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ABSTRACT  
The effect administrator style has on the behavior and morale of teachers is the subject of this bibliography and literature review. It is comprised of three major topical sections: (1) the school as a social system; (2) administrator style; and (3) teacher behavior. Documents in the first section are primarily concerned with two aspects of the school as a social system—the organizational climate and the congruence of role functions and goal perceptions deriving from the organizational structure. The documents in the second section are classified as relating to the administrator's personal leadership style or the instructional leadership influence. Documents in the third section are subdivided according to teacher role perceptions and confrontation and conflict. The entries were selected from the ERIC data file, RESOURCES IN EDUCATION. Several of the documents listed are reviewed in the literature analysis that precedes the bibliography. Abstracts of documents selected are reproduced from the actual computer printout pages. Citations in each topical section appear in chronological order with the most recent accessions first. Most documents are available in microfiche or "hardcopy" and can be ordered from the ERIC Document Reproduction Service. (MM)  

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Administrator Style Effect on Teacher Behavior and Morale

A Literature Review and Bibliography of Selected ERIC Documents

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Bibliographies on Educational Topics No. 7

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the Clearinghouse, or the National Institute of Education.
In the context of today's politically sensitive education arena, the quality of human relations interactions between teachers and administrators becomes a matter of importance to all those concerned with the preparation and continuing education of school personnel. The concerted drive by teachers in recent years for a more active involvement in decision making about their professional careers has not been effected without a resultant decrease in the autonomous power and prestige of administrators. Thrust into adversarial positions across the negotiating table from teachers, administrators suddenly discovered the need to sharpen long-neglected skills in personnel management and amicable resolution of conflict.

The effect administrator style has on the behavior and morale of teachers is the subject of this bibliography and literature review. Particular attention is paid to those leadership styles with potential for creating human relations environments which promote effective teaching and improved learning. Identification of variables accounting for significant differences in instructional behavior is the prerequisite to development of preservice and inservice programs designed to select and train administrative personnel as educational leaders for tomorrow's schools. The ERIC Clearinghouse on Teacher Education is committed to the effort of making available to the education community information analysis products that will contribute to the knowledge base on which these educational programs must rest.

Entries in this bibliography were selected from the ERIC data file, Resources in Education (RIE), and arranged topically. Several of the documents included in each topical section are reviewed in the literature analysis which precedes the bibliography. Abstracts of documents selected are reproduced from the actual printout pages. It is hoped that familiarity with the format and information available through computer searching will encourage greater use of the ERIC resources.

Citations in each section appear in chronological order, with most recent accessions first. Most documents are available in microfiche (MF) or "hard copy" (HC) form, and can be ordered by ED number from the ERIC Document Reproduction Service. An EDRS order form with current price information is included at the end of this publication.

Readers are invited to submit documents related to the preparation and continuing development of school personnel--both administrators and teachers--to the Clearinghouse for consideration and possible inclusion in RIE. Comments and suggestions about this publication also are welcome.

Karl Massanari
Clearinghouse Director
ADMINISTRATOR STYLE EFFECT
ON TEACHER BEHAVIOR AND MORALE

In any consideration of the school as a social system, the complexities of interpersonal relationships in a hierarchical organization must be explored as fully as more objective components. While the influence of human relations interactions on the learning environment may seem evident, devising rigorous, replicable instruments for measuring the extent of this influence has posed difficulties for researchers.

If one perceives the teacher as the fulcrum of the instructional process, then the primary interrelationships open to investigation are those between the teacher and (a) students, (b) parents and community, (c) other teachers, and (d) administrators. This bibliography focuses on the last of these, teacher-administrator relationships, and specifically on the aspect of what effect the administrator's leadership style may have on role behavior and job morale of the teacher. Bound up in this question is the whole spectrum of perceptual, attitudinal, judgmental descriptions which are not easily susceptible to analysis.

Yet precisely because it is so hard to cast rules about affective behaviors in concrete, it can be helpful to examine the array of discrete, situation-specific studies and reports that, taken together, give an overview of the work being done by educational researchers and practitioners in an attempt to establish causal relationships. If the factors that do make a difference can be isolated, educators can then tackle the even knottier problem of contriving change strategies whose end result would be improvement in the instructional processes and, ultimately, in pupil achievement. These efforts have implications for the preparation and inservice education of teachers and administrators, and for the organization of the school itself.

A comprehensive search of the ERIC files would yield an enormous body of literature that relates to teacher-administrator interactions, teacher and administrator role functions, teacher behavior, attitudes, morale, and job satisfaction. In selecting entries for this bibliography the Clearinghouse staff has, to the extent possible, weeded out those studies that deal only tangentially with the subject as a minor dimension of unrelated research, and has restricted inclusion to documents that provide useful data for current practice and further inquiry. Entries retained have been organized by broad topical sections, although overlapping is frequent and unavoidable. Section introductions briefly review and relate documents subsumed under each topic.

It is also evident that this publication in no way represents the last word on the subject of teacher-administrator relationships. Despite landmark research by many notable scholars (among whom could be mentioned Ned Flanders, Arthur Combs, Harvey Goldman, Donald Medley, Arthur Blumberg, Edmund Amidon, and numerous others), current knowledge is spotty at best; the field remains wide open for experimentation and interpretation. Particularly needed are reports of field-based studies by teachers and administrators themselves. The Clearinghouse therefore encourages readers to assume
as part of their professional responsibility the task of expanding the data base in these affective areas, and invites the submission of related documents to the Clearinghouse for possible inclusion in ERIC.

TOPICAL ORGANIZATION

The bibliography is comprised of three major topical sections: (a) the school as a social system, (b) administrator style, and (c) teacher behavior.

The School as a Social System. Included in the leadoff section are those documents examining organizational structure and climate in the school, hierarchical role functions, differentiated staffing relationships, and the variables of school type and innovative programming.

Administrator Style. The term "administrator" is used to incorporate several primarily non-instructional job titles--principal, vice principal, assistant principal, supervisor, superintendent--and may encompass limited administrative functions of the master teacher or department head. Documents relate to administrators' awareness of their roles and the relationships of those roles to teachers in the spheres of leadership, helping activities, observation, supervision, and evaluation.

Teacher Behavior. This section reports teachers' perceptions of their own responsibilities and how these are seen to be aided by administrator support (or hindered by lack of it). Of particular interest are teacher attitudes toward participatory decision making and collegial instructional approaches. Role shifts resultant from negotiations, collective bargaining, and unionism also are included.
THE SCHOOL AS A SOCIAL SYSTEM

Documents in this section are primarily concerned with two aspects of the school as a social system: (a) the organizational climate, or the characteristics and hierarchical structure of schools, and (b) congruence of role functions and goal perceptions deriving from the organizational structure.

The Organizational Climate

Studies of the school as a social system frequently have relied on the industrial model or the bureaucratic model for their theoretical basis. HANSON (ED 125 124) asserted that although public schools show many traits of the bureaucratic model--hierarchy of authority and centralized power, specified rules of behavior, division of labor and hiring of specialist-experts, a defined work flow--this model ignores the influence that professionalism has on governance. His Interacting Spheres model hypothesized the interaction of two very dissimilar decisional environments (rational and programmed vs. unencumbered and non-prescriptive). The sphere of school-wide affairs lends itself to rational centrally controlled procedures, while the sphere of classroom affairs requires flexibility and autonomy. Among the interactions he cited are (a) constraints limiting decision-making authority in both spheres, (b) direct and indirect strategies by members in each sphere to manage the behavior of members of the other sphere; and (c) defensive strategies of members to protect their own sphere from outside intervention.

PATTON AND MISKEL (ED 104 002) also took issue with previous organizational models in their study of teacher work motivation. Their investigation yielded no significant relationship between school district bureaucracy and six teacher motivational factors: (a) potential for personal challenge and development, (b) competitiveness desirability and reward for success, (c) tolerance for work pressure, (d) conservative security, (e) willingness to seek reward despite uncertainty vs. avoidance of uncertainty, and (f) surround (hygienic) concern. They suggested that researchers focus on the Getzels and Guba position, that the social system has two dimensions: (a) the roles of the organization, and (b) the needs of the individual.

CONRAN AND BEAUCHAMP (ED 119 330) reported a series of longitudinal studies using mathematical formulations of verbal theories to analyze relationships among leadership, climate, teacher, and student variables in


Among the objectives of their study was observation of the effects of principal leadership and organizational climate upon each other and upon teacher attitudes, attendance, and performance; and the observation of the combined effects of these variables upon student achievement. They concluded that there is a correlation between principal leadership and organizational climate, and that support exists for the assumption of reciprocal causation among the variables considered.

ROCKHILL (ED 062 702), in a speech to the American Association of School Administrators, laid blame for the gap between teachers and administrators to their differing perspectives, and to the potentially conflicting relationships between the supervisor/evaluator and the person supervised or evaluated. She saw that gap as becoming more pronounced as negotiations effect a power shift in teacher-principal relationships. Asserting that behavior is more often psychological than logical, she stressed the need for communication, trust, and positive human relations, and for building staff morale through individual needs satisfaction.

However, HELWIG (ED 047 427) reviewed previous studies of the relationships between the behavior of administrators and the teacher satisfaction/morale domain. His own research showed no significant correlation between total principal-teacher communications and teacher morale.

GOODLAD (ED 117 857) saw self-interest as the most powerful force for change and suggested that improvement in the educational system requires congruence between the self-interest of the primary participants in schooling and the common welfare, by creating what he called "satisfying work places."

A bibliography by LOREN (ED 020 569) referenced publications, 1932-1968, focusing on planned change in the school as a social organization.

Role and Goal Congruence

Several documents explore the domain of consensus/dissensus between administrators and teachers on roles and goals in school systems.

FOX ET AL. (ED 042 708) described the school as a complex network of interrelated roles, where conflict arises when one's own definition of role responsibilities is in opposition to, or differs from, the way others see that same role. They recalled Gross and Herriott's findings of positive and significant effects of the principal's leadership style on (a) staff morale, (b) the professional performance of teachers, and (c) student learnings. The second section of their manual dealt with how the school can be improved, and provided inservice training materials.

Need for improved human relations interactions in the school setting is recognized. LOUK (ED 019 084), in surveying opinions of instructional problems,

found that while agreement between teachers and administrators was highest on teaching methods, it was lowest on problems of relations with other teachers and administrators.

GOLDMAN (ED 012 955) reported similar need patterns among teachers and principals, and suggested that this finding has implications for selection and placement of staff, as well as for modification of behaviors.

AMIDON AND BLUMBERG (ED 012 696) saw wide differences between the way principals and teachers perceive occupational problems as indicating inadequate communication between the two groups, and suggested that inservice training should include time for organizational development.

CÄLDER (ED 033 454) predicted that her study of teacher-principal and teacher-teacher role dissensus would show that teachers who had the most disagreement with their principal, and with other teachers in their building, would show the least satisfaction on each of three measures. However, her hypothesis received statistical confirmation for only one measure of teacher-teacher dissensus, affective satisfaction with the teacher's own building. Her findings indicated that teachers who showed a moderate amount of disagreement with their principal were more likely to be satisfied with their school and with the system as a whole than those with either very low or very high dissensus.

SUTKER ET AL. (ED 017 686) examined the job satisfaction and the potential for role conflict among vocational teachers. Two kinds of legitimacy in role expectations were distinguished: source (who has the right to expectations) and content (which kinds of normative expectations are acceptable). Local administrators dominated as legitimate sources, but were only partially "acceptable" in the content of their expectations. A relatively high legitimacy rating given administrators and State Board personnel was interpreted as suggesting the organizational theory of "multiple allegiance," and as confirming Purcell's work showing that multiple allegiance does not necessarily have to produce conflict.  

In reviewing research on role conflict among public school teachers, Sutker et al. cited, among others, Fishburn's study of the norms held for the behavior of public school teachers by teachers and administrators, and made reference to the early national study by Charters and Waples concerned with the expectations and norms for teacher behavior held by administrators and other groups. They concluded, however, that most investigations consist primarily of empirical descriptions of cognitions related to teacher role, with less emphasis on statistical analysis.


Teachers frequently express dissatisfaction with administrative stance on pupil control ideology. WILLOWER (E020 565) found teachers more custodial than principals, primarily because pupils are apt to represent a serious potential threat to teacher status; but he noted the lack of a clear picture of the extent to which the demands of a given role may function to change ideology. He raised the possibility that the influence of positional and personality factors may tend to reinforce one another. He also speculated that, while conflict over pupil control does occur, the structure and task of the school reduce overt conflict but increase inner tensions for certain individuals, and noted that ideology may or may not be reflected in behavior.

APPLEBERRY (E053 407) reported a dissensus on pupil control in open schools, with teachers, but not principals, more humanistic than in closed schools. However, principals were found to be significantly more humanistic than teachers in both relatively open and relatively closed schools, confirming that the more vulnerable role of the teacher relates to pupil control ideology.

YUSKIEWICZ AND DONALDSON (E061 178) saw identification of those factors which influence teacher job satisfaction as tantamount to administrative practice, resulting in an inservice program designed to reduce incongruence. Their study of pupil control ideology produced data that teachers were perceived to be more custodial than they reported themselves to be; and that principals also were perceived as more custodial than they reported, but less custodial than the teachers. The researchers asserted that congruence of educational philosophy was a factor in productive teaching and learning.
ADMINISTRATOR STYLE

By their position in the hierarchical organization of the school, administrators can bring about change in teacher behavior in various ways:

1. By arbitrary decree, they can require subordinates to adopt specific instructional programs or methods.

2. By performing supervisory and evaluative functions, they can persuade teachers to modify behavior.

3. By effective example and leadership, they can suggest or model desired behavior.

Thus an administrator's power as a change agent may derive from positional authority, the communication of needed information, the force of individual traits, or--more usually--a combination of factors.

Some studies of administrative influence have focused on the personality dimensions of the administrator who wields this power--whether the leadership style may be labeled direct or indirect, tolerant or intolerant, task oriented or employee oriented, democratic or autocratic. Others have investigated how teacher behavior is modified by the administrator as instructional leader--as supervisor, observer, evaluator, facilitator.

The documents in Part Two are classified accordingly, as related to (a) personal leadership style or (b) instructional leadership influence.

Personal Style

Studies of administrator style have shown increasing concern for interactive manifestations rather than pure personality attributes. HOY ET AL. (ED 095 539) remarked that the study of leadership has shifted from leader traits to leader behavior and performance. They noted the widespread use of a research instrument, the Leader Behavior Descriptive Questionnaire, developed at Ohio State University.

IGNATOVICH (ED 054 516) cited references to the vast number of typologies developed for studies of leadership. His own study proposed to identify types of leaders and subsequently investigate the effects of these leadership types on organizational behavior of teachers. He identified three types of principal-leaders and, further, three dimensions ("potency" of behaviors, amount of "freedom-giving" behaviors, and amount of "order-maintaining" behaviors) accounting for major differences between types: (a) Congruence of perceptions between principal and teacher is greatest for the Tolerant-Integrator type; (b) the Intolerant-Structuralist interacts with the faculty but maintains interpersonal distance; (c) the Tolerant-Interloper is the least potent, and seems to withdraw from the "role" of principal.
SANDERS (ED 090 663) used a supervisory scale developed by Blumberg and Amidon, who had concluded that indirect or "asking" styles of supervisory behavior produce more positive results and higher morale. Sanders' study indicated that teachers influenced by the suggesting and acting (high direct, high indirect) styles changed markedly over time to more favorable attitudes toward education.

In a study of how task- and employee-oriented administrative styles differ in their effect on group morale, DUNCAN (ED 116 279) found that:

1. Increasing or decreasing the hours spent with subordinates or superiors does not affect the administrator's personal style of behavior

2. Elementary principals and superintendents tend to be more employee oriented with increasing experience, secondary principals more task oriented

3. Employee-oriented administrators have a higher level of support (group atmosphere) for their particular style of behavior

4. Factors such as teacher militancy, legal constraints, and school district accountability apparently result in lower group atmosphere mean for the entire group of administrators.

CHUNG (ED 042 259) reported that a high teacher-centered management style of public school principals was significantly related to high job satisfaction in teachers. Teacher-centered management style was characterized as: (a) much sharing in educational decision making, (b) less close supervision, (c) high supportive behaviors of the professional growth of teachers, (d) much personal relationships, and (e) much accessible relationships.

Because of their intermediary position in the school hierarchy between teachers and higher administrators, building principals were seen by GROSS AND OTHERS (ED 002 951) as frequently exposed to role conflict. In the final report of the National Principalship Study, they presented results of findings related to role conflicts experienced by principals as executives of their schools. Sixty percent of principals reported that introducing change into the instructional programs created conflict, because of differing expectations. Almost 50 percent reported exposure to conflict relating to division of labor in the school, in two areas: (a) "assigning teachers to non-teaching duties," and (b) "requiring teachers to perform clerical work."

CALDWELL AND SPAULDING (ED 079 835) found that senior high school principals who were perceived as representative in their rule administration were also perceived as having high professional leadership, while those who demonstrated mock or punishment centered rule administration behavior were perceived as having low professional leadership. However, they noted that indecisiveness, inability to carry out the rules, or ignoring rules can cause the principal a greater loss of leadership status than punishment centered enforcement of rules. Their data showed no relationship between staff militancy and the perceived

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rule administration behavior; the researchers gave as one plausible explanation of this finding the possibility that the spread of collective bargaining has caused an increase in staff militancy, so that the scope of attitudes within districts has begun to level.

According to FEITLER (ED 065 900), present role expectations of building principals which include evaluation and task-related duties may interfere with the quality of interaction. He cited social systems theory, that the organizational leader sets the climate for meeting personal needs and that these needs must be accommodated in an effective organization. Leadership training for school administrators, focusing on people-oriented rather than system-oriented behaviors, was seen as a possible means to shift toward participative group processes.

THOMAS (ED 034 311), reporting on administrators who had participated in a five-day laboratory in interpersonal relations, concluded that: (a) participants had exhibited greater awareness of conditions facilitating effective group functioning and had altered their interpersonal behavior with the school staff; (b) they were more willing to share decision making with their teachers; and (c) the changes resulting from their laboratory training were desirable both administratively and educationally. Thomas also found that the administrators' laboratory experience had impact on the school climate: their staffs, in comparison with the staffs of a control group of administrators who had not experienced laboratory training, displayed more change toward higher group morale and toward more open organizational climate, and were deriving more satisfaction from their work and were more open to accept educational change.

**Instructional Influence**

Teachers generally see those administrators closest to them in the school hierarchy as the most effective in improving instruction and as the most legitimate sources of influence, with that influence increasingly diluted the more distant the administrative role from the classroom. PARSONS (ED 082 319) reported a Canadian study in which nearly 54 percent of the 697 teachers surveyed said the principal performed the most effective supervisory role (although 9.7 percent said the principal was least effective). In regard to pupil control ideology, however, Parsons asserted that his study seemed to indicate that another important concern to teachers, principal support of teacher authority, may be unfair to the student.

On the other hand, GORTON (ED 048 645) cited research showing that teachers do not recognize the principal as the instructional leader of the school; most teachers, he said, are now as well prepared as the principal in subject matter and teaching methodology. Gorton's own study found that only perceived instructional expertise was independently related to the likelihood that a teacher with an instructional problem would approach an administrator or supervisor for assistance.

BLUMBERG AND CUSICK (ED 040 938), reporting a study using taped observation of teacher-supervisor interaction, said that the interaction did not appear to be a collaborative affair, that the bulk of time was devoted to the supervisor's giving of information, and that the least used behavior by either
the teacher or the supervisor was the asking of problem-solving questions. They interpreted these results as raising doubts about the productivity of most such interactions, and proposed that implications may be deduced for the training of supervisors who can work collaboratively with teachers in a common problem-solving effort.

SERGIOVANNI (ED 066 817) saw the solution to supervisory problems in a shift of emphasis from direct control over development and implementation of the curriculum to control over nurturance of an open and healthy organizational climate which would (a) build commitment to internalized change, (b) enhance the supervisor's control over school effectiveness, (c) nurture the intrinsic work satisfaction of the teacher, and (d) facilitate the emergence of staff instructional leadership. He asserted that high levels of staff cooperation and commitment, two indicators of intrinsic work satisfaction, come from jobs with built-in opportunities for continuous personal and professional growth, achievement of worthwhile objectives, experiences of success, responsibility for one's own work, and recognition for meritorious performance.

MARCUS (ED 125 123), studying leadership style in relation to school achievement, reported that administrators who advance an educational philosophy in concrete terms, who succeed in communicating this view, and whose concern and energy focus sharply on instruction are those most likely to manage successful schools. He found, however, that teacher estimates of their own participation in decision making tend to be lower than principal estimates of teacher participation.

DOLES (ED 090 652), in a speech at the National Association of Secondary School Principals Annual Convention, considered the principal as a "teacher of teachers." He cited a study by Foster in which all 213 experienced teachers questioned admitted they were not teaching as well as they knew how, and 205 of the 213 placed at least part of the blame on themselves. Doles emphasized that each of the reasons the teachers gave for not teaching to their maximum capability points to a need for change in teacher behavior. He listed several ways in which an administrator can modify teacher behavior:

1. Attempt to develop teacher willingness to accept support services, which are not a threat to classroom authority but are available to improve student learning.

2. Seek creative means for coordinating staff efforts toward common goals.

3. Provide stimuli for professional growth of teachers.

4. Familiarize teachers with innovations and make sure they can acquire the skills necessary for their effective use.

5. Find ways of motivating teachers.


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He also suggested ten things that administrators can do personally:

1. Set a good example.
2. Foster cooperation, using broad-based decision making.
4. Facilitate decision-making techniques.
5. Permit trial and error, but base next trial on previous error.
6. Plan for frequent, concise, and professional communication.
7. Use their influence where it will do the most good.
8. Determine reasons for resistance, and deal with it creatively.
9. Foresee and alleviate where possible additional problems and burdens.
10. Maintain quality while effecting change, and provide backup procedures where necessary.

SCHMUCK (ED 062 700) cited psychoanalytic theory and research in suggesting ways that a facilitator can recognize and reduce anxiety and frustration teachers may experience when confronted with discrepancies between their ideal and actual performances. He said that administrative support for classroom innovations should help to reduce frustrations of teachers attempting to change.

Administrators looking for ways to motivate the continuing professional growth of staff members are advised by CORY (ED 027 254) to:

1. Establish a working relationship based on mutual trust and confidence
2. Give proper recognition and status to the individual's work
3. Express interest in the teacher's personal and professional problems
4. Create an environment conducive to creative, participatory problem solving.

He lists 60 practices of principals and 60 incentives described by teachers as effective in their own schools.

PACKARD (ED 123 766), in an interim report of a longitudinal study in elementary schools, said that roughly 55 percent of instructional decisions are made by the individual teacher; that collegial decisions (with other teachers) account for a large part of the remainder; and that principals do not play a major role in governance of instruction. Evaluation of instruction, he said, is more likely to be regarded as sound and welcome when the evaluator is close to, if not intimately involved in, the work of the person evaluated. He concluded moreover that little encouragement exists for principals to enter into collaborative decision making with teachers unless they are also directly implicated by the resultant decision.
TEACHER BEHAVIOR

In the pivotal role of assuring that the primary function of the school--student learning--does indeed take place, teachers have become increasingly vocal about their importance in the school hierarchy. They more and more tend to see teacher-administrator relationships in terms of power. As a group, they are demanding power over their own professional destinies; they want to be consulted on instructional and organizational decisions that influence the overall working of the school; and they want to be considered as co-equal partners with administrators in a differentiated educational staffing structure.

To obtain the redistribution of decision-making power, teachers have sometimes used confrontation techniques and labor-management negotiations strategies. Such actions have brought about changes in the interpersonal relations between teachers and administrators.

Teachers' perceptions of their roles and needs, and the steps they are taking to assert their primacy, have implications for teacher-administrator interactions. Documents in this section, therefore, are subdivided, as related to (a) teacher role perceptions and (b) confrontation and conflict.

Role Perceptions

STOKER (ED 122 414) reported the results of a survey of the attitudes of 400 elementary school teachers toward their principals. Asked what principals' activities helped them, the teachers responded: (a) being available to confer with teachers, (b) working with severe discipline problems, (c) obtaining needed materials and supplies, and (d) conferring with parents and students. Ways in which the principal could help: (a) be available in emergencies (firm disciplinarian), (b) visit classrooms more/less (or not at all), and (c) hold more conferences. Activities of the principal which impeded teaching effectiveness: (a) too many unnecessary interruptions, (b) too many faculty meetings, (c) too much paperwork, and (d) unannounced classroom visits. One-third of the teachers felt that teachers should not be involved in administration, but most thought there should be limited involvement of the staff in such administrative functions as policies and scheduling.

BERGETH (ED 042 561), in a study limited to rural school districts in one state, attempted to determine whether significant differences in morale existed for the target group. Using the Purdue Teacher Opinionnaire to measure morale, he studied the effect of such "biographical" variables as age, sex, educational preparation, years of teaching experience, rate of teacher turnover, and school size on teacher morale. He found that using the PTO total score yielded educational preparation, years teaching experience, and age as the significant predictors of morale; but years teaching experience and teacher turnover were significant on the greatest number of PTO factor scores. Assessing the effect of selected biographical variables on morale, he found:

1. The teacher's age apparently has little or no influence on morale.
2. Female teachers exhibited higher morale than male teachers.

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3. Teachers with the least amount of education were more contented than those with more education.

4. Experienced teachers scored higher on morale than inexperienced or less experienced teachers.

5. Elementary teachers were more satisfied with teaching than secondary teachers.

6. Teachers from schools with the lowest percent of teacher turnover had significantly higher morale.

7. Teachers in larger schools (34 or more faculty members) exhibited significantly higher morale.

Bergeth's study also yielded the finding that salary had little effect on morale. No significant differences were found among teachers grouped by salary levels on the PTO total score and nine of the ten factors; a significant difference was found only on the variable of satisfaction with teaching—teachers having the smallest salary had the highest morale.

FITZGERALD (ED 087 754) studied graduate education students to determine attitudes of career elementary teachers concerning satisfaction. She reported findings with implications for administrator action:

1. The total group of teachers in the study indicated that on the average they are satisfied with over half the tested aspects of their employment: ability utilization, friendliness of co-workers and their performance, independence, individual identity, organization control, responsibility, security, social service, variety, work challenge, work involvement, and general satisfaction.

2. Caution must be taken to ensure the competencies of those who evaluate teacher performance; the relationship of satisfaction and needs to satisfactoriness (in performance of assigned duties) must be investigated.

3. A more flexible use of staff rather than the one-teacher-one-classroom approach would attract talented teachers to part-time service.

4. Teachers' organizations must consider the importance of all the personal needs of individuals in negotiations. Although compensation for services ranked in the lowest fifth of the satisfaction scales, supervision (technical), advancement, and work accomplishment ranked lower. General job satisfaction, creativity, cooperation of staff, and dedication were areas of greater need, and compensation ranked in the lower half of all the need scales.

In a survey of 75 beginning teachers, FRANC (ED 073 064) found that most problems were perceived in the area of instruction, and that the administrator is the greatest source of actual help. Teacher-administrator relationships,
however, accounted for over 87 percent of all interpersonal problems. The researcher suggested that detailed study of mutual responsibilities of teachers and administrators could be helpful in the preservice education of teachers.

EDGAR AND BROD (ED 046 885) administered an Autonomy Attitudes Inventory to determine new teachers' attitudes toward professional as compared with organizational evaluators' attitudes and the prevailing school-staff climate. Comparisons of teacher and administrator groups revealed significant differences. The conflict in attitudes was shown strongly in data on behavior autonomy, rejection of the legitimacy of authority rights, and new-teacher satisfaction with teaching. Among the researchers' conclusions:

1. Attitudes of new teachers toward autonomy often clash with existing attitudes of superiors and colleagues.
2. The organizational evaluator has a significant effect on professional socialization.
3. Satisfaction with teaching is in general related to satisfaction with the way tasks are allocated and evaluated.
4. New teachers want more control and guidance in such areas as discipline and clerical tasks, more autonomy in curricular content and teaching methods.

Administrators are seen as needing to examine the way neophyte teachers are evaluated, and who is given appraisal rights over them. The restructuring of evaluation patterns, perhaps to allow teacher trainees and new teachers to choose their own supervising teacher, is postulated.

ADAMS (ED 028 130), in a cross-cultural study of how teachers think others expect them to behave, found that respondents placed themselves closest to principals on (a) a broad range of goals (except in the United States, where respondents saw themselves closest to education officials on this factor); (b) corporal punishment; and (c) emphasis on social advancement. Respondent-principal divergence was never maximal in the United States. He concluded that if it can be assumed that the greater the degree of incongruence between respondents and significant others (in this study, parents, other teachers, principals, and education officials), the greater the possibility of misunderstanding if not conflict, then the greatest potential for disharmony lies with education officials.

BLUMBERG (ED 103 957) rank-ordered ten dimensions of trust between teachers and principals: credibility, support, fairness, participative decision making, professional openness, interpersonal openness, technical competence, personal warmth, follow-through, and confidentiality. He found that sex differences seemed to be operative in expressions of trust, and noted that most of the substance of trust was concerned with conditions and environment of work rather than with the work itself.
Several studies concern themselves primarily with teachers' role in decision making. ALUTTO AND BELASCO (ED 037 417) said that when dealing with professional employees, formal organizations must rely on both peer group norms and administrative superior-subordinate distinctions rather than solely on hierarchical relationships; and that often the relative influence of administrative superiors is somewhat reduced. Their study indicated that as teachers increase their participation in the decision-making process, they apparently prefer to see reductions in the relative organizational influence of principals and superintendents. Increases in teacher influence in their study were associated with reductions in the perceived influence of school district superintendents, but unrelated to the perceived influence of building principals.

Participative Decision Making, The Best of ERIC Series, Number 7 (ED 101 415), listed 21 annotated sources which address the concerns of teachers (and students) to be included in decision making, and administrator responses.

Confrontation and Conflict

ELLISON (ED 125 128), taking note that educational literature has dealt in detail with the administrator's role in personnel problems, addressed himself to the teacher's role in conflict or disagreement situations. He gave specific suggestions for what to do before, during, and after the problem arises. Some examples:

Before--"Systematically but discreetly make administrators aware of your professional accomplishments."

During--"If possible, resolve problems with your immediate supervisor before escalating them to higher administrators."

After--"Learn from this experience so that future problem situations can be solved."

CAVE (ED 015 520) asserted that the trait approach to leadership has given way slowly to the situational approach. He found that school administrators, school board members, and teachers' union representatives similarly described the ideal leader behavior an administrator should practice; and he interpreted this finding as indicating possibilities for resolving differences provided administrators are able to change their real leader behavior nearer to the ideal description. The leader behavior dimensions found to be contributing most to conflict were: (a) consideration, (b) initiation of structure, (c) integration, (d) demand reconciliation, (e) tolerance of freedom, and (f) production emphasis. Cave added that his research showed that administrators are deficient in their knowledge of the behavioral sciences and the theories and techniques of conflict resolution. He also asserted that there has been an almost complete lack of adequate programs for training administrators to be effective change agents, to have an understanding of organizational climates, and to understand the relationship of their leadership behavior to the presence of conflict. Not one of the administrators who participated in the study had
formal training in collective negotiations or bargaining; none appeared familiar with techniques for analyzing and resolving social conflicts; no planned courses of action for conflict resolution could be discerned. Cave concluded that the need for effective administrators has been increased rather than decreased as a result of the collective negotiations movement and accompanying conflict. He suggested that representatives from the teaching staff be given the opportunity to participate in selection of administrators.

DAVIES AND KLINE (ED 078 556) compared three types of negotiations procedures: traditional collective negotiations (essentially a unilateral employer-employee relationship), procedural collective negotiations (achievement of a basic collective bargaining document), and comprehensive contract (similar to a labor union contract). They found that the traditional group experienced a greater sense of identification with and belongingness to the organization; were able to maintain a more effective relationship with their principals; and exhibited significantly higher morale or rapport among teachers. They found also that as teachers increased in age, job satisfaction/morale improved. Their assumption that as participation in the management and decision making process intensified, morale improved was thus not supported.

MISKEL (ED 074 624) investigated teacher and administrator attitudes on five factors: (a) monetary benefits, (b) methods and materials, (c) assignments and procedures, (d) environment, and (e) evaluation. He concluded that differences between the two groups on all five factors assure continued conflict. He added that, if administrators are given an increasingly important role in negotiations as has been predicted, these basic attitudinal differences probably will become even more apparent.

STUCKEY (ED 081 075) reported that nearly two-thirds of the 94 superintendents who responded to the Feelings Inventory were upset or disturbed by teacher militancy. Administrative authority, labor-management tactics, teacher relationships, and types of leadership styles were all seen as changing because of teacher militancy; and 87 percent of the superintendents saw the resultant changes as increasing their work load and problems. Not all, however, were upset about losing authority.
NEXT STEPS

Review of ERIC documents relating to "Administrator Style Effect on Teacher Behavior and Morale" not only can broaden perspectives beyond generally familiar published research in the field of human relations; it may provide insights and useful practices adaptable to local situations as well. Results of inquiries into the reciprocal behaviors and influences of teachers and administrators can have implications for the preparation and continuing professional development of all education personnel.

Foremost, these documents suggest areas of concern for preservice and inservice education of both administrators and teachers. Interpersonal behaviors emerge as appropriate, though too often neglected, areas for skill improvement. The interplay of role functions in differentiated staffing patterns ranks in importance alongside the careful division of work tasks. Human relations are a prime ingredient for facilitating operations of team, partnership, and collaborative assignments.

Where administrator style affects selection and retention of a staff, low morale or high faculty turnover disrupt smooth organizational functioning, and certainly can mitigate against behavior modifications for improvement of educational outcomes. Acceptance or rejection of innovative practices may well depend on the educational climate set by administrators, who generally are the key determiners of meaningful change. Significant teacher-administrator dissonance may result, on the other hand, in a school atmosphere which is not conducive to teaching or learning. Positive and open attitudes should be based on mutual trust and understanding, and must be consciously nurtured to thrive.

Forces external to the school also have their influence. Because virtually everyone is a product of the educational experience, self-proclaimed experts abound, with firm conceptions of appropriate behavior for both teachers and administrators. Yet steadily expanding, sometimes contradictory, community expectations serve notice that conventional roles for schools, teachers, and administrators will not suffice. Differing viewpoints on such national priorities as social equity, teacher centers, provision of instruction for special students in regular classrooms, consumer education, and career/vocational education arouse passion and conflict. Economic uncertainties jeopardize school bond issues as well as current levels of budgetary allocations for materials and personnel.

The administrator is in the hotseat, caught between state and local policies and regulations and community desires on the one hand and an increasingly vocal and powerful teacher movement on the other. From a pessimistic view, administrators seem to be in a no-win situation. They are described variously as "harsh" in discipline--or "lacking control"; as "autocratic" in school management--or "indecisive"; as "interfering" in instruction--or "unconcerned"; as "loading teachers down with extra duties"--or "ignoring them in decision making." And the middle ground--if such there truly be in the schools--is guaranteed to please no one while offending everyone.

The inevitable diminution of traditional administrative control in some areas, however, could have the eventual effect of freeing up time for
educational leadership, for crystallizing the individual school's educational philosophy, and for service to teachers as a resource person and facilitator in instructional improvement, curriculum revision, and staff development. These foreseeable role and function shifts call for the development and/or selection of administrative personnel who can adapt to changing conditions, who can interrelate effectively with teachers in a common effort—now as members of an education team, now as leaders, now as available resources.

More than what this literature review can show of what is known about administrator style and its effect on teacher behavior and morale, it points up the shakiness of the knowledge base in the field of education personnel interactions. Some researchers rely on models from other disciplines; others decry such models as inappropriate or inadequate to the professional education milieu. No one set of administrator style typologies would be accepted by all researchers in the field; indeed the results of studies are often contradictory, limited in applicability, or non-replicable. Questions which are explored but not entirely settled in the documents cited in this publication need further investigation:

For Administrators

-- Does one particular leadership style produce more positive results than others in terms of teacher behavior and morale?

-- If so, what are the characteristics of that optimal style?

-- What training can enable present or future administrators to attain those characteristics and skills?

-- How can schools identify persons with the potential for effective leadership?

For Teachers

-- What teacher behaviors are open to modification for improvement of instruction?

-- In what ways does teacher morale impinge on instructional behavior?

-- What activities of both administrators and teachers ensure high morale?

-- Should administrators, given a selective job market, choose teachers who conform to the educational philosophy of the school administration?

-- What are the implications for the human relations interactions in the schools of current collective negotiations and power thrusts of teacher organizations?

For the School

-- What mix of teacher and administrator role/goal congruence makes for an optimal learning environment?

-- To what degree is dissonance harmful to the school setting, and how can it be reduced?
-- Can some conflict be healthy?

-- How can the school focus the activities of administrators on those teacher behaviors which make a difference on student learning?

-- Are different school climates favorable to particular kinds of teacher behavior and administrator style?

Certainly, further investigation into any and all of these questions--and others--would enhance the preparation of education personnel for the school of tomorrow. The ERIC Clearinghouse on Teacher Education invites readers to submit papers and research studies that they have prepared in the area of education and training for effective teacher-administrator interactions for consideration and inclusion in the information files of Resources in Education.
ED125124 EA008452
Hanson, Mark
Publ. Date: Apr 76; Note: 32p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 19-23, 1976); Not available in hard copy due to marginal legibility of original document.

Descriptors: Administrative Personnel/ *Bureaucracy/ *Decision Making/ Elementary Secondary Education/ Leadership Styles/ Models/ Organization/ Organizations (Groups)/ *Principals/ *Professional Recognition/ *Role Perception/ *Teacher Behavior/ Teachers
Identifiers: *Interacting Spheres Model

The conventional wisdom of numerous practitioners and researchers suggests that in terms of structure and control, the school can best be described and analyzed in the bureaucratic framework. However, the bureaucratic model fails to recognize the intervening character that the presence of professionalism has on the process of school governance. The data from this research, drawn from a field study, are used to construct the Interacting Spheres Model which, it is argued, is capable of clarifying the decision-making ramifications of professional employees working in bureaucratic organizations. The model suggests the presence of two interacting spheres of influence, with some decisions formally delegated to administrators and others informally assumed by teachers. Each sphere maintains a degree of decisional autonomy but with identifiable limits placed on that autonomy. Members of each sphere have developed strategies designed to aid them in indirectly managing behavior in the other sphere as well as strategies for defending their own sphere against attempted outside intervention. (Author)

ED119783 UC760156
Goals and Achievements at Oakton Community College: A Study of Faculty and Administration Perceptions.
Bers, Trudy H.
Oakton Community Coll., Morton Grove, Ill.
Publ. Date: Jan 75; Note: 66p.

Descriptors: *Administrator Attitudes/ College Environment/ College Faculty/ *College Role/ Community Colleges/ *Educational Objectives/ Educational Philosophy/ *Junior Colleges/ *Teacher Attitudes/ Values
Identifiers: IGI/ *Institutional Goals Inventory/ Oakton Community College

In fall 1974, the Institutional Goals Inventory (IGI) was distributed to all full-time faculty and administrators at Oakton Community College (OCC). Responses were obtained from 98 faculty members and 13 administrators (64 percent and 81 percent, respectively). Results indicate that faculty respondents found Individual Personal Development, Freedom, Innovation, Community (i.e., mutual trust and respect among students and faculty), and Social Egalitarianism were the most important goals at OCC. They felt that Community, Vocation, Preparation, Individual Personal Development, Freedom, and Democratic Governance should be OCC's most important goals. Administrator responses tended to be similar. They felt that Individual Personal Development, Vocational Preparation, Community, Innovation, and Freedom were the current goals, and that Community, Vocational Preparation, Individual Personal Development, and Democratic Governance should be the most important goals at OCC. Faculty and administrators agreed that Social Criticism/Activism, Public Service, and Off-Campus Learning were and should be the least important goals at OCC. In this administration of the IGI, respondents were asked to rank each variable a third time to indicate the degree to which that goal was being accomplished. These results are presented, as are discussions of all results. (DC)
Relationships Among Leadership, Climate, Teacher, and Student Variables in Curriculum Engineering.

Conran, Patricia C.; Beauchamp, George A.
Publ. Date: 23 Apr 76; Note: 24p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, April 19-23, 1976)

Descriptors: *Academic Achievement/ Curriculum/ *Curriculum Design/ Curriculum Evaluation/ Curriculum Planning/ Educational Environment/ Elementary Education/ Family Background/ Intelligence Quotient/ Leadership/ Longitudinal Studies/ Mathematical Models/ *Organizational Climate/ Principals/ Statistical Analysis/ Teacher Attendance/ *Teacher Attitudes/ Teacher Behavior/ Teacher Motivation

This study, a seventh in a series of longitudinal studies, was an investigation of causal and other relationships among leadership, climate, teacher, and student variables in curriculum engineering. Quantitative measures included principals' leadership, organizational climate, teachers' attitudes, teachers' performance, and students' achievement. Additional teacher and student variables were used as control variables. A causal model showing block-recursive and reciprocal relationships was used to demonstrate linkages among variables. The significance of regression coefficients and the proportion of variance accounted for in the effects supported the assumptions of causal relationships among the four classes of variables. (Author)

Longitudinal Study in Curriculum Engineering--VI.

Beauchamp, George A.; Conran, Patricia C.


This study was a sixth account of a longitudinal investigation of the effects of the operation of a curriculum engineering system in a school district. Specific objectives were to observe the effects of leadership, climate, and curriculum engineering on teacher attitudes and teacher performance in a curriculum system and on student achievement. A causal model and path analysis were used to demonstrate the effects of the research variable on each other and on student achievement. Where appropriate, the most recent data were compared with data from previous years and discussed in light of the longitudinal design of the study. (Author)
The Superintendent's Responsibility to Provide Information to Internal Audiences in a School District

Conley, H. E.

Pub. Date: Feb 75; Note: 12p.; Paper presented at the Annual Convention of the American Association of School Administrators (107th, Dallas, Texas, February 21-24, 1975)

Descriptors: *Communication (Thought Transfer)/Communication Problems/ Educational Administration/ Elementary Secondary Education/ Information Dissemination/ Organizational Climate/ *Organizational Communication/ *Participant Involvement/ Professional Recognition/ Public Relations/ School Community Relations/ *School Involvement/ School Publications/ *Superintendent Role/ Superintendents/ Teacher Morale

Loyal policy support depends not only on an employee's knowledge of the form and structure of the institution, but also on his ability to influence its operations and goals. If there is ample opportunity for an employee to present his ideas and have them put into action, he is more apt to feel like an integral participant in the district. Conversely, if constructive thought and action are thwarted, informal groups may arise within the district who are opposed to its stated goals. There are many theories of internal communication. One of the most useful is designed to keep employees informed about the structure of the district while at the same time emphasizing the importance of group cohesiveness. This theory considers six aspects of communication—source, message, channel, receivers, effect, and feedback. Ultimately, the responsibility for internal communication rests with the superintendent. (Author)

Public-School Districts' Bureaucracy Level and Teachers' Work Motivation Attitudes

Patton, Marcus S.; Miskel, Cecil

Pub. Date: Apr 75; Note: 22p.; Paper presented at the Annual Meeting of the American Research Association (60th, Washington, D. C., April 31-April 4, 1975)

Descriptors: Bibliographies/ *Bureaucracy/ Elementary Secondary Education/ Interaction Process Analysis/ *Organizational Theories/ *School Districts/ School Organization/ *School Surveys/ Tables (Data)/ Teacher Administrator Relationship/ Teacher Attitudes/ *Teacher Motivation

Identifiers: *Work Components Study

This study investigated two models of organizational and individual interaction to discover which model better describes the relationship between the degree of bureaucracy in school organizations and the work motivation of teachers within those institutions. Argyris (1973) posited that bureaucracy has a negative relationship to employee work motivation, while Getzels and Ciba (1957) suggested that organizational expectations and individual needs are separate and independent factors that interact in a social system. Employee motivation data were gathered from a sample of 297 teachers in nine school districts, using a modified Work Components Study. Data gathered from central office staff and school district records were used to calculate the degree of bureaucracy in each district. Analysis of the data revealed no significant relationship between the degree of school district bureaucracy and teachers' scores on intrinsic motivational factors, risk propensity factors, and extrinsic motivational factors. (Author)
may operate to nullify the best of planned intervention efforts. Survey data from a large, nonpublic, metropolitan high school provided consultants from the Center with a favorable prognosis for planned change efforts in the school. Staff and administration attitudes toward six areas of possible educational change are predicted from scores on the eight subtests of Halpin's Organizational Climate Description Questionnaire. (Author)

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ED071159 EA004660

Organizational Climate and Attitudes Toward Educational Change: A Case Study.

Brombaugh, Robert B.; Christ, Henry J.
Report No.: KUTZ-EDC-R6
Pub. Date: Jun 72 Note: 23p.
Available from: Center for Educational Change Through Organizational and Technological Development, Kutztown State College, Kutztown, Pennsylvania 19350

Descriptors: *Administrators' Attitudes/ *Educational Change/ *High Schools/ *Organizational Climate/ Predictor Variables/ Surveys/ *Teacher Attitudes

Consultants in change agent roles frequently overlook the importance of adequate descriptive data on the target systems seek to influence. The state of a: organization's health
A Guide to Innovation in Education.
Havelock, Ronald G.
Michigan Univ., Ann Arbor, Center for Research on Utilization of Scientific Knowledge.
Sponsoring Agency: Office of Education (OHEW), Washington, D.C.
Publ. Date: 70 Note: 281p.
Available from: Publications Division, Institute for Social Research, P.O. BOX 1248, Ann Arbor, Michigan 48106
Document Not Available from EDRS.

Descriptors: Adoption (Ideas)/ Behavior Change/ *Change Agents/ *Changing Attitudes/ Communication (Thought Transfer)/ *Educational Change/ *Educational Innovation/ *Guides/ Innovation/ Instructional Innovation/ Interpersonal Competence / Interpersonal Relationship/ Sensitivity Training/ Student Teacher Relationship/ Teacher Administrator Relationship

In this guide on the process of innovation in education, the author does not suggest what changes should be made, nor does he recommend specific innovations, but he does provide information on how successful innovation takes place and how those who facilitate planned change or planned innovations (change agents) can organize their work to insure success. Four lengthy case studies illustrate the process of change at its best and at its worst. The change agents in these case studies represent a wide range of educational roles: student, teacher, administrator, and outside consultant. The material presented in these case studies is later used to show the stages in a planned change. The suggested stages in such a planned change are: building a relationship, diagnosing the need, acquiring relevant resources, choosing the solution, gaining acceptance, stabilizing the innovation, and generating self-renewal. The author makes detailed suggestions for each of these stages. Supplementary resource information is provided including a glossary and guide to selection of strategies and tactics, a directory of major information sources in education, and an annotated bibliography of major works on change in education. (JY)
Educational policies are discussed which are directed at affecting the incentives of a school superintendent or other executive officers of an operating school system, staff members in the administrative office, principals or other executive officers in a school, teachers, pupils, and their parents. A number of proposals for the modification of schools, as they affect the incentives of school personnel, are discussed under seven headings: (1) publication of performance information to change the direction of community pressure on superintendent or principal; (2) interscholastic academic competition; (3) intramural cooperation and competition; (4) dual competing school systems; (5) a tuition grant or voucher system for attendance at private schools; (6) the open school, with subject-specific choices; and (7) payment-by-results. (Author/UK)
THE TEACHER SUBCULTURE AND CURRICULUM CHANGE.
WILDEY, DONALD J.
Pub. Date: MAY68 Note: 23P.

Descriptors: Bureaucracy/ *Class Management/ Counselors/ *Curriculum Development/ Discipline/ Educational Objectives/ *Elementary School Teachers/ Organizational Climate/ Principals/ *Secondary School Teachers/ Socialization/ *Social Systems/ Subculture/ Teacher Administrator Relationship/ Teacher Attitudes/ Teacher Behavior/ Teacher Role
Identifiers: PHILADELPHIA

THIS FACULTY SEMINAR PAPER VIEWS THE SCHOOL AS A SMALL SOCIETY OPERATING WITHIN A FRAMEWORK OF NORMS AND RULES. TO DETERMINE THE PRIMARY FEATURES OF THE TEACHER SUBCULTURE, A 14-MONTH FIELD STUDY WAS CONDUCTED IN A JUNIOR HIGH SCHOOL, AND OBSERVATIONS OF TEACHER SOCIALIZATION AND PUPIL CONTROL WERE COMPARED FOR SCHOOLS FOLLOWING CUSTODIAL AND HUMANISTIC PUPIL CONTROL IDEOLOGIES. SUPPORTED PREDICTIONS INCLUDE:(1) TEACHERS ARE MORE CUSTODIAL IN PUPIL CONTROL THAN PRINCIPALS OR COUNSELORS, (2) SECONDARY SCHOOL TEACHERS AND PRINCIPALS ARE MORE CUSTODIAL THAN THEIR ELEMENTARY SCHOOL COUNTERPARTS, AND (3) INCREASED CUSTODIALISM ACCOMPANIES TEACHER SOCIALIZATION. IN ITS WIDER SOCIAL SETTING THE SCHOOL IS CONCERNED WITH COMMUNITY SUPPORT, A REPUTATION FOR INNOVATION, AND SPECIALIZATION TO MAKE ENVIRONMENTAL CONFLICT LESS BURDENSOME. WHILE CURRICULUM CHANGE IS TRADITIONALLY REGARDED AS A RESPONSIBILITY OF A TEACHERS' CURRICULUM COMMITTEE, RESULTS ARE USUALLY MINIMAL BECAUSE OF THE NORMATIVE ASPECTS OF THE SCHOOL AS A SOCIAL SYSTEM. EFFECTIVE CURRICULUM CHANGE EMANATES MORE CLEARLY FROM PRIVATE AND PUBLIC SOURCES OPERATING OUTSIDE THE SYSTEM OF CONSTRAINTS THAT DETER SCHOOL PERSONNEL. THIS PAPER WAS PRESENTED AT A FACULTY SEMINAR (TEMPLE UNIVERSITY, PHILADELPHIA, MAY, 1968). (UK)
FOCUSING ON THE INTERNAL SOCIAL RELATIONS AMONG MEMBERS OF A SCHOOL STAFF, QUESTIONNAIRE RESPONSES FROM 246 TEACHERS IN 16 ELEMENTARY SCHOOLS WERE ANALYZED IN A COMPARATIVE STUDY TO DETERMINE FACTORS MOST INFLUENTIAL IN INITIATING PRACTICES DESIGNED TO IMPROVE THE CLASSROOM LEARNING CLIMATE. ELEMENTS OF THE SCHOOL SOCIAL SYSTEM REVIEWED WERE THE INDIVIDUAL TEACHER PEER RELATIONS AMONG TEACHERS, THE PRINCIPAL, AND THE RELATIONS BETWEEN PRINCIPAL AND TEACHERS. FIFTY-SEVEN PERCENT OF THE TEACHERS SAID THEY WERE EMPLOYING INNOVATIVE PRACTICES FOR IMPROVING MENTAL HEALTH OR LEARNING. NINETY-TWO PERCENT REPORTED THEY HAD EMPLOYED OR WERE EMPLOYING AT LEAST ONE OF 12 LISTED INNOVATIONS IN THE CLASSROOM. PEER REPORTS INDICATED AN INNOVATIVE RATE OF 56 PERCENT ACROSS ALL SCHOOLS. VARIABLES WHICH APPEARED TO BE POSITIVELY AND SIGNIFICANTLY CORRELATED WITH EDUCATIONAL INNOVATION IN THE CLASSROOM INCLUDED TEACHER EDUCATIONAL LEVEL, EXPERIENCE, AND FELT AND DESIRED INFLUENCE. WITH RESPECT TO PEER RELATIONS, VARIABLES FOUND SIGNIFICANTLY AND POSITIVELY CORRELATED INCLUDED PERCEPTION OF THE STAFF AS A COHESIVE UNIT AND NOMINATION BY PEERS AS HIGHLY INFLUENTIAL AND ENTHUSIASTIC ABOUT NEW APPROACHES TO TEACHING. DUE TO THE INADEQUACY OF MEASUREMENT CONCEPTS AND OPERATIONS AND THE RELATIVE HOMOGENEITY OF THE SCHOOLS CONCERNED, HYPOTHESES CONCERNING THE ORGANIZATIONAL LEVEL OF ANALYSIS WITH REGARD TO PEER AND PRINCIPAL RELATIONS WERE CONSISTENTLY UNCONFIRMED.

THIS MATERIAL WAS SUBMITTED AS A DISSERTATION TO THE UNIVERSITY OF MICHIGAN, 1966, AND IS ALSO AVAILABLE FROM UNIVERSITY MICROFILMS, ANN ARBOR, MICHIGAN 48103, FOR $3.00 MF, $6.40 XEROGRAPHY. (JK)
THE SCHOOL AS A SOCIAL SYSTEM: ROLE AND GOAL CONGRUENCE

ED178915 EA003781  MF & HC

Learning Environments: Space and Perceptions.
Hoyle, John R.
Publ. Date: 75 Note: 16p.

Descriptors: Academic Achievement/Elementary Secondary Education/Human Relations Programs/Instructional Innovation/Open Education/Open Plan Schools/Perception/School Environment/School Size/Teacher Administrator Relationship/Teacher Attitudes/Team Teaching

A teacher self-report instrument, the Learning Climate Inventory (LCI), was used to gather teacher perceptions about their administrators, peers, and teaching job. An observational checklist was used on the same large sample. Data were gathered from 700 classrooms and 867 teachers in 30 schools in Tulsa and Oklahoma City, Oklahoma, and Fort Worth, Texas. The researcher's goal was to find the relationship between the spatial characteristics of public school classrooms and alternative modes of teaching and the staff's perceptions of the learning climate. The findings reveal that alternative teaching modes do increase in more open-spaced classrooms. Also, teachers tend to view open-space, high-achieving, smaller schools with ongoing human relations programs for staff as more open. (Author/MLF)

ED079462 EA005286  MF & HC

Principals, Teachers, and Elementary Youth: A Study of the Relationships Between Selected Variables of Teacher-Principal Social Interaction and Six Features of the Educational Environment.
 McKay, A. Bruce

Descriptors: Administrator Role/Educational Change/Educational Environment/Educational Research/Elementary Schools/Organizational Climate/Principals/Social Relations/Statistical Analysis/Statistical Studies/Teacher Administrator Relationship/Teacher Attitudes/Teacher Behavior/Teachers

Identifiers: Administrator Behavior/Canonical Correlation/Pearson Product Moment Correlation

This study attempted to examine selected features of principal-teacher behavior in relation to the educational environment of elementary schools. Subtests of Halpin's Organizational Climate Description Questionnaire were used to obtain teacher perceptions of the principal variables of Aloofness, Production, Emphasis, Thrust, and Consideration; and the teacher variables of Disengagement, Hindrance, Esonit, and Intimacy. Collective perceptions of 5th and 6th grade students were obtained on Sinclair and Sadker's Elementary Environment Survey for educational environment variables of Alienation, Humanism, Autonomy, Morale, Opportunity, and Resources. Usable responses were obtained from 4,105 students and 627 teachers in 36 Massachusetts and Pennsylvania elementary schools. The overall relationship between the behaviors of the school principal and his teachers and the educational environment of sampled schools was tested by means of canonical correlation. Bivariate relationships between teacher-principal variables, educational environment variables, and demographic data variables were tested by the computation of Pearson product-moment correlations. The results of the study support the contention that the behavior of teachers and principals is significantly related to selected components of the educational environment. (Author/DN)
The Effects of Various Attitude Congruence Conditions on Teacher Selection Decisions.
Merritt, Daniel L.; And Others

Descriptors: *Administrator Attitudes/ Attitudes/ *Decision Making/ Educational Administration/ Educational Research/ Interpersonal Relationship/ Personnel Management/ Personnel Selection/ Speeches/ *Teacher Administrator-Relationship/ *Teacher Attitudes/ Teacher Education/ Teacher Recruitment/ *Teacher Selection

This study focused on the relationships between attitude congruence and the selector's decisions about teacher candidates. Selectors rated a teacher applicant as part of a simulated teacher selection situation. Applicants were represented by written information in which the proportion of attitude congruence with the selector and the relevance of the attitudes to the vacancy were varied. The data indicated that the selector's decisions about teacher candidates are influenced by the proportion of congruent attitudes rather than by the relevance of the attitudes to the position vacancy. The implications of the findings for teacher preparation programs and teacher recruitment are discussed. (Author)

Job Satisfaction of the Public School Teacher, A Function of Subculture Consensus with Respect to Pupil Control Ideology.
Yuskiewicz, Vincent D.; Donaldson, William S.

Descriptors: *Administrator Attitudes/ *Attitudes/ *Personnel Evaluation/ *Teacher Administrator-Relationship/ Teacher Attitudes/ Teacher Behavior/ *Teacher Influence/ Work Attitudes

This empirical study evaluated several factors believed to be related to job satisfaction: teachers' own attitudes toward pupil control, teachers' perceptions of their colleagues' and principals' attitudes toward pupil control. Coefficients of correlation, t-tests of selected variables, and multivariate regression techniques were used in testing hypothesized relationships. The data was obtained from 910 teachers: 473 elementary and 437 secondary. Teacher job satisfaction was found to be a function of subculture consensus with respect to pupil control ideology, accentuated in terms of teaching level and experience. Forty percent of the variability of job satisfaction was accounted for by using internal-reward-type independent variables. The study of teacher job satisfaction had several significant implications for the administrator-teacher-student relationship. Degree of teacher job satisfaction is one determinant of the social climate of the school because productive teaching-learning coexists with congruent administrator-teacher educational philosophy. Identification of those factors which influence teacher job satisfaction is most important to administrative practice, for each factor can be incorporated into the administrative process to guide the selection, management, and evaluation of instructional personnel. A bibliography is included. Appendixes contain multivariate rationale and procedures, and variable definitions. (Author/NUM)

The Perception and Treatment by Teachers and Principals of the Behavioral Problems of Elementary School Children.
Dobson, Russell; Brewer, Leon
Oklahoma State Univ., Stillwater. Coll. of Education.
Publ. Date: 71 Note: 13p.; Paper presented at the National Elementary School Principals Convention (Cleveland, Ohio 1971)

Descriptors: Attitudes/ Behavior Change/ *Behavior Problems/ Classification/ Discipline Problems/ *Elementary School Students/ *Exceptional Child Research/ *Principals/ *Teacher Attitudes

Compared were attitudes of elementary school teachers and principals on their classification of student behavior and discipline problems and behavior change treatment needed. Subjects consisted of 170 elementary school teachers and 15 principals in a mid-western city school system. Reaction of teachers and principals to discipline and behavior problems and their suggested treatment were rated on the Behavioral Problems Inventory and the Behavioral Problems Treatment Sheet (Dobson, 1966). The statistical method utilized in testing the hypotheses was chi-square, with the level of confidence set at .05. The findings considered to be most significant were that elementary school principals differed significantly from elementary school teachers in their perception of the seriousness of behavioral problems of elementary school children, with principals perceiving the acts as less serious than the teachers, that significant differences in attitudes toward treatment of behavioral problems existed between principals and teachers, and that principals and teachers were in agreement on the value of parent-teacher conferences as an effective method of treating behavior, with the principals also favoring parent-child teacher conferences. (CB)
is aware of the problems facing the young, the oppressed, and the sensitive; (2) is harshly realistic about his own personal and role limitations; (3) attempts wherever possible to substitute collective judgments for personal discretion; (4) possesses the leadership and organizational ability necessary to deal with crisis-type conflicts that have gone beyond rational negotiation; and (5) does not become overly discouraged by frequent defeats. (Author/LLR)

ED040706 24 SP004153
Diagnosing and Improving the Professional Climate of Your School. Vol. III.
Fox, Robert S.: And Others
Bureau No.: BR-8-0069
Grant No.: DEG-3-6-00089-43(010)
Publ. Date: 70 Note: 197p.

Descriptors: Administrator Role/ *Inservice Teacher Education/ *Organizational Climate/ *Problem Solving/ School Improvement/ *Simulation/ Tape Recordings/ *Teacher Administrator Relationship/ *Teacher Behavior/ Teacher Responsibility/ Teacher Role

This manual is intended to help staff members improve the professional climate of their school by identifying the symptoms, diagnosing some of the reasons behind them, and offering means of improvement. There are two main sections. The first begins with a description of the program, and some concepts and theories about the school as a social system. The remaining chapters deal with 1) how can you solve problems to improve your school; 2) who's responsible for what; 3) what are our typical ways of doing things; and 4) how do we use one another's resources? Twenty-six instruments are included for the implementation of the diagnosis, with discussion and analysis of the data. The second section deals with methods of improvement, and includes materials designed to provide the support needed for inservice training. The program consists of two separate parts: 1) the Simulation and Data Bank Packet, consisting of real-life data from CPED schools, and 2) the Problem Solving Packet, which guides faculty members in diagnosis, problem definition, and action design for their own situation. The material can be used with or without an outside consultant. The Simulation and Data Bank packet may involve the faculty in one or more brief sessions, while the Problem Solving Section could stimulate the development of a process that could extend for an entire year. Optional taped episodes are available for the simulation sections. (MBM)

ED0405007 CG005550
Appleberry, James B.
Oklahoma State Univ., Stillwater.
Publ. Date: Apr 71 Note: 16p.; Paper presented at the National Association of Elementary School Principals Convention, Cleveland, April 11-17, 1971

Descriptors: *Educational Environment/ *Elementary Schools/ Organization/ *Organizational Climate/ *Principals/ School Administration/ School Attitudes/ *School Conditions/ *School Environment/ *School Organization/ Schools/ Teacher Attitudes/ Teacher Behavior/ Teachers

The school is viewed as a social system, composed of human beings interlocked in a network of social relationships and possessing a system of shared orientations which serve as standards for human behavior. Two related concepts are discussed: (1) pupil control ideology, conceptualized along a continuum ranging from "custodialism" to "humanism," and (2) organizational climate, also arrayed along a continuum from open to closed. It is hypothesized that schools with open climates, and teachers and principals serving in relatively open schools, will be significantly more humanistic in pupil control ideology than schools with closed climates, or teachers and principals serving in closed climates. Two measurement instruments, the Pupil Control Ideology form (PCI) and the Organizational Climate Description Questionnaire (OCDQ), are briefly described. These were used to collect data on 45 elementary schools in 30 school districts. Results indicate that public elementary schools with open climates are significantly more humanistic in pupil control ideology than those with closed climates. Also, teachers, but not principals, serving in open schools, were found to be more humanistic in pupil control ideology than those in closed schools. (TL)

ED0405516 EA003399
Preparing Educating Administrators for Conflict Resolution.
Bailey, Stephen K.
Available from: Policy Institute, Syracuse University Research Corporation, 723 University Avenue, Syracuse, New York 13210

Descriptors: Administrator Qualifications/ Administrator Responsibility/ Administrator Role/ Behavior/ Conflict/ Conflict Resolution/ Organizational Change/ Organizational Climate/ speeches

Successful conflict manager in the field of education (1)
The more indirect the principal's behavior the more supportive will be the group behavior. (2) The more indirect the principal's behavior the greater will be the amount of participation on the part of teachers. Statistical analysis of the data rejected all three hypotheses. It was concluded that although other research evidence reveals that teachers have some strong, negative attitudes regarding faculty meetings, such attitudes are not apparent from teachers' behaviors during faculty meetings. (SG)

Wabash Valley tested the hypothesis that the more indirect (willingly sharing authority with the teachers, incorporating their ideas) the principal's behavior is, the more supportive (willingly cooperative, participating) teachers' behaviors (behaviors of the individuals) will be. Graduate students trained in interaction analysis to .90 reliability observed and recorded data for 30 elementary school faculty meetings, 40 to 50 minutes long, held after school to discuss "Utilization of Teacher Time." No correlation was found between principals' and teachers' behaviors; teachers were supportive most of the time, regardless of principals' behaviors. The second study (conducted in metropolitan Detroit) was designed like the first except for the addition of two hypotheses: (1) The more indirect the principal's behavior the more supportive will be the group behavior. (2) The more indirect the principal's behavior the greater will be the amount of participation on the part of teachers. Although other research evidence reveals that teachers have some strong, negative attitudes regarding faculty meetings, such attitudes are not apparent from teachers' behaviors during faculty meetings. (SG)
An Empirical Analysis of Role Conflict and Multiple Allegiance Among Selected Vocational Teachers in Oklahoma. Final Report.

Kaiser, Charles H.
Oklahoma State Univ., Stillwater.

Sooner Grant No.: 0EG-17-070056-4570

Publ. Date: 15 Jul 68 Note: 165p.

Descriptors: *Administrative Personnel/ Bureaucracy/ High Schools/ Interaction/ Questionnaires/ Role Conflict/ *Role Perception/ *State Supervisors/ *Teacher Behavior/ Teacher Role/ Teacher Supervision/ Trade and Industrial Teachers/ Vocational Agriculture Teachers/ Vocational Education/ *Vocational Education Teachers /

Identifiers: Oklahoma

Role theory concepts were employed to define substantive areas of interactions between vocational teachers, state supervisory personnel, and local school administrators, define potential and actual role conflict for vocational teachers arising from these interactions, and assess the impact of perceived conflict upon vocational teacher job satisfaction. Interviews of 20 vocational agriculture teachers, 20 trade and industrial teachers, 40 school administrators, and 10 state supervisors were conducted from a stratified random sample of 30 high schools. Findings indicated—(1) School administrators and state supervisors differed in their evaluation of vocational agriculture teacher behavior more than their evaluation of trade and industrial teacher behavior, [2] Vocational agriculture teachers and their administrators differed more in perception of role behavior than trade and industrial teachers and their administrators, [3] State supervisors and trade and industrial teachers differed in evaluating teacher role more than state supervisors and vocational agriculture teachers, and [4] State supervisory personnel in general held rigorous expectations for vocational teacher behavior. The greatest potential area of role conflict was in differing expectations of teaching behavior by state supervisors and school administrators. (DM)
VOCATIONAL TEACHERS IN OKLAHOMA. FINAL REPORT. (HH)

FROM 66-1 $3.60 (MICROFILM) OR $12.60 (XEROGRAPHIC COPY)

THE OBJECTIVES OF THIS STUDY WERE TO (1) DEPICT THE ROLE OF

VOCATIONAL AGRICulture, TRAdL AND INDUSTRIAL, DISTRIBUTIVE
EDUCATION, AND TECHNICAL EDUCATION TEACHERS IN OKLAHOMA. (2)
ASSESS THE POTENTIAL FOR ROLE CONFLICT ASSOCIATED WITH THEIR
ACTIVITIES, AND (3) OPERATIONALIZE ROLE THEORY AS AN APPROACH
FOR INVESTIGATING EDUCATIONAL PROBLEMS. INSTRUMENTS WERE
DEVELOPED FOR ASSESSING THE ATTRIBUTES AND EXTENT OF JOB
SATISFACTION OF VOCATIONAL TEACHERS, THE ACTIVITY COGNITIONS
(WHAT THE TEACHER SAYS HE DOES AND WHAT THE EVALUATORS
PERCEIVE HE ACTUALLY DOES) AND NORMATIVE EXPECTATIONS (WHAT
THE TEACHER AND EVALUATORS PERCEIVE HE SHOULD DO) OF THE
TEACHER AND THE ASSESSMENT OF LEGITIMACY BY THE TEACHERS TO
GROUPS WHICH THEY FEEL HAVE A RIGHT TO HOLD EXPECTATIONS
CONCERNING WHAT VOCATIONAL TEACHERS DO. MATERIAL SECURED BY
GROUP INTERVIEW SESSIONS FROM OVER 1,500 RESPONDENTS,
INCLUDING APPROXIMATELY 250 VOCATIONAL TEACHERS, FROM A
STRATIFIED RANDOM SAMPLE OF 87 SCHOOLS WAS ANALYZED.

SUBSTANTIAL DIFFERENCES IN ATTRIBUTES BETWEEN TEACHERS IN
DIFFERENT FIELDS OF VOCATIONAL EDUCATION WERE FOUND, BUT TRADE
INDUSTRIAL AND TECHNICAL TEACHERS ESPECIALLY HAD CHARACTERISTICS WHICH
TENDED TO SET THEM APART. JOB SATISFACTION APPEARED TO BE
HIGHEST FOR DISTRIBUTIVE EDUCATION AND LOWEST FOR TECHNICAL
EDUCATION TEACHERS. SIGNIFICANT DISPARITIES EXISTED BETWEEN
THE FOUR TYPES OF VOCATIONAL TEACHERS, VOCATIONAL AND
NONVOCATIONAL STUDENTS, PARENTS, COUNSELORS, NONVOCATIONAL
TEACHERS, AND ADMINISTRATORS ON EXPECTATIONS AS TO WHAT THE
TEACHERS DO AND SHOULD DO IN RELATION TO 70 SPECIFIED
ACTIVITIES. ROLE CONFLICT APPEARED TO BE SUBSTANTIAL BUT NOT
EXCESSIVE. TEACHERS USUALLY ASCRIBED THE RIGHT TO HOLD
EXPECTATIONS OF THEIR ACTIVITIES TO LOCAL ADMINISTRATORS AND
STATE BOARD PERSONNEL ONLY. THE CONCEPT OF ROLE CAN BE
OPERATIONALIZED, AND THE RESULTS OF STUDIES OF THIS TYPE CAN
BE TRANSLATED INTO MEANINGFUL ACTION. A BIBLIOGRAPHY, SAMPLES
OF THE INSTRUMENTS, AND DATA ARE INCLUDED. (MM)
A STUDY OF THE TEACHER-ADMINISTRATOR RELATIONSHIP AND THE INFLUENCE OF NEED PATTERNS. FINAL REPORT.

GOLDMAN, HARVEY
Michigan State Univ., East Lansing, Coll. of Education.
Report No.: BR-6-8374-ER-35
Publ. Date: JUL66 Note: 301P.


Identifiers: EAST LANSING

PERSONALITY TRAITS OF TEACHERS AND PRINCIPALS ARE EXAMINED FOR THEIR EFFECTS UPON TEACHER-ADMINISTRATOR RELATIONSHIPS. THE EDWARDS PERSONAL PREFERENCE SCHEDULE, THE NATIONAL PRINCIPALSHIP STUDY, AND THE ADMINISTRATIVE PREFERENCE FORM WERE ADMINISTERED TO TEACHERS AND PRINCIPALS FROM AN URBAN SCHOOL DISTRICT IN MICHIGAN. RESULTS INDICATE THAT THE NEED PATTERNS OF TEACHERS AND PRINCIPALS ARE QUITE SIMILAR. FURTHERMORE, THE NEED PATTERNS OF MALE ELEMENTARY TEACHERS, SECONDARY TEACHERS, AND PRINCIPALS ARE SIMILAR TO THOSE OF THEIR FEMALE COUNTERPARTS. THE SAME DATA INDICATED THE INVALIDITY OF THE THEORY OF COMPLEMENTARY NEEDS. (HM)

PRINCIPAL AND TEACHER PERCEPTIONS OF SCHOOL FACULTY MEETINGS.

AMIDON, EDMUND ; BLUMBERG, ARTHUR
Chicago Univ., Ill. Midwest Administration.
Publ. Date: NOV66 Note: 6P.

Descriptors: *Administrator Attitudes/ Evaluation/ Organization/ Questionnaires/ Responsibility/ *Staff Meetings/ Statistical Analysis/ Tables (Data)/ *Teacher Administrator Relationship/ *Teacher Attitudes

Identifiers: CHICAGO

THE EFFECTS OF FACULTY MEETINGS ON TEACHER MORALE WERE INVESTIGATED VIA A SIX-ITEM QUESTIONNAIRE RESPONDED TO BY 40 ELEMENTARY AND 49 SECONDARY SCHOOL TEACHERS ENROLLED IN GROUP DYNAMICS WORK AT ONE UNIVERSITY AND BY 74 ELEMENTARY AND SECONDARY SCHOOL PRINCIPALS SELECTED AT RANDOM FROM A STATE EDUCATIONAL DIRECTORY. RESPONSES WERE ON A NINE-STEP, NEGATIVE-TO-POSITIVE SCALE TO SUCH QUESTIONS AS (1) WHAT IS YOUR REACTION TO FACULTY MEETINGS, (2) DO YOU FEEL FREE TO EXPRESS YOURSELF, AND (3) WHAT DO YOU THINK OF OTHER FACULTY MEMBERS. TEACHERS' RESPONSES WERE MAINLY IN THE NEGATIVE TO NEUTRAL RANGE, WHILE PRINCIPALS' RESPONSES TENDED TO BE POSITIVE. DIFFERENCES BETWEEN THE RESPONSES OF TEACHERS AND OF PRINCIPALS WERE STATISTICALLY SIGNIFICANT. ALSO, ON FOUR OF THE SIX ITEMS, TEACHERS' RESPONSES WERE MORE VARIABLE, WHEREAS FOR PRINCIPALS, THERE WAS A "TYPICAL" REACTION. RESULTS WERE INTERPRETED AS SHOWING THAT TEACHERS WERE CONCERNED WITH THE CLASSROOM, BUT PRINCIPALS WITH THE ENTIRE SCHOOL. THE LARGE GAP BETWEEN THE TWO GROUPS SUGGESTED THE NEED FOR MORE RESEARCH ON THE SCHOOL AS AN ORGANIZATIONAL ENTITY AND FOR DEVOTING INSERVICE TRAINING TO ORGANIZATIONAL DEVELOPMENT. THIS ARTICLE WAS PUBLISHED IN "ADMINISTRATORS NOTEBOOK," VOLUME 15, NUMBER 3, NOVEMBER 1966, AND IS ALSO AVAILABLE FROM MIDWEST ADMINISTRATION CENTER, 5835 KIMBARK AVENUE, CHICAGO, ILLINOIS 60637, FOR $0.25. (RP)
**ADMINISTRATOR STYLE: PERSONAL STYLE**

**ED12378**  88  EA008344  MF


Georgia State Dept. of Education, Atlanta; Georgia Univ., Athens Coll. of Education.

Sponsoring Agency: Bureau of Elementary and Secondary Education (OHEW/CE), Washington, D.C.

Publ. Date: 75  Note: 279p.; For related documents, see ED 105 589 and EA 008 345-346

Available from: Project R.O.M.E., 228 Fain Hall, University of Georgia, Athens, Georgia 30602 ($2.00)

**Descriptors:** Academic Achievement/ *Administrator Education/ *Administrator Evaluation/ Administrator Qualifications/ Average Daily Attendance/ Behavior/ *Educational Assessment/ Educational Environment/ Elementary Secondary Education/ Evaluation Criteria/ Higher Education/ Models/ *Performance Based Education/ *Principals/ *Skills/ Statistical Data/ Tables (Data)/ Teacher Attitudes

**Identifiers:** Elementary Secondary Education Act Title III/ ESEA Title III/ Georgia/ *Project Results Oriented Management in Education/ Project ROME

This document describes the processes and procedures used by the University of Georgia Project R.O.M.E. (Results Oriented Management in Education) assessment staff during 1974-75 to produce the following products: (1) performance indicators of public school principal competencies initially developed during the 1973-74 project year, (2) a report of the results of a statewide survey utilizing practicing school principal judgments to develop a set of high-priority competency indicators, and (3) a report of the results of field testing the Georgia Principal Assessment System to validate high priority administrator competencies and performance indicators against meaningful school outcome measures. The complete project report comprises three volumes. This first volume contains a description of research and development activities related to the above-mentioned products. The second volume contains data appendices to the report. A third volume contains copies of all the instrumentation utilized in field testing. (Author)

**ED116279**  EA007759  MF & HC

Task and Employee-Oriented Styles of Behavior in Selected Minnesota School Administrators.

Duncan, F. Martin

Publ. Date: Aug 75  Note: 73p.; Thesis submitted in partial fulfillment of the requirements for the Specialist degree at State University

**Descriptors:** Administrative Personnel/ *Administrator Characteristic/ Bibliographies/ Data Analysis/ Educational Administration/ Elementary Secondary Education/ *Leadership Styles/ *Occupational Surveys/ Tables (Data)/ *Teacher Administrator Relationship/ *Teacher Morale

**Identifiers:** Minnesota

This study investigates the effect of different leadership styles on the group morale of school employees. The author bases his analysis on data collected from 304 randomly selected Minnesota school district administrators. Administrators were classified as either task-oriented or employee-oriented, according to their responses on the Least Preferred Coworker scale, a 36-item semantic differential scale. Employee group morale was rated by subjects on the 10-item Group Atmosphere scale. Analysis of the data showed a significant difference in group atmosphere between employees under task-oriented administrators and employees under employee-oriented administrators. In addition, administrator orientation appeared to change with increasing years of administrative experience; employee-oriented elementary principals had significantly more years administrative experience and more years in their current position than did task-oriented elementary principals. (Author/UG)
Identifiers: *Machiavellianism

The purpose of this research was to explore the relationships between Machiavellian orientations of elementary and secondary school principals and aspects of teacher-principal relations. Data were collected from faculty members and principals in 40 elementary and 40 secondary schools in New Jersey. A set of hypotheses and research questions was tested using analysis of variance and correlational techniques. The Machiavellian orientation of principals was not significantly related to the principal's behavior in terms of initiating structure, consideration, authoritarianism, emotional detachment; nor was it related to openness (or closedness) of school climate, teacher loyalty to the principal, teacher loyalty to the school, or teachers' rating of the effectiveness of the principal. Machiavellianism of principals, however, was found to be significantly related to job mobility. Contrary to the findings of the experimental research on Machiavellianism, the expected relationships between Machiavellian orientations of principals and teacher-principal interactions were generally not found in the school setting. (Author)

Identifiers: *Rule Administration Behavior

The theoretical and operational relevance of the school principal's rule administrative behavior is described. Lutz and Evans (1968) conducted field studies in six schools to determine if the types of rule administration identified by Gouldner (1954) had similar effects in education. Butman-type scales were developed and utilized to determine the relationship between the principal's rule administration and his leadership (Lutz and McDaniel, 1972 and Caldwell and Spaulding, 1972). Data on all principals were factor-analyzed. The factors proved both strong and mutually exclusive. Scales were used to determine relationships between organizational variables. (Authors)
A Study Investigating the Differential Effects of Feedback in Producing Changes in Principals' Behavior as Perceived by Teachers.

Bojarski, Ronald H.

Publ. Date: 74 Note: 109p.; Ph.D. Dissertation, University of Maryland

Descriptors: Administrator Attitudes/ Administrator Characteristics/ *Behavior Change/ Bibliographies/ Catholic Schools/ *Educational Research/ Elementary Schools/ *Feedback/ *Principals/ Questionnaires/ *Reinforcement/ Tables (Data)/ Teacher Attitudes

This study proposed that differential feedback affects change in principal behavior as perceived by teachers. The population for the study consisted of 189 elementary schools of the Cleveland Catholic School System from which was drawn a sample of 40 schools. In addition to the general question posed, three more specific questions were asked: (1) Did the frequency of feedback affect the degree or amount of change in principals' behavior? (2) Did the quality (positive or negative) of feedback affect the degree or amount of change in principals' behavior? (3) What was the interaction between the frequency and the quality of feedback? Findings indicate that feedback does affect principals' behavior as perceived by teachers. In all instances, with the exception of "positive only" feedback of task assistance, there were either differences or changes in the principals' behaviors which were in excess of differences or changes in the control group. Negative weekly feedback, in the absence of positive feedback, is the most effective means of producing change in principals' behavior as perceived by teachers. (Author/WM)

Relationship Between Perceived Supervisor Style and Teacher Attitudes.

Sanders, John; Merritt, Daniel L.


Descriptors: *Change Strategies/ *Interpersonal Relationship/ *Preservice Education/ *Supervisory Methods/ Teacher Administrator Relationship/ *Teacher Attitudes/ Teacher Supervision

Lewin's field theory was used as the basis of an investigation into the influence of the supervisor in education. The focus of the study was the relationship between teacher perceptions of four kinds of supervisory styles and selected teacher attitudes. Preservice teachers were asked to classify their supervisor's behavioral style. Teacher attitudes toward educational practices and attitudes toward things were related to supervisory style. The data indicated that the teachers' perceptions of supervisors' behavioral styles are related to attitudes held by teachers. The results also suggest that there are some basic differences in attitudes and that they change over time. The implications for supervisors and teachers are discussed. A short bibliography is provided. (Author)

The Effect of the Senior High School Principal's Rule Administration Behavior on Staff Militancy and Leadership Perception.

Caldwell, William E.; Spaulding, H. Dale


Descriptors: Administrator Characteristics/ Administrator Evaluation/ *Administrator Role/ *High Schools/ Leadership/ Leadership Qualities/ *Principals/ School Administration/ Speeches/ *Teacher Administrator Relationship/ Teacher Attitudes/ *Teacher Militancy

Identifiers: Administrator Behavior

The central concern of the research reported in this speech was to investigate the relationships between the manner in which a senior high school principal administers rules and the teachers' perceptions of the principal's leadership, and staff militancy. The authors first discuss the conceptual framework for the study and then present the four hypotheses which were developed and tested: that principals with high representative rule administration behavior will have a staff with low militancy and will be perceived as having high leadership, and that principals with high punishment-centered rule administration behavior will have a staff with high militancy and will be perceived as having low leadership. The sample consisted of 15 senior high school teachers from each of 24 high schools. The presentation includes descriptions of the instruments used to measure militancy, leadership, and rule administration; the design of the hypotheses tested; and the test results. The document concludes with a discussion of the results and their implications, and makes recommendations to high school principals for rule administration. (Author/DN)
A Study of Principal Leader Behavior and Contrasting Organizational Environments.

Feitler, Fred C.


This study examined existing relationships between the leader behaviors of elementary school principals and the organizational processes of their schools. T-tests were used to determine significant relationships between leader behaviors (measured by the Leader Behavior Description Questionnaire-Form XII) and contrasting school typologies (described by the Profile of a School instrument.) The sample was composed of 23 schools and 412 teachers. Four leader behaviors -- tolerance of freedom, consideration, integration, and tolerance of uncertainty -- were found to be significantly higher for schools having participative group organizational processes than for schools described as having more authoritative processes. Implications for organization development and research are discussed. (Author)

ED065560 E0004369


Mickish, Ginny


Report No.: BER-RR-4

Publ. Date: Jan 71 Note: 20p.

Available from: "Research Reports," Bureau of Educational Research, Hellens Annex 151, School of Education, Univ. of Colorado, Boulder 80302 (3.50 each)

Descriptors: *Administrator Qualifications/ Bibliographies/ Democratic Values/ Educational Administration/ *Elementary Schools/ Feminism/ Leadership Qualities/ Literature Reviews/ Parent Attitudes/ *Principals/ Problem Solving/ *Sex Discrimination/ Teacher Administrator Relationship/ Teacher Attitudes/ *Working Women

Whereas female elementary principals represent only about 31 percent of the elementary principals in the nation, female teachers represent 88 percent of all elementary school teachers. This document reviews the literature on male-female differences in the leadership and management roles of the elementary principals: "p. (Author/NLF)

ED054516 E0003515

Types of Elementary School Principal-Leaders: A Q-Factor Analysis.

Ignatovich, Frederick R.


Descriptors: *Elementary Schools/ *Factor Analysis/ Horizontal Organization/ Leadership/ *Leadership Styles/ Methods/ Organization/ *Organizational Climate/ *Principals/ Q Sort/ Taxonomy/ Teacher Administrator Relationship/ Teacher Behavior/ Vertical Organization

Identifiers: *Leader Behavior Description Questionnaire/ Organizational Climate Description Questionnaire

This research project attempted to (1) identify leader types from teacher descriptions of the leadership behaviors of elementary school principals and (2) study the effects of the leadership types on the organizational behavior of teachers. Teacher responses from 99 Iowa elementary schools revealed three basic principal leadership types. Using both the Q-sort and analysis of variance techniques, factor analysis of the item description pattern for each type suggested the following labels: Type I--Tolerant-Integrator; Type II--Intolerant-Structuralist; and Type III--Tolerant-Interloper. Under Type I principals, teacher behaviors of disengagement and hindrance were lower, spirit was higher, and congruence between teachers and principals was greater. Principal type was found to be unrelated to both school staff size and organizational intimacy. (RA)
ED042259  E003015  NF & HC  
Teacher-Centered Management Style of Public School Principals and Job Satisfaction of Teachers.
Chung, Yi-Suck
Descriptors: *Job Satisfaction/ *Leadership Styles/ *Management/ Organization/ Participant Involvement/ *Principals/ Professional Recognition/ Public Schools/ Social Systems/ *Teacher Administrator Relationship/ Teacher Supervision

A concept of teacher-centered management was proposed as a style of leadership behavior for school administrators to reduce the incompatibility between social/psychological needs of teachers and monocratic/bureaucratic management patterns in educational organizations. Data obtained from self-report questionnaires distributed to teachers in 21 public schools in southeastern Michigan demonstrated that a high teacher-centered management style of leadership behavior by public school principals—as perceived by teachers—and high job satisfaction of teachers are significantly related. Teacher-centered administrative management style is characterized by teachers as (1) much sharing in decision making, (2) less close teacher supervision, (3) high administrative support of teachers' professional growth, (4) strong personal relationships, and (5) accessible relationships. The concept is supported as a useful approach to improving interpersonal relationships in educational organizations. (Author)

ED034311  E002637  NF & HC  
The Effects of Laboratory Training on Elementary School Principals: An Evaluation.
Thomas, Terry
Oregon School Study Council, Eugene.
Report No.: Bull-Vol-13-No-2
Pub. Date: Oct 69 Note: 48p.
Available from: College of Education, University of Oregon, Eugene, Oregon $1.50

Descriptors: *Behavior Change/ Bibliographies/ Communication (Thought Transfer)/ Decision Making/ *Elementary Schools/ *Laboratory Training/ *Leadership Training/ Morale/ Organizational Climate/ *Principals/ Questionnaires/ Staff Improvement/ Teacher Administrator Relationship/ Training Techniques

This study was designed to examine the job-related interpersonal behavior changes of elementary school principals as a result of laboratory training. A before-and-after group design was used to determine if the principals participated in the laboratory training experience changed their behavior in working with their staff and if the socioemotional climate of their elementary schools changed subsequent to participation. The experimental group showed more change toward (1) being considerate to the individual needs of the staff, (2) use of tact, (3) a more collaborative approach to decision-making, and (4) increased leadership for improving staff performances. The staff of the experimental-group principals showed more change toward higher group morale, and their schools changed toward more open organizational climates. (DE)

ED031510  TE005061  NF & HC  
The Threatened Teacher Syndrome.
Sherr, Paul C.
Association of Departments of English, New York, N.Y.
Pub. Date: May 69 Note: 60p.

Descriptors: *Administrative Problems/ Administrator Role/ College Administration/ *College Teachers/ *Department Directors (School)/ Effective Teaching/ Grading/ *Problem Solving/ Student Attitudes/ Student Opinion/ *Student Problems / *Student Reaction/ Student Teacher Relationship/ *Teacher Administrator Relationship/ Teacher Behavior/ Teacher Evaluation/ Teacher Responsibility/ Teacher Supervision

A discussion of suggested techniques to be used by college department chairmen in handling teacher problems that develop annually during the second week of the semester, just before the release of the mid-semester grades, and prior to and following the final grading period, treats a number of real or imagined difficulties involving students in the classroom and grading disagreements with students, their parents, and other departments. (AF)
The School Personnel Administrator

Gross, Neal; Napier, David A.

Harvard Univ., Cambridge, Mass. Graduate School of Education

Report No.: BR-5-1053-CRP-2536

Contract No.: DEC-5-1053-2-12-1

Publ. Date: Jun 67

Descriptors: Administrator Characteristics/ Career Choice/ Factor Analysis/ Interpersonal Relationship/ Job Satisfaction/ Males/ Principals/ Psychological Needs/ Rewards/ Role Theory/ Teacher Administrator Relationship

Identifiers: CAMBRIDGE

From a national cross-section of 382 male principals in American cities with a 1960-1961 population of 50,000 or over, interview and related data were obtained to investigate the determinants of IJS or intrinsic job satisfaction (degree of gratification derived from performing managerial tasks) and CS or career satisfaction (degree of gratification derived from having chosen educational administration as a career). Empirical findings of the IJS study provided support for 16 correlative hypotheses, based on four assumptions--(1) two major prepotent psychological needs of managerial personnel are the needs for autonomy and for self-actualization, (2) IJS is primarily a function of the degree to which managers are able to gratify these needs through their role performance, (3) role performance characterized by independence of action, creativity, task accomplishment, and consistency has special importance for satiating these psychological needs, and (4) from these assumptions IJS may be regarded as a function of conditions serving to increase or decrease the likelihood that principals will exhibit these kinds of role performance. Two CS hypotheses received empirical support, based on the assumption that variation in career satisfaction among principals is explained by their differential gratification with the extrinsic rewards of their position. Twelve CS hypotheses received empirical support, based on the assumption that career satisfaction is explained by the differential intrinsic rewards principals derive from their work. A related document, EA 001 139, is the sixth phase of this study. (JK)
ROLE CONFLICTS OF SCHOOL PRINCIPALS.

GROSS, NEAL; AND OTHERS
Harvard Univ., Cambridge, Mass. Graduate School of Education.
Report No.: CRP-853-4
Contract No.: OEC-SAE-8702
Publ. Date: 65  Note: 181P.

Descriptors: Administrator Attitudes/ Behavior/ Cognitive Processes/ Parent Attitudes/ Principals/ Public Education/ Role Playing/ School Administration/ Sociology/ Student Attitudes/ Teacher Attitudes/ Urban Schools

Identifiers: CAMBRIDGE/ MASSACHUSETTS/ ROLE CONFLICTS

THE PURPOSE OF THIS STUDY WAS TO ISOLATE THE ROLE CONFLICTS TO WHICH SCHOOL PRINCIPALS ARE EXPOSED, THE METHODS USED TO RESOLVE THEM, AND THE FREQUENCY WITH WHICH THEY OCCUR. THE SOCIAL MATRIX OF ROLE CONFLICT IS BASED ON DIFFERING EXPECTATIONS OF COGNITIVE BEHAVIOR INTERPRETATIONS. THUS, WHEN PARENTS, STUDENTS, TEACHERS, OTHER ADMINISTRATORS, AND OTHERS WITH WHOM THE SCHOOL PRINCIPAL WORKS AND ASSOCIATES HOLD CONFLICTING EXPECTATIONS FOR THE PRINCIPAL'S BEHAVIOR, HE WOULD BE CONFRONTED WITH A SITUATION OF ROLE CONFLICT. THE DATA CONSISTED PRIMARILY OF OVER 500 INDIVIDUAL PRINCIPAL REPORTS OF THE CONFLICTS THEY EXPERIENCED AND OF THEIR GENERAL SCHOOL SITUATIONS. THIS REPORT REPRESENTS THE LAST OF FOUR MONOGRAPHS THAT PRESENTED THE FINDINGS OF THE NATIONAL PRINCIPALSHIP STUDY, "A COMPREHENSIVE INVESTIGATION OF THE ROLE OF SCHOOL PRINCIPALS IN PUBLIC EDUCATION." THREE SPECIFIC SETS OF COUNTER-POSITIONS WERE INVESTIGATED—(1) TEACHERS AND PARENTS, (2) TEACHERS AND ADMINISTRATORS, AND (3) TEACHERS VERSUS OTHER TEACHERS. EXPOSURE TO TEACHER-PARENT CONFLICT WAS MOST FREQUENTLY REPORTED BY THE PRINCIPALS, AND SECONDARY SCHOOL PRINCIPALS SHOWED MORE EXPOSURE TO CONFLICTS FOR ALL SETS OF COUNTER-POSITIONS THAN ELEMENTARY PRINCIPALS. MEN PRINCIPALS WERE FOUND TO BE MORE FREQUENTLY EXPOSED TO ROLE CONFLICT THAN WOMEN IN THIS AREA. CONFLICT ALSO TENDED TO DECREASE THE AMOUNT OF JOB SATISFACTION AND TO INCREASE OCCUPATIONAL WORRIES FOR BOTH SEXES. THE FINDINGS OF THIS STUDY INDICATED THE NEED FOR FURTHER SYSTEMATIC EXAMINATIONS OF THE DETERMINANTS AND EFFECTS OF ROLE CONFLICTS FOR ALL ORGANIZATIONS. (JH)
Administrative Leadership in a Sample of Successful Schools from the National Evaluation of the Emergency School Aid Act.

Marcus, Alfred C.; And Others

System Development Corp., Santa Monica, Calif.

Sponsoring Agency: Office of Education (DHEW), Washington, D.C.

Contract No.: DEC-0-73-0831; DEC-0-73-6336

Publ. Date: Apr 76; Note: 13p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 19-23, 1976)

Descriptors: *Achievement Gains/ *Administrator Role/ Elementary Education/ Elementary School Mathematics/ *Leadership Styles/ Organizational Climate/ *Principals/ Reading Achievement/ *School Surveys' Tables (Data)/ *Teacher Administrator Relationship/ Teacher Attitudes

Identifiers: Emergency School Aid Act

In conjunction with a national evaluation of the Emergency School Aid Act, an in-depth analysis of 24 selected elementary schools was conducted. Data for the study were collected in 1974-75 through observation of classroom behavior, through interviews with school principals, and through self-administered questionnaires completed by the teachers and principals in each school. This report examines the relationship between administrative leadership and schools' success in raising achievement. Analysis of the survey data showed that schools in which principals emphasized the importance of selecting basic instructional materials and made more of the decisions in the instructional area were more likely to show achievement gains in the subject areas of reading and mathematics during 1974-75. (Author/UG)

Supervision as Administration: The Control Structure of the School.

Packard, John S.


Publ. Date: Apr 76; Note: 13p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 19-23, 1976)

Available from: Center for Educational Policy and Management, 1472 Kincaid Street, Eugene, Oregon 97403

Descriptors: Classroom Research/ Conventional Instruction/ *Decision Making/ Elementary Education/ *Elementary Schools/ *Elementary School Supervisors/ *Elementary School Teachers/ *Instruction/ Organizational Theories/ Principals/ School Supervision/ Supervisory Activities/ Teacher Administrator Relationship/ Teacher Behavior/ Team Teaching

This report focuses on some key varieties of decisions governing instructional affairs in public elementary schools. Twenty-nine elementary schools, 16 of which utilized team teaching and 13 of which employed conventional instruction, composed the sample in this study. The control structure interview was used as one of the key data collection methods. The findings indicate that more than half of the instructional decisions were made by individual classroom teachers. In the schools utilizing team teaching, a substantial proportion of decisions were made by the teacher work group. In the schools without teams, a substantial number of instructional decisions were made by persons outside the school. It was found that elementary principals rarely collaborated with individual teachers in deciding on instructional activities. Instead, principals participated more frequently with other nonteachers and teacher groups and made unilateral decisions. Supervision of instruction by administrators seems, for all practical purposes, to be minimal. These findings challenge current concepts of school supervision. (Author/UG)
Thompson, June E.; And Others
Report No.: TR-43
Contract No.: NE-C-00-3-0062
Publ. Date: Apr 75
Note: 27p.


This paper describes how the evaluation of teachers by principals is hampered by difficulties in communication. The 131 teachers and 33 principals questioned did not agree on how much teachers knew about the way they were evaluated. Nor did they agree on the frequency of evaluations: the teachers reported less frequent evaluation than the principals believed they communicated. The lower the frequency of communicated evaluations reported by teachers, the more dissatisfied were the teachers and the less helpful were the evaluations in improving the quality of their teaching. Two schools were selected for more intensive examination. They differed dramatically in the frequency of evaluation by principals, and the pattern of findings in the two natural settings strongly supported the results of the statistical analysis of the larger sample. The current very low frequency of teacher evaluations in many schools is not providing adequate guidance for teachers. An increase in the frequency of evaluation would increase teacher satisfaction, increase the teachers' belief that evaluations can provide helpful guidance, and decrease the teachers' sense of threat to their professional autonomy. (Author)
The Influence of Supervisory Roles.

Parsons, G. Llewellyn
Memorial Univ., St. John's (Newfoundland) prog
Publ. Date: Jan 72 Note: 80.

Descriptors: *Administrative Personnel/ Administrator Role/ Elementary Schools/ *Role Perception, Secondary Schools/ Supervision/ Supervisors/ Teacher Administrator Relationship/ *Teacher Attitudes/ Teacher Behavior/ *Teacher Influence

Identifiers: Canada

Supervisory roles perceived by teachers as the most influential in affecting their behavior with respect to the content, processes, or outcomes of their teaching were those of principal; "other teachers"; program consultant; inspector; assistant or vice-principal; area, district, or regional superintendent; and resource teacher. This report deals with the number and percent of teachers identifying each role as influential and the relationship of type and size of school, sex, grade level taught, experience, and professional preparation of teachers to teachers' perceptions of the influence of 26 different supervisory roles. Perceptions of influence ranked the principal as having the most influential supervisory role; "other teachers" as influencing the behavior of beginning teachers; program consultants and inspectors as most influential (by certain female teachers); vice-principals as most influential (by public, city school teachers with two to three years professional training and teaching of intermediate grades in medium or large size schools); the area superintendent as most influential (by certain county female teachers teaching in large schools); and resource teachers as most influential (by teachers at the primary and junior grade levels). (Author/DN)

Evaluative Economics: A Process To Compensate Teachers Based on Evaluation of Student Accomplishment of Instructional Objectives.

Hart, Jerry Lee
Educational Service Bureau, Inc., Washington, D.C.
Publ. Date: 73 Note: 28p.
Available from: Educational Service Bureau, Inc., 1835 K Street, N.W., Washington, D.C. 20006 ($5.95)

Descriptors: Academic Achievement/ Administrator Guides/ *Collective Negotiation/ Course Objectives/ *Educational Accountability/ Educational Economics/ Motivation Techniques/ *Performance Contracts/ Productivity/ *Teacher Motivation/ Teacher Responsibility/ *Teacher Salaries

Identifiers: Efficiency (Education)/ *Student Productivity

This document suggests a management plan for replacing fixed salary schedules for teachers with a pay structure based on student productivity. The plan is more a conceptual process of attacking the problem, rather than the resolved finality of a specific plan. The instructional objectives, the accomplishment evaluation, and the subsequent amount of compensation earned in accordance with this idea, are all basically determined by the professional staff itself as part of the evolutionary development of the suggested method. The author begins by outlining the historical unwillingness of public school employers and employees to attempt the correlation of compensation factors with employee production. He then considers factors that have changed in the 1970's to make a compensation plan based on productivity more attractive. The balance of the presentation is given over to a discussion of the essential premises on which the plan is based, an overview of the plan, and a procedural implementation of a plan from the time it is first presented to the board to the time when objectives are created and evaluated. The document concludes with a discussion of the management control of such a plan. (Author/DN)
Available from: The Committee on Publications, Faculty of Education, Memorial University of Newfoundland, St. John's, Newfoundland, Canada ($1.00)

Supervisors who work directly with teachers and wish to influence their classroom practice and encourage their professional growth must behave in ways congruent with teachers' expectations for involvement, social support, and stimulating leadership. Although these styles and behaviors may vary somewhat with various supervisory roles and teacher and school characteristics, there is little doubt that the effective supervisor, according to teacher perceptions, is one who, in attempting to provide staff leadership, is close to the teacher he is trying to help and uses the skills of facilitating personal and institutional growth, giving social support and involving his staff in the decision-making processes of the school. (Author)

Supervisory Services Considered Desirable by Teachers and Principals in 'Open Space' Elementary Schools.
Kleproum, Harry
Oregon School Study Council, Eugene.
Report No.: OSSC-Bull-Vol14-No-2
Available from: Oregon School Study Council, College of Education, University of Oregon, Eugene, Oregon 97403 ($2.00)

The purpose of this study was to determine the nature of the supervisory functions that both teachers and principals of 'open space' elementary schools in the Edmonton Public School System consider desirable in order to improve classroom instruction. A 77-item questionnaire was sent to the principals as well as to the 4th, 5th, and 6th grade teachers under their supervision to elicit their opinions and observations. As a result, the author makes several recommendations for improved supervision, which principals and teachers in all schools might consider. For example, he feels that staff members should focus on cooperation, involvement, collaboration, and communication in their daily interaction; that principals should give teachers more responsibility and authority for making decisions which directly affect teaching and learning; the threat of classroom visitations as a supervisory technique should be removed; demonstration teaching should be considered as a useful technique; and that principals should help teachers achieve a sense of worth and dignity in their work. (Author)
ED071146 E400258
Observational Methods in the Classroom.
Beagle, Charles W., Ed.; Brandt, Richard M., Ed.
Association for Supervision and Curriculum Development, Washington, D.C.
Report no.: ASCD-17948
Publ. Date: 73 Note: 95p.; Edited Papers presented at ASCD Southeastern Regional Conference
Available from: Association for Supervision and Curriculum Development, 1201 Sixteenth Street, N.W., Washington, D.C. 20036 (Stock Number 17948, $3.50)

Descriptors: Classroom Environment, Classroom Observation Techniques, Conference Reports, English Instruction, Instructional Improvement, Mathematics Instruction, Nonverbal Communication, Public Schools, Research Methodology, Self-Evaluation, Student Behavior, Student Participation, Supervisors, Teacher Administrator Relationship, Teacher Behavior, Teacher Supervision, Teaching Styles

The ASCD Supervision Council established three regional conferences to (1) assure that supervisors in elementary and secondary education would have the opportunity for self-renewal through a wide variety of meaningful experiences, and (2) help supervisors and curriculum workers develop skills and competencies that could be shared with teachers. The Southeastern Conference had as its theme, "Systems for Observing In-School Operations." The papers presented at this conference are included, in edited form, in this booklet, and include Leslie J. Bishop, "'Systems for Observing In-School Operations;' Robert S. Fleming, 'The Supervisor as an Observer;' James Rathjens, 'Problems Associated with Describing Activities;' Richard M. Brandt, 'Toward a Taxonomy of Observational Information;' Donald M. Medley, 'Measuring the Complex Classroom of Today;' Charles M. Galloway, 'The Nonverbal Realities of Classroom Life;' Larry S. Bowen, 'Use of the Flanders Interaction Analysis System;' I. V. Dannell and Horace C. Head, 'Self-Evaluation Through Video Tape Recordings;' William C. Lowry, 'Content Analysis of Mathematics Instructional Materials;' Joseph E. Strzepek, 'Analyzing the Content of English Instruction: A Point of View;' Harold R. Strany and James R. George, 'Instrumentation in Monitoring and Recording Human Behavior;' and Richard M. Brandt and Hugh V. Perkins, Jr., 'Observation in Supervisory Practice and School Research.' (Author)

ED071161 E4004662
Hull, Ray; Hansen, John
Oregon School Study Council, Eugene.
Report No.: OSSC-Bull-Vol-16-No-2
Publ. Date: Oct 72 Note: 53p.
Available from: Oregon School Study Council, College of Education, University of Oregon, Eugene, Oregon 97403 ($2.50)

Descriptors: Classroom Observation Techniques, Educational Accountability, Effective Teaching, Feedback, Teacher Administrator Relationship, Teacher Behavior, Teacher Evaluation, Teacher Improvement, Teacher Supervision, Teaching Methods, Teaching Skills

This manual for supervision addresses itself to those with responsibility for helping teachers develop into skilled professionals through use of a rational plan of feedback and assistance. It describes the supervision cycle and outlines simple and practical techniques to collect effective data that will assist the classroom teacher. The manual has been designed to yield maximum data with a requirement of minimum expertise. It rests on the identification of objectives by the teacher and by the observer. (Author)

ED071912 E4005037
Predictors of Supervisor Teacher Conference Interaction.
Darr, Alice Dozier

Descriptors: Behavior Change, Behavior Patterns, Conference Reports, Educational Research, Interaction Process Analysis, Interprofessional Relationship, Microteaching, Multiple Regression Analysis, Predictor Variables, Speeches, Statistical Analysis, Supervisors, Teacher Administrator Relationship, Teachers

The purposes of this study were (1) to provide an objective description of the supervisor-teacher conference behavior in a micro-teaching situation, (2) to determine the combinations of teacher and supervisor characteristics that predict conference behavior and conference effectiveness, and (3) to determine the supervisor characteristics that predict supervisors who change their behavior toward a more indirect and supportive conference. Test results, along with conference data and personal data, were used as supervisor and teacher variables for the statistical analysis. Through the use of the multiple regression technique, full and restricted models were tested to determine significant predictor sets. (Author)
What Kinds of Objectives for Supervisors?

Sergiovanni, Thomas J.
Ohio State Dept. of Education, Columbus.
Sponsoring Agency: Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
Publ. Date: 11 Nov 71 Note: 10p.

Descriptors: Educational Change/ *Leadership Qualities/ *Objectives/ *Supervisors/ *Supervisory Activities/ *Supervisory Methods/ Teacher Motivation/ Teacher Responsibility
Identifiers: Elementary Secondary Education Act Title III/ ESEA Title III

This report discusses the kinds of objectives that supervisors should pursue and proposes an approach that emphasizes human resource development and organizational enrichment as proper emphases for modern supervisors. The author illustrates the advantages of his approach over traditional and contemporary supervisory approaches by considering four major problems that supervisors and administrators face—change, control, motivation, and leadership. (Page 6 is not available due to a questionable copyright.) (JF)

The Nonverbal: An Approach for Supervisors.

Galloway, Charles W.
Ohio State Dept. of Education, Columbus.
Sponsoring Agency: Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Descriptors: Classroom Observation Techniques/ Educational Research/ *Interaction Process Analysis/ Lesson Observation Criteria/ Microteaching/ Nonverbal Ability/ *Nonverbal Communication/ Observation/ Student Teacher Relationship/ Supervisors/ Teacher Administrator Relationship/ *Teacher Behavior/ *Teacher Supervision/ Video Tape Recordings
Identifiers: Elementary Secondary Education Act Title III/ ESEA Title III

This report emphasizes the importance of nonverbal behavior as a teacher-student relationship language and discusses some observation instruments designed to provide feedback to teachers on their nonverbal behavior. According to the report, nonverbal behaviors provide the primary vehicle for expressing emotion and leakage channels that are difficult to control or to censor, and nonverbal cues function as qualifiers in the form of meta-communicative messages to indicate how verbal elements ought to be understood. It is the supervisor's responsibility to share with the teacher his observations of this nonverbal behavior. The report notes that teachers tend to be defensive about observations with which they disagree, and that observations and evaluations of nonverbal phenomena seem to dramatize these value differences. According to the author, the utility of the observation system, the validity of which both supervisor and teacher agree upon, is that it removes the difficulty of value differences. (JF)
Self-Confrontation of Teachers.
Schmuck, Richard A.
Publ. Date: Mar 71 Note: 28p.

Descriptors: Anxiety/ Motivation Techniques/ Objectives/ Psychological Characteristics/ Self Actualization/ Self Concept/ Self Evaluation/ Teacher Administrator Relationship/ Teacher Evaluation/ Teacher Morale/ Teacher Motivation/ Teachers

Simply presenting teachers with information about discrepancies between their ideal and their actual classroom performances does not, in itself, lead to constructive change. In part, this is because teachers confronted with such discrepancies experience dissonance which often gives rise to anxiety. This paper discusses the psychological processes that can be expected to occur when teachers are confronted with information about their own classroom behavior, and suggests some actions that a facilitator might take to focus teachers' energies on self-improvement. (Author)

The Importance of Administrator Expertise in Instructional Leadership.
Gorton, Dick

Descriptors: Administrator Background/ Administrator Characteristics/ Administrator Qualifications/ Administrator Responsibility/ Administrator Role/ Instructional Improvement/ Instructional Staff/ Leadership Responsibility/ Principals/ Secondary Education/ Secondary School Teachers/ Speeches/ Teacher Administrator Relationship/ Teacher Attitudes

This document reports on a study that investigated the relationship between the secondary principal's instructional expertise -- as perceived by the classroom teacher -- and the likelihood that a teacher with an instructional problem would seek the principal's assistance. The major conclusions were: (1) perceived expertise -- the most important variable in determining the likelihood that a teacher will seek the assistance of another individual, whether that person is principal, department head, teaching colleague, or member of central office staff; (2) of the four potential sources of instructional leadership, teachers perceived the principal as possessing the least degree of expertise for helping with instructional problems; and (3) as a result of these findings, the principal may need to redefine his role responsibilities. (Author/LLR)
Supervisor-Teacher Interaction: An Analysis of Verbal Behavior
Blumberg, Arthurl; Cusick, Philip
Publ. Date: Mar 70; Note: 25p.; Paper presented at annual meeting, AERA, Minneapolis 1970

Descriptors: *Interaction Process Analysis/ *Supervisors/ Supervisory Activities/ Teacher Administrator Relationship/ Teacher Behavior/ *Teacher Supervision/ *Verbal Communication

This study was conducted to develop and test a method for describing, in a systematic and quantifiable fashion, the nature of the interaction that takes place between a supervisor (e.g., principal or helping teacher) and a teacher. Tape recordings of 50 supervisor-teacher conferences were collected. They were analyzed by use of a 15-category interaction system developed by Blumberg using behavioral categories developed by Flavander and Bales. The 50 recordings were tallied and transferred to individual matrices and a composite matrix producing data which was analyzed by several methods, e.g., percentage comparisons of various combinations of column totals and area analyses to identify extended use of particular kinds of behavior. The resultant data gave rise to a number of questions about the nature of supervisor-teacher interaction, problemsolving styles of supervisors, the productivity of supervision, and the assumptions that underly it. It was concluded that the methodology carries with it the seeds of a training for supervisor behavior change. (Included are description of the 15 Categories for Analyzing Supervisor Teacher Interaction, explanation of the methods of data analysis, and the general findings of this 50-conference analysis.) (JS)

Incentives Used in Motivating Professional Growth of Teachers
Corv, N. Durward
North Central Association of Colleges and Secondary Schools, Chicago, Ill.
Note: 23p.
Available from: Charles W. Boardman, Prof. of Educ., Univ. of Minn., Minneapolis (Reprints $.25; single copy; 10 or more $.15 each).

Descriptors: Administrative Problems/ Educational Research/ Incentive Systems/ Inservice Programs/ Inservice Teacher Education/ Surveys/ Teacher Administrator Relationship/ Teacher Improvement/ Teacher Motivation/ Teacher Orientation/ Teacher Salaries

Identifiers: North Central Association

This publication is the product of a project designed to develop incentives to personalize supervision by giving teachers and supervisors more concrete techniques and information with which to develop their abilities. Examination of several teaching and supervisory studies provides insights into the supervisory role and teacher behavior. Four models for supervisory practice are suggested. (TT)
SUPERVISION--PERSPECTIVES AND PROPOSITIONS,
LUCIO, WILLIAM H.; AND OTHERS
Association for Supervision and Curriculum Development,
Washington, D.C.
Pub. Date: 67 Note: 64P.

Descriptors: Decision Making/ Educational Administration/ Educational Change/ Educational Objectives/ Organizational Climate/ Personnel Policy/ School Organization/ Student Behavior/ Supervision/ Supervisors/ Supervisory Activities/ Supervisory Methods/ Systems Approach/ Teacher Behavior/ Teaching

Identifiers: DISTRICT OF COLUMBIA

FOUR POSITION PAPERS PRESENT CURRENT PERSPECTIVES AND PROPOSITIONS ABOUT SUPERVISION, EMPHASIZING ITS GOAL-ORIENTED INSTRUCTIONAL ASPECTS, DIFFERENTIATED SUPERVISORY FUNCTIONS, AND A TEAM APPROACH TO SUPERVISORY TASKS. SUBJECTS CONSIDERED INCLUDE--(1) THE SUPERVISORY FUNCTION--CONCEPTS OF ORGANIZATION WHICH HAVE AFFECTED SUPERVISORY PURPOSES AND PRACTICES AND POSSIBLE DIRECTIONS FOR SUPERVISORIAL THOUGHT, 2) A PERSPECTIVE FOR VIEWING INSTRUCTIONAL SUPERVISORY BEHAVIOR--CONCEPTUAL VARIABLES AFFECTING SUPERVISION AND SCHEMATA FOR VIEWING INSTRUCTIONAL SUPERVISION IN RELATION TO THE FUNCTIONS OF GOAL DEVELOPMENT, COORDINATION AND CONTROL, MOTIVATION, PROBLEM SOLVING, PROFESSIONAL DEVELOPMENT, AND EVALUATION, (3) SUPERVISION AS TEACHING, AN ANALOGUE--SOME OF THE ELEMENTS IN SUPERVISION, PARTICULARLY THE TEACHING ASPECTS OF SUPERVISION, AND (4) IMPLICATIONS FOR EDUCATIONAL PRACTICE--PROPOSITIONS ADVANCED IN OTHER SECTIONS AND EXAMPLES OF SUPERVISORY PROGRAMS. THIS DOCUMENT IS AVAILABLE FOR $2.00 FROM THE ASSOCIATION FOR SUPERVISION AND CURRICULUM DEVELOPMENT, NATIONAL EDUCATION ASSOCIATION, 1201 SIXTEENTH STREET, N.W., WASHINGTON, D.C. 20036. (JK)
Teacher Perceptions of Supervisor-Teacher Interaction

Amidon, Edmund; Blumberg, Arthur

Chicago Univ., Ill. Midwest Administration.

Pub. Date: SEP 65

Document not available from EDRS.


Identifiers: Chicago/ Temple University

Teacher perceptions of supervisor-teacher interaction were analyzed to support the hypothesis that four groups, representing different perceptions of supervisory behavior, would differ with respect to teacher evaluations of conference productivity, conference learning, and the communicative atmosphere. The 166 graduate in-service teachers at Temple University's College of Education, who had been involved in supervisory conferences with their principals during the past year, were subjects of the study. Data were obtained from questionnaires adopting Flanders' instrument for analysis of teacher-pupil interaction in the classroom and from teacher evaluations of communicative freedom and supportiveness, learning outcomes, amount of supervisory talk, and general productivity in the supervisory conference. From a distinction between direct behavior (giving information, opinion, direction, command, or criticism) and indirect behavior (accepting feelings or ideas, praising, and asking questions), four groups of teachers were identified for comparative study. Observations included: (1) Teachers discriminate well among different types of supervision behavior. (2) Teachers hold a wide range of perceptions about the behavior of their supervisors. (3) Certain patterns of perceived supervisor behavior produce consistent types of reactions in teachers, while others produce an inconsistent response. (4) Perceptions of supervisor behavior that are most indirect produce the most consistent reactions, and (5) research and training need to be focused on the specific behavioral aspects of the authority figure in educational settings. This article was published in the "Administrator's Notebook," Volume 14, Number 1, September 1965 and is available from the Midwest Administration Center, the University of Chicago, 5835 Kimbark Avenue, Chicago, Illinois 60637, 6 pages, $0.25. (HMI)
The Beginning Teacher Evaluation Study (BTES), Phase II, was a research project on effective teaching behavior—what teachers do that significantly affects what and how pupils learn. The purposes of Phase II were to (1) develop an assessment system for measuring teacher and student behaviors and other factors which could influence each of them and their interrelationships and (2) generate hypotheses about the interrelationships among teacher and pupil behaviors and related factors. Forty-one second grade and 54 fifth grade experienced teachers participated in the study. This volume focuses on the teacher and pupil measures used in the study. Student background measures included demographic data, academic ability, and cognitive style. Student achievement measures included cognitive skills, decoding, reading comprehension, mathematics application, and mathematics attitude. A variety of teacher measures were used—tests of teacher aptitude and cognitive style, teaching and subject matter knowledge, and teacher attitudes toward teaching. Other measures were also included in the study: a diagnostic film test, a teacher questionnaire on the school setting, a teacher background questionnaire, a Likert scale to elicit teacher and principal perceptions of school climate, an instrument to elicit teacher expectations for pupil performance, a pupil survey questionnaire completed by the teacher, a parent questionnaire, a questionnaire for principals on school characteristics, and a structured interview with the principals.
to men or to women? Should teachers be involved in administration of the elementary school? The teachers were also asked to describe the ideal principal. This report is made up of generalizations on the 400 teachers' reactions to these questions. (Author/IRT)

ED103957 EAD006877
The Substance of Trust Between Teachers and Principals, Blumberg, Arthur; And Others

Descriptive: *Credibility; Definitions/ Elementary Secondary Education/ *Interpersonal Relationship/ *Occupational Values/ Personal Values/ Principals/ *Statistical Analysis/ *Teacher Administrator Relationships/ *Teacher Attitudes/ *Teacher Characteristics/ Statistical Data/ *Teacher Administrator Relationships/ Teacher Attitudes/ Teacher Characteristics

The purpose of this study was to clarify the meaning of the term "trust" as it applies to relationships between teachers and principals. First, 65 teachers were asked to explain the meaning of the statement, "I trust my principal." A modified O-sort of these data yielded 10 dimensions of trust. Then, 145 respondents were asked to indicate which of the 10 dimensions they felt was most important. Various demographic data were also collected from these respondents. The 10 dimensions of trust were then ranked ordered on the basis of the teachers' responses, and a response, and a chi-square test was used to correlate differences in rankings with selected demographic variables. Results of the analysis indicate differences in the importance of the various dimensions of trust. These differences depend on the sex of the teacher as compared to the sex of the principal. (Author/UG)
ED101759  JC75:110
A Study of the Relationship of Dogmatism and Academic Preparation of Faculty to Administrative Structure Preference at the Faculty Administrative Interface.

Burgr, Vernon K.
Publ. Date: Apr 74; Note: 43p.; Practicum presented to Nova University in partial fulfillment of the requirements for the Doctor of Education degree.

Descriptors: *Administrative Organization/ Cluster Colleges/ *College Teachers/ Departments/ *Dogmatism/ Interdisciplinary Approach/ *Junior Colleges/ Teacher Administrator Relationship/ *Teacher Attitude/ Teacher Background/ Teaching Experience.

Identifiers: *Cuyahoga Community College/ Rokeach Dogmatism Scale

Cuyahoga Community College—Eastern Campus is attempting to devise an organizational structure which facilitates an open, creative environment, and to select faculty who have attitudes consonant with openness and experimentalism. The purpose of this study was to determine if there were relationships between (1) dogmatism of faculty and their preference for interdisciplinary cluster or discipline division organization, (2) academic preparation and preference for clusters or divisions, and (3) dogmatism and academic preparation. Twenty-five full-time faculty completed two questionnaires: the Rokeach Dogmatism Scale and a questionnaire listing administrative tasks to determine cluster or division preference. Academic background and preparation data were also solicited. No significant relationship was found to exist between dogmatism of faculty, semester hours in education courses, semester hours beyond the Master's, community college teaching experience, secondary school teaching experience, or four-year school teaching experience and faculty preference for clusters or divisions. Dogmatism and educational or teaching background were also found to have no relationship. Significant relationships were found in two areas: (1) Academic disciplines and preference for clusters or divisions; and (2) Dogmatism and hours beyond Master's Degree.

(Author/AH)

ED093414x  JC740227
A Case Study of Acceptance and Rejection of Innovation by Faculty in a Community College.

Purdy, Leslie Noble
Publ. Date: 73; Note: 241p.; Ph.D. Dissertation, University of California, Los Angeles
Available from: University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 74-11,553, MF-54.00, Xerography-$10.00)

Document Not Available from EDRS.

Descriptors: Adoption (Ideas)/ Case Studies/ Community Colleges/ Group Dynamics/ *Group Unity/ *Institutional Innovation/ Teacher Administrator Relationship/ *Teacher Attitudes/ Teacher Behavior

A study was conducted to examine factors that influence the acceptance and rejection of instructional innovations by faculty at one community college and to identify elements in the college environment that influence the teacher's choices of instructional methods. An 8-month participative observation of the instructors was made. An attempt was made to develop a model of the process by which teachers accept or reject innovations. The major finding is that the instructors require autonomy in a psychological and physical work domain which is called here "work space." Faculty subgroups serve, among other things, to protect teachers' work space from administrative interference and from peer interference. Because technological innovations require greater administrative and peer interference than traditional methods do, they are more threatening to faculty autonomy. It was concluded that the more a teacher feels administrative protection of faculty work space, the more positive his response to instructional innovations. Teachers tend to experiment with and adopt technological innovations in groups rather than as individuals because this approach maximizes teacher control. (Author/KM)
A Career Development Study of Elementary School Teachers.

Fitzgerald, Sheila M.

Publ. Date: 72 Note: 21d.

Descriptors: *Job Satisfaction* / *Needs* / Teacher 
Administrator Relationship / *Teacher Attitudes* / Teacher 
Employment / *Teacher Improvement* / Teacher 
Morale / Teacher 
Promotion / *Teachers* / Teaching Benefit.

Identifiers: Minnesota Importance Questionnaire / Minnesota 
Satisfaction Questionnaire

Attitudes of career elementary school teachers concerning 
satisfaction with their current positions and the fulfillment 
of their career needs are examined in this study of 178 
graduate education students. The measurement instrument for 
the study included: a) a request for personal information, 
employment data, and career aspirations; b) 100 items 
measuring satisfaction with current teaching position; and c) 
100 corresponding items to determine the felt needs of 
teachers with regard to their careers. The latter 206 items 
yielded 25 satisfaction scales and 25 matching need scales. 
Responses of the study population indicate that career 
teachers are less than satisfied with their current positions 
on most of the scales tested. The study findings suggest that 
schools of education should a) question whether their faculty 
are having the desired effect in school systems; b) develop 
conditions that facilitate completion of post graduate studies; 
and encourage commitment to the teaching profession; c) find 
ways to attract more males to advanced study in curriculum 
areas; and d) develop instructional programs that encourage 
creativity in the classroom. Implications for school systems 
are that evaluation programs should give more priority to 
teacher satisfaction and a more flexible use of staff would 
attract talented teachers to part-time service. Comparisons 
are made of subgroups with regard to age, sex, marital status, 
and level of education. The report includes three tables and a 
bibliography. (HMD)