoretical causal model specifically on how elementary and secondary principals could influence school processes and student achievement outcomes through the frequent implementation of particular instructional leadership behaviors. Researchers conducted investigations on the theoretical model based on the Bossert et al. (1982) model of the principal's instructional leadership role and Hallinger and Murphy (1987) conception of instructional leadership within the context of school. The model hypothesized that the manner in which the school administrator governed the school influenced the instructional organization and establishment of a strong school climate.

The administrators' role in establishing a strong school climate and as an instructional leader was the areas that strongly predicted achievement in the model. The model identified the implementation of identified differences in behaviors such as clarifying, coordinating, and communicating a unified purpose to teachers, students, and all stakeholders. Models to evaluate the effectiveness of administrators may be beneficial not only to colleges and to universities, but to policy makers and stakeholders, for increasing accountability to directly improve student outcomes as an instructional leader. Barth (2001) stated, "If you want to predict the future, create it! This is precisely what school people now have the imperative- to do.... There is no more important work" (p. 213).

The researcher in the study will be looking for honest inquiry, investigating but not proving any connection between the health of a school culture, job satisfaction of certified staff (i.e., seventh and eighth grade middle school teachers), attendance rates and academic achievement. The researcher will be exploring the data to see if there is

relationship between the variables being examined that would strengthen the study and produce an impact on educational practices in KY middle schools.

The importance of the study lies in high stakes accountability and school improvement. School culture sets the tone for the environment. According to the literature, successful organizations maintain similar goals and values among their employees thereby dictating behaviors based on perception. A relationship between teacher job satisfaction and school culture may provide insight into the factors associated with student academic achievement.

Organizational commitment among teachers is frequently associated with involvement and affiliation within the learning environment. The researcher will examine school culture influences on middle school job satisfaction, attendance and academic achievement. It is the opinion of the researcher that satisfied and fulfilled faculty may like their jobs better and as a result become better teachers. Whether or not a teacher is satisfied often correlates to teacher commitment, retention and school effectiveness. Teacher perceptions of school characteristics influence motivation and commitment.

The issue is multi-faceted in terms of recognition, acknowledgment and affiliation with students and staff. Therefore, the researcher seeks to contribute to student learning and overall school improvement by showing a correlation among the variables of school culture, middle school job satisfaction and academic achievement.

Purpose of the Study

The purpose of the study is to explore the possible relationships among school culture, job satisfaction among teachers, student achievement and student attendance rates. In the educational field, there are many studies on school culture and student

achievement. However, very few, if any have examined the relationship to teacher job satisfaction, attendance rates, academic achievement and school culture in middle school. The researcher seeks to investigate and will facilitate the production of data to address the existing gap in the research.

Many stakeholders invested in middle school education can benefit from a study, examining the relationships among these concepts. The knowledge gained from participation in this study could produce awareness, increase professional development activities, leadership interventions, and administrative practices in Kentucky middle schools. School boards, policy makers and school leaders (i.e., principals and superintendents) may use the results to formulate ways to improve teacher recruitment and retention at the middle school level.

Although there is considerable empirical research in the areas of school culture and teacher job satisfaction, little is known about the combined influence on attendance rates and academic achievement. This study examines the relationship between school culture, teacher job satisfaction, attendance rates and academic achievement in both "meets goal" and "progressing" KY school districts as defined by the results of the Commonwealth Accountability Testing System. Teacher job satisfaction, attendance rates, academic achievement and school culture are all demographic variables measured in this study, to explore the impact that culture has on middle school settings. The researcher assessed job satisfaction of middle school teachers participating in the study using the 20-item short form of the Minnesota Satisfaction Questionnaire (MSQ). The researcher analyzed the scores from both the Minnesota Satisfaction Questionnaire and the School Culture Survey, in addition to the academic achievement scores of the

students in the schools participating in the study. Achievement data were provided by the Kentucky Department of Education. The Commonwealth Accountability Tests are administered annually in Kentucky public schools as part of educational reform efforts.

Research Questions

The research questions are these:

1. Is there a relationship between School Culture Triage Survey scores and Minnesota Satisfaction Questionnaire-Short Form scores?
2. Is there a relationship between School Culture Triage Survey scores and Commonwealth Accountability Testing scores?
3. Is there a relationship between the Minnesota Satisfaction Questionnaire-Short Form scores and the Commonwealth Accountability Testing scores?
4. Is there a relationship between attendance and Commonwealth Accountability Testing scores?
5. Is there a relationship between School Culture Triage Survey scores and attendance rates?
6. Is there a relationship between Minnesota Satisfaction Questionnaire-Short Form scores and attendance?
7. Is there a relationship between the following: (a) combined School Culture Triage Survey scores, (b) Minnesota Satisfaction Questionnaire-Short Form scores, (c) Commonwealth Accountability Testing scores, and (d) attendance?

Definitions

Area Development Districts: A regional organization composed of local citizens and

elected officials, which assists in the formulation and implementation of human resources and infrastructure related plans (http://www.kde.state.ky.us/KDE/).

Assistance Level 1: A classification assigned to a school that has an index score, which places it in the top one-third of all schools below the assistance line (http://www.education.ky.gov).

Assistance Level 2: A classification assigned a school that has an index score, which places it among the middle one-third of schools below the assistance line (http://www.education.ky.gov).

Assistance Level 3: A classification assigned a school that has an index score, which places it at the bottom one-third of all schools below the assistance line (http://www.education.ky.gov).

Meets Goal: A school with a growth accountability index that meets or surpasses its goal point along with meeting the novice reduction and dropout requirements of 703 KAR 5:020, Section 8 (www.education.ky.gov).

Progressing: The schools accountability index falls below its goal point and meets or surpasses its assistance point (www.education.ky.gov).

Assumptions: An interpretation of beliefs, perceptions, and values (Ott, 1989).

Attendance Rate: The percentage of attendance for all students collected in grades six through eight.

Autonomy: "An individual's need to participate in making decisions that affect him or her, to exert influence in controlling the work situation, to have a voice in setting job related goals, and to have authority to make decisions and latitude to work independently" (Lyman Porter as cited in Owens, 2004, p. 371).

CDW: Court Designated Worker (CDW) process complaints against minors under 18 years old.

CRT: A criterion-referenced test includes multiple choice items and constructive open responses.

Collaboration: "The degree to which staff members work together to solve professional issues, to encourage and inspire" (Phillips & Wagner, 2003, p. 5).

Collegiality: Collegiality consists of the following four behaviors: (a) Adults in school talk about practice, (b) observe each other in the practice of teaching and administration, (c) engage together in work on curriculum by planning, designing, and researching, and (d) adults teach each other about leading, teaching and learning (Judith Warren Little, as cited in Barth, 1990, p. 31).

Efficacy: "Feeling of ownership or capacity to influence decisions" (Wagner & Masden-Copas, 2002, p. 7).

Extrinsic Satisfaction: One of three scales used on the Minnesota Satisfaction Questionnaire short form measuring items 5, 6, 12, 13, 14 and 19 (Weiss, Dawis, England & Lofquist, 1967).

General Satisfaction: One of three scales used on the Minnesota Satisfaction Questionnaire. This scale measures 20 items on the short-form (one from each of the 20 scales) (Weiss, et al, 1967).

Intrinsic Satisfaction: One of three scales used on the Minnesota Satisfaction Questionnaire. This scale measures items 1, 2, 3, 4, 7, 8, 9, 10, 11, 15, 16, and 20 on the short-form (Weiss, et al, 1967).

Job Satisfaction: "In educational settings, job satisfaction is a present-and past-oriented affective state of like or dislike that results when an educator evaluates his or her work role" (Hoy and Miskel, 1991, p. 392).

Kentucky Association of School Councils: A membership organization supporting school-based decision-making councils that are responsible for decisions on ways to improve student achievement. http://www.kasc.net.

KDE: Kentucky Department of Education

Middle School: Representing grades six through eight.

Non-Academic Data: The statistic that describes school success on the non-academic goals set forth in KRS: 158.6451(1) (c), (d) and (f) (www.education.ky.gov).

Norms: "Unstated group expectations for behavior, dress, and language" (Deal and Peterson, 1999, p. 27).

NRT: Norm referenced test is composed of multiple choice questions.

Organizational Culture: "Organizational culture refers to the norms that inform people about what is acceptable and what is not, the dominant values that the organization cherishes above others, the basic assumptions and beliefs that are shared by members of the organization" (Owens, 2004, p. 165).

Pritchard Committee For Academic Excellence: An independent, non-profit, citizen's advocacy organization working to improve education in Kentucky.

School Culture: "A pattern of basic assumptions-invented, discovered, or developed by a given group as it learns to cope with problems…that has worked well enough to be considered valid and, therefore, to be taught to new members as the correct way to

perceive, think, and feel in relation to those problems" (Edgar Schein as cited in, Deal and Peterson, 1999, pp. 3-4).

Standards and Indicators for School Improvement: An evaluation tool used in the scholastic audit process to establish the suitability of the schools classification and to make recommendations to improve teaching and learning for inclusion within the existing comprehensive school and district improvement plans (www.education.ky.gov).

Student Achievement Levels: Categories of student learning in each of the content areas including: low novice, medium novice, high novice, low apprentice, medium apprentice, high apprentice, proficient, or distinguished (www.education.ky.gov).

CHAPTER TWO

REVIEW OF LITERATURE

Introduction

The literature review in this study consists of the following dimensions: (a) school culture, (b) job satisfaction among teachers, (c) attendance, and (d) academic achievement. The first dimension in the review of the literature involves school culture. School culture sets the tone for the environment. The relationship between teacher satisfaction and school culture provides insight into factors associated with burnout in teachers and student academic achievement. In this study, the researcher hopes "to confront the most brutal facts" Collins (2001). Most of the research on school culture has been at the elementary level. This study seeks to (a) advance the field at the middle school level and (b) contribute to the literature in school culture, academic achievement and teacher job satisfaction. The first dimension contains a subsection on principal leadership and references attendance.

Boyer (1983) stated, "In schools where achievement was high and where there was a clear sense of community, invariably, the principal made the difference" (p. 219). Ebolt & Fulton (2008) quoted Reeves (2006/2007) in the following statement, "Meaningful school improvement begins with cultural change-and cultural change begins with the school leader" (p. 92). Today's principals are active change agents in light of accountability standards. The role is constantly evolving in the quest for proficiency by 2014. Principals must ensure that the schools' goals align with the mission for school improvement.

The second dimension in the literature review deals with teacher commitment and

job satisfaction by examining the motivational satisfiers and dissatisfiers that influence job satisfaction among educators. The literature reveals wide-range differences on what contributes to job satisfaction including Abraham Maslow's 1943 Need Hierarchy Theory, Frederick Herzberg's Two-Factor Theory of Motivation and Lyman Porter's adaptation to Maslow's concept of needs hierarchy with the addition of autonomy. The second dimension contains two subsections: (a) teacher autonomy, and (b) teacher commitment and job satisfaction. Few studies are addressing variables such as job satisfaction and attendance, particularly at the middle school level. The researcher seeks to contribute to the existing gap in the literature.

The research on effective schools and school improvement leads to the third dimension examined in the study academic achievement. Arguably, teachers are one of the most important reason students achieve at high levels. According to Barth (2001), "It is the culture of the school that determines the achievement of teacher and student alike" (p. 78). The review of the literature will be presented beginning with the first of three dimensions.

Dimension One: School Culture

For the purposes of this study, the topic of school culture is multifaceted in nature with the ability to influence all aspects of the organization. Teachers need to feel included and supported. Teacher job satisfaction improves when the culture of the school/district supports active involvement and decision-making. As stated in Chapter 1, school culture currently applies to organizations often trying to figure out the complex world of managers and employees (Peterson, 1988; Pfeffer, 1982; Pondy et al., 1983). There is no particular definition of organizational culture. In the same respect, there is no specific

definition of "school culture." Waller stated, "Schools have a culture that is their own. There are complex rituals of personal relationships, a set of folkways, mores, and ... a moral code based upon them (1932, p. 103)." According to Sergiovanni (1984), all schools possess a representative culture; whether it is dysfunctional or functional, weak or strong. Both the leadership and membership purposely nurture schools with strong cultures.

Taylor and Tashakkori (1995) examined the dimensionality of the variables teacher's decision participation, school climate, sense of efficacy and job satisfaction and their interrelationships. The authors identified five dimensions of school climate and hypothesized that these dimensions, similar to those of decision participation would be significant predictors of teachers' sense of efficacy and job satisfaction. Data collection occurred through a multistage, cluster-sampling design. The sample was acquired using a national database of (N = 9,987) teachers. The data consisted of responses to questionnaires used in the 1990 follow up of the National Educational Longitudinal Study (NELS) conducted by the National Center for Educational Statistics. The 1990 follow-up included (N = 25,000) students at 1,296 schools. For each student, at least one teacher completed a questionnaire regarding perceptions about the students and other school matters. Researchers constructed the data set for the study from the teacher questionnaires.

The independent variables included eight factors recognized via the principal component as dimensions of school climate and decision participation. The two dependent variables consisted of job satisfaction and the factors influencing the teacher's sense of efficacy. On the combined eight dimensions of decision participation there were

two separate equations regressing each of the dependent variables. Results revealed that for each of the job satisfaction regression models revealed that the dimensions of school climate were stronger predictors of job satisfaction than were any of the participation dimensions (R: = .34, p < .001). Consistent with the correlational findings, the strongest predictor of job satisfaction was the lack of obstacles to teaching, with beta = .47. Principal leadership followed this, 13 = .41. The managerial component of decision participation, 13 = .07, was the weakest predictor. Regression analyses performed predicted teachers' sense of efficacy. The findings revealed that the best predictors of teachers' sense of efficacy were faculty communication lack of obstacles to teaching (B = .23).

Despite the interest in school restructuring, dimensions of participation did not fully explain much of the variance in either job satisfaction or teachers sense of efficacy when climate dimensions were included in the models. The influence of principal leadership was an important finding in the study. The data suggested that it would be a mistake to overlook the role of the principal in job satisfaction and in discussions of school restructuring. Implications resulting from the study included efforts for future research examining the impact of school climate on teachers' willingness to pursue innovative teaching methods and the association between school climate and student academic achievement.

Deal and Kennedy (1999) wrote, "School cultures are complex webs of traditions and rituals that have been built up over time as teachers, students, parents, and administrators work together and deal with crises and accomplishments. Cultural patterns

are highly enduring, have a powerful impact on performance, and shape the ways, people think, act and feel" (p. 4).

According to Schein (1997), culture is a phenomenon that surrounds us all. Differences exist in ideas and beliefs but "organizational culture is a system of shared orientations that hold the unit together and give it a distinctive identity" (Hoy, p. 157). Kilmann, Saxton, and Serpa (1985) succinctly portray organizational culture as "the rules of the game; the unseen meaning between the lines in the rulebook that insure unity" (p. 352).

Cheng (1993) formulated a study to observe the cross-sectional relationship between organizational culture and organizational characteristics. The researcher maps the profiles of organizational culture and effective schools as to organizational factors, such as principal leadership, organizational structure, and teacher social interactions; student academic achievements; organizational commitment; and teacher job attitudes. The two hypotheses formulated included: (a) The stronger the school's organizational culture, the more satisfied, motivated, and committed the teachers and the higher the students' academic achievement; and (b) Strong school organizational culture was directly associated with strong principal leadership, formalized and participative organizational structures, and positive social interactions among teachers.

The researcher utilized a cross-sectional sample survey design. The sample consisted of aided secondary schools in Hong Kong, established and operated by the Education Department of the Hong Kong Government based on the Codes of Aid. The researcher randomly selected 65 of the aided secondary schools and invited them to participate in the study. Only 54 schools agreed to participate. The researcher randomly

sampled 12 teachers within each school and requested completion of the instruments adapted from previous studies to measure school effectiveness, job attitudes, and organizations. The study consisted of $N = 588$ teachers. The final number return rate for participants ranged from 6 to 12, with an average of 10.89 and a mode of 12.

Based on the top and bottom 30% of organizational ideology scores, the two groups of schools identified included, "Strong Culture" (16 schools) and "Weak Culture" (16 schools). Similarly, using the top and bottom 30% of schools found on the perceived organizational effectiveness index researchers classified two additional groups, "Perceived Effective Schools" (16 schools) and "Perceived Ineffective Schools" (16 schools). Similarly, the researcher categorized 11 schools as "Strong Culture –Effective Schools" and 13 as "Weak Culture-Ineffective Schools," based on the top and bottom 30%. The sample was homogeneous in terms of the qualifications of administrators, teachers, promotion structure, school facilities, salary structure, teacher class ratios, support staff, opportunities for professional development, and supervision by the Hong Kong Department of Education (Education Ordinance, 1972).

A strong correlation emerged between organizational culture and organizational effectiveness ($r = 0.739$), indicating that no school in the study belonged to the strong culture-ineffective group and only one school appeared perceived as a weak culture-effective school. The results by Cheng (1993) implied differences on three levels of organizational culture: (a) Organizational in terms of principal leadership behaviors, organizational structure, and teachers' norms; (b) Teachers' attitudinal level in terms of organizational commitment, social job satisfaction, intrinsic job satisfaction, and

influence of job satisfaction; and (c) School effectiveness in terms of perceived organizational effectiveness and academic achievement.

Overall, the results of the study reinforced the importance of organizational culture in relation to effective schools. Further results noted by the researcher showed a correlation between the organizational ideology index and the schools perceived organizational effectiveness (Pearson correlation coefficient = 0.739, $n = 54$). As the school organizational culture strengthened, the school appeared more effective in terms of flexibility, productivity, and adaptability. This finding supported the significance of organizational culture in understanding performance and organizational behavior in the school. The average academic achievements of the strong cultures had standardized means of higher than 50; whereas, the weak culture schools less than 50. The findings revealed that the differences did not reach the 0.05 level of significance.

The researcher explored the relationship between the organizational variables of teachers' social interaction, principal leadership, and organizational structure. Charismatic leadership by the principal and teachers' spirit contributed the most in predicting the school's strength as an organization of the ten measures used for organizational variables. The stepwise regression equation reached a significance level (F statistic = 56.99 with p value < 0.001), which implied that the more principals could give teachers with increased motivation and meaning for work the stronger the organizational culture of the school improved. Thus, teacher morale appeared vital to a strong organizational culture. Consistent with charismatic leadership, or cultural leadership, the finding implied that as teachers became more enthusiastic about their work, the school exhibited a stronger sharing of beliefs.

Seifert and Vornberg (2002) submitted that school culture is "the interaction among the following factors: attitudes and beliefs held by stakeholders inside and outside the organization; cultural norms of the school; and the relationships among individuals in the school" (p. 86). The culture of an organization shapes, and molds assumptions and perceptions, which are essential to comprehending what it means to be an educator (Owens, 2004). In his book The Fifth Discipline, Senge (1990) wrote, "Mental modes are deeply ingrained assumptions, generalizations, or even pictures and images that influence how we understand and how we take action" (p. 8).

Thompson (1993) believes that school culture is pervasive and obvious though equally invisible, and dreadfully complex. Thompson (1993) asserts that leaders establish and pass on culture. Block (1983) described school culture as an expression of the ways people operate within the school, the beliefs they adhere to, the assumptions that direct their behavior, and the norms that create standards. Because it involves human beliefs, values and norms, occurring within an organizational set describing school culture it is not easy (Schein, 1985).

Shaw and Reyes (1992) investigated organizational commitment and workplace value orientation among Wisconsin public elementary and secondary school teachers using the comprehensive and theoretical model of organizational culture developed by Schein (1985). Although the purpose of the study appeared, limited to two aspects of school culture, organizational value orientation and teacher commitment, a second objective related to predicting cultural differences specific to organizational and demographic attributes. The researchers tested the following hypotheses:

Hypothesis 1: There is not a difference between elementary and secondary schools in organizational value orientation and teacher organizational commitment.

Hypothesis 2: The organizational and demographic variables make a positive contribution to a linear composite significantly related to organizational value orientation.

Hypothesis 3: The organizational and demographic variables make a positive contribution to a linear composite significantly related to organizational commitment.

The study included all certifications of teachers recognized by the Wisconsin Department of Public Instruction. Researchers conducted the study with a cross-sectional design and used survey methods to collect the data. A 30-item questionnaire measured organizational value orientation, commitment, and acquired demographic data. The researchers used a 5-point Likert-type scale to measure the constructs of value orientation and organizational commitment. As cited in the research, the Organizational Value Orientation Questionnaire (OVOQ) was developed by Reyes (1990a) with reliability ranging from $r = .85$ to $r = .91$. The sample reliability coefficient for the OVOQ was $r = .89$. The Organizational Commitment Questionnaire developed by Mowday, Steers, and Porter (1979) measured the construct of organizational commitment. Reyes (1989) reported validity of $r = 0.70$ and reliability of 0.90. Other data collected included school size, school type, age, total years teaching experience, and tenure in the organization. The response rate was 83.6% for all teachers, 82.2% for elementary teachers and 85.1% for secondary teachers.

The statistical procedure multivariate analysis of variance examined the differences between elementary and secondary schools. The researchers also utilized multivariate analysis of variance (MANOVA) to test for differences in value orientation and organizational commitment, with elementary or secondary school membership as the independent variable. Shaw and Reyes (1992) used multiple regression procedures to test the hypothesis that demographic and organizational variables related to value orientation and organizational commitment. The two dependent measures of value orientation and organizational commitment were regressed on measures of the independent predictors: school size, age, year's experience, and gender. In analyzing the variables, the researchers aggregated all responses to the individual teacher level ($N = 435$), rejecting incomplete and unreadable responses, for a usable N of 377. The mean and standard deviation scores for elementary teachers on the dependent variables of organizational value orientation and organizational commitment were ($M = 36.78$, SD 3.56) and ($M = 75.13$, $SD = 9.27$), respectively. Secondary teacher group means and standard deviations were ($M = 36.69$, $SD = 2.65$) and ($M = 70.47$, $SD = 10.17$). The test between the group means was statistically significant, suggesting that differences exist between the two dependent variables in elementary and secondary schools. Post hoc analysis completed with univariate F tests showed significant differences in organizational commitment, $F(1, 102) = 5.97, p < .02$, between elementary and secondary schools. A higher level of organizational commitment emerged among elementary schools than among secondary schools. There was no significant difference found in the univariate F test, $F(1, 102) = 0.02, p. < .89$, in organizational value orientation between elementary and secondary

schools. The researchers demonstrated differences in the culture of elementary and secondary schools through regression analyses.

The equation to explain value orientation was significant. The most powerful predictor of teacher value orientation was found in teacher commitment, *beta* = .304, *F sig.* = $p < .000$. The results revealed that none of the organizational or demographic variables made a significant contribution to explain value orientation in the study. The findings indicated that the higher the level of normative orientation, the higher the teacher organizational commitment was. The researchers to explain teacher commitment computed a regression equation. The independent variables explaining the variance in commitment, organizational value orientation, *beta* = .312, *F* sig. = .000, and school type, *beta* = -.176, *F* sig. = .001, elementary or secondary, revealed a relationship between commitment and value orientation. The researchers found a relationship between commitment and value orientation. Value orientation and school type accounted for approximately 11% of the variance in teacher commitment. None of the demographic variables accounted for any of the explained variance in teachers' organizational commitment.

The results of the data analyses partially supported the major hypotheses of the study. The results showed that differences do exist between elementary and secondary schools. Teachers in elementary schools had higher levels of both normative orientation and organizational commitment, when compared with secondary school teachers. Both groups revealed similar levels of organization orientation. The researchers failed to confirm any relationship between differences in school size and organizational culture.

They also failed to confirm any relationship between teacher's age, gender, or experience and differences in organizational culture. This result suggested that school culture was more than the sum of its organizational members.

A limitation of the study was the lack of comparison to commitment by the various school populations, their value orientations and generalizations to the entire school organization, and their total collection regarding related school cultures not justified by the results of the study. The most important implication for school administrators was the acknowledgment of the substantial challenge involved in changing or managing organizational culture in multifaceted organizations such as public schools.

Principal Leadership

The role of the principal determines leadership effectiveness. Effective principals promote student success through continuous improvement, using systems to promote goal acquisition and communication. Blase (1987) examined the teachers' perspectives on effective school leadership. By focusing on effective and ineffective principals from the perspectives of teachers, the study determined the impact of high school principals on teachers and their relationships with others. The study addressed the general question: What does teaching do to teachers? and followed an investigation of socialization effects on teachers based on a tradition initiated by Waller (1932).

The independent variable consisted of prominent task-related themes coded in the data linked to effective high school leadership, based on information obtained from the teachers in the study: (a) accessibility, (b) consistency, (c) knowledge/expertise, (d) clear and reasonable expectations, (e) decisiveness, (f) goals/direction, (g) follow/through, (h) ability to manage time, and (i) problem-solving orientation. Prominent consideration-

related themes were identified as support (dependent variables): (a) confrontations/conflict, (b) participation/consultation, (c) fairness/equitability, (d) recognition and, (e) willingness to delegate authority. According to study results, leadership affected morale, motivation, and active involvement of teachers by enhancing the possibility of productive interactions between teachers and others.

Overall, the study revealed that effective school principals contributed to the development of social and cultural patterns in schools. Due to the dramatic changes in leadership, researchers expected additional changes in the socio-cultural context of schools. Findings revealed that each effective principal often exhibited all the task and consideration factors identified by the researcher. The factors are interrelated. Teachers perceived ineffective school principals as inaccessible, inconsistent, lacking knowledge, indecisive, lacking follow through, unsupportive, authoritarian, political, and practicing favoritism. Additionally, ineffective school principals often created cultures viewed as dissociative, in which interactions between teachers and others and teachers and principals viewed as non-supportive, conflictive, inequitable, uncaring, and distant.

Heller, Clay, and Perkins (1993) proposed to investigate the relationship between teacher job satisfaction and principal leadership behaviors of "telling," "selling," "participating," and "delegating." The study used Hershey and Blanchard's (1988) Situational Leadership theory as the theoretical framework for conceptualizing leadership style. The question addressed was whether principal leadership style contributed to teacher job satisfaction.

The Job Satisfaction Survey, a 27-item instrument modified by Speed (1979) obtained measures of teacher job satisfaction. The instrument consists of nine subscales:

(a) administration/supervision; (b) co-workers; (c) career future; (d) school identification; (e) financial aspects; (f) work conditions; (g) amount of work; (h) pupil-teacher relations, and (i) community relations. The researchers added job satisfaction to the instrument. Various measures of job satisfaction served as the dependent variables. Respondents used a four-point Likert scale to indicate their level of satisfaction.

The principals' perceived leadership style was measured using the Leader Effectiveness and Adaptability Description instrument developed by Hersey and Blanchard (1983) to obtain the independent variable, which were perceptions of leadership style, in the categories of "telling," "selling," "participating," and "delegating" behaviors. Respondents selected the action their principal utilized among 12 leadership situations. Three hundred and thirty-nine usable responses returned and analyzed by correlation and analysis of variation procedures.

Findings indicated that 143 respondents were either "*very dissatisfied*" or "*dissatisfied*" with teaching. Teachers reported being least satisfied with the financial aspects of teaching and most satisfied with their co-workers. The mean scores ranged from 3.03 to 1.98 on a 4-point scale with the mean score of 2.58 for teaching. The mean score for administration/supervision was slightly below "satisfied" at 2.73. The multivariate analysis of variance determined that the differences were significant among the subscales. There were no significant differences of in the results of a one-way analysis of variance. The correlation coefficient for years experience and over-all job satisfaction was -.017, which was not statistically significant. Based on a two-way analysis of variance, there were no differences in satisfaction by gender, experience, or school type.

Furthermore, job satisfaction not significantly related to leadership style. Most notably, 121 teachers perceived their principal's style to be "selling," followed by "participating" ($n = 83$), "telling" ($n = 52$), and "delegating" ($n = 48$). Respondents were most satisfied with "participating" leadership style and least satisfied with the "telling" style; those differences were not statistically significant.

Campo (1993) sought to get a better understanding of the principal's role in promoting collaboration among teachers and to answer some questions involving principals' strategies and the influence of teacher motivation and commitment on the effect of the strategies. The research design was both qualitative and quantitative and the conceptual framework consisted of three bodies of research. Little (1982) indicated that teachers in successful schools continuously interacted with students and colleagues using four critical practices that enhanced norms of collegiality and continuous improvement. Leithwood and Jantzi (1990) defined six strategies that encourage collaboration. Successful and less successful principals appeared to differ in the use of these strategies. The last body of research cited in the study indicated the importance of teacher motivation (Rosenholtz, 1989). The following questions guided the research study: (a) What do principals and teachers perceive to be collaboration in their school?; (b) Which strategies are most often used by principals to develop a collaborative school culture?; (c) To what extent do principals' strategies contribute to collaboration in the school and are all the strategies of equal importance?; and (d) Does the way in which the principal uses the strategies affect collaboration?

The findings revealed that British Columbia teachers in the study perceived themselves to be relatively collaborative. These teachers reported participating, with a

variation among schools in joint planning and teacher talk. Respondents also reported a variation among schools in principal attendance between schools by principals. These findings supported the research conducted by Leithwood & Jantzi (1990) and by Little (1982). Teachers participating in the study regarded collaboration as both important and essential. The school administrators supported a culture of collaboration by understanding the needs, feelings, perceptions, and attitudes of their school culture.

School administrators and teachers need continuous feedback, reflection, trust and innovation to grow collaboratively. Results from the study on the role of the school administrator and a collaborative culture indicated that bureaucratic mechanisms were used to enhance collaboration and to strengthen school culture and shared decision-making. The findings in the study revealed a relationship between the level of teacher motivation, commitment, and the use of strategies and outcomes for school improvement. Principals who incorporated aspects of transformational leadership, supported as cited by studies conducted by Burns, (1978), Sergiovanni, (1987), and Leithwood and Jantzi, (1990), led thriving schools. The aspects considered necessary for leadership contributed to collaboration, motivation, and commitment and consisted of (a) flexibility; (b) vision; (c) emphasis on personal and individual group; and (d) facilitating interaction between teachers.

Leithwood and Jantzi (1990) investigated the practices of administrators in 12 schools, which had developed highly collaborative professional relationships over a 3-year period in the context of school improvement initiatives. The study was part of a comprehensive analysis of school improvement processes. Explaining the theoretical framework, Leithwood and Jantzi (1990) defined transformational leadership as the

enhancement of individual and collective problem-solving capacities of organizational members, with these capacities exercised in the goals achieved and practiced. The following set of questions guided the research: (a) What were the extent to which the schools had achieved collaborative teacher cultures and the reasons for variation in degrees achieved?; (b) What was the significance of the larger set of improvement processes in which people engaged which resulted in developing more collaborative teacher cultures? ; and (c) What are the strategies used by school administrators to develop more collaborative school cultures.

Collaborative culture was the independent variable, while transformational leadership served as the dependent variable. To access the extent to which collaboration occurred in schools, the researchers adopted six indicators of collaboration from the work of Little (1982). A content analysis of four specific indicators: (a) Teachers engage in frequent, continuous and increasingly concrete and precise talk about teaching practices; (b) Teachers are frequently observed and provided with useful critiques of their teaching; (c) Teachers plan, design, research, evaluate and prepare teaching materials together; and (d) Teachers teach each other the practice of teaching.

The data as a whole implied that the cultures of the 12 schools had high degrees of collaboration with variation across the schools. However, no standard objective was available to support the judgment of relatively high collaboration. In all areas examined, approximately 70% of the staff demonstrated evidence of collaboration. When the observation criterion was not included, the figure rose to 80%. In keeping with school reform efforts, collaborative culture as evident in the study appeared to foster practices conducive to both student and staff formation.

The researchers identified six strategies concerning what strategies principals used to foster collaboration. They were the following: fostering staff development, frequent and direct communication, strengthening the culture, using bureaucratic mechanism, sharing power and responsibility and using rituals and symbols to express culture values. Principals utilized a wide range of specific actions to pursue each strategy mentioned some of which served multiple purposes.

The results supported the claim by the researchers that principals have access to transformational strategies. The transformational effects of the strategies on collaborative school culture occurred individually and collegially, through purposes and practices, and further enhanced the capacity to solve future professional problems. To identify the leadership strategies, the researchers relied on 12 causal networks, as well as content analysis, of the interviews with the 12 principals. In reporting the results, the researchers assumed high levels of interdependence existed between strategies used by principals to help implement changes in their schools and strategies affecting school cultures.

Graham and Messener (1998) investigated the relationship among the factors influencing principal job satisfaction. The authors framed this study in motivational theories of job satisfaction. The sample consisted of Midwestern public school principals ($N = 500$), which were chosen from a mailing list provided by the Missouri Department of Elementary and Secondary Education. The sample consisted of ($n = 138$) male and ($n = 83$) female school administrators.

The participants in the study completed an eight-item survey, the Principals Job Satisfaction Survey (PJSS), to identify the level of job satisfaction for the following factors: (a) colleagues/co-workers, (b) the job you currently hold, (c) level of

responsibility, (d) opportunity for promotion / advancement, (e) pay, (f) working conditions, (g) fringe benefits, and (h) your supervisor. The responding administrators selected their level of satisfaction for each of the eight factors by marking the following scale: (A) *very satisfied*, (B) *satisfied*, (C) *neutral*, (D) *dissatisfied*, and (E) *very dissatisfied*. The scale was collapsed for ease of data analysis and interpretation, which resulted in a three-category scale, *satisfied*, *neutral* and *unsatisfied*. There were 226 completed surveys determined to be usable for the study upon return from respondents on the mailing list.

The findings revealed that the responding principals were generally satisfied with their current job (92.9 %), colleagues/co–workers (91.2 %), and levels of responsibility (88.9 %). However, principals in the study were generally less satisfied with their pay (60.2%), opportunities for advancement (61.5%), and fringe benefits (67.7%). The researchers found three significant relationships in the study. First, a large percent of principals (98.8%) in mid-sized schools were more satisfied with their current job than principals from smaller (87.1%) or larger (93.7%) schools.

Second, school administrators in smaller schools (43.5%) were less satisfied with their pay than in mid-size (69.4%) and larger schools (63.3 %). Principals in smaller schools (59.7%) were less satisfied with their supervisors in mid-size (81.2%) and larger schools (70.9%). Middle school principals (90.9%) and junior and senior high school principals (92.3%) were less satisfied with their colleagues/coworkers than school administrators in elementary schools (92.3%) and other schools (97.7%). This result apparently identified as the only significant relationship for the building level descriptors.

The last study examined relationships of PJSS factors and years of experience. Consequently, relationships of significance were analyzed for comparison. Principals with four to eight years experience (47.8%) were among the least satisfied with their opportunities for advancement and promotion. Likewise, principals with fewer years experience were less satisfied with their pay than principals with 15 or more years experience (70.3%).

Eckman (2004) examined the similarities and differences between male and female principals in role conflict, role commitment and job satisfaction. The researcher proposed to (a) add a deeper understanding of the similarities and differences, (b) to build a more inclusive theory of educational administration, (c) to add to the knowledge base on the high school principal and, (d) to identify areas of further research.

The findings revealed a significant interaction between female and male secondary school principals in role commitment, F (2, 304) = 3.57, p. =.029. A significant difference for males existed with a small effect size in role conflict based on role commitment, F (2,152) = 10.24, p <.001. No significant difference in role conflict based on role commitment for the female principals in the study, F (2, 146) = 1.07, p = .343. Researchers found similarities between female and male principals in role commitment and job satisfaction, F (2, 301) = .81, p = .45, with effect size = .005. There were no significant differences based on role commitment and gender between male and female principals, F (1, 298) = 1.67, p = .263, effect size .005. Role conflict was inversely related to job satisfaction for the entire group of principals (r = -.388, p<.001). Job satisfaction results were similar for both men and women; both groups reported

experiencing only moderate levels of satisfaction. Despite gender, the results showed that job satisfaction increased as years of experience as principals increased.

Similarities existed in the willingness to relocate to a new community or state, no matter the gender, among single secondary school principals. The results of the data revealed no significant differences in career mobility. According to the data, female administrators obtained employment in their own district more often than male administrators did.

The researcher obtained the following suggestions for addressing the issues from the Institute for Educational Leadership (2000): Revamp the principal preparation program, make available mentors for new principals, establish ongoing professional development opportunities, increase the compensation package, center more attention on instructional leadership, and construct smaller high schools. Data obtained relative to children indicated that women with children at home were not applying for the high school principalship or being hired.

This finding supported the data that women in their first principalship were often older; many waited until their children left the house. Societal expectations may have influenced the choices made by younger educators, preventing them from pursuing leadership positions until later in life. Increased role conflict emerged with the struggle to create the balance affecting recruitment and retention of both males and females for the role of principal.

Egley (2003) studied the relationship between both professionally and personally inviting behaviors of high school principals in the state of Mississippi. The framework for the study was the value of invitational education theory (IET) as a manageable theory for

leaders in a school setting. The researcher based the hypotheses on the following: (a) Teacher Job Satisfaction - (H1) investigated the relationship between the 17 variables that represent Professionally Inviting Behaviors of the principal and the 3 variables that represent Teacher Job Satisfaction; (b) Principal Effectiveness - (H2) investigated the relationship between the 37 variables that compromise the Invitational Quotient of the principal and the 3 variables that represent Principal Effectiveness; (c) Principal as the Agent of School Improvement - (H3) investigated the relationship between the 37 variables that compromise the Invitational Quotient of the principal and the 3 variables that represent Principal effectiveness; (d) Principal's Invitational Quotient - (H4) investigated the 9 variables that represent Personally Inviting Behaviors of the principal and the 3 variables that represent Teacher Job Satisfaction, and (e) the Computed Accreditation Performance - (H5) investigated the relationship between 37 variables that compromise the Invitational Quotient of the principals and the Performance Index of school districts.

The survey addressed the effectiveness of the principal concerning school improvement based on perceptions of teachers. Researchers analyzed the hypotheses using a Pearson product-moment correlation coefficient analysis. All five of the null hypotheses confirmed rejection based on the results of the Pearson product-moment correlation. A positive, statistically significant relationship existed for each correlation. The perceptions of teachers indicated that a relationship existed between professionally and personally inviting behaviors of principals. A positive correlation was present based on job satisfaction and the personally and professionally inviting behaviors. According to

the findings, when principals displayed more inviting behaviors the perceptions of effectiveness as an agent for school improvement increased.

Bolger (2001) examined the effects of three factors: (a) principals' leadership style (transformational or transactional), (b) principals' decision-making strategy (autocratic versus participative), and (c) teachers' occupation perceptions on teacher job satisfaction. The study examined the teachers' perceptions of their principals' behavior rather than the principals' actual behavior. The direct and indirect effects of teacher job satisfaction was examined in light of leadership and decision making strategies. The researcher directly affected job satisfaction by hypothesizing teacher occupations, but the researcher also hypothesized the effect of administrative leadership and decision-making capacity. The dependent variable was teachers' job satisfaction. The independent variables included principals' leadership style, their decision-making strategy, and occupational perceptions.

The result of the study used the principal factor analysis with varimax rotation and was performed on items of 30. Path analysis clarified teachers' job satisfaction by the exogenous variables. The most significant finding was that teachers' occupation perceptions strongly affected their satisfaction ($B = .51, p < .001$). Principals' transformational leadership affected teacher satisfaction both directly ($B = .31, p < .0001$) and indirectly ($B = .17, p < .0001$) through their occupations and perceptions. The school administrator's participative decision-making style affects teachers' satisfaction only indirectly through teachers' occupations and perceptions ($B = .13, p < .001$).

The most salient finding in the study was the effect of teacher perceptions of their occupation on their satisfaction level. Those perceptions include self-esteem, autonomy at

work, professional self-development, and occupational prestige. Therefore, support of the idea of intrinsic motivators such as a teacher's self-growth, personal development and recognition, would often support and enhance job satisfaction. Principals can foster positive feelings and attitudes among teachers regarding their "calling" through transformational leadership and participative decision-making and behavior.

Nguni, Sleegers, and Denessen (2006) investigated the effects of transformational and transactional leadership on teachers in schools in Tanzania based on the theoretical notions of job satisfaction, organizational commitment, and organizational citizenship behavior. The researchers designed the following questions: (a) What is the influence of transformational and transactional leadership on teachers' job satisfaction, organizational commitment, and organizational citizenship behavior in Tanzanian primary schools?; and (b) To what extent does job satisfaction mediate the effects of transformational and transactional leadership on organizational commitment and organizational citizenship behavior in Tanzanian primary schools?

The factors of transformational leadership included: (a) charismatic leadership, (b) individualized consideration, and (c) intellectual stimulation. The four factors of transactional leadership included: (a) contingent reward, (b) laissez-faire, (c) passive-management by exception, and (d) active-management by exception. Researchers measured organizational commitment using the Organizational Commitment Questionnaire (OCQ) developed by Mowday et al. (1979) measuring organizational commitment. The reliability of the OCQ subscales appeared as follows: Cronbach's alpha coefficients of .72 for value commitment subscale and .57 for commitment to stay subscale. Smith et al. (1983) developed the Organizational Citizenship Behavior (OCB)

using a five point Likert-type scale ranging from 1 (*strongly disagree*) to 5 (*strongly agree*). The Cronbach alpha for Organizational Citizenship Behavior measured .76. The Minnesota Satisfaction Questionnaire (MSQ) developed by Weiss, Dawis, England, and Lofiquist (1967) measured job satisfaction with a Cronbach alpha of .82 for the 5-point Likert scale.

Researchers applied multiple regression analyses to assess the impact of transformational and transactional leadership factors on job satisfaction, organizational commitment, and organizational citizenship behavior. The mean score for each of the leadership factors was above the midpoint of 3.0 on the rating scale, except laissez-faire (2.25) and passive-management by exception (2.19). The *SD* measured .85 and .83, respectively, for laissez-faire and passive-management by exception. The findings indicated that teachers experienced more organizational citizenship behavior ($M = 4.10$, $SD = .37$) and value commitment ($M = 4.00$, $SD = .49$) than commitment to stay ($M = 3.65$, $SD = .67$) and job satisfaction ($M = 3.60$, $SD = .46$). All the intercorrelations involving the dependent variables appeared positive and statistically significant, which might have indicated relatedness among the presumed effects of transformational leadership on teacher attitudes and behaviors. Researchers found transformational leadership factor scales positively correlated with each other.

Similarly, all the transformational leadership factor scales correlated positively with the two transactional leadership factors of active - management by exception and contingent reward, whereas passive - management by exception and laissez-faire leadership correlated negatively with all the transformational leadership factor scales. Transactional leadership behaviors had no significant and weak aggregate effects on

value commitment, organizational citizenship behavior, and job satisfaction and a strong positive effect on commitment to stay. The correlations for intellectual stimulation were non-significant. Intellectual stimulation had very little influence on job satisfaction and no significant influence on organizational citizenship behavior and organizational commitment.

The regression analysis revealed that the transformational and transactional leadership factors explained 39% and 28% of the variance in teachers' value commitment and commitment to stay respectively. The explained variance of transformational and transactional leadership factors suggested that teachers' value commitment illustrated by transformational leadership factors, whereas a commitment to stay influenced transactional leadership, in a negative way. The findings of the study suggested that school leaders employ a combination of transactional and transformation behaviors to promote teacher job satisfaction. Job satisfaction can be highly important in improving student learning. The results of the study have implications for leadership training and policy makers. The results indicated that transactional and transformational leadership behaviors fostered higher levels of teacher job satisfaction, organizational commitment, and organizational citizenship behavior.

Korkmaz (2007) explored the effects of the leadership style of the principal, "transformational leadership and transactional leadership," along with teacher job satisfaction on the schools organizational health of schools. The researchers based the theoretical framework on transformational and transactional leadership. Based on a detailed literature review Kormaz revealed that the purpose of research, into

organizational health included not only attempting to assess the present, but also identifying the underlying reasons leading to a healthy or unhealthy school.

The study addressed the following questions: (a) Are the leadership styles displayed by the school principals of the transformational type or do they reflect transactional behavior?; (b) What relationship existed between the organizational health of the school and the transformational leadership style of the principal?; (c) What relationship was noted between the organizational health of the school and the transactional leadership style of the principal?; (d) What relationship existed between job satisfaction of the teachers and the transformational leadership style of the principal? ; (e) What relationship existed between the job satisfaction of the teachers and the transactional leadership style of the principal?; (f) What relationship was noted between job satisfaction of the teachers and the organizational health of the school?; and (g) Do transformational leadership style and teacher job satisfaction positively affect the organizational health of the school?

The independent variables consisted of transactional leadership, transformational leadership, and job satisfaction. The dependent variable was school health. Correlations between the variables revealed that as teachers' perceptions of their principal as a transformational leader increased, their level of job satisfaction increased, whereas, accordingly, the school's organizational health as the principals exhibited less transactional leadership. The school's organizational health appeared significantly related to transformational leadership ($r = .58$, $p < .0001$); teacher job satisfaction ($r = .55$, $p < .0001$); and transactional leadership ($r = -.00$, $p < .001$). The researchers used Pearson

correlation coefficient and path analysis to overcome specific bias relating to the relationship between the teachers and their principal.

The most significant finding from the path analysis revealed that the transformational leadership style exhibited by the principal within the school setting strongly affected teacher job satisfaction ($B = .56$, $p < .05$). The transformational leadership of the principal directly affected school health ($B = .46$, $p < .05$) and through teacher's job satisfaction ($B = .4$, $p < .05$); it indirectly influenced school health. The teacher job satisfaction directly influenced the school's organizational health ($B = .34$, $p < .05$), School administrators' transactional leadership negatively predisposed school health ($B = -.16$, $p < .005$), reflecting 64% of the total variance.

The findings obtained through the study indicated that teachers preferred a transformational leadership style of their administrator to a transactional leadership style. Transformational leaders positively affect organizational health and teacher job satisfaction by promoting mutual interpersonal relationships and internal motivation among the staff. Schools with transactional leadership appeared to have reduced organizational health, implying that teachers working in schools with transactional leadership might be committed to bureaucracy. The study implied that teachers in schools with transactional leaders potentially ignored mistakes and centered their attention on impending problems. Decision makers, policy developers, educational programs, supervisors, and school administrators may utilize the information from the study for planning.

Nir and Kranot (2006) reassessed Hipp and Bredeson's (1995) study, which examined the relationship between teacher self-efficacy and principal leadership style.

The researchers investigated whether personal teacher efficacy (PTE) varied across leadership styles and the benefit of the principal's leadership style for PTE, when job related variables appeared statistically controlled. The study presented a replication designed to some extent to answer the following questions: (a) Does PTE differ across leadership styles with the school used as the unit of analysis?, (b) Do leadership styles differ in their potential to promote PTE?, and (c) Is the school principal's leadership style a significant factor for PTE when job-related variables are statistically controlled in the analysis? The hypotheses stated that no statistically significant differences in teacher's general teacher efficacy (GTE) existed across leadership styles and that the transformational leadership would positively correlate with PTE, based on the findings of Hipp and Breson's.

The findings of the MANOVA analysis verified the effect of leadership styles, revealing no statistically significant effects for GTE on the two dependent variables. The analysis yielded a statistically significant main effect for PTE, Wilk's Lambda = .89, F (2, 62) = 3.62, $p < .050$. Researchers discovered the multivariate effect size (n2) to be .10, indicating a strong effect size. Researchers found no statistically significant interaction effects. An ANOVA analysis found the transformational leadership style (F (1, 78) = 15.42, $p < .001$, n^2 .16) to be statistically significant. The results indicated that teachers reported higher levels of PTE in schools in which the mean score appeared above the median (M = 4.0, SD .31), compared with schools in which the mean score for transformational leadership scored below the median (M = 3.76, SD .19). These findings appeared to coincide with the claim by Hipp and Bredeson's (1995) that transformational leaders are more likely to promote PTE. The findings also revealed that individual

consideration, active management by exceptions, and passive–avoidance leadership styles, had no implication for PTE in the study.

The researchers emphasized the significance of the positive job experiences promoting individual teacher satisfaction and the potential contribution of leadership styles, such as transformation leadership in shaping the experiences. The results of an ANCOVA analysis revealed that transformational leadership indirectly supported PTE. A correlation matrix computed for the leadership style identified in the data reduction procedure and teacher satisfaction revealed a statistically significant positive correlation with transformational leadership and a negative correlation with passive-avoidance leadership. Transformational leadership style served as a catalyst for teachers' perceived satisfaction on the job, and, therefore, their PTE based on the findings of the researchers. The results demonstrated that the relationship between principal leadership style and personal teacher efficacy (PTE) appeared intricate and mediated by teacher satisfaction on the job.

Yu, Leithwood, and Jantzi (2002) examined the effects of transformational leadership practices on teacher commitment to change in hopes of meeting the challenges for change in Hong Kong schools. The researchers in the study replicated many aspects of studies carried out in Canada by Leithwood and his colleagues concerning the impact of transformational school leadership on teacher commitment to change (Leithwood et al., 1993; Leithwood, Menzies & Jantzi, 1994). The study centered on whether the effects of transformational leadership existed in the Chinese cultural context of Hong Kong. The questions asked included: (a) To what extent did Hong Kong elementary school teachers believe their principals exercised transformational leadership?; (b) What was the nature

and extent of teacher commitment to change?; and (c) How did teachers' perceptions of transformational leadership explain differences in teachers' professional commitments?

Researchers collected the data using a two-part 113-item survey; with each part randomly administered to each teacher in the sample schools. Researchers distributed items among the following variables: (a) transformational leadership, (b) teacher commitment, and (c) school conditions. The researchers sought to keep the independent and dependent variables methodologically independent by measuring them separately on to different parts of the survey. The researcher identified the independent and dependent variables with dependent being (commitment to change) and the independent variable (leadership).

The findings revealed the standard deviations associated with all eight leadership dimensions were relatively large, ranging from 0.89 to 1.00. This result indicated moderate variation in the perceptions of participants. Among the items measuring transformational leadership, six had a mean rating above 4.0 on a six-point scale. The items included: (a) displayed energy and enthusiasm for own work ($M = 4.30$, $SD = 1.20$); (b) held high expectations for students ($M = 4.25$, $SD = 1.12$); (c) had high expectations for participants as professionals ($M = 4.23$, $SD = 1.09$); and (d) sets a respectful tone for interaction with students ($M = 4.10$, $SD = 1.12$).

The four components of teacher commitment utilized a four-point scale, with the mean rated highest for emotional arousal ($M = 2.88$), followed by capacity beliefs ($M = 2.85$), personal goals ($M = 2.77$), and context beliefs ($M = 2.64$). The components measuring teachers school conditions indicated on the four-point scale with the highest means included: Strategies ($M = 2.89$), followed by culture ($M = 2.77$). Results of linear

regression revealed that transformational leadership explained 11% of the variance regarding teacher commitment to change (F= 12.646, $p < 0.001$), whereas social conditions explained approximately 60% (F =167.534, $p < .0.001$). All the dimensions of transformational leadership appeared highly correlated to one another, implying that strengthening one area might result in strengthening another as a result.

The elementary teachers in the sample agreed that administrators provided aspects of transformational leadership, taking the form of high expectations for professional growth and student performance. Disagreement occurred regarding the administrator's ability to model or set good examples for staff. Slight agreement existed that administrators provided leadership capacity for building collaborative structures in schools. Developing a widely shared vision for school and building consensus for priorities and school goals explained the variation in responses to teacher commitment among elementary teachers. The next section examines student attendance issues in education.

Attendance

There is little research on factors, which motivate students to attend school. Most of the research at the middle school level pertains to why students disengage from school. As cited by Wilkins (2008), Head (2006) discovered that students who do not attend school feel that they do not belong based on relationships at school. According to Wilkins (2008), Head (2006) proposed that schools begin to address the social and emotional circumstances, which caused contributed to student absences.

Wilkins (2008) examined the reasons in which four students in grades 8-11 previously refused to attend high school but attended a k-12 alternative school for special

needs students willingly. The researcher explored the following questions: (a) Why do students who regularly refuse to attend their schools willingly attend Brookfield Park Public School? , and (b) In what ways is Brookfield Park different from traditional schools?

The researcher obtained data from interviews with students, observations by teachers and student attendance records. Interviews conducted with four of the students who had attended a school avoidance program at Brookfield. Located in a large urban school district in the northeast, Brookfield admitted 157 students with special needs, including school avoidance due to anxiety or fearfulness. Interview in the form of open-ended questions revealed the following motivational factors: (a) school climate, (b) academic environment, (c) discipline, and (d) relationships with teachers. The students in the school each held important positions in the alternative school. The positions gave the students many benefits such as: (a) increasing their belonging to the school, (b) boosting confidence and self-esteem, (c) providing status, and (d) making them known to everyone in the school.

The Wilkins (2008) study revealed that detachment from school came from within the school setting itself unlike previous studies on non–attendance and truancy that placed social, familial and personal behaviors as the reasons for non-attendance. An important prerequisite for attendance is a sense of belonging necessary for students to identify with the school culture (Rumberger, 1995).

Chen and Weikart (2008) tested and developed a student achievement and school disorder model based upon a school climate framework. Cheng and Weikart (2008) suggested significant social and academic influences occurred during middle school due

to social climate. School climate typically refers to the beliefs and expectations held by members of the school about symbols and patterns of behavior within the learning environment (Welsh 2000; Welsh 2003; Lee 2000). The hypothesis consisted of the following:

Hypothesis 1: Higher levels of student socioeconomic status foster increased attendance rates and lower levels of school disorder. Mediated by school disorder and student attendance rate, student socioeconomic status also predicts a positive indirect impact on student academic achievement.

Hypothesis 2: Larger school size predicts lower attendance rates and a greater school disorder. Mediated by middle school student attendance rates and school disorder school size indirectly had a negative affect on the student academic achievement.

Hypothesis 3: School culture, as measured by the attendance rates of students has a direct positive affect on the student achievement. Thus the greater the academic performance of students, the more their attendance rate increases.

Hypothesis 4: School disorder lowers attendance among students, in turn reducing academic achievement. School disorder has directly affects student achievement and an indirect effect on student academic achievement influenced by student attendance rates.

The model tested in 212 (96%) of all middle schools across New York City utilized the Structural Equations Modeling Analysis method. The New York City public school system provided access to the largest urban district in the United States. The results revealed that school climate measures, particularly student attendance, play an important role on student achievement mediating the effect of school disorder. Students often avoid schools deemed unsafe. Lower attendance rates reduce the opportunity for

students to learn and achieve in a socially acceptable environment. Attendance as a school culture measure affects factors both inside and outside school.

Hypothesis 1 revealed higher levels of student SES resulted in higher levels of school disorder, lower levels of student attendance rates, and a lower level of student academic achievement mediated by student attendance rates and school disorder. Cheng and Weikart (2008) identified a positive and significant coefficient from student SES to pupil attendance rate ($B = 0.43, p < 0.001$). The researchers discovered the higher the level of student attendance the higher the SES. Coinciding with previous studies, a direct effect on student achievement based on student SES ($B = 0.42, p < 0.001$). Hypothesis 2, the larger school size predicts higher school disorder, lower attendance; school size has an indirect on student academic achievement mediated by student attendance rate, and school disorder not confirmed due to statistical insignificance.

The researchers found evidence to support Hypothesis 3. Student attendance has a direct positive influence on student achievement ($B = 0.54, p < 0.001$), controlling for school disorder, student input, and school size. As cited in Cheng and Weikart (2008) this is in connection to Lamdin's (1996) discovery that attendance influences student academic performance positively. According to Lamdin, (1996) cited in Cheng and Weikart (2008) higher attendance leads to increased learning when controlling for poverty, ethnic composition, school and class size, and per pupil expenditure. Hypothesis 4, school disorder influences student achievement directly and indirectly through student attendance rates deemed statistically insignificant ($B = -0.07, p < 0.163$). The indirect influence medicated by attendance rates -0.26.

The overall hypothesis: student poverty and minority status predict school disorder. Low SES directly influences academic achievement. Based upon statistical tests utilized and goodness of fit indices the data supported the model. According to the findings school disorder student academic achievement based on both the direct and indirect effect of student attendance rates. The model accounted for 82% of the variance of student achievement scores on standardized state test. The attendance rates varied from 84% to 97%, the average attendance rate 92%.

The results indicated school culture and student attendance had a positive influence on academic achievement and school disorder. Reducing school size to increase academic achievement and decrease social disorder may not be enough on its own. Researchers suggested school leaders focus on school climate and culture measures beginning with policies and management styles, which promote trust, participation, and understanding to facilitate improved student achievement.

Wasley, et al (2000) found that when compared with students in larger schools, students from smaller schools demonstrated increased attendance rates. Smaller schools not only reported superior attendance rates. These schools also reported reduced dropout and retention rates. The researchers compared larger Chicago schools with smaller schools with like demographics. Researchers revealed that students who left larger schools to attend smaller schools, alternative schools at the secondary level exhibited improvements in their overall attendance impacting student achievement results. In addition, teachers who taught at smaller schools described increased levels of commitment, job satisfaction, and collaboration with colleagues.

Epstein and Sheldon (2002) examined student absenteeism and truancy in (n = 12) elementary schools (five rural and seven urban) working to improve attendance through school, family and community partnerships. Several schools in the study were located in Maryland, and the rest were located in Pennsylvania, Minnesota and California. The schools ranged in size from 172 to 1,020 students, with (n = 500) students being the average. Researchers collected average daily attendance rates during the 1995, 1996, and 1997 school years.

Participants returned surveys exploring the relationship between changing rates in attendance, school attendance policies, and practices involving parents. The schools in the sample, which planned and implemented activities with families and communities focusing on attendance reported significant decreases in chronic absenteeism and increases in student daily attendance rates each year. Schools engaged in partnerships reported an increase of 0.71% in student daily attendance rates between the 1996 and 1997 school years. Therefore, researchers noted that student attendance and absenteeism might improve with the following strategies: (a) using positive involvement activities, (b) sustaining a focus on improving attendance over time, and (c) taking a comprehensive approach to attendance with activities that involve students, community and families.

Tobias and Myrick (1999) examined an eighth grade peer facilitated intervention on sixth grade problem-behavior students. The experimental intervention consisted of two parts: (a) six peer-facilitator individual sessions, and (b) six peer-facilitator group sessions. The following research questions were investigated: (a) Will self-esteem improve if problem behavior students participate in a peer facilitated interventions?, (b) Will attitude toward school and others improve because of a peer facilitated

interventions?, (c) Will participation influence grades and school attendance?, and (d) Will there be a reduction in disciplinary referrals?.

The total population consisted of approximately (n = 2,500) sixth grade students from eight middle schools in Alachua County Florida. Students from three of the schools were assigned to either a control ($n = 25$) or experimental group ($n = 25$). The students ($N = 75$) total had been referred at least twice to an administrator for disciplinary referrals. The students displayed poor attendance and study habits, besides, problems interacting appropriately with staff and peers. Student attendance, discipline reports, and grades from six week reports assisted with data collection.

Pre and post-test given to participants included: The Student's Attitude Toward Other's Survey and the Myrick Student Inventory. The dependent variables in the study consisted of: (a) school attendance, (b) school discipline, (c) school grades, (d) self-concept, (e) attitude toward others, and (f) attitude toward school. The dependent variables analyzed via repeated measures. The alpha level ($p < .10$).

The findings revealed significant differences in both the experimental and control groups on: (a) attendance, (b) disciplinary referrals, (c) grades, and (d) attitudes toward school. Researchers discovered no differences in self-concept or attitudes toward others. Researchers noted a correlation between academic success (i.e., grades going up) and attendance. As attendance improved, there was a noticeable increase in academic performance and a decrease in behavior referrals. As negative behaviors decreased students relationships with teachers and students increased. To learn and achieve students need opportunities for instruction. Students who attend school regularly often develop confidence in their abilities. Students who avoid school often feel awkward or confused.

Peer-facilitators led participants in conflict resolution and problem-solving activities to improve attitudes and behaviors in the school setting.

Munoz, Ross and McDonald (2007) examined student achievement and attendance, in an urban Kentucky school district in Year 3 implementation of the Different Ways of Knowing (DWoK) for the middle grades model. The researchers asked the following question: What is the effect of the DWoK model on raising middle school student achievement?

The study, a continuation of the first two years of DWoK, utilized quantitative analysis of student achievement scores on the Comprehensive Test of Basic Skills (CTBS) and the Kentucky Core Content Test (KCCT) with three DWoK middle schools ($n = 3$) and matched control schools, in addition, to measures such as the Stanford Diagnostic Reading Test and demographics. The dependent variables consisted of 8th grade Arts and Humanities scores, seventh grade KCCT Reading scores, and 6th grade CTBS Reading, Language Arts, and Math scores.

Analysis performed compared the DWoK and control schools on attendance in the year 2002 and 2003 as well as 2004. Descriptive statistics determined the data at the school level for both treatment and control groups. The findings indicated that achievement results on the CTBS and KCCT were significantly greater for DWoK schools compared with matched control groups. Attendance rates at DWoK schools were higher than the control schools by approximately 0.60 of a percentage point each year based on descriptive outcomes. However, the results showed no positive impact for attendance in Year 3 ($p = .303$) despite positive influences in Year 2 ($p = .002$).

Caldas (1993) reexamined the direct effects of input and process factors on student achievement in Louisiana public schools. The question asked by the researcher was: How much comparative influence do input and process factors contribute to school achievement? The researcher examined input and process factors at the elementary, middle and high school levels.

The researcher utilized multiple regression analysis in the study. Data was obtained from the Louisiana Department of Education. The three processes factors of (a) average daily student attendance, (b) school membership, and (c) average class size were examined for variance in student achievement, after removing the effects of demographic, socioeconomic and school structural variables. Caldas (1993) determined the amount of variance achievement explained by each of the input and output factors. All analyses concerning regression were conducted via geographic location and school configuration.

The researcher discovered that student attendance profoundly affected every model of student achievement examined in the study ($B = p < .001$). Other factors significantly influencing achievement included (a) the percentage of students on free lunch, and (b) the number of African American students in each school. Average class size revealed a small but significant negative effect on school achievement ($B = .090, p < .001$). School size displayed no impact on school achievement. All three process factors identified affected elementary school achievement. In comparison, student attendance was the only significant process factor among middle and high schools.

Dixon-Floyd and Johnson (1997) investigated four variables related to middle school pupils' assigned to behavioral classrooms and their influence on four criteria

frequently used to determine student academic achievement. The researchers hypothesized that gender, SES, basic skills performance, and ethnicity would have a significant influence on (a) attendance, (b) course failure, (c) grade failure, and (d) Texas Assessment of Academic Skills (TAAS) test scores of middle school students assigned to behavioral classrooms.

The independent variables consisted of gender, basic skills performance and SES. The dependent variables consisted of (a) attendance; (b) TAAS test performance; (c) course failure; and (d) grade failure. A chi-square analysis determined independence and homogeneity ($p \leq .05$). During the 1992-93 and 1993-94 school years, the data represented of two different El Paso school districts. Each school district contained three middle school behavioral classrooms. The students in the study (N=85) were in grades 6-8 respectively.

Ethnicity and gender did not demonstrate a relationship with the identified dependent variables. The results revealed that low SES correlated to grade failure, $X^2(1, N = 85) = 15.7762, p = .001$; TAAS test performance, $X^2 (1, N = 85) = 23.6462, p = .001$; attendance, $X^2 (1, N = 85) = 16.6695, p = .001$; and course failure, $X^2 (1, N = 85) = 17.4529, p = .001$. Low basic skills performance indicated a positive influence with attendance, $X^2(1, N = 85) = 16, 2000, p = .001$; course failure, $X^2 (1, N = 85) = 7.43624, p = .006$; and test performance, $X^2 (1, N = 85) = 16.5933, p = .001$ but no correlation with grade failure.

The researchers expressed that the findings are generalized only to middle school students in behavioral classrooms in which Caucasians are the minority and African American and Hispanic students are in the majority. Nevertheless, the impact of

socioeconomic factors, attendance and basic scholastic skills should be reflected upon carefully before placing middle school children in behavior classrooms.

Roby (2004) conducted a study to acquire knowledge and insight regarding student attendance and its relationship to academic achievement in Ohio schools. The research questions consisted of the following:

1. Is there a significant, positive relationship between student achievement as measured by the Ohio Proficiency Test and student attendance?
2. Is there a statistically significant difference in achievement between the upper 10 percent and the bottom 10 percent of students in Ohio public schools when ranked by all Ohio Proficiency examinations passed at the twelfth, tenth, sixth and fourth grade levels?
3. Is there a statistically significant difference in annual student attendance averages between the upper 10 percent and bottom 10 percent of students within public schools, as measured by all Ohio Proficiency examinations passed at the twelfth, ninth, sixth, and fourth grade?
4. Is there a statistically significantly difference in student achievement within large urban districts when ranked by highest and lowest attendance rates?

Roby (2004) utilized the Pearson *r* to analyze the data along with the independent *t* test. The researcher obtained data from the Ohio Department of Education based on 1999 school attendance rates and proficiency test results. The sample consisted of (N= 3,171) schools. The number of schools analyzed at each grade level: twelfth grade (n = 691), ninth grade (n = 711), sixth grade (n = 1,292) and fourth grade (n = 1, 946).

Attendance rates ranged from 85 to 99 percent. The bulk fell within the bottom to mid-90 percent average; 93 percent deemed acceptable for accountability standards by the Ohio Department of Education. School buildings with attendance rates below 93 percent (n = 731). Ninety-one schools reported attendance rates below 85 %, signifying a cumulative loss of student learning time greater than 54,000 instructional hours per school.

The results revealed moderate positive relationships between student attendance and student achievement. The most striking correlation was at the ninth grade level r = 0.78. The results demonstrated major differences when comparing the top and bottom large urban school districts student attendance and academic achievement at the elementary level. The findings indicated the top three schools in four of the six urban districts examined (Cincinnati, Toledo, Dayton and Columbus) ranked by proficiency scores maintained significantly higher attendance rates compared with the bottom three schools. The higher the attendance rates the higher the achievement scores. Likewise, researchers Ehrenberg, Ehrenberg, Rees, & Ehrenberg (1991) found that schools with higher rates of student attendance produce students with higher scores on achievement tests than schools with lower rates of attendance.

Researchers have determined distinct correlations between student attendance and academic achievement at the elementary level. Sheldon (2007) investigated elementary schools in Ohio, which had established programs to increase attendance compared with attendance rates of schools that did not have a school-wide program of attendance, family, school and community. The researcher utilized a quasi-experimental design to identify potential factors for increases or decreases in attendance.

Sheldon (2007) acquired data from the Ohio State Department of Education website on all elementary schools ($N = 1{,}942$). Only 69 of these elementary schools including large urban (29.4%), small urban (23.5%), suburban (23.5%), and rural (23.5%) belonged to the National Network of Partnership Schools (NNPS). Elementary schools in Ohio belonging to NNPS during the 2000-2001 school year were matched with a sample of schools that did not have an NNPS program. The researcher compared ($n = 69$) students in both the NNPS sample and the control sample. Each group of schools was matched at in terms of (a) performance on reading and math achievement test, (b) average daily attendance rates in 2000, and (c) student enrollment for 2001. The dependent variable consisted of student daily attendance. The independent variables consisted of (a) school allocation funding, (b) Title 1 status, (c) pupil teacher ratio, (d) program organization, (e) program outreach, and (f) overall partnership program quality.

Regression analysis showed that the non-NNPS schools had lower levels of attendance compared with NNPS schools. The results indicated that in NNPS schools had superior student teacher ratios ($B = .133, p < .014$) and higher daily attendance rates in both 2000 and 2001 ($B = .857, p < .000$). The data for student daily attendance among non-NNPS schools in 2001 ($B = -.176, p < .001$).

Overall, NNPS schools improved an average of .5% from one year to the next, whereas non-NNPS schools declined slightly from one year to the next. The researcher suggested that factors such as (a) high quality teaching, (b) positive student teacher relationships, and (c) a safe and engaging school climate might also influence student attendance. Sheldon (2007) recommended that researchers investigate the influence of

school-wide partnership programs with data from secondary schools to determine the effect of home-school connections on adolescent attendance rates.

The literature review to this point supports the impact that school culture has had upon the factors that influence teacher commitment, performance, student attendance, and motivation for achievement. The primary focus of the first dimension pertained to both school and organizational culture. Peterson (1988) indicated that studies of schools as organizations have contributed to increased knowledge of how individual schools and districts operate, the challenges to developing and maintaining efficiency, and the opportunities and obstacles to the exercise of principal leadership. Owens (2004) wrote, "Organizational culture refers to the norms that inform people about what is acceptable and what is not, the dominant values that the organization cherishes above others, the basic assumptions and beliefs that are shared by members of the organization" (p. 165). When the culture of a school places a high premium on academic achievement, teachers aspire to reach that goal, seeking ways to enhance teaching and learning. (Peterson, 1988).

Dimension Two: Job Satisfaction

The literature reveals wide-range differences on what contributes to job satisfaction including Abraham Maslow's 1943 Need Hierarchy Theory, Frederick Herzberg's Two-Factor Theory of Motivation and Lyman Porter's adaptation to Maslow's concept of needs hierarchy with the addition of autonomy. Owens (2004) stated that autonomy was "the individual's need to participate in decisions that affect him or her" (p. 371). Maslow (1943) arranged the needs according to perceived fulfillment. According to Maslow's (1943) Need Hierarchy Theory people have five basic needs that

must be met they include the following: (a) physiological, (b) security and safety, (c) social affiliation, (d) esteem, and (e) self-actualization. Herzberg et al. (1959) indicated that satisfaction and dissatisfaction on the job resulted from motivation and hygiene factors. Job satisfaction was associated with motivators such as: (a) the work itself, (b) achievement, (c) recognition and (d) growth and responsibility. Dissatisfaction in the job appeared influenced by hygiene factors. These factors offer preventative maintenance to the employee such as: (a) the work environment itself, (b) types of supervision, (c) job security, (d) salary and fringe benefits. In theory, internal (motivators) produced greater satisfaction than external (hygiene) factors.

Locke (1976) described job satisfaction in the following manner, "a pleasurable or positive emotional state resulting from the appraisal of one's job or job experiences" (p. 1300). Locke (1976) suggests that three theoretical viewpoints are concerned with employee job satisfaction: (a) human relations, (b) physical-economic, and (c) the work itself. The first theory emphasizes the importance of human relations. Locke (1976) discusses the influence of job satisfaction in relationships with co-workers, including cooperative-management relations and supervision. The physical-economic perspective describes physical job conditions and the impact of external rewards (i.e., pay). In contrast, the work itself perspective proposed that employees received satisfaction for a job due to the mentally challenging aspects of the work. The challenge presented by the internal facets of the job created the opportunity for growth in skills capacity, self-efficacy and responsibility.

Owens (2004) stated that autonomy refers to "the individual's need to participate in making decisions that affect him or her." According to Little (1993) "The impetus to

protect one's autonomy may be intensified by various circumstances surrounding collegial and institutional life- the norms underlying peer acceptance and administration, and the fabric of relations between teachers and administrators" (p. 148).

Teacher Autonomy

Pearson (1985) indicated that teachers at the secondary level displayed more autonomy. The results of his study indicate that autonomy is a highly contrived variable in job satisfaction. Teacher commitment is crucial to effective schools. The teacher must feel empowered to be a contributor in the day-to-day challenges of student success and academic achievement. Teachers need the capacity for self-development and learning. Lyman Porter built upon Maslow's Hierarchy of Needs by adding a new level entitled, "autonomy." This refers to an individual's desire to work independently while continuing to participate in making decisions that influence others including the individual. This section explores what various researchers have found concerning teacher autonomy.

Pearson (1995) explored the relationship between autonomy and a set of attitudinal and work-related variables. The author sought to identify and assess the strength of the relationships between attitudinal and work-related variables and autonomy by determining the best linear combination of the variable that predicts teacher autonomy. The question in the study was as follows: What attitudes and factors in the work environment most directly relate to teacher autonomy of teaching positions. The independent variables consisting of demographic, attitudinal, and work-related variables examined according to change in the multiple correlation coefficients because the block–wise approach was used. The dependent variable was autonomy.

The findings of the block-wise multiple regression analysis revealed that teacher autonomy was predicted from the work–related variables of perceived paperwork load and job satisfaction, the attitudinal variable of student, and the demographic variable of teaching level (multiple R =. 50). Four univariate outliers ($z > 3.00$) emerged from the initial data examination. To ensure the best solution possible, these cases eliminated from the analysis, leaving 412 remaining with complete data. Most of the teachers taught at the secondary level. The work-related set inter-correlations revealed that as job satisfaction increased, stress decreased; as the instructional load decreased, the perception of paperwork followed suit; and the less paperwork led to lower levels of stress.

The mean reflected that those teachers who showed a high degree of autonomy were more satisfied with their profession and salary. They also perceived less stress and a lighter paper load. In the attitudinal set, the strongest relationships revealed attitude toward teaching and students and attitudes toward parents and students. The mean also indicated that teachers were positive toward the parents, and administrators. The teachers also perceived having an impact on student. The teachers indicated a positive attitude toward students.

Only four variables statistically significant predictors of autonomy: (a) job satisfaction, (b) perceived paperwork load, (c) positive attitudes toward students, and (c) teaching level. The author attributed negative coefficients for satisfaction to scaling. Therefore, the author predicted an increase in autonomy associated with an independent variable. Given the coding utilized and the controlling for other variables, including positive coefficient for the dichotomous variable teaching level, the results indicated

predictive autonomy was higher for secondary than for elementary teachers. No other work-related or attitudinal variables considered were significant predictors of autonomy.

Kreis and Brockopp (2001) investigated the relationship between teachers' perceived degree of autonomy within the work situation and sense of job satisfaction. The researchers also conducted an examination of the differences between parochial and public schoolteachers on perceived autonomy and job satisfaction. The researcher hypothesized that parochial teachers perceived themselves as more autonomous than public school teachers.

The teachers in the study appeared to define the autonomy contributing to their perception of job satisfaction as that which is limited to the immediate environment of their classroom. This result implied that teachers see themselves in traditional roles, thereby expecting autonomy to exist only in their classrooms and school wide autonomy assigned to administrators only. Among parochial teachers, only the perception of autonomy within the classroom related significantly to satisfaction in the workplace. Several factors are contributing to the significant differences found in perceptions of autonomy between parochial school teachers and public school teachers. Parochial schools established a philosophical commitment, often perceiving a sense of mission aligned with teaching. Fewer unions existed, and fewer directions originated from central office in smaller parochial schools. Another implication about the study is that teachers and administrators might carefully guard the autonomous role of the teacher inside the classroom. Teachers' levels of satisfaction measure influences both inside and outside the classroom. This often implies the ability to influence decisions typically thought to be in the hands of administrators.

Zembylas and Papanastasiou, (2005) examined the impact of the levels of teacher satisfaction on four dimensions of Cypriot teachers' sense of empowerment, professional growth, decision-making, promotion, and status. The theoretical frameworks referred to multiple theorist including the two-factor theory of occupational satisfaction by Herzberg, Mausner, & Snyderman (1959), as well as the study by Sergiovanni (1967) in which he examined factors affecting teacher satisfaction and dissatisfaction. The research questions consisted of the following: (a) What proportion of the variance in empowerment is explained by teacher satisfaction related to promotion, status, decision-making, and professional growth?; (b) In what ways and to what extent do the dimensions of professional growth, promotion, status, and decision-making express the empowerment felt by the Cypriot teachers; and (c) To what extent does the hypothesized structural equation model fit the data obtained from teachers in Cyprus?

The independent variables consisted of decision-making, empowerment, status, growth, and promotion. Researchers selected job satisfaction and burnout as the dependent variables. Researchers derived data analysis from AMOS 4 structural equation modeling software. The estimation procedure used for the model was the Maximum Likelihood (ML) method. The latent variables dealt with the levels of satisfaction that teachers had concerning status, promotion, opportunities for decision-making, personal growth, and feelings of power to change things in school, (empowerment).

The results supported the importance of job satisfaction in the construction of teacher empowerment: (a) The teacher's level of job satisfaction varied depending on the dimension of school life, and (b) The teacher's job satisfaction related to teacher empowerment. The variable that had the largest direct effect on empowerment was that of

satisfaction with the opportunities for promotion (B = -0.67, p = 0.056). The Structural Equation Model (SEM) explained that 51% of the variance of the latent variable was "empowerment." Additional latent variables explained were the latent variable of promotion (63%), the latent variable of decision-making (58%), and the latent variable of status (36%). The latent variable of decision-making had the second largest direct result on empowerment (B – 0.54). This finding indicated that teachers satisfied with their decision-making felt more empowered when compared with teachers not satisfied with their decision-making who felt less empowered.

The encouraging results from the status path to empowerment (B = .44) indicated that teachers satisfied with their status, also satisfied with their empowerment. The relationship between personal growth and empowerment was found significant (B = 0.43), this implying the likelihood that teachers satisfied with their personal growth to be more satisfied with their place of empowerment and potential to change the things in their school. An additional relationship emerging from the analysis was the effect of status on teacher satisfaction with opportunities for promotion; the standard coefficient of this relationship was B = 0.79. Teachers satisfied with their level of status and recognition were often very satisfied with promotion opportunities, leading to increased satisfaction in levels of decision making (B = 0.76).

Although status, decision-making, and professional growth variables influenced teachers' empowerment positively, the variable of promotion influenced teachers' empowerment negatively. The research showed that teachers satisfied with their opportunities for promotion had lower empowerment, as compared with the teachers not as satisfied with their promotion. The implications are important for teacher

professionalism and the development of educational policy. Job satisfaction and teacher empowerment emerged as interrelated but different. The findings also suggested the need to examine the influence of satisfaction with school culture on teacher empowerment and, in turn, teachers' contributions to school reform efforts. Overall, the outcome of the study and the model that emerged from it may enable researchers in the area to conceptualize the term teacher empowerment and its relationship to job satisfaction.

Weiqi (2007) analyzed the factors constituting job satisfaction and its effects on teacher attrition and work enthusiasm. Very few studies in China have examined the level of job satisfaction and its influence on teacher morale and retention. The researcher in the study delineated job satisfaction's basic components as an important theoretical task and basis for measurement. The theoretical perspective came from researchers such as Vroom, Friedlander, and Locke (1976). These researchers utilized factor analysis to interpret the structure of job satisfaction. The researcher explored answers to the following: (a) What is the basic structure of secondary school teacher job satisfaction?; (b) What causes job satisfaction among secondary school teachers?; (c) What are the job components that secondary school teachers find important?; (d) What are the factors that could stimulate work enthusiasm among secondary school teachers; and (e) What are the links between secondary school teacher job satisfaction and retention?

Secondary teachers reported feelings of dissatisfaction with all aspects of their job: (a) administration, (b) working conditions, (c) work stress, (d) work achievements, (e) social environment of education, and (f) student quality (significant at .05 or .001 levels). The only exceptions were the feelings involving social acknowledgment and collegial relationships ($p < .001$), as well as social status ($p > .05$). Teachers appeared the

most concerned about welfare and income (8.96 average score; *SD* = 1.56) and the least concerned with collegial relationships (6.47 average score; *SD* = 1.89).

Correlational analyses revealed positive relations with work involvement, teachers' overall work satisfaction, and degree of satisfaction. This included: (a) leadership (b) administration, (c) student quality, (d) social status, (e) income and welfare, (f) working conditions and (g) social acknowledgment. A positive correlation also revealed for job satisfaction and organizational commitment. Researchers conducted a Q-classification on the K – averages of work involvement. The researchers divided participants into low and high involvement groups with modes of 3.63 and 2.74 respectively. The results showed that significant differences existed between the two groups in overall job satisfaction, satisfaction with administration and leadership, social acknowledgment, income and welfare and working conditions.

The findings showed a theoretical link in similarities among the ten factors in the secondary school teacher's job satisfaction scale, Vroom's seven-factor, Herzberg's three-factor scales, Locke's (1976) nine-factor, and Friedlander's three-factor scale. The theorists each incorporated the following factors: (a) supervision; (b) administration; (c) systems; (d) interpersonal relationships with colleagues and subordinates; (e) income; (f) welfare; (g) social status; (h) working conditions; (i) social acknowledgment; (j) opportunities for success; stress; and challenges all working conditions.

The study reveals that secondary school teachers in China are typically dissatisfied with the educational system, social environment, and student quality. Failure to meet expectations in these areas promoted dissatisfaction extremely important to teachers. The findings implied that satisfaction in the areas leading to high teacher

involvement were all extrinsic, such as leadership, administration, income, welfare, working environment, and conditions; whereas, intrinsic rewards, such as work pressure and work achievements, did not increase retention or morale.

Bolin (2007) utilized previous studies as references to explore the realities of school that influenced job satisfaction. The researcher utilized a qualitative design with the conceptual framework centered on job satisfaction. The researchers cited the Need Theory and Vroom's two-factor theory (in relation to job satisfaction). The Need Theory implied that job satisfaction depends on the match between individual needs and characteristics of the job. Vroom's two-factor theory maintained that job satisfaction and dissatisfaction do not constitute two poles of a continuum; there are substantive differences between the two. The issues examined included: (a) the dimensions that constitute job satisfaction, and (b) whether the factors affect job satisfaction.

The findings supported previous research studies by Chen Yunying and Sun Shaobang (1994) with teachers demonstrating a positive attitude toward work fulfillment despite low income and an arduous workload. The standard deviation scores on leadership and collegial factors did not support previous findings by Chen and Sun (1994) that found a high degree of satisfaction in interpersonal relationships. Teachers teaching graduate classes appeared to have a significantly lower workload satisfaction than those not teaching classes.

The fact that teacher satisfaction appeared low in salary and work intensity and high in self-fulfillment indicated that society should not ignore teachers' need for self-fulfillment and other positive factors. Otherwise, raising teacher morale will not occur even if remuneration were increased. The effects on the factors affecting length of

service, age, and core teaching seemed extremely significant regarding teacher job satisfaction. The finding related to teachers with the lowest satisfaction occurred among teachers teaching core courses on all five dimensions examined in the study. One reason could be the school's administration. Researchers and education departments may consider future studies on the ways one would deal with job satisfaction among those teaching core and ancillary classes. Two principal factors affecting teacher job satisfaction included teacher stress resulting from exams and administrative behaviors. Only when teachers are relieved of heavy exam pressures can they experience greater job satisfaction, become effective facilitators, and thereby, enhance the quality of education.

Freidman (1991) investigated background variables and organizational characteristics of teachers and of those schools in which teachers experience extreme burnout (high burnout schools) and teachers in low burnout schools. The author focused on organizational and environmental factors as causes for burnout, believing them to be justified theoretically and practically. The study attempted to answer the following questions: (a) Are organizational culture and climate of these two types of schools distinguishable? and (b) Are demographic profiles of teachers in high burnout schools different from those in low burnout schools?

The findings indicated that, among the first set of analysis four major school culture variables contributed to teacher burnout: (a) the drive toward measurable goal-achievement behavior imposed on teachers by school administration, (b) lack of trust in teachers' professional adequacy, (c) circumscribing school culture, and (d) disagreeable physical environment. The second set of analyses compared demographic variables using *t* test and chi–square procedures in high and low burnout schools. The researcher found

that teachers in high, versus low burnout schools differed by the following demographics: sex, level of education, age, total teaching experience, and years experience in the current school. No significant differences occurred between high and low burnout schools in terms of teachers' gender, country of birth, role in their school, or status of family. Three major school environmental characteristics differentiated between high burnout and low burnout schools: (a) pedagogical environment (i.e., educational goals; teacher qualifications); (b) administrative environment (i.e., clearly defined hierarchy at school, defined roles for teachers, participation in management task decision making processes, and in-service training activities both within and outside of school), and (c) physical environment (i.e., cleanliness and multipurpose spaces).

The findings seem important. Foremost in the educational arena the focus on raising student achievement levels and elevating school effectiveness has become pivotal. Administrators and researchers have emphasized the use of "hard" measurable school outputs. The results of the study show strong stressors induced by a "hard-driving" school policy, which is conducive to teacher burnout. Friedman found that some findings appear counterintuitive. Thus, one may assume that clear organizational goals, clear-cut organizational hierarchy, and orderly administrative systems of communication within the organization should serve as a warrant, guaranteeing a reassuring climate in which teachers can work effectively.

Dee, Henkin and Singleton (2006) investigated the effects of four team-based structures on the organizational commitment of elementary teachers in an urban school district. The conceptual framework in the study linked prior studies of four team structure models all of which had focused on the identification of antecedents of organizational

commitment. As defined in the study, organizational commitment consisted of "the relative strength of individuals' identification with, and involvement in, a particular organization" (Mowday, Porter, & Steers, 1982, p. 226). Organizational commitment's association with whole-school improvement, lower levels of teacher turnover, and overall organizational performance also rendered conceptual attention from the researchers. The researchers in the study examined a model of organizational commitment that included intervening, endogenous variables: (a) teacher empowerment, (b) school communication, and (c) work autonomy. The study examined: (a) whether the four-team structures affected teachers' organizational commitment; and (b) if so, where the effects mediated through empowerment, communication, and autonomy.

The four teamwork variables and three intervening variables each demonstrated positive correlation with organizational commitment. Communication openness had the largest effect in each of the four path analyses, followed by autonomy. In three of the four path analyses, researchers found a significant effect for empowerment; yet, the size of the effect was one third of communication openness. Researchers explained variance in the four models with ranges of 65% (governance teamwork) to 70% (team teaching). Of the four path analyses, education level was the only control variable to significantly affect commitment.

The researchers computed four path analyses using a different team structure as an independent variable. The strongest effects on organizational commitment identified most closely with the core functions of the work of teachers. The largest total effect (.491) occurred with team teaching on organizational commitment, followed by

curriculum teamwork (.392), total effect governance teamwork (.378), and community relations teamwork (.326).

Team structures enhanced teacher commitment. For example, researchers found team teaching had both direct and indirect effects on commitment. The indirect effects consisted of communication openness and autonomy. The findings on autonomy indicated potential strengthening of bonds of organizational attachment, particularly when enacted within a context of collaboration with other educators.

Watson, Hatton, Squires and Soliman (1991) proposed to find ways to improve schooling in difficult-to-staff urban and rural locations. The authors produced hypotheses in the area of satisfaction to be examined: (a) gender: female teachers are more satisfied with their appointments than male teachers; (b) commitment: those with a lower commitment to teaching are less satisfied with their position; (c) teacher education: teachers who see themselves as well prepared by their teacher preparation will be more satisfied than those who do not; (d) those who were given an induction will be more satisfied in their position than those who were not; (e) traveling time: those who travel more than 60 minutes each way to school are less satisfied than those who spend less time traveling; (f) teaching resources: those who find school equipment and teaching aids a considerable help will be more satisfied than those who do not; (g) in-service education: those who have been helped professionally by in-service courses will be more satisfied than those who have not; (h) staff support: those who perceive that support from fellow staff has been helpful will be more satisfied than those who do not.

The results revealed that adjustments made to the community fair and those to the community good. More than 80% of the respondents rated their level of satisfaction at

moderate to very high. The reasons rated highest provided for job satisfaction consisted of qualities of students (pupil progress and relationships both good and bad), staff relationships, school tone, and personal achievement. Correlates pertained to staff support, quality of teacher preparation, and teacher induction. Results indicated that geographic locality and the "system" (departmental structures and requirements) played smaller parts in overall reported teacher satisfaction with the last two frequently viewed as negative.

The strongest single influence in the study on both adjustment and satisfaction pertained to staff relationships. Thus, the local community, along with faculty and staff, could play a role in teacher induction into the profession. The local and personal supports have the biggest impact on young teachers, based on the findings concerning adjustment and satisfaction at work. Therefore, measures that promote staff bonding and cohesion are vital to the improvement of teacher adjustment and satisfaction. Hoy and Miskel (1991) stated, "In educational settings, job satisfaction is a present-and past-oriented affective state of like or dislike that results when an educator evaluates his or her work role" (p. 392).

Teacher Commitment and Job Satisfaction

The teacher's organizational commitment is associated frequently with involvement and affiliation with the learning environment. Individuals maintain similar goals and values that dictate behaviors based on perception. The research on the relationship between commitment and job satisfaction is contradictory based on frames of reference used to determine job satisfaction and commitment. In a study conducted by the

National Center for Educational Statistics (2008) the following findings were listed regarding teacher mobility:

1. At the end of the 2003-2004 school year, 17 percent of the elementary and secondary teacher workforce or (621,000 teachers) left the public and private schools where they had been teaching.
2. Almost half the teacher turnover was due to transfers (8 percent of the teacher workforce or 289,000 teachers transferred to another school). Of the remaining teacher workforce (9 percent or 333,000 teachers) left the profession. Four percent left elementary and secondary education, 2 percent were retired, 0.3 percent left to continue their education, 1 percent left for family reasons (e.g., to take care of children or other family members), another 1 percent left for miscellaneous reasons "ranging from starting their own business to becoming a member of a religious community." However, the most common reason was to take a year-long leave of absence from teaching or sabbatical.
3. At the end of the 2003-2004 school year, the percent of teacher turnover was not measurably different from 1999-2000. However, the percentage was larger than at the end of the 1987-88, 1990-91, and 1993-94.
4. The turnover rate was greater for high poverty schools than for low poverty schools (21 vs. 14 percent) at the end of the 2003-2004 school year.

Reyes & Shin (1995) examined the casual link between job satisfaction and organizational commitment. They theorized that commitment to a course of action may determine subsequent attitudes, such as job satisfaction. The researchers sought to

address the following questions: (a) Are commitment and satisfaction differentiated as having their own antecedents? and (b) Is there any casual ordering of commitment and satisfaction in the model?

Data collected using two standardized questionnaires on job satisfaction and organizational commitment, as well as a series of questions eliciting demographic variables for both individuals and schools. Using the 15-item, Organizational Commitment Questionnaire (OCQ: Porterm Steers, Mowday & Boulian, 1974) data on teacher commitment measured. The OCQ uses a 6-point (T_2) or 7-point (T_1) Likert -type response format (strongly disagree – strongly agree). The internal consistency reliabilities were .87 at (T_1) and .89 at (T_2). The researcher assessed job satisfaction using the 20-item short form of the Minnesota Satisfaction Questionnaire (MSQ) with a 5-point scale. Demographic variables included age, sex, and total years of experience, position and educational level. District sites and school level were contained organizational variables.

Analytic procedures used in the study included two steps: (a) the assessment of the independent variables regarding two focal measures causation between commitment and satisfaction over two years, and (b) the identification and comparison predictors regressed by teacher commitment and satisfaction as the dependent variables. Commitment and satisfaction across years served as the dependent variables for two multiple regression analyses. Significant predictors occurred for each construct identified and explained. However, to assess the independent variables: causation between teacher commitment and job satisfaction, the relationships between the constructs were analyzed using six correlations: two autocorrelations (r_{c1s2} and r_{s1s2}), two cross-lagged correlations

(r_{c1s2} and r_{s1c2}) using cross-legged panel correlations and two synchronous correlations for T_1 and T_2 (r_{c1s1} and r_{c2s2}).

To assess the causal priority of teacher commitment and job satisfaction, descriptive and multiple regression analyses were conducted, followed by the main analysis for the assessment of the causal priority using cross–lagged panel correlation/regression analyses. The predictive powers of the antecedents are low on both commitment and satisfaction. The results indicated strong support for the causal ordering of commitment and satisfaction. Based on the cross-lagged regression results the researcher found the causal predominance of satisfaction over commitment with more predictive power r^2=. 25. The elimination of non–compatible data and statistical techniques was to analyze the data that satisfaction causally prioritized to teacher commitment.

According to Reyes & Shinn (1995) the ordering of the variables supported the claims of several researchers (Becker, 1960; Bluedorn, 1982) that job satisfaction must be present before the individual embraces organizational commitment. Consequently, positive teacher commitment begins with administrators cultivating teacher job satisfaction. Improved working conditions of teachers may influence job satisfaction, which helps to develop positive commitments to the school among both new and current employees. Teacher satisfaction often correlates to teacher commitment, retention, and school effectiveness. This issue is multifaceted in terms of recognition, acknowledgment and affiliation with students and staff. The literature reveals wide-range differences on what contributes to job satisfaction.

Zhongshan (2007) explored job satisfaction among elementary school teachers in Shanghai and its variations. Due to the city's rapidly developing economy and education, job satisfaction among elementary school teachers engaged in basic education was of concern. Researchers Chen Yunying and Sun Shaobang (1994), Feng Bolin (1996), and Chen Weiqi (1998) conducted studies in such places as Beijing, Tianjin, and Guangzhou. The different research instruments, locations, subjects, etc., have produced significant differences in results, which made it difficult to compare the issue of job satisfaction. The following are unanswered questions at the time of the research proposal: (a) What are the levels of satisfaction among elementary school teachers regarding their jobs, leadership, colleagues, promotion, income, and overall job satisfaction?; and (b) Are there any differences in the various dimensions of job satisfaction among teachers of different gender and ages and from different types of schools?

Overall, the findings in the study revealed that elementary teachers in Shanghai were satisfied with their jobs. The results concerning income and collegial relationships similar to findings of surveys of secondary and elementary school teachers in Guangzhou and Beijing conducted by Yunying and Shaobang (1994), and Bolin (1996). These findings, along with the results of the study, implied the need for future consideration of both teachers' economic and social status.

The results revealed that income satisfaction is significantly higher among male teachers than female teachers, but no significant differences found among the other dimensions. This finding corresponded with results from Bolin (1996). Researchers suggested three reasons based on the study: (a) male teachers were often somewhat older, and the distribution of male and female teachers significant in proportion; (b) male

teachers may not have divulged their true feelings; and (c) because there were more male administrators, these teachers derived more pleasure from their jobs. No significant difference existed among teachers in private and government schools in any aspect of the job. The small sample, consisting of 27 private teachers, may have influenced the results. Every dimension of job satisfaction tended to increase with age.

Koustelios (2001) (a) explored the level of job satisfaction experienced by Greek teachers; and (b) examined the extent to which certain personal characteristics, (i.e., age, gender, marital status, level of education, type of employment, number of children, work experience, and teaching hours per week) predicted teacher job satisfaction. The theoretical framework for job satisfaction grouped it into three major categories: (a) factors relating to work settings, (b) factors relating to specific aspects of jobs, and (c) factors associated with the individual involved (Baron, 1986). Data analysis occurred with SPSS, the statistical package for social sciences. Computation of descriptive statistics analyzed the level of job satisfaction. The researcher used multiple regression analysis to examine the dependent variables (specific aspects of the job) and the independent variables (personal characteristics of teachers).

One of the most important results revealed that Greek teachers demonstrated a strong connection toward the nature of the job itself and supervision. The teachers seemed satisfied with supervision ($M = 3.94$, $SD = 0.66$), ($R = 0.33$; $R^2 = 0.11$) and the job itself ($M = 4.16$, $SD = 0.59$), ($R = 0.29$; $R^2 = 0.09$). Greek teachers reported their working conditions ($M = 3.16$, $SD = 0.92$) as less than satisfactory. The lowest amount of teacher satisfaction occurred in the subscales of pay and promotional opportunities: ($M = 2.09$, $SD = 0.81$; $M = 2.25$, $SD = 0.76$), and ($R = 0.23$; $R^2 = 0.05$, $R = 0.40$; $R^2 = 0.15$),

respectfully. The teachers working in primary schools appeared more satisfied with their working conditions, while secondary teachers found satisfaction in supervision and promotional opportunities. Work experience and level of education served as significant predictors of job satisfaction, along with promotional opportunities and supervision. Teacher job satisfaction increased in the areas of promotion and supervision as work experience increased. No significance found for marital status. An insignificant amount of variance explained regarding most aspects of job satisfaction. The lowest level variance equaled pay (*R ^sup2^* = 0.05), (R = 0.23; R^2 = 0.05), whereas the highest level of variance appeared as working conditions (*R^sup2^* = 0.16), (*R*= 0.40; R^2 = 0.16). The researchers reported that the design did not explain the variance, with the implication that variables not included in the study affected the results.

Ma and MacMillian (1999) hoped to contribute to the literature and the working knowledge of education administrators by filling gaps in the area of professional job satisfaction. Hoy and Miskel (1991) stated, "In educational settings, job satisfaction is a present-and past-oriented affective state of like or dislike that results when an educator evaluates his or her work role" (p. 392). Huberman's (1992, 1993) work examined the career life cycle of teachers, aspects of teacher satisfaction over time and the impact of gender on perceptions of satisfaction. The research questions used in the study reexamined and extended Huberman's conclusions drawn from working with teachers in schools to examining issues of job satisfaction because a theoretical link had not been completely established between teachers' professional satisfaction and their individual competence and working environment.

Addressed as two groups, the first consisted of the role demographics plays in teacher satisfaction. The research questions were: (a) Are there differences in levels of satisfaction between male and female teachers?, (b) What influences do years of experience have on satisfaction?, and (c) Do teachers with differing employment status show different levels of satisfaction? The second set of research questions involved, examined the effects of the three categories on the levels of satisfaction, and whether or not the effects included demographic factors, (a) Is there one or a combination of categories that is more important to teacher satisfaction?, (b) Does this type of relationship change in the presence of demographic characteristics?, and (c) If yes, how does each category interact with demographic factors to influence the levels of teacher satisfaction?

In 1996, the New Brunswick Elementary School Study began as a joint study between the Atlantic Centre for Policy Research in Education at the University of New Brunswick and the New Brunswick Department of Education. The sample consisted of all 6th grade students and the entire population (N = 2,202) teachers in the English sector of New Brunswick, Canada. New Brunswick is largely rural and the only bilingual province in Canada. Approximately 75% of the teachers' women and 25% men that participated in the study that focused on policy research. Students completed several achievement tests and a student questionnaire while the teachers completed a teacher questionnaire. Teacher demographic characteristics including such things as gender, age, teaching experience, employment status, position and some information on their students made up the independent variables examined beyond workplace conditions. Researchers divided aspects of ways in which teaching influenced job satisfaction into three groups

measuring work place conditions: (a) administrative control, (b) organizational culture, and (c) teaching competence.

The dependent variable pertained to teacher satisfaction. Items measuring job satisfaction in Likert-type scales (1 = strongly disagree, 5 = strongly agree). All items in the study measuring job satisfaction formed constructs. The questionnaire encompassed five components. The components included: (a) teachers and their students, (b) school discipline, (c) academic and social environment, (d) parent involvement, and (e) job satisfaction and autonomy.

Teacher satisfaction reflected how teachers perceived themselves professionally in their role as educators. Cronbach alpha received a score of .56 for teaching competence, .73 for administration control, .78 for organizational culture, and .77 for teacher satisfaction. Teacher satisfaction had a (M score of 4.21 and $SD = 0.73$), teacher competence ($M = 4.28$; $SD = 0.64$), and administration control ($M = 4.12$; $SD = 0.88$). The researchers tested four models using multiple regression analyses. Graphic analysis provided a visual examination regarding the nature of the interactions. The regression analysis revealed little influence from collinearity among the variables because the coefficients were small (0.49 being the largest). The first model contained only background characteristics of teachers and estimates on the average professional satisfaction. The second model consisted of workplace conditions, adding to the first model by examining whether or not differences work place conditions influenced teachers' satisfaction. The third model tested interactions between gender and workplace conditions. The fourth model tested interactions between workplace conditions and years as a teacher.

One of the most important findings in the study pertained to the role that the administrators played in promoting job satisfaction among teachers. Work place conditions had a positive impact on teacher satisfaction with administration control leading the way followed by teaching competence and organizational culture. Years as a teacher showed a significant but negative effect on teacher satisfaction. Those teachers who stayed in the profession longer became less satisfied with their professional role. The effect of gender scored the same in absolute zero as years of experience. No significant differences in professional satisfaction among teachers with status of employment differences except part-time teachers appeared significantly less satisfied than that of part-time temporary teachers with their roles. Teacher background differences in job satisfaction showed how the various background characteristics function under different workplace conditions.

The non-significant interactions between gender and years implies that no matter how long someone has been in the profession gender differences in teacher satisfaction are the same among teachers with similar teaching experience. Workplace conditions among teachers do not account adequately for differences in professional satisfaction. Females achieved greater satisfaction than males.

Imbers, Neidt, and Pedro, R. (1990) described factors found to contribute to teacher satisfaction, with particular emphasis on participative decision-making (PDM). The purpose of this study was to assess factors associated with teacher satisfaction with PDM. The study explored two main questions: (a) is there a combination of teacher variables and outcome variables that forms a linear model that explains a teacher's general level of satisfaction with PDM? and, (b) is there a combination of teacher

variables and outcome variable that from a linear model that explains teachers' level of satisfaction with a specific decision in which PDM was used?

There were 17 identified independent variables consisting of: (a) knowledge of content, (b) complexity of topic, (c) involvement, and (d) influence. The two dependent variables selected for the investigation, are general satisfaction and specific satisfaction. The first dependent variable measured the general attitude of teachers toward their cumulative experiences with PDM during their teaching career. The second dependent variable measured satisfaction with a single decision making experience. Individual teachers composed the unit of analysis. Data Set I represented the relationships between general satisfaction and the 17 independent variables, and Data Set II represented the relationships between specific satisfaction and the same set of independent variables. A questionnaire design using Likert-type scales to measure the variables and administer to the 174 secondary school teachers who had recently served on formal decision-making committees in their school. The SPSS program for stepwise regression utilized to carry out two equivalent regression analyses on Data Sets I and II.

Four statistically significant predictors were established for general satisfaction using 17 independent variables used in the regression equation $R^2 = 22$. The four variables were: expected rewards, level of committee involvement, overall attitude toward teaching, and perceived level of effect of PDM on the school. Similarly, four variables were significantly correlated ($p < .05$) with specific satisfaction: benefit to self, level of influence, degree of implementation of the decision, and perceived level of benefit to the school. The regression model explained roughly 40% of the variability of teacher satisfaction with a specific PDM experienced. The results of the two regression

analyses are markedly different and suggest that specific satisfaction and general satisfaction are different behavioral domains. Influence and involvement were significant factors in explaining the variance of specific satisfaction with shared decision making. In particular, perceived influence (influence of self) ranked second in the regression model. Implementation was the third ranking variable of the 17 variable analyses. Teachers expressed a need for evidence that their involvement made a difference; and as a result, their influence affected the final decision.

Another important finding of the study involved the value of rewards as a factor contributing to satisfaction with PMD, a finding consistent with a several studies on job satisfaction. Two items queried teachers on identifying the types of rewards they expected to receive because of participation in shared decision experiences. Teachers cited intrinsic rewards such as personal satisfaction, increased learning for students, and general improvement for school far more frequently than rewards of money, time off, or improved working conditions. Administrators possess the ability to recognize teachers for participating in decision-making and to highlight their perceptions that such efforts affect students, other teachers, and the school overall. The analysis of multiple regression of 17 independent variables accounted for 47% of the explained variance ($R = .68$), with the dependent variable being satisfaction. This variance raises the question of why there is 53% of unexplained variance. Leadership style may have a bearing on fondness with PMD. Another factor could be organizational structure in most schools.

Shann (1998) shed new light on the nature of teacher satisfaction in urban middle schools. The purpose of the study was to focus on urban middle schools, where retention was of special concern to determine if different patterns in teacher satisfaction emerged

in schools that are mostly effective in promoting student achievement. The author examined the importance teachers assigned to various aspects of their work, versus the satisfaction they derived from those factors. Shann (1998) raised two questions: (a) How congruent are teachers' perceptions of the importance of various aspects of their jobs and their reported satisfaction with those components? and (b) Do teachers in effective schools differ in their ratings of their job?

The representative sample population consisted of ($N = 58$) teachers in four urban middle schools with a total population of approximately 200 teachers in the four schools. The return rate was 100% ($N = 58$) due to the qualitative nature of the study. The study did not indicate the teacher's selection process only that the teachers in the sample mirrored the national pattern of a well, educated and experienced teacher force.

The independent variables included demographic factors, experience, description of the schools, the teachers, what was important to them, and satisfaction with aspects of their work. The dependent variable included differences among schools, and teacher responses in the higher and lower achieving schools. The results concluded with analyses of the significant differences among schools while comparing discrepant sources of importance and satisfaction in the study.

School results included in order an overall achievement ranking. On each of the four measures of student achievement, analysis of variance produced highly significant differences ($p < .001$). Despite the grade level, School 1 scored at or near the top on every achievement measure; School 2 placed second. School 3 scored at the bottom half on all academic measures exception eighth graders in mathematics. School 3 scored lowest on

indices of pro-social behavior; highest on indices of antisocial behavior. School 4 placed at the bottom on all measures of academic achievement.

The findings revealed that there was a significant mean difference in analysis of discrepancy scores for student achievement, F (3, 88) = 2.86, MSE = 2.03, $p < .04$, favoring the top rated school over the bottom two schools. Teachers in School 1 (M = -1.46, SD = 1.56) were significantly less likely to report a discrepancy between levels of importance and satisfaction on student achievement than were teachers in School 3 (M = -2.35, SD = 1.34) and School 4 (M = -2.17, SD = 1.51) using the Duncan Test of Mean Differences. Discrepancy scores for teacher-teacher relationships in the analysis of mean differences among schools were: F (3, 88) = 4.26, MSE = 1.688, $p < .007$. Low achieving schools did not have a good teacher-to-teacher relationship. The greatest discrepancy appeared in the lower achieving School 3 (M = -2.04, SD = 1.36) and School 4 (M = -1.66, SD = 1.54), compared with School 1 (M = -.77, SD = 1.11).

According to teacher ratings of satisfaction with their schools, curricula produced additional significant mean differences among schools. F (3, 87) = 4.37, MSE = 1.19, $p <$ .006. This finding also produced significant differences when measured as the discrepancy between the importance and satisfaction assigned by the curriculum at the school. F (3, 87) = 5.05, MSE = 1.36, $p < .003$. Teachers in School 3 were significantly more distressed than the other three schools. School 3 results (M = -2.39, SD = 1.20) compared with School 1 (M = -1.12, SD = 1.03), School 4 (M = 1.16, SD = 1.29), and School 2 (M = -1.46, SD = 1.05).

Parent-teacher relationships viewed as very important in the study, along with administrative support for teachers, authority over students, level of student achievement,

teacher-administrator relationships, curricula in school; and even more important than teachers' relationships with colleagues. Yet, teacher satisfaction with parent-teacher relationships ranked last among 14 items. Parent- teacher relationships revealed the greatest discrepancy between importance and satisfaction. No significant differences emerged in the assessment.

Discrepancy scores seemed useful to school personnel when arriving at consensus. The researcher reported that one might question the use of scores analogous to the use of gain scores, with the attending problem of inflated differences caused by unreliability of measurement. Although they correlated but not expected, importance and satisfaction correlation coefficient scores for each aspect of the teachers' jobs confirmed observations. Only 3 of 14 coefficients exceeded .15; .26 for teacher-administrator relationships, .20 for level of student achievement, and .22 for participation in decisions making. Schools using residual scores by analysis of variance produced the same significant differences as schools found using discrepancy scores. Results revealed that what middle school teachers like most about their jobs were their students. Teachers believed that teacher-pupil relationship most important of all and reported being the most satisfied with this aspect of their job.

Hurren (2006) examined school principals' overall frequency of humor use, as perceived by teachers, and the relationship of humor to teacher job satisfaction in different sized groups. The researcher reported that a limited body of research existed on the direct correlation between principals' humor and teacher job satisfaction. Yet, the literature review in the study showed relationships between school administrators' use of humor, school climate, culture, and teacher stress influencing job satisfaction. The study

is quantitative in design. The question used by the researcher came from a study previously conducted by Ziegler and Boardman (1986, p. 14): "Is humor that important ingredient which serves for effective leadership?"

The research study consisted of stratified random sampling to ensure ample representation from elementary, middle, and secondary teachers. The researchers selected (N= 650) teachers to participate in the state of Nevada providing (n = 331) surveys to elementary school teachers, (n = 104) to middle school teachers and (n = 215) to secondary teachers. Participants returned 471 responses: 99 from middle, 157 from secondary, six from teachers teaching at multiple levels, and 209 from elementary teachers. The return rate was 72.5% with 471 usable surveys. Researchers utilized five-point Likert-type scales with both the Principals Frequency of Humor Questionnaire and the Teachers' Job Satisfaction Scale. Virden Evans developed the Teacher's Job Satisfaction Scale. The researchers designed the Principals Frequency of Humor Questionnaire, and conducted a pilot study to test the validity and reliability. The instrument was found to have face validity and an estimate of reliability of 0.93 alpha coefficient.

Researchers used the following definition of humor in the study: any message, verbal or nonverbal, communicated by the principal that evoked a feeling of positive amusement in the participant. Researchers asked participants to refer to the definition in the study to evaluate the frequency of humor by their principal in the following settings: private meeting (principal and teacher), small meetings, (2-10 teachers), large settings (more than 10 teachers), and overall. The researchers analyzed responses using the Statistical Package for the Social Sciences (SPSS) and inferential statistics. Means,

frequency distribution, and the parametric test Analysis of Variance (ANOVA) examined the five areas used to evaluate the frequency of humor. Levene's test for homogeneity of variance showed no differences for the five areas.

The findings produced using a one-way ANOVA indicated no differences among the means. The result significant for all five areas of humor examined. The first test produced the result $F(3, 467) = 29.00, p < 0.001$ for the question: How often does your principal use humor overall at work during 30 minutes of communication? Thirty-two teachers felt their principals used humor zero times overall during 30 minutes of communication ($M = 51.91$, $SD = 8.68$); 168 (one and two times overall) $M = 57.86$, $SD = 9.54$; and 79 teachers thought their principals used humor three and four times during 30 minutes of communication ($M = 62.56$, $SD = 9.54$). Conversely, 79 teachers perceived their principals using humor five, six, or more times during 30 minutes of communication ($M = 67.62$, $SD = 8.80$). The researcher employed a one-way ANOVA to analyze principal use of humor in private meetings during 30 minutes of communication. This resulted in a significant ANOVA $F(3, 467) = 26.08, p < 0.001$. Similarly, a one-way ANOVA revealed significant $F(3, 467) = 18.18, p < 0.001$ for 30 minutes of communication in large meetings in which the principal used humor. Turkey's HSD post–hoc multiple comparison test showed significant differences ($p > 0.05$) in teacher job satisfaction scores in all settings regarding the frequency of principal humor. The findings demonstrated positive relationships between teacher's job satisfaction and principal frequency of humor use.

Results obtained by the researcher appeared to support the position that a principal's use of humor played a role in teacher job satisfaction. The results also showed

that teachers experienced higher job satisfaction when their principals used more humor overall and during small, private, or large meetings. In all circumstances analyzed, the findings indicated that teachers reported higher job satisfaction when principals shared humorous comments, as opposed to no humor comments during 30 minutes of communication. Humor use surfaced as being no laughing matter, but, in fact, was a useful tool for principals in facilitating communication, flexibility, and connectedness positively influencing teacher job satisfaction.

Derlin and Schneider (1994) proposed to examine whether teachers and administrators in urban and suburban settings viewed job satisfaction similarly. The authors framed this study in widely recognized theories of job satisfaction, attributed to Maslow (1954) and Herzberg, Mausner, and Synderman (1959). There were five questions examined in the study. The authors wanted to know: (a) whether teachers and principals respond to job satisfaction items in similar ways; (b) whether teachers in suburban settings respond to job satisfaction items similarly to teachers in urban settings; (c) whether principals in suburban settings respond to job satisfaction items similarly to those in urban settings; (d) whether principals and teachers in urban settings respond similarly to job satisfaction items; and (e) if principals and teachers in suburban settings respond to job satisfaction items similarly.

The Study Commission collected data on the quality of Education in Milwaukee Public Schools. The Study Commissions questionnaire evaluated a variety of teacher and principal attitudes and perceptions on their roles and work environments. The teachers' survey included 13 items related to job satisfaction, and the principal survey included 12 items concerning satisfaction with various facets of their work and professional

environment. A 4–point Likert-type scale ranging from 1 (*very dissatisfied*) to 5 (*very satisfied*) was employed. For analytical purposes, 10 comparable job satisfaction items were contained in both the teacher and principal surveys. Reliability of the scales was assessed and deemed to be internally consistent using Cronbach's alpha coefficients (principals = 0.73; teacher = 0.79). The researchers examined data for six subject groupings: total teachers (n = 5,393 to 5,477), urban teachers (n = 2,676 to 2, 729), suburban teachers (n = 2,507 to 2,538), total principals (n = 326 to 332), urban principals (n = 173 to 177), and suburban principals (n = 146 to 148).

To evaluate whether observed differences in the factor structures were statistically significant job satisfaction, models derived from principal components analysis were compared using confirmatory factor analysis (LISREL 7.12). There were several tests and measures examined to evaluate the appropriateness of principal components analysis data. They include results from Bartlett's Test of Sphericity, the Kaiser Meyer Olkin measure of sampling adequacy, individual measures of sampling adequacy, the anti-image correlation matrices, and measures of communality (multiple R^2) for subject groupings identified. The tests and measures indicated that the principal components analysis was appropriate to the data.

Factors retained in each job satisfaction model accounted for 46% to 57% observed variance. The models of job satisfaction derived from the factor analysis varied among the six groups examined based on two dimensions: (a) the complexity of the job satisfaction model and (b) the influence of specific issues. The research questions evaluated five comparisons of the facture structures for the six groups. The researcher using the job satisfaction data to evaluate if observed differences in the factor structure of

the job satisfaction models were statistically significant performed confirmatory factor analysis. The hypothesized models were resultant of the principal component analysis. Five analyses examined comparisons of interest. These comparisons were: (a) total teachers and principals, (b) suburban principals and urban principals, (c) suburban teachers and urban teachers, (d) urban principals and urban teachers, and (e) suburban principals and suburban teachers. Assurance of confidence in the results obtained two LISREL 7.12 analyses conducted for each comparison.

The findings revealed that the data examined in each comparison was dissimilar for the five types of information provided by LISREL 7.12 to evaluate the hypothesized job satisfaction models. This information consisted of adequacy of the parameter estimates, measures of variation accounted for m analysis of residuals, overall goodness–of-fit measures, and model modification indexes. The urban principal versus suburban model comparison demonstrated the smallest number of significant discrepancies. Yet, this model did not fit well overall. The factor analyses of job satisfaction data indicated that teachers and administrators viewed their jobs differently and that differences existed within these groups when the urban and suburban contexts in which they worked factored into the analyses considered.

The major finding of the study revealed that job satisfaction determined both role and context. The conclusion drawn from both confirmatory and exploratory factor analysis implied that the factor structures for the various subject groupings were dissimilar. Thus, either (a) job satisfaction was not a universal concept or (b) subgroups based on role or different aspects of a general model of job satisfaction may influence

context. A simple explanatory framework does not exist according to what the researcher found in the study.

The results indicate that leadership, management, and motivation strategies attending to the existing differences in job satisfaction, based on employment responsibilities and educational settings, are more appropriate than are unilateral policies. For example, the suburban teachers' job satisfaction differed from the urban teachers. The suburban teachers' job satisfaction influenced by involvement in decision-making, learning new educational techniques, district support of staff, and recognition of achievement by staff. Issues concerning school climate and/or work environment affected the urban teachers' job satisfaction. Accordingly, these findings point to the fact that that urban teacher satisfaction increased when administrators focused on issues related to students and student achievement, whereas suburban teachers' satisfactions would be increased by focusing attention on issues of teacher involvement and empowerment. Extrinsic issues such as pay, security, and advancement suggested the job satisfaction of urban principals. Suburban principal satisfaction appeared more readily by favorable impressions of the work environment.

Bouchenooghe, Devos, Engels, Hotton, and Aelterman (2007) sought to contribute to the literature on the well-being of principals in relation to (a) job satisfaction, (b) job enthusiasm and, (c) burnout. The study adopted a mixed methods approach to data collection. The conceptual framework involved job satisfaction based on the "Facet Satisfaction Theory" (Lawler, 1973) and "Locke's Comprehensive Value Theory" (Locke, 1976), in addition to an individual's positive emotional reaction to a particular job. The researchers investigated well-being from both a positive psychology

(job enthusiasm and job satisfaction) and negative psychology (burnout) approach. All of the models examined had two things in common: individual and environmental factors of well-being.

The researchers utilized SPSS X for calculations of correlations of personality characteristic, school culture dimensions, well-being of teachers, and school size with positive and negative well-being. Due to the moderate sample size of principals, the researchers applied univariate statistics for the quantitative analysis. The qualitative analysis consisted of the researchers contrasting, comparing, replicating, cataloguing and classifying the object of the study (Miles & Huberman, 1994). After the coding process of 46 interviews, researchers coupled the qualitative and quantitative data using z-scores and standard deviation scores to help focus the large amounts of data and add structure for cross analysis.

Correlation analysis revealed that the personality traits of self-efficacy correlated significantly with job satisfaction ($r = 0.38$; $p < 0.01$.) A positive correlation also existed between self-efficacy and job enthusiasm ($r = 0.32$; $p = 0.03$); the relationship was not statistically significant at 0.001. Another important outcome regarding personality traits involved the highly significant positive correlation found between the subscale achievement orientation (Type A behavior) and job enthusiasm ($r = .055$; $p < 0.001$). A positive correlation existed between achievement orientation and job satisfaction, but the correlation did not appear significant at 0.001 ($r = 0.31$; $p = 0.04$). The analysis yielded no statistically significant results for locus of control, impatience-irritability, and competitiveness (Type A behaviors) with the components of positive well-being (job satisfaction and job enthusiasm). The well-being of teachers within schools appeared

positively correlated with both principal job satisfaction ($r = 0.35$; $p = 0.02$) and principal job enthusiasm ($r = 0.32$; $p = 0, 04$). The researchers found no significant correlations with respect to school size.

In the examination of all the school culture dimensions, only one variable - "goal-orientedness"- showed a positive relationship with personal accomplishment ($r = 0.36$; $p = 0.01$). No other variable of school culture correlated significantly with negative well-being. Researchers found a negative correlation with emotional exhaustion (r = -0.36; $p = 0.02$). Correlation analysis indicated two highly significant correlations of self-efficacy with personal accomplishment ($r = 0.45 < 0.01$) and cynicism/depersonalization ($r = -0.46$; $p < 0.001$).

Implications from the study indicated that satisfied staff often went hand-in-hand with an enthusiastic or satisfied administrator. Similarly, schools that did not share a vision often had administrators who reported a lower level of individual accomplishment and significant burnout among the staff. The study provided insight into the variables at an individual, organizational and environmental level with well-being.

Mertler (2002) conducted a study among middle and high school teachers. The purpose of the study was to gain a better understanding of the motivation and job satisfaction of secondary teachers. The study examined the extent to which: (a) teachers experienced job satisfaction, (b) motivational effects of various school and non school-based factors and performance incentives, and (c) and the extent to which teachers are motivated. The sample size ($N = 710$) consisted of primarily female teachers (79%). The sample consisted of teachers who were teaching in suburban settings at (49%), followed by 29% in rural settings and 23% in urban settings.

Data for the study began through the administration of a web-based survey of teacher motivation and job satisfaction. During fall 2000, the "Teacher Motivation and Job Satisfaction Survey" administered. At least, 710 middle and high school teachers responded to the survey. Teachers rated several factors dealing with their perceptions of motivation and job satisfaction. The questions asked were:

1. What is your overall level of satisfaction with your job as a teacher?
2. If you had the opportunity to start over in a new career, would you choose to become a teacher?
3. Do you believe that the teachers with whom you work are motivated?
4. How any teachers that you know or work with would you classify as unmotivated?

Using chi-square analyses ($x = .05$) for significance of subgroup comparisons tested. The author conducted the analyses using SPSS (v. 10.0). The results disaggregated by the following independent variables: gender, ethnicity, age, years of experience, and school setting. The dependent variable included satisfaction with job and the number of teachers unmotivated.

More than 77% of the teachers who responded indicated satisfaction with their jobs. Gender was not statistically significant in the varying levels of job satisfaction, X^2 $(1, N = 697) = .220, p = .64$, with 77% of females and 79% of males reporting satisfaction with their jobs. Additionally, no significant differences existed based on ethnicity of respondents X^2 $(1, N = 709) = 1.78, p = .18$. Seventy-two percent of minority teachers and 78% of non-minority teachers indicated satisfaction.

No significant differences occurred in job satisfaction revealed in different school settings, x^2 (2, N = 703) = 5.78, p = .06. Urban teachers (n = 119, or 74%, rural teachers (n = 168, or 84%) and suburban teachers (n = 260, 76 %) expressed similar levels of job satisfaction. More than 36% of teachers surveyed indicated that they would not choose to become teachers if given the opportunity to select a career again.

Gender, ethnicity, and number of years experience revealed no statistically significant responses with each representative group indicating that they would again choose to become teachers. Sixty-five percent of females and 61% of males indicated they would again choose to become teachers, x^2 (1, N = 683) = .89, p = .35. Nearly 64% of both the minority and non-minority groups indicated they would choose to become teachers again. Among those indicating, they would not choose teaching: urban teachers (n = 55, or 36%), suburban teachers (n = 119, or 35%, and rural teachers (n = 73, or 37%). Percentages of teachers indicating that they would not choose to enter a teaching career were the age range of 21-25 (n = 15, or 28%) and those in the range from 51-5 (n = 27, or 28).

Additionally, the percentages of teachers who indicated they would not choose teaching as a career 56 years or older (n =17, or 50%), 41-45 (n = 45, or 43%), and 46 - 50 (n = 65, or 40 %), higher than the overall value (36%). Neither the gender, age of the teacher, ethnicity, number of years of experience nor the setting made a statistically significant difference in the distribution of responses for believing teachers are motivated. However, when asked to indicate the number of teachers that they classify as unmotivated, the median response 5-6 teachers. Nearly 24% of teachers surveyed indicated they knew or worked with more than 10 teachers whom they would classify as

unmotivated. A significant difference found between males and females with respect to reporting the number of unmotivated teachers, x^2 (5, N = 689) = 12.19, p = .03, with males reporting that they knew significantly more unmotivated teachers than females. Chi-square analyses reported for the number of unmotivated teachers by age of respondent and years of experience due to the high number of cells with low expected frequencies.

The findings revealed that the rate of job dissatisfaction similar to the previous studies conducted by Mertler (1992) and Sweeney (1981). Noting that males reported a higher level of job satisfaction than females is important because it contradicted results found in previous research. Another important point is the number of dissatisfied teachers that students meet on a daily basis. In this study, 160 teachers reported being dissatisfied with teaching. The study revealed that a lack of motivation and job dissatisfaction prevailed for teachers in the middle of careers, as well as those teaching in suburban setting.

Chissom, Buttery, Chukabarah, and Henson (2001) analyzed responses provided by middle school teachers to two open-ended questions on a questionnaire related to teacher professional satisfaction and dissatisfaction. The research design qualitative in nature discovered significant factors, problems, causes, and responses concerning teacher satisfaction and dissatisfaction. Two questions of interest to the researcher: (a) elements in the teacher's present situation that encouraged and helped most to render the best services of which the teacher was capable; and (b) elements in the teacher's present situation discouraging or hindering the teacher most in rendering the best services of which he or she is capable.

During the spring of 1985, ($N = 900$) survey questionnaires were mailed to a sample of middle school teachers in the United States. Five hundred and forty surveys comprised usable responses. Males ($n = 145$) and females ($n = 395$) with the respondents ranging in age from 22 to 64 years. A validity check revealed 9 encouraging categories giving professional satisfaction in middle schools as well as 11 categories that add dissatisfaction. Encouraging categories listed Faculty Cooperation, Desire to Help Youths, Student Attitude and Enthusiasm, Community Support, Family Support, Working Conditions, Curriculum Features, Personal Directions, Faculty Cooperation, and Moral Obligation, and Religious Support. The discouraging categories: Working Conditions, Collective Bargaining, Administration, Student Behavior, Materials and Equipment, Communication, Classroom Administration, Scheduling and Curriculum, Job Stress, New Certification, Personal Prestige, and Miscellaneous.

The findings revealed that several categories of variables were strongly associated with professional satisfaction and dissatisfaction in middle schools in the U.S. Cooperative interaction with peers and the desire to help youths or work with young people are two of the encouraging categories linked with professional satisfaction. However, the bulk of the negative variables associated with working conditions. This study implied that school administrators and policy makers should carefully examine and identify the positive/negative direction of the categories operative middle schools to either reinforce or modify conditions.

Menon and Christou (2002) compared the satisfaction ratings of future and current elementary school teachers with respect to the main aspects of administration and school organization. The authors attempted to investigate the perceptions of both current

and future teachers on several primary school organization factors within the framework of cognitive dissonance theory. The researcher hypothesized that the beliefs and perceptions of pre-service teachers on school organization factors such as leadership, climate, and pay may determine future job satisfaction.

The data analysis consisted of two steps. First, factor analysis collapsed the 35 items into factors depicted by organizational variables as evaluated by respondents in relation to their current or future job satisfaction. Multivariate Analysis of Variance (MANOVA) determined whether pre-service and in-service teachers were different in the mean scores of each factor. If the MANOVA indicated significant differences, t-test comparisons between the two groups analyzed specific organizational aspects. The factors extracted by the factor analysis served as dependent variables, while the current teacher's status (pre-service and in-service) served as an independent variable.

Factor analysis on the data resulted in the identification of the following main dimensions of school organization: headmaster's role, school organization, school climate, teacher work incentives/work conditions, inspector's role, and teacher's role. Multivariate analysis revealed that future and current teachers differed significantly in their reported satisfaction levels concerning school administration. This finding was evident in the ratings of the first four factors. Univarite *F*-test did not provide evidence for significant differences among the groups, indicating similar expectations. Future teachers reported lower satisfaction ratings than in-service teachers in the headmaster's role, school organization, and school climate factors; higher ratings noted on the teacher incentives/work conditions factor. The high expectations of future teachers on the teacher

incentives/work conditions are a probable subsequent cause of cognitive dissonance and job satisfaction.

Since primary school is generally associated with positive employment terms. This perception may have caused pre-service teachers to overestimate actual rewards and incentives associated with the job. Yet, the low expectations of future teachers with respect to three factors (headmaster's role, school organization, school climate) likely to reduce their initial enthusiasm for the workplace. Results implied that new teachers likely enter the profession with a negative outlook in relation to organizational variables, thus causing unnecessary anxiety, diminishing enthusiasm, and low morale for brief periods. Pre-service teachers will find transition easier if their environment holds no major surprises for them. One way to achieve this might be increased contact between current and future teachers, with the former presenting their views of the work environment and addressing any concerns of pre-service teachers. Influencing teacher expectations of school organizational variables to avoid any major discrepancies between expectations and realities is important for teacher training programs.

Dimension Three: Academic Achievement

School culture may influence academic achievement consciously or unconsciously. As cited by Wagner (2006), "Phillips (1996) conducted more than 3,100 school culture assessments from 1981 to 2006 and found compelling anecdotal evidence to suggest that the connection between school culture and academic achievement is a reality" (p. 3). Culture may in fact; embody everything that happens in a school. Phillips (1996) discovered relationships between (a) school culture, (b) community support, (c) parent engagement and (d) staff member satisfaction.

Purkey and Smith (1985) implied that academic achievement was strongly influenced by school culture. They stated that school culture is, "Composed of values, norms, and roles existing within institutionally distinct structures of governance, communication, educational practices and policies (p.357). These researchers also noted that schools, which are high achieving typically, make the most of five basic assumptions within their organization. These assumptions are:

1. The school's main purpose is to teach: success consists of the student's progress in skills, attitudes and knowledge.
2. The school is responsible for cultivating teaching and learning in the environment.
3. Schools are to be treated holistically.
4. The attitudes and behaviors of teachers and staff are pertinent characteristics of a school.
5. The belief that all students can learn despite of ethnicity, gender, home or economic standing; the school maintains responsibility for the success of failure of student academic achievement. (p. 357)

Academic abilities are often predetermined based on SES, race and other factors that apply to common stereotypes. However, research indicates that student achievement relies more on the teacher. The teacher sets the standard and provides the tools of context necessary for growth. Barth (1990) indicated that school improvement is the result of improving the interactions among teachers and between teachers and principals. In Edmonds 1979 research (as cited in Barth, 1990), he identified the following factors as

promoting effective schools: (a) strong leadership, (b) emphasis on basic skills, (c) a clear sense of purpose, (d) monitoring of academic progress, and (e) an orderly environment.

Standards and Indicators

There are nine standards and indicators for school improvement. By defining, the elements of whole school improvement at the elementary, middle and high school level the standards and indicators enhance teaching and learning. The standards and indicators are divided into three sections, which consist of the following:

Standard 1: Academic Performance: Curriculum

The school develops and implements a curriculum that is rigorous, intentional, and aligned to state and local standards.

Standard 2: Academic Performance – Classroom Evaluation and Assessment

The school incorporates multiple evaluation and assessment strategies to continuously monitor and modify instruction to meet student needs and support proficient student work.

Standard 3: Academic Performance – Instruction

The schools instructional program actively engages all students by using proven, diverse and research based practices to improve student academic performance.

Standard 4: Learning Environment – School Culture

The school/district functions as an effective learning community and supports a climate favorable to performance excellence.

Standard 5: Learning Environment – Student, Family and Community Support

The school/district works with families and community members to eliminate barriers to learning in an effort to meet the intellectual, social, career and developmental needs of the students.

Standard 6: Learning Environment – Professional Growth, Development and Evaluation

The school/district provides research based results, driven professional development for faculty and implements performance evaluation procedures to improve teaching and learning.

Standard 7: Efficiency – Leadership

School /district instructional decisions focus support for teaching and learning, organizational direction, high performance, expectations, creating a learning culture, developing leadership capacity.

Standard 8: Efficiency – Organizational Structures and Resources

The school is organized maximize use of all available resources thus supporting high student and staff performance.

Standard 9: Efficiency – Comprehensive and Effective Planning

The school district implements and evaluates a comprehensive school improvement plan, which communicates a clear purpose, direction, and action plan focused on teaching and learning.

(Kentucky Department of Education, 2008)

Standard 4 demonstrates the importance of culture in the learning environment. This standard is significant because it incorporates the following: (a) safety, (b) high expectations for all students behaviorally and academically, (c) a belief that all kids can

learn and achieve at high levels, (d) teacher autonomy, (e) effective communication through professional collaboration, (f) collegiality, and (g) efficacy (Kentucky Department for Education, 2008). Administrators and the various stakeholders within the 174 school districts must examine school culture across Kentucky as part of reform efforts to guarantee, "No Kentucky child is left behind" on the path toward proficiency.

Senate Bill 1

The Kentucky Board of Education adopted an interim accountability system for the 2008-2011 school years due to the passage of Senate Bill 1 (SB1). SB1 addressed state assessment and accountability in both elementary and secondary schools in Kentucky. SB1 suspended the accountability system known as the Commonwealth Accountability Testing System or "CATS". The Kentucky Department of Education was required to revise the accountability system by means of a new assessment. The new assessment system shall incorporate the following: (a) the use of school improvement results, (b) student academic performance, (c) program reviews and audits. The new assessment system will be based on the revised content standards, adopted by the Kentucky Department of Education and implemented beginning with the 2011-2012 school year. (http://legislative.kea.org/2009Files/SB1SummaryMarch2009.html)

Furthermore, once new core content standards and assessments have been approved the Kentucky Board of Education will develop an accountability system to classify schools and districts. The previous accountability index was suspended with the passing of SB1. (http://legislative.kea.org/2009FilesSB1SummaryMarch2009.html) The 2008-2009 interim system utilized the previous criterion referenced test (CRT) in reading, mathematics, science and social studies. The high school readiness exam

continued in grade 8. However, unexpected changes went into effect immediately in the spring of 2009. It was determined that the writing portfolio would no longer be graded as part of the accountability index. Instead it would become an instructional tool maintained by students as they traveled from grades 5 through 12. Along with the writing portfolio, arts and humanities, practical living and career studies were removed from the state assessment system. In 2008-2009, school districts were given the option of administering the CRT in arts and humanities, practical living and career studies, but it was up to the districts to score and use the data for their programs. The state did not require the scores to be collected. (http://legislative.kea.org/2009/Files/SB1SummaryMarch2009.html).

Academic Achievement, School Culture and Organizational Efficiency

Levine and Lezotte (as cited in Banks & McGee- Banks Handbook of Research on Multicultural Education) determined in 1995 that high achieving schools shared similar characteristics. The researchers grouped these successful schools in the following categories: (a) a productive climate and culture revealing shared values; (b) high operational expectations and requirements for all pupils; (c) multicultural sensitivity and instruction; (d) strong leadership; (e) staff development at the school site; (f) exceptional parent involvement; (g) concentration on student acquisition of pertinent learning skills; (h) monitoring of student progress; and (i) an effective instructional organizational pattern.

Mok and Flynn (1998) investigated the effects of Catholic school culture on academic achievement of matriculation students (year 12) on the public examination entitled the Higher School Certificate (HSC) in New South Wales, Australia. The purpose of the study was to develop a model that explained student achievement in terms of

various dimensions of Catholic school culture expressed at the individual and school level. Because the study was multifaceted, researchers felt the best exploration of school culture should include measurable, observable and salient aspects of school life. They applied a mapping process instead of a mining process to accomplish this.

The conceptual framework focused on such variables as (a) school culture, (b) student achievement, and (c) demographic and background characteristics of students and school. Researchers included five components of school culture central to the model developed: (a) students academic motivation, (b) student expectations of school, (c) students religious attitudes, (d) quality of life, and (e) perception of the school's educational orientation. In the study, school culture implied the core beliefs, traditions, symbols, values, and patterns of behavior that provided meaning to the school community. The questions guiding the study consisted of the following: (a) What are the effects of school culture on student achievement?; and (b) What are the patterns of relationships among school characteristics, student background, student academic achievement, and school culture?

The sample consisted of data collected from a larger study on the culture of Catholic schools (Flynn, 1993). A representative sample contained 5932 students from 50 Catholic secondary schools in the 13 dioceses of New South Wales, Australia. The research sample consisted of 4949 Year 12 students from 44 New Wales South Catholic schools or 43% of the population of 102 Catholic secondary schools with Year 12 students. The sample included 13 boys' schools with 1217 male students, 10 girls' schools with 1002 females, and 21 coeducational schools with 1405 male and 1325 female students.

Data collection occurred in May 1990. The students completed the questionnaires in class under the supervision of Flynn (1993) a research assistant, using two-self-administered questionnaires on their values, beliefs, and attitudes. After the results of the HSC, examination results became available; principal's confidentiality gave the researchers with the Tertiary Entrance Rank (TER) obtained by their students on the 1990 HSC Examination (Flynn, 1993). The first stage of analysis consisted of fitting multiple regression models to the scales, with antecedent and school culture variables as predictors, leaving student achievement as the outcome variable. The second stage of analysis involved using path analysis on the data according to the conceptual model. Researchers used the Amos computer software package (Arbuckle, 1989) for all single path analyses of the data. Using the MLn package (Goldstein, 1995; Rosbasch & Woodhouse, 1995), multi-level path analysis included variables defined at the school level and refined the estimation of path coefficients.

To investigate the extent to which school culture related to academic achievement for 12 years, researchers conducted eight separate multi-level analyses. It is interesting that occasionally there existed a substantial amount of difference between the magnitude of path coefficients estimated using single-level and multi-level path models. For example, single-level path analysis found parental education level to have the strongest predictive power on students' achievement. Its effect was almost twice that of the quality of school life. Yet, the estimated magnitude acquired from multilevel path analysis on the influence of parental education was smaller and equal to the effect on quality of life. This supports future in-depth examination of the study's methodology. The researchers conceptualized two cultural components as having an influence on the remaining three

variables of student religious attitudes, student quality of life, and perception of schools' education orientation. Researchers examined the influence of school culture given school and student background variables. The background variables included school size, school socioeconomic status, coeducational status, student gender, and parental education levels.

According to the findings, the model identified direct influences of student motivation, their quality of school life, religious attitude, and parental education as important predictors of achievement on the HSC examination. Students who enjoyed more positive school cultures and home background experiences scored significantly higher than their peers did. The model did not reveal many significant effects of student expectations or their perception of education culture as determinants of achievement. Students with affirmative attitudes enjoyed school more and did better academically than those having less positive attitudes. This implied that when a person's values became compatible with the values of a social system, they were more likely disposed toward all aspects of related life.

Shann (1999) examined school culture as an aspect of school climate and investigated its relationship to academic achievement. The study was quantitative by design. It focused on Anderson's (1982) fourth category of variables-culture in particular-student perceptions that their schools and teachers care about them, set high expectations, work hard to help students learn and hold favorable attitudes toward students, other principals, and each other. The study addressed the following questions: (a) Was a caring environment was consistent with higher rates of pro-social behaviors and lower rates of antisocial behavior among students?, (b) Would perceptions of high rates of antisocial behaviors, indicative of alienation and lack of caring, be found in schools with lower

academic achievement?; (c) Are student and teacher perceptions of pro-social behaviors indicative of an environment in which students care more for their teacher higher in schools with higher academic achievement?: and (d) Do students reflect caring and favorable attitudes toward one another?

The sample consisted of four middle schools serving disadvantaged minority youth from the same or adjacent neighborhoods in some poor sections in New England. All four of the middle schools drew from a similar pool of students and teachers, but differences existed. Schools 1 and 2 represented a balanced distribution of students both racially and ethnically, while School 3 was located in a predominately-black neighborhood had an enrollment of more than two-thirds black. School 4 reported a Hispanic majority. Most of the students in each school would have been between 12 and 14 years of age in March. The students completed questionnaires at each school, and responded to each item on the Likert-type 5-point scale. The scale had a frequency of "*never happens*" to "*happens a lot.*" The researcher used teacher interviews and observations to cross-reference and complement the data acquired from student questionnaires. Similarly, the student questionnaire contained an additional set of questions asking participants to rate on a 4-point scale; from "*strongly disagree*" to "*strongly agree*," about specific attitudes, expectations, and behaviors of their teachers and peers. Teacher interviews and observations also supported the data. The return rate was 85% (n = 1508) for students and approximately 50% (n = 92) for teachers.

The analysis of student achievement data occurred through a variety of methods. Researchers administered a test of high-order thinking and problem solving entitled Test of Problem-Solving (TOPS). Within the city school system, the district administered the

sixth edition of Metropolitan Achievement Test (MAT) subtests in math and reading, along with the CRT-Math, (criterion-referenced test in math) to all students. The researchers analyzed the achievement score data through descriptive statistics and graphic representation of mean scores on all four tests. No mention made of specific standard deviation scores. Further analysis occurred by examining the results of a two-way analysis of variance by school and grade. The researchers revealed highly significant differences occurred for all measures. Researchers qualified the school-to-school differences according to grade level.

In addition, researchers conducted four-way analysis of variance on cluster scores used as the dependent variable to determine if significant student differences existed by school, sex, grade, and race. The ANOVA produced significant differences on these variables. Students in School 3 produced significantly lower scores in their ratings of teacher caring and commitment. Seventh and eighth graders appeared significantly more pessimistic than sixth graders. Factor analysis of all 14 items of pro-social behaviors, combined with all 18 items of antisocial behaviors from the student questionnaire, and produced six factors with eigenvalues of greater than 1.0, accounting for 60.8% of the variance. The analysis occurred via a varimax rotation. Out of 36 possible first–interaction effects, only five were statistically significant, three being at the .05 level. On measures of pro-social behavior, the differences appeared significant at $p < .0001$ with sixth graders reporting higher frequencies of helping others. This result implied that schools needed to begin target interventions for behavior to halt the decline of students' pro-social attitudes between sixth and seventh grade. Whites, blacks, and "others" held lower impressions of teacher commitment and caring than Hispanic and Asians. On a

measure of respect, Asians scored significantly higher than all groups at $p < .0001$. Females in all four schools reported the occurrence of less antisocial behaviors ($p < .0001$).

All of the pro-social and antisocial behavior factors except one-showed differences among schools. Highly significant differences ($p < .0001$) occurred in both lesser and more serious antisocial behaviors separating the academically higher achieving schools (School 1 and 2) from the two schools rated academically less successful. One-way analysis of teachers examining differences in teacher perceptions of their students revealed only one pro-social behavior that was significantly different. Teachers in School 1 reported substantially higher rates in students taking care of their school's property than did Schools 2, 3, and 4. The significance was $p < .01$, while the F ratio was 3.54 (SS=10.17, df= 3, 86). Analyses of antisocial behaviors produced multiple significant differences at $p < .05$ or beyond.

The findings revealed that schools with higher rates of achievement had higher rates of pro-social behaviors and lower rates of antisocial behaviors. Schools with differences favoring more positive attitudes and perceptions of teacher caring and commitment demonstrated higher rates of academic achievement. This finding implied that students who felt that their teachers cared about them would work on academics at a higher level. The implication also surfaced that a school climate based on caring and commitment may be necessary before a school can maximize its potential socially and academically. The highest achieving school combined a culture of caring that was reflected in the higher rates of pro-social behaviors and lower rates of antisocial behaviors among students with an emphasis on academics.

School 1 scored highest in all categories examined concerning pro-social behaviors and academics. School 2 lacked a caring culture, placing its priorities on law and order as observed by the outside observer. School 3 scored low in both behavior and achievement. This school had two principals in a six-month period, and positive changes began to occur since the arrival of the third principal. The analysis of most factors showed significant main effects for school differences unrelated to other factors. The steady materialization of school differences, independent of differences attributable to demographic factors, implied that the study questionnaire had discriminate validity for studying disparities in school culture, even in a small sample. The size of the sample should have provided a cautionary response relative to generalizing the findings.

Pritchard, Morrow, and Marshall (2005) conducted a study with a threefold purpose: (a) to build a rich description of school culture based on student voices; (b) to determine the relationship of school culture as described by students and overall district culture; and (c) to determine the relationship between culture and student achievement. The research questions consisted of the following: (a) When asked to write positively about their schools, what do students mention?; (b) Are there differences across grade levels about what students mention?; (c) Are some aspects of school culture more important than other aspects according to district placement?; (d) How does the nature of students' comments-as overall positive or negative relate to the larger culture of their school districts?; and (e) How does the nature of students' comments relate to writing achievements?

Two researchers using a 10-point District Culture Scale (Pritchard & Marshall, 2002) independently rated each of the 18 districts. A table of random numbers

determined essay selection for in-depth content analysis from each grade level, yielding a 13% sample. The ending result 248 essays randomly chosen from students in 35 schools, including 113 from low culture and 135 from high culture districts. Student attitudes and district culture served as the independent variables, while school culture and student achievement served as dependent variables.

Analyses consisted of a stratified sample of districts according to culture. This resulted in seven high districts (four urban, two rural, and one small town) and seven low districts (two urban, three rural, and two small towns) in terms of the content of the essays, district culture, and when compared for differences in achievement. Using a repeated measures factorial design, researchers analyzed the significance in differences in district culture ratings. To determine the relationship among student grade level, district culture, and writing achievement, ANOVA analysis allowed for comparison of scores on essays with district ratings on the District Culture Scale. Researchers applied t-test to analyze the relationship between positive and negative classification of students' essays and their scores on writing achievement. Researchers found statistical differences for three categories: Social/People ($p < .01$), Education /Curriculum ($p < .05$), and Extracurricular activities ($p < .01$) (a) for writing achievement, (b) for whether the district culture rated positive or negative, and (c) for whether student comments revealed a positive or negative view of their schools.

The results indicated that the best predictors of student achievement in these categories related to positive attitudes. These areas of school culture appeared directly related to district culture. Students in high culture districts writing achievement outperformed students in low culture districts. Students in positive school districts

particularly elementary frequently mentioned their administrators in positive terms. Researchers found that teachers repeatedly served as buffers between students and a negatively perceived administrator in negative school districts.

The study validated the use of student voices as a vehicle for assessing school and district culture. Across the various districts and grade levels represented, students commented more often on Social/People (30.90%), Extracurricular Activities (18.65%), and Education/Curriculum (17.73%). Elementary students were to be more concerned with the social and educational aspects of school, compared with students on other levels. Theoretically, many problems facing students are also problematic for teachers, administrators, and other district stakeholders. At least three culture categories showed a significant relationship to district culture: Social/People, Codes/Rules, and Educational/Curriculum. The study implied that school cultures influenced the district cultures, with positive or negative features affecting the district both individually and collectively.

Xiaofu and Quiwen (2007) empirically examined and analyzed the relationship between teacher job satisfaction and secondary school organizational climate. The researchers utilized the theoretical framework established by Hoy et al. (1996) to define school organizational climate. The framework referred to a series of internal characteristics that differentiate schools and affect the behavior of the members. The four main levels of administration, teaching, studies, and interpersonal climate were covered in the study (Pan & Xun, 2002). Teacher job satisfaction referred to the teacher's emotional perception of work, profession, and working conditions (He & Xuan 2002). Most studies in China centered on measurement and evaluation of teacher job

satisfaction, analysis of measurements for improving satisfaction, and surveys of job satisfaction. Few in-depth studies exist on the factors affecting teacher job satisfaction, and even fewer analyses exist from the viewpoint of organizational climate. The researchers utilized a self-designed school organizational climate scale based on studies in China and abroad. The research question asked the following: What is the relationship between organizational climate and teacher job satisfaction?

The researchers trained teachers and collected data. Product-moment correlation and regression processed using SPSS Win 10.0 software. Teacher job satisfaction became the dependent variable, while school climate served as the independent variable. Descriptive statistics and analysis revealed that the standardized deviation score (SDS) of teaching climate recorded as (587), and the interpersonal climate listed (574), which indicated that the teaching climate and interpersonal climate at the schools surveyed fairly well. The findings also revealed that the SDS scores for administration climate and study climate were 437 and 425, respectively. The participant's scores on the various dimensions of job satisfaction indicated that the teachers satisfied with aspects of their job, whereas 9.6% of the teachers surveyed dissatisfied with the nature of their work, 25.8% dissatisfied with interpersonal relationships, and 17% dissatisfied with wages. The most dissatisfaction occurred with material conditions (81.2 %), followed by the opportunity for advanced studies and promotion (67.3%) and administration (58.1 %).

The research findings have major implications for improving school administrators' leadership behaviors and teachers' morale, along with physical and mental health and development. Multiple regressions revealed a significant correlation between administrative, teaching, and climate studies, with satisfaction in work and

leadership. Regression analysis implied that positive school administrative, teaching, and study climates likely to raise teacher morale and satisfaction with their work as well as to create wage satisfaction; an appreciation of administration; and enhance opportunities for advancement and promotion.

The findings suggested that teacher's perceptions relative to whether school gave them with adequate material resources might have motivated teachers' self-improvement improvement. Additionally, the findings revealed significant positive correlations between school climate and teacher satisfaction in nature of the work and a negative correlation between school organizational climate and teacher satisfaction with salary, leadership, and material conditions. The researchers discovered significant negative correlations between study climate and satisfaction with material conditions between administrative, study, and teaching climates and satisfaction with administrative leadership. Significant positive correlations existed among school administrative, interpersonal, and study climates, with satisfaction in promotion and advanced studies, but no significant correlation with satisfaction in the interpersonal relations dimension.

Gaziel (1997) examined cultural differences between effective secondary schools and average secondary schools in terms of: (a) student participation in school affairs; (b) teamwork; (c) adaptation to school customers' demands; (d) orderliness; (e) continuous school improvement, and (f) emphasis on academic achievement. The author proposed the following research questions: (a) To what extent does the effective school differ in its school culture from the average school?; (b) In the few studies conducted, does validity exist in the cultural variables found to differentiate between effective schools and average

schools?; and (c) What is the contribution of each cultural variable in explaining the differences between effective and average schools.

Among the independent school culture variables (i.e., school type demographics), the mean scores were lower than 3.00. The *SD* ranged from 0.5 to 0.8. The dependent variable was student achievement. An analysis of variance (ANOVA) compared the school type's academic emphasis, continuous school improvement, orderliness, teamwork, adaption to customers' demands, and student participation. A third type of analysis included the use of stepwise regression for predicting school effectiveness from PSCI factors. In all the analyses of variables and post hoc tests, the effective schools differed significantly from their culture from the average schools.

The findings indicated that 44% of the variance of school effectiveness explained school culture factors. Academic emphasis was the best cultural dimension (30%) for predicting effectiveness; continuous school improvement added 9% to variance, with orderliness and teamwork adding 3% respectively. Notably, adaptation to customers' demands as a norm added only 1% to the variance. Perceived school culture, characterized by the six dimensions found in the study, helped explain the differences between effective and average schools. Some norms and values perceived by teachers were effective predictors of school effectiveness. Overall, the study supported the idea that average schools can become effective in a disadvantaged environment if a school culture exists that, (a) values academic achievement, (b) values continuous improvement and teamwork, and (c) then values and orderly environment. Ultimately, schools vary in their cultural dimensions, and this variation correlates with differences in student achievement.

Tajalli and Opheim (2005) conducted a study assuming the significance of socioeconomic status (SES) or "input" factors in explaining achievement; they considered the impact of other "process" variables. The researchers utilized what they called "status attainment" research. The central question of the study was: What factors contribute to the success of some and failure of other schools? Using data from the Texas Academic Excellence Indicator System (AEIS), the authors examined the variables to determine elements that affect success or failure of public school campuses. These variables are categorized into three general areas: (a) school characteristics (school size, student/teacher ratio, and campus expenditures by function and program); (b) teacher characteristics (salary and experience levels); and (c) the global resource measure of per pupil expenditure (PPE).

Fourteen independent variables considered for the study. However, in the end, the regression model consisted of 13 independent variables. Three separate forward logistic regressions tested to determine which independent variables were predictors of school performance. These regressions examined 4th, 8th, and 10th grade high-low performing schools. The data screened for outlier cases and the existence of multicollinearity among the independent variables. The dependent variables consisted of three dichotomous variables representing high performing and low performing 4th, 8th and 10th grade school campuses. The forward logistic regression procedure produced a statistically significant model with the best goodness of fit for each of the three dependent variables and independent variables.

Tajalli and Opheim (2005) found four predictors in each of the three models. Wald statistics indicated that all independent variables found in each model were

significant predictors of school performance and measures of SES significant in expected directions. The results showed that, for each percent increase in the number of economically disadvantaged students in a campus, the odds of a high performing case dropped by 6.3%, and 8.4%, respectively, for 4th and 8th grade campuses. Furthermore, the findings indicated that the racial composition of schools gains importance as students move from elementary to high schools. At the 10th grade level, the percentage of white students is positively associated with performance scores.

The authors discovered that some important "process" variables were also significant. As expected, the variables had different effects at different levels of instruction. Expenditures on instructional leadership were determined to have a positive impact at the elementary level but not at the middle and high levels. For each additional percent spending on instructional leadership, elementary schools classified as "high-performing" campuses 1.48 times. An increase in salary was associated with high-performance only at middle schools. Conversely, teachers' experience was shown to be important for the elementary and high school levels but not for middle schools. For each additional $1000 increase in salary, middle schools increase their chance of being high-performing campuses by 36.5%. The most consistent finding among the three levels of schools was that teacher characteristics were important elements in improving performance. The analysis provided no direct correlation between school performance and school size, class size, or pupil expenditures.

Cybulski, Hoy, and Sweetland (2005) examined two previously separated theoretical strands of educational research - economic and organizational theory - by using variables from each theory to base, compare, and test a series of explanatory

models on student achievement. The models provided an explanation about the relationship that existed between student achievement (dependent variable) and four independent variables: student instructional ratio (SIR), student services ratio (SSR), socioeconomic status, and collective efficacy of teachers. The researchers employed an ex post facto design to test a theoretical set of hypotheses and several structural models. The following are the hypotheses for the study: (H1) Collective efficacy of teachers has a positive influence on student achievement, (H2) The efficient uses of SIR and SSR have positive influences on collective efficacy of teachers, (H3) SIR and SSR have indirect relationships on student achievement through the collective efficacy of teachers, and (H4) Socioeconomic status has a positive direct relationship on student achievement and a positive indirect relationship on student achievement through collective efficacy of teachers.

In analyzing the data, researchers explored the descriptive statistics for the research variables under study, (SIR, M= 1.89, SD = 0.33; SSR, M = 2.04, SD = 0.40; Collective efficacy of teachers, M = 4.50, SD = 0.52; SES, M = 0.72, SD = 0.23) and then applied correlational analysis, followed by path analysis using structural equation modeling. The findings revealed a level of significance for the relationships involving SIR and collective efficacy of teachers ($r = 0.192, p < 0.05$) and SSR and collective efficacy of teachers ($r = 0.244, p < 0.01$). Upon controlling for SES, the relationship between SIR and collective efficacy of teachers maintained positive and significant ($r = 0.170, p < 0.05$). SSR found positive and significant relationships for math ($r = 0.224, p < 0.01$) and reading ($r = 0.220, p < 0.01$). SIR was not related to student achievement in either math ($r = 0.129, p = 0.121$) or reading ($r = 0.134, p = 0.108$).

The correlational findings between SSR and student achievement scores indicated that Ohio districts often spent more money on instruction and other student support services than to experience greater results measured by student achievement scores. Once the student socioeconomic status surfaced the significant relations between SSR and student achievement disappeared. One SIR and one SSR general path model were tested. The testing occurred twice because of reading and math measures. Examination of the models revealed that SSR (models 3 and 4) and SIR (e.g., models 1: beta = 0.09, p = 0.057 and 2) had an insignificant effect on neither collective efficacy of teachers nor on prior student achievement (e.g., model 1: beta = 0.04, p = 0.575) with the results being virtually the same for each of the four models.

The models explained between 72 and 75% of the variance in student achievement; and, with goodness-of-fit statistics within acceptable ranges, the theoretical rationale connecting the other research variables (i.e., prior student achievement, SES, collective efficacy, and student achievement) was supported. The four structural equation models revealed findings consistent with past research, that collective efficacy of teachers had a significant positive direct effect on student achievement (significant standardized betas ranged from 0.21 to 0.27 in all four of the models). The findings implied that teachers' perceptions of their ability to influence student outcomes served to create a normative environment within the school that valued student academic achievement and success.

In summary, the results of the study confirmed past research - collective efficacy of teachers in the sample had a positive direct effect on student reading and mathematics, even when controlling for SES and prior achievement. The results of the research also

indicated that the productivity of schools, but not necessarily the efficiency of schools, influenced student outcomes. As for future research, the study has opened the door for future inquiry. Rather than considering efficiency (SIR and SSR) as economic variables with an indirect affect on student achievement through the collective efficacy of teachers, maybe dollars allocated directly to instruction might be more appropriate as a variable within the model. As the educational community looks for ways to improve student achievement in schools, the quest must include not only the relationship between money and outputs, but also ways in which money can transform the critical internal processes of schooling to improve teaching and learning.

McGee (2004) conducted a study illustrating the difference in academic performance between low-income children and their peers, minority children and their classmates, and those schools that serve a most children from low-income families and those that serve a more advantaged population. McGee used a qualitative and quantitative research framework to identify and examine Gold Spike Schools. These Illinois schools are high poverty, high performance schools that closed the achievement gap.

Using data obtained by surveys conducted by the Illinois State Board of Education (ISBE), as well as observations and interviews described, McGee identified commonalities and used them to recommend policy and budget allocation decisions at the local and state level. The study was an attempt to answer the following questions: (a) What are these schools doing to perform so well?; (b) What is the main effect?; and (c) What is going on in the school as a whole that affects the practice of all teachers and raises student achievement? The sample for the Golden Spike schools (high-poverty, high performing) were identified in two ways. Schools with more than half their students from

low-income families formed the pool of high poverty schools. Yet, the students selected, based on three years of results from the annual state assessment, averaged total ISAT scores of 66% or better each year. Furthermore, school had to demonstrate an additional overall increase of 10% in the number of students exceeding standards in 2001. The sample represented 25% of the entire Illinois student population, or (N = 500,000) pupils. There was a total sample size of (N = 59) schools, or 6.4% of the high-poverty schools selected, which responded accordingly.

Qualitative and quantitative analyses revealed that the Golden Spike Schools showed distinct commonalities in leadership, literacy, teacher qualities, and community engagement, while characteristics such as school size, class size, and alignment with state standards make little, if any, difference in their ability to close the achievement gap. Perhaps the most striking quantitative finding was that Golden Spike Schools were not dramatically different from high poverty, low performing (HP/LP) schools. The mean of the Golden Spike Schools was 325, compared to 402 for HP/LP schools, a difference not significant to the .01 level ($p = .02$). By using ($p < .05$) as the significance level, enrollment was significantly different, with the implication that small schools usually had students who achieved at higher rates. The second finding illustrated that grade class size was lower in Golden Spike Schools than HP/LP schools. However, it was only a mean class size of two. A third finding and another non-finding is that Golden Spike schools spend a slight but higher percentage of their revenue on instruction (50.7%) than HP/LP schools (47.9%).

The qualitative findings revealed through interviews, document reviews, and visits show clear findings about each hypothesis. Ninety percent of the high poverty, high

performing Golden Spike Schools revealed that neither leadership, personnel, curriculum, instruction nor community involvement mattered most. The study revealed the necessity for good leaders; a capable, hard-working staff; commitment to literacy in the early grades; more hours in school; efforts to involve and engage parents; and team-based professional development.

McGee (2004) concluded that the single most critical problem facing Illinois public education and continued economic development was the persistence of a pernicious achievement gap. The study suggests recommendations enable high-poverty schools to make progress in bridging the gap via the development and implementation of an ongoing research agenda.

Hallinger and Murphy (1986) proposed to examine differences in the operation of school effectiveness factors in both high and low SES effective schools. The exploratory study utilized a conceptual framework derived from research on effective schools, effective instruction, organizational change, and student delinquency (Murphy, Weil, Hallinger, & Mitman, 1985). The study built on previous studies and research that examined schooling in the social context, answering the question: How do schools that serve student populations of differing SES promote learning effectively? The authors examined 7 out of 14 variables of effective schools. The variables strongly influenced by school social context than the other effectiveness factors consisted of the following: (a) clear school mission, (b) tightly coupled curriculum, (c) opportunity to learn, (d) instructional leadership, (e) home-school cooperation and support, (f) high expectations, and (g) widespread student rewards.

The findings of the study included results for the seven factors on which the greatest SES variation observed. Differences of varying degrees found among high and low SES effective schools on all seven factors examined. The role of expectations and rewards for student achievement, school community relations, instructional leadership and social demographics emerged as the primary independent variables. The highlighted factors influenced areas of effective schools based on student background, with student achievement as the most important goal in all of the schools examined. High SES and low SES schools differed in the degree and area of focus for academic achievement. The differences lay in allocation of time, emphasis on goals, instructional leadership, student achievement expectations, home school relations, and patterns of curricular breadth. Differences noted in the fact that a larger pattern of SES related differences involved the manner in which the schools incorporated value preferences and expectations from their social environment into the school organization.

The implications for research are numerous, notably, the focus on variables such as school size, community type, and SES in continuing to examine the nature of school effectiveness. An unraveling of factors with various interactions could prove very useful in school effectiveness research. It is important to consider both the manner in which schools communicate expectations to students and the source of expectations, along with the role of the school administrator as both instructional leader and link to the community at large. Finally, schools of this nature must rely on paradigm shifts regarding the expectations of parents in low SES communities. Parental involvement becomes relative to academic orientation.

Heck, Larsen, and Marcoulides (1990) promoted the understanding of how principals in a variety of situational contexts affected school achievement. The researchers in the study tested a theoretical causal model specifically concerning how elementary and secondary principals could influence school processes and student achievement outcomes through the frequent implementation of particular instructional leadership behaviors. Past studies of instructional leadership had not used research methodologies, which allowed the identification of a causal relationship between principal leadership and school outcomes (Hallinger & Murphy, 1987). Researchers conducted investigations on the theoretical model based on the Bossert et al. (1982) model of the principal's instructional leadership role and Hallinger and Murphy's conception of instructional leadership within the context of school. The model hypothesized that the manner in which the school administrator governed the school influenced the instructional organization and establishment of a strong school climate. Upon controlling for contextual variables, the researchers hypothesized the following latent variables: (a) school governance, (b) instructional organization, and (c) the effect of school climate related to principal instructional leadership on student achievement. The researchers also queried whether low-achieving schools often had more of a "revolving door" as opposed to new principals.

Through confirmatory factor analysis, the researchers created factor models of the proposed variables and their relationship to the hypothesized constructs of instructional leadership at the individual and school levels. The independent variables included: (a) school climate, (b) school instructional organization, and (c) management of the school governance structure. The dependent variable was school student achievement. To

estimate and test the hypothesized causal model structural equation-modeling, researchers employed a computer program called LISREL (Joreskog & Sorbom, 1984).The structural equation model compared models developed at both the individual level and the organization level to identify possible discrepancies. Statistical criteria included the coefficient of determination (COD), the goodness-of-fit index (GFI), and the root mean square residual (RMS); practical criteria included the Bentler and Bonett (1980) normed index (BBI).

The findings revealed that three latent variables concerning principal instructional leadership influenced school academic achievement. The model revealed factors administrators manipulated at the school level and their estimated effect sizes in student achievement. The high coefficients and factor loadings of determination for the model suggested that the observed variables appeared both reliable and valid indicators of the hypothesized leadership constructs. The administrators' roles in establishing a strong school climate and as an instructional leader were the areas that strongly predicted achievement in the model. The model identified the implementation of identified differences in behaviors such as clarifying, coordinating, and communicating a unified purpose to teachers, students, and all stakeholders.

Brandsma and Doolard (1999) examined the differences between schools in terms of actual pupil achievement on cognitive test scores and effects on the pupil's expected school career. Brandsma and Doolard (1999) attempted to answer the following questions: (a) What is the impact of effectiveness of a school on the actual test score of pupils with similar background characteristics (IQ, SE and gender)?; (b) What is the impact of the effectiveness of a school on the expected recommendation of a secondary

school type based on pupils' test scores?; and (c) what is the impact of the effectiveness of a school on the actual recommendation of a secondary school type required before the test date?

The independent variables being non-intelligence, SES, gender, ethnicity, and achievement at grade 7. Bradnsma (1993) used four dependent variables: test scores on language, mathematics, expectations for the follow-up secondary school based on test scores, and the secondary school recommendations provided by the teacher. The researcher analyzed means and standard deviations for language and math test scores, expected recommendation, and actual recommendation of SES categories, IQ category, and gender for both the total number of pupils and pupils in high and low effective schools.

The study examined variance for each factor of school effectiveness. The average score on mathematics, language, and the total standard test score for all groups of pupils differed significantly for both low and highly effective schools. The pupils from the lowest IQ and SES categories in high effective schools had higher test scores in language and mathematics than pupils from the higher IQ and SES categories in low effective schools. No evidence existed that effective schools would be beneficial for either boys or girls.

No significant difference indicated for the type of secondary education. Schools in the study recommended a secondary school type according to normal distribution, which led to the conclusion that recommendations given to others pupils in the same grade were important. Highly effective schools provided recommendations based on the test score

and below expectations, whereas low effective schools gave advice above the expected recommendation.

Egley and Jones (2004) investigated how rural and elementary school administrators in Florida perceived the effects of high-stakes testing in comparison to suburban and urban elementary administrators. The purpose of the study included focusing on rural administrators' perceptions of the impact of high-stakes testing on their school and community. The researcher sought to answer the following questions: (a) How does high-stakes testing affect rural administrators?; and (b) Are the perceptions of administrators in rural districts similar to or different from administrators in urban and suburban districts?

All the elementary school principals in the participating districts twice received email notification containing the URL for an online survey and subsequent a paper survey for those not responding online. Several questionnaire items came from a survey used by Jones, Jones, Hardin, Chapman, Yarbrough, & Davis (1999) or modified by the researchers for relevance. The questionnaire queried participants about demographic information (independent variable) as well as beliefs about the testing program and how it influenced their jobs as administrators (dependent variables). The participating rural administrators represented 57.6 % of the schools (34 out of 59 schools) within the school districts participating.

Most administrators reported job satisfaction despite the size of the district: rural M (SD) = 5.55 (1.57), suburban M (SD) = 5.84 (1.23, and urban M (SD) 5.51 (1.44). No significant differences emerged in the way school administrators rated their school climate. All of the elementary teachers (100%) and most of the rural school

administrators (95.2%) in the study, reported the climate of their school as being 4 = "somewhat" healthy to 7 = "very" healthy on a 7-point Likert format scale. The rural administrators rated their school climate as: *M (SD)*, 5.64, (1.28), suburban *M (SD)*, 5.86, (1.02), and urban *M (SD)*, 5.73, (0.88). Only two administrators reported that the climate was less than healthy. Rural school administrators reported feeling more pressure and motivation to improve FCAT scores than urban administrators did: *M (SD)* 6.83 (0.54), suburban *M* (*SD*) 6.54 (0.91), and urban *M* (*SD*) 6.25 (1.32). This information indicated that smaller schools may be more concerned with improvement goals than urban and suburban schools. Grades ranging from "A to F" linked accountability to rewards and sanctions during the year of the research study.

Further findings revealed that rural school administrators perceived themselves as more negatively influenced by the ability to attract and retain highly qualified teachers than suburban and urban principals. Legislators who consider policy innovations may foster rural development by focusing on market-based incentives and the investment of people. These strategies could support the ability of rural administrators to attract and retain teachers. The FCAT grade assigned to individual schools did not affect any of the schools in the study either positively or negatively, with respect to the ability to remove low performing teachers. More than 25% of rural school administrators reported that the FCAT had a much more positive impact on their ability to improve teacher effectiveness than suburban and urban administrators. Rural and elementary administrators spent a comparable amount of time each day on instructional leadership as did their urban and suburban colleagues. The results of the study have the potential to enhance the visibility

of educational research on rural schools. The failure to consider variables for rural schools may adversely influence rural communities to the point of irreparable damage.

Cunningham (2003) investigated the relationship between school culture and reading scores as measured by the Florida Comprehensive Assessment Test (FCAT). The researcher administered the School Culture Triage Survey across 61 elementary schools in Florida. Reportedly, (N = 1,392) teachers completed the survey. The researcher could determine a significant relationship between the FCAT reading scores and the School Culture Triage Survey scores. In practically every case, the higher the survey score, the higher the reading score; the lower the survey score, the lower the reading score. This type of result also occurred in Kentucky.

Shutt (2004) examined the relationship between scores on the CATS and scores on the School Culture Triage Survey. The study involved 66 elementary schools in Kentucky. The researcher randomly selected the schools based on five classifications of proficiency standards resulting from the CATS assessment: (a) Meets goal, (b) progressing, (c) assistance level 1, (d) assistance level 2, and (e) assistance level 3. The researcher discovered that in each case examined the higher the school culture scores the higher the category level of academic achievement. Simultaneously, the lower the school culture scores the lower the school's category ranked. (Shutt, 2004).

Houtte (2006) proposed to examine whether a relationship existed between tracking and teacher satisfaction. The researcher searched for an explanation by examining the role of pupil study culture related to teacher and faculty trust and reported on the first question: whether teachers in lower tracks were less satisfied with their jobs than teachers in higher tracts.

Researchers obtained a sample by means of the random select command in SPSS 10.0 from a list of Flemish Schools provided by the Flemish Department of Education. This sample comprised 19 technical/vocational schools (*n*= 391) teachers) and 15 general schools (n= 320) teachers that participated during 1999-2000 school year. Therefore, the data included (N=711) teachers in a sample of 34 secondary schools in Flanders, Belgium. The researcher asked the principal in each school to distribute arbitrarily 25 questionnaires among the permanently appointed teachers who taught various subjects in different grades. The return rate was 83.65% for teachers, 85.33% in general schools and 82.32% in vocational/technical schools. Overall, the sample obtained data from 711 out of 850 questionnaires returned. The data also included all fifth year students (pupils) present in class during the visit by researchers.

The main independent variable at the school level was school type which comprised two categories: technical / vocational schools (score1) and general schools preparing for higher education (score 0). The researcher examined the study involvement of the pupils with a five- point scale consisting of 11 items ranging from 0 (*totally not agreed*) to 4 (*totally agreed*); assessing the general feeling of learning motivation and study involvement (Brutsaert & Bracke, 1994). The researcher measured the description of the dependent variable, teacher job satisfaction; the measurement and depiction of the independent variables at school level, school type, pupils, study culture, and faculty trust; as well as the measurement and depiction of the variables at the teacher level, trust in pupil, gender, SES, age, and subject.

The *t* test comparing the common teacher satisfaction response with general and technical/vocational schools revealed that teachers in general schools were on average,

more satisfied with their jobs than those in technical/vocational schools (p = .0.16). There was no significant relation with gender or SES. Researchers discovered a significant negative association with age. According to the data, as respondent age increased, satisfaction decreased. A positive relationship with the subject indicated that teachers who taught a practical course were more satisfied with their jobs. The findings for pupils study culture and teacher satisfaction were weakly but significantly related (p = .008); teachers were more satisfied in schools in which the pupils shared a positive study culture.

When adding teacher trust to the model, the relation between study culture and teacher satisfaction decreased slightly in significance (p = .018). Teacher job satisfaction increased in proportion to the increase in trusting students. Faculty trust was moderately, yet significantly, related to teacher satisfaction (p = .002). A pooled lack of trust in pupils led to lower satisfaction independent of the feelings of trust of the other teachers.

Houtte (2004) proposed examining the mediating role of academic staff culture in the relationship between tracking and pupils' achievement. The theoretical framework maintained by tracking and ability grouping holds a significant place in the sociology of education. A quantitative approach was preferable to the researcher when thinking in terms of generalizing and replicating. According to the researcher, educational stratification determined the school's culture, thus, further influencing student achievement. Questions addressed were: (a) What is the effect of educational stratification on school achievement?, and (b) What are the consequences of tracking or streaming on pupils' and teachers' attitudes and behavior, such as the way teachers and administrators view their pupils and deal with subject matter?

School type was the main independent variable in the study. Researchers identified as pupil the dependent variable achievement, which represented in the study by the occurrence of having to repeat a year or forced to join a lower track. Multilevel analyses illustrated that the school type (general or technical) affects the pupil's chance of failing. Controlling for individual pupil features (e.g., ability) and the academic staff culture mediate this effect of school type. There are two measures of academic staff culture. Regression analysis verified that school type and the culture are significantly related. Teachers in technical/vocational schools judged their students as less teachable than students in general schools. The chances of failing are greater in technical/vocational schools than in general schools. The multilevel analyses demonstrated that the academic staff culture is dependent upon school type and that the academic staff culture affects student achievement.

An implication for practice was to be cognizant of the fact that staff culture is less academic in lower tracks, irrespective of the pupil study culture. Therefore, thinking in terms of hierarchical tracks is undesirable. Instead, teachers need to be more aware of their students and their needs. The ability to recognize the differences in the way educators serve students may become a starting point on the path to change. Pupils in different tracks Flanders rarely had lessons together.

Summary of the Literature

The review of literature presented centered on (a) job satisfaction among teachers, (b) school culture, (c) academic achievement, and (d) attendance. Education is a priority more than ever before with the current economic crisis and the demands on school accountability. Middle school is a time of transitions and crossroads. It is a time to plant

seeds, cultivate and harvest. As stated earlier, there have been previous studies conducted at the elementary level on the variables presented.

However, middle school level educators have not been as fortunate in this area in terms of research being conducted. To enhance middle school academic achievement, attendance and teacher job satisfaction research should be examined from a variety of angles beginning with the effects of school culture on the variables. A positive school culture could make a huge impact in student and teacher outcomes.

Researchers cited implied that personal needs cultivated self-esteem and motivated teachers and administrators to commit to teaching and learning efficacy. Teachers and school leaders see their jobs as related to more intrinsic factors such as achievement, recognition, and student teacher interactions as opposed to salary, supervision, and working conditions or behaviors. The literature consistently implied self-perception related to influence, participation, and control of one's environment, while considering motivational factors such as the influence of principal leadership on autonomy in the school culture and climate.

CHAPTER THREE

METHODOLOGY

Introduction

The purpose of this study was to investigate and produce data on school culture. The study sought also to contribute to the literature concerning middle school education. A middle school typically consists of grades six through eight. The literature reviewed, presented a case for the relationship of school culture to job satisfaction, attendance, and academic achievement in the middle school setting. Chapter III describes in segments the methodology and procedures that guided the study: (a) research design, (b) population and sample, (d) instrumentation, (e) reliability and validity, (f) data collection, (g) data analysis, and (h) limitations.

Research Design

Survey data was collected from teachers within Kentucky middle schools on school culture and job satisfaction. The data collected regarding the academic achievement of students within Kentucky middle school was measured using the 2008 results of the Commonwealth Accountability Testing System. The results of 2008 acquired from the Kentucky Department of Education are a matter of public record.

The data on student attendance (e.g. student enrollment and attendance rate) obtained from the Non-academic Data report listed on the website of the Kentucky Department of Education. The report contained results from attendance comprising the

non-academic component of the Commonwealth Accountability Testing System (CATS). The attendance rate collected from primary through grade twelve (12) entails the percent of attendance for all Kentucky public school students. Other nonacademic data included: (a) student retention and (b) drop out reduction. These variables were not examined in this study.

The researcher used descriptive statistics, mean scores, percentages and correlational analysis to explain the data and identified relationships between school culture, job satisfaction, attendance and academic achievement in this study. The dependent variable was school culture score, which was determined by the results of the School Culture Triage Survey. The independent variables consisted of the following: (a) job satisfaction scores, (b) standardized test scores based on the Commonwealth Assessment Testing Scores accountability index, and (c) attendance rates. The Minnesota Satisfaction Questionnaire measured job satisfaction scores. The Commonwealth Accountability System (CATS) assessment provided data on academic achievement. The data were distributed by the Kentucky Department for Education (2008). The only standardized test scores considered were those obtained from 2008.

Population and Sample

The Commonwealth of Kentucky consists of 174 school districts. There are 78 independent districts composing the 174 public school districts. According to the Kentucky Department of Education, there are 222 middle schools in the state. All the middle schools included in the study were public schools. The investigation focused on Kentucky middle schools only, excluding any data on alternative, junior high, elementary and high schools. The voluntary sample consisted of practicing teachers in "meets goal"

and "progressing" middle schools during the 2008–2009 school year. Kentucky counties are grouped into fifteen regions known as the Area Development Districts (ADD's).

The Kentucky Department for Education list 14 categories of performance for schools in Kentucky. There are five main categories: (a) Meets Goal, (dropout rate and novice reduction), (b) Progressing, (c) Assistance Level 1, (d) Assistance Level 2, and (e) Assistance Level 3. The remaining nine are sub-categories: (a) Meets Goal, (Dropout rate), (b) Meets Goal (Novice Reduction), (c) Progressing (Decline, Dropout Rate, Novice Reduction), (d) Progressing (Decline, Dropout Rate), (e) Progressing (Decline, Novice Reduction), (f) Progressing (Dropout Rate and Novice Reduction), (g) Progressing (Decline), (h) Progressing (Dropout Rate), and (i) Progressing (Novice Reduction). (http://www.kde.state.ky.us/KDE/)

Each category listed indicated whether a school was meeting proficiency standards or not. Schools were selected to participate in this study based on student academic performance on the Commonwealth Accountability Testing System (CATS) assessment. Results of middle school academic performance in Kentucky for the 2008 biennium were acquired from the accountability index provided by the Kentucky Department for Education. Only schools identified by the results of the Commonwealth Accountability Testing System as "meets goal" or "progressing" were eligible for participation in the study.

The Interim Performance Report formerly known as the Kentucky Performance Report (KPR), contained detailed information on the results provided by the Kentucky Core Content Test (KCCT) and other components of the Commonwealth Accountability Testing System (CATS) available on the Kentucky Department for Education website. As

required by statute, these reports are received by school districts on or before September 15 each year. Schools have 14 days following the public release of the data to report any discrepancies to the Commissioner of Education. The IPR data was based on information provided by many sources: students, schools, district offices, the Kentucky Department of Education and testing contractors. The IPR provided performance information for five content areas at the middle school level. Information available include: (a) questionnaire data, (b) core content, (c) sub-domain, (d) content area index, (e) trends, (f) mean scale scores/standard deviations, (g) scale score data disaggregation, (h) academic index comparisons, (i) trend data, number and percent (j) accountability cycle, (k) accountability trend and (l) disaggregation gap trends. (http://www.kde.state.ky.us/KDE/) http://www.education.ky.gov/KDE/Administrative+Resources/Testing+and+Reporting+/Senate+Bill+1.htm

Instrumentation

The Commonwealth of Kentucky Testing System (CATS) assessment was the instrument used to measure academic achievement based on the 2008 school year. However, Senate Bill 1 passed in 2009 by the Kentucky General Assembly deleted all references to CATS. The bill required the Kentucky Department of Education to revise the accountability system in place by developing new state assessments. The Kentucky General Assembly suspended the accountability system and the accountability index for the following school years: 2008-2009, 2009-2010 and 2010-2011. An interim accountability system was established for the 2008-2009, 2009-2010 and 2010-2011 school years. The 2008-2009 interim system included the previous criterion referenced test in reading and mathematics, science and social studies. Public reporting continued in

the areas of reading, math, social studies, science and on-demand writing. The definition of proficiency did not change with the passage of SB1. The proficient level is the goal for all students in the Kentucky. (http://www.education.ky.gov)

Additional instruments used in the study included the School Culture Triage Survey and the Minnesota Satisfaction Questionnaire-short form. Used to provide insight into the strengths and weaknesses of the school's organizational culture, the School Culture Triage Survey developed and refined by Phillips (1996), Phillips and Wagner (2002) and by Masden-Copas & Wagner (2002) measures the degree to which the following are present: (a) professional collaboration. (b) affiliation /collegiality, and (c) efficacy and self-determination. The pencil/paper survey instrument contains three sections covering the areas stated above. Each section contained five to six questions (See Appendix A). The participants reported which statements on the survey most closely represented the practices in their school. The School Culture Triage Survey items are measured with a five-point Likert scale. There are five response selections for each item ranging from: 1= Never, 2 = rarely, 3 = sometimes, 4 = often, and 5 = always or almost always. Besides an overall school culture score, each section provides a sub-score. There are seventeen items on the School Culture Triage Survey.

Reliability and Validity (School Culture Triage Survey)

The School Culture Triage Survey is a research-based process designed efficiently to accesses the general health of the school culture. Researchers at the Center for Improving School Culture have used the School Culture Triage Survey in more 8000 schools, in addition to independent researchers providing strong evidence that the instrument is reliable and valid in the study of school culture, student achievement and

staff satisfaction. (http://www.schoolculture.net/important.html)

Shutt (2004) used the School Culture Triage Survey when conducting a study involving 66 schools across Kentucky. She wanted to determine whether a relationship existed between scores on the Commonwealth Assessment Testing System (CATS) and the survey. The researcher discovered that in each case examined the higher the school culture scores the higher the level of academic achievement. Simultaneously, the lower the school culture score the lower the school ranked (Shutt, 2004).

Shutt (2004) used a pilot study involving six elementary schools in Kentucky to determine the reliability of the School Culture Triage Survey. There were (n = 135) teachers involved in the pilot. The schools were selected based on the Commonwealth Accountability Testing System (CATS) assessment results at the end of the 2002 biennium cycle. Shutt (2004) performed reliability analysis on both the entire instrument and the three subscales. The values obtained in the study were measured on a five-item scale for Professional Collaboration Cronbach, the alpha internal reliability coefficient (.79), Affiliative Collegiality, .87 (six-item scale), and Self-Determination/Efficacy .88 (six-item scale) exceeding the minimum value of .70 suggested by Nunnally and Bernstein (1964) in a classic text on psychometrics (Shutt, 2003) as cited in (Shutt, 2004).

Minnesota Satisfaction Questionnaire

The researcher used the 20 – item short form of the Minnesota Satisfaction Questionnaire (MSQ) to measure general satisfaction scores of middle school teachers. The purpose of using the MSQ was to obtain an understanding of teacher job satisfaction

in relationship to school culture. Researchers working with the Minnesota Studies in Vocational Rehabilitation created the MSQ (Weiss, Dawis, England & Lofquist, 1967).

The manual for the MSQ long form was published in 1967, as part of the Work Adjustment Project. The MSQ formulated a picture of satisfaction based on the general problem of adjustment to work. The MSQ short form measured satisfaction keeping with the expectations of the Theory of Work Adjustment. This theory "uses the correspondence (or lack of) between the work personality and the work environment as the principal reason for observed work adjustment outcomes such as satisfaction, and satisfactoriness" (Weiss, et al, 1967 p. 4). Simply put, MSQ data for occupational reinforcers was derived from the basic premise that if different people are satisfied or dissatisfied with certain parts of the job then reinforcers are available or lacking in the work environment. Norm group percentile scores for various occupations have been created using the MSQ.

The researcher opted to use the MSQ short form in the study because of its simplicity. The MSQ-short form is copyrighted. The researcher purchased 2,500 of the MSQ short form from the Vocational Psychology Research Department at the University of Minnesota. The researcher in this study did not obtain permission to provide a copy of the MSQ short form in the appendix. The job satisfaction categories measured on the short form of the MSQ are the same as the 1977 long form version of the MSQ http://www.psych.umn.edu/psylabs/vpr/msqinf.htm. The MSQ short and long forms are pencil/paper survey instruments. The short form takes approximately five minutes to complete.

The Twenty dimensions included on the MSQ short form are derived from 20 items on the long form. Factor analysis of the 20 items led to two factors of satisfaction, intrinsic and extrinsic. Besides the intrinsic and extrinsic scores, general satisfaction scores can be obtained using the MSQ short-form. The participants were asked to provide information on how they felt on their "present" job using the following 20 MSQ short-form factors to obtain a general satisfaction score:

1. Activity –"Being able to keep busy all the time."
2. Independence – "The chance to work alone on the job."
3. Variety –"The chance to do different things from time to time."
4. Social Status – "The chance to be somebody in the community."
5. Supervision-Human Relations – "The way my boss handles his/her people."
6. Supervision-Technical - "The competence of my supervisor in making decisions."
7. Moral Values -"Being able to do things that don't go against my conscience."
8. Security –"The way my job provides for steady employment."
9. Social Services – "The chance to do things for other people."
10. Authority - "The chance to tell other people what to do."
11. Ability Utilization – "The chance to do something that makes use of my abilities."
12. Company policies and practices – "The way company policies are put into practice."
13. Compensation – "My pay and the amount of work I do.
14. Advancement - "The chances for advancement on this job."

15. Responsibility - "The freedom to use my own judgment."

16. Creativity – "The chance to try my own methods of doing the job."

17. Working conditions – "The working conditions."

18. Co-workers – "The way my co-workers get along with each other."

19. Recognition - "The praise I get for doing a good job."

20. Achievement – "The feeling of accomplishment I get from the job."

The 20 – item short form contained a 5-point Likert scale. The MSQ short form takes approximately five minutes to complete. The participants were asked to select one of five responses for each item: 1= Very satisfied, 2 = satisfied, 3 = neither (dissatisfied or satisfied), 4 = dissatisfied, and 5 = very satisfied (Sweetland & Keyser, 1991; Weiss, Dawis, England & Lofquist, 1967). The scoring of the MSQ consisted of individual raw scores, means, and standard deviations. The MSQ scales measured the following items:

Scale	Item numbers
General satisfaction	1-20

Reliability and Validity (Minnesota Job Satisfaction Questionnaire)

For the purposes of this study, the MSQ addressed general satisfaction and is reliable and valid using twenty short form rating scales to measure job satisfaction. The reliability coefficients were high for the MSQ. General Satisfaction Scale alpha coefficients ranged from .87 to .92. According to Weiss et al. (1967) the median reliability coefficients for the General Satisfaction scale was .90. The MSQ short-form provided no norm data for teachers. The Professional norm scale used in the study provided the best representation for educators and other professionals. Weiss, et al,

(1967) recommended that for validity purposes the short-form may be contingent upon the long form because the MSQ short form is derived from the long form.

The researcher confirmed in a literature review the valid use of the instrument in studies of job satisfaction. The researcher measured teacher job satisfaction using the MSQ-short form developed by (Weiss, et al, 1967). The validity of the MSQ-short form was derived from a subset of the long-form items. Therefore, the validity in the study was inferred based on the long-form of the MSQ. Additional evidence of the validity of the short-form can be acquired from two sources: (a) studies of occupational group differences, and (b) studies of satisfaction and satisfactoriness (Theory of Work Adjustment), (Weiss, et al, 1967). The MSQ was created to appraise constructs (Sweetland & Keyser 1991). This instrument identifies and measures both job satisfaction and demographic data. There are two versions of the MSQ long form, a 1967 and 1977 version.

Data Collection

Letters were sent (See Appendices B & C), to introduce the researcher and provide an explanation for the study to the superintendents of the "meets goal" and "progressing" middle schools selected through the Kentucky Schools Global Networking System in late July. Each school selected met the accountability criteria required for the study. The letter requested permission from the superintendents to ask middle school principals to consider having teachers employed in their schools anonymously complete the School Culture Triage Survey and the Minnesota Satisfaction Questionnaire. Follow-up letters were sent to superintendents who did not respond initially (See Appendix D) Upon receiving permission from the district to conduct the study via postcard the

researcher contacted the middle school principal(s) for their support (see Appendices E & F). The principals were asked to have someone other than an administrator to distribute and collect the surveys. Before the surveys were being mailed out, a letter was sent to each of the identified middle school principals. The researcher requested a response from the middle school principal indicating the decision to participate and the number of surveys needed. The principals willing for their teachers to participate were asked to return the enclosed postcard to obtain their surveys promptly for dissemination. The principals were asked to return the surveys promptly upon completion by their teachers for scoring purposes. The researcher requested a response occur within seven to ten days regarding whether or not the school wished to participate. The principals identified were told that they would be provided with individual school results of the study should their school agree to participate. The principals were informed of the reasonable expectations for confidentiality and the right the teachers in their school had to drop out of the study anytime.

A follow up letter (see Appendix G) was sent to the principals of the middle schools that had not replied as requested in the previous letter. Copies of the preamble statement of consent along with a packet of the survey instruments were mailed using the United States Postal Service upon receipt of agreement to participate in the study. If the participants answered 60% or more of the items on the surveys, the responses returned were considered usable. The researcher requested in the cover letter that any individual who chose not to complete the surveys anonymously return unused surveys to the principal in a sealed envelope along with the completed surveys. The return rate was 60% by the time the data was ready to be analyzed.

Data Analysis

Using the information obtained in the study from middle school teachers and the Kentucky Department for Education, the researcher completed an in-depth analysis of the research data. This analysis of the data led to conclusions on the following research questions:

1. Is there a relationship between School Culture Triage Survey scores and Minnesota Satisfaction Questionnaire-Short Form scores?
2. Is there a relationship between School Culture Triage Survey scores and Commonwealth Accountability Testing scores?
3. Is there a relationship between the Minnesota Satisfaction Questionnaire-Short Form scores and the Commonwealth Accountability Testing scores?
4. Is there a relationship between attendance and Commonwealth Accountability Testing scores?
5. Is there a relationship between School Culture Triage Survey scores and attendance rates?
6. Is there a relationship between Minnesota Satisfaction Questionnaire-Short Form scores and attendance?
7. Is there a relationship between the following: (a) combined School Culture Triage Survey scores, (b) Minnesota Satisfaction Questionnaire-Short Form scores, (c) Commonwealth Accountability Testing scores, and (d) attendance?

Any survey that was not filled out properly, meaning at least 60% of the questions being answered, was eliminated from the study. Returned survey instruments were examined carefully to determine relevancy to the study. All statistical computations were

computed using the SPSS, version 17.0 statistical software. This study utilized correlation to answer questions one through six and multiple regression to answer the seventh research question. The Pearson *r* was used to determine the relationship between the following variables identified in the study: (a) health of the school culture as measured by the School Culture Triage Survey combined scores, (b) job satisfaction of teachers as measured by the Minnesota Job Satisfaction Questionnaire scores, (c) student achievement scores as measured by the Commonwealth Assessment Testing Score (CATS) accountability index for each school, and (d) student attendance rates. The variables listed above were compared with one another and in combination as reflected in the research questions.

Multiple linear regression analysis allows for the prediction of one variable from several other variables (Cronk, 2004). The significance levels were set at the level of .05 ($p \leq .05$). In the first step of multiple regression, the dependent variable--student academic achievement scores as measured by the Commonwealth Assessment Testing System--were regressed on the School Culture Triage Survey combined scores (collaboration, affiliative/ collegiality, and self-determination/efficacy). The second step of multiple regression involved regressing student achievement scores on School Culture Triage Survey scores controlling for attendance rates and job satisfaction as measured by the Minnesota Job Satisfaction Questionnaire.

Limitations

Several limitations are influencing the results of the study. First, the sample was limited based on the number of districts who agreed to participate in the study. Second, the results included the number of practicing middle school teachers in Kentucky who

completed at least 60% of the response items on both surveys. The results might have been different if there were comparisons made to the number of actual middle school teachers (total population) those who met the criteria for participation but were either unable for a variety of reasons or unwilling to complete the surveys and return them as requested. Only middle school teachers from "meets goal" and "progressing" school districts randomly selected were invited to participate. This further limited the pool of eligible participants.

Another limitation in the study, the MSQ short form was not specifically designed to address the teaching profession. The MSQ short-form is broad in nature. The data provided a comparison of satisfactoriness of teachers to other occupations. However, the instrument was created to measure occupations such as Engineers, Machinists, Assemblers, Clerks and Janitors.

Finally, the survey results are based on the perception of the respondent. Besides, the accuracy of responses provided to the researcher by: (a) the self-report of practicing middle school teachers, (b) data provided to the Kentucky Department for Education on attendance, and (c) as measured by data provided by the Kentucky Department for Education on the Commonwealth Accountability Testing System assessment results for 2008. In addition, CATS only provides one aspect of school achievement and may not be a true indicator of a student's ability to achieve. The changes that occurred due to the passing of SB1 may have indirectly influenced the outcome of the assessment and job satisfaction results. Teacher's professional judgment in the area of curriculum and instruction due to the changes in assessment and the attitudes of their students should be taken into account when analyzing the assessment results.

CHAPTER FOUR

RESULTS

In this chapter, a summary of the study design will be followed by an account of the data analysis and findings relative to each research question. The purpose of this study was to investigate the impact of school culture in relationship to the following variables: (a) teacher job satisfaction, (b) academic achievement, and (c) student attendance rates in Kentucky middle schools. The participants were Kentucky middle school teachers (n = 760) having served in their present schools during the 2008-2009 school year. The middle school teachers represented (N= 28) schools which were randomly selected from the performance categories of Meets Goal and Progressing during the 2008-2009 school year based on the results of Kentucky's Commonwealth Accountability Testing System (CATS).

Summary of the Study Design

The researcher randomly selected 78 schools from the combined categories of Meets Goal and Progressing schools. Of the 78 schools invited to participate by the researcher, only 35 principals agreed. Fortunately, these schools represented middle schools across all regions of Kentucky. Upon contact and agreement surveys were distributed to the 35 school principals that agreed for dissemination to their faculty. A site coordinator was chosen by the principal of these schools to distribute and collect the surveys in order to reduce bias. Teachers completed two self-assessment instruments- the

School Culture Triage Survey developed and refined by Phillips (1996), Phillips and Wagner (2002) and by Masden-Copas & Wagner (2002) and the Minnesota Job Satisfaction Questionnaire-short form (Sweetland & Keyser, 1991; Weiss, Dawis, England & Lofquist, 1967). The site coordinator returned the surveys to the principal in a sealed self-addressed envelope which had been provided by the researcher for data collection. Participating schools consisted of ($N = 28$) Kentucky public middle schools. Only 28 schools returned useable surveys to the researcher.

Kentucky public schools are typically categorized based on their academic index. Due to SB1, a transition period is now operating in Kentucky public schools. The data for student achievement during the interim period was retrieved from data provided by The Kentucky Association of Schools Council (KASC) along with the Prichard Committee for Academic Excellence (www.kasc.net) based on results provided by the Kentucky Department of Education. KASC released to Kentucky middle schools facts on the transition index (www.kasc.net/TransitionIndexFAQ.pdf). KASC also released what is being termed the "Middle School Transition Index Results" for the 2008-2009 school year (www.kasc.net). This information was utilized to determine the academic index results during the period of transition. The researcher utilized the School Culture Triage Survey and the Minnesota Job Satisfaction Questionnaire, along with data from the Kentucky Department of Education pertaining to middle school student attendance and academic performance among schools on target to reach 100 (Progressing) or already at the 100 mark (Meets Goal).

This study used a quantitative approach to address the research questions. This study used correlation to answer questions one through six and multiple regression to

answer the seventh research question. Descriptive statistics are presented in this chapter in Table 1. Participants were not required to provide any personal information which would make them feel uncomfortable in any way. Therefore, the descriptive statistics is limited to the mean, range and standard deviation. The results of the research questions conclude the chapter.

Descriptive Statistics

Table 1

Descriptive Statistics

	INDEX	Attendance	SCTS	MSQ
Mean	93.93	94.500	68.39	83.89
Std. Deviation	7.793	1.0007	3.862	3.843
Range	32	4.0	14	16
Minimum	79	91.8	62	74
Maximum	111	95.8	76	90

There were 28 schools which participated in the study. Thirty- five schools initially agreed to participate in the study but only (n = 760) teachers representing (N = 28) schools actually returned surveys which were useable to the researcher for scoring having completed at least 60% or more of the questionnaire. Any survey that was not filled out properly, meaning at least 60% of the questions being answered was eliminated from the study. Returned survey instruments were examined carefully to determine relevancy to the study. Two schools never returned any of the surveys to the researcher

for scoring despite reminders and request to do so. Five schools returned only minimal amounts of surveys requested, not accurately reflecting their population of teachers. These schools were dropped from the study.

The mean and standard deviation scores for the schools who participated were: (a) academic index as measured by the Commonwealth Accountability Testing System (CATS), (M = 93.93, SD = 7.793), (b) attendance (M = 94.500, SD = 1.0007), (c) School Culture Triage Score (SCTS), (M = 68.39, SD = 3.862), and (d) Minnesota Job Satisfaction Questionnaire (MSQ), (M = 83.89, SD = 3.843). The minimum score in the study for the academic index was 79, the maximum score was 111. The minimum attendance score was 91.8, the maximum score was 95.8. The minimum score for the SCTS was 62, the maximum score was 76. The minimum score for the MSQ was 74, the maximum score was 90.

Results for Research Questions, One, Two, Three, Four, Five, and Six

The Pearson r was used to determine the relationship between the following variables identified in the study: (a) health of the school culture as measured by the School Culture Triage Survey combined scores, (b) job satisfaction of teachers as measured by the Minnesota Job Satisfaction Questionnaire scores, (c) student achievement scores as measured by the Commonwealth Assessment Testing Score (CATS) accountability index for each school, and (d) student attendance rates. The variables listed above were compared with one another and in combination as reflected in the research questions. Data were aggregated to the level of the school. Correlations were found among (a) SCTS and MSQ scores, (b) SCTS and CATS scores, and (c) attendance and CATS scores. The correlations were significant at the $p < .001$ level.

Research Question One: Is there a relationship between School Culture Triage Survey scores and Minnesota Satisfaction Questionnaire-Short Form scores? The results of the Pearson *r* showed that there was a positive correlation between the SCTS and MSQ scores, as the SCTS goes up so does the MSQ score for general satisfaction and vice versa. The relationship between the variables of the SCTS and MSQ was strong and significant ($r = .634$), $p < .001$. See Table 2.

Table 2. Correlation between SCTS and MSQ

		MSQ
SCTS	Pearson Correlation	.634
	Sig. (2-tailed)	.001
	N	28

$r = .634, p < .001$

Research Question Two: Is there a relationship between School Culture Triage Survey scores and Commonwealth Accountability Testing scores? The results showed that there was a significant relationship between the variables of the School Culture Triage Survey scores and the Commonwealth Accountability Testing scores. The relationship is positive ($r = .497$), $p < .007$. As the School Culture Triage Survey scores go up so do the CATS and vice versa. Only seven times out of 1000 would there be an error in claiming a positive correlation in the population. See Table 3.

Table 3. Correlation between SCTS and CATS

		INDEX
SCTS	Pearson Correlation	.497
	Sig. (2-tailed)	.007
	N	28

$r = .497, p < .007$

Research Question Three: Is there a relationship between the Minnesota Satisfaction Questionnaire-Short Form scores and the Commonwealth Accountability Testing scores? The results indicate that although there was a positive correlation, it was not significant. The MSQ and CATS scores while close aren't statistically related $r = .360, p < .060$.The researcher cannot state with confidence that there was a relationship. See Table 4 below.

Table 4. Correlation between MSQ and CATS

		INDEX
MSQ	Pearson Correlation	.360
	Sig. (2-tailed)	.060
	N	28

$r = .360, p < .060$.

Research Question Four: Is there a relationship between attendance and Commonwealth Accountability Testing scores? The results showed that there is a positive relationship between attendance and CATS. The higher the attendance the higher the CATS score based on the academic index. The relationship was both moderate and significant ($r = .517$), $p < .005$. See Table 5.

Table 5. Correlation between Attendance and CATS

		Attendance
INDEX	Pearson Correlation	.517
	Sig. (2-tailed)	.005
	N	28

$r = .517, p < .005$.

Research Question Five: Is there a relationship between School Culture Triage Survey scores and attendance rates? The results indicated that the researcher should accept the null hypothesis. There was not a significant relationship between the School Culture Triage Survey scores and attendance rates ($r = .150$), $p < .448$. See Table 6.

Table 6. Correlation between SCTS and Attendance

		Attendance
SCTS	Pearson Correlation	.150
	Sig. (2-tailed)	.448
	N	28

$r = .150, p < .448$.

Research Question Six: Is there a relationship between Minnesota Satisfaction Questionnaire-Short Form scores and attendance? The results revealed that there was not a relationship between the MSQ scores and attendance. Therefore, the researcher accepts the null hypothesis ($r = .016$), $p <.934$. See Table 7 as follows:

Table 7. Correlation between MSQ and Attendance

		Attendance
MSQ	Pearson Correlation	.016
	Sig. (2-tailed)	.934
	N	28

r = .016, $p < .934$

Results for Research Question Seven: Is there a relationship between the following: (a) combined School Culture Triage Survey scores, (b) Minnesota Satisfaction Questionnaire-Short Form scores, (c) Commonwealth Accountability Testing scores, and (d) attendance?

Multiple regression was conducted to further investigate the relationship between school culture and the following variables (a) teacher job satisfaction, (b) academic achievement, and (c) attendance at the middle school level. As stated in Chapter 3, multiple linear regression analysis allows for the prediction of one variable from several other variables (Cronk, 2004). The significance levels were set at the level of .05 ($p < .05$). In the first step of multiple regression, the dependent variable--student academic achievement scores as measured by the Commonwealth Assessment Testing System--were regressed on the School Culture Triage Survey combined scores (collaboration, affiliative/ collegiality, and self-determination/efficacy). The second step of multiple regression involved regressing student achievement scores on School Culture Triage Survey scores controlling for attendance rates and job satisfaction as measured by the Minnesota Job Satisfaction Questionnaire.

The results of the multiple regression test revealed in Model 1 SCTS by itself as a predictor is significant. In model 1, the R-squared .247, which means school culture triage scores explain 24.7% of the variation in academic scores. In Model 2, approximately 45.8% of the variation in CATS scores (the dependent variable) was accounted for by all three predictors. In model 1, the researcher noted that the adjusted R-squared was .218, which means school culture triage scores explained 21.8% of the variation in academic scores. In Model 2, approximately 39.0% of the variation in CATS scores (the dependent variable) was accounted for by all three predictors.

Table 8. Betas and Coefficients of Determination for the Regression of CATS test scores on School Culture, Teacher Job Satisfaction and Average Daily Attendance (N=28).

	Model 1	Model 2
School Culture	.497**	.342
Teacher Job Satisfaction		.135
Average Daily Attendance		.463**
R-squared	.247	.458
Adjusted R-squared	.218	.390
F-test	8.524**	6.757**

*p < .05, **p <.01, ***p<.001

Examination of regression coefficients revealed that in Model 1, school culture had a significant positive relationship with the dependent variable ($b = .497, p < .007$). However, in Model 2, once all three predictors---SCTS, attendance and MSQ---were entered into the regression equation, the researcher became aware that school culture had a spurious relationship with the academic index. Controlling for attendance and MSQ there was no longer a relationship between school culture and CATS scores. Of the three predictors in the second model, the only one that affects the academic index is attendance ($b = .463, p < .006$). The significant positive coefficient meant that the greater the mean score on attendance, the greater the mean score on academic index. Looking at the

unstandardized coeffient (b = 3.608) we see that for every percentage point increase in attendance, the academic index increases, on average, by 3.6 points.

Summary of Results

The purpose of the study was to look at the possible relationships between school culture, job satisfaction among teachers, student achievement and student attendance rates. In the educational field, there are various studies on school culture and student achievement. However, very few, if any, have explored the relationship to teacher job satisfaction, attendance rates, academic achievement and school culture at the middle school level. The researcher seeks to close the gaps at the middle school level.

There were statistically significant differences between the correlation and multiple regression results. The correlation analysis showed a significant relationship between (a) SCTS and MSQ, (b) SCTS and CATS, and (c) attendance and CATS. Attendance emerged as the significant school culture behavior when predicting academic achievement, based on results of the Commonwealth Accountability Testing System (CATS) in both the correlation analysis and the multiple regression models. SCTS showed a significant relationship with CATS in regression Model 1. However, when all the predictors were factored in, the results did not show a significant relationship for any predictor except attendance.

CHAPTER FIVE

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

This study seeks to (a) advance the field at the middle school level and (b) contribute to the literature in school culture, academic achievement and teacher job satisfaction.

Summary of the Findings

The purpose of the study was to explore the possible relationships between school culture, job satisfaction among teachers, student achievement and student attendance rates. The study focused on middle schools from across all regions of the state of Kentucky. The researcher obtained data from (n=760) teachers. The middle school teachers represented (N= 28) schools which were randomly selected from the performance categories of Meets Goal and Progressing during the 2008-2009 school year based on the results of the Kentucky's Commonwealth Accountability Testing System (CATS). The researcher randomly selected 78 schools from the combined categories of Meets Goal and Progressing schools. Of the 78 schools invited to participate by the researcher, only 35 principals agreed. However, only (N=28) middle schools returned useable surveys.

The literature review consisted of the following dimensions (a) school culture; (b) job satisfaction, (c) student attendance and (d) academic achievement. This study used the following analytical techniques: correlation and multiple regressions. The researcher

assumed that there would be a significant relationship among the variables of school culture, student attendance, teacher job satisfaction and CATS scores.

One of the findings of the research showed that a positive, statistically significant relationship existed for three of the questions. Research question one asked, "Is there a relationship between School Culture Triage Survey Scores and Minnesota Satisfaction Questionnaire-short form scores? According to Sergiovanni (1984), all schools possess a representative culture; whether it is dysfunctional or functional, weak or strong. Barth (2001), noted, "It is the culture of a school that determines the achievement of the teacher and the student alike". The results of the Pearson *r* showed that there was a positive correlation between the SCTS and MSQ scores, as the SCTS goes up so does the MSQ score for general satisfaction and vice versa.

The results of the second research question showed that there is a significant relationship between the variables of the School Culture Triage Survey scores and the Commonwealth Accountability Testing scores. The research results of Shutt (2004), Cunningham (2003), Wagner (2006) and Phillips (1996), Prichard, Morrow, and Marshall (2005) are aligned with the findings of the correlation analysis. Shutt (2004) examined the relationship between scores on the CATS and scores on the SCTS. The researcher found that in each case investigated the higher school culture scores the higher the category level of academic achievement. Cunningham (2003) conducted a research study within one of Florida's largest school districts. The researcher was able to verify a significant relationship between FCAT reading scores and SCTS scores. The findings revealed the higher the reading score on the state assessment, the higher the school culture survey score.

Wagner (2006) noted that there had been more than 3,100 school culture assessments conducted from 1981 to 2006 providing compelling anecdotal evidence to suggest that there was indeed a connection between school culture and academic achievement. Prichard, Morrow, and Marshall (2005) discovered that in the area of writing achievement students from high culture districts outperformed students in low culture districts in their writing achievement scores. Other researchers who examined the relationship between school culture and student achievement and found it to be significant include Purkey and Smith (1985), Heck, Larsen, and Marcoulides (1990), Cheng (1993), Levine and Lezotte (1995), Gaziel (1997), Shann (1999), Deal and Peterson (1999), Barth (2002), Wagner and Masden-Copas (2002) and Ebolt and Fulton (2008).

Despite the fact that the data supported the hypothesis in questions one and two this was not always the case. For example, the third research question sought to determine whether or not there was a relationship between the Minnesota Satisfaction Questionnaire-Short Form scores and the Commonwealth Accountability Testing scores. The results indicated that although there was a positive correlation, it was not significant. In comparison, the research conducted by Xiaofu and Quiwen (2008) analyzed the relationship between teacher job satisfaction and secondary school organizational climate. Multiple regressions revealed significant, positive correlations between school climate and teacher satisfaction in the nature of the work and a negative correlation between school organizational climate and teacher satisfaction with salary, leadership, and material conditions. There was no significant correlation with satisfaction in the interpersonal relations dimension. As illustrated in the literature review, Hoy and Miskel

(1991) stated, "In educational settings, job satisfaction is a present-and past-oriented affective state of like or dislike that results when an educator evaluates his or her work role" (p. 392).

One of the major contributions to the study involves the results of the fourth research question. Here, the researcher concluded that there was a positive relationship between attendance and CATS. The researcher found that as attendance increased the CATS score increased by four points based on the academic index. Other studies concurred with these findings. Roby (2004) revealed a positive relationship between academic achievement as measured by the Ohio Proficiency Test in Ohio schools and student attendance. The higher the attendance rates the higher the achievement scores. Likewise, Ehrenberg, Ehrenberg, Rees, and Ehrenberg (1991) found that schools with higher rates of student attendance produced students with higher scores on achievement test that schools with lower rates of attendance. Sheldon (2007) determined a distinct correlation between student attendance and academic achievement at the elementary level.

Chen and Weikart (2008) found evidence in their study to support their hypothesis that school culture as measured by student attendance rates had a direct positive influence on student achievement. However, in this study this was not the case. The researcher found no evidence to support the fifth research question examining the relationship between the School Culture Triage Survey scores and attendance rates. Contrary to the study by Chen and Weikart (2008) the researcher concluded that there was not a significant relationship among the variables of school culture and attendance; rejecting the hypothesis that school culture has a direct positive effect on student achievement.

Similarly, the researcher acknowledged that no correlation emerged between the variables examined in question six-Minnesota Satisfaction Questionnaire-Short Form scores and attendance.

For greater accuracy, multiple regression was used with the seventh and final research question to further investigate the relationship between school culture and the following variables: (a) teacher job satisfaction, (b) academic achievement, and (c) attendance at the middle school level. The researcher noted that in Model1 of a multiple regression analysis, School Culture Triage Scores were a significant predictor of CATS scores. However, once attendance and teacher job satisfaction scores were added the in Model 2 of the regression analysis the researcher determined that the relationship between School Culture Triage Scores and CATS were spurious at best. The only variable which maintained a significant positive relationship was attendance. Similarly, Caldas (1993) discovered that student attendance had a profound effect on every model of student achievement which he examined in his study. In fact, student attendance was the only significant process factor among middle and high schools.

Conclusions

The study surveyed 760 teachers. Research findings differ based on the type of analysis utilized making the conclusions neither simple nor straightforward. The complication lies in the point of reference. If you subscribe to the belief that school culture is the key to academic achievement then the correlation analysis would provide proof that this is true. In addition, others could theorize that the correlation study supported not only that school culture is key to academic achievement but also to teacher job satisfaction. Meanwhile, the common thread which emerged from both the correlation

and multiple regression analysis was the relationship between attendance and (CATS) academic achievement. This is the crucial component of the findings.

Not to be overlooked, the relationship between attendance and CATS is the one factor which cannot be disputed based on the results of the study. The following conclusions may have significant implications for educators, policymakers and any other stakeholder responsible for providing the students with a quality education in the race to proficiency.

1. In Kentucky middle schools, attendance is a statistically significant predictor in the variance of achievement performance by students from schools in both Progressing and Meets Goal schools based on correlation and multiple regression analysis.
2. The culture of a school is statistically significant to teacher job satisfaction as measured by the Minnesota Satisfaction Questionnaire-short form scores.
3. The culture of a school is statistically significant to the academic performance of students as measured by the results of the Commonwealth Accountability System via the reported academic index.
4. This study is of potential significance for a variety of stakeholders:
    a. This study provides strong evidence that attendance is significant to student academic performance and success. This information is of particular importance to superintendents, pupil personnel directors, principals and other school leaders, in addition to judges, Court Designated Workers, parents and other stakeholders. Emphasis should be placed on attendance in relationship to academic achievement. For

example, truancy issues can drastically impact academic achievement. Therefore, truants should be provided strict guidelines to ensure compliance with attendance laws. Students who avoid school may feel ill at ease or have circumstances which have caused them to miss a lot of school. Alternative education should be considered as an option for students who have shown little success in the regular school setting. This may mean collaboration with other districts in terms of resources.

b. Youth Service Center personnel, school social workers, guidance counselors, principals, Department for Pupil Personnel, the Department for Juvenile Justice, and superintendents should work together to develop school based and community mentor programs in addition to other research based prevention initiatives which have proven to be successful in combating attendance issues.

c. This study provides data that both attendance and school culture are vital pieces of information for school leaders. Principals, superintendents, board members and KDE officials should carefully monitor data regarding student attendance and school culture of the schools under their jurisdiction that are not meeting their goals or making progress toward the goals established for them by 2014. If organizational issues are not frequently monitored and discussed by the stakeholders in terms of concerns, operational issues or opportunities for improvement, there is certainly potential that both the issues and actions essential for development of a positive relationship

between attendance and academic performance, school culture and teacher job satisfaction in schools not yet proficient will go unaddressed.

d. The findings in the study show a direct correlation between attendance and academic performance as measured by CATS. The gain is four points based on attendance. Clearly, as districts strive to reach proficiency students must be in attendance on a regular basis.

e. Implications of the study point to the role of culture in teacher job satisfaction. Teacher job satisfaction was found to have a noteworthy relationship with school culture according to the correlation analysis. Strong leadership combined with effective communication, teamwork, and shared decision-making will likely increase commitment to building a vibrant learning community. The researcher suggests school leaders consider obtaining periodic feedback at least twice a year (fall and spring) using the Minnesota Satisfaction Questionnaire and School Culture Triage Survey to assess organizational culture and satisfaction among teachers. It's important to communicate and discuss the survey results and explore their implications for students and teachers. Participation in the discussion of the results of the surveys may increase ownership of the issues and enhance credibility among all the stakeholders in subsequent strategy implementation. Professional development should be tailored to reflect the feedback acquired formally or informally. Undoubtedly, professional development should

include strategies which create and maintain a healthy school culture while incorporating best practices in teaching and learning.

5. The results from the study are limited due to the following:
    a. The study only extracted data from Kentucky middle school teachers employed during the 2008-2009 school year.
    b. The study did not include demographic information regarding students or teachers that could provide additional variables for consideration in the areas of attendance, job satisfaction and academic achievement.
    c. The teachers participating were all from either Meets Goal or Progressing Schools. It would be interesting to see if the results would be the same if schools from every category were included in the study.
    d. The School Culture Triage Survey and Minnesota Satisfaction Questionnaire results were dependent upon the responses obtained from a self-assessment instrument disseminated and collected at school. The schools were told to have a neutral party administer the surveys but there is no way to know for sure how comfortable the respondents felt when completing the surveys. The results are dependent upon the truthfulness of the responses provided to the researcher for analyses. The data collected were based on teacher perception which means the responses could vary significantly based on interpretation of the questions and answers.
    e. The sample was limited based on both the number of districts and middle school principals who agreed to participate in the study.

Furthermore, the results included the number of practicing middle school teachers in Kentucky who completed at least 60% of the response items on both surveys. The results might have been different if there were comparisons made to the number of actual middle school teachers (total population) who met the criteria for participation but were either unable for a variety of reasons or unwilling to complete the surveys and return them as requested.

f. Due to the changes in assessment with SB1 the immediate responses of district personnel, teachers and students may have indirectly influenced the results of the Commonwealth Accountability Testing System (CATS) in 2009. This may the index scores and student achievement results. CATS only provide one aspect of school achievement and may not be a true indicator of a student's ability to achieve. The academic achievement data is limited to CATS information provided by both the Kentucky Department of Education and the Kentucky Association of School Councils. During the interim period KASC released Middle School Transition Results. The CATS data no longer holds the significance it once did prior to the interim period. In some respects, CATS as we know it is comparable to a lame duck.

g. The attendance data did not include teacher attendance which could have been provided by the participating districts. The attendance data

utilized consisted of participating districts student attendance results provided by the Kentucky Department of Education

h. Data were analyzed at the level of the school. Thus any relationships among variables at the individual teacher level were not analyzed.

Recommendations

The data points to attendance as pertinent to academic achievement. Therefore, it is important that students are in school on a regular basis not only from a legal standpoint but in order to level the playing field. It is imperative that policy makers, school and community leaders begin to establish and implement initiatives that support attendance and academic achievement as schools struggle to achieve proficiency by 2014. Attendance issues have the potential to significantly influence educational equity and accountability thus impacting academic performance among students. The inclusion of the results from both the correlation and multiple regression analyses provides pertinent data for stakeholders on the importance of all students being at school.

It would be advantageous for educators to continue to examine the role of attendance on academic achievement. Additional research could contribute to further insight and understanding of the implications that attendance has for academic achievement at all levels, particularly at the middle school level. To this end, the research should include examination of a plethora of demographics for both students and teachers in the area of attendance, school culture, teacher job satisfaction and academic achievement. This could potentially heighten awareness and broaden the impact of the results for the majority of the stakeholders. Thus continuing to advance the field and

close the gap, as stated in the literature, in the areas of school culture, academic achievement and teacher job satisfaction.

School culture is also an indicator for academic success. Keeping expectations high for students and teachers is fundamental to achieving academic success. This study is a reminder of the importance of culture. Students tend to excel in cultures where they are supported, nurtured, and valued as key stakeholders. The findings of the research suggest districts must maintain an awareness of the importance of organizational culture and climate on teaching and learning. Students may be more apt to be in attendance when there is a positive school culture.

Researchers should continue to investigate the possible relationship between school culture, attendance and academic achievement at the middle school level. Professional development should be provided in the areas of school culture and attendance for teachers and administrators. Intrinsic and extrinsic motivational factors for students, teachers and administrators should be examined. This study suggests that the more student centered the learning environment is perceived by the student; the more likely they will be apt to attend school thereby enhancing the opportunity for teachers to promote active engagement and support for academic achievement. As attendance for students goes up so does academic achievement.

Future efforts should concentrate on preparing educators at the state and local level to address attendance issues in schools which are struggling to achieve the goal of proficiency. School leaders may improve the learning capacity for every student by looking not only at the relationship between student attendances an academic achievement but the relationship between teacher attendance and academic achievement

at the elementary, middle and high school level. Strategies should be developed and implemented to ensure continuous monitoring and analysis of student's data, curriculum programs, school culture, teacher job satisfaction and attendance at all levels. Administrative mentoring should be considered between and within districts that have proven to be successful in the areas of attendance, school culture and academic achievement with schools who are struggling. In the age of technology, mentoring could come via webinar's, discussion forums, email, twitter or skype. Mentoring would allow open communication through a melting pot of ideas and resources on best practices frequently utilized in the race to proficiency. After all, as educators we understand that it takes more than a village to raise a child. In today's ever-changing global economy; it takes a nation to ensure that no child is left behind.

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Appendix A

Center for Improving School Culture

CREATING BETTER PLACES TO LEARN

SCHOOL CULTURE *TRIAGE* SURVEY

Directions: Please circle a number to the right of each statement that most closely characterizes the practice in your school.

Rating: 1 = Never, 2 = Rarely, 3 = Sometimes, 4 = Often, 5 = Always or Almost Always

Professional Collaboration

1. Teachers and staff discuss instructional strategies and curriculum issues.	1	2	3	4	5
2. Teachers and staff work together to develop the school schedule.	1	2	3	4	5
3. Teachers and staff are involved in the decision-making process with regard to materials and resources.	1	2	3	4	5
4. The student behavior code is a result of collaboration and consensus among staff.	1	2	3	4	5
5. The planning and organizational time allotted to teachers and staff is used to plan as collective units/teams rather than as separate individuals.	1	2	3	4	5

Affilliative Collegiality

1. Teachers and staff tell stories of celebrations that support the school's values	1	2	3	4	5
2. Teachers and staff visit/talk/meet outside of the school to enjoy each others' company.	1	2	3	4	5
3. Our school reflects a true "sense" of community.	1	2	3	4	5
4. Our school schedule reflects frequent communication opportunities for teachers and staff?	1	2	3	4	5
5. Our school supports and appreciates the sharing of new ideas by members of our school.	1	2	3	4	5
6. There is a rich and robust tradition of rituals and celebrations including holidays, special events, and recognition of goal attainment.	1	2	3	4	5

Self-Determination/Efficacy

1. When something is not working in our school, the faculty and staff predict and prevent rather than react and repair.	1	2	3	4	5
2. School members are interdependent and value each other.	1	2	3	4	5
3. Members of our school community seek alternatives to problems/issues rather than repeating what we have always done.	1	2	3	4	5
4. Members of our school community seek to define the problem/issue rather than blame others.	1	2	3	4	5
5. The school staff is empowered to make instructional decisions rather than waiting for supervisors to tell them what to do.	1	2	3	4	5
6. People work here because they enjoy and choose to be here.	1	2	3	4	5

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CREATING BETTER PLACES TO LEARN

Appendix B

Diane Hatchett

3919 Reliant Circle

Owensboro, Kentucky 42301

October 3, 2009

Dear Superintendent,

I am an assistant principal at Hancock County Middle School and Ph.D. candidate in the University of Louisville/Western Kentucky University Cooperative Doctoral Program. My dissertation research focuses on school culture within Kentucky middle schools that are classified in the categories of "meets goal" or "progressing" based on the Commonwealth Accountability Testing results. The purpose of the research is to investigate the impact of school culture behaviors and find if a relationship exists between academic achievement, teacher job satisfaction and attendance. I am seeking your permission to conduct a school culture study in your district. I have selected a "meets goal" middle school. If you agree, I will then contact the principal of the middle school selected in your district. Your participation will be beneficial to educators across the state who are striving to reach proficiency and beyond. I will share the results with you when the study is finished.

We would be asking teachers to complete two short surveys, 34 items in all. The surveys should take a total of fifteen minutes to complete. The first survey consists of 17 questions, and the second survey consists of 20 items. This project is being completed under the direction of Dr. Chris Wagner, from Western Kentucky University (270-745-4951). If you have questions about the study please feel free to contact Dr. Wagner or myself. I can be reached at the return e-mail nonsmonsters@gmail.com or by telephone (270) 240-4518. Thank you for considering our invitation to participate in this study. Please respond with the information below within the next ten business days if you wish your district to participate in the study.

Sincerely,

Diane Hatchett

Ph.D. Candidate WKU/UofL

Appendix C

Diane Hatchett

3919 Reliant Circle

Owensboro, Kentucky 42301

October 3, 2009

Dear Superintendent,

I am an assistant principal at Hancock County Middle School and Ph.D. candidate in the University of Louisville/Western Kentucky University Cooperative Doctoral Program. My dissertation research focuses on school culture within Kentucky middle schools that are classified in the categories of "meets goal" or "progressing" based on the Commonwealth Accountability Testing results. The purpose of the research is to investigate the impact of school culture behaviors and find if a relationship exists between academic achievement, teacher job satisfaction and attendance. I am seeking your permission to conduct a school culture study in your district. I have selected a "progressing" middle school. If you agree, I will then contact the principal of the middle school selected in your district. Your participation will be beneficial to educators across the state who are striving to reach proficiency and beyond. I will share the results with you when the study is finished.

We would be asking teachers to complete two short surveys, 34 items in all. The surveys should take a total of fifteen minutes to complete. The first survey consists of 17 questions, and the second survey consists of 20 items. This project is being completed under the direction of Dr. Chris Wagner, from Western Kentucky University (270-745-4951). If you have questions about the study please feel free to contact Dr. Wagner or myself. I can be reached at the return e-mail nonsmonsters@gmail.com or by telephone (270) 240-4518. Thank you for considering our invitation to participate in this study. Please respond with the information below within the next ten business days if you wish your district to participate in the study.

Sincerely,

Diane Hatchett

Ph.D. Candidate WKU/UofL

Appendix D

Follow-up Letter – Superintendent

Date

Dear Superintendent,

I recently sent you a letter requesting your participation in a doctoral research study at the University of Louisville/Western Kentucky University. The purpose of the research is to investigate the school culture behaviors and find if a relationship exists between academic achievement, teacher job satisfaction and attendance. If you have already responded to my request, please disregard this letter and accept my sincere appreciation. As of today, I have not received any response from your district. Your district's participation will be beneficial to educators across the state who are striving to reach proficiency and beyond. I will share the results with your middle school when the study is finished.

I am sending this letter because your approval will help determine whether I have the potential for a representative sample of Kentucky middle school teachers and to ensure validity. Again, your participation will be greatly appreciated; I look forward to hearing from you soon. If you have any questions, please contact me at (270) 270 240-4518 or email me at nonsmonsters@gmail.com. I will respond promptly to any request that you may have.

Sincerely,

Diane Hatchett

Assistant Principal

Hancock County Middle School

Doctoral Student

University of Louisville/Western Kentucky University

Appendix E

Meets Goal Principal

Diane Hatchett

3919 Reliant Circle

Owensboro, Kentucky 42301

Oct. 3, 2009

Dear Colleague,

I am an assistant principal at Hancock County Middle School and Ph.D. candidate in the University of Louisville/Western Kentucky University Cooperative Doctoral Program. I am investigating the impact of school culture, job satisfaction, academic achievement and attendance in Kentucky middle schools. I am seeking permission to conduct a study in your school. I will provide you with a picture of your schools culture and the job satisfaction levels of your staff. I hope the information you receive will be beneficial to you and your middle school staff.

Your school has been selected in a random drawing of middle schools classified as "meets goal" in the state of Kentucky based on the Commonwealth Accountability Testing results. I will be asking your teachers to complete two short surveys, the School Culture Triage Survey (SCTS) and the Minnesota Satisfaction Questionnaire (MSQ). The two surveys contain 34 items in all. It will take approximately 15 minutes to complete both surveys. There are no risks involved in this research study to your school, staff or students. Your teachers are free to decline participation at any time.

This project is being completed under the direction of Dr. Chris Wagner, from Western Kentucky University (270-745-4951) or emails him at one of the following addresses: christopher.wagner@wku.edu or cwrider@aol.com. If you have any questions regarding this study, please feel free to contact me at (270)-240-4518 or e-mail me at nonsmonsters@gmail.com. Thank you for considering the invitation to participate in this study.

Enclosed you will find a self-addressed postage paid post card, please sign and return this card. By signing this card, you are voluntarily agreeing for your school to participate in the research study. I truly appreciate your time and attention.

Sincerely,

Diane Hatchett

Ph.D. Candidate UofL/WKU

Appendix F

Progressing Principal

Diane Hatchett

3919 Reliant Circle

Owensboro, Kentucky 42301

Oct. 7, 2009

Dear Colleague,

I am an assistant principal at Hancock County Middle School and Ph.D. candidate in the University of Louisville/Western Kentucky University Cooperative Doctoral Program. I am investigating the impact of school culture, job satisfaction, academic achievement and attendance in Kentucky middle schools. I am seeking permission to conduct a study in your school. I will provide you with a picture of your schools culture and the job satisfaction levels of your staff. I hope the information you receive will be beneficial to you and your middle school staff.

Your school has been selected in a random drawing of middle schools classified as "progressing" in the state of Kentucky based on the Commonwealth Accountability Testing results. I will be asking your teachers to complete two short surveys, the School Culture Triage Survey (SCTS) and the Minnesota Satisfaction Questionnaire (MSQ). The two surveys contain 34 items in all. It will take approximately 15 minutes to complete both surveys. There are no risks involved in this research study to your school, staff or students. Your teachers are free to decline participation at any time.

This project is being completed under the direction of Dr. Chris Wagner, from Western Kentucky University (270-745-4951) or email him at one of the following addresses: christopher.wagner@wku.edu or cwrider@aol.com. If you have any questions regarding this study, please feel free to contact me at (270)-691-9332 or e-mail me at dythhhatchett@bellsouth.net. Thank you for considering the invitation to participate in this study.

Enclosed you will find a self-addressed postage paid post card, please sign and return this card. By signing this card, you are voluntarily agreeing for your school to participate in the research study. I truly appreciate your time and attention.

Sincerely,

Diane Hatchett

Ph.D. Candidate UofL/WKU

Appendix G

Follow-up Letter Principal

October 23, 2010

Dear Colleague,

I recently sent you a letter requesting your participation in a doctoral research study at the University of Louisville/Western Kentucky University. The purpose of the research is to investigate the school culture behaviors and find if a relationship exists between academic achievement, teacher job satisfaction and attendance. If you have already responded to my request, please disregard this letter and accept my sincere appreciation. As of today, I have not received any response from your school. Your schools participation will be beneficial to educators across the state who are striving to reach proficiency and beyond. I will share the results with your middle school when the study is finished.

I am sending this letter because your approval will help determine whether I have the potential for a representative sample of Kentucky middle school teachers. Again, your participation will be greatly appreciated; I look forward to hearing from you soon. If you have any questions, please contact me at (270) 240-4518 or email me at nonsmonsters@gmail.com. I will respond promptly to any request that you may have. Your response is tremendously important to this research study.

Sincerely,

Diane Hatchett

Assistant Principal

Hancock County Middle School

Doctoral Student

University of Louisville/Western Kentucky University

APPENDIX H

Frequency Table

INDEX

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	79	1	3.6	3.6	3.6
	82	1	3.6	3.6	7.1
	85	1	3.6	3.6	10.7
	86	1	3.6	3.6	14.3
	87	2	7.1	7.1	21.4
	88	3	10.7	10.7	32.1
	91	3	10.7	10.7	42.9
	92	1	3.6	3.6	46.4
	93	1	3.6	3.6	50.0
	94	1	3.6	3.6	53.6
	96	2	7.1	7.1	60.7
	97	4	14.3	14.3	75.0
	98	1	3.6	3.6	78.6
	99	1	3.6	3.6	82.1
	101	1	3.6	3.6	85.7
	104	1	3.6	3.6	89.3
	107	1	3.6	3.6	92.9
	108	1	3.6	3.6	96.4
	111	1	3.6	3.6	100.0
	Total	28	100.0	100.0	

Attendance

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	91.8	1	3.6	3.6	3.6
	93.1	1	3.6	3.6	7.1
	93.3	1	3.6	3.6	10.7
	93.4	2	7.1	7.1	17.9
	93.5	1	3.6	3.6	21.4
	93.8	2	7.1	7.1	28.6
	94.0	2	7.1	7.1	35.7
	94.1	1	3.6	3.6	39.3
	94.3	1	3.6	3.6	42.9
	94.4	1	3.6	3.6	46.4
	94.6	1	3.6	3.6	50.0
	94.7	1	3.6	3.6	53.6
	94.8	1	3.6	3.6	57.1
	94.9	1	3.6	3.6	60.7
	95.1	2	7.1	7.1	67.9
	95.2	2	7.1	7.1	75.0
	95.5	2	7.1	7.1	82.1
	95.6	2	7.1	7.1	89.3
	95.7	1	3.6	3.6	92.9
	95.8	2	7.1	7.1	100.0
	Total	28	100.0	100.0	

SCTS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	62	1	3.6	3.6	3.6
	63	4	14.3	14.3	17.9
	64	2	7.1	7.1	25.0
	65	1	3.6	3.6	28.6
	66	1	3.6	3.6	32.1
	67	1	3.6	3.6	35.7
	68	2	7.1	7.1	42.9
	69	4	14.3	14.3	57.1
	70	2	7.1	7.1	64.3
	71	5	17.9	17.9	82.1
	72	2	7.1	7.1	89.3
	74	2	7.1	7.1	96.4
	76	1	3.6	3.6	100.0
	Total	28	100.0	100.0	

MSQ

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	74	1	3.6	3.6	3.6
	76	1	3.6	3.6	7.1
	79	2	7.1	7.1	14.3
	81	1	3.6	3.6	17.9
	82	5	17.9	17.9	35.7
	83	2	7.1	7.1	42.9
	84	2	7.1	7.1	50.0
	85	4	14.3	14.3	64.3
	86	2	7.1	7.1	71.4
	87	5	17.9	17.9	89.3
	89	1	3.6	3.6	92.9
	90	2	7.1	7.1	100.0
	Total	28	100.0	100.0	

Diane Yvonne Hatchett

CURRICULUM VITAE

3919 Reliant Circle	Hancock County Middle School
Owensboro, Kentucky, 42301	100 State Route 271 South
(270) 316-0058	Lewisport, Kentucky 42351
(270) 240 - 4518	(270) 927-6255

Objective:

To promote instructional and collaborative leadership within the learning environment.

Academic Preparation:

PhD in Educational Leadership and Organizational Development

Emphasis - P-12 Administration, Candidate (Anticipated Graduation, MAY 2010)

Concentration Area: Superintendence (all course work completed for Superintendent Certification)

Dissertation Topic: The Impact of School Culture, Teacher Job Satisfaction, and Student Attendance Rates on the Academic Achievement of Middle School Students

Professional Certificate for Instructional Leadership, Principal, (All grades), Western Kentucky University (2006), Level 2

Professional Certificate for Instructional Leadership, Principal, (All Grades), Western Kentucky University (2004), Level 1

Licensed Clinical Social Work Certification for Independent Practice (LCSW) 1991

Rank 1: University of Louisville, (1989)

MSSW, University of Louisville, (1989)

BA, Bellarmine University, (1987)

Areas of Expertise and Interest:

Instructional Leadership, working with emotional and behavior disordered children, alternative schools, collaborating with teachers, administrators and families, behavior management, professional development, cultural diversity, guidance and counseling, culture and climate, developmental assets, English as a Second Language, Second Language Learners

Professional Experience:

Assistant Principal: Hancock County Middle School, Lewisport, Kentucky (July 2004-Present)

Conducts classroom observations, walkthroughs, evaluates teachers

Collaborates with special education, regular education teachers, school psychologist, students, families and community agencies

Provides mentoring for new teachers (KTIP) support for needs of teachers at various stages

Coaches teachers struggling with classroom management issues

Coordinates community mentoring program for middle school; invisible mentoring

Establishes school-wide positive behavior support system

Facilitates attendance plan for students, works with Court designated worker, DPP

Writes behavior plans for at-risk students not enrolled in special education, (response to intervention)

Disaggregates achievement and discipline data, assists with school improvement plan, Coordinates PAS

Adolescent Literacy Initiative team leader

Chair of ARC and discipline committees

Leads professional development for school and district as requested

District cadre leader for behavior; practical living; developmental assets and school culture; ESL/SLL representative for middle and high school. District representative for River Region Coop.

Collaborates with the guidance counselor on student ILP's, testing, practical living/vocational studies, and student concerns as needed.

Interim Principal – Hancock County Middle School (August 2007-October 2007)

9 weeks due to maternity leave of principal

(Continued to retain duties as Assistant Principal; in addition to duties of principal during this time)

Interim Principal- Hancock County Middle School, August 2006

2 weeks due to surgery complications of principal

(Continued to retain duties as Assistant Principal; in addition to duties of principal during this time)

Alternative School Principal, Owensboro Middle School, (2002-2004)

Worked with teachers using supervisory strategies which were motivating, engaging and empowering; consulted and collaborated with others; demonstrated effective use of technology; provided discipline and positive reinforcement for students in alternative program.

Guidance Counselor/School Social Worker, Owensboro Middle School, (1998-2004)

Demonstrated effective interpersonal and communication skills; coordinated testing procedures for NAEP and Commonwealth Assessment Testing administration; met with students for individual and group counseling; embedded professional development; taught guidance lessons, worked with students on individual graduation plans. Coordinated student scheduling; worked with school nurse and health teacher on health and safety issues for students; made home-visits to students at-risk; established mentor programs for at-risk students; wrote mentor handbook and newsletter, wrote behavioral intervention plans; worked with teachers and administrators on school culture, "Pat on the back" for teachers, notes home for students.

Middle School Girls Basketball Coach, Owensboro Middle School, (1998-2004)

Coached sixth and seventh grade girl's basketball; taught fundamentals; promoted teamwork; demonstrated collaboration; stressed the importance of good sportsmanship conduct.

Student Council Advisor, Champions Sponsor, Owensboro Middle School (1998-2004)

Facilitated student outreach at local substance abuse shelter, domestic violence shelter, nursing home. Students conducted parties for small children, conducted clothing drives, sponsored dances and food drives with proceeds going to help to local charities.

Adult Mentor Academy of Young Leaders (2001-2004)-Daviess County Public Schools

Facilitated leadership for 50 students involved in mentor program consisting of sophomores and juniors from five high schools throughout Owensboro and Daviess County using Stephen Covey's 7 Habits of Highly Effective Teens. Students created skits and presented them to local elementary and middle school. Adult mentors taught high school students refusal skills for drugs and alcohol in addition to leadership skills.

Children and Families Therapist, River Valley Behavioral Health, Owensboro, Kentucky (1991-1998)

Provided individual, family, group and school-based counseling
Provided behavior consultation for teachers and administrators
Coordinated therapeutic services with local elementary, middle and high schools

Mental Health Specialist, River Valley Behavioral Health, Lewisport, Kentucky (1989-1991)

Provided group counseling and therapeutic services for emotionally and behaviorally disturbed individuals, wrote individualized treatment plan.

Recent Presentations:

Assertive Discipline - Substitute Teacher Training, Hancock County Board of Education, March 2009, August, 2009

Discipline with Dignity – New Teacher Orientation, Hancock County Board of Education, August 2008

Emergency Procedures – New Teacher Training, Hancock County Board of Education, August 2008

Your Future Begins with Education and Dreams, Girls Inc. Owensboro, KY- July 2008

CO and the Schools Working Together, KY Association of School Superintendents, Radisson in Lexington, KY, June 2008

Life Stories - 4th Annual Intergenerational Family Convocation "TIKO" Louisville Marriott Downtown in Louisville, KY, April 2008

Dare to See the Best, Bicentennial Convocation for Kappa Delta Pi – Marriott in Louisville, KY, Nov. 2007

Wellness, Attendance and School Health – Hancock County Middle School, September 2007

Strategies for Boosting Achievement of English Language Learners, Hancock County Middle School September 2007

Confidentiality and Special Education – Hancock County Middle School, September 2007

Discipline with Dignity - District New Teacher Orientation, August 2007, Hancock Co. Board of Education

Rigor, Relevance and Relationships- KY School Administrators Association Conference, Louisville, KY, July 2007

The Evolution of One Successful Middle School - The KHPDA (Kentucky High-Performing Districts Alliance) 5th Annual Summer Conference, Hyatt Regency, Louisville, KY, July, 2007

At Hancock Middle School All Kids Learn: Closing the Achievement Gap through Unification of Regular and Special Education - Behavior Institute- Hyatt Regency, Lexington, KY June, 2007

Multicultural Awareness - Owensboro Youth Summit- KWC- Owensboro, KY, March 2007

Introduction to SIOP- Hancock County Middle School, February 2007

Mentoring – Hancock County Middle School, September, 2006

What If There Were No Black People – Owensboro Youth Summit, KWC – Owensboro, KY March 2006

40 Developmental Assets, Hancock County Board of Education, February 2006

Narrowing the Achievement Gap - Educational Panel Sponsored by Leadership Owensboro – Owensboro, KY March 2005

7 Habits for Effective Teachers, Owensboro Middle School, 1999

Mentoring – KY Counseling Association, Galt House, Louisville, KY 2001

Publications:

(2001) It Takes A Mentor. *Social Work Today,* 1(1), 16-19.

(2006) Collaborated with educators from different districts on River Region's Continuum of Positive Behavioral Support Planning fondly referred to as "*NIP IT*"

Academic Honors:

Martha Davis Academic Scholarship 1987-89 University of Louisville

Leadership Owensboro Class of 2003

Minority Principal Fellowship 2003-2004 Western Kentucky University
Summer Assistantship WKU 2004

Recipient of Scottish Rite Fellowship 2007-2008, 2008-2009

First recipient Tomorrow's Leader Scholarship, sponsored by KY Association of School Administrators 2007

Golden Key Society, Western Kentucky University 2010

Other Honors:

Proposal entitled, "Relationships First" selected for Kappa Delta Pi Convocation 2009, Orlando, Florida, October 29-31

(2008-2009 School Year) Nominated for the Center for School Safety Administrator of the Year Award by HCMS Principal Gina Biever and HCMS Student Council

(2008-2009 School Year) Nominated for NSSP State Assistant Principal of the Year by Principal, Superintendent, Co-workers (i.e. high school assistant principal, middle school teacher), student and board member

Nominated for Regional Mini Scholarship by ADK (Beta Alpha) Sorority (2008)

Appointed by KASA President, KASA State Membership Committee Representative (2007)

Member of Alpha Delta Kappa International Sorority, (Beta Alpha Chapter) (2007)

Member of Kappa Delta Pi Educational Honor Society, (XI PI Chapter) (2005-present)

Member of Gamma Beta Phi Society, a national collegiate honor and service organization – (2005-present)

KY School Counselors Association Western Kentucky Representative/Human Rights Co-Chair (2001-2002)

Owensboro Education Association Treasurer, (2002-2003)

District 2 Representative Kentucky Education Association, (2000)

OMS Youth Service Center Award in recognition of distinguished service, (1999)

Served as Kentucky State President National Association of Social Workers (1996-1997)

Served as Kentucky Delegate National Association of Social Worker Conference, Atlanta, GA

Served as Kentucky State Treasurer National Association of Social Workers (1993-1995)

Community Service:

Religious Education Teacher, Lector, Eucharistic Minister Blessed Sacrament Chapel

Eucharistic Adorer - Carmel Home

Sponsor/contributor for Hands and Feet Project (ongoing)

Mentor for high school students at Owensboro High School (5 years)

Volunteer mentor for Mary Kendall Home (5 years)

Member of Tobacco Coalition (2004-2007)

Member of Hancock County Community Partners (2004-2006)

Presentations to Girls Inc. middle and high school students (2006-present)

Presentations for H.L. Neblett Back to School Bash (2007-2008)

Treasurer Audubon Bon Harbor Neighborhood Watch Association (2003-2004)

Presentation for Dismas House inmates (2004)

Served as President H.L. Neblett Community Center (2000-2001)

Served as Vice President H.L. Neblett Community Center (2000)

Served as Secretary H.L. Neblett Community Center (1996-1999)

Member Helen Sears Audubon Area Development Board of Directors (1996-1998)

Served on Foust Elementary School, Newton Parish Elementary School, Owensboro High School, and Owensboro Middle School Family Resource and Youth Service Center Boards while providing school based services within the district (1991-1998).

Received an award for distinguished service in 1999 from Owensboro Middle School; Served on Owensboro Middle School Youth Service Board until 2004).

Keynote Speaker at H.L. Neblett Youth Awards Banquet, "Aint No Mountain High Enough" (2003)