

BEHAVIORS OF TEACHERS NEW TO A BUILDING
IN RELATION TO THE CLIMATE OF THE SCHOOL
AND THE DOGMATISM OF THE TEACHER

Thesis for the Degree of Ed. D.
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TREVA B. KIRK

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ABSTRACT

BEHAVIORS OF TEACHERS NEW TO A BUILDING IN RELATION TO THE CLIMATE OF THE SCHOOL AND THE DOGMATISM OF THE TEACHER

By Treva B. Kirk

Purpose of the Study

The major purpose of this study was to relate the behaviors of teachers new to an elementary building to the organizational climate of the school and to the dogmatism of the teachers in order to discover the significant differences among various groups of teachers in their levels of concern, their satisfactions in selected aspects of teaching, and their frequency of contact with professional people with whom they could discuss their concerns. Further, their problems, satisfactions, and frequency of contact with professional people were studied with reference to the variables of sex, age, training, teaching experience, experience in the system, size of school, and number of new teachers per building.

Methodology

This study was limited in scope to 73 elementary schools that were willing to participate in the study and also had one or more teachers new to the building. In September, the principal and teachers who had been in the school during the previous year answered the Organizational Climate Description Questionnaire. From these, schools were classified as relatively open and relatively closed. Teachers new to the building were given an Opinion Survey which included the

TREVA B. KIRK

Dogmatism Scale. From the scores on the Dogmatism Scale were selected two groups of teachers: one relatively open and, the other, relatively closed.

In May, new teachers were asked to answer a Situation Survey, to find specific incidents they had actually felt were problems, the level of their concern about each occurrence, and where they sought help in resolving the situation. The Survey also asked teachers to designate the degree of satisfaction with selected aspects of teaching, and how frequent had been their contacts with professional people to discuss their concerns.

The final selection was made of 18 teachers in each of four groups: open schools-open teachers; open schools-closed teachers; closed schools-open teachers; and closed schools-closed teachers.

The materials were studied by the two-way analysis of variance for differences among the means of these four groups attributable to either climate or dogmatism, both climate and dogmatism, or the interaction between the two in the level of concern, the expressed satisfactions with selected aspects of teaching, and the frequency of contact with professional people to discuss their concerns. The classifications of the teachers by the variables of sex, age, training, teaching experience, experience in the system, size of school, and number of new teachers per building were studied for significant differences of means by the one-way analysis of variance with unequal N's.

pool size or number of new teachers per building. In the analysis, seven of the 20 significant satisfaction areas were related to school size.

Findings

Of the ten areas of concern, six showed significant differences in relation to the dogmatism of the teacher among the four groups. Not one of the problem areas showed differences related to climate, or to the interaction between the two. Discipline was the number one concern for all four groups of teachers.

In the 19 areas of satisfaction, five were significant relating to climate. Two of these five also had a significant relationship to the dogmatism of the teacher. There was no interaction between climate and dogmatism. Salary compared to that of other professions was the least satisfactory area for all four groups of teachers.

Frequency of contact with teachers of the same grade and in the same building showed significant differences among the groups at the .01 level of confidence for both climate and dogmatism, each acting independently. Contact with teachers in another building was related to dogmatism. Of the five professional people mentioned, the principal ranked third in the frequency of being contacted to discuss concerns, with the teacher of the same grade, same building, ranking first.

Of the 238 analyses in reference to the seven variables, 44 showed significant relationships. In the significant concern areas, sex and age accounted for 13 of the 21. Not one concern was related to school size or number of new teachers per building. In the satisfactions, seven of the 20 significant satisfaction areas were related to school size.

TREVA B. KIRK

Teachers, in their comments about being new to the building, referred to the difficulties of the unwritten rules, the unwillingness of regular teachers to listen to any new ideas, and the inability to find a chance to discuss their concerns with their principal.

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by

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Purpose	1
Scope and Limitations	1
Assumptions	2
Definitions	2
Hypotheses	3
Overview	4
II. REVIEW OF LITERATURE	10
Problems and the Needs of Teachers	11
Personality and Characteristics of Teachers	17
Climate of Schools	26
Adjustment and Identification	34
Summary	35
III. DESIGN OF THE STUDY	36
Organisational Climate	36
Dogmatism	36
Situation Survey	36
Selection of Groups	36
Organizing the Material from the Situation Survey	36
Rationale	36
Hypotheses	36
Analyses	36
Summary	36
IV. ANALYSIS OF RESULTS	36
Results	36
Levels of Concern	36
Satisfactions	36
Frequency of Contact with Other Professionals	36
Interaction of Organisational Climate and Dogmatism	36
Discussion	36
Levels of Concern	36

TABLE OF CONTENTS

	Page
ACKNOWLEDGEMENTS.	ii
LIST OF TABLES.	vii
Chapter	
I. THE PROBLEM.	1
Purpose	1
Scope and Limitations	4
Assumptions	4
Definitions	5
Hypotheses.	7
Overview.	8
II. REVIEW OF LITERATURE	10
Problems and the Usual Sources of Help.	11
Personality and Characteristics of Teachers	17
Climate of Schools.	26
Adjustment and Identification	45
Summary	48
III. DESIGN OF THE STUDY.	50
Organizational Climate.	50
Dogmatism	52
Situation Survey.	54
Selection of Groups	56
Organizing the Material from the Situation Surveys	57
Rationale	58
Hypotheses.	60
Analyses.	62
Summary	64
IV. ANALYSIS OF RESULTS.	66
Results	66
Levels of Concern.	66
Satisfactions.	69
Frequency of Contact with Other Professionals.	73
Interaction of Organizational Climate and Dogmatism	76
Discussion.	77
Levels of Concern.	77

Chapter		Page
	Satisfactions.	79
	Frequency of Contact to Discuss Professional Concerns.	83
	Interaction of Dogmatism and Organizational Climate	87
	Summary	87
V.	VARIABLES	
	Sex	90
	Age	96
	Training.	101
	Teaching Experience	107
	Previous Experience in System	113
	Size of School.	119
	Number of Teachers Per School	125
	Conclusion.	130
	Summary	132
VI.	USE OF HELP.	137
	Where Did New Teachers Get Help?	137
	Assistance From Four Sources Listed	140
	Help From "Others".	142
	Discussion.	143
	Sources of Help with Multiple Choices Included.	147
	Summary	149
VII.	COMMENTS	152
	Offers of Help.	152
	Number of Teachers.	152
	Socializing with Co-Workers Out of School	154
	Advice and Help vs. Problems.	155
	Major Difficulties in Working with Teachers in This Building	164
	Major Difficulties in Working with the Principal in This Building	167
	Summary	169
VIII.	SUMMARY AND CONCLUSIONS.	171
	Summary	171
	Conclusions	174
	Discussion.	180
	Other Findings Unanticipated.	184
	Implications for Further Research	188
	SELECTED BIBLIOGRAPHY	191
	APPENDIX A: TABLES	197

Chapter	Page
APPENDIX B: QUESTIONNAIRES	227
APPENDIX C: CODING SHEETS.	255

Table	
3.1 Summary of Schools and New Teachers	37
3.2 Summary of Distribution of Teachers by Sex and Age in First and Fourth Grade Schools	38
3.3 Summary of Distribution of Teachers by Sex and Age in First and Fourth Grade Schools	39
4.1 Rank Order of Concerns of Teachers	57
4.2 Rank Order of Mean Levels of Concerns of Teachers in the Four Different School Groups	58
4.3 Rank Order of the Satisfaction of Teachers with Their Schools in the Sample	60
4.4 Rank Order of Mean Satisfaction with School as a Factor of Teaching by the Four Teacher-School Groups	71
4.5 Rank Order of Frequency of Contact with Professional People to Discuss Concerns	74
4.6 Rank Order of Mean Frequency of Contact to Discuss Professional Concerns by Groups	75
4.7 Summary of Differences Between Means of Schools and Teachers on Satisfaction with Supervision	81
4.8 Summary of Differences Between Means of Schools and Teachers in Satisfaction with Fairness in Distribution of Duties	82
4.9 Differences of Means in Frequency of Contact with Professional People to Discuss Their Concerns of the Four Teacher-School Groups	84
5.1 Distribution of Public School Teachers by Sex	93
5.2 Rank Order of Mean Levels of Concern by Sex	94
5.3 Rank Order of Mean Satisfaction by Sex	95
5.4 Rank Order of Sex of Mean Frequencies of Contact with Professional People to Discuss Their Concerns	96
5.5 Distribution of New Teachers According to Age	96

Table		Page
3.6	Means of Various Age Groups in the Levels of Concern	97
3.7	Means of Various Age Groups in Satisfaction	98
3.8	Means of Various Age Groups in Frequency of Contact with Professional People to Discuss Their Concerns	99
LIST OF TABLES		
Table		Page
3.1	Summary of Schools and New Teachers in Project	53
3.2	Summary of Distribution of Schools and New Teachers in First and Fourth Quartiles of Openness-Closedness	54
4.1	Rank Order of Concerns of New Teachers in Sample	67
4.2	Rank Order of Mean Levels of Concern of Teachers by the Four Different Teacher-School Groups	68
4.3	Rank Order of the Satisfaction of the New Teachers in the Sample	71
4.4	Rank Order of Mean Satisfaction with Selected Aspects of Teaching by the Four Teacher-School Groups	72
4.5	Rank Order of Frequency of Contact with Professional People to Discuss Concerns	74
4.6	Rank Order of Mean Frequency of Contact to Discuss Professional Concerns by Groups	75
4.7	Summary of Differences Between Means of Schools and Teachers on Satisfaction with Supervision	81
4.8	Summary of Differences Between Means of Schools and Teachers in Satisfaction with Fairness in Distribution of Duties	82
4.9	Differences of Means in Frequency of Contact with Professional People to Discuss Their Concerns of the Four Teacher-School Groups	84
5.1	Distribution of Public School Teachers by Sex	91
5.2	Rank Order of Mean Levels of Concern by Sex	92
5.3	Rank Order of Mean Satisfaction by Sex	93
5.4	Rank Order of Sex of Mean Frequencies of Contact with Professional People to Discuss Their Concerns	94
5.5	Distribution of New Teachers According to Age	96

Table		Page
5.6	Means of Various Age Groups in the Levels of Concern .	97
5.7	Means of Various Age Groups in Satisfactions	98
5.8	Means of Various Age Groups in Frequency of Contact with Professional People to Discuss Their Concerns.	99
5.9	Distribution of New Teachers According to Training . .	101
5.10	Means of Various Groups in Training in Relation to Concerns.	102
5.11	Means of Various Groups in Training in Relation to Satisfactions	103
5.12	Means of Various Training Groups of New Teachers in Relation to Frequency of Contact to Discuss Their Concerns.	104
5.13	Means and F Statistics of Selected Categories When New Teachers are Classified by Training	106
5.14	Distribution of New Teachers According to Teaching Experience.	108
5.15	Means of Various Experience Groups of New Teachers on Concerns	109
5.16	Means of Various Experience Groups of New Teachers in Satisfactions.	110
5.17	Means of Various Experience Groups of New Teachers in Frequency of Contact with Professional People to Discuss Their Concerns.	111
5.18	Distribution of New Teachers Classified by Number of Years Previously Taught in the System.	113
5.19	Means of Various Groups of New Teachers Classified by Years of Experience in the Same System in Relation to Concerns.	114
5.20	Means of Various Groups of New Teachers Classified by Years of Experience in Same System in Relation to Satisfactions	115
5.21	Means of Various Groups of New Teachers Classified by Years of Experience in Same System in Relation to Frequency of Contact to Discuss Their Concerns .	116
5.22	Distribution of New Teachers According to School Size.	119

Table		Page
5.23	Means of Various Groups of New Teachers When Classified as to Size of School in Relation to Concerns .	120
5.24	Means of Various Groups of New Teachers When Classified as to Size of School in Relation to Satisfaction	121
5.25	Means of Various Groups of New Teachers When Classified as to Size of School in Relation to Frequency of Contact with Professional People to Discuss Their Concerns.	122
5.26	Numbers of Regular Teachers and New Teachers in the Four Different Teacher-School Groups.	124
5.27	Distribution of New Teachers According to Number Per Building.	126
5.28	Means of the Concerns Given by Various Groups of New Teachers When Classified as to the Number Per Building.	127
5.29	Means of the Satisfaction Given by New Teachers Classified as to Number Per Building.	128
5.30	Means of the Frequency of Contact with Professional People Given by New Teachers Classified as to Number Per Building	129
5.31	Significant Areas in Relation to the Seven Variables .	131
6.1	Chi Square Table for Seeking Help from Principal in Teacher-Parent Relationships.	140
6.2	Chi Square Table for Seeking Help from the Principal in Teacher-Community Relationships.	141
6.3	Chi Square Table for Seeking Help From Other Teachers in Teacher-Principal Relationships.	141
6.4	Number of New Teachers Seeking Help from "Others" and Making Multiple Choices Two or More Times	142
6.5	Number of Times "Other" was Mentioned as Source of Help.	144
6.6	Number of Times Selected "Others" were Mentioned as a Source of Help by New Teachers in Each of Four Groups.	145
6.7	Number of New Teachers in Each Group Mentioning Listed Sources of Help.	146

Table	Page
6.8 Number of Multiple Choices Made by Each of the Four Groups.	147
6.9 Total Number of Choices of Four Sources of Help For All Ten Categories of Concern	148
7.1 Number of Teachers New Teachers Reported "Liking to Work With".	156
7.2 Ranking of Importance of Advice and Difficulties by Number of Times Expressed	160
7.3 Comparison of Help Given and Problems Mentioned by Each of Four Groups	162
8.1 Significant Areas in Relation to Climate, Dogmatism, and Other Variables	173
8.2 Rank Order of Mean Satisfaction with Selected Aspects of Teaching by the Four Teacher-School Groups . . .	183
A.1 Summary of Distribution of Schools and New Teachers by Quartiles.	198
A.2 Schools Ranked by Scores on <u>OCDQ</u> and Their New Teachers Classified as Open, Middle, and Closed by Scores on <u>D Scale</u>	199
A.3 Rank Order of Schools on <u>OCDQ</u> with Information on Number of Returning Teachers, New Teachers, and Sex of Principal.	204
A.4 F Statistics for Climate, Dogmatism, and Interaction in Relation to Concerns of the Four Groups of New Teachers from the Two-Way Analysis of Variance. . .	206
A.5 F Statistics for Climate, Dogmatism, and Interaction in Relation to Satisfactions of the Four Groups of New Teachers from the Two-Way Analysis of Variance.	207
A.6 F Statistics for Climate, Dogmatism, and Interaction in Relation to Frequency of Contact with Professional People of the Four Groups of New Teachers from the Two-Way Analysis of Variance	208
A.7 F Statistics for Variable Sex of New Teachers in Relation to Concerns, Satisfactions, and Frequency of Contact.	209
A.8 F Statistics for Variable Age of New Teachers in Relation to Concerns, Satisfactions, and Frequency of Contact.	210

Table	Page
A.9 F Statistics for Variable Training of New Teachers in Relation to Concerns, Satisfactions, and Frequency of Contact.	211
A.10 F Statistics for Variable Experience of New Teachers in Relation to Concerns, Satisfactions, and Frequency of Contact.	212
A.11 F Statistics for Variable Experience in System of New Teachers in Relation to Concerns, Satisfactions, and Frequency of Contact.	213
A.12 F Statistics for Variable Size of School of New Teachers in Relation to Concerns, Satisfactions, and Frequency of Contact.	214
A.13 F Statistics for Variable Number of New Teachers Per Building in Relation to Concerns, Satisfactions, and Frequency of Contact.	215
A.14 Summary of the Number of Cases in Each Category of the Seven Variables	216
A.15 Significant Areas in Relation to Climate, Dogmatism, and Other Variables	218
A.16 Number of Times Principal was Selected as Source of Help (Multiple Choices Included).	219
A.17 Number of Times Other Teachers Were Selected as Source of Help (Multiple Choices Included).	220
A.18 Number of Times Observation of Others was Selected as Source of Help (Multiple Choices Included)	221
A.19 Number of Times "Using Own Judgment" was Selected as Source of Help (Multiple Choices Included).	222
A.20 Number of New Teachers in Each of Four Teacher-School Groups Seeking Help Two or More Times from the Principal	223
A.21 Number of New Teachers in Each of Four Teacher-School Groups Seeking Help from Other Teacher(s) Two or More Times.	224
A.22 Number of New Teachers in Each of Four Teacher-School Groups Seeking Help by Observing Others Two or More Times.	225
A.23 Number of New Teachers in Each of Four Teacher-School Groups Resolving Their Problems by Using Own Judgment Two or More Times.	226

CHAPTER I

THE PROBLEM

The increasing interest in the problems of new teachers stems back to the 1930's when less than half the fully-certified teachers secured jobs, when the kindergarten teacher in the school "went crazy" at the end of the first three weeks of school, and when teacher after teacher would not remain to teach a full year as she either was dissatisfied with the school or was giving unsatisfactory service. It became evident that some teachers developed an interest in the educational processes and felt a definite commitment to the profession. Others seemed to be going through the motions of teaching, but somehow or other were not "with the job." Educators refer to the first as good morale; to the second as disengagement, or use the sociologist's term, anomie or alienation.

The unanswered questions were, "How does it happen that each teacher adjusts to teaching in such widely different degrees of commitment? What are the factors that bear on this adjustment? Are these factors wholly within the teacher's own personality structure, or in the school situation itself, or a combination of both factors in varying degrees?"

Purpose

The specific problem treated by this thesis is a part of the major problem of teacher adjustment. This study is concerned with

what happens to teachers within the school building. What do teachers have to learn in a school building the first year? What facilities are available from which they can learn and which ones do they choose? What are the major job satisfactions and dissatisfactions? Which other teachers help most? How do new teachers learn roles they are expected to play in the building?

Primarily this is an exploratory project to discover what relationships may exist among teachers new to a building when the organizational climate, the school situations, and the openness and closedness of the teacher's personality structure are considered.

Specifically, this study tries to discover whether new teachers in a school building having one type of school organization might differ from new teachers in another school building having another kind of school climate in terms of their concerns and degrees of concern, contacts with adult personnel, and job satisfactions or dissatisfactions.

This study is also concerned with the question as to whether new teachers with different kinds of personality structure, as measured on the Dogmatism Scale, might also differ in their concerns, contacts with adult personnel for help, job satisfactions and dissatisfactions.

The working problem of this dissertation is: does a certain combination of school climate and personality structure of the new teacher result in a different set of concerns, contacts with adults, and job satisfactions from those of other combinations?

The normative study will attempt to discover what happened during the course of one year, 1963-64, to teachers new to the building in certain selected areas, and to determine if either the climate

of the school, the personality structure of the teacher, or both, might have some bearing on how the teacher reacted.

The climate of the school and the personality of the "new" teachers are not the only factors that would have some influence on the behaviors; sex, age, training, previous experience, and other times may also have bearing. Nevertheless the major portion of the study will be devoted to the workings and interworkings of the two: climate and personality.

For years colleges of education and professional organizations have tried to improve the effectiveness of teacher preparation. The constant experimentation and evaluation have created many changes in preparation programs. Boards of Education and professional organizations, too, have encouraged in-service training projects, designed for teachers who need new ideas and methods for continued professional growth and for effective teaching. Few schools have concerned themselves with the starting teacher, or with the teacher changing to a new building. Many times the "new" teacher was expected to receive the least desirable room, the least desirable children, and to "learn the ropes" by trial and error method. Only recently have some larger school districts in Michigan assigned consultants available to help the "new" teachers, supplementing traditional orientation programs.

As a result of teacher shortages, the demand for more effective teaching, and increasing public concern with education, the school and community have become more interested in having the teacher make a successful adjustment to the building and to the job. Thus, a one-year study of teachers new to a building (whether or not they have had any previous teaching experience) may clarify what actually happens during the first year, and help show how newcomers to the

building learn, or fail to learn, their roles as teachers. Did these experiences help them to become adjusted and committed to teaching, or did they tend to alienate them from the main stream of education?

Scope and Limitations

Elementary schools and their teachers were selected for this project since the climate of an elementary school can be measured and ordered on degrees of openness by an instrument, the Organizational Climate Description Questionnaire, OCDQ.

The study is limited to elementary schools (kindergarten through grade six) with these qualifications:

1. Willingness of the principal and the teachers to participate in the study.
2. The same full-time principal for the two previous years, 1961-62, and 1962-63.
3. At least one teacher new to the building.

It is further limited to schools of selected climates having "new teachers" with certain scores on the Dogmatism Scale.

Even though the formal and informal methods of help are being reported, most of the study is aimed toward the most generally known ways teachers have of knowing what to do. No attempt is made to evaluate the competence of the teacher. The concerns, satisfactions and frequency of contact with other professionals are the objectives of this study.

Assumptions

This study is based on the following assumptions:

First, the school is a social system in its own right.

Second, the organizational climate of the elementary school

can be measured by the instrument proposed, the Organizational Climate Description Questionnaire, and the climates can be ordered on a continuum from openness to closedness.

Third, the Opinion Survey, which includes the Dogmatism Scale that measures the rigidity of the belief-disbelief structure of the teacher, gives a score that can be ordered on a continuum from openness to closedness.

Fourth, the report the teachers perceive of occurrences and contacts are actual experiences.

Fifth, the organizational climate of the school and the dogmatism score of the teacher are reasonably stable over the period of one year.

Definitions

In order to clarify pertinent terms for the reader and limit their interpretation to just this study, the following definitions are presented:

New Teacher--an elementary teacher who had never taught in this building before, and may, or may not, have had previous teaching experience.

Climate--The organizational personality of the school, as measured by the Organizational Climate Description Questionnaire, OCDQ, describing the school primarily in terms of the teacher-principal relationships.

Dogmatism--A closed way of thinking, an authoritarian outlook on life, an intolerance toward those with opposing beliefs, a rigidity in the belief-disbelief system.

Open School--A school whose climate, measured on the OCDQ,

rated on the open end of the continuum of openness-closedness.

Closed School--A school whose climate, measured on the OCDQ, rated on the closed end of the continuum of openness-closedness.

Open Teacher--A teacher whose score on the Dogmatism Scale was at the end of the continuum showing openness of belief-disbelief system (low dogmatic group).

Closed Teacher--A teacher whose score on the Dogmatism Scale was at the end of the continuum showing closedness of belief-disbelief system (high dogmatic group).

Open-Open--A relatively open school, relatively open teacher.

Open-Closed--A relatively open school, relatively closed teacher.

Closed-Open--A relatively closed school, relatively open teacher.

Closed-Closed--A relatively closed school, relatively closed teacher.

Discipline--Behavior problems.

Self-Autonomy--Feeling of independence of the self in making choices.

Grading--Evaluation a teacher has to make about the work of the student.

Student Relations--Emotional and social problems of students a teacher may, or may not, feel as important, such as day-dreaming.

OCTQ--Organizational Climate Description Questionnaire, by Halpin and Croft, a 64 item survey which can map the climate

of the school.

D Scale--Dogmatism Scale, which measures the openness-closedness of a person's belief-disbelief system.

Situation Survey--Instrument developed to find the degree of concern about certain experiences during the year, and also the degree of satisfaction and frequency of contact with professional people.

Opinion Survey--Survey of teachers containing the Dogmatism Scale.

F Scale--Fascism Scale developed for the authoritarian personality.

Hypotheses

There are several basic questions from which the hypotheses will be formulated in Chapter III:

1. Is there a relationship among the four groups of new teachers (open-open, open-closed, closed-open, closed-closed) in the level of concern expressed in the selected situations?
2. Is there a relationship among the four groups of new teachers in the degree of satisfaction expressed about the selected aspects of teaching?
3. Is there a relationship among the four groups of new teachers in the frequency of contact with professional people to discuss their concerns?
4. Is there an interaction between the organizational climate of the school and the dogmatism of the teacher in the concerns, the satisfactions and

the frequency of contact with professional people?

In addition to the above basic questions of this thesis, the following questions will also be considered to see what information the answers to them may add to the problems faced by teachers new to the building:

5. Do sex, age, training, teaching experience, previous experience in the system, size of the building, and number of new teachers per building have any influence on the new teachers' concerns, satisfactions, and frequency of contact with professional people?
6. Are there any relationships among the four groups of new teachers (open-open, open-closed, closed-open, closed-closed) regarding what helps and procedures they employed in resolving the situations about which they were concerned?

Overview

This study is organized into eight chapters. Following this introductory chapter, a review of the literature is presented in Chapter II. Basic research about the problems of teachers, especially new ones; the rationale about dogmatism and its effect on behavior; the theory involved in the Organizational Climate Description Questionnaire; and the studies in adjustment to a job or profession are reported. The hypotheses, the sample, the instruments, and the design are presented in Chapter III. The differences among the four groups of new teachers in relation to their concerns, satisfactions and frequency of contact with other professionals are analyzed and

discussed in Chapter IV.

The seven variables of sex, age, training, teaching experience, previous experience in the system, size of school, and number of new teachers are studied and discussed in Chapter V in relation to the new teachers' concerns, satisfactions, and frequency of contact with other professionals. Chapter VI is devoted to the problem of where teachers sought help in resolving their problems, and the differences among the four groups. Chapter VII contains the various comments of new teachers regarding the school, their problems, other teachers, and the principal. Chapter VIII presents an overall summary and conclusions of the study with implications for further research.

This exploratory research is an attempt to discover what happens to teachers the first year in a building with the hope that it will fit into the wider, complex problem of total teacher adjustment. Linking these situations to organizational climate of the building and dogmatism of the teacher may be a way to study behaviors for the possible effects of these two variables. Even though the literature is replete with research about new teachers, the problem of adjustment is still a vital one. The search continues for the effects of organizational climate and dogmatism. This study is an attempt to add its contribution to the field.

1. H. E. Rogers, Chairman, and others, "Report of the Committee on the Criteria of Teacher Effectiveness," *Journal of Educational Research*, Vol. 45 (June, 1952), pp. 233-247.

2. H. E. Rogers, Chairman, and others, "Report of the Committee on the Criteria of Teacher Effectiveness," *Journal of Educational Research*, Vol. 45 (May, 1953), pp. 541-571.

3. David G. Brown, "Prediction of Teacher Effectiveness," *Journal of Educational Research*, Third Edition (New York: Macmillan Co., 1950) pp. 149-20.

CHAPTER II

REVIEW OF LITERATURE

Since this is a study of the behavior of new teachers in relation to two factors, climate and personality, the literature was searched for studies in which these factors, together or separately, are significant. Important areas include beginning teacher problems, effective teaching, characteristics of teachers, training programs, climate studies of classrooms and buildings, and adjustment articles. What part do the teacher's own personality and characteristics play in the adjustment of the first year in a building? What part do environment, teachers, students, principal have in this adjustment?

The first report¹ of the Committee on the Criteria for Teacher Effectiveness gave the impression that effectiveness is a permanent property of the teacher, such as characteristics and personality, but the second report² of the committee changed to the idea that effectiveness is a "now you have it, now you don't" property of the teacher, depending on the situation. Ryan³ in his studies took the position

¹H. H. Remmers, Chairman, and others, "Report of the Committee on the Criteria of Teacher Effectiveness," Review of Educational Research, Vol. 22 (June, 1952), pp. 238-263.

²H. H. Remmers, Chairman, and others, "Second Report of the Committee on the Criteria of Teacher Effectiveness," Journal of Educational Research, Vol. 46 (May, 1953), pp. 641-658.

³David G. Ryans, "Prediction of Teacher Effectiveness," Encyclopedia of Educational Research, Third Edition (New York: Macmillan Co., 1960) pp. 1486-90.

that effectiveness is partly dependent on the attributes of the teacher and partly on the teaching situation. It is the latter view that is the theory for this research.

This chapter dealing with analysis of the literature is divided into four parts: (1) problems and the usual sources for help for new teachers; (2) studies regarding characteristics and personalities of teachers; (3) studies regarding school climates; and (4) studies on the adjustment process.

Problems and the Usual Sources of Help

Experienced teachers who come into a new situation have some of the problems common to new teachers. Many of these problems exist in poor human relations with students (commonly called discipline), with teachers and principals (commonly called cooperation), and with parents and community (commonly called public relations).

One source of information about concerns, problems, satisfactions of teachers was the records that Central Michigan University¹ had accumulated from the 1940's through 1958 about their graduates who were then teaching the first, second, or third year in schools in their geographical area. In an effort to find out what problems they encountered and how the college could best help them and better prepare other teachers, teams of two to four professors visited the teachers and the school, and made a report of their findings. One of these reports in 1945-1946 suggested that the extern period should be six weeks instead of four. Another comment was: "There are certain

¹Central Michigan University, Reports of Visitations and Annual Report of the Follow-Up Committee on Teacher Training, 1943-1958, Mt. Pleasant, Michigan, (unpublished reports in the files of the University).

schools where beginners should not be located," because of the lack of help available and the attitude of the principal and teachers toward new teachers.

Another problem raised was that "most schools still consider a teacher good if she can keep the children quiet." Difficulties mentioned often centered about the theme of discipline.

Superintendents and grade supervisors emphasized the need for stressing public relations. Reports were made that teachers were critical of the town, that they criticized the parents and customs of the community, that they did not pay their bills in the town, that they were not courteous to visitors, and that they called the students "snobs." Another difficulty mentioned was the inability to work with the slow students, and with the gifted.

A professor in 1944-45 reported as follows:

"Individuals doing poor work seem to have one characteristic in common--emotional imbalance. This might be a cause or effect of failing, but it indicates a need to study the students' personal adjustments on campus to see whether we can help the teacher with these difficulties."

Another professor commented:

"I realize what a variety of situations we are preparing our people for. We need to teach our students how to get along with lots of ingenuity and an absolute minimum of materials. We must find ways to help our teachers develop more personality."

Throughout the pages of reports the same general problems of the new teacher recur: poor classroom control, poor discipline, cannot handle the class, needs better understanding of students, and lack of personality.

Dr. John Osborne, Professor of Education at Central Michigan University, who has been one of the visitors for years, in 1960 reported the key problems the teachers he visited faced: discipline,

lack of facilities, planning and evaluating, grading, parent conferences. He had observed that under the stress of everyday teaching, the new teachers forgot what they had been taught and did it any way to get it done. Teachers did not use new ideas because they feared to try something different and be ridiculed by other teachers.

"They know what they learned usually. The how is the question." Specifically, many of their problems were how to do something; how do you give grades; how do you tell a mother that her child is below average; how do you motivate a slow learner with a defeatist attitude; should you use the curve in grading; do you pass with a "C" those that can do the work, but don't; how do you plan and evaluate so you have time to do everything you are supposed to do; and how do you keep out of a squabble between teachers.¹

Of the problems identified by Smith² in her work with first and second year teachers, learning to play the role of the teacher was the most difficult, since "she [the teacher] has to feel it within herself before the students will feel it. Pupil control is always a very difficult area because the teacher doesn't feel like a teacher inside. All seem to need experience in handling children. Writing and carrying out plans, and knowing and using the materials available in the building are always difficult." She concluded that "pupil control is closely allied to classroom organization," and that learning to play the accepted role of the teacher was most difficult.

¹Interview with John Osborne, Professor of Education, at Central Michigan University, Mt. Pleasant, Michigan, July 29, 1960.

²Interview with Mildred Smith, Consultant Supervisor for Beginning Teachers, Flint Public Schools, Flint, Michigan, August 15, 1960.

In the research of Theune¹, business teachers in their first year found their major concerns were: testing in all its phases, getting student cooperation and teacher cooperation, making plans, and selecting materials. Training for some of these had been lacking in the student teaching program.

The comprehensive survey conducted by the Office of Education of the U. S. Department of Health, Education, and Welfare entitled The Beginning Teacher: Status and Career Orientations, studied the problems of the beginning teachers, their sociological backgrounds, satisfactions, career commitment, salaries, training and other variables. In this study Mason² formulated 22 satisfaction items with reference to the analysis of the relational context of role orientation that Parsons had suggested in his book, The Social System.³ Teachers ranked these four social relationships highest in satisfaction: fellow teachers, superiors, students, parents. Least satisfactory to the teachers was the salary when compared with that of other occupations in the area open to people with their level of education. Nineteen of these satisfaction items are used in the present study.

¹Warren Stanley Theune, "Difficulties of First Year Business Teachers and Relationship of these Difficulties to their Student Teaching Experience" (unpublished doctoral dissertation, Michigan State University, 1960).

²Ward S. Mason, The Beginning Teacher: Status and Career Orientations, Final report on the Survey of New Teachers in Public Schools, 1956-57, U. S. Department of Health, Education and Welfare (Washington, D.C.: Superintendent of Documents, Government Printing Office, 1961), pp. 80-81.

³Talcott Parsons, The Social System, (Glencoe, Illinois: Free Press, 1951), pp. 69-88.

In a study of elementary teachers, Turner and Fattu¹ found significant differences between those who had completed a methods course and those who had not; those who had an education degree and those who had a liberal arts degree; those who had one year of teaching experience and those who had none; and those who had three or more years of experience and those who had only one. Differences were in favor of those with greater professional knowledge. They also found that teachers' rated effectiveness increases rather rapidly with experience at first, and then levels off at five years experience or beyond. The teacher may show little change in rated performance for the next 20 years, after which, as in most occupations, there tends to be a decline. No particular differences were shown between men and women teachers in their effectiveness. Nor was there any significant relationship in the attitude toward teachers and teaching. This study also suggested that the results of personality tests might show more promise in finding significant differences among elementary teachers.

In the book, The Newly Appointed Teacher, which dealt with two basic problems of new teachers: security and emotional adjustment, and professional and technical adjustment, Paul Mort² suggested that to improve professional and technical adjustment superior teachers be assigned to devote their entire time to helping new teachers with

¹R. L. Turner, and N. A. Fattu, Problem Solving Proficiency Among Elementary Teachers: I: The Development of Criteria, Monograph of the Institute of Educational Research (Bloomington: Indiana University, May, 1960), 60 pp.

²Metropolitan Study Council, The Newly Appointed Teacher (New York: Bureau of Publications, Teachers College, Columbia University, 1950), 49 pp.

their problems. He emphasized security on the job much more than emotional adjustment.

Eye and Lane¹ wrote their book, The New Teacher Comes To School, impressing on administrators the need for induction policies, with a hint that there are some "hidden" policies teachers should know, and that it was the responsibility of administrators to make them known.

Yauch and others² listed the various problems that teachers faced in a new situation. The classification included "getting acquainted" or orientation; community relationships, parent relationships, professional growth factors (teacher relationships included), teaching procedures, relations with supervisors; pupil relations. The theme was that teachers had to be closely identified with the world of reality, and yet be imbued with the concept of desirable idealism. This book on non-specifics in the problem areas hinted that human relations was the field full of most pitfalls for teachers, be they beginning or experienced.

In these studies of teachers; poor maintenance of discipline and lack of cooperation tend to be found as the chief causes of failure. Health, educational background, amount of preparation, age, and knowledge of subject matter, on the other hand, appear to be relatively unimportant factors in terms of teacher failure.

The conclusion, reached by the editors of Who's A Good Teacher? in 1961, seems to reinforce the studies already reported--that many

¹ Glen Eye and Willard Lane, The New Teacher Comes To School, (New York: Harper and Brothers, 1956), 360 pp.

² Wilbur A. Yauch, Martin H. Bartels, and Emmet Morris, The Beginning Teacher, (New York: Henry Holt and Company, 1955), 339 pp.

problems of teaching are in the field of human relations with students, other teachers, principals, parents, and the community.¹

Hudson's research² used a personality evaluation instrument, the Inventory of Adjustment and Values, to test the perceptions new teachers had of orientation programs in their schools. The assumption was that the perception of the teacher was measured by the types of problems he perceived. Teachers found discipline problems; working with all the pupils, including the gifted and retarded; and working with other teachers and being accepted by them as their major problems. This group did perceive the human relations field as a problem area. He concluded that a teacher can learn a new perception with ease in warm interaction with personnel friendly to him.

In many different forms and from different studies comes the conclusion that problems of beginning teachers, or those going into a new situation, are primarily those of relations with people. Schools have sought to minimize these difficulties by programs of orientation and of professional help in the classroom.

Personality and Characteristics of Teachers

In assessing teacher effectiveness or teacher competence, since most research is aimed toward improving teachers and teaching, some studies look at the teachers' traits, attitudes, values and characteristics. A few studies will be reviewed.

¹American Association of School Administrators, Department of Classroom Teachers of the NEA, National School Boards Assn., *Who's A Good Teacher?* Edited by William J. Ellens, Margaret Stevenson, Harold V. Webb, (Washington, D.C.: National Education Assn., 1961), p. 26.

²Joseph T. Hudson, "Orientation Programs in Selected School Districts and Their Relationship to the Perceptions of Beginning Teachers," (unpublished doctoral dissertation, Michigan State University, 1959).

The work of Hudson, mentioned previously, included the Inventory of Adjustment and Values used to measure the perceptions of beginning teachers by the problems they perceived.¹

A similar study, without the use of a personality test or attitude inventory, was done by Porter² who asked student teachers, ranging in age from 17 to 26, how they viewed problems like daydreaming, talking back, and lack of effort, and what should be done for the situation. He found that the older the student teacher, the greater the insight into the problem.

In a follow-up study by Tate³ of beginning elementary teachers, he found that scores on the temperament test, intelligence test, and grade point average were highly predictive of their teaching effectiveness.

Nagle⁴ devised a Professional Attitudes Measure Scale to measure teachers' attitude toward pupils, other teachers, teaching, and school-community relationships. When it was given at the beginning and at the end of the student teaching experiences, he found that groups who had an integrated program of teaching methods and materials with student teaching gained more on the scale than those who

¹ Ibid.

² Robert M. Porter, "Student Attitudes Toward Child Behavior Problems", Journal of Educational Research, Vol. 52 (May, 1959), p. 349.

³ James Oliver Tate, "A Field Follow-Up Study of Beginning Elementary Teachers" (unpublished doctoral dissertation, North Texas State College, 1961).

⁴ Marshall Nagle, "Some Effects of Student Teaching Patterns Upon Professional Attitudes", Journal of Educational Research, Vol. 52 (May, 1959), p. 355.

had a two-hour a day student teaching program.

On the assumption that teaching performance is dependent, to a large extent, on the type of rapport established in the classroom, Standler and Popham¹ found that the Minnesota Teacher Attitude Inventory, in addition to the type of social atmosphere a teacher maintains in the classroom, was an index of a teacher's effectiveness. The Minnesota Teacher Attitude Inventory² has been built to measure the attitudes of a teacher in order to predict how well he will get along with pupils in interpersonal relationships, and, indirectly, how well satisfied he will be with teaching. The attitudes of the teacher are the key to the problem of predicting the type of classroom atmosphere he will be able to maintain. Items in the Inventory discriminate sharply between teachers who do and teachers who do not have good rapport with pupils. Examination of the items indicates that inferior teachers are essentially insecure socially. In the classroom situation they seek security by (1) general hostility toward people and especially toward children, (2) adhering rigidly to conventional standards and punishing non-conforming students severely, (3) their submissiveness to authority, but dominating attitude toward subordinates, (4) vast knowledge of subject matter taught.

These attitudes and their causes are explained more fully in the book, The Authoritarian Personality³, a work of several researchers,

¹Lloyd Standler and James Popham, "Minnesota Teacher Attitude Inventory, as a Predictor of Over-All Teacher Effectiveness," Journal of Educational Research, Vol. 52 (April, 1959), p. 319.

²Walter W. Cook, Carroll H. Leeds and Robert Callis, "The Minnesota Teacher Attitude Inventory Manual," (New York: The Psychological Corporation, 1951), pp. 3-4.

³T. W. Adorno, Else Frenkel-Brunswick, Daniel J. Levinson, and R. Nevitt Sanford, The Authoritarian Personality (New York: Harper & Bros., 1950), 990 pp.

Page 1000

Page 1001

Page 1002

Page 1003

first into the subject of Nazism and its causes, but then developing into an analysis of prejudices and authoritarian personalities that made Nazism possible, along with its excessive punishment of non-Nazis.

The authors first devised the Anti-Semitism Scale, to test feelings toward Jews.¹ Next they worked on the E Scale, Ethnocentric Scale, when research showed that Anti-Semitism was only one part of the rejection and hostility toward minority or "different" groups. The next step was the Politico-Economic Conservatism (PEC) Scale to measure conservatism and liberalism. The F (Fascism) Scale was the final test, arranged because it did not contain religious, minority, political or economic names. Those who tended toward the fascism end of the F Scale normally responded so that answers clustered about (1) reliance on middle class, conventional values, (2) excessive submission to authorities of the in-group, (3) excessive aggression toward people who violate conventions, (4) opposition to ideas as impractical, (5) disposition to think in rigid categories, (6) identification with power figures, (7) generalized hostility, and (8) outward projection of unconscious emotional impulses.

During the 1950's several researchers began to criticize the Fascism Scale, because it was called the Authoritarian Personality Scale, with the inference that it measured general authoritarianism. Critics argued that it was designed to measure right authoritarianism, but did not measure left authoritarianism. Rokeach², in his research, felt that authoritarianism might be at any position on the continuum

¹Ibid, pp. 255-256.

²Milton Rokeach, The Open and Closed Mind: Investigations into the Nature of Belief Systems and Personality Systems (New York: Basic Books, Inc., 1960), 448 p.

Page 10

Page 11

Page 12

Page 13

Page 14

Page 15

from right to left, that it might also be in theology, philosophy, science, and even education. He proceeded on the theory that the beliefs themselves were not the "tell-tale" items (that is the content), but that the structure (the way he espouses his beliefs) would more clearly indicate a person's general authoritarianism.

According to Rokeach the basic characteristic that defines the extent to which a person's system is open or closed is "the extent to which a person can receive, evaluate, and act on relevant information received from the outside on its own intrinsic merits, unencumbered by irrelevant factors in the situation arising from within the person or from the outside."¹ The items in the Dogmatism Scale were organized on (1) the belief-disbelief continuum, (2) the central-peripheral dimension, (3) the time perspective dimension. The correlation between scores on the Dogmatism Scale, the Fascism Scale, and the Politico-Economic Conservatism Scale are positive, even though some were low, lending evidence that the Dogmatism Scale is measuring general authoritarianism and intolerance without political overtones. Thus the Dogmatism Scale as it was given to students distinguished among the belief-disbelief system, not beliefs or attitudes or traits.

Persons called "open" have a low magnitude of rejection of beliefs; have a sense of relevancy; perceive the small differences in the belief system; note the large differences in the disbelief system; think of the world as friendly; do not evaluate people as to whether they agree or disagree with them; have beliefs that are inter-related, not isolated; and have a relatively broad time perspective. The opposite description would be for "closed" persons.

¹ Ibid., p. 57.

A brief outline of open and closed belief systems follows:

CHARACTERISTICS OF BELIEF SYSTEM

A Belief System is:

Open

Closed

To the Extent that

- | | |
|--|--|
| 1. Authority is seen in terms of its cognitive correctness and competency with reliable information about the world; | 1. Authority is seen as absolute; |
| 2. people are positively valued regardless of their beliefs; | 2. people are accepted and rejected because they agree or disagree with one's belief system; |
| 3. the world is conceived as being a friendly place; | 3. the world is conceived as being hostile and threatening; |
| 4. there is a rational conception of power and status; | 4. there is excessive concern for power and status; |
| 5. a person's anticipations about the future are realistically based upon an awareness of the past and present; | 5. a person is uncertain and fearful of the future; |
| 6. a person does not feel that man is alone, isolated, and helpless; | 6. a person feels that man is alone, isolated and helpless; |
| 7. the cognitive need to know is predominant and the need to ward off threat is absent. | 7. the need to ward off threat becomes stronger and the cognitive need to know becomes weaker. |

Levin¹, in his book, A Dynamic Theory of Personality, Selected

Papers, explains his hypothesis about the structure of "mind", in which

¹ Kurt Lewin, A Dynamic Theory of Personality, Selected Papers, translated by Donald K. Adams and Karl E. Ziner (New York: McGraw Hill Book Company, 1935), 320 pp.

he uses the terms flexible and rigid to designate the open and closed systems of intellectual activity. The closed system has an "either-or" effect.

Rokeach¹ developed a Dogmatism Scale (D) and the Opinion Scale (O) which he checked against the F Scale (Authoritarian). He concluded that the F Scale measured essentially fascistic authoritarianism to the right, not to the left. The Dogmatism Scale was developed to measure general authoritarianism as a pattern of thinking, whether to the right or to the left. The D Scale is useful as a measure of individual differences in the personality structure, regardless of political leanings.

These scales have important implications in education. Solomon², in his research on the Dogmatism Scale and F Scale, found that the group of people scoring as a rigid group could not utilize the elements of the scientific method, were rigid in solving arithmetic problems, and had narrow cognitive pattern structures. On the other hand, the non-rigid group could learn more from an experiment, recognize causal relationships, and had more comprehensive cognitive pattern structures. He concluded that the Dogmatism Scale tapped the generalized mental rigidity that included solving arithmetic problems, social problems, and patterns of thinking from the narrow and specific to the wider and more general relationships.

Many of the leadership roles of superintendents and Boards of

¹Milton Rokeach, "Political and Religious Dogmatism: An Alternative to the Authoritarian Personality" (Psychological Bulletin, No. 425, No. 118, 1956).

²Marvin David Solomon, "The Personality Factor of Rigidity as an Element in the Teaching of the Scientific Method" (unpublished doctoral dissertation, Michigan State University, 1951).

Education were explored by Gross, Mason and McEachern.¹ One conclusion regarding superintendents applies equally well to the teaching situation. "The more mandatory a superintendent (principal or teacher) expresses his expectations, the more it is possible for Board members (teachers or pupils) to disagree with him." There is demand for a certain amount of "social slippage", and a person who says 'absolutely must' or 'absolutely must not' will be one with whom it is difficult to maintain effective social relationships. This "social slippage" is somewhat comparable to what Rokeach is referring to in the high and low magnitude of rejection.

An investigation by McCurdy and Eber² on group problem solving with authoritarian and democratic groups and with democratic and authoritarian leaders utilized the Fascism Scale to identify the high and low scoring people. Among the four groups: (1) authoritarian leader with authoritarian followers, (2) authoritarian leader with democratic followers, (3) democratic leader with authoritarian followers, and (4) democratic leader with democratic followers, so few differences in problem solving were found that they were not discernible. If the F Scale identifies the beliefs and not the system, then it would be possible that some of the left authoritarians remained in the sample as democratic.

Lippitt³, however, in the University of Iowa Study, concluded

¹Neal Gross, Ward Mason, and Alexander W. McEachern, Explorations in Role Analysis (New York: John Wiley & Sons, Inc., 1958), 379 pp.

²Harold G. McCurdy and Herbert W. Eber, "Democratic vs. Authoritarian: A Further Investigation of Group Problem Solving," Journal of Personality, Vol. 22, p. 258.

³Ronald Lippitt, "An Experimental Study of the Effect of Democratic and Authoritarian Group Atmosphere," Vol. 16 (University of Iowa, Child Welfare Department, 1940). pp. 45-194.

that more creative and constructive work products emerged from the higher unity of democratic life with its greater amount of objectivity and cooperativeness of interpersonal relationship than in the authoritarian atmosphere.

Ryans¹ conducted an extensive study of teacher behavior from which he concluded that there were three basic patterns of teacher behavior in the classroom:

Pattern X. Understanding, friendly teacher behavior vs. aloof, egocentric behavior.

Pattern Y. Systematic, responsible, businesslike behavior vs. evading, unplanned, slipshod behavior.

Pattern Z. Stimulating, imaginative behavior, vs. routine, dull behavior.

His approach to the study of effectiveness of teaching would follow in this order: (1) teacher behavior viewed in process, (2) a product of teacher behavior-pupil progress, such as test scores, (3) concomitants of teacher behavior-characteristics and personality. Concomitants are secondary data, and usually are not acceptable when direct measurements can be used. Teaching should be relevant to perhaps three major sets of conditions: (1) social and cultural group in which the teacher operates, including social values which frequently differ from person to person, community to community, culture to culture, and time to time; (2) grade level and subject taught; and (3) intellectual and personal characteristics of pupils taught. While Ryans does not accept the criterion of teacher personality as being too valuable, he does accept the climate factor in which a teacher must work.

¹David G. Ryans, Characteristics of Teachers: Their Description, Comparison, and Appraisal, A Research Study (Washington, D.C.: American Council on Education, 1900, p. 326.

That it is advisable to fit the teacher to the school is a corollary to the proposition that it is advisable to fit the child to the teacher. Smith¹ discussed the research at a reading clinic at the University of Michigan where teachers found they were unable to make much progress until they first found out what kind of students they were trying to teach, such as sociable stable, unsociable stable, sociable unstable, and unsociable unstable. VanderMolen², at Grand Rapids Junior College, proposed to design a flexibility-rigidity scale to help counselors place pupils in the junior high according to flexibility-rigidity scores with teachers of like scores.

Climate of Schools

Throughout the literature are references that each school is different; of the need to fit the teacher to the school; and of the need to fit the child to the teacher. Many suggest there should be a systematic study of schools before teachers are placed.

Professors from Central Michigan University reported, "There are certain schools where beginners should not be placed." One commented that "much of the success of the first year teacher depends upon the right location of the teacher. An understanding principal can be of great help to the teacher. The college needs to know the schools well--to help the students select the right locations. The college might also be of help to the schools in analyzing their

¹ Donald Smith, "Fit Teaching Methods to the Personality Structure," High School Journal, Vol. 39 (Dec., 1955), p. 167.

² R. L. VanderMolen, "Student Placement by means of a Flexibility-Rigidity Score, A Design," Teaching Core (Detroit: Metropolitan Detroit Bureau of Social Studies (November, 1963), pp. 3-6.

supervisory programs."¹

One of the first references to organizational climate was made in 1955 by Cornell who defined it as "a delicate blending of interpretations (or perceptions as social psychologists would call it) by persons in the organization of their jobs or roles in relationship to others and their interpretations of the roles of others in the organization."²

Some early references to organizational climate pertained specifically to the educational setting, while others were concerned with the more general context of social organizations. Assumptions arising from the earliest considerations included one that the existing climate in a school had important effects on the performance of the school and that no two schools have exactly the same organizational climate. Various morale checklists, Leadership Behavior Questionnaire, and the College Characteristics Index probably led to the development of the Organizational Climate Description Questionnaire.

Although the Provo Code³ for the analysis of teaching was developed in 1961 primarily to classify teaching behavior, and the effects of teaching on pupils, it also suggested that if the teacher functions predominantly in terms of closed structure and regulations, pupils are in quite a different situation than if the controlling

¹Central Michigan University, Reports of Visitations and Annual Report of the Follow-Up Committee, 1944-45, Mt. Pleasant, Michigan, (unpublished reports in the files of the University).

²Francis G. Cornell, "Socially Perceptive Administration" Phi Delta Kappan, Vol. 36 (March, 1955), p. 222.

³Provo City Schools, "Patterns of Effective Teaching," Second Progress Report of the Merit Study of Provo City Schools (Provo, Utah: Provo City Schools, 1961), p. 118.

acts are minimal and largely open. Thus it was recognized that teachers behaved differently under different conditions (climate) and that perhaps these two factors of behavior and climate have some bearing on learning.

While there were reports about differences in schools, there was no record that anyone had suggested how to assess a school climate, except by looking at supervisory programs. That there was such a thing as school climate and that it did have a bearing on teacher success was admitted.

The booklet, Who's A Good Teacher, while devoted to teacher effectiveness, recognized school climate and its variations.¹ In discussing the matter of determining what the actual job is, the book concluded that the teacher function varied from school to school, according to location. On the one hand, the teacher's function might be so rigidly specified that little autonomy was left to the teacher, or, on the other, be so vague and broad that virtually all was left to the judgment of the teacher. One section of the material was devoted to various kinds of situations in which teachers have to work, since the conclusion reached was that the climate varied from school to school.

The teacher role studies partially recognize school climate, since teacher behaviors would have to fit into the pattern of what was expected (climate) and what teachers expected of themselves (personality). Ward² at Michigan State University developed the Teacher

¹American Association of School Administrators, Department of Classroom Teachers of the NEA, National School Boards Administration. Who's A Good Teacher?, edited by William J. Ellena, Margaret Stevenson, Harold V. Webb (Washington, D.C.: National Education Association, 1961), 54 pp.

²Ted Ward, "Research in Teacher Role Emergence," College of Education Quarterly, Vol. VI, No. 4 (Fall, 1960), pp. 10-14.

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Self-Describer, and Biddle, Rosencranz, and Rankir¹ at the University of Missouri conducted a wide survey in the Studies of the Role of the Public School Teacher. Each project was predicated on the assumption of differences in people and working conditions.

To study aids for the induction and adjustment of teachers, Chalquist² found that handbooks, visit to the school, a workshop and a "friendly faculty" were among the procedures that help the induction and the adjustment of new teachers in large city school systems. Friendly faculty might mean open climate or one in which the teachers felt secure.

The book, Professional Problems of Teachers, summed up very specifically what may and often does happen to teachers in certain climates.

Most of our happiness and much of our success depends upon human factors. We can have the finest physical surroundings for work and play and still be unhappy and poorly adjusted. On the other hand, we can enjoy ourselves and be at least moderately successful in rather unpleasant surroundings if we are associating with those whom we enjoy. A teacher's associates are those with whom he works, eats lunch, and visits back and forth. They are the ones with whom he exchanges views on education, talks over trying experiences, and secures assistance in instructional procedure.

Many a good beginning teacher has been handicapped and discouraged by having undesirable associates. A young teacher, for example, may be placed with a group of traditional older teachers who deride all modern methods. They make fun of his efforts to decorate the classroom and laugh at dramatizations and choral reading. They tell him to stop worrying about individual differences and social maladjustments. 'You'll soon

¹Bruce J. Biddle, Howard A. Rosencranz, and Earl F. Rankin, Jr., Studies in the Role of the Public School Teacher, Vol. V: Own and Attributed Cognitions for the Teacher (Report prepared for the Cooperative Research Program of Office of Education of the Department of Health, Education, and Welfare (Columbia, Missouri: Social Psychology Laboratory, University of Missouri, February 1961), 96 pp.

²Hollis Loy Chalquist, "Procedures to Facilitate the Induction and Adjustment of New Teachers in Large City School Systems" (unpublished doctoral dissertation, the University of Nebraska, 1957).

learn', they will say, 'that it doesn't pay to do all those extra things because nobody appreciates them. All the people here want is for you to keep the kids quiet and teach them the 3 R's.' Usually the young teacher in such an environment eventually loses all his drive toward doing things differently. Soon he is a routine teacher. It is unfortunate when beginning teachers find themselves so boxed in. Almost inevitably, they will be unhappy and unsuccessful.¹

The same book hinted that the administrator was very important in the school climate and suggested how to secure an accurate picture of him.

Sometimes a few judicious questions will give an accurate picture of the type of administrator. One cannot expect to learn much by asking if the principal is democratic or autocratic, encouraging or discouraging. It is possible, though, to inquire if curriculum committees are at work; what is done at teachers' meetings; whether there is a course of study that has to be followed; how many reports are required; if field trips can be taken; whether parent-teacher conferences are held; and whether the principal visits rooms on a schedule or upon invitation. Teachers will usually answer such questions quite frankly. Their answers will give an accurate idea as to the way the administrators operate in their school.²

This suggestion is somewhat similar to the procedure in a study in New Zealand made by John Watson for the New Zealand Council for Educational Research.³ His job was to see if seventh and eighth grade students (our junior high) in New Zealand would have a poorer, a better, or just as good an education if they were sent to a separate school called an intermediate school, or if they attended these two grades (forms) in places where the two grades were attached to a primary school (K-6), or if the two grades were attached to a secondary

¹T. M. Stinnett and Albert J. Huggett, Professional Problems of Teachers, 2nd Edition (New York: The Macmillan Company, Inc., 1963), p. 96.

²Ibid., p. 107.

³John E. Watson, Intermediate Schooling in New Zealand (Wellington: New Zealand Council for Educational Research, 1964), 460 pp.

school. Before he was too far along in his research, he discovered there were many things beside school location that made a difference in the education of students. While Watson did not map school climates objectively, he did classify schools as Alpha, Beta, Delta, Gamma, on a continuum according to answers the staff, administrators, parents and community members gave to questions in interviews--strategic questions that seemed to make the difference in the kind of education the children received.

He found that in all schools there was a common core. All taught the fundamental skills, the cultural and material environment of their lives, good character, worthy citizenship, industriousness, perseverance, tenacity, thoroughness, and responsibility.

In describing social patterns in schools, he found these were not significant factors: (1) building, (2) type of community, (3) age and experience of teaching staff, (4) number of years school has been established, (5) intellectual calibre of pupils, (6) scholastic standards as measured by tests, (7) size of enrollment, (8) presence or absence of organizational features as clubs, P.T.A.'s, school councils.

Basically he asked 12 questions, four of them about the amount of involvement teachers felt in the school, four about how teachers involved children and gave them responsibilities, four about how much the teachers knew and cared about children. The twelve dimensions were:

Extent of knowledge the teachers have of the pupils they teach.

Frequency of teacher-parent contacts.

Frequency of school's cooperative actions with other schools and educational institutions.

Number of pupils to whom identifiable responsibilities are extended.

Number of teachers to whom responsibilities are delegated.

Degree of delegation of corporate responsibilities to teachers and pupils.

Incidence of cooperative actions among staff members.

Number of teachers undertaking pedagogical inquiries, research, experimentation, community or professional leadership.

Extent of library services: size, circulation, method of operation.

Provisions for maintaining continuity in scholastic work: e.g., one class level to the next, from one year to the next, among teachers, teachers and parents, etc.

Quantitative assessments of the degree of balance achieved in attention given to all subjects of the curriculum.

Degree of parent and community involvement in the school's programs and organization.

He found the above factors could be ranked quantitatively and hence helped to classify the organizational tone of the school.

The conclusion Watson reached was that different kinds of schools create different conditions for learning that are significant in judging the quality of education provided for children. Even though he further concluded that there are two kinds of related information: (1) organizational, (2) psychological, that had a bearing on school cohesion, consensus, and personal interaction found among the members, still there was no clear way of ascertaining the atmosphere of a school except by interviewing staff members and parents until a consensus of opinion could be reached. Even then, much of the consensus would be in the form of what an interviewer could perceive.

The four types of schools developed from Watson's data are as follows:¹

1. Schools of the first type called innovative were distinguished by a uniformly high level of achievement, both individual and corporate, by good fellowship and team spirit, and by common agreement upon objectives that the school was pursuing. Each of them placed a strong emphasis upon high and broad scholastic standards, and there was very little divergence between aims and daily practice. Their headmasters all firmly believed that the responsibility for administering, organizing, and improving their schools should be delegated as widely as possible . . .
2. All schools in the next group, called congenial, were pleasant, frank, modest, and good-humoured. Nearly every one of them was doing very fine work in some sphere, but all of them for one reason or another, showed some unevenness in their scholastic work, or allocation of corporate responsibilities, in the sense of purpose of their teachers, or their knowledge of their pupils, or in their relationships with parents, other schools, and so on. In these schools teachers worked more as individuals than as members of a well-knit team; they tended to adopt their objectives from official sources and put them into practice somewhat unevenly. . . .
3. In some ways this group of schools, called apathetic, showed a similar unevenness to that of the previous group, but in every case to a very much greater degree. This was not their most striking characteristic, however. At all points, for all associated with them (teachers, pupils, and parents) there was evidence of bewilderment, apathy, and confusion about what they ought to be doing with their communities, other schools, the inspectorate, ex-teachers, or administrators. . . .
4. In contrast, the aims and objectives of the fourth group of schools, called autocratic, were very clear indeed. The distinguishing feature in both the primary and intermediate schools of this type was that these aims were laid down rigidly by the headmaster, and that teachers or other interested parties played very little part in reviewing them or in examining their meaning cooperatively. These schools also placed a high value on scholastic standards, but limited their concern in this respect rather narrowly to the basic subject . . .

¹Ibid., pp. 251-257.

Watson, since he published his volume, admitted that his way of deciding on school climate was tedious. He thought an instrument could be developed to assess the feel or tone of a school, but that he had not given thought to such an instrument. He intimated that the "totalness" of the school, the interactions, and the psychological tone should be assessed, since the school is a "going concern."¹

An instrument to map the climate of a school was developed in 1963 by Halpin and Croft², under a grant from the Cooperative Research Program of the U. S. Education. "Climate" was construed as the organizational "personality" of the school; "personality" is to the individual what "climate" is to the organization.

At first the authors planned to include numerous factors such as salary schedule, attitude of parents, personality characteristics of principal and teachers, and social interactions between principal and teachers. The instrument they developed was, however, limited to elementary school climate in terms of teacher-principal relationships.

Halpin and Croft described four items under principal behavior: aloofness, production emphasis, thrust, consideration; and four items for teacher behavior: disengagement, hindrance, esprit, intimacy.

Teachers' Behavior³

1. Disengagement refers to the teachers' tendency to be "not with it." This dimension describes the group which is "going through the motions", a group that is "not in gear" with respect to the task at hand. It corresponds to the more general concept of anomie as described by Durkheim. . .

¹Interview with John Watson, June 13, 1963.

²Andrew W. Halpin, and Don B. Croft, The Organizational Climate of Schools (Chicago: Midwest Administration Center, University of Chicago, 1963), p. 1

³Ibid., pp. 29-33.

2. Hindrance refers to the teachers' feeling that the principal burdens them with routine duties, committee demands, and other requirements which the teachers construe as unnecessary busy-work. . .
3. Esprit refers to "morale." The teachers feel that their social needs are being satisfied, and that they are, at the same time, enjoying a sense of accomplishment in their job.
4. Intimacy refers to the teachers' enjoyment of friendly social relations with each other. . .

Principal's Behavior

5. Aloofness refers to behavior by the principal which is characterized as formal and impersonal. He "goes by the book" and prefers to be guided by rules and policies rather than to deal with the teachers in an informal, face-to-face situation. . .
6. Production emphasis refers to behavior by the principal which is characterized by close supervision of the staff. . .
7. Thrust refers to behavior by the principal which is characterized by his evident effort in trying to "move the organization." "Thrust" behavior is marked not by close supervision, but by the principal's attempt to motivate the teachers through the example which he personally sets. . .
8. Consideration refers to behavior by the principal which is characterized by an inclination to treat the teachers "humanly", to try to do a little something extra for them in human terms.

The eight dimensions or subtests were used to make a climate profile for each school. From the profiles, six different "organizational climates" were named and ranked in order from "open" to "closed", with the open climate marked by functional flexibility and the closed climate distinguished by functional rigidity.

The Open Climate¹

The Open Climate depicts a situation in which the members enjoy extremely high Esprit. The teachers work well together without bickering and griping (low Disengagement). They are not

¹Ibid., pp. 60-67.

burdened by mountains of busy work or by routine reports; the principal's policies facilitate the teachers' accomplishment of their tasks (low Hindrance). On the whole, the group members enjoy friendly relations with each other, but they apparently feel no need for an extremely high degree of intimacy. The teachers obtain considerable job satisfaction, and are sufficiently motivated to overcome difficulties and frustrations. They possess the incentive to work things out and to keep the organization "moving." Furthermore, the teachers are proud to be associated with their school.

The behavior of the principal represents an appropriate integration between his own personality and the role he is required to play as principal. In this respect his behavior can be viewed as "genuine." Not only does he set an example by working hard himself (high Thrust) but, depending upon the situation, he can either criticize the actions of teachers or can, on the other hand, go out of his way to help a teacher (high Consideration). He possesses the personal flexibility to be "genuine" whether he be required to control and direct the activities of others or be required to show compassion in satisfying the social needs of individual teachers. He has integrity in that he is "all of a piece" and therefore can function well in either situation. He is not aloof, nor are the rules and procedures which he sets up inflexible and impersonal. Nonetheless, rules and regulations are adhered to, and through them, he provides subtle direction and control for the teachers. He does not have to emphasize production; nor does he need to monitor the teachers' activities closely, because the teachers do, indeed, produce easily and freely. Nor does he do all the work himself; he has the ability to let appropriate leadership acts emerge from the teachers (low Production Emphasis). Withal, he is in full control of the situation, and he clearly provides leadership for the staff.

The Autonomous Climate

The distinguishing feature of this Organizational Climate is the almost complete freedom that the principal gives to teachers to provide their own structures for interaction, as well as to find ways within the group for satisfying their social needs. . .

When the teachers are together in a task-oriented situation they are "engaged"; they achieve their goals easily and quickly (low Disengagement). There are few minority pressure groups, but whatever stratification does exist among the group members does not prevent the group as a whole from working well together. The essential point is that the teachers do work well together and do accomplish the tasks of the organization.

The teachers are not "hindered" by administrative paper work, and they do not gripe about the reports that they are required to submit. The principal has set up procedures and regulations to facilitate the teachers' task. A teacher does not have to run to the principal every time he needs supplies, books, projectors, etc.; adequate controls have been established to relieve the principal as well as the teachers of these details (low Hindrance). The

morale of the teachers is high but not as high as in the Open Climate. The high morale probably stems largely from the social-needs satisfaction which the teachers receive. (Esprit would probably be higher if greater task accomplishment also occurred within the organization.)

The principal remains aloof from the teachers, for he runs the organization in a businesslike and a rather impersonal manner (high Aloofness). His leadership style favors the establishment of procedures and regulations which provide guidelines that the teachers can follow; he does not personally check to see that things are getting done. He does not force people to produce, nor does he say that "we should be working harder." Instead, he appears satisfied to let the teachers work at their own speed; he monitors their activities very little (low Production Emphasis). On the whole, he is considerate and he attempts to satisfy the social needs of the teachers as well as most principals do (average Consideration).

The principal provides Thrust for the organization by setting an example and by working hard himself. He has the personal flexibility both to maintain control and to look out for the personal welfare of the teachers. He is genuine and flexible, but his range of administrative behavior, as compared to that of the principal in the Open Climate is somewhat restricted.

The Controlled Climate

The Controlled Climate is marked above everything else by a press for achievement at the expense of social-needs satisfaction. Everyone "works hard" and there is little time for friendly relations with others or for deviation from established controls and directives. This climate is over-weighted toward task-achievement and away from social-needs satisfaction. Nonetheless, since morale is high (Esprit), this climate can be classified as more "Opened" than "Closed". . .

The Familiar Climate

The main feature of this climate is the conspicuously friendly manner of both the principal and the teachers. Social-needs satisfaction is extremely high, while, contrariwise, little is done to control or direct the group's activities toward goal achievement. . .

The behavioral theme of the principal is essentially, "let's all be a nice happy family"; he evidently is reluctant to be anything other than considerate, lest he may, in his estimation, injure the "happy family" feeling (high Consideration). He wants everybody to know that he, too, is one of the group, that he is in no way different from anybody else. Yet his abdication of social control is accompanied, ironically enough, by high Disengagement on the part of the group.

The principal is not aloof and not impersonal and official in his manner. Few rules and regulations are established as guides

to suggest to the teachers how things "should be done" (low Aloofness). The principal does not emphasize production; nor does he do much personally to insure that the teachers are performing their tasks correctly. No one works to full capacity, yet no one is ever "wrong"; nor are the actions of members--at least in respect to task-accomplishment--criticized (low Production Emphasis). In short, little is done either by direct or by indirect means to evaluate or direct the activities of the teachers. However, teachers do attribute Thrust to the principal. But in this context, this probably means that they regard him as a "good guy" who is interested in their welfare and who "looks out for them."

The Paternal Climate

The Paternal Climate is characterized by the "ineffective" attempt of the principal to control the teachers as well as to satisfy their social needs. In our judgment, his behavior is "non-genuine" and is perceived by the teachers as non-motivating. This climate is, of course, a Closed one. . .

The principal, on the other hand, is the very opposite of aloof; he is everywhere at once, scurrying here and there, checking, monitoring and telling people how to do things. In fact, he is so non-alloof that he becomes intrusive. He must know everything that is going on. He is always emphasizing all the things that should be done (Production Emphasis), but somehow nothing does get done. The principal sets up schedules, class changes, etc., personally; he does not let the teachers perform any of these activities. His view is that "Daddy knows best."

The school and his duties within it are the principal's main interest in life; he derives only minimal social-needs satisfaction outside his professional role. He is considerate, but his Consideration appears to be a form of seductive over-solicitousness rather than a genuine concern for the social needs of others. In a sense, he uses this Consideration behavior to satisfy his own social-needs. Although he preserves an average degree of Thrust, as evidenced by his attempts to move the organization, he nonetheless fails to motivate the teachers, primarily because he, as a human being, does not provide an example, or an ideal, which the teachers care to emulate.

The Closed Climate

The Closed Climate marks a situation in which the group members obtain little satisfaction in respect to either task-achievement or social-needs. In short, the principal is ineffective in directing the activities of the teachers, and at the same time, he is not inclined to look out for their personal welfare. This climate is the most closed and the least "genuine" climate identified.

The teachers are disengaged and do not work well together; consequently, group achievement is minimal (high Disengagement). To

secure some sense of achievement, the major outlet for the teachers is to complete a variety of reports and to attend to a host of "house-keeping" duties. The principal does not facilitate the task accomplishment of the teachers (high Hindrance). Esprit is at a nadir, reflecting low job satisfaction in respect to both job satisfaction and social-needs satisfaction. The salient bright spot that appears to keep the teachers in the school is that they do obtain satisfaction from their friendly relations with other teachers (average Intimacy). (We would speculate that the turnover rate for teachers in this climate would be very high, unless, of course, the teachers are too old to move readily to another job, or have been "locked into the system" by the attractiveness of a retirement system.)

The principal is highly aloof and impersonal in controlling and directing the activities of the teachers (high Aloofness). He emphasizes production and frequently says that "we should work harder." He sets up rules and regulations about how things should be done, and these rules are usually arbitrary (high Production Emphasis). But his words are hollow, because he, himself, possesses little Thrust and he does not motivate the teachers by setting a good personal example. Essentially, what he says and what he does are two different things. For this reason, he is not "genuine" in his actions. He is not concerned with the social needs of teachers; in fact, he can be depicted as inconsiderate (low Consideration). His cry of "let's work harder" actually means, "You work harder." He expects everyone else to take the initiative, yet does not give them the freedom required to perform whatever leadership acts are necessary. Moreover, he, himself, does not provide adequate leadership for the group. For this reason the teachers view him as not "genuine"; indeed, they regard him as a "phony." This climate characterizes an organization for which the best prescription is radical surgery.

A study somewhat related to this one was reported by Bridges¹ at the University of Chicago in 1964. Bridges classified elementary school principals as open-minded and closed-minded according to their score on the Rokeach Dogmatism Scale. Then he arranged a participation scale, measuring the level of participation teachers in each of the schools felt they had. Bridges also measured and classified the dominant behavior(s) each principal exhibited. The hypothesis of the study was that open-minded principals involved teachers in decision making to a greater extent than closed-minded principals.

¹Edwin M. Bridges, "Teacher Participation in Decision Making: Interaction of Personal and Situational Variable" (unpublished doctoral dissertation, University of Chicago, 1964).

Open-minded principals, contrary to the hypothesis, did not involve teachers in decision making to a greater extent than did closed-minded principals. The level of participation within the schools was related to the size of the school and age and experience of the principal. In large schools (20-32 teachers), teachers reported the least amount of participation. Participation in small schools (12-19 teachers) varied, with older experienced principals involving teachers to a greater extent than any other grouping of principals.

Dominant behavior was not more characteristic of closed-minded principals than open-minded principals, but was most prevalent in large schools and correlated highly, but negatively, with participation.

Dogmatism of the principal was not associated with dominance or participation, but to teachers' attitude toward inexperienced principals. Inexperienced principals with closed minds were viewed least favorably by teachers while inexperienced open-minded principals most favorably.

McGee¹ conducted his study in 1954, using the Fascism Scale to determine the authoritarian and democratic personality of 184 teachers, average age 25-30, in both elementary and secondary schools.

These are the variables on the F Scale with a short definition of each:

Conventionalism: Rigid adherence to conventional, middle-class values.

Authoritarian Submission: Submissive, uncritical attitude toward idealized moral authorities of the in-group.

¹Henry Morrison McGee, "Measurement of Authoritarianism and Its Relation to Teachers' Classroom Behavior" (unpublished doctoral dissertation, University of California, 1954).

Authoritarian Aggression: Tendency to be on the lookout for, and to condemn, reject, and punish people who violate conventional values.

Anti-Intracception: Opposition to the subjective, the imaginative, the tender-minded.

Superstition and Stereotypy: The belief in mystical determinants of the individual's fate; the disposition to think in rigid categories.

Power and "Toughness": Preoccupation with the dominance-submission, strong-weak, leader-follower dimension; identification with power figures; over-emphasis upon the conventional attributes of the ego; exaggerated assertion of strength and toughness.

Destructiveness and Cynicism: Generalized hostility, vilification of the human.

Projectivity: The disposition to believe that wild and dangerous things go on in the world; the projection outwards of unconscious emotional impulses.

McGee postulated that the authoritarian teacher would tend to use his power in a hard, cruel fashion, in humiliating ways to inflict mental pain and corporal punishments. His goal would be complete domination. Contempt for the weak and unsuccessful students in the class, ranking people in rigid categories, allowing "scapegoating" would be other characteristics. He, himself, would submit to strong authority for security, and usually refuse to make a decision so he would not have to take his share of the responsibility. To him, kindness would be weakness; cruelty, strength.

McGee, thereupon, made a glossary and a record for observation of classroom behavior of these teachers. Three observers checked their observations and glossary to see if the same behaviors were called by the same names. An analysis of the behaviors in the classroom and scores on the F Scale did not show any significant differences.

McGee concluded that "what a teacher says on an anonymous

questionnaire (ideology in words) and what he does (ideology in action) are essentially the same stuff. The distinction between what a person says and what he does is to be seen only as a matter of convenience; both are essentially behavior samples."

Four other studies using the OCDQ and/or the Rokeach Dogmatism Scale similarly deal with climate and teacher personality. Andrews¹, taking the OCDQ as a measure of leadership, judged the subtest scores might be as important as the total derived score. Thus, faculty and principals of 165 schools in Alberta replied to the OCDQ and three rating scales: (1) How satisfied are you with all aspects of your teaching situation; (2) How effective do you consider your principal to be in performing all the various functions which he should perform? (3) Compared with other schools known to you, how good a job do you judge your school does in educating the students who come to it? Since this instrument was used in elementary, junior high, secondary, and combined (grade 1-12) schools, the evidence supported the conclusion that the OCDQ is just as valid for other schools as it is for the elementary schools. He found four significant variables: median grade level of school, number of teachers, years of training, and percentage of males, all in the direction toward the positive side of school climate (open end of the continuum). Years of teaching experience and age did not appear to have strong relationships to climate; there was a negative relationship between years in the present schools and the subtest score on Esprit. There were significant relationship between closed climate and large schools. There was found no overall relationship between the principal's personality type and climate, but a strong

¹John H. M. Andrews, "Some Validity Studies of the OCDQ." Paper read at the American Educational Research Association, Chicago, February 10, 1965.

positive relationship between teacher satisfaction and climate (assuming order from open to closed), especially to the subtest Esprit. Teachers' ratings of School Effectiveness correlated highly with climate and subtest Esprit, but there was no indication of a relationship between climate and the School Achievement Index (how high students scored in standardized achievement test).

Working on the assumption that the behavior of the principal was a key to the organizational climate of the school, Anderson¹ chose to study the personalities, values, and personal and professional background of the principal in determining school climate. He, too, found significant relationships between the eight climate dimensions of the OCDQ and personality value factors. When the schools were divided into three groups (most open, middle, most closed), five of the 22 variables on the 16 PF Questionnaire and the Study of Values were found to have significant values. Principals in closed climate schools were more evasive, and more submissive than principals of the other two groups. Principals in open climate schools were more confident, more resourceful, and more successful in productive organizational activities than were principals in the other schools.

The biographical data failed to yield significant results insofar as the principal's age, sex, marital status, educational background, experience, and number of teachers in the school were concerned. However, principals in middle climate schools desired to become elementary school directors or superintendents. Principals in open climate schools aspired to remain in their present position.

¹Donald P. Anderson, "Relationships Between Organizational Climate of Elementary Schools and Personal Variables of Principals," Paper read before the meeting of the American Educational Research Association, Chicago, Illinois, February 10, 1965.

Principals in open climate schools attributed their success as principals to their knowledge of elementary education; principals in closed climate schools, to their ability to get along with their subordinates.

A research study conducted in 81 elementary schools selected at random in the Twin Cities (Minneapolis and St. Paul) was reported by Brown¹ as verifying the pattern of factor weights in an analysis of the OCDQ items. That types of organizational climate can be identified through this instrument was the conclusion, but it is not possible to generalize about the exact nature of the specific climates. He found that principals tended to view the school climate in a more favorable light than teachers; that there was no clear-cut pattern of perceptual differences between males and females; that younger teachers tended to feel stronger social ties with other staff members than did the older teachers, but the older ones had a generally more favorable perception of the morale. While perceptions of climate tended to change with experience (up to a point), the direction of change was more likely to be positive than negative.

Urlick and Frymier² discussed a study conducted by a graduate class at Ohio State University concerning the relationship of teachers' personality structures and their willingness or lack of willingness to consider curriculum change. Teachers willing and unwilling to

¹Robert J. Brown, "Identifying and Classifying Organizational Climate in Twin Cities Area Elementary Schools," paper read before the meeting of the American Educational Research Association, Chicago, Illinois, February 10, 1965.

²Ronald Urlick and Jack R. Frymier, "Personalities, Teachers, and Curriculum Change," Educational Leadership, Vol.21 (November, 1963), pp. 107-111.

consider curriculum change were first identified by the principals with a series of eleven paired criteria. The teachers selected replied with a personal data sheet, and a questionnaire containing the Dogmatism Scale, the F Scale, and the Junior Index of Motivation. Only two factors on the personal data discriminated significantly between the two groups of teachers beyond the .05 level of confidence--holding a master's degree and having children of their own--both groups being more willing to consider curriculum change than the other comparable group.

For all practical purposes no significant differences were observed in the way the two groups responded to the one hundred items. The authors suggested that the dynamics of curriculum change might be understood only by probing deeply into the personal factors involved in the acceptance of, or resistance to, the notion of change.

Adjustment and Identification

Becker and Carper¹ studied the steps involved in becoming identified with an occupation. Philosophy, physiology and mechanical engineering graduate students were interviewed to discover the progress of their particular identification with the occupation. They found four phases: (1) a knowledge and understanding of the occupational title and its ideology; (2) a knowledge of what had to be done in order to fulfill the work of the title; (3) a commitment or loyalty to a particular institution or organization; (4) an understanding of the significance for the position in a larger society. Interestingly, philosophy students who wanted to be teachers were less clear than

¹Howard Becker and James Carper, "The Elements of Identification With an Occupation," American Sociological Review, Vol. 21 (June, 1956), pp. 341-346.

all the others in formulating their views.

While Becker had mentioned four steps in becoming identified with an occupation, Davis and Olesen¹ suggested that in our society a high vocational commitment stemmed from attributes such as maleness, a middle-class achievement orientation, and potential professional status. They thus examined the identity problems of young girls who entered a collegiate school of nursing from college. In the adjustment situation one of the three attributes for commitment was lacking: maleness. First, the fact that the males (medical students) noticed them as "the nurse" instead of pretty or college-educated came as a surprise. Second, they were in an all female milieu. Third, they had to assume immediate responsibility for hospital patients, which, in itself, was a kind of reality shock.

The adjustment process took the form of frequent protestations to the research team concerning their sense of inadequacy about becoming a nurse. In addition, there was the return on week-ends to the campus and a homesickness for life there. There was a group depression, starting six to eight weeks after their arrival and lasting until their return from Christmas vacation, which had all the earmarks of collective unrest, something like the initial stages of a social movement. After the group returned from Christmas vacation, most students adjusted to the stress. The real question is whether adjustment was unidimensional, or whether there were extra-occupational impingements which determined whether a student finished the training and practiced the profession.

¹Fred Davis and Virginia L. Olesen, "Initiation Into a Woman's Profession: Identity Problems in the Status Transition of Coed to Student Nurse," Sociometry, Vol. 26, No. 1 (March, 1963), pp. 89-101.

For girls there definitely are extra-occupational impingements that help determine their commitment--home and family--work and career--glamour--community service.

Do nurses learn their role better from doctors and nurse educators or from co-workers? Sherlock¹ found that nurses in psychiatric hospitals incorporated the role behavior of the custodial maintenance workers where the trainee, patient, and ward worker interacted intensely, creating a favorable situation for the learning of role expectations, rather than the role behavior expectations expressed by the doctors, psychiatrists and nurse educators, who were in the position of authority.

Webb² found that new teachers obtained the most help from colleagues. On the other hand, all close-contact teachers reported supplying some help to new teachers, evaluating their adjustment, and identifying factors which aided or hindered their adjustment. They also had definite reactions to new teachers, both positive and negative. Principals had different patterns and variations of help. Pupils often caused difficulty of adjustment, and sometimes so did the community.

Believing that persons tending to accept authority would become more involved in the group situation when the group structure

¹Basil J. Sherlock, "Role Acquisition in a State Mental Hospital" (unpublished doctoral dissertation, University of Colorado, 1962).

²Mildred Minnie Webb, "Factors Identified by Personnel as Influencing Adjustments of Teachers New to Manhasset in 1956-57: A Study of the Teachers Employed by the Manhasset, New York, Board of Education for 1956-57 to Determine What Factors Assist or Hinder the Adjustment of Teachers New to a School System, and to Discover Implications for Improving the Orientation of New Staff Members" (unpublished Ed.D. dissertation, New York University, 1960).

is centralized and would perform relatively more efficiently than when the group structure is decentralized, Shaw¹ conducted his experiment with persons high and low on acceptance of authority, identified through the F Scale (Authoritarianism). The conclusion corroborated the idea that those persons high on the acceptance of authority would function better in centralized group structures, while those low on the acceptance of authority would function better in decentralized group structures.

Adjustment appeared to take place in all these as a kind of "reality shock." In all instances the co-workers and colleagues seemed to be the ones from whom the most significant help comes. In the words of Walter Waller: "The significant people for the school teacher are other teachers."²

Summary

The literature about problems of teachers generally relates to beginning teachers. Much of this research tells that learning building routines, getting along with other teachers, establishing discipline and pupil control, and knowing exactly what is expected as a teacher in the school (their role) are frustrating to any teacher new to the building.

The difficulties teachers have in learning their role suggest that the conditions in each school are different, and hence it is a new learning situation in each school. These conditions or "personality

¹Marvin Shaw, "Acceptance of Authority Group Structure, and Effectiveness of Small Groups," Journal of Personality, Vol. 27 (June, 1959), p. 196.

²Willard Waller, The Sociology of Teaching (New York: John Wiley & Sons, Inc., 1932), p. 389.

of the school" are called the climate which is mapped by the Organizational Climate Description Questionnaire.

The personality of each teacher is different and this further complicates the adjustment of teachers. Thus, in this study, we will take this into account by use of the Dogmatism Scale.

Finally, studies about adjustment to the teaching role and nursing role give some indication as to what may happen in this study of new teachers, their concerns, their satisfactions, their contact with other professionals.

CHAPTER III

DESIGN OF THE STUDY

Since this research is about teachers new to the building, some of them beginning teachers, and their behaviors in reference to different kinds of organizational climates of schools and to the kinds of belief-disbelief systems the teachers have, two instruments mentioned in Chapter I were chosen for the project: Organizational Climate Description Questionnaire and the Dogmatism Scale. Their use, the sample of schools and teachers selected, the survey of the problem, and the hypotheses are the subject of this chapter.

Organizational Climate

There is a saying among educators that each school building they enter gives them a "feeling" of the kind of school it is. Teachers often recognize this "feeling", but cannot find words to express it. Even lay visitors to the building notice this feeling and comment about it. To study how new teachers react in different buildings and situations, it was first necessary to find out what kinds of schools, or what kinds of climate, each building had.

The Organizational Climate Description Questionnaire (OCDQ)¹, a 64-item survey which principals and teachers can answer in about 30 minutes, was the instrument chosen to map the climate of the

¹Andrew W. Halpin and Don B. Croft, "The Organizational Climate of Schools" (Chicago: Midwest Administration Center, University of Chicago, 1963), 130 pp.

elementary school. Halpin and Croft developed it in 1963 as a project sponsored by the United States Office of Health, Education and Welfare. They had used 71 schools in various parts of the United States for its standardization, and classified each school as having predominantly one of these six climates: Open, Autonomous, Controlled, Familiar, Paternal, Closed.

Chosen for this project were 73 elementary schools that had had the same full-time principal for the two previous years, and whose principal and teachers were willing to participate. Each of these schools had one or more teachers new to the building. Schools had varying numbers of teachers on the staff.

In the sample were all the elementary schools of one city (about 100,000 people); all the elementary schools of a suburban area near a big metropolitan center in which the school size was much smaller (6-10 teachers from former years); about half the elementary schools in an industrial city (representing a wide range of climate schools); all the schools in a town of 25,000 people; and several consolidated elementary schools ranging in size from 500-900 pupils. The schools from the last two groups are called the out-state schools.

At the beginning of the school year the principal and the teachers who had been in the school the year before answered the School Description Questionnaire, which contained the Organizational Climate Description Questionnaire. At the same time the teachers who were new to the building answered the Opinion Survey, which contained the Dogmatism Scale. The two forms were administered in whatever way the principal desired, with the understanding that the answers would not be known to the principals or any supervisory personnel, and therefore could not be used for rating purposes.

The School Description Questionnaires were sent to the Computer Center at the University of Utah, where the climate for each school was classified as one of six climates: Open, Autonomous, Familiar, Controlled, Paternal, or Closed. Since a continuum of schools from Open to Closed was needed, it was necessary to use three of the subtest scores: Thrust, Esprit, and Disengagement. As mentioned in Chapter II, Thrust refers to the effort of the principal to "move the organization"; Esprit to the morale of the teachers; and Disengagement to the teachers' tendency to be "not with it", or a more general concept of "anomie." The score was found by the following formula:

$$\text{Thrust} + \text{Esprit} - \text{Disengagement} = \text{Openness-Closedness Score}$$

A high score showed high openness; a low score showed low openness. Then every school was ordered according to the degree of openness it possessed. The range of scores was 84-15--thus from the most open to the most closed was a difference of 69 points. The median score was 66, but the mean was 61. The final selection of the schools with appropriate teachers for the study was the upper 35% range of 11 points (84-73), and the lower 35% range of 46 points (61-15) (See Table A.2).

Dogmatism

As mentioned before, while the principal and the teachers from the previous year in the selected schools were answering the School Description Questionnaire, the teachers new to the building were taking the Opinion Survey, which included the Dogmatism Scale,¹ a test from which could be computed the degree of openness-closedness of the belief-disbelief system of the teacher.

¹Milton Rokeach, The Open and Closed Mind (New York: Basic Books, Inc., 1960), 448 pp.

The scores on the test from the 250 new teachers had a range of 110 points from 206 (most open) to 96 (most closed). The distribution approximated the normal curve with the median at 155 and the mean at 154. The final selection of teachers in the appropriate schools was in the upper 35% range of 44 points (206-162), and the lower 35% range of 47 points (143-96).

The four areas from which the elementary schools were selected had 73 schools, 22 of them in the suburban district with 24.4% of the new teachers; 16 of these schools were in the industrial city and had 41.6% of the new teachers. Table 3.1 shows the entire distribution.

TABLE 3.1

SUMMARY OF SCHOOLS AND NEW TEACHERS IN PROJECT

<u>Area</u>	<u>Schools</u>		<u>New Teachers</u>	
	<u>Number</u>	<u>Per Cent</u>	<u>Number</u>	<u>Per Cent</u>
Suburban	22	30.1	61	24.4
City	24	32.9	68	27.2
Industrial City	16	21.9	104	41.6
Outstate	<u>11</u>	<u>15.1</u>	<u>17</u>	<u>6.8</u>
Total	73	100.0	250	100.0

Table 3.2 explains that the area with a large percentage of relatively open schools did not have the proportionate percentage of relatively open teachers. The industrial city with 20% of the relatively open schools had 49.2% of the relatively open teachers, but about one-third of the relatively closed schools and closed teachers. On the other hand, the city system in the project had 40% of the open schools with 24.6% of the open teachers, while it had only 16.7% of the relatively closed schools with 49.1% of the relatively closed teachers. Table A.1 gives the exact numbers of schools and teachers.

TABLE 3.2

SUMMARY OF DISTRIBUTION OF SCHOOLS AND NEW TEACHERS IN FIRST
AND FOURTH QUANTILES OF OPENNESS-CLOSEDNESS

<u>Area</u>	<u>First Quartile</u> <u>(Relatively Open)</u>		<u>Fourth Quartile</u> <u>(Relatively Closed)</u>	
	<u>% Schools</u>	<u>% Teachers</u>	<u>% Schools</u>	<u>% Teachers</u>
Suburban	25.0	24.6	27.8	10.2
City	40.0	24.6	16.7	49.1
Industrial City	20.0	49.2	33.3	35.2
Outstate	<u>15.0</u>	<u>1.6</u>	<u>22.2</u>	<u>5.1</u>
Total	100.0	100.0	100.0	100.0

In our survey, the relatively open and relatively closed schools were not normally distributed in each of the four geographic areas. The city system had the greatest percentage of the schools in the entire sample classed as relatively open (40%), and about three times more open than closed schools in its system. Even though the over-all distribution of 250 teachers had a normal range and curve, the new teachers were not distributed equally by place. For instance, the industrial city had 49.2% of the relatively open teachers and only 35.2% of the relatively closed. The city had 24.6% of the relatively open teachers, but 49.1% of the relatively closed. The suburban areas had 24.6% of the relatively open teachers, but only 10.2% of the relatively closed.

These facts are not noted to explain any findings. Whether they have some implication as to where one might be likely to find open and closed schools, and open and closed teachers, is not clear.

Situation Survey

The Situation Survey sought to determine the wide range of experiences that a teacher might have had during the year. The

teacher was asked to rate the amount of concern he experienced with each situation in the survey. He could indicate if it had not occurred.

For the same situation the teacher then checked what he/she did for help in resolving the problem--whether he went to the principal, to another teacher, whether he looked to see what others did and followed the same procedure, or whether he used his own judgment, or sought other help.

These situations, in essence, were centered about ten main categories, dealing mostly with the adult relationships in the school and the student relationships as they impinged upon the adult feelings. These ten categories were named through consensus of opinion with a group of educators, mostly elementary principals, who placed them in their respective groups. The entire list of 155 items had these categories: discipline (14), student relations (21), grading (10), classroom instruction (21), building policies (17), principal relations (11), teacher-self autonomy (15), parent relations (13), community relations (5) and other teacher relations (28).

Other parts of the survey asked them to assess their degree of satisfaction with selected aspects of the job, to tell how frequently they contacted professional people to discuss their concerns, and to explain in their own words their major difficulties in the building during the year.

At the end of the school year, new teachers who were still at the school were asked to answer the Situation Survey. Of 250 new teachers in September, 38 had moved, left the system, were ill, or were student teachers back in college. Of the remaining 212, 176 Situation Survey Questionnaires were returned answered, or 83% of

those originally surveyed who were still teaching.

Selection of Groups

Since the schools and the teachers had been ordered on the continuum of most open to most closed, the next step was to find relatively open new teachers in relatively open and closed schools, and relatively closed new teachers in relatively open and closed schools.

The first decision was to use people and schools in the upper and lower quartiles, but that did not give us enough new teachers of the right classification for the study. Using the schools in the upper and lower 35% bracket with most open and most closed teachers in the upper and lower 35% bracket yielded 18 people in each quadrant. Information from teachers whose scores fell in the middle bracket was not used, or from high and low scoring teachers in schools scoring in the middle brackets of the OCDQ.

Table A.2 shows the rank and score of the schools in the continuum from most open to most closed with the scores on the open-closed scale of new teachers in the school placed into the three categories--most open, middle, most closed. Starred are the teachers chosen for the study. Of the schools chosen there was a difference of 15 points on the OCDQ between the open climate and closed climate schools, slightly more than the middle 30%. Of the teachers chosen the difference in scores on the Dogmatism Scale (162-143) was 19 points between the relatively closed and relatively open teachers, representing the middle 30%. Table A.3 shows the number of returning and new teachers, and sex of the principal in reference to the rank order of schools on the OCDQ continuum.

We selected 18 new teachers with relatively "Open" minds, as measured on the Rokeach Dogmatism Scale, who were in relatively "Open" schools, as measured by the OCDQ, hereafter called "Open-Open"; 18 new teachers with relatively "Closed" minds, as measured on the Rokeach Dogmatism Scale, who were in relatively "Open" schools as measured by the OCDQ, hereafter called "Open-Closed"; 18 new teachers with relatively "Open" minds in relatively "Closed" schools, hereafter called "Closed-Open"; and 18 new teachers with relatively "Closed" minds, who were in schools with relatively "Closed" scores on the OCDQ, hereafter called "Closed-Closed."

Organizing the Material from the Situation Surveys

The Situation Surveys for these 72 teachers were then studied. The first part regarding the degree of concern the teacher experienced in the situation was checked for each of ten categories. The sum of their answers on the four point scale was divided by the number of situations that occurred in order to get an average to two decimal places, giving three digits to use in the Computer program. (If the teacher marked "5" [the situation did not occur] the item was not considered in figuring the average.)

For example, Teacher Number 10 (Open-Open) in the Classroom Instruction Group, had a sum of 56 with 20 situations, one not occurring. The average was 1.80, the number used as the level of concern. The same procedure was followed for each category and for each teacher.

Counted next in each category were the number of times the new teacher sought out the principal and other teachers, observed others in order to find out what to do, or used his own judgment about the situation. This information was analyzed by the Chi Square Test for

significance, using the number of people who used each procedure two or more times. In case the teacher used another resource not mentioned as one of the four, the name was recorded in the space marked "other".

On the Job Satisfaction, each aspect was coded as 1, 2, 3, 4, with one being Very Unsatisfactory and four Very Satisfactory.

The frequency the new teacher used in discussing his/her professional concerns with the principal, other administrative leaders, teacher of same grade in building, teacher in another building or system, was coded as 4--Daily, 3--Frequently, 2--Occasionally, 1--Rarely.

The other comments on the paper, while they were not coded, have been used as supportive evidence, in order to help people understand what seems to be the problems of new teachers, as the comment: "All offered me advice, and it was all different."

Rationale

The literature reviewed in Chapter II indicated that people with closed belief-disbelief systems believed and acted in different ways from those with open belief-disbelief systems. It also indicated that elementary schools with predominantly closed organizational climates would have different teacher and principal behavior, from those with predominantly closed climates.

It was theorized then that teachers with closed belief-disbelief systems would tend to rely, without question, on authority, such as a principal, or a policy book. They would be likely to accept or reject other teachers depending upon their agreement or disagreement with their own belief-disbelief system, and hence would have some "close buddies", maybe belong to cliques, in the building. It

was felt that the need for this association with people of similar systems might go beyond the school building. Since these teachers would have excessive concern for power and status, they would be sure that everyone, including other teachers and especially children, recognized this prestige and gave due respect. They would tend to be more concerned about their identity as an individual, feeling that the world was unfriendly and likely to be "pushing them around." They might hesitate to go to the principal with a real problem, as constituting a threat. They would more likely go to another teacher, with a similar belief-disbelief system. In their need to ward off threats, they would hesitate to make comments that would suggest difficulties or problems, especially those that would stem from their own actions, being more willing to blame others rather than look within themselves. In this sense, they would feel more at home with "things" than with people. The teachers with the open belief-disbelief systems would act in the opposite manner from those with the closed systems.

Regarding the organizational climates, it was theorized that in predominantly closed climate schools, teachers would have low morale (Esprit) toward their job, not being very satisfied with several aspects of it, with very little sense of achievement and enjoyment. They would also be likely to be somewhat aloof from the enthusiasm for teaching and for children, merely going through the motions of the instructional process, leaving it up to the children to learn or not to learn. They would look to the principal as not very helpful, as giving them too much busy work. In the faculty there would be little good comradeship except among members of the clique. There might be bickering whenever the group wanted to do something

together. As for the principal, he would be thought as very formal and impersonal, with very precise rules and policies, with little humanity and consideration for others. He would ask teachers to work harder, but would not set a good personal example himself. In these schools teachers might tend to feel that there was unfairness, so far as the principal was concerned. Not knowing and abiding by the rules would be a major infraction. The elements in the ranking of schools for closedness were three: morale of the teachers low, thrust of the principal low, and disengagement of the teachers (like anomie) high. In predominantly open climate schools, the actions of teachers would be the opposite.

Nothing was found in the reviewed literature about any interaction between the organizational climate of the schools and the dogmatism of the teachers. However, the conjecture was that a closed climate might reinforce high dogmatism, or, as of opposites, a closed climate counteract low dogmatism. In this manner, probably closed people in closed climates would be better satisfied than closed people in open climates, and likewise open teachers in open schools would express the most satisfaction and be the least concerned, because of the interaction between the two factors.

Hypotheses

From the preceding rationale and the questions in Chapter I, the following major hypotheses were built:

A ₁	Null Hypothesis:	No differences will be found among the four groups of new teachers (OO, OC, CO, CC) in the level of their concern in the selected aspects of teaching.
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Alternate Hypothesis:	The relatively closed groups of teachers (OC, CC) will show higher
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levels of concern in the selected aspects of teaching than the relatively open groups (OO, CO).

A₂ Null Hypothesis: No differences will be found among the four groups of new teachers (OO, OC, CO, CC) in the degree of satisfaction expressed on selected aspects of teaching.

Alternate Hypothesis: The new teachers in the relatively open climate schools (OO, CO) will express greater satisfaction with selected aspects of teaching than those in relatively closed schools (OC, CC).

A₃ Null Hypothesis: No differences will be found among the four groups of new teachers (OO, OC, CO, CC) in the frequency of contact with professional people to discuss their concern.

Alternate Hypothesis: The open school open teacher group of new teachers (OO) will have the least frequent contacts with professional people to discuss their concerns.

A₄ Null Hypothesis: No interaction will be found between the factor of organizational climate and the factor of dogmatism when the levels of concern, the degree of satisfaction expressed, and the frequency of contact with professional people to discuss their concerns are considered in reference to the four groups of new teachers (OO, OC, CO, CC).

Alternate Hypothesis: The closed-closed (CC) group and the open-open (OO) group of new teachers will express higher degrees of satisfaction than the other two groups (OC, CO).

From the literature reviewed, and from questions 5 and 6 in

Chapter 1, the following two null hypotheses were built. The results will be reported in Chapters V and VI, not in the form of alternate hypotheses, but in seeing which areas prove to have significant differences in relation to the variables and sources of help.

- B₁ Null Hypothesis: No differences will be found in the levels of concern, degree of satisfaction expressed with selected aspects of teaching, and frequency of contact with professional people to discuss their concerns among the various groups of new teachers when they are classified by (1) sex, (2) age, (3) training, (4) teaching experience, (5) experience in the same system, (6) size of school, (7) number of new teachers in the building.
- C Null Hypothesis: No differences will be found among the four groups of new teachers (OO, OC, CO, CC) in the number of times the problems in the concerns of teaching are resolved by (1) asking the principal, (2) asking other teachers, (3) observing others, (4) using own judgment.

Hypotheses B₁ and C₁ are not major to the study, but the information gained from these analyses may add some additional information to the study of new teachers, or corroborate what has been found in previous research.

Analysis

All the information about new teachers--age, sex, training, teaching experience, previous experience in same system, size of school, number of new teachers, type of school (open or closed), type of person (open or closed)--was coded and put on IBM cards, along with the coded material from the Situation Surveys.

All the information about the level of concerns, satisfaction, and frequency of contact with personnel to discuss professional concerns was analyzed by the two factorial analysis of variance by the Fortran Computer, using the program FACRAP, for the factors of climate, dogmatism, and their interaction among the four groups of teachers.

The data cards for the 72 teachers were then used for the

computer program UNEQUI, a one-way analysis of variance with unequal N's, which showed the differences of the means among the new teachers when they were grouped as to sex; age; teaching experience; experience; experience in the same system; size of school (number of teachers returning to school from 1962-63); and the number of new teachers in the building in relation to the level of concern, job satisfaction, and frequency of contact with other professional persons. This program also computed the F statistic, which showed the degree of relationship from which significance was recognized.

The Chi Square Test was used in analyzing the choice of helps, in the cells the number of teachers from each group (OO, OC, CO, CC) that had used this particular help two or more times, such as asking the principal. Some instances had so few numbers in each cell that the Table of Critical Values of D (or C) in the Fisher test was used.¹

Since this is an exploratory project, the information such as problems, comments, advice, have not been analyzed statistically. Much of it has been recorded; the frequency of a particular response or attitude counted. Chapter VII presents a summary of the comments.

The level of significance chosen for this study was .05, meaning that there would be only five cases out of every 100 in which such a set of differences would occur by chance. Significance was recognized by the value of the F Statistic.

The conclusions reached from this study are in no sense for the whole population of elementary schools and new teachers, but hold true only for the particular sample which is identified in the work.

¹Table of Critical Values of D (or C) in the Fisher Test, adapted from D. J. Finney, 1948. The Fisher-Yates Test of Significance in the 2x2 Contingency Tables, Biometrika, 35, pp. 149-154.

Summary

The Organizational Climate Description Questionnaire (OCDQ) was used to identify the climate of 73 elementary schools at the beginning of the 1963-64 school year. The Rokeach Dogmatism Scale was used to designate the degree of openness of the belief-disbelief system of the teachers new to these buildings.

From the relatively open climate schools were selected 18 new teachers with relatively open minds, 18 with relatively closed minds. From the relatively closed climate schools were selected 18 new teachers with relatively open minds and 18 with relatively closed minds, giving a total of 72.

In May, the new teachers answered a Situation Survey in which they expressed their concern about situations from ten categories (discipline, teacher-student relations, grading, classroom instruction, building policies, teacher-principal relations, teacher-self-autonomy, teacher-parent relations, teacher-community relations, teacher-teacher relations); the help they chose when they needed it; their satisfactions about selected aspects of their job; how often they discussed their concerns with other professional people; and their assessment, in their own words, of the advice they received and the problems they encountered.

The information from the four groups of teachers was analyzed by the two factorial analysis of variance to find significant differences among the four groups of new teachers for the factor of school climate and/or dogmatism, and/or the interaction between the two factors in levels of concerns, satisfactions and frequency of contact with professional people to discuss their concerns.

The variables of sex, age, training, teaching experience,

previous experience in the system, size of school and the number of new teachers in the building were used in a one-way analysis of variance to find the differences in means among each grouping in relation to their level of concern, satisfactions and frequency of contact with professional people to discuss their concerns.

The differences among the four groups as to their selection of help in their problems were studied by Chi Square.

Finally, their comments concerning the advice offered and their problems were studied, but not analyzed statistically.

CHAPTER IV

ANALYSIS AND DISCUSSION

Since this study is mainly about new teachers (teachers new to the building), their concerns, satisfactions and frequency of contact with professional people in relation to (1) the organizational climate of the school, (2) the dogmatism of new teachers, and (3) the interaction of the two factors, these results are considered first.

Chapter III reported how the 72 new teachers were chosen, 18 in each group: open school-open teacher, called open-open (OO); open school-closed teacher, called open-closed (OC); closed school-open teacher, called closed-open (CO); closed school-closed teacher, called closed-closed (CC). These are the four different groups of new teachers mentioned throughout this chapter.

RESULTS

Levels of Concern

The null hypothesis first to be tested by the two-way analysis of variance is the following, called A_1 in Chapter III: No differences will be found among the four groups of new teachers (OO, OC, CO, CC) in the level of their concern in selected aspects of teaching.

The 72 new teachers reported their concern about each category and ranked discipline, teacher-student relationships, and grading as the three items of greatest concern to them. Table 4.1 shows the rank order of importance for the ten areas. This order will be used

in presenting the results throughout the study. A low score means high concern.

TABLE 4.1

RANK ORDER OF CONCERNS OF NEW TEACHERS IN SAMPLE

<u>Categories of Concern in Order</u>	<u>Mean Scores</u>
1. Discipline	2.206
2. Teacher-Student Relationships	2.386
3. Grading	2.410
4. Classroom Instruction	2.649
5. Building Policies	2.774
6. Teacher-Principal Relationship	2.803
7. Teacher-Self Autonomy	2.932
8. Teacher-Parent Relationship	2.954
9. Teacher-Community Relationship	3.064
10. Teacher-Teacher Relationship	3.095
4-- Not at all concerned	
3-- Mildly concerned	
2-- Somewhat concerned	
1-- Greatly concerned	

Table 4.1 also shows that the average level of concern for discipline of all 72 teachers was 2.206, between somewhat concerned and mildly concerned. Discipline was ranked as the first concern, while the teacher-teacher relationship rated as the least concern.

Significance is mentioned at the .05 level and at the .01 level by * and ** respectively, taking 2.74 as the F statistic for the .05 level, three degrees of freedom between 68 within, and 4.08 as the F statistic for .01.¹

Table 4.2 shows that none of the areas of concern was significant when the factor of school climate was considered, but six of the ten concerns were significant in relation to the dogmatism of the new teachers. Furthermore, the means of each group, as well

¹J. P. Guilford, Psychometric Methods (New York: McGraw Hill Book Co., Inc., New York, 1954), pp. 566-567, Table F.

TABLE 4.2

RANK ORDER OF MEAN LEVELS OF CONCERN OF TEACHERS BY THE FOUR DIFFERENT TEACHER-SCHOOL GROUPS

(High score indicates less concern)

	<u>Open Schools</u> <u>Open Teachers</u> N=18		<u>Open Schools</u> <u>Closed Teachers</u> N=18		<u>Closed Schools</u> <u>Open Teachers</u> N=18		<u>Closed Schools</u> <u>Closed Teachers</u> N=18		<u>F Statistic</u> <u>Climate</u> <u>Dogmatism</u>	
Discipline	2.446		2.019		2.305		2.054		N.S.	Sig. at .01
Teacher-Student Relations	2.633		2.256		2.456		2.198		N.S.	Sig. at .01
Grading	2.529		2.337		2.653		2.120		N.S.	Sig. at .01
Classroom Instruction	2.718		2.589		2.767		2.522		N.S.	N.S. 88
Building Policies	2.958		2.692		2.823		2.622		N.S.	N.S.
Teacher-Principal Relations	3.115		2.589		3.079		2.428		N.S.	Sig. at .01
Teacher-Self Autonomy	3.133		2.815		2.992		2.786		N.S.	Sig. at .05
Teacher-Parent Relations	3.112		2.848		2.987		2.871		N.S.	N.S.
Teacher-Community Relations	3.139		3.032		3.210		2.875		N.S.	N.S.
Teacher-Teacher Relations	3.310		2.958		3.111		3.000		N.S.	Sig. at .05
Average	2.909		2.609		2.838		2.548			

as the average level of concern for each group show that teachers with closed belief-disbelief systems were more concerned than those with relatively open systems.

Three of the four concerns that were significant at the .01 level of confidence in respect to dogmatism were the ones of greatest concern to all the new teachers--discipline, student relations, and grading. Concern for the teacher-principal relationship was also significantly related to dogmatism with a very large F statistic, 17.44815. Concern for the teacher self-autonomy and for the teacher-teacher relationship showed significant differences among the four groups of new teachers. There were differences, but not significant ones, in the other four areas of concern.

Since these six concerns showed significant differences, the null hypothesis that no differences would be found among the four groups of new teachers in the levels of concern, in selected aspects of teaching was accepted in all areas so far as climate functioned, and in the areas of classroom instruction, building policies, teacher-parent and teacher-community relations for dogmatism.

The alternate hypothesis was accepted. The closed teachers in both open and closed schools showed higher levels of concern in all ten categories of teaching than open teachers, and at a significant level in the areas of discipline, teacher-student relations, grading, teacher-principal relations, teacher-self autonomy, and teacher-principal relations.

Satisfactions

A second phase of the two-way analysis of variance concerning the four groups of new teachers was in the area of satisfactions

or dissatisfactions they expressed about selected aspects of the teaching position.

The null hypothesis to be tested is the following, called A_2 in Chapter III: No differences will be found among the four groups of new teachers (OO, OC, CO, CC) in the degree of satisfaction expressed on selected aspects of teaching.

Table 4.3 shows the rank order of the mean satisfaction used in reporting all materials about satisfactions. In the analysis of variance, five of the 19 satisfactions were significant in relation to school climate, and two of the five were also significant in relation to dogmatism. The average of the means for each of the four groups gave the same trend in almost all areas, open-closed, open-open, closed-open and closed-closed, from greatest to least satisfaction. (See Table 4.4.) Both open and closed teachers in open schools gave higher satisfaction ratings to these aspects than teachers in closed schools. Table A.5 gives additional information concerning the value of the F statistics.

The one area significant at the .01 level in climate was the amount of interest shown by the students. There was a definite distinction between open and closed schools; students in open schools were rated more interested in learning than those in closed schools. Concerning the helpfulness of supervision, there was a significant difference because of climate, but there was a greater difference attributable to dogmatism, with the closed teachers being more satisfied with the supervision than open teachers.

Since there were these seven significant satisfactions in relation to climate and dogmatism, the null hypothesis that there are no differences was rejected in these areas:

TABLE 4.3

RANK ORDER OF THE SATISFACTIONS OF THE NEW TEACHERS IN THE SAMPLE

<u>Satisfactions</u>	<u>Mean</u>
1. Salary compared to that of other professions in your area open to people with your level of education	2.625
2. Adequacy of supplies and equipment	2.944
3. Pupil attentiveness and discipline	2.958
4. Total time spent on school duties	3.028
5. Adequacy of school building	3.042
6. Working conditions compared to those of other professions in your level of education	3.083
7. General community attitude toward teaching as a profession	3.125
8. Amount of interest shown by students	3.237
9. Teaching load	3.250
10. Helpfulness of supervision	3.264
11. Position as a whole (including salary)	3.278
12. Adequacy of supervision received	3.333
13. Non-teaching responsibilities	3.403
14.5 Your relations with parents	3.569
14.5 Position as a whole (except salary)	3.569
16. Relations with administrators	3.583
17. Relations with students	3.667
18.5 Relations with other teachers	3.694
18.5 Fairness with which duties are distributed in your school building	<u>3.694</u>
Average	3.281
4--Very satisfactory	
3--Fairly satisfactory	
2--Fairly unsatisfactory	
1--Very unsatisfactory	

TABLE 4.4

RANK ORDER OF MEAN SATISFACTION WITH SELECTED ASPECTS OF TEACHING BY THE FOUR TEACHER-SCHOOL GROUPS

(High score means greater satisfaction)

	Open Schools		Closed Schools		Closed Teachers		F Statistic	
	Open Teachers	Closed Teachers	Open Teachers	Closed Teachers	Open Teachers	Closed Teachers	Climate	Dogmatism
	N=18	N=18	N=18	N=18	N=18	N=18		
Salary compared to other jobs	2.722	2.833	2.500	2.444	2.444	2.444	N.S.	N.S.
Adequacy of supplies	3.166	3.166	2.611	2.833	2.833	2.833	Sig. at .05	N.S.
Discipline	3.167	2.944	2.889	2.833	2.833	2.833	N.S.	N.S.
Time spent on duties	3.111	3.000	2.889	3.111	3.111	3.111	N.S.	N.S.
Adequacy of school building	3.111	3.111	3.056	2.889	2.889	2.889	N.S.	N.S.
Working conditions	3.111	3.333	3.000	2.889	2.889	2.889	N.S.	N.S.
Community attitude	3.278	3.167	3.000	3.056	3.056	3.056	N.S.	N.S.
Interest shown by students	3.389	3.389	3.167	3.000	3.000	3.000	N.S.	N.S.
Teaching load	3.500	3.333	3.167	3.000	3.000	3.000	Sig. at .01	N.S.
Helpfulness of supervision	3.278	3.556	2.889	3.167	3.167	3.167	Sig. at .05	N.S.
Position, including salary	3.444	3.333	3.111	3.222	3.222	3.222	Sig. at .05	Sig. at .01
Adequacy of supervision	3.278	3.611	3.167	3.278	3.278	3.278	N.S.	N.S.
Non-teaching responsibilities	3.389	3.667	3.222	3.333	3.333	3.333	N.S.	N.S.
Parent relations	3.556	3.556	3.556	3.611	3.611	3.611	N.S.	N.S.
Position (except salary)	3.722	3.556	3.389	3.611	3.611	3.611	N.S.	N.S.
Relations with administrators	3.444	3.778	3.556	3.556	3.556	3.556	N.S.	N.S.
Relations with students	3.611	3.722	3.611	3.722	3.722	3.722	N.S.	N.S.
Relations with other teachers	3.500	3.722	3.722	3.833	3.833	3.833	N.S.	N.S.
Fairness with which duties are distributed	3.833	3.778	3.778	3.889	3.889	3.889	Sig. at .05	Sig. at .05
Average	3.348	3.398	3.120	3.234	3.234	3.234		

- (1) Adequacy of supplies and equipment
- (2) Amount of interest shown by students
- (3) Teaching load
- (4) Helpfulness of supervision (climate and dogmatism)
- (5) Fairness with which duties are distributed (climate and dogmatism)

The related alternate hypothesis was generally accepted. The open school teachers (in both open and closed schools) generally expressed greater satisfaction with selected aspects of teaching than did teachers in closed schools (significantly in the five areas mentioned in the previous paragraph.

Specifically, the sample findings indicated the following: teachers in relatively open schools reported more interest shown by their students than did teachers in relatively closed schools; teachers in relatively open schools were more satisfied with the adequacy of supplies than were those in relatively closed schools; teachers in relatively open schools were more satisfied with their teaching load than were those in relatively closed schools; relatively closed teachers in both open and closed schools had greater satisfaction with helpfulness of supervision than had relatively open teachers; the closed school-open teacher group of new teachers were the least satisfied of all groups with helpfulness of supervision, followed next by the open school-open teacher group; the open-open and closed-closed groups were more satisfied with the fairness with which duties were distributed in the building than were the other two groups. Other significances and trends will be discussed later in the chapter.

Frequency of Contact with Other Professionals

The third area studied in relationship to the organizational climate of the school, the dogmatism of the teacher and the interaction between the two factors was the frequency with which the four

groups of new teachers contacted other professional people (teachers and administrators to discuss their problems.

The null hypothesis to be tested in this area is the following, called A_3 in Chapter III: No differences will be found among the four groups of new teachers (OO, OC, CO, CC) in their frequency of contact with other professionals to discuss their problems.

The new teachers gave the ranking order, used in Table 4.5 concerning the five professional people whom they might contact to discuss problems.

TABLE 4.5

RANK ORDER OF FREQUENCY OF CONTACT WITH PROFESSIONAL
PEOPLE TO DISCUSS CONCERNS

<u>Professional People</u>	<u>Mean Frequency</u>
1. Teacher same grade, same building	2.917
2. Teacher another grade, same building	2.889
3. Principal	2.639
4. Teacher another building or system	2.083
5. Other administrative leader	<u>1.694</u>
Average frequency	2.444
4-- Daily	
3-- Frequently	
2-- Occasionally	
1-- Rarely	

Table 4.6 shows three areas where significant differences were found among the four groups with one, frequency of contact with a teacher of the same grade in the same building, showing both climate and dogmatism operating at the .01 level.

Therefore, the null hypothesis that there are no differences in frequency of contact was rejected in three areas: teacher same grade, same building (climate and dogmatism), and teacher another building (dogmatism).

TABLE 4.6

RANK ORDER OF MEAN FREQUENCY OF CONTACT TO DISCUSS PROFESSIONAL CONCERNS BY GROUPS

(High score means more frequency of contact)

	<u>Open Schools</u>		<u>Open Schools</u>		<u>Closed Schools</u>		<u>Closed Schools</u>		<u>Open Teachers</u>		<u>Closed Teachers</u>		<u>F Statistic</u>	
	<u>N=18</u>	<u>Closed Teachers</u>	<u>N=18</u>	<u>Open Teachers</u>	<u>N=18</u>	<u>Closed Teachers</u>	<u>N=18</u>	<u>Open Teachers</u>	<u>N=18</u>	<u>Closed Teachers</u>	<u>N=18</u>	<u>Climate</u>	<u>Dogmatism</u>	
Teacher same grade, same building	2.222	3.056	3.000	3.389	Sig. at .01	Sig. at .01								
Teacher another grade, same building	2.667	2.889	2.778	3.222	N.S.	N.S.								
Principal	2.389	3.000	2.556	2.611	N.S.	N.S.								75
Teacher in another building or system	1.778	2.278	1.944	2.333	N.S.	Sig. at .05								
Other administrative leader	1.722	1.556	1.722	1.778	N.S.	N.S.								
Average	2.156	2.556	2.400	2.667										

4--Daily
 3--Frequently
 2--Occasionally
 1--Rarely

The alternate hypothesis was accepted. The open school-open teacher group will, in general, have the least frequent contacts of all groups with other professional people to discuss their concerns. Table A.6 has full information about the F statistics.

Interaction of Organization Climate and Dogmatism

The null hypothesis to be tested is the following, called A_4 in Chapter III: no interaction will be found between the factor of organizational climate and the factor of dogmatism when the levels of concern, the degree of satisfaction expressed, and the frequency of contact with other professionals to discuss their concerns are considered in reference to the four groups of new teachers (OO, OC, CO, CC).

The two-factorial analysis of variance was the statistical model used since it could show the operation of two variables, individually and in interaction with each other. The results from the computer showed three F statistics for each analysis, one with the Factor of Organizational Climate operating, one with the Factor of Dogmatism operating and one for the interaction of the two Factors. When the F statistic for interaction was examined (Table A.4, A.5, A.6), according to the same standard, i.e. 274 for .05 level of significance and 4.08 for .01 level of significance, not one of these reached the required level. Only six of the 34 interaction F's had a value between 1.00-2.00. All the others were below 1.0.

Consequently, the null hypothesis should be accepted: no interaction between the factor of organizational climate and the factor of dogmatism will be found when the level of concernment, the satisfactions and frequency of contact with professional people to discuss their concerns are considered in reference to the four

groups of teachers.

On the other hand, the alternate hypothesis to A_{11} was rejected: namely, that the closed-closed (CC) and the open-open (OO) groups of new teachers express higher degrees of satisfaction than the other two groups (OC, CO).

DISCUSSION

Levels of Concern

First, in the ten areas of concern for the teaching job, only the dogmatism factor appeared to be working. In four instances it was significant at the .01 level, in two instances at the .05 level, and in four instances it showed a similar trend, even though not significant. All areas seemed to present a picture that the degree of dogmatism of the new teacher made the difference, not the organizational climate of the school. In not one of the ten areas did there appear to be any trend toward an interaction between the climate of the school and the dogmatism of the new teacher.

Second, it is very important to note that the three areas that gave the teachers most concern were (1) discipline, (2) teacher-student relationships, and (3) grading. All four groups placed these three first, even though the groups differed significantly, with the relatively open people, whether in relatively open or closed schools, who expressed less concern than did the relatively closed. The F statistics for these three areas show the operation of dogmatism making the differences of the means, significant at the .01 level, while there appears to be little difference attributable to the organizational climate of the school and the interaction of the two. (See Table A.4.)

There generally appeared less concern held by both open and

closed people in open schools than those in closed schools, but the trend was very slight and did not show significance.

Third, the area of teacher-principal relationships had the highest F statistic (17.44815) for the factor of dogmatism, showing the greatest differences between the means, even though it was ranked sixth in the order of concerns. This finding would fit in with the theory of the open-closed mind, the closed mind being relatively dependent on authority and feeling uncomfortable without it.

The teacher-self autonomy relationship, rating seventh in importance of concern, and the teacher-teacher relationship, with a ranking of least importance of the ten concerns, showed significant differences among the four groups on the factor of dogmatism. In both instances, the relatively closed teachers in both open and closed climate schools expressed much more concern than the relatively open teachers. This would seem to indicate that the relatively closed person had to be more sure of himself, had to be liked and accepted, and could not stand any forms of threat to his self image.

All teachers expressed nearly the same level of concern about the classroom and building policies as with the teacher-parent and teacher-community relationship. Slightly greater differences were found among the four groups in building policies areas than concerning the other three, but they were not significant at the level chosen for this work. Evidently all new teachers were eager to do a good job of instructing the children and to conform to what was expected of them in the school building. Discipline, students, and grading were the primary concerns, findings which concur with most of the research about beginning teachers.

The teacher-parent and teacher-community relationships were

of minor concern, even though the same trend of differences was apparent. This occurred in spite of all the teaching about the parent relationship and the community school that is evident in textbooks, and glorified in professional circles.

Satisfactions

How satisfied were these new teachers, and which of the selected aspects of the job caused them the most dissatisfaction? Salary when compared with that of other professions, adequacy of supplies and equipment, pupil attentiveness and discipline ranked as the three areas causing the most dissatisfaction among new teachers. Similarly, their relationship with other teachers, relations with students, and fairness with which duties were distributed in the school building ranked as most satisfactory.

In the 19 items that made up the satisfaction part of the survey, pupil attentiveness and discipline ranked third least satisfactory. It was first in the level of concern. The trend in discipline was that the open or closed teachers in open schools were more satisfied with discipline than those in closed schools. Satisfaction with pupil attentiveness and discipline did not show significant differences among the four groups, but did appear to be more characteristic of a relatively open school than of a relatively closed school. Concern for discipline showed significant differences among the four groups, and was a function of the relatively closed teacher, not the school. (See Table A.)

Three of the 19 areas in this part of the study showed significance dependent upon the school climate; two showed significance in both factors, climate and dogmatism; four showed about equal, though not significant, strength toward both factors; eight showed a trend

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though not significant, toward climate; and two showed a trend, though not significant, toward dogmatism.

Satisfaction with the amount of interest shown by the students appeared to result from an open climate in the school, since both relatively open and closed teachers, in relatively open schools, were significantly more satisfied at the .01 level with their students' interest than teachers in relatively closed schools. Whether this means the conditions in the open schools were more conducive to student interest than in a closed school is a matter of conjecture. At least in this particular sample, a difference showed, and a significant difference.

Satisfaction with the teaching load and adequacy of supplies and equipment appeared to be a result of the relatively open climate operating in the schools, since both open and closed teachers in open climates were significantly more satisfied at the .05 level than those in relatively closed schools. It would seem that the teaching load might be a product of economic factors such as valuation, unless the teachers felt the principal could have been much fairer in distributing the teaching load. Also, adequacy of supplies and equipment would seem to be related to the money available to them. Another idea is that relatively open schools might have good financial backing.

Both climate, at the .05 level, and dogmatism, at the .01 level, with apparently little or no interaction, made significant differences among the means of the four groups in "helpfulness of supervision you receive." In fact, the trend of the means is one that can be noted in several areas of satisfaction. The relatively open teacher in a relatively closed school climate showed the most dissatisfaction.

Open schools rated higher in the helpfulness of supervision provided. However, the difference between the ratings given by open and closed teachers was greater than that between open and closed schools. (See Table 4.7.)

TABLE 4.7

SUMMARY OF DIFFERENCES BETWEEN MEANS OF SCHOOLS AND
TEACHERS ON SATISFACTION WITH SUPERVISION

<u>Schools</u>	<u>Mean</u>	<u>Teachers</u>	<u>Mean</u>
Open	3.417	Open	3.083
Closed	3.111	Closed	3.444
Difference	.306	Difference	.361

This may mean that closed teachers go to the principal more often, depend more on authority in one form or another and hence demand more attention, or ask more questions of the principal or other supervisors. Or, it may mean that closed people are more critical of everything that is not just as they wish it. A later analysis will indicate that relatively closed teachers are more inclined than open teachers to seek help from other teachers, but not always from the principal. It may be that closed teachers like supervision better than open teachers, like to be told what to do and not be responsible for decisions, a finding that corroborates other research on the open and closed mind.

Teachers rated fairness with which duties are distributed in their school building as the most satisfactory of all aspects considered, but here both organizational climate and dogmatism appeared to be operating, each at the .05 level and independently. (See Table 4.8.) No significant interaction was evident. (See Table A.5.)

TABLE 4.8

SUMMARY OF DIFFERENCES BETWEEN MEANS OF SCHOOLS AND TEACHERS IN
SATISFACTION WITH FAIRNESS IN DISTRIBUTION OF DUTIES

<u>Schools</u>	<u>Means</u>	<u>Teachers</u>	<u>Means</u>
Open	3.806	Open	3.806
Closed	3.583	Closed	3.583
Difference	.223	Difference	.223

Four non-significant areas showed a comparable trend, namely, that climate and dogmatism each operated independently and in equal strength: (1) "Adequacy of the supervision you received", (2) "Total time spent on school duties," (3) "Your relations with your parents," and (4) "Your relations with other teachers." While new teachers were not greatly concerned about their relationship with parents and other teachers, they expressed more than average satisfaction in these same areas.

Eight of these satisfaction areas showed a trend toward climate as a decisive factor in differences, but the F statistic was not large enough to be significant.

1. Your salary compared to that of other professions in your area open to people with your level of education.
2. Pupil attentiveness and discipline.
3. Adequacy of your school building.
4. Your working conditions compared to those of other professions in your level of education.
5. General community attitude toward teaching as a profession.
6. Your position as a whole (including salary).
7. Your non-teaching responsibilities.
8. Your position as a whole (except salary).

In all these areas teachers in open schools expressed greater satisfaction

than teachers in closed schools.

Two areas had a trend, but not a significant one, toward dogmatism as a decisive factor for differences.

1. Your relations with your administrator.
2. Your relations with your students.

This trend should be expected as these are two areas that were significant in the first part of the study in relation to the dogmatism factor, not climate.

Frequency of Contact to Discuss Professional Concerns

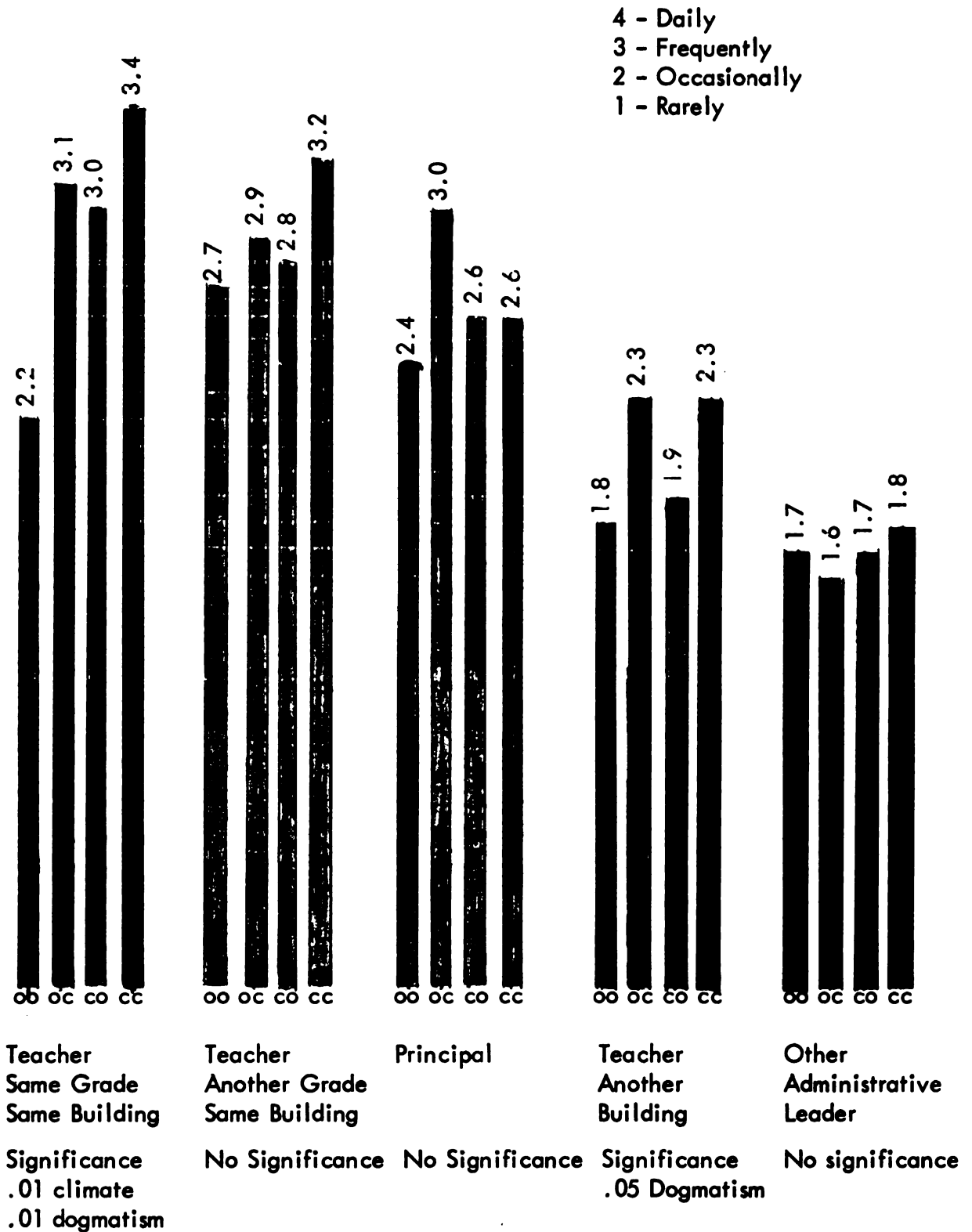
Of the five professional people mentioned as persons with whom teachers would discuss their concerns, the principal ranked third in frequency, preceded by teacher of the same grade in the same building, and teacher of another grade, same building. The open people less frequently sought discussions with other teachers and with the principal than any of the three other groups.

Of unusual interest is the fact that the open-open group in four of the five cases had the lowest means, especially in discussions with other teachers same grade, same building. (See Table 4.9.) This clearly demonstrates that when new teachers want to discuss their concerns they will hunt first for other teachers in the same building, not the principal.

Significance between the means was reached in only three cases: (1) frequency of contact with another teacher of the same grade in the same building with both factors of climate and dogmatism operating at the .01 level and (2) frequency of contact with teacher in another building or system with dogmatism being the decisive factor at the .05 level.

TABLE 4.9

DIFFERENCES OF MEANS IN FREQUENCY OF CONTACT WITH PROFESSIONAL PEOPLE TO DISCUSS THEIR CONCERNS OF THE FOUR TEACHER SCHOOL GROUPS



In all cases except that of the other administrative leader, the open-open group had fewest contacts. The closed-closed group, except in case of talking with the principal, had the greatest frequency of contact. Relatively closed teachers, whether in open or closed schools, were more likely to contact other teachers and the principal for discussion of their professional concerns than relatively open teachers.

Of further interest is that while closed teachers in the open schools had frequent contacts with the principal, closed teachers in closed schools had approximately the same contact as open teachers in closed schools. If dogmatism were operating independently, the frequencies would be about the same. However, a look at Table A.6 indicates the F statistic for climate for contact with principal is .26511 (no significance), for dogmatism 2.38596 (no significance), and for interaction 1.65692 (no significance). This value of F for interaction is one of the seven values between 1.00 and 2.00, signifying that there might possibly be some trend toward interaction in this area. Perhaps the relatively closed teachers in relatively closed schools do not feel "too comfortable" with the principal. This finding is somewhat at variance with the theory of the closed mind seeking contact with authority and avoiding the making of decisions, except that the need to ward off threat is greater than the fear of making decisions.

While the analysis did not show a significance for discussing concerns with the principal, a look at the means shows that all except the open teachers in open schools looked for other teachers in the same building rather than principals.

In the significance that was found in seeking a teacher in

another building or system, dogmatism appeared to be a factor. This might stem from the fact that closed people need support and reassurance from people they know and with whom they feel at home. Apparently the climate of the school did not make too much difference as seen by the similarity of the means for the closed schools. There was not much in the way of interactions. One comment that helped explain the finding about teachers in another building was that the roommate taught in another building, or the mother or husband was also a teacher.

A new teacher who would seek out a teacher of another grade in the same building rather than one of the same grade may be one who teaches in the only grade in that building or one who previously had friends in the building. Open teachers apparently are able to manage by themselves without constant reassurance from teachers and/or principals as to the acceptability of what they are doing. The same trend is also very evident in seeking out a teacher in another building for the discussion of their professional concerns. While not significant, the trend is that closed teachers, not the open teachers, more often sought the principal, or sought a teacher of same grade or another grade in the same building for a talk about their professional concerns.

It might be that the closed climate sent the open teacher in the closed-open group to another teacher of the same grade in the same building, rather than to the principal. Or, it might be that principals in open schools more often sought out the closed teachers, rather than the open teachers, for the discussion of problems, feeling that closed teachers needed help. This may be pure supposition, because nothing was identified about the principal except that he/she ran an elementary school with a particular climate, and possessed characteristic

variables of this study, such as sex, age, training, experience.

Not much can be said about administrative leaders other than principals. In this study, where an intern consultant was provided for the teachers in training, or a helping teacher for those who were beginning to teach in a large city, the new teachers all said that they were seen almost daily or very frequently by an administrative leader. Those that were in school systems with just a principal and/or a superintendent said that other administrative leaders were seldom seen. The frequency was approximately the same whatever the climate, or whatever the dogmatism.

Interaction of Dogmatism and Organizational Climate

Apparently, in this study, each factor, when it was a deciding factor, worked independently of the other, and there was little or no interaction between organizational climate and dogmatism. No F statistic for interaction showed a value of 2.74, taken as significant at the .05 level. No F statistic was above 2.00. Only seven times was a value of F more than 1.00: three in the level of concerns, three in the satisfactions area, and one in the frequency of contact with the principal. It should be concluded then that dogmatism and organizational climate worked independently with little or no interaction in this project. The connection between open-closed climate and open-closed mind would be one in name only, not an operational one.

Summary

In the Situation Survey answered in May, 1964, the new teachers ranked discipline, student relations and grading as the three areas about which they were most concerned. They also rated their salary, adequacy of supplies and equipment, and pupil attentiveness and

discipline as the three aspects of teaching they found most unsatisfactory. They ranked the teacher of the same grade, same building; teacher of another grade, same building; and the principal as the three professional people with whom they most frequently discussed their concerns.

In the two-way analysis of variance, all ten categories of concerns showed the trend toward dogmatism, six of them significantly so: (1) discipline; (2) teacher-student relations; (3) grading; (4) teacher-principal relations; (5) teacher-self autonomy; (6) teacher-teacher relations.

Of the 19 areas of satisfaction, three showed a significance for the climate alone; two more showed significance for both climate and dogmatism; four showed about equal strength toward both factors, but no significance; eight showed a trend toward climate, but no significance; two showed trend toward dogmatism, but no significance. The overall picture of satisfaction was that climate was the decisive factor, not dogmatism.

The frequency of contact with other professional people to discuss their concerns appeared to be dependent upon the factor of dogmatism, as closed teachers in both open and closed schools sought out professional people more frequently than relatively open people. Only one of these frequency of contact showed significance in the area of dogmatism alone: seeking out a teacher in another building or system. Frequency of contact with a teacher of same grade, same building, however, showed significance equally for both climate and dogmatism with each operating independently. The open-open people made the fewest contacts with professional people of all the four groups.

There was no interaction between the two factors of climate

and dogmatism in any of the concerns, satisfactions, and frequency of contact with professional people, as shown by the F statistics. Each factor operated independently of the other. The connection between open-closed climate and open-closed minds was, for this sample, in name only.

The next chapter will contain the analysis of the variables of age, sex, training, teaching experience, experience in the system, size of school, and number of new teachers per building in relation to the concerns, satisfactions, and frequency of contact with professional people to discuss their concerns.

CHAPTER V

VARIABLES

Because this project was primarily an exploratory one to find information about teachers new to a building, the variables of sex, age, training, teaching experience, experience in the system but in another building, size of school, and number of new teachers in the building were used with the levels of concern, satisfactions, and frequency of contact with professional people, in a one-way analysis of variance with unequal N's. Information about the variables of sex, age, training and experiences was secured from the Opinion Survey the new teachers answered in the fall. Principals had furnished information as to the number of teachers in the building who had been there the year before (1962-63), and the number of new teachers in the building.

In order to find which variables yielded significant differences of the means, the work tested this null hypothesis: no differences will be found in the levels of concern, the satisfaction expressed with selected aspects of teaching, the frequency of contact with professional people to discuss their concerns among the various groups of new teachers when they are classified by (1) sex, (2) age, (3) training, (4) teaching experience, (5) experience in the school system, (6) size of school, and (7) number of new teachers in the building.

These questions were to be answered for this sample of new

teachers: Which variables made significant differences? In which areas were these differences? What was the level of significance for the differences? What was the direction of change these means showed? Was a trend evident, though not significant? Could an explanation be given for these trends?

Sex

There were 16 males and 56 females in the sample. This resulted in a percentage of 22-1/6 males which was slightly higher than normal among elementary school teachers in the United States, according to the figures in the American Public-School Teacher, 1960-1961 (Research Monograph 1963-M2), and in the March 1963 National Teacher Opinion poll made by the NEA Research Division.

TABLE 5.1

DISTRIBUTION OF PUBLIC SCHOOL TEACHERS BY SEX¹

<u>Sex</u>	<u>Elementary</u>	<u>Secondary</u>	<u>All Teachers</u>
Men	15.0%	54.6%	32.0%
Women	85.0%	45.4%	68.0%
Total	100.0%	100.0%	100.0%

An examination of the information about the sex of the person in reference to the classifications as closed or open person showed that there were eight open male new teachers and eight closed male new teachers in the sample. (Thus any relationships found could not be attributed to sex in relation to openness or closedness.) There were five open and five closed male new teachers in open schools and three open and three closed male new teachers in closed schools.

¹NEA Research Bulletin, Vol. 41, Number 4 (December, 1963) (Washington: National Education Association) p. 105.

For the sex variable in the one-way analysis of variance there was one degree of freedom between the groups and 70 degrees within the groups. Significance was recognized with an F statistic of 3.98 at the .05 level and 7.01 at the .01 level.

TABLE 5.2
RANK ORDER OF MEAN LEVELS OF CONCERN BY SEX

<u>Category</u>	<u>Average Mean N=72</u>	<u>Average Mean Male N=16</u>	<u>Average Mean Female N=56</u>	<u>Significance</u>
Discipline	2.206	2.607	2.092	.01
Teacher-student relations	2.386	2.726	2.289	.05
Grading	2.410	2.844	2.286	.01
Classroom instruction	2.649	3.037	2.538	.01
Building policies	2.779	3.042	2.697	.05
Teacher-principal relations	2.803	3.025	2.740	
Teacher-self autonomy	2.932	3.171	2.863	
Teacher-parent relations	2.954	3.063	2.924	
Teacher-community relations	3.064	3.171	3.033	
Teacher-teacher relations	3.095	3.308	3.034	
Total average	2.7278	2.9994	2.6496	
4--Not at all concerned				
3--Mildly concerned		Sig. at .05 level = 3.98		
2--Somewhat concerned		Sig. at .01 level = 7.01		
1--Greatly concerned				

Tables 5.2, 5.3, and 5.4 show the average means for each group and the categories that were found significant in concerns, satisfactions and frequency of contact. The sex of the new teacher made a significant difference in this sample in the concern for discipline, teacher-student relations, grading, classroom instruction and building policies, with the males being less concerned.

The sex of the new teacher made a significant difference in this sample in the satisfaction with salary when compared to that of other professions in the area open to people with their level of

TABLE 5.3

RANK ORDER OF MEAN SATISFACTIONS BY SEX

Category	Average Mean N=72	Average Male N=16	Average Female N=56	Significance Sex
Salary compared with other jobs	2.625	2.250	2.732	.05
Supplies and equipment	2.944	2.625	3.036	
Discipline	2.958	2.875	2.982	
Time spent on duties	3.028	2.813	3.089	.05
School building	3.042	3.000	3.054	
Working conditions compared	3.083	2.625	3.214	
Community attitude	3.125	3.000	3.161	
Interest shown by students	3.237	3.125	3.268	
Teaching load	3.250	2.938	3.339	.01
Helpfulness of supervision	3.264	3.375	3.232	
Position, including salary	3.278	3.063	3.339	
Adequacy of supervision	3.333	3.313	3.339	
Non-teaching responsibilities	3.403	3.563	3.357	
Parent relations	3.569	3.188	3.679	
Position, except salary	3.568	3.313	3.643	
Relations with administrators	3.583	3.563	3.589	
Relations with students	3.667	3.625	3.679	
Relations with other teachers	3.694	3.563	3.732	
Fairness with which duties are distributed	3.694	3.625	3.714	
Total average	3.281	3.129	3.325	

4--Very satisfactory

3--Fairly satisfactory

2--Fairly unsatisfactory

1--Very unsatisfactory

df = 1/70

Sig. .05 level = 3.98

Sig. .01 level = 7.01

TABLE 5.4

RANK ORDER BY SEX OF MEAN FREQUENCIES OF CONTACT WITH
PROFESSIONAL PEOPLE TO DISCUSS THEIR CONCERNS

<u>Category</u>	<u>Average Mean N=72</u>	<u>Average Male N=16</u>	<u>Average Female N=56</u>	<u>Significance</u>
Teacher same grade, same building	2.917	2.938	2.911	
Teacher another grade, same building	2.889	2.500	3.000	
Principal	2.639	2.625	2.643	
Teacher another building or system	2.083	2.063	2.089	
Other administrative leader	1.694	1.688	1.696	
Average	2.444	2.363	2.468	
4-- Daily				
3-- Frequently				
2-- Occasionally				
1-- Rarely				

education, working conditions compared to those of other professions in their level of education, and relations with parents. Males were much less satisfied than females.

The sex of the new teacher made no significant differences in the frequency of contact with professional people to discuss their concerns. The differences were so slight that no trend was evident.

Sex apparently then was a significant factor in five of the ten categories of concern, and three of the 19 satisfaction areas, and in none of the frequency of contact area. All of the other areas showed no significance at the .05 or .01 level.

The males and females differed significantly on the five items of greatest concern for all new teachers: discipline, teacher-student relationships, grading, classroom instruction and building policies.

In areas of less concern, there were no significant differences according to sex.

So far as the means were concerned, males were consistently less concerned than females in each of these areas. The order of concern males gave was very much like the total, except for three or four placements to the middle of the ranking. The first three and the last two were the same.

In the realm of satisfaction, all significant areas--relations with parents, working conditions, and salary--showed male new teachers much less satisfied than female new teachers.

In most of the other areas in which satisfaction was a question the male new teachers expressed lower satisfaction, but not significantly so. Only in the helpfulness of supervision provided and in their non-teaching responsibilities were males more satisfied than females. (See Table 5.3.)

There was no significant difference in relation to the frequency with which male or female teachers made contact with professional people to discuss their concerns. The only area that appeared to have anything like a difference was in contacting teachers of another grade in the same building. Women were more likely to do so than men. Even though the two-way analysis of variance showed seeking a teacher of another grade in the same building was likely to be a factor of dogmatism, it could not be a contributing factor here, as our F statistic for sex and dogmatism was .000.

Table A.7 gives the F statistic for each of the areas in relation to sex. An examination will show areas that were close to being significant.

Age

A second variable, age, was used in computing a one-way analysis with the ten areas of concern, 19 areas of satisfaction, and five frequencies of contact.

TABLE 5.5

DISTRIBUTION OF NEW TEACHERS ACCORDING TO AGE

<u>Age</u>	<u>Number of Teachers</u>
Up to 30 years	50
30-39 years	16
40-49 years	3
50-59 years	3
60 and over	0

In this analysis there were three degrees of freedom between groups and 68 within groups. An F statistic of 2.75 was thus considered significant for the .05 level and 4.12 or better for the .01 level.

First, the analysis of variance was computed between age and dogmatism with an F statistic of .21070. One could conclude that dogmatism in this sample was not significantly related to age as an F statistic of 3.98 is considered significant at the .05 level and 7.01 at the .01 level with one degree of freedom between groups and 70 within groups. A survey of three people in the 50-60 age group which gave a low mean showed them in three different groups. One was a closed person in an open school, one an open person in a closed school, and the third a closed person in a closed school. This meant one open teacher and two closed teachers, and one open school and two closed schools.

The three people in the 40-49 age bracket were in three different areas: one, an open person in an open school; one, an open

person in a closed school; and one, a closed person in a closed school. This meant two out of three teachers in the age group were open, but two out of three schools with a closed climate.

Tables 5.6, 5.7 and 5.8 show the means of the various age groups and the areas that are significant in relation to age. Table A.8 has the full information about the value of the F statistics.

TABLE 5.6

MEANS OF VARIOUS AGE GROUPS IN THE LEVEL OF CONCERNS

<u>Category</u>	<u>Up to 30</u> N=50	<u>30-39</u> N=16	<u>40-49</u> N=3	<u>50-59</u> N=3	<u>Significance</u> <u>Age</u>
Discipline	2.173	2.345	2.337	1.890	
Teacher-student relations	2.408	2.484	2.677	1.213	.05
Grading	2.430	2.458	2.607	1.627	
Classroom instruction	2.637	2.847	2.940	1.510	.01
Building policies	2.799	2.819	3.100	1.777	.05
Teacher-principal relations	2.887	2.719	3.083	1.577	.01
Teacher-self autonomy	2.973	2.938	3.230	1.913	.05
Teacher-parent relations	3.019	2.999	3.093	1.510	.01
Teacher-community relations	3.082	3.174	3.400	1.833	.01
Teacher-teacher relations	3.156	3.106	3.217	1.887	.01
Average	2.756	2.789	2.968	1.674	
4--Not at all concerned					
3--Mildly concerned		Sig. .05 = 2.75			
2--Somewhat concerned		Sig. .01 = 4.01			
1--Greatly concerned					

All areas of concern except discipline and grading had significant differences regarding age, with the most concern being in the 50-59 age group.

Only one area of satisfaction showed a significance--salary --when compared to that of other professions in the area open to those with their level of education, with the satisfaction increasing with each age level, the up-to-30's being least satisfied. The overall trend of satisfaction though showed the up-to-30's being least satisfied,

TABLE 5.7
MEANS OF VARIOUS AGE GROUPS IN SATISFACTIONS

<u>Category</u>	<u>Up to 30</u> N=50	<u>30-39</u> N=16	<u>40-49</u> N=3	<u>50-59</u> N=3	<u>Significance</u> <u>Age</u>
Salary compared	2.475	2.813	3.000	3.667	.05
Supplies and equipment	2.940	2.813	3.333	3.333	
Discipline	2.860	3.063	3.333	3.667	
Time on duties	3.000	2.938	3.333	3.667	
School building	3.000	2.938	4.000	3.333	
Working conditions compared	3.000	3.625	4.000	3.667	
Community attitude	3.060	3.250	3.667	3.000	
Interest shown by students	3.140	3.375	3.667	3.667	
Teaching load	3.220	3.188	4.000	3.333	
Helpfulness of supervision	3.260	3.125	4.000	3.333	
Position (including salary)	3.240	3.313	3.333	3.667	
Adequacy of supervision	3.320	3.188	4.000	3.667	
Non-teaching responsibilities	3.380	3.313	4.000	3.667	
Parent relations	3.520	3.563	4.000	4.000	
Position (except salary)	3.520	3.625	3.667	4.000	
Relations-administrators	3.540	3.688	4.000	3.333	
Relations-students	3.640	3.688	3.677	4.000	
Relations-other teachers	3.640	3.875	4.000	3.333	
Fairness of duties	3.680	3.625	4.000	4.000	
Average	3.233	3.316	3.737	3.597	
4--Very satisfactory					Sig. .05 = 2.75 Sig. .01 = 4.01
3--Fairly satisfactory					
2--Fairly unsatisfactory					
1--Very unsatisfactory					

TABLE 5.8

MEANS OF VARIOUS AGE GROUPS IN FREQUENCY OF CONTACT WITH
PROFESSIONAL PEOPLE TO DISCUSS THEIR CONCERNS

<u>Category</u>	<u>Up to 30</u> N=50	<u>30-39</u> N=16	<u>40-49</u> N=3	<u>50-59</u> N=3	<u>Significance</u> <u>Age</u>
Teacher same grade, same building	2.888	3.063	3.000	2.667	
Teacher another grade, same building	2.980	2.875	2.667	1.667	
Principal	2.600	2.625	2.667	3.333	
Teacher another building	2.180	1.875	1.667	2.000	
Other administrative leader	1.667	1.813	2.333	1.000	
Average	2.463	2.450	2.467	2.133	
4--Daily					
3--Frequently					Sig. .05 = 2.75
2--Occasionally					Sig. .01 = 4.01
1--Rarely					

the 30-39 more satisfied, and the 40-49 still more content, but with the over 50 being a little less satisfied than the 40-49.

No areas of significance appeared in the differences of the means in the various age groups regarding the frequency of contact with professional people to discuss their concerns. The overall trend seemed to be that for this sample the 50-59 group might be less likely to contact professional people.

The data about frequency of contact show nothing definite. Only one slight trend is the contact with the principal; the frequency of contact becomes greater as age increases. With teachers of another grade in the same building, the reverse is true; the frequency of contact becomes less with each age increase, except for the 50-59's.

The trend for the level of concern is different from what one would expect. All age groups seem equally concerned about discipline

and grading. The younger teachers, however, have a fairly low degree of concern which gradually lessens in the next two age groups, and then takes a decided increase for people over 50. The accompanying Table 5.6 shows the various means, and the average trend.

A great increase in concern in the 50-59 age group might occur because of one relatively open and two relatively closed new teachers in the group. The 40-49 age group had two relatively open and one relatively closed new teacher. Yet the overall relationship of age group and dogmatism was not significant. This number of significant relationships (8 out of 10) might be unusual, especially since this is the area where dogmatism, not organizational climate, was operating in the two-way analysis of variance.

The satisfaction analysis showed only one area: salary when compared to that of other professions in the area open to people of similar education. The chart of the means shows a trend toward the increase of satisfaction with each age grouping, the youngest being least satisfied.

With only a few exceptions, the satisfaction was higher for each older age group, probably indicating that teaching is not a job with which young people are satisfied. Too, there may be the idea that it is difficult to change from one job to another. This is most pronounced in the area of salary when it is compared to that of other professions in the area open to those with the same level of education. This trend might exist because of the salary schedules for training and experience which are very satisfactory to teachers in the older age brackets, especially since many of them probably started in the 1930's at wages ranging from \$30.00 to \$70.00 per month.

Training

A third variable, training, was considered in relation to the ten areas of concern, 19 areas of satisfaction, five areas of contact with people to talk over their concerns.

TABLE 5.9

DISTRIBUTION OF NEW TEACHERS ACCORDING TO TRAINING

<u>Training</u>	<u>Number of Teachers</u>
2-3 years	7
3-4 years	12
4 years	46
5 years	6
6 years	1

The one person in the six years of training was a closed person in an open school, was between 30-39, male, had taught between 6-10 years, with two years in the system previously. The six in the five years of training were in all different categories, two in the open-open group, two in the open-closed group, two in the open-closed group, one in the closed-open group, and one in the closed-closed group.

An F statistic of 2.51 for .05 level of significance and 3.62 for .01 level of significance was taken, since there were four degrees of freedom between groups and 67 within the groups.

Of all areas, only three showed significance: concern for discipline; satisfaction with the community attitude toward teaching as a profession; and helpfulness of the supervision provided. Tables 5.10, 5.11, and 5.12 contain information about the means. Table A.9 has information about the F statistics.

The only area of significant differences in concerns was that of discipline, those with four or five years training being less

TABLE 5.10
MEANS OF VARIOUS GROUPS IN TRAINING IN RELATION TO CONCERNS

<u>Category</u>	<u>2-3 Years</u> N=7	<u>3-4 Years</u> N=12	<u>4 Years</u> N=46	<u>5 Years</u> N=6	<u>6 Years</u> N=1	<u>Significance</u>
Discipline	2.011	1.651	2.359	2.403	2.000	.05
Teacher-student relations	2.416	2.273	2.399	2.441	2.560	
Grading	2.209	2.425	2.458	2.255	2.380	
Classroom instruction	2.596	2.538	2.682	2.608	3.080	
Building policies	2.814	2.855	2.759	2.603	3.200	
Teacher-principal relations	2.820	3.043	2.745	2.713	3.000	
Teacher-self autonomy	3.051	3.034	2.881	2.912	3.330	
Teacher-parent relations	3.167	2.873	2.946	3.053	2.250	
Teacher-community relations	3.226	3.246	2.973	3.050	4.000	
Teacher-teacher relations	3.203	3.179	3.058	3.026	3.410	
Average	2.751	2.712	2.726	2.706	2.921	

4--Not at all concerned

3--Mildly concerned

2--Somewhat concerned

1--Greatly concerned

Sig. .05 = 2.51

Sig. .01 = 3.62

TABLE 5.11

MEANS OF VARIOUS GROUPS IN TRAINING IN RELATION TO SATISFACTIONS

<u>Category</u>	<u>2-3 Years</u> <u>N=7</u>	<u>3-4 Years</u> <u>N=12</u>	<u>4 Years</u> <u>N=46</u>	<u>5 Years</u> <u>N=6</u>	<u>6 Years</u> <u>N=1</u>	<u>Significance</u>
Salary compared	2.429	2.250	2.696	2.833	4.000	
Supplies	3.429	2.750	2.847	3.333	4.000	
Discipline	3.143	2.500	3.065	2.833	3.000	
Time on duties	3.286	2.750	3.043	3.000	4.000	
School building	3.714	2.917	2.913	3.500	3.000	
Working conditions compared	3.143	3.000	3.109	3.000	3.000	
Community attitude	3.429	2.667	3.130	3.500	4.000	.05
Interest shown by students	3.000	3.000	3.326	3.333	3.000	
Teaching load	3.429	3.417	3.152	3.333	4.000	
Helpfulness of supervision	3.857	3.500	3.174	2.667	4.000	
Position (including salary)	3.429	3.083	3.217	3.833	4.000	.05
Adequacy of supervision	3.857	3.500	3.217	3.167	4.000	
Non-teaching responsibilities	3.286	3.417	3.391	3.500	4.000	
Parent relations	3.714	3.416	3.565	3.833	3.000	
Position (except salary)	3.714	3.250	3.609	3.667	4.000	
Relations--administrators	3.571	3.500	3.587	3.667	4.000	
Relations--students	3.571	3.667	3.652	3.833	4.000	
Relations--other teachers	3.857	3.583	3.696	3.667	4.000	
Fairness of duties	3.571	3.417	3.739	4.000	4.000	
Average	3.277	3.136	3.270	3.395	3.737	

4--Very satisfactory

3--Fairly satisfactory

2--Fairly unsatisfactory

1--Very unsatisfactory

Sig. .05 = 2.51

Sig. .01 = 3.62

TABLE 5.12

MEANS OF VARIOUS TRAINING GROUPS OF NEW TEACHERS IN RELATION
TO FREQUENCY OF CONTACT TO DISCUSS THEIR CONCERNS

<u>Category</u>	<u>2-3 Years</u> <u>N=7</u>	<u>3-4 Years</u> <u>N=12</u>	<u>4 Years</u> <u>N=46</u>	<u>5 Years</u> <u>N=6</u>	<u>6 Years</u> <u>N=1</u>	<u>Significance</u>
Teacher same grade, same building	3.143	3.250	2.870	2.500	2.000	
Teacher another grade, same building	3.286	2.667	2.891	3.000	2.000	
Principal	2.143	2.583	2.739	2.667	2.000	
Teacher another buildings	2.429	2.417	2.000	1.833	1.000	
Other administrative leader	2.286	1.833	1.630	1.333	1.000	
Average	2.655	2.550	2.426	2.267	1.600	
4--Daily						
3--Frequently						Sig. .05 = 2.51
2--Occasionally						Sig. .01 = 3.62
1--Rarely						

concerned than others. The overall pattern for concerns was about the same level for all except for the one with six years, who was less concerned.

Two areas of significance in satisfaction (satisfaction with general community attitude toward teaching and satisfaction with the helpfulness of the supervision), had significant differences, with the two and three year groups and the six year group being more satisfied. A trend between the two showed a general dip and comeback in satisfaction. Again the overall pattern was at nearly the same level of satisfaction for all except the six year one, who was more satisfied.

No significant areas showed in the frequency of contact with professional people to discuss their concerns, but the average trend illustrated that teachers with more training tended to seek help from other professionals.

These are the significant differences in the areas of concern:

1. New teachers with less than four years of training were more concerned about discipline than those with four years or more.
2. New teachers with two years of training and those with five years or more expressed more satisfaction with community attitudes toward teaching as a profession than those with three and four years.
3. New teachers with less than four years of training expressed more satisfaction than those with four or more years in the helpfulness of supervision provided.

The above trend of satisfaction with helpfulness of supervision might be expected. Those teachers with two and three years

TABLE 5.13

MEANS AND F STATISTICS OF SELECTED CATEGORIES WHEN NEW
TEACHERS ARE CLASSIFIED BY TRAINING

<u>Category</u>	<u>2-3 Years</u> <u>N=7</u>	<u>3-4 Years</u> <u>N=12</u>	<u>4 Years</u> <u>N=46</u>	<u>5 Years</u> <u>N=6</u>	<u>6 Years</u> <u>N=1</u>	<u>F Statistic</u>
# Satisfaction with helpfulness of supervision	3.857	3.500	3.174	2.667	4.000	2.89479*
# Satisfaction with adequacy of supervision	3.857	3.500	3.217	3.167	4.000	2.20042
## Frequency of contact with administrative leader	2.286	1.833	1.630	1.333	1.000	.76110
## Frequency of contact with principal	2.143	2.583	2.739	2.667	2.000	1.17012

4--Very satisfactory
3--Fairly satisfactory
2--Fairly unsatisfactory
1--Very unsatisfactory

4--Daily
3--Frequently
2--Occasionally
1--Rarely

*Sig. at .05 = 2.51

of training were under the supervision of an intern consultant, or a person with similar duties whose sole concern was to see that the teacher received needed help. The fully certified teacher with four years of training had the principal and other teachers for help and supervision. Only in larger systems were there consultants for new teachers with bachelor degrees to help them succeed and to evaluate them for purposes of rehiring. Those with extra training, who moved from building to building, were left more or less on their own, and hence had fewer contacts with the principal and other administrative leaders.

This trend, though not significant, in the adequacy of supervision was the same as for helpfulness. The one person with six years of training was able to adjust and feel that whatever supervision he had was adequate. (See Table 5.13.)

The people with degrees saw less of other administrative leaders and more of the principal. Those without degrees saw less of the principal and more of some other administrative leader. All those without degrees were much more satisfied with the helpfulness and adequacy of their supervision than those with degrees since they usually had a helper known as an "intern consultant."

Teaching Experience

A study of information regarding the experience of the 72 teachers showed 43, or approximately 60%, were teaching during their first year. (See Table 5.14.)

An F statistic of 2.09 for .05 level and 2.85 for .01 level was recognized as giving significance with 8/63 degrees of freedom. (See Table A.10.)

TABLE 5.14

DISTRIBUTION OF NEW TEACHERS ACCORDING TO TEACHING EXPERIENCE

<u>Years Taught</u>	<u>Number of Teachers</u>
1	43
2	1 (closed-open)
3	9
4	4
5	1 (closed-open)
6-10	7 (3 open-open, 2 open-closed, 1 closed-open, 1 closed-closed)
11-20	4 (2 closed-open, 2 open-closed)
21-30	2 (2 closed-closed)
Over 30	1 (open-closed)

Four areas of significance in the concerns of teaching were found in the analysis of variance when the teachers were classified as to experience--two at the .01 level, discipline and classroom instruction; and two at the .05 level, teacher-community relations and teacher-teacher relations. (See Table 5.15.)

When these categories of experience were studied in an analysis of variance with the satisfactions in teaching, the salary compared to that of other professions in the area was significant at the .01 level, and working conditions and the position without salary were significant at the .05 level. (See Table 5.16.)

No significant areas showed when these categories of experience were analyzed for the differences of the means with the frequency of contact with professional people to discuss their concerns. (See Table 5.17.)

Specifically, teachers with no previous teaching experience and those with over 20 years experience expressed greater concern for discipline, classroom instruction, and the teacher-community and the teacher-teacher relationships. Teachers with no previous experience expressed less satisfaction with salary, working conditions and

TABLE 5.15

MEANS OF VARIOUS EXPERIENCE GROUPS OF NEW TEACHERS ON CONCERNS

<u>Category</u>	<u>1 Yr.</u> <u>N=43</u>	<u>2 Yrs.</u> <u>N=1</u>	<u>3 Yrs.</u> <u>N=9</u>	<u>4 Yrs.</u> <u>N=4</u>	<u>5 Yrs.</u> <u>N=1</u>	<u>6-10 Yrs.</u> <u>N=7</u>	<u>11-20 Yrs.</u> <u>N=4</u>	<u>21-30 Yrs.</u> <u>N=2</u>	<u>Over 30</u> <u>N=1</u>	<u>Sig.</u>
Discipline	1.988	2.500	2.502	2.820	3.570	2.527	2.908	1.290	1.600	.01
Teacher-student										
relations	2.290	2.770	2.583	2.835	3.000	2.627	2.618	1.480	1.130	
Grading	2.310	2.400	2.620	2.908	4.000	2.421	2.728	1.350	2.000	
Classroom in-										
struction	2.542	2.950	2.792	3.158	3.900	2.943	2.858	1.555	1.670	.01
Building										
policies	2.744	3.290	2.844	3.225	2.740	2.851	2.837	2.010	1.860	
Teacher-principal										
relations	2.848	3.090	2.819	2.793	3.120	2.814	2.878	1.915	1.550	
Teacher-self-										
autonomy	2.889	3.430	3.013	3.185	3.470	3.060	3.178	2.190	1.600	
Teacher-parent										
relations	2.921	3.380	3.090	3.400	3.770	2.919	3.083	1.740	2.330	
Teacher-community										
relations	3.052	3.400	3.167	3.175	2.800	3.171	3.580	2.225	1.000	.05
Teacher-teacher										
relations	3.121	3.500	3.114	3.283	3.350	3.180	3.103	2.070	1.780	.05
Average	3.671	3.071	2.854	3.078	3.372	2.851	2.977	1.782	1.652	

4--Not at all concerned

3--Mildly concerned

2--Somewhat concerned

1--Greatly concerned

Sig. at .05 = 2.09

Sig. at .01 = 2.85

TABLE 5.16

MEANS OF VARIOUS EXPERIENCE GROUPS OF NEW TEACHERS IN SATISFACTIONS

Category	1 Yr. N=43	2 Yrs. N=1	3 Yrs. N=9	4 Yrs. N=4	5 Yrs. N=1	6-10 Yrs. N=7	11-20 Yrs. N=4	21-30 Yrs. N=2	Over 30 N=1	Sig.
Salary compared	2.535	2.000	3.111	1.500	1.000	3.000	2.750	3.500	4.000	.01
Supplies	2.907	3.000	3.333	2.000	1.000	2.857	3.250	4.000	4.000	
Discipline	2.814	3.000	3.222	3.000	2.000	3.143	3.500	3.000	4.000	
Time on duties	2.907	2.000	3.444	3.250	3.000	2.857	3.000	4.000	4.000	
School building	2.977	3.000	3.444	2.750	1.000	2.857	3.750	3.500	3.000	
Working cond. comp.	3.000	2.000	3.556	2.750	1.000	3.143	3.250	4.000	4.000	.05
Community attitude	3.023	3.000	3.556	3.000	2.000	3.286	3.500	3.000	3.000	
Int. shown by stud.	3.163	3.000	3.444	3.000	2.000	3.429	3.750	3.000	4.000	
Teaching load	3.279	3.000	3.444	2.750	2.000	3.143	3.500	3.500	3.000	
Helpfulness of supervision	3.233	3.000	3.444	3.750	2.000	3.571	2.250	3.500	4.000	
Position, including salary	3.186	3.000	3.444	3.000	3.000	3.286	3.750	4.000	4.000	
Adequacy of super.	3.302	3.000	3.444	3.250	2.000	3.429	3.500	3.500	4.000	
Non-teaching resp.	3.349	2.000	3.667	3.750	3.000	3.143	3.500	4.000	4.000	
Parent relations	3.535	3.000	3.667	3.250	3.000	3.571	4.000	4.000	4.000	
Position except salary	3.488	3.000	3.889	3.250	2.000	3.857	3.750	4.000	4.000	.05
Relations-Admin.	3.558	4.000	3.667	3.750	3.000	3.714	3.500	3.500	3.000	
Relations-students	3.651	3.000	3.778	3.500	3.000	3.714	4.000	3.500	4.000	
Relations-other teachers	3.651	4.000	3.889	3.500	3.000	3.857	3.750	4.000	3.000	
Fairness of duties	3.651	4.000	3.889	3.500	3.000	3.714	3.750	4.000	4.000	
Average	3.079	2.995	3.544	3.605	2.211	3.346	3.474	3.658	3.737	

4---Very satisfactory

3---Fairly satisfactory

2---Fairly unsatisfactory

1---Very unsatisfactory

Sig. at .05 = 2.09

Sig. at .01 = 2.85

TABLE 5.17

MEANS OF VARIOUS EXPERIENCE GROUPS OF NEW TEACHERS IN FREQUENCY OF
CONTACT WITH PROFESSIONAL PEOPLE TO DISCUSS THEIR CONCERNS

Category	1 Yr. N=43	2 Yrs. N=1	3 Yrs. N=9	4 Yrs. N=4	5 Yrs. N=1	6-10 Yrs. N=7	11-20 Yrs. N=4	21-30 Yrs. N=2	Over 30 N=1	Sig.
Teacher same grade, same building	2.953	4.000	2.667	3.500	3.000	2.286	3.500	3.500	1.000	
Teacher another grade, same building	2.977	4.000	2.778	3.000	3.000	2.714	2.750	2.500	1.000	
Principal	2.535	3.000	2.667	3.250	4.000	2.286	3.000	2.500	4.000	
Teacher another building	2.256	1.000	1.889	1.750	3.000	1.571	2.000	2.500	1.000	
Other administra- tive leader	1.745	1.000	1.887	2.500	1.000	1.143	1.250	2.000	1.000	
Average	2.493	2.600	2.378	3.800	2.800	2.000	2.500	2.600	1.600	
4--Daily										Sig. at .05 = 2.09
3--Frequently										Sig. at .01 = 2.85
2--Occasionally										
1--Rarely										

position (except salary) than those with six or more years of experience.

Experience thus showed significance in the concern for discipline and instruction. The trend was that during the first year there was great concern, which during the next four years gradually diminished. After ten years there appeared to be a gradual increase in the level of concern until in the 20 years and over bracket of experience the concern for each of these appeared much greater than it was for those just starting. Three people in the last bracket were relatively closed teachers, which might have some bearing on the concern.

The trend was, however, reversed in the satisfactions area. The first year teachers and those teaching the first five years gave about the same kind of answer to satisfaction questions. There might appear to be some disillusionment and dissatisfaction with teaching during the first five years. After that the mean satisfactions increased and teaching seemed to be increasingly satisfactory as experience increased.

Of the 19 areas of satisfaction, only three appeared significant: satisfaction with the position as a whole (except salary); satisfaction with working conditions compared with other professions in that level of education; and satisfaction with salary compared to that of other professions in an area open to people with the same level of education.

In the frequency of contact with professional people, there was no discernible trend. Experience evidently was not an important factor in contacting professional people for help. (See Table 5.17.)

Previous Experience in the System

Since some teachers new to the building had taught before in the present system, but not in the same building, the analysis of variance was run for this and levels of concern, satisfactions, and frequency of contact.

TABLE 5.18

DISTRIBUTION OF NEW TEACHERS CLASSIFIED BY NUMBER
OF YEARS PREVIOUSLY TAUGHT IN THE SYSTEM

<u>Years Taught</u>	<u>Number of Teachers</u>
0	57
1	4
2	3
3	2
4-5	2
6-10	2 (1 open-closed, 1 open-open)
11-20	1 (1 closed-open)
21-30	0
Over 30	1 (open-closed) (She was very concerned and very satisfied.)

With seven degrees of freedom between groups and 64 within the groups, an F statistic of 2.16 was recognized as yielding significance at the .05 level and 3.069 at the .01 level. Tables 5.19, 5.20, and 5.21 show the differences between the means and the areas of significance in relation to experience in the system, but not in the building. Table A.11 gives the values of all the F statistics for previous experience in the system, but not in the building.

Experience in the system definitely was a factor in concern the teachers had for the teacher-principal relationship and the teacher-self autonomy at .05 level, and in the concern for the teacher-teacher relationship at the .01 level (See Table 5.19.) Experience in the system, but not in the building, was also a factor in their

TABLE 5.19

MEANS OF VARIOUS GROUPS OF NEW TEACHERS CLASSIFIED BY YEARS OF
EXPERIENCE IN THE SAME SYSTEM IN RELATION TO CONCERNS

Category	0 Yrs. N=57	1 Yr. N=4	2 Yrs. N=3	3 Yrs. N=2	4-5 Yrs. N=2	6-10 Yrs. N=2	11-20 Yrs. N=1	21-30 Yrs. N=0	Over 30 N=1	Sig.
Discipline	2.142	2.828	2.283	2.075	2.960	1.905	3.080		1.600	
Student relations	2.360	2.990	2.567	2.760	2.285	1.740	3.290		1.130	
Grading	2.372	3.195	2.333	2.500	2.455	1.825	3.000		2.000	
Classroom in- struction	2.626	3.123	2.673	2.920	2.400	2.475	3.250		1.670	
Building policies	2.761	3.415	2.680	2.965	2.440	2.230	3.530		2.774	
Principal re- lations	2.833	3.520	2.450	2.365	2.375	2.115	3.670		1.550	.05
Self-autonomy	2.927	3.513	2.733	2.970	2.835	2.480	3.830		1.600	.05
Parent relations	2.965	3.383	2.547	3.415	2.500	2.235	3.890		2.330	
Community rela- tions	(One category with teacher no situations happened made this one impossible to work on computer.)									
Teacher relations	3.124	3.620	2.617	3.235	2.710	2.600	3.520		1.780	.01
Average	2.679	3.276	2.543	2.801	2.551	2.178	3.451		1.826	

4---Not at all concerned

3---Mildly concerned

2---Somewhat concerned

1---Greatly concerned

Sig. .05 = 2.16

Sig. .01 = 3.09

TABLE 5.20

MEANS OF VARIOUS GROUPS OF NEW TEACHERS CLASSIFIED BY YEARS OF
EXPERIENCE IN SAME SYSTEM IN RELATION TO SATISFACTIONS

Category	0 Yrs. N=57	1 Yr. N=4	2 Yrs. N=3	3 Yrs. N=2	4-5 Yrs. N=2	6-10 Yrs. N=2	11-20 Yrs. N=1	21-30 Yrs. N=0	Over 30 N=1	Sig.
Salary compared	2.526	3.250	3.333	1.500	3.000	3.000	3.000		4.000	
Supplies	2.947	3.750	3.333	1.000	3.000	2.000	3.000		4.000	.05
Discipline	2.895	3.000	3.667	2.500	3.500	3.000	3.000		4.000	
Time on duties	2.982	3.750	3.667	2.500	2.500	2.500	3.000		4.000	
School building	3.035	3.250	3.667	2.000	4.000	2.000	3.000		3.000	
Working Cond.										
Compared	3.018	3.750	3.667	2.000	3.000	3.500	3.000		4.000	
Comm. attitude	3.070	3.500	3.667	2.500	3.000	3.500	4.000		3.000	
Interest shown										
by students	3.158	3.250	3.667	3.500	4.000	3.500	3.000		4.000	
Teaching load	3.263	3.500	3.667	2.000	3.500	3.000	3.000		3.000	
Helpfulness of										
supervision	3.281	3.750	3.333	3.000	2.500	3.500	1.000		4.000	.05
Position (inc.										
salary)	3.228	3.500	3.667	2.500	3.500	3.500	4.000		4.000	
Adequacy of super.	3.298	3.750	3.667	3.000	3.500	3.000	3.000		4.000	
Non-teach. respon.	3.404	3.500	3.667	2.000	3.500	4.000	3.000		4.000	
Parent relations	3.579	3.250	3.333	3.500	4.000	3.500	4.000		4.000	
Position (except										
salary)	3.526	3.750	3.667	3.500	3.500	4.000	4.000		4.000	
Relations-Adm.	3.561	3.750	3.667	4.000	4.000	3.500	3.000		3.000	
Relations-stud.	3.649	3.750	3.667	3.500	4.000	3.500	4.000		4.000	
Relations-other										
teachers	3.684	3.750	4.000	4.000	3.500	3.500	4.000		3.000	
Fairness-duties	3.684	4.000	3.667	2.500	4.000	4.000	4.000		4.000	
Average	3.252	3.566	3.614	3.211	3.447	3.263	3.263		3.737	

4--Very satisfactory

3--Fairly satisfactory

2--Fairly unsatisfactory

1--Very unsatisfactory

Sig. .05 = 2.16

Sig. .01 = 3.09

TABLE 5.21

MEANS OF VARIOUS GROUPS OF NEW TEACHERS CLASSIFIED BY YEARS OF EXPERIENCE IN SAME
SYSTEM IN RELATION TO FREQUENCY OF CONTACT TO DISCUSS THEIR CONCERNS

<u>Category</u>	<u>0 Yrs.</u> <u>N=57</u>	<u>1 Yr.</u> <u>N=4</u>	<u>2 Yrs.</u> <u>N=3</u>	<u>3 Yrs.</u> <u>N=2</u>	<u>4-5 Yrs.</u> <u>N=2</u>	<u>6-10 Yrs.</u> <u>N=2</u>	<u>11-20 Yrs.</u> <u>N=1</u>	<u>21-30 Yrs.</u> <u>N=0</u>	<u>Over 30</u> <u>N=1</u>	<u>Sig.</u>
Teacher same grade, same building	2.965	1.500	3.667	3.500	3.500	2.500	4.000		4.000	.05
Teacher another grade, same building	2.965	1.500	3.333	4.000	2.500	2.500	4.000		1.000	.05
Principal	2.632	1.750	3.333	3.000	3.000	2.500	2.000		4.000	
Teacher another building	2.123	1.000	3.333	2.500	2.000	1.500	2.000		1.000	
Other adminis- trative leader	1.719	1.000	2.667	2.500	1.000	1.000	2.000		1.000	
Average	2.481	1.350	3.266	3.100	2.400	2.000	2.800		2.200	
4--Daily										
3--Frequently										Sig. .05 = 2.16
2--Occasionally										Sig. .01 = 3.09
1--Rarely										

satisfaction with supplies and equipment and with the helpfulness of supervision at the .05 level (See Table 5.20.) Experience in the system, but not in the building, was a factor at the .05 level in the frequency of contact with other teachers in the building in order to discuss their professional concerns. (See Table 5.21.)

Other conclusions that stem from the data are:

1. Teachers who had not previously taught in the system appeared more concerned at first about the teacher-principal relationship, teacher-self autonomy feeling, and teacher-teacher relationships. The average feeling of the concern increased as the experience in the system increased.
2. Teachers with first five years of experience in the same system expressed greater satisfaction with the adequacy of supplies and with the helpfulness of the supervision than did those who had taught six years or longer in the system.
3. New teachers who had taught five years or less in the school system did make more frequent contacts to discuss their concerns with teachers of same grade in same building, and with teachers another grade in same building than those who had taught six years or longer in the system.

Fifteen of the new teachers with experience in the system but not in the building did not appear to differ in their level of concern in seven categories, but did show significant differences in the teacher-teacher relationships, teacher-principal relationships, and in teacher-self autonomy. Those who had not taught in the system

seemed less concerned about other teachers, the principal, and themselves, than those who had. As the previous experience in the system increased, the higher the degree of concern. New teachers who had had two or more years experience in the same school system were significantly more concerned in the areas of teacher-principal relationships, teacher-self autonomy, and teacher-teacher relationships than those who had had one year or less in the system. Also, the shorter their experience in the system, the more critical and dissatisfied the new teachers said they were.

Surprisingly enough, there were two areas of significance from the analysis of variance in reference to frequency of contact with persons to discuss their professional concerns, and they were contact with teacher of another grade same building and teacher of same grade same building. The individual means did not show the trend, but average means of the first five years compared with the average means of the years over five showed a gradual increase in the frequency of contact with a teacher of another grade in the same building and/or a teacher of the same grade in the same building.

The frequency of contact might indicate that these people had asked to be transferred to schools where they had not taught before because they knew a teacher there.

From these selected cases we can conclude that the number of years previously taught in the school system did make some significant differences among new teachers in their concern with their relationships with other teachers and the principal and their feeling of self-autonomy in that the longer they taught in the system, the more concerned they became about these relationships. Similarly, the less time they had taught in the system the less satisfied they were likely to

be with the adequacy of the supplies and equipment and with the helpfulness of supervision provided. The fact that they had taught in the system previously proved to make a significant difference at the .05 level in how frequently new teachers contacted teachers in the same building.

Size of School

For purposes of this study, the number of teachers who were in the building in the 1962-63 school year and were still there during the 1963-64 year constituted the school size. In this sample, school size varied from eight to 34. These 72 new teachers taught in various size schools according to the distribution shown in Table 5.22.

TABLE 5.22

DISTRIBUTION OF NEW TEACHERS ACCORDING TO SCHOOL SIZE

<u>Size of School</u>	<u>Number of Teachers</u>
1-5 teachers	0
6-10 teachers	21
11-15 teachers	17
16-20 teachers	12
21-25 teachers	10
Over 25 teachers	12

There were five working categories in the size of schools. The F statistic for the .05 level of significance was 2.51 with 4/67 degrees of freedom and 3.62 for the .01 level. Tables 5.23, 5.24 and 5.25 give the data regarding the means and level of significance. Table A.12 gives the full F statistic for each area in relation to school size.

The analysis of variance of the size of school and its connection with concerns new teachers might feel toward ten selected

TABLE 5.23

MEANS OF VARIOUS GROUPS OF NEW TEACHERS WHEN CLASSIFIED AS
TO SIZE OF SCHOOL IN RELATION TO CONCERNS

<u>Category</u>	<u>6-10</u> <u>N=21</u>	<u>11-15</u> <u>N=17</u>	<u>Teachers</u> <u>16-20</u> <u>N=12</u>	<u>20-25</u> <u>N=10</u>	<u>Over 25</u> <u>N=12</u>	<u>Significance</u>
Discipline	2.349	2.262	2.347	1.970	1.933	
Teacher-student relations	2.446	2.526	2.392	2.165	2.261	
Grading	2.372	2.581	2.437	2.462	2.164	
Classroom instruction	2.636	2.734	2.628	2.684	2.543	
Building policies	2.755	2.871	2.763	2.609	2.818	
Teacher-principal relations	2.830	2.882	2.656	2.962	2.659	
Teacher-self autonomy	2.878	3.096	2.918	2.902	2.832	
Teacher-parent relations	2.883	3.026	2.916	3.192	2.819	
Teacher-community relations	3.206	3.248	2.873	2.703	3.046	
Teacher-teacher relations	3.111	3.206	3.000	3.198	2.916	
Average	2.747	2.843	2.693	2.685	2.599	
4--Not at all concerned						
3--Mildly concerned						Sig. .05 = 2.51
2--Somewhat concerned						Sig. .01 = 3.62
1--Greatly concerned						

TABLE 5.24
MEANS OF VARIOUS GROUPS OF NEW TEACHERS WHEN CLASSIFIED AS TO
SIZE OF SCHOOL IN RELATION TO SATISFACTIONS

<u>Category</u>	<u>6-10</u> <u>N=21</u>	<u>11-15</u> <u>N=17</u>	<u>Teachers</u>		<u>Over 25</u> <u>N=12</u>	<u>Significance</u>
			<u>16-20</u> <u>N=12</u>	<u>21-25</u> <u>N=10</u>		
Salary compared	2.810	2.471	2.750	1.900	3.000	.05
Adequacy of supplies	3.048	3.118	3.083	2.100	3.083	
Discipline	3.190	3.118	3.167	2.400	2.583	.05
Time on duties	3.095	2.882	3.000	2.700	3.417	
School building	3.190	3.294	3.000	2.300	3.083	.05
Working conditions compared	3.048	3.059	3.250	2.400	3.583	.05
Community attitude	3.190	3.000	3.250	2.900	3.250	
Interest shown by students	3.476	3.235	3.333	2.800	3.083	.05
Teaching load	3.429	3.235	3.250	2.900	3.250	
Helpfulness of supervision	3.095	3.059	3.583	3.100	3.667	
Position (including salary)	3.286	3.294	3.583	3.000	3.167	
Adequacy of supervision	3.190	3.235	3.667	3.300	3.417	
Non-teaching responsibilities	3.286	3.353	3.666	3.300	3.500	
Parent relations	3.714	3.529	3.417	3.500	3.583	
Position (except salary)	3.714	3.471	3.833	3.300	3.417	
Relations-administrators	3.571	3.529	3.583	3.800	3.500	
Relations-students	3.905	3.706	3.417	3.600	3.500	.05
Relations-other teachers	3.523	3.882	3.500	3.600	4.000	.01
Fairness of duties	3.714	3.706	3.917	3.500	3.583	
Average	3.341	3.272	3.382	2.968	3.351	
4---Very satisfactory						
3---Fairly satisfactory						Sig. .05 = 2.51
2---Fairly unsatisfactory						Sig. .01 = 3.62
1---Very unsatisfactory						

TABLE 5.25

MEANS OF VARIOUS GROUPS OF NEW TEACHERS WHEN CLASSIFIED AS TO SIZE OF SCHOOL IN RELATION
TO FREQUENCY OF CONTACT WITH PROFESSIONAL PEOPLE TO DISCUSS THEIR CONCERNS

<u>Category</u>	<u>6-10</u>	<u>11-15</u>	<u>Teachers 16-20</u>	<u>21-25</u>	<u>Over 25</u>	<u>Significance</u>
Teacher same grade, same building	2.619	2.941	2.750	3.200	3.333	
Teacher another grade, same building	3.143	2.824	2.583	3.000	2.750	
Principal	2.524	2.529	2.833	2.800	2.667	
Teacher another building	2.000	2.059	1.833	2.100	2.500	
Other administrative leader	1.333	1.824	1.833	1.900	1.833	
Average	2.324	2.435	2.366	2.600	2.617	
4---Daily						Sig. .05 = 2.51
3---Frequently						Sig. .01 = 3.62
2---Occasionally						
1---Rarely						

categories of teaching indicated no significant differences and no discernible trend.

The analysis of variance with satisfactions showed one area significant at the .01 level, satisfaction with the relations with other teachers, and six at the .05 level: (1) salary compared to that of other professionals, (2) discipline, (3) adequacy of school building, (4) working conditions, (5) interest shown by students, and (6) relations with students. These satisfactions were the only significant areas of the 34 considered in the analysis with size of school.

No significance was attained in any of the analyses of the frequency of contact by teachers with professional people to discuss their concerns, but there was a definite trend. In larger schools, teachers discussed their concerns with professional people more frequently than in smaller schools.

Specific trends suggested that smaller schools had better relations with people, but large schools had material advantages. Teachers in smaller schools expressed greater satisfaction concerning their relations with students, discipline and interest students show, while teachers in larger schools expressed greater satisfactions with their salary and working conditions. Teachers in schools with 21-25 teachers generally expressed less satisfaction than the other groups.

A look at the means of the responses suggested that larger schools might have better salaries, better working conditions, more friendly teachers and more adequate school buildings than do smaller schools. There may be and probably are many reasons for some of these averages, but in this sample of schools and people, the large

TABLE 5.26

NUMBERS OF REGULAR TEACHERS AND NEW TEACHERS IN THE
FOUR DIFFERENT TEACHER-SCHOOL GROUPS

<u>Category</u>	<u>Number of Schools</u>	<u>Number of Regular Teachers</u>	<u>Number of New Teachers</u>	<u>Per Cent of New Teachers</u>	<u>Average Number Regular Teachers</u>	<u>Average Number New Teachers</u>	<u>Average Number All Teachers</u>
Open schools-open teachers	13	185	52	21.9	14.2	4.0	18.2
Open schools-closed teachers	13	182	56	23.5	14.0	4.3	18.3
Closed schools-open teachers	9	131	49	27.2	14.6	5.4	20.0
Closed schools-closed teachers	11	169	58	25.5	15.4	5.3	20.6

schools held the advantage in working conditions. Smaller schools had the distinct advantage in student attentiveness and discipline, in relations with students, and in the amount of interest shown by students.

The analysis of variance with size of school and frequency of contact with selected people to discuss their professional concerns showed no differences of significance. Nor was there significance in the analysis of variance between size of school and level of concern expressed. Since only in the matter of satisfactions were any relationships established with school climate, relatively closed and relatively open schools were examined for numbers of regular teachers (those there two consecutive years) and the number of new teachers.

In this sample, relatively closed schools were larger than relatively open schools. In fact, 21 open schools had to be taken in order to get 36 new teachers needed for the sample. Sixteen relatively closed schools produced 36 new teachers in open and closed categories.

Table 5.26 shows the relationship of size of school and the number of new teachers in these four groups. Closed schools had a larger average size, and a higher percentage of new teachers, showing either a large teacher turnover or a rapidly growing school population needing new teachers.

Number of New Teachers per School

The number of new teachers in a building might have some bearing on the items studied. As in the case of the size of the school, the number of new teachers in a school held no significant differences in their concerns for the ten categories regarding the teaching described. There were, however, two areas of satisfaction that showed significant differences: the adequacy of supervision received and

the adequacy of the school building. In the frequency of contact there was just one area of significance—frequency of contact with a teacher in another building or system. (See Tables 5.28, 5.29 and 5.30.)¹

TABLE 5.27

DISTRIBUTION OF NEW TEACHERS ACCORDING TO NUMBER PER BUILDING

<u>Number of New Teachers Per Building</u>	<u>Number of Buildings</u>
1	2
2	9
3	11
4	5
5	11
6	13
7-8	8
9-10	0
11 or over	13

More specifically, the one-new-teacher-to-a-building group and the eleven or over new-teacher-to-a-building group expressed less satisfaction with supervision than did the other groups. The two-to-a-building and five-to-a-building groups expressed the greatest satisfaction. In addition, the one-new-teacher-to-a-building group had the least frequency of contact of all the groups with a teacher in another building to discuss professional concerns. The highest frequency of contact was the five-new-teachers-to-a-building group.

In considering the number of new teachers, the significant areas lay in the area of satisfactions, as did those from the size of the school and the climate of the school. No difference of means was found in the concern group which was related to dogmatism, not climate.

¹Since there were seven degrees of freedom between the groups and 64 within the groups, an F statistic of 2.16 was considered as significant at the .05 level, and 3.09 at the .01 level.

TABLE 5.28

MEANS OF THE CONCERNS GIVEN BY VARIOUS GROUPS OF NEW TEACHERS WHEN
CLASSIFIED AS TO THE NUMBER PER BUILDING

<u>Category</u>	<u>Teachers Per Building</u>								11 or Over N=13	<u>Significance</u>
	<u>1</u> N=2	<u>2</u> N=9	<u>3</u> N=11	<u>4</u> N=4	<u>5</u> N=11	<u>6</u> N=13	<u>7-8</u> N=8	<u>9-10</u> N=0		
Discipline	1.960	2.176	2.313	2.132	1.789	2.515	2.556		2.032	
Teacher-student relations	2.440	2.087	2.546	2.486	2.185	2.722	2.523		2.160	
Grading	2.145	2.183	2.604	2.320	2.215	2.567	2.698		2.310	
Classroom instruction	2.595	2.503	2.765	2.706	2.456	2.758	2.824		2.585	
Building policies	3.175	2.506	2.856	2.766	2.663	2.920	2.958		2.665	
Teacher-principal relations	3.045	2.553	3.000	2.606	2.845	2.914	2.810		2.698	
Teacher-self-autonomy	3.090	2.798	2.952	2.928	2.887	3.057	3.039		3.830	
Teacher-parent relations	3.090	2.682	3.110	2.520	2.945	3.118	3.150		2.882	
Teacher-community relations	3.300	3.117	3.095	3.060	3.329	3.078	3.010		2.760	
Teacher-teacher relations	3.150	2.904	3.170	3.140	3.142	3.181	3.116		2.997	
Average	2.799	2.551	2.841	2.666	2.646	2.883	2.668		2.952	

4--Not at all concerned

3--Mildly concerned

2--Somewhat concerned

1--Greatly concerned

Sig. .05 = 2.16

Sig. .01 = 3.09

TABLE 5.28

MEANS OF THE CONCERNS GIVEN BY VARIOUS GROUPS OF NEW TEACHERS WHEN
CLASSIFIED AS TO THE NUMBER PER BUILDING

Category	Teachers Per Building							9-10 N=0	11 or Over N=13	Significance
	1	2	3	4	5	6	7-8			
	N=2	N=9	N=11	N=4	N=11	N=13	N=8			
Discipline	1.960	2.176	2.313	2.132	1.789	2.515	2.556		2.032	
Teacher-student relations	2.440	2.087	2.546	2.486	2.185	2.722	2.523		2.160	
Grading	2.145	2.183	2.604	2.320	2.215	2.567	2.698		2.310	
Classroom instruction	2.595	2.503	2.765	2.706	2.456	2.758	2.824		2.585	
Building policies	3.175	2.506	2.856	2.766	2.663	2.920	2.958		2.665	
Teacher-principal relations	3.045	2.553	3.000	2.606	2.845	2.914	2.810		2.698	
Teacher-self-autonomy	3.090	2.798	2.952	2.928	2.887	3.057	3.039		3.830	
Teacher-parent relations	3.090	2.682	3.110	2.520	2.945	3.118	3.150		2.882	
Teacher-community relations	3.300	3.117	3.095	3.060	3.329	3.078	3.010		2.760	
Teacher-teacher relations	3.150	2.904	3.170	3.140	3.142	3.181	3.116		2.997	
Average	2.799	2.551	2.841	2.666	2.646	2.883	2.668		2.952	

4--Not at all concerned

3--Mildly concerned

2--Somewhat concerned

1--Greatly concerned

Sig. .05 = 2.16

Sig. .01 = 3.09

TABLE 5.29
MEANS OF THE SATISFACTIONS GIVEN BY NEW TEACHERS
CLASSIFIED AS TO NUMBER PER BUILDING

Category	Teachers Per Building								11 or Over N=13	Significance
	1 N=2	2 N=9	3 N=11	4 N=5	5 N=11	6 N=13	7-8 N=8	9-10 N=0		
Salary compared	3.000	2.889	2.455	2.600	2.637	2.462	2.625		2.692	
Supplies	2.500	3.333	2.818	3.000	2.273	2.846	3.000		2.615	
Discipline	3.000	2.889	2.909	2.600	2.909	3.154	3.500		2.692	
Time on duties	3.000	3.111	2.818	3.000	3.091	3.154	2.875		3.078	
School building	2.500	3.444	2.545	2.800	3.545	3.154	3.250		2.692	.05
Working conditions comp.	3.000	3.333	2.727	2.800	3.364	3.000	3.125		3.154	
Community attitude	3.500	3.333	3.000	3.000	3.000	3.000	3.375		3.154	
Interest---students	3.500	3.222	3.455	2.800	3.181	3.308	3.375		3.077	
Teaching load	3.500	3.444	3.364	3.200	3.364	3.308	3.125		2.923	
Helpfulness of super.	3.000	3.333	2.727	3.000	3.545	3.077	3.750		3.462	
Position (inc. salary)	3.500	3.444	3.364	3.400	3.455	3.077	3.500		2.923	
Adequacy of supervision	3.000	3.667	2.727	3.200	3.545	3.231	3.750		3.385	.05
Non-teaching respons.	3.000	3.222	3.455	3.800	3.545	3.154	3.625		3.385	
Parent relations	3.500	3.778	3.818	3.606	3.273	3.615	3.375		3.538	
Position (except salary)	3.500	3.667	3.455	3.800	3.455	3.538	3.875		3.462	
Relations-adminis.	3.500	3.778	3.727	3.200	3.727	3.538	3.750		3.692	
Relations-students	3.500	3.556	3.727	3.600	3.636	3.846	3.500		3.692	
Relations-other teachers	4.000	3.556	3.727	4.000	3.737	3.538	3.500		3.846	
Fairness of duties	4.000	3.778	3.727	4.000	3.545	3.385	4.000		3.692	
Average	3.263	3.409	3.186	3.232	3.359	3.231	3.415		3.213	

4---Very satisfactory
3---Fairly satisfactory
2---Fairly unsatisfactory
1---Very unsatisfactory

Sig. .05 = 2.16
Sig. .01 = 3.09

TABLE 5.30

MEANS OF THE FREQUENCY OF CONTACT WITH PROFESSIONAL PEOPLE GIVEN BY
NEW TEACHERS CLASSIFIED AS TO NUMBER PER BUILDING

<u>Category</u>	<u>Teachers Per Building</u>								11 or Over N=13	<u>Significance</u>
	<u>1</u> N=2	<u>2</u> N=9	<u>3</u> N=11	<u>4</u> N=5	<u>5</u> N=11	<u>6</u> N=13	<u>7-8</u> N=8	<u>9-10</u> N=0		
Teacher same grade, same building	2.500	3.222	2.364	2.800	3.273	2.923	2.375		3.308	
Teacher another grade, same building	3.500	2.888	2.727	3.000	3.000	3.231	2.375		2.769	
Principal	2.000	2.556	2.818	2.000	3.000	2.385	3.000		2.615	
Teacher another building	1.000	1.889	2.364	1.400	2.909	2.077	1.750		1.923	.05
Other administrative leader	1.000	1.444	1.818	1.400	1.636	1.846	2.000		2.231	
Average	2.500	2.400	2.418	2.120	2.764	2.492	2.300		2.569	
4--Daily										
3--Frequently										
2--Occasionally										
1--Rarely										

Sig. .05 = 2.16

Sig. .01 = 3.09

The frequency of contact with a teacher in another building, an area showing significant differences, was unusual and rather unexpected, since that one contact in the two-way analysis of variance was related to dogmatism. When further answers and comments were studied, it was clear that many of these new teachers had a parent, a spouse, or a roommate who was a teacher. (See Tables A.11, A.12, and A.13.)

Conclusion

The basic null hypothesis in this chapter (B_1) was that no differences will be found among new teachers when they are grouped according to variables of sex, age, training, teaching experience, experience in the school system but not in the building, size of school, and number of new teachers per building, in relation to the ten categories of concern, 19 satisfaction areas regarding selected aspects of the job, and frequency of contact with professional people to discuss their concerns, as measured by the one-way analysis of variance with unequal N's.

The null hypothesis B_1 is accepted in 194 cases out of 238 areas in relation to the seven variables for no differences are found in the levels of concern, the degree of satisfaction expressed with selected aspects of teaching, and the frequency of contact with professional people to discuss their concerns among the various groups of new teachers when they are classified according to (1) sex, (2) age, (3) training, (4) teaching experience, (5) experience in the school system, (6) size of school, and (7) number of new teachers per building.

The differences are shown in Table 5.31 and the levels of significances: eight regarding sex, nine regarding age, three about

TABLE 5.31

SIGNIFICANT AREAS IN RELATION TO THE SEVEN VARIABLES

	Sex	Age	Train- ing	Teach- ing Exp.	Exp.in System	School Size	No. New Teachers
Concerns--Rank Order							
Discipline	.01		.05	.01			
Teacher-student relations	.05	.05					
Grading	.01						
Classroom instruction	.01	.01		.01			
Building policies	.05	.05					
Teacher-principal rela.		.01			.05		
Teacher-self autonomy		.05			.05		
Teacher-parent relations		.01					
Teacher-community rela.		.01		.05			
Teacher-teacher relations		.01		.05	.01		
Satisfactions							
Salary compared	.05	.05		.01		.05	
Supplies					.05		
Discipline						.05	
Time on duties							
School building						.05	.05
Working conditions comp.	.05			.05		.05	
Community attitude			.05				
Interest shown by stud.						.05	
Teaching load							
Helpfulness of supervision			.05		.05		
Position (inc. salary)							
Adequacy of supervision							.05
Non-teaching respons.							
Parent relations	.01						
Position (except salary)				.05			
Relations-adminis.							
Relations-students						.05	
Relations-other teachers						.01	
Fairness of duties							
Frequency of Contact							
Teacher same grade, same building					.05		
Teacher another grade, same building					.05		
Principal							
Teacher another building							.05
Other admin. leader							

training, seven for teaching experience, seven for experience in the system, seven for size of school, and three for number of new teachers per building.

Summary

Seven variables of sex, age, training, teaching experience, experience in the system, size of school, and number of new teachers in the school, were all used in a one-way analysis of variance with unequal N's with the ten categories of concern, the 19 satisfactions, and five frequency of contact with professional people.

Twenty-one of the 70 analyses in the levels of concern were significant at the .05 or .01 level, or 30%. Thirteen of the 21 were related to sex and age, or 61.9%. Age alone accounted for eight of the 21, or 38.1%. Nothing significant relating to level of concerns was found for either school size or number of new teachers. (See Table 5.31.) Eleven of these areas were significant at the .01 level, while ten were significant at the .05 level.

In the satisfaction area, 20 of the 133 analyses showed significance at the .05 or .01 level, or 15.0%. Seven of the 20 significant areas, or 35%, were related to the size of the school. The other significant areas were distributed in one, two, or three for each variable. Only three of these were significant at the .01 level; 17 at the .05 level.

Only three items of the 35 frequency of contact with professional people, or 8.5%, showed significance. Two of the three were related to the previous experience in the school system, and the other one to the number of new teachers in the building.

The null hypothesis as stated was accepted in 194 cases of a possible 238; there were no significant differences among the teachers.

In 44 cases there were significant differences at either the .01 or .05 level.

More specific conclusions are as follows:

1. Males were significantly less concerned than females about discipline (.01 level), teacher-student relations (.05 level), grading (.01 level), classroom instruction (.01 level), and building policies (.05 level), all five of which were areas of greatest concern to all new teachers.
2. Males were significantly less satisfied than females with their salary compared to that of other professions in their area open to people with their level of education (.05 level), working conditions compared to those of other professions in their level of education (.05 level), and their relations with parents (.01 level).
3. The younger teachers, ages up to 30 years, were significantly more concerned than the group, 30-39 years old and 40-49 years old, but no so concerned as the group 50-59 years old in teacher-student relations (.05 level), classroom instruction (.01 level), building policies (.05 level), teacher-principal relations (.01 level), teacher self-autonomy (.05 level), teacher-parent relations (.01 level), teacher-community relations, (.01 level), and teacher-teacher relations (.01 level).
4. The youngest age group (up to 30 years) was least satisfied with salary when it was compared to that of other professions in the area open to people with their level of education. This satisfaction gradually increased, with

the oldest age group (50-59 years) being most satisfied. This satisfaction was significantly different at the .05 level.

5. New teachers with four and five years of training were significantly less concerned about discipline (.05 level) than those with only two and three years of training. (Mention should be made of one man with a six-year training level who had a high concern for discipline.)
6. The new teachers with two to three years of training were more satisfied with the community attitudes toward teaching as a profession than those with three and four years of training, and about equally satisfied as those with five or six years of training.
7. New teachers with two or three years of training along with those with six years of training were the most satisfied of all the groups with the helpfulness of supervision received, with each training level in between being less satisfied.
8. The new teachers with their one year of experience were significantly more concerned about discipline (.01 level), classroom instruction (.01 level), teacher-community relations (.05 level) and teacher-teacher relations (.05 level), than those with up to 20 years of experience, but less than that for those with over 20 years of experience.
9. The teachers with the 1963-64 year as their one year of experience were significantly less satisfied with their salary compared to that of other professions (.01 level), their working conditions compared to those of other

professions (.05 level), and the position except salary (.05 level) than those who had six or more years of experience.

10. New teachers who had had two or more years of their experience in the same school system were significantly more concerned than those who had had one or no years in the system in teacher-principal relations (.05 level), teacher-self autonomy (.05 level), and teacher-teacher relations (.01 level).
11. New teachers who had had three or more years of their experience in the same school system were significantly less satisfied than those with two or fewer years in the system with the adequacy of supplies (.05 level), and helpfulness of the supervision (.05 level).
12. New teachers who had had no experience in the school system before 1963-64 had significantly fewer contacts than those who had taught four or more years in the system with the teacher of the same grade in the same building, but had significantly more contacts with the teacher of another grade in the same building.
13. New teachers who were in schools with 21-25 teachers who had been there the year before were significantly less satisfied than those who taught in other size schools with salary compared to that of other professions (.05 level), pupil attentiveness and discipline (.05 level), adequacy of school building (.05 level), working conditions compared to that of other professions (.05 level), and amount of interest shown by students (.05 level).

14. New teachers who were in schools with 16-20 teachers who had been there the year before were significantly less satisfied with their relations with students (.05 level) and their relations with other teachers (.01 level) than those who taught in other size schools.
15. The group of one-new-teacher-to-a-building, three-new-teachers group and eleven-or-more-new teachers group expressed significantly less satisfaction with the adequacy of their school building (.05 level) than did the other groups.
16. The one-new-teacher-to-a-building group and the three-to-a-building group expressed significantly less satisfaction than did the other groups in the adequacy of supervision (.05 level).
17. The one-new-teacher-to-a-building group had significantly fewer contacts than did any of the other groups with teachers in another building or system in order to discuss their professional concerns.

The findings regarding these variables may not be conclusive as there may be other factors not considered. For this particular sample of new teachers they are, however, valid.

CHAPTER VI

USE OF HELP

Where Did New Teachers Get Help?

As a part of this study of experiences of teachers new to a building, an analysis was made of the persons from whom they sought advice and moral assistance, and on which issues they sought such help. Moreover, we tried to discover whether or not there might be significant differences among the four groups--open-open, open-closed, closed-open, and closed-closed--as to where the new teachers sought aid.

Thus the 155-item survey about the teachers' concerns contained an additional part, asking which of the four avenues of help concerning specific problems they chose: the principal; other teacher(s); observation of others; or self-correction. There was also a space where the teacher wrote in names of other persons who helped.

Sample

Keys	1. Greatly concerned	1. Principal
	2. Somewhat concerned	2. Other teachers
	3. Mildly concerned	3. Observation
	4. Not at all	of others
	concerned	4. Using own ..
	5. Situation did not	judgment
	occur	5. Other-specify

<u>Situations</u>	<u>To what extent were you concerned about this situation in your school this year?</u>	<u>Where did you usually get help in deciding what to do in the situation?</u>
19. Deciding the report card grade for a child who had tried hard, but had not really passed.	1 2 3 4 5	1 2 3 4 5-specify_____
20. Deciding the report card grade for a child who had "fooled around", but could really do the work.	1 2 3 4 5	1 2 3 4 5-specify_____

As in the other part of the project the items were divided into ten categories of concern: classroom instruction, building policies, teacher-teacher relationships, teacher-principal relationship, general teacher-student relationships, discipline, grading, teacher-community relationships, teacher-parent relationships, and teacher-feeling of self autonomy.

The number of times the principal was selected as the help in a certain situation was recorded for each teacher in each category. Likewise, the number of times other teachers, observing others, and using their own judgment were selected was recorded for each teacher. When this was done, for each category there was a number indicating how many instances the new teacher had selected the principal, the other teachers, the observation process, or using own judgment. Also recorded was the number of times some other person's advice had been utilized and his identity.

After the data was collected, it was tested for significance. Did the groups differ with respect to the characteristics of open-closed climate school and/or to the characteristics of open-closed persons? The number of times each group chose the principal for help

in each category, the number of times each group chose other teachers, the number of times each group decided to see what others were doing first, and the number of times they had to use their own judgement, all had to be reviewed.

The following null hypothesis was used in this section: No differences will be found among the four groups of new teachers (OO, OC, CO, CC) in the number of times they tried to resolve the problems mentioned in the concerns of teaching in the Situation Survey by (1) asking the principal, (2) asking other teachers, (3) observing others, and (4) using own judgment.

From this the following questions should be answered: Which group was most likely to go to the principal? to other teachers? to use own judgment? to seek help from others? to select several sources? Did certain kinds of problems get more help from the principal than other kinds?

The Chi Square test was used to determine if any of these areas might produce a value of χ^2 that would be significant at the .05 level.

Since several of the teachers had indicated that in many instances they had used more than one of the help sources in arriving at a decision, to count each recorded help source as independent would have made a greater number of help sources than there were people. According to Siegel¹, "The total number of such observations must be independent of every other; thus one may not make several observations on the same person and count each as independent. To do so

¹Sidney Siegel, Nonparametric Statistics for the Behavioral Sciences (New York: McGraw-Hill Book Company, Inc., 1956), p. 44.

produces an 'inflated N'."

Thus the decision was to count the number of teachers who chose the principal for help two or more times in each category and to enter that information into a 2x2 contingency table for working Chi Square. The same was done for the number of new teachers who chose other teacher(s) for help, for observing what was done, and for using their own judgment. An X^2 value of 7.82 was taken as the value for three degrees of freedom for significance at the .05 level.

Assistance from the Four Listed Sources

The information as to the number of teachers in each group who had sought help two or more times from the principal was analyzed by Chi Square for each of the ten categories of concern. Only one of these showed a significant difference among the four groups, the teacher-parent relationship. (See Table 6.1.)

TABLE 6.1

CHI SQUARE TABLE FOR SEEKING HELP FROM PRINCIPAL IN TEACHER-PARENT RELATIONSHIPS

<u>Category</u>	<u>Open Schools</u>	<u>Closed Schools</u>	<u>Totals</u>
Open teachers	8	1	9
Closed teachers	11	7	18
Total	19	8	27
$X^2 = 7.96$	Significant at .05 level		

The Chi Square table for the category, teacher-community relationships in reference to the principal could not meet the requirements for the use of the Table of Critical Values of D (C) on the Fisher test, (expected frequency of at least 10). Even though this relationship did not show significance, it is noted that only the open teachers

in open schools made a choice of seeking the principal when a community problem arose. (See Table 6.2.)

TABLE 6.2

CHI SQUARE TABLE FOR SEEKING HELP FROM PRINCIPAL
IN TEACHER-COMMUNITY RELATIONSHIPS

<u>Category</u>	<u>Open Schools</u>	<u>Closed Schools</u>	<u>Totals</u>
Open teachers	2	0	2
Closed teachers	0	0	0
Total	2	0	2

Likewise the information as to the number of teachers in each group who had sought help two or more times from the other teacher(s) was analyzed by Chi Square for each of the ten categories of concern. Likewise, only one of these showed a significant difference among the four groups, the teacher-principal relationship. (See Table 6.3.)

TABLE 6.3

CHI SQUARE TABLE FOR SEEKING HELP FROM OTHER TEACHERS
IN TEACHER-PRINCIPAL RELATIONSHIPS

<u>Category</u>	<u>Open Schools</u>	<u>Closed Schools</u>	<u>Totals</u>	<u>Open Schools</u>	<u>Closed Schools</u>	<u>Totals</u>
Open teachers	7	0	7	A	B	A+B
Closed teachers	3	4	7	C	D	C+D
Total	11	4	14	A+C	B+D	

Since the horizontal sums added make 14, the N is less than 20 and the Fisher Test as presented in the table was used for significance. No attempt was made to work out the exact probability. According to the (1) Table of Critical Values of D (or C) in the Fisher Test, the following conditions have to be observed, when $A + B = 7$ and $C + D = 7$, there will be a significance at the .05 level when $A = 7$ and $C = 3$. These conditions are met in the above test, and it

is concluded that there are differences not occurring by chance among the four groups in seeking help from other teachers in the teacher-principal relationships.

When the information as to the number of teachers in each group had resolved their problems by observing what others did two or more times was analyzed by Chi Square for each of the ten categories, no value of χ^2 was large enough to be significant.

Similarly, there were no significant differences among the four groups for any of the ten categories of concern when the information was analyzed for using their own judgment in resolving the problems. (See Tables A.20, A.21, A.22, and A.23 for the full information regarding the numbers.)

Help From Others

Since space was provided for new teachers to designate that they might have secured help from some source other than the principal, other teacher(s), observing others, and using their own judgment, the number of times that the teacher mentioned "other" was recorded. Because several of the cells had zeroes, the number was counted for the total of the ten categories. Also, many teachers indicated that for one problem, two or three sources of help were used. These were called "multiple choices."

TABLE 6.4

NUMBER OF NEW TEACHERS SEEKING HELP FROM "OTHERS" AND MAKING
MULTIPLE CHOICES TWO OR MORE TIMES

	<u>Open Open</u>	<u>Open Closed</u>	<u>Closed Open</u>	<u>Closed Closed</u>	<u>Totals</u>
Others	11	10	14	8	43
Multiple choices	11	7	11	14	43

None of these yielded a significant Chi Square value.

Discussion

The study of the question of the search for help resulted in only two differences of significance among the four groups. One of these was in seeking help from the principal in parent relationships, where the closed-open group definitely did not go to the principal for help. In this study the relatively closed teachers expressed greater concern for the parent relationships than the relatively open teachers, and similarly asked help from the principal twice as often for this problem.

The other area of significance was in seeking help from other teachers in the relationships with the principal. In this problem, the closed-open group did not go to other teachers for help when they had a problem in which the principal was involved.

The trend in selecting the principal for help appears to be related somewhat to the climate, as teachers in open schools received assistance from him more often than did teachers in closed schools. As mentioned before, the open teachers in closed schools were least likely of all groups to ask the principal for assistance.

The trend in asking other teachers for help showed a different pattern. The open-open group and the closed-closed group were most likely to ask for assistance from their fellow workers.

Observation of others was not a method used very widely. Very few teachers reported using it two or more times. One trend was very evident again, though it was not significant in any area or in combined areas. The relatively open people were less inclined than relatively closed people to see what others were doing before they acted,

while the closed-open group (closed school-open teachers) were least likely of all groups to observe others. (See Table A.22.)

The analysis of the data on using own judgment in taking care of situations showed no significance and no recognizable trend. In almost all instances, 18 of the 18 teachers indicated that they used their own judgment in settling problems, even though they might also have sought help from the principal, from other teachers, and from observing what others did. An inspection of Table A.23 shows that teaching is work where there are innumerable decisions in which teachers use their own judgment.

Throughout this section, the open teachers in closed schools (closed-open) reported they were least likely to seek help from the principal, or from observing and then doing as others did, and were second in asking for help from other teachers.

Where else did new teachers get help? There was a fifth choice in which the teacher checked "other" and told who or what the help source was. Counting the number of times "other" was mentioned two or more times for each group, (Table 6.4) and computing Chi Square gave no significance.

TABLE 6.5

NUMBER OF TIMES "OTHER" WAS MENTIONED AS SOURCE OF HELP

	<u>Open Schools</u>	<u>Closed Schools</u>	<u>Totals</u>
Open teachers	76	133	209
Closed teachers	123	91	214
Total	199	224	423

Since the above table was not made with each number representing an independent item, Chi Square was not considered suitable for

the analysis. Scrutiny of Table 6.5 showed that open people in closed schools and closed teachers in open schools used other help sources more times than open teachers in open schools and closed teachers in closed schools.

What were the "other" help sources? Of course, the intern consultant for the teacher in training and the special services personnel were mentioned often. New teachers read or said they read policy books and curriculum guides. The school secretary was a very popular source of help.

TABLE 6.6

NUMBER OF TIMES SELECTED "OTHERS" WERE MENTIONED AS A SOURCE OF HELP BY NEW TEACHERS IN EACH OF FOUR GROUPS

<u>Category</u>	<u>Open Open</u>	<u>Open Closed</u>	<u>Closed Open</u>	<u>Closed Closed</u>
Intern consultant, training teacher, elementary supervisor	24	48	39	25
Special services personnel, as nurse, diagnostician, visiting teacher	10	24	36	33
Policy book and curriculum guide	24	18	31	18
Secretary	18	9	13	15
Not in category, already knew, made no mention	0	24	14	0
Totals	76	123	133	91

While these data were not suitable for Chi Square, in almost all instances the open people in closed schools made more choices of "other" than did any of the other three groups.

Only in closed schools was the elementary supervisor mentioned as a source of help. The clerk was mentioned consistently in all

TABLE 6.7

NUMBER OF NEW TEACHERS IN EACH GROUP
MENTIONING LISTED SOURCES OF HELP

<u>Category</u>	<u>Open Open</u>	<u>Open Closed</u>	<u>Closed Open</u>	<u>Closed Closed</u>
Training teacher and intern consultant	5	10	7	9
Elementary supervisor	0	0	2	1
Visiting teacher, nurse, diagnostician	3	2	2	2
Clerk or secretary	6	4	5	5
Curriculum guide	4	1	5	3
Already knew	1	0	3	1
Made no mention of other	5	3	3	2
Total	27	23	27	27

groups as was the policy book and curriculum guide. The intern consultant and training teacher were people in the larger schools who had been assigned to the beginning teacher for the first two years for a couple of reasons; one is for evaluation and the other is to see that the beginning teacher has a good chance to get started and hence will not be a failure. They were hired by the school systems and could not be attributed to the climate of the building or the dogmatism of the teacher. How these people were viewed, how much help they gave or were thought to give, could only be guessed from the tone of the comments. Some teachers who had consultants felt sorry for others who did not have a consultant.

Which teachers made the greatest number of "multiple choices?" In other words, which teachers chose several sources of help and used any or none of them?

The Chi Square value when the number of teachers were counted who made two or more multiple choices was not significant. (See Table 6.4.) However, the actual number of multiple choices showed a definite trend. (See Table 6.8.)

TABLE 6.8

NUMBER OF MULTIPLE CHOICES MADE BY EACH OF THE FOUR GROUPS

	<u>Open Schools</u>	<u>Closed Schools</u>	<u>Totals</u>
Open Teachers	297	202	499
Closed Teachers	67	152	219
Totals	364	354	718

The open teachers made more than twice as many multiple choices as did the closed teachers. This may possibly be explained by the rigidity of patterns set by closed teachers and the lack of rigidity among open teachers.

Sources of Help with Multiple Choices Included

In many of the reported situations, the teachers stated that they had had help from more than one source. Since this material was not suitable for the use of the Chi Square test, the number of times such happenings occurred was counted and reported in chart form. Tables A.16, A.17, A.18, and A.19 show for each category the number of times the designated help was sought. Following, in Table 6.9, is a summary of the totals from these tables that will show a definite trend among the four groups of new teachers.

TABLE 6.9

TOTAL NUMBER OF CHOICES OF FOUR SOURCES OF
HELP FOR ALL TEN CATEGORIES OF CONCERN

<u>Help</u>	<u>Open</u> <u>Open</u>	<u>Open</u> <u>Closed</u>	<u>Closed</u> <u>Open</u>	<u>Closed</u> <u>Closed</u>	<u>Totals</u>
Principal	450	406	305	399	1560
Other teachers	388	231	241	304	1164
Observation of others	179	286	147	211	823
Own judgment	1640	1357	1773	1500	6270

The trend from the totals indicate that open teachers in relatively open schools will seek help from the principal and from other teachers, when help is needed, but the open teachers in closed schools definitely do not go to the principal or to other teachers. This trend is also noted in other parts of the chapter. In addition, open teachers, especially those in closed schools, do not observe what others do before they act; closed teachers report that observation is one of their ways of operation, especially in open schools. Open teachers are not then so likely to conform to what the others are doing. Also in "using own judgment" the open teachers in closed schools say this method is used often in resolving the problems of their concern. All in all, using one's own judgment is a very common procedure.

Thus the null hypothesis C_1 , with two exceptions was accepted in that no differences were found among the four groups of new teachers (OO, OC, CO, CC) in the number of times the problems in the concerns of teaching are resolved by (1) asking the principal, (2) asking other teachers, (3) observing others, and (4) using own judgment.

The first exception was that differences were found among the four groups in asking the principal for help in the teacher-parent relationships with the teachers in the open schools asking for help

twice as often as people in closed schools. However, those with closed belief-disbelief systems asked the principal for help in that relationship twice as often as those with open systems. As noted in other parts of the study, the open teachers in the closed schools did not seek out the principal for help.

The second exception was that differences were found among the four groups of new teachers in asking for help from other teachers in the teacher-principal relationship. Teachers in open climate schools asked for help nearly three times as often as those in closed schools. As before, the open teachers in closed schools did not ask other teachers for help.

Summary

Only two of the "Where did you get help" Chi Squares proved to be significant at the .05 level. First, in comparing those teachers seeking help from other teachers in the teacher-principal relationship with those who did not, the results showed that in closed schools open teachers definitely did not go to other teachers. Second, seeking help from the principal in teacher-parent-community relationships, significant at the .05 level, showed that closed schools-open teachers did not go to the principal for help, and that in open schools teachers did go to the principal about 2-1/2 times as often as they did in closed schools.

When all ten categories were put together, cells were filled showing nearly the same trend: the closed school-open teachers did not go to the principal for help as much as the others, nor did they see what others were doing and follow their example. Insofar as seeking help from other teachers, there was no clear-cut trend for one

group. Neither the closed schools-open teachers nor the open schools-closed teachers were as likely to seek out other teachers for help as were the open schools-open teachers and the closed schools-closed teachers.

Nothing significant appeared in "using own judgment" as in every instance every cell was filled the same or with nearly the same numbers. It can be concluded that in teaching, no matter what help was available, teachers invariably used their own judgment.

The greatest number of "others" for help was mentioned by closed schools-open teachers. The greatest number of "multiple choice" help sources was made by the open schools-open teachers. However, all open teachers in both open and closed schools made over twice as many multiple choice helps as closed teachers in both open and closed schools.

It thus might appear that the help source used might possibly be an effect of the climate. It also appears that the number of multiple choices was somewhat related to the openness and closedness of the teacher's mind. Nothing conclusive, however, can be said.

When the full number of choices are counted, the following trends can be noted (Chi Square was not a suitable analysis).

1. The closed-open group of teachers did not seek help from the principal as much as the other groups in the listed categories of concern.
2. There was very little difference among the four groups in the help they sought from other teacher(s).
3. The relatively open teachers, wherever they were, did not observe what others did and follow suit as often as the relatively closed teachers.

4. The relatively open teachers, wherever they were, used their own judgment to a greater extent than the relatively closed teachers.

CHAPTER VII

COMMENTS

Offers of Help

In an attempt to discover what had occurred during the school year to new teachers that had made an impression on their adjustment to the job, several questions were asked. They were to be answered in the teacher's own words. To these questions, some answered nothing, while others went into great detail. Reading what was said was one thing; being aware of the overtones and feelings expressed was another.

"How many teachers offered to help you, or have given you advice during the first year?" Responses to this question commonly were a number, one to 20. Some said "many"; some said "all." The most descriptive statement of reality came from an open school-closed teacher: "All; and all different." Another remark somewhat laden with feeling was from the same category: "All, except two or three first and second grade teachers." From closed schools, closed teachers came these: "None offered--advice was given when asked for." "Very few."

Presumably teachers in the building offered help or gave advice, or both. That's the way new teachers saw it.

Number of Teachers

This particular sample of schools ranged in number of teachers

from nine to 42. Some teachers were not quite sure of the number in the school, and gave an approximate number. However, the average number of teachers in the schools, counting the new teachers, according to this report of teachers was: Open-Open 19.4; Open-Closed 17.9; Closed-Open 21.6; and Closed-Closed 25.25. These numbers approximated the actual size.

Whether the size of the school is in any way related to the organizational climate is pure conjecture. Statements such as these were made by teachers in the larger schools (over 25) to the question: "What do you consider to be the major difficulties a new teacher has in working with the teachers in this building?"

"Getting to know them."

"The lack of interest in people and children by others in the building."

"Getting to know them and being able to work with them on committees."

"Getting to know and understand their personalities."

Notice also what is said of principals in larger schools:

"Not enough free time for conferences."

"It is hard to find time to talk with him because of the large number of teachers."

"Not enough time allowed for conferences."

"She is very busy. The major difficulty is finding a time when I can sit down and really talk to her."

"She is one of the best in the system. Her time is limited as mine is, and one can't always meet when they would like to."

"The principal is often out of the building. I only see her every couple of weeks."

"More time for conferences with the principal. More supervision from consultant."

These kinds of statements were made regardless of the school's climate

or the teacher's dogmatism.

Even teachers in some smaller schools (10-20) made these comments about the principal as a source of help:

"It is difficult to find a time when she is not busy and can help you."

"He doesn't introduce staff-show where equipment is-- never in the building."

"Locating her when needed."

"He is attending so many meetings that he is in his office very little. I do not see how he has time to do the work that he is doing."

"It is sometimes difficult to meet with her when help is needed."

"Principal absent from building for other meetings."

"No difficulties at all; however, she does not visit often."

These statements appear to demonstrate that many new teachers found it very difficult to get help from the principal, and feel this lack is one of the major problems in the building.

Of the 31 people who made comments, 13 of them mentioned the lack of contact with the principal. Since these statements came from teachers in schools of different size, it can be assumed that something other than size was playing a part in the lack of contact with the principal.

Socializing with Co-Workers Out of School

"Do new teachers see other teachers from the building socially outside of school?" In this sample of 72 teachers, only 26 said they saw any of their co-workers socially outside of school. The numbers were distributed as follows:

Open-Open	5	Closed-Open	4
Open-Closed	8	Closed-Closed	9

A Chi Square on this information yielded no significance, yet the trend would seem to indicate that the climate of the school made little difference, but the dogmatism of the person might cause him to choose social friends from his working surroundings, or to choose a place where his friends might be near. A clue that might help explain this is that the two-way analysis of variance showed dogmatism a factor in new teachers selecting a teacher in another building or system as one with whom to discuss their professional concerns.

"How many of the teachers in your building do you really enjoy working with?" The prize answer came from an open teacher in a closed climate who said: "I'm busy in my own room."

There did appear to be a pattern that would indicate that the open climate-open teacher felt more free to like or dislike and to say what he felt. These people either said they enjoyed working with all, or with few. One said he enjoyed working with "none."

The closed school-closed person never committed himself too much. All or most of them made statements with which anyone would feel comfortable. Table 7.1 shows the scattering of likes and dislikes in the four groups of new teachers.

Advice and Help Vs. Problems

The two questions, "What did the teachers offer to help you with?" and "What kinds of things did the teachers give you advice about?" were answered interchangeably and in such repetition that they were treated as one question--"Concerning what kinds of things in the building and in the teaching job did the teachers who had been there before feel they should help and advise new teachers?" Later in the

TABLE 7.1

NUMBER OF TEACHERS NEW TEACHERS REPORTED
"LIKING TO WORK WITH"

<u>Answer</u>	<u>Open Open</u>	<u>Open Closed</u>	<u>Closed Open</u>	<u>Closed Closed</u>
All	7	4	4	8
Practically all or most	0	3	3	5
All but one	1	0	4	2
All but two	0	2	2	0
All but three	0	2	2	0
All but four	1	3	0	2
All but five	0	1	0	0
All but six	0	0	0	0
All but seven	0	0	0	1
Roughly 1/2 of teachers in school				
20	0	0	2	0
8	0	2	0	0
7	1	0	0	0
6	0	0	0	0
5	0	0	0	0
4	2	0	1	
3	2	1		
2	1			
1	1			
None	1			
No answer	1			

survey the teachers were asked: "What do you consider to be the three chief or major problems which new teachers have in this school?"

If the new teachers agreed with the help and advice the other teachers gave, then the new teacher saw the school and its problems as the others saw it. Otherwise, the new teacher saw the school differently and mentioned different problems the regular teachers did not see, or feel as a difficulty. A few excerpts from the new teachers' statements of problems follow:

"Getting along with the principal."

"Some of the teachers are really cold at first."

"Knowing school policy."

"Not knowing anything about the school policies until you inquire about them or were offered assistance."

*"Coldness or lack of concern of other teachers for problems of new one."

*"Unwillingness of teachers to share, or assist new teacher in acquiring teaching materials."

*"A certain degree of hostility, jealousy, and back-biting which seemed to me surprising in a group of professionals."

"Lack of friendliness by some of the teachers. Getting used to the older staff. They are very fine teachers, but set in their ways. Trying to change policies in ways the older teachers have of doing things."

"It being taken for granted that a new teacher knows all the rules and regulations. I was the only new teacher and too many times I was not told of things because everyone else already knew about them from former years."

"Neglect to be filled in on all rules and procedures."

"Getting the 'rules' straight."

"Knowing exactly what is expected from one as a teacher."

*All from one paper.

"The 'old' teachers."

"Knowing exactly what is expected in daily routines outside of the classroom, but in the school."

"Building policies and procedures, especially those unwritten rules."

"Finding out the unwritten laws of the building-- things that one is automatically expected to know."

"Being informed of all procedures."

"All teachers are old and have taught here so long that practices are too ingrained."

"Getting information on unwritten school rules."

"Finding answers to questions. (You want the answers, but you don't want to be obnoxious.)"

"Lack of formal information on procedures and records."

"As a white teacher gaining friendship of the staff." (More than half of the staff was negro.)

"New teachers should be informed earlier about 'traditional assemblies'."

"Procedures to follow--must always ask."

"Policies of school, both written and unwritten--must always ask."

"Knowing what is expected of me as a teacher by my principal and co-workers."

"Adjusting to new situation and new teachers."

"Getting priority."

"Questioned--the third degree--concerning you and your class."

"Lack of consideration from the experienced teacher."

"Too much school policy thrown at you too fast."

"Finding out exactly what is expected, when, where, and how much for most activities other than in the classroom."

Parent and community problems were centered on two themes-- the culturally deprived and the professional neighborhood with its

parental pressures. Both seemed equally difficult for the new teachers who mentioned this. On one hand were these statements:

"Adjusting to the area in outlook, economic status, and awareness of civic responsibilities."

"Pleasing the many professional people who live in the area."

"Getting used to a professional neighborhood."

"Parental pressure in this higher class school is great."

On the other hand were these statements:

"Adjustment situation--culturally deprived."

"Discipline."

"Lack of capable social background for working with children in a culturally deprived area."

"Understanding the value system of culturally deprived children, mannerisms and needs."

"To maintain a positive attitude toward these children."

"Getting acquainted with the type of children involved--lower class."

"Learning attitudes and conditions of families in this area."

"Lack of parent-teacher contact."

"Knowing how to handle Negro children when you have never handled them before."

"How to teach material to a group that has had very few experiences."

"Citizenship; teaching them society will accept some things and not others."

There were several who gave no answer to the question, and 12 that said there were no difficulties, no real problems. That answer could mean a lot. Yet, many who omitted other answers would "fill the space" allotted to the three chief problems. The conclusion is that if teachers wrote, they really felt strongly about their difficulties.

TABLE 7.2

RANKING OF IMPORTANCE OF ADVICE AND DIFFICULTIES
BY NUMBER OF TIMES EXPRESSED

<u>List of Advice</u>		<u>List of Difficulties</u>	
Importance as ranked by number of new teachers who received the advice.		Importance as ranked by the number of new teachers as difficulties.	
School policies and building procedures	29	Expected role and unwritten rules	22
Materials and supplies	25	Building procedures	20
Discipline	22	Discipline	19
Students	16	Teachers	17
Records	14	Supplies	15
Organization for room and for instruction	13	Students	12
Hints, methods, techniques	9	Records	11
Principal	6	Personal lacks	10
Parents	4	Organization for room and for instruction	9
Community	4	Principal	7
Expected role and unwritten rules	4	Parents	5
Teachers	3	Community	5

Teachers gave advice and help about school policies and building procedures (29 of them), but only 20 new teachers felt that learning about them was a major difficulty. What new teachers really felt as a major difficulty was learning about the "expected role", the "unwritten rules", "knowing what is expected in daily routine outside of the classroom, but in the school". "You want the answers, but you don't want to be obnoxious." This difficulty led the list for new teachers, 22, followed by building procedures-20, discipline-19,

teachers-17, supplies-15, students-12, records-11, their own personal lacks-10, and organization of the classroom-9. (See Table 7.2.)

Teachers in the building did not make it a practice to tell new teachers about these unwritten rules and traditions, as only four cases of this were recorded. That they tried to clarify the building procedures, school policies and routine procedures was well documented. That the new teachers didn't "see it that way" is evidenced by the numbers who felt that unwritten rules were a major difficulty. Probably many procedures the teachers in the building neglected to tell about were ones accepted and internalized so completely that no one ever thought about them, like putting one foot before the other in walking. Undoubtedly teachers in the building might say, "I never thought to mention that. I just thought everybody knew." Habits and procedures become so ingrained that people cannot verbalize them. In fact, some of the new teachers said the same thing:

"All teachers are old and have taught here so long that the practices are ingrained."

"It being taken for granted that a new teacher knows all the rules and regulations. I was the only new teacher, and too many times I was not told of things because everyone else already knew about them from former years."

This one area of unwritten rules was mentioned the most among the difficulties of new teachers and provoked the most expressions of frustration and feeling.

New teachers felt quite strongly about one other area, other teachers. As in the unwritten rules, characteristics and personalities of teachers are so thoroughly internalized that any teacher who had been in the building long would find it difficult to explain just what there is about teachers to give advice.

TABLE 7.3

COMPARISON OF HELP GIVEN AND PROBLEMS MENTIONED BY EACH OF FOUR GROUPS

Category	Teacher Offered Help or Gave Advice					New Teachers Considered It A Problem				
	OO	OC	CO	CC	Total	OO	OC	CO	CC	Total
Discipline	3	4	9	6	22	1	3	10	5	19
School policies and building procedures										
Students	10	9	6	4	29	6	7	3	4	20
Records	4	6	5	1	16	3	2	3	4	12
Organization and planning	4	3	5	2	14	3	4	3	1	11
Expected role and unwritten rules	4	4	2	3	13	2	1	1	5	9
Materials and supplies	1	2	1		4	1	8	7	6	22
Hints, methods, techniques	6	6	7	6	25	4	3	5	3	15
Principal Teachers	2	2	2	3	9		1		3	4
Parents		2	2	2	6	1	2	3	1	7
Community	1	2	1	2	3	3	7	3	4	17
Cheering, morale building	1	1	2		4	2	2	1		5
Personal lacks		1			1	1	1	2	1	5
Tests and consultants	1	2			3	8	2			10
Playground-janitor	1		1		2	2		1		3
Methods, curriculum, homework	1		3		4		2	1		3
Meetings after school, PTA, (act.)		1	1	2	4		1	1		2
Other problems			1	1	2	2	2	2	1	5
Gave no answer					0	6	1	2	4	13
Totals	40	45	48	32		40	46	47	38	

However, both new and "other teachers" considered discipline a major problem in approximately the same degree. Parents, community characteristics and the principal were considered at the same level of concern by both new teachers and regular teachers in the building.

In Table 7.3, showing the number of each group of new teachers who recorded the advice given and their major difficulties, it should be noted that in almost all areas the closed school-closed teacher situation gave much less advice than the other groups. One of the major exceptions was in discipline; another one was about materials and supplies. No one in a closed-closed situation received any hint of the unwritten rules, although two cases of advice about other teachers were mentioned. No one received any help or advice regarding parents and community in the same situation, and only one received help about students. New teachers in closed schools did not perceive the parents and community as a major difficulty. There the advice and help seemed to be more forthcoming about things, and less about people and intangibles.

In fact, teachers in closed schools (15) CO and CC, gave more advice about discipline than did those in open schools (7). Fifteen new teachers in closed schools saw discipline as a major difficulty in contrast to only four in open schools. Teachers in open schools evidently gave more advice about school and building policies and new teachers in open schools felt that it was more of a major difficulty than teachers in closed schools. The explanation usually given is that a closed school is more closely organized, has set rules that are always followed, and hence it is not as difficult to find out the policy.

Teachers in open schools gave more advice about the unwritten

rules, but new teachers in open schools did not complain as much about them as did teachers in closed schools. Other teachers seemed to be more of a problem to closed teachers than to open teachers.

For the most part, only open teachers in open schools saw any difficulties encountered that could be attributed in some way to their own shortcomings, either in training or social background. This probably stems from the greater insight and less rigidity found in open people. Most other teachers saw these difficulties as a failing in other people or in the environment rather than in themselves.

The ease of expression seemed to be noticeably lacking in comments from closed schools-closed teacher situations, with more generalized statements without the overtones of feeling and frustration noticed in many of the others. Even though very little comment was made, only three of the 18 teachers gave no answer to the major difficulties.

Generally new teachers could see reason for the advice of regular teachers, such as discipline, school policy, and materials. In a few instances, new teachers could not see the difficulties in proportion to the help and advice offered by regular teachers. In the closed schools-closed teacher situation, less advice and help was offered, and also fewer number of difficulties expressed. Only 12 of the 72 teachers (one-sixth) gave no answer to the question concerning difficulties or else commented that there were no real or major difficulties.

Major Difficulties in Working with Teachers in Building

"What do you consider to be the major difficulties a new teacher has in working with the teachers in this building?"

Of all the answers given, 33 out of 72 new teachers made no comment or replied negatively. However, how the new teachers expressed some of their difficulties gave a clue to much more. From the open-open group were these comments:

"None--too busy."

"Being able to talk to the other teachers about professional problems."

"Worrying too much about pleasing others so that he can't relax and be himself."

"I feel that in a job situation a person must work hard to mesh the personality to work agreeably and cooperatively."

"Knowing when and to whom to express your opinion."

"Their professional jealousies."

"The lack of interest in people and children by the others in the building."

"Getting to know them."

"There is so much competition between the teachers of a grade. They seldom share ideas as to art, music, stories, or mimeograph work."

The next set came from the open school-closed teachers:

"To maintain ideals and the desire to work with troubled children. To encourage positive attitudes toward children. To 'hear' about progress made instead of the negative accomplishments of children."

"Any new ideas one has should be exposed to the group slowly."

"Most of them are older--have different ideas."

"Not too much in common because of age span."

"Some of the teachers are 'nosey'. Some are nosey because they want to know new methods, etc.--others because they dislike you."

"Getting to know them and being able to work with them on committees."

"Being able to be a good listener. Use common sense."

"Being friendly."

"I had no particular major problem; however, I feel that a new teacher should show interest in various ideas and be willing to accept advice, and not act like a know-it-all."

"The 'old' teachers, building procedures, especially those 'unwritten rules.'"

"They are not open to most new ideas or different ideas."

"Probably age would be the major difficulty, because the teachers are almost all older teachers with different methods in some cases."

"Finding out policies and ways of doing things."

From closed schools-open teachers:

"Not listening to gripes about other teachers."

"School is divided into small groups by teachers who eat lunch together. Some go out; some in lunch area; others upstairs; and others in their rooms."

"Have their own cliques so it was slow getting in."

"Older teachers pessimistic as to what can be achieved with these children. They generalize much of the time."

"Too many teachers have pupils come to their room to help them without asking for permission."

"Their expectations of having you fit into their predetermined ways of wanting to have things done (rules, discipline, teaching methods)."

"You must gain their respect even if you are younger."

"None--really two could be more tolerant."

From closed schools-closed teachers:

"They assume you are familiar with all they are talking about."

"Older teachers vs. younger teachers."

"They're always interested in what you are doing, how things are coming and how well the class is kept under control."

"Getting to know them and understand their personalities."

"Personality clashes."

"I would just like to get to know them."

"Criticizing to other teachers instead of telling you things they see wrong."

"None--I got along nicely with both white and Negroes."

Major Difficulties in Working with the Principal in This Building

"What do you consider to be the major difficulties a new teacher has in working with the principal in this building?" To this question, 33 answered "no difficulties," or gave no comments. However, nine said something good about the principal, six in open schools and three in closed schools. To say something good was really more difficult than saying something critical from the wording of the question. There must have been something extremely outstanding to occasion the good remarks.

From the open school-open teachers:

"No major difficulties--the principal is wonderful and I'm very sincere in saying this."

"Learning how to get along with her."

"Confidential."

"Too formal."

"This situation did not occur. The principal made it a point to visit and had offered to assist me with any work I wasn't familiar with."

"There are no difficulties. She is very cooperative, sincere and capable."

From the open schools-closed teachers:

"She is one of the best in the system."

"Principal is a bit rigid--authoritarian. She might change her mind on a certain policy if both teachers of same grade presented different view from hers."

"We have a most understanding principal. I am very, very fortunate to be assigned under her."

"Locating her when needed."

"Discipline--principal does not believe in 'iron-fist' discipline--therefore most teachers discipline themselves."

"Being a good listener, being cheerful."

"There was no major difficulty for me. However, if a beginning teacher does question a particular issue or thing to be done, she should be cautious and ask before doing."

"Don't know her likes or dislikes. To know what types of discipline she wants. To know what type of activities she likes."

"No difficulties at all; however, she does not visit often."

"She is very busy. The major difficulty is finding a time when I can sit down and talk to her."

From the closed schools-open teachers:

"Not having requirements thoroughly and clearly explained so there is no room for misunderstanding."

"Does not always commit himself on an issue. Not rigid on rules and too easy on teachers who are late or doing a poor job, etc."

"He doesn't introduce staff--show where equipment is--is never in the building--expects much decoration for visitors even if not important--is very distant."

"Prefers the traditional methods in teaching."

"He is attending so many meetings that he is in his office very little. I do not see how he has time to do all the work he is doing."

"The principal automatically shifted her responsibilities to other co-worker teachers."

"None--cooperation and direction are wonderful."

From the closed schools-closed teachers:

"Not knowing what she expects of you, both professionally and personally in the classroom."

"Principal absent from building for other meetings."

"Not knowing what to expect (insincere)."

"It is hard to find time to talk with him because of the large number of teachers."

"The principal has never taught elementary children and does not understand that kindergarten, etc., are not conducted as those in ninth grade."

"None, whatsoever."

"None, although I sometimes wish corporal punishment were done."

"Not enough free time for conferences."

"None, he's one in a million."

These statements cannot be analyzed statistically, but in a larger sense they give overtones and explanations of the problems of a teacher new to a building.

Summary

The number one problem for teachers new in a building was the unwritten rules. Next in order of importance was the item of building procedures and school policies, followed next by discipline. Regular teachers advised and helped new teachers in this order: building procedures and school policies, getting materials and supplies, discipline. Neglected were expectations in daily routine outside the classroom but in the school.

Old teachers and their unwillingness to learn new ways or change their ways were the major gripes about other teachers.

The major difficulty about principals seemed to be their lack of time to talk to new teachers about problems. This was also borne out in the two-way analysis of variance conducted earlier in the study.

However, for new teachers, perhaps this one answer summed it up very succinctly: "All offered to help, and it was all different."

CHAPTER VIII

SUMMARY AND CONCLUSIONS

Summary

The purpose of this project was to study the concerns, satisfactions, and contacts with professional people of teachers new to an elementary school building 1963-64, in relation to the type of school climate as measured by the Organizational Climate Description Questionnaire, and also in relation to the classification of the teachers as to relatively open and relatively closed as measured on the Dogmatism Scale.

The question of what differences there might be in these concerns, satisfactions, and frequency of contact with professional people, and of what strength these differences might be was tested on the null hypothesis: No differences will be found among the four groups of new teachers (open school-open teacher, open school-closed teacher, closed school-open teacher, closed school-closed teacher) in relation to their concerns, satisfactions, and frequency of contact with professional people. A second hypothesis was used: No differences would be found among the entire group of new teachers when they were classified as to sex, age, training, teaching experience, experience, experience in the same system, size of school, and number of new teachers per building.

A third hypothesis was stated: No differences will be found among the four groups of new teachers in the frequency with which

they sought help from the principal, from other teachers, from observing others, or from using their own judgment in resolving their concerns.

Originally, 73 schools participated in the study, selected on the basis of their willingness to cooperate in the project, and of the presence of one or more teachers new to the building.

A group of relatively open and relatively closed elementary schools was identified from the results of the Organizational Climate Description Questionnaire. A group of relatively open and relatively closed new teachers was identified from the results of the Dogmatism Scale. Four groups of 18 new teachers in each group were selected: 18 relatively open teachers in relatively open schools (Open-Open), 18 relatively closed teachers in relatively open schools (Open-Closed), 18 relatively open teachers in relatively closed schools (Closed-Open), and 18 relatively closed teachers in relatively closed schools (Closed-Closed).

The Situation Survey which the teachers answered in May, 1964 sought to ascertain the degree of concern they felt for some aspects of teaching, their level of satisfaction in selected aspects of teaching, their frequency of contact with other professional people, and their use of help available in the school building during the school year, 1963-64.

The two-way analysis of variance was used to test the hypothesis of no differences in concerns, satisfactions, and frequency of contact with professional people. The one-way analysis of variance was used for testing the strength of the variables, and Chi Square to test the teachers' use of help sources during the year.

[illegible]

Conclusions

The significant findings from this study of 72 new teachers are seen in Table 8.1. Each list is in rank order: most concern to least, least satisfactory to most, most frequent contact to least. The direction and trend of these significant findings are explained in the order they appear on the chart.

The selected new teachers reported, in order of frequency, concerns in teaching as follows: (1) discipline, (2) teacher-student relationships, (3) grading, (4) classroom instruction, (5) building policies, (6) teacher-principal relations, (7) teacher-self autonomy feeling, (8) teacher-parent relations, (9) teacher-community relations, and (10) teacher-teacher relations. None of these areas of concern was significantly related to the climate of the school when the two-way analysis of variance was used.

Concern with discipline, teacher-student relations, teacher-principal relations, and grading was related to open and closed personality as determined by the differences in the means at the .01 level (See Table 8.1). The relatively closed teachers showed greater concern with these matters than the relatively open teachers, regardless of whether the climate of the school was open or closed. The same pattern held true for the teacher-self autonomy feeling and the teacher-teacher relationship at the .05 level. None of the four groups expressed much concern about the teacher-parent or the teacher-community relationships, and there were no significant differences among the groups in these areas.

A two-way analysis of variance of teachers' expressed satisfactions indicated that the open-open people reflected a much higher level of satisfaction than the other groups: that all teachers, both

open and closed, in the relatively open schools were more satisfied with the adequacy of supplies, teaching load, and fairness with which duties were distributed in the building. These were significant at the .05 level (See Table 8.1). On the subject of the amount of interest shown by the students the differences became more pronounced, significant at the .01 level, with both open and closed teachers in the relatively open schools expressing the same amount of satisfaction.

Concerning helpfulness of supervision a somewhat different relationship was shown--the open-open and closed-closed groups expressing the least satisfaction. The climate factor showed significance at the .05 level, while the dogmatism factor indicated significance at the .01 level. All the other areas, while there was no significance, showed the same trend toward the influence of climate rather than dogmatism, except in relations with administrators.

These 72 teachers new to the building indicated that teachers of the same grade in the same building were most frequently contacted to discuss their professional concerns, followed by teachers of another grade in the same building, the principal, a teacher in another building or system, and other administrative leaders, (See Table 8.1).

The two-way analysis of variance indicated a significant difference at the .01 level among the groups concerning their contact with a teacher of the same grade in the same building, with the open-open group having the least contact and the closed-closed group having the most contact. The closed teachers in open schools and open teachers in closed schools reported a frequency of contact in the range between the other two groups.

Where teachers were contacted in another building, the relatively closed teachers reported more frequent contacts than the relatively open teachers, with a difference significant at the .05 level on the factor of dogmatism. Information in other parts of the survey indicated that many of these teachers in other buildings were roommates, spouses, or friends. The climate appeared to be practically non-operative except in the contact with teachers of the same grade in the same building.

The analysis of variance showed no significant differences among the four groups attributable to the interaction between climate and dogmatism. In fact, only seven F statistics had a value as high as 1.00 plus. Not one was over 2.00 (2.74 was needed for significance at the .05 level). The conclusion is that in this sample there was no interaction between the factors of climate and dogmatism that would produce significant differences among the four groups. Each factor appeared to work independently of the other.

The analysis of variance showed that the sex of the new teacher was significant in their attitudes toward discipline, teacher-student relations, grading, classroom instruction and building policies, with the male showing less concern. However, males were less satisfied, and significantly so at the level of .05, in the areas of salaries, working conditions, and at the .01 level in the area of parent relations.

Age differences were significant in all areas of concern except discipline and grading, with teachers in the middle years showing the least concern. Older teachers were more satisfied with salaries which was the only area of significance in the relationship between age and the satisfactions studied.

The level of training was significantly related to concern for discipline and in satisfaction with community attitudes and helpfulness of supervision. Higher levels of training indicated less concern and less satisfaction.

Experience was significantly related to concern for discipline and instruction. There was a trend of first year teachers showing most concern, which gradually lessened during the next four years. After ten years there appeared a gradual increase in the level of concern until in the 20 years and over bracket of experience concern for each of these was much greater than it was for new teachers.

In the satisfaction area, the trend was reversed, as first year teachers and those teaching the first five years gave nearly the same kind of answers to satisfaction items.

Of the 19 areas of satisfaction, only three appeared significant when related to experienced teachers: satisfaction with the position as a whole except for salary, satisfaction with working conditions compared to those of other professions at the same level of education, and satisfaction with salary compared to that of other professions in the area open to people with the same level of education.

Experience in the school system in the analysis of variance showed that those who had taught there five or more years were more concerned about problems than those who had taught there less than five years in the following areas: significantly at the .05 level in the principal relationship and in the teacher-self autonomy feeling, and at the .01 level for the teacher-teacher relationship. Those who had taught there three or more years were less satisfied than the others in adequacy of supplies and helpfulness of supervision. New teachers without experience in the system had less frequent contact

with teachers of the same grade, same building, but more contact than the group with experience in the system with a teacher of another grade.

In terms of school size, teachers in the largest and smallest schools were least satisfied, while new teachers were more satisfied in the in-between schools. The size of the school had no relationship with the level of concerns, or with the frequency of contact with other professionals.

The number of new teachers in a school appeared to have little bearing on any areas studied except in the attitude of the teachers to the adequacy of the school building and adequacy of supervision, significant at the .05 level. The more new teachers in a school the more dissatisfied these teachers were with their building and supervision. There was also a significant relationship between the number of new teachers in a school and the frequency of contact with a teacher in another building or system to discuss their professional concerns; the more new teachers, the more frequent were the contacts. Neither school size nor number of new teachers per building was related to the concerns of the teachers.

In the study of how new teachers used the help available only two areas of significance developed. In getting help from the principal in the teacher-parent relations, both climate and dogmatism seemed to be operating, as there were differences between open and closed teachers and a comparable difference between open and closed schools. Getting help from other teachers in the principal relationships apparently depended on the climate factor as there were no differences between open and closed teachers, but a large difference between open and closed schools. An interesting, but not significant,

trend was that relatively open teachers in the relatively closed schools were not likely to seek help from the principal, or from other teachers, or from observing. They were more likely to choose some other form of assistance. All four groups showed equally the tendency to use self-judgment in resolving problems, indicating that teaching in its different aspects seem to be an individual matter in which the teacher makes an infinite number of decisions on his own.

Variables in this study accounted for 44 of the 60 significant analyses. Even though the main purpose was the study of organizational climate and dogmatism in relation to new teachers, the analyses of the variables regarding new teachers have given some insight into the workings of climate and dogmatism, and have perhaps added some pertinent information to the knowledge of what happens to new teachers, and how they react.

From the actual comments made by new teachers it was found that the main problem they faced in the building was unwritten rules. Next in order of importance were the items of building policies and discipline. Other teachers advised them about building policies, getting materials and supplies and discipline. Other teachers neglected to tell about what was expected in daily school routine outside of and sometimes inside the classroom. This happened because many procedures and policies had become so internalized that other teachers were unable to put the ideas into words. They followed the rules without thinking about what they were doing.

The major gripes about other teachers were the "old" teachers, and their unwillingness to learn new ways or change their ways. The major difficulty with principals seemed to be that new teachers could

not find time to discuss their concerns with the principal. This finding was also borne out in that the principal ranked third in the rank order of frequency of contact with professional people.

Discussion

Since the Organizational Climate Description Questionnaire labeled school climates on a continuum from open to closed, one of the first considerations was to discover what connections there might be between the open and closed school and the open and closed mind, as described by the Dogmatism Scale. The use of the two-way analysis of variance would yield an F statistic large enough for significance if there had been an interaction between the two factors. Since there was no significant interaction in any tested area, the conclusion for this sample of new teachers was that there was no relation of any importance. Open and closed climate did not appear to have any link with the open and closed belief-disbelief system.

In this sample, the relatively closed teachers expressed more concern about teaching than the relatively open. Evidence as to whether age is a factor in dogmatism, or whether it is the dogmatic person who stays in teaching, is not conclusive. However, age as a variable was more closely related to concerns than any other variable.

It was theorized that satisfactions would be related to climate of the school. While the overall trend of satisfaction areas was that teachers in open climate schools expressed greater satisfaction than those in closed schools, there were only five significant areas relating to climate and two of the five also held a significant relationship to dogmatism. Satisfaction in teaching must in at least two aspects depend on the dogmatism of the teacher as well as the

organizational climate of the school: helpfulness of supervision and fairness with which duties are distributed.

Frequency of contact appeared to be a function of both climate and dogmatism, each acting independently in seeking help from the teacher of the same grade same building. Other professional people were contacted on the basis of dogmatism, not climate. The other administrative leader contact was the result of the teacher training system, not the climate.

It was not surprising that new teachers ranked discipline as of greatest concern, or that they felt discipline was one of the three areas of greatest dissatisfaction. This finding is the same in practically all studies of new teachers. New teachers' dissatisfaction with salary is also authenticated in other research. Those people who had been in the system for years would be at the top of the salary schedule and be less dissatisfied. The expectation was that teachers would be extremely concerned about their relationship with fellow teachers, but this relationship was ranked of least concern. It was also the one ranked very high in satisfaction.

Helpfulness and adequacy of supervision were two areas new teachers particularly noticed. Those with less than a Bachelor's Degree were under the intern consultant or the cooperative program. The helpfulness and adequacy of the supervision was rated high. Other new teachers holding a degree were somewhat critical of the supervision they received.

That new teachers showed a definite lack of concern about the parent relationship and the community relationship was surprising, as many of the college professional courses are aimed toward the advisability of involving parents and the community in the schools.

There appeared no significant differences among the groups in this lack of concern about parents and the community, and satisfaction with the relationship ranked in the upper half. The basis for this lack of concern might be that with the scarcity of teachers, the job no longer depends on how well the teacher fits into the community and gets along with parents in the schools in this sample. One comment from teachers was they did not know how to conduct a parent-teacher conference, and that other teachers had helped them when they were confronted with the problem. The question of concern for the parent relationship yielded answers showing no significant differences among the groups. Many items regarding parents in the Situation Survey were answered, "did not occur." Insofar as satisfaction with the parent relationship was concerned, only those with less than a Bachelor's Degree and those with five or more years of training expressed any degree of satisfaction.

While the principal in the elementary school is the administrator, he is only third in the frequency of the persons with whom new teachers talk over their professional concerns. Teachers in the same building, either same grade or another grade, serve as the chief source of professional help, especially in the case of relatively closed teachers. In a relatively open climate, relatively open teachers are the least likely of all groups to seek out other professional people to discuss their concerns, while in the relatively closed climate, relatively closed teachers have the most frequent contact with such people.

One trend that definitely stands out from "Where did you go for help?" is that in relatively closed schools, relatively open teachers did not go to other teachers or the principal for help. They

TABLE 8.2

RANK ORDER OF MEAN SATISFACTION WITH SELECTED ASPECTS OF TEACHING
BY THE FOUR TEACHER-SCHOOL GROUPS

(High score means greater satisfaction)

<u>Category</u>	<u>Open</u>		<u>Closed</u>		<u>F Statistic</u>	
	<u>Open</u> <u>N=18</u>	<u>Closed</u> <u>N=18</u>	<u>Open</u> <u>N=18</u>	<u>Closed</u> <u>N=18</u>	<u>Climate</u>	<u>Dogmatism</u>
Salary compared to other jobs	2.722	2.833	2.500	2.444	N.S.	N.S.
Supplies	3.166	3.166	2.611	2.833	Sig. at .05	N.S.
Discipline	3.167	2.944	2.889	2.833	N.S.	N.S.
Time spent on duties	3.111	3.000	2.889	3.111	N.S.	N.S.
School building	3.111	3.111	3.056	2.889	N.S.	N.S.
Working conditions	3.111	3.333	3.000	2.889	N.S.	N.S.
Community attitude	3.278	3.167	3.000	3.056	N.S.	N.S.
Interest shown by students	3.389	3.389	3.167	3.000	Sig. at .01	N.S.
Teaching load	3.500	3.333	3.167	3.000	Sig. at .05	N.S.
Helpfulness of supervision	3.278	3.556	2.889	3.333	Sig. at .05	Sig. at .01
Position (including salary)	3.444	3.333	3.111	3.222	N.S.	N.S.
Adequacy of supervision	3.278	3.611	3.167	3.278	N.S.	N.S.
Non-teaching responsibilities	3.389	3.667	3.222	3.333	N.S.	N.S.
Parent relations	3.556	3.556	3.556	3.611	N.S.	N.S.
Position (except salary)	3.722	3.556	3.389	3.611	N.S.	N.S.
Relations with administrators	3.444	3.778	3.556	3.556	N.S.	N.S.
Relations with students	3.611	3.722	3.611	3.722	N.S.	N.S.
Relations with other teachers	3.500	3.722	3.722	3.833	N.S.	N.S.
Fairness of duties	3.833	3.778	3.778	3.889	Sig. at .05	Sig. at .05
Average	3.348	3.398	3.120	3.234		

may have recognized they were "outsiders" and it was best to keep quiet about concerns and difficulties.

In the matter of classroom instruction, all groups of new teachers evidently were trained well enough so that they felt somewhat secure. There were no differences among the groups in their concern.

Most of the findings were expected and followed the theory of dogmatism and climate.

Other Findings Unanticipated

Of all the significant satisfaction areas related to organizational climate in the two-way analysis of variance, the one Amount of Interest Shown by Your Students would seem to bear a pertinent relationship (.01 level). Teachers in open schools perceived the students as being well motivated and interested in learning. Teachers in closed schools thought of the students as being less interested in learning. Evidently in open climate schools students may sense an atmosphere that is conducive to interest in studying. It is noted on Table 8.2 that both relatively open and relatively closed teachers in open schools perceive the same interest, while teachers in relatively closed schools see less interest shown by their students.

While the Organizational Climate Description Questionnaire was not constructed for student relationship, it might be a good indicator of a climate that would be helpful in the learning process. At least in this sample of schools and teachers, teachers noticed that students did show more interest in open schools which would probably mean better learning conditions and better education.

In one other area, the size of the school, interest shown by

the students made a significant F statistic. The amount of interest was least in the school size of 21-25 teachers, and highest in the 6-10 teacher size. Even though the F statistic barely reached significance at the .05 level, school size in this sample did make some difference in the interest and thus probably in the learning conditions.

Similarly, school size had seven out of 21 significant areas in satisfaction closely related to climate. In this sample closed schools had larger populations than open schools. They had a larger percentage of the staff as new members. Table 5.26 showed the average number of teachers in closed schools was 20+; the average number in open schools was 18+. However, the open schools had approximately 22% of the total number of teachers new to the building. The closed schools had approximately 26% new teachers. The relationship between school size and open-closed climate in general is not clear from this study, although there are indications that the two factors may be interacting. The sheer weight of numbers, both teachers and children, would make it difficult for the principal to do many of the things that would lead to an open school. One of the major tendencies of an open school is a small amount of disengagement of the teachers, and the opposite for a closed school. In a large school, it would seem to be common for teachers to feel less a vital part of the entire school education and more like a cog in a wheel.

Along with interest being greater in small schools, new teachers there were also more satisfied with their relations with students and discipline. However, with an increase in school size and increase in new teachers per building, there was a corresponding increase in the satisfaction with the helpfulness and adequacy

of supervision. This would seem to indicate that larger schools had made more adequate provisions for helping the new teacher.

Another unanticipated finding was that concern for the teacher-teacher relationship was an element of dogmatism, not climate; climate was presumed to map the area of the adult relationships in the building. That it ranked the least of the concerns, even lower than that of parent and community relationships, would seem to belie the importance of having congenial co-workers, at least insofar as this sample was concerned. New teachers were very satisfied with their relationship with other teachers. The teachers in larger schools appeared significantly more satisfied with their relations with teachers than did those in smaller school. Perhaps in large schools there were more different types of personality and the new teacher could find one or more persons with whom he could be friendly.

Some researchers have commented that teachers are "different" and would not fit into a normal population curve and range whenever the results from a test are tabulated. At the beginning of the project, 250 new teachers answered the Opinion Survey, which contained the Dogmatism Scale. The results from the survey put them into a range that was normal for the population at large, with the relative numbers showing the normal curve and median. In fact, the median and the mean were within three tenths of a point of being the same. This sample of new teachers was then not one that had an abnormal distribution on the Dogmatism Scale.

Surprisingly, there was a higher percentage of male teachers in this sample than anticipated. Also, they were much less concerned about the different aspects of teaching than women teachers, but, according to expectation, they were much less satisfied with all parts

of teaching, including salary and working conditions.

In spite of the talk and interest in making teaching a profession of greater prestige, only one mention was made of a teacher encouraging a new teacher to join a professional organization.

In the beginning it was anticipated that the open-open group and the closed-closed group of new teachers would be the most satisfied and that the open school-closed teacher and closed school-open teacher groups would be the least satisfied. The closed school-open teacher group was the least satisfied, but the open school-closed teacher group was the most satisfied. Do closed teachers like an open climate school better than a closed climate?

Relatively open teachers were more dissatisfied with their supervision, both in its helpfulness and adequacy, than were the relatively closed teachers. They made twice as many multiple choices of help than the closed teachers when a problem presented itself. Only relatively open teachers expressed the thought that a problem could be caused because of some personal lack of training and insight.

However, there seemed to be no differences in the number of times each used his own judgment. Teaching in 1963-64 was still very individualistic, with teachers making innumerable decisions each day that affected the learning of boys and girls, and this happened regardless of the amount of supervision the teachers had.

These are the most outstanding findings that did not fit in with the preconceived ideas and with previous research. The changing background of those who become teachers, the changed home conditions of many students, and the changed community would have its impact on the behavior of new teachers. These factors should be studied more fully in further research, along with student interest and school

size in relation to climate.

Implications for Further Research

While the question of whether either climate or dogmatism, or both, or their interaction affected significantly the concerns of new teachers, their satisfactions, and their frequency of contact with professional people was answered for only this sample studied, a more equal matching of size of school and number of new teachers should be attempted. If all teachers could have equal number of years of experience, training, such as either all Bachelor degree-beginning teachers, the research would lead to better generalizations.

This study was designed primarily as one step in helping new teachers adjust to the building, by discovering how 72 teachers in certain groupings of climate and dogmatism reacted during the first year there. While the extremes of both climate and dogmatism were taken, some study should be made of the "middle" schools and the "middle" in the dogmatism group. It would probably be harder to find significant differences, but undoubtedly there are problems for the "middle" teacher in a relatively open or closed school, or the relatively open or closed teacher in a "middle" school.

Since the organizational climate can be mapped for an elementary school, perhaps an adjustment scale could be effected for new teachers, or a scale for the degree of commitment a teacher has for education. The disengagement factor in the Organizational Climate Description Questionnaire may be one factor in commitment or lack of it, and should be studied. After the occurrences of one year are known, some work should be done regarding the impact of this year on the teachers.

Further study is needed to determine the amount of influence other teachers in the school have on new teachers and which ones have the influence. Similarly, what influence do new teachers have on the organizational climate of the schools they enter after one year? How stable is the climate of the school? What relationship is there between the dogmatism of the principal and the climate, and between the dogmatism of the entire faculty and the climate?

Since the size of school and number of new teachers were significantly related to satisfactions and were in turn also related to climate, study should be done on the relationship of size of school and number of new teachers to the climate, as certain variables were definitely related to satisfaction.

The most basic implication for further research seems to be this: does a relatively open school produce learning conditions so students show more interest in learning than they do in relatively closed schools? This question arises since interests of students was the only .01 level of significance area related to organizational climate. Schools are for boys and girls and their learning. If in an open climate new teachers commented favorably on the amount of interest students exhibited, and if in a closed climate teachers commented less favorably, then this one factor might possibly be crucial in securing better learning conditions. This implication does not directly fit into the problem of this research, that of teacher behaviors and adjustment, but an answer to this question might be valuable in the educational process.

A more detailed satisfaction survey about specific occurrences might be of value in determining more accurately the degree of satisfaction, and in turn the strength of the climate factor. The size of

school and the seeking of help showed definite trends toward the climate factor and should be more thoroughly investigated in relation to satisfaction.

All research that can ease the adjustment of new teachers to the building and to the job would be useful. Although it does not always follow directly that adjustment means more effectiveness in teaching, education needs to keep in its ranks teachers who will not become discouraged in a year or two and leave. The elements of climate and dogmatism may have bearing on this needed adjustment.

Teaching, like other professions, has its uninitiated who should be inducted into its group. It is hoped that this research has added something to the knowledge and understanding of their problems and behavior, and that the results can be used in helping new teachers become members of the profession.

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APPENDIX A
TABLES

TABLE A.1

SUMMARY OF DISTRIBUTION OF SCHOOLS AND NEW TEACHERS BY QUANTILES

<u>Area</u>	<u>First Quartile</u>		<u>Second and Third Quartiles</u>		<u>Fourth Quartile</u>	
	<u>Open Schools</u>	<u>New Teachers</u>	<u>Middle Schools</u>	<u>New Teachers</u>	<u>Closed Schools</u>	<u>New Teachers</u>
Suburban	5	15	12	40	5	6
City	8	15	13	24	3	29
Industrial City	4	30	6	53	6	21
Out State	3	1	4	13	4	3
Totals	20	61	35	130	18	59

TABLE A.2

SCHOOLS RANKED BY SCORES ON OCDQ, AND THEIR NEW TEACHERS CLASSIFIED
AS OPEN, MIDDLE AND CLOSED BY SCORES ON D SCALE

<u>Schools</u>		<u>Teachers</u> <u>Scores on D Scale</u>		
<u>Rank</u> <u>School</u>	<u>Score on</u> <u>OCDQ</u>	<u>Open</u> <u>Teachers</u>	<u>Middle</u> <u>Teachers</u>	<u>Closed</u> <u>Teachers</u>
1	84		162 145	
2	82		159 161	*127 98
3	82		146	*139
4	82		147	
5	81	*180	146	
6	81		148 151	
7	81	*202 *181 *167 *163	158	*129
8	81	*165		
9	80	*172 *195		
10	80	*166		
11	79		142 162 164	*112
12	79	*176	143 145	*139 *122
13	78	*178	147	
14	78			*115
15	78	*172	140	
16	78		162	*121
17	78			*136

*Teachers taken for the study

TABLE A.2--Continued

<u>Schools</u>		<u>Teachers</u> <u>Scores on D Scale</u>		
<u>Rank</u> <u>School</u>	<u>Score on</u> <u>OCDQ</u>	<u>Open</u> <u>Teachers</u>	<u>Middle</u> <u>Teachers</u>	<u>Closed</u> <u>Teachers</u>
18	77	*168	159 155 145 157 158	*138 *123
<u>25% Percentile</u>				
19	77	*174	154	
20	77	*171		141 *136
21	75	*166		
22	75		157 144 156	
<u>30% Percentile</u>				
23	75		151 162	
24	74			*133
25	73	*177 *184	146	*134 *117
26	73		147	*136 *139 *121
<u>35% Percentile</u>				
27	72		161 169	
28	72		145 146	
29	72			127
30	71		144 142	139
31	71	185		138 126

*Teachers taken for the study

TABLE A.2--Continued

<u>Schools</u>		<u>Teachers</u> <u>Scores on D Scale</u>		
<u>Rank</u> <u>School</u>	<u>Score on</u> <u>OCDQ</u>	<u>Open</u> <u>Teachers</u>	<u>Middle</u> <u>Teachers</u>	<u>Closed</u> <u>Teachers</u>
32	71	-	-	-
33	70	175 174	151 159	
34	69			133 136
35	67	174 208	162 169 169	126 124
36	66		159	
37	66			139
38	66	175	167	
39	66	-	-	-
40	65	181	159	
41	65	167	161 157 143 140 140	
42	64		155	134
43	64	180 168	162 150 150	
44	63	174	147 142	127 115
45	62	173		
46	62		156 155 152	
47	62	172	149	

35% Percentile

*Teacher taken for the study

TABLE A.2--Continued

<u>Schools</u>		<u>Teachers</u> <u>Scores on D Scale</u>		
<u>Rank</u> <u>School</u>	<u>Score on</u> <u>OCDQ</u>	<u>Open</u> <u>Teachers</u>	<u>Middle</u> <u>Teachers</u>	<u>Closed</u> <u>Teachers</u>
			162	
			161	
48	61		153	124
			162	127
			155	
			149	
			161	
49	59		160	
50	57		145	*141
51	57	*179	166	
		*167		
30% Percentile				
52	56	*174		*142
53	55		161	*140
			147	*139
				* 96
54	53		164	
55	50		158	
			156	
			164	
25% Percentile				
56	45		144	*139
57	41			*136
58	40	*180	147	
59	40			*138
60	39		158	
61	38			*142
62	38	*184	162	
		*180		
63	35	-	-	-

*Teachers taken for the study

TABLE A.2--Continued

<u>Schools</u>		<u>Teachers</u> <u>Scores on D Scale</u>		
<u>Rank</u> <u>School</u>	<u>Score on</u> <u>OCDQ</u>	<u>Open</u> <u>Teachers</u>	<u>Middle</u> <u>Teachers</u>	<u>Closed</u> <u>Teachers</u>
64	32		150	
65	31	207	158	*122 *141
66	28	*182 *185 *206	161 158 151 159	*120 *112 *125 *143
67	27	*197 *178 *179 *176	146	*136 *128
68	25		162 144	
69	23	*196		
70	21		158	
71	21	-	-	-
72	20	*165	151	
73	15	*185 *179 *177	150 145	*142

*Teachers taken for the study

TABLE A.3

RANK ORDER OF SCHOOLS ON OCDQ WITH INFORMATION ON NUMBER OF
RETURNING TEACHERS, NEW TEACHERS, AND SEX OF PRINCIPAL

<u>Rank of School</u>	<u>Score</u>	<u>Number Returning Teachers</u>	<u>Number New Teachers</u>	<u>Sex (Principal)</u>
1	84	18	2	M
2	82	14	5	F
3	82	11	2	F
4	82	11	1	F
5	81	10	3	F
6	81	11	3	F
7	81	20	7	F
8	81	6	1	F
9	80	18	2	M
10	80	10	2	F
11	79	10	4	F
12	79	14	5	F
13	78	17	3	M
14	78	16	4	F
15	78	22	3	F
16	78	30	3	F
17	78	12	1	F
18	77	19	8	F
25 Percentile				
19	77	9	3	M
20	77	10	3	F
21	75	20	2	F
22	75	11	3	F
30 Percentile				
23	75	6	4	F
24	74	6	2	F
25	73	9	6	M
26	73	10	5	F
35 Percentile				
27	72	8	3	M
28	72	8	4	F
29	72	8	1	F
30	71	8	4	F
31	71	9	3	M
32	71	14	0	F
33	70	22	6	M
34	69	13	2	F
35	67	15	8	F
36	66	13	5	M
37	66	17	2	M

TABLE A.3--Continued

<u>Rank of School</u>	<u>Score</u>	<u>Number Returning Teachers</u>	<u>Number New Teachers</u>	<u>Sex (Principal)</u>
38	66	12	2	F
39	66	19	1	M
40	65	10	2	F
41	65	8	6	M
42	64	9	2	F
43	64	8	6	F
44	63	16	6	F
45	62	8	1	F
46	62	29	3	F
47	62	10	2	M
<hr/>				
Lower 35 Percentile				
48	61	11	9	F
49	59	6	6	F
50	57	8	4	F
51	57	6	5	F
<hr/>				
Lower 30 Percentile				
52	56	10	3	F
53	55	26	5	M
54	53	7	3	F
55	50	8	3	M
<hr/>				
Lower 25 Percentile				
56	45	11	2	F
57	41	10	1	F
58	40	13	4	M
59	40	26	2	M
60	39	7	1	M
61	38	6	1	F
62	38	21	3	M
63	35	13	1	M
64	32	11	1	F
65	31	10	6	M
66	28	27	11	F
67	27	22	11	M
68	25	20	3	M
69	23	9	1	M
70	21	10	1	F
71	21	11	3	F
72	20	10	2	F
73	15	12	6	F

TABLE A.4

F STATISTICS FOR CLIMATE, DOGMATISM, AND INTERACTION
IN RELATION TO CONCERNS OF THE FOUR GROUPS OF NEW
TEACHERS FROM THE TWO-WAY ANALYSIS OF VARIANCE

<u>Concerns</u>	<u>Climate</u>	<u>F Statistics</u> <u>Dogmatism</u>	<u>Interaction</u>
Discipline	.10956	4.42373**	.29679
Teacher-student relations	.56628	4.13466**	.14629
Grading	.07855	4.74692**	1.04921
Classroom instruction	.00421	1.75146	.17216
Building policies	.51679	2.71378	.05378
Teacher-principal relations	.48742	17.44815**	.19866
Teacher-self autonomy	.40794	3.88241*	.17777
Teacher-parent relations	.09901	1.36018	.20691
Teacher-community relations	.07698	2.05674	.54566
Teacher-teacher relations	.45517	3.94360*	1.07543

df 3/68 Sig. .05 = 2.74 Sig. .01 = 4.08 *Sig. at .05 **Sig. at .01

TABLE A.5

F STATISTICS FOR CLIMATE, DOGMATISM, AND INTERACTION IN
RELATION TO SATISFACTIONS OF THE FOUR GROUPS OF NEW
TEACHERS FROM THE TWO-WAY ANALYSIS OF VARIANCE

<u>Satisfactions</u>	<u>Climate</u>	<u>F Statistics</u> <u>Dogmatism</u>	<u>Interaction</u>
Salary compared to other jobs	2.42857	.2007	.18064
Supplies and equipment	3.91367*	.24460	.24460
Discipline	1.16503	.59441	.21399
Time spent on duties	.09605	.09605	.86441
School building	.48907	.17606	.17606
Working conditions compared	1.90583	.07623	.68610
Community attitude	1.40000	.02857	.25714
Interest shown by students	4.56098**	.33925	.33925
Teaching load	3.48718*	.87179	.00000
Helpfulness of supervision	3.02056*	4.21880**	.22467
Position (including salary)	1.92908	.00000	.48227
Adequacy of supervision	2.14873	2.15873	.53968
Non-teaching responsibilities	2.29118	1.38602	.25458
Parent relations	.04000	.04000	.04000
Position (except salary)	.95937	.03837	1.88036
Relations with administrators	.15455	1.39091	1.39091
Relations with students	.00000	.95775	.00000
Relations with other teachers	2.39062	2.39062	.26562
Fairness with which duties are distributed	3.18129*	3.18129*	1.78947

df 3/68 Sig. .05 = 2.74 Sig .01 = 4.08 *Sig. .05 **Sig. .01

TABLE A.6

F STATISTICS FOR CLIMATE, DOGMATISM, AND INTERACTION IN RELATION TO
 FREQUENCY OF CONTACT WITH PROFESSIONAL PEOPLE OF THE FOUR GROUPS
 OF NEW TEACHERS FROM THE TWO-WAY ANALYSIS OF VARIANCE

<u>Frequency of Contact</u>	<u>Climate</u>	<u>F Statistics</u>	
		<u>Dogmatism</u>	<u>Interaction</u>
Teacher same grade, same building	5.87219**	7.10535**	.93955
Teacher another grade, same building	.91582	2.06061	.22896
Principal	.26511	2.38596	1.65692
Teacher another building or system	.21691	3.47049*	.05423
Other administrative leader	.24071	.06018	.24071

df 3/68 Sig. .05 = 2.74 Sig. .01 = 4.08 *Sig. at .05 **Sig. at .01

TABLE A.7

F STATISTICS FOR VARIABLE SEX OF NEW TEACHERS IN RELATION TO
CONCERNS, SATISFACTIONS, AND FREQUENCY OF CONTACT

	<u>F Statistic</u>	<u>Significance</u>
<u>Concerns - Rank Order</u>		
Discipline	7.52630**	.01
Teacher-student relations	5.61040*	.05
Grading	8.21052**	.01
Classroom instruction	9.83648**	.01
Building policies	4.25597*	.05
Teacher-principal relations	2.38482	
Teacher-self autonomy	3.77054	
Teacher-parent relations	.51187	
Teacher-community relations	.54671	
Teacher-teacher relations	3.84861	
<u>Satisfactions</u>		
Salary compared	4.40388*	.05
Supplies	2.30760	
Discipline	.24551	
Time on duties	1.71157	
School building	.05119	
Working conditions compared	6.41181*	.05
Community attitude	.67057	
Interest shown by students	.66503	
Teaching load	3.56093	
Helpfulness of supervision	.42600	
Position (including salary)	2.11921	
Adequacy of supervision	.02084	
Non-teaching responsibilities	1.05580	
Parent relations	10.17197**	.01
Position (except salary)	3.91319	
Relations-administrators	.02452	
Relations-students	.15660	
Relations-other teachers	1.68030	
Fairness of duties	.32790	
<u>Frequency of Contact</u>		
Teacher same grade, same building	.00807	
Teacher another grade, same building	3.29966	
Principal	.00458	
Teacher another building	.00850	
Other administrative leader	.00110	

df 1/70 Sig. .05 = 3.98 Sig. .01 = 7.01

TABLE A.8

F STATISTICS FOR VARIABLE AGE OF NEW TEACHERS IN RELATION TO
CONCERNS, SATISFACTIONS, AND FREQUENCY OF CONTACT

	<u>F Statistic</u>	<u>Significance</u>
<u>Concerns - Rank Order</u>		
Discipline	.48644	
Teacher-student relations	3.76626*	.05
Grading	1.30910	
Classroom instruction	5.32810**	.01
Building policies	3.40282*	.05
Teacher-principal relations	4.62126**	.01
Teacher-self autonomy	3.99718*	.05
Teacher-parent relations	5.59924**	.01
Teacher-community relations	4.59121**	.01
Teacher-teacher relations	7.83822**	.01
<u>Satisfactions</u>		
Salary compared	2.75159*	.05
Supplies	.41653	
Discipline	1.52972	
Time on duties	.99123	
School building	1.62570	
Working conditions compared	1.85500	
Community attitude	.96867	
Interest shown by students	1.70003	
Teaching load	1.03716	
Helpfulness of supervision	1.10367	
Position (including salary)	.39348	
Adequacy of supervision	1.63279	
Non-teaching responsibilities	.96012	
Parent relations	1.24901	
Position (except salary)	.68839	
Relations-administrators	.90192	
Relations-students	.54524	
Relations-other teachers	2.18119	
Fairness of duties	.71173	
<u>Frequency of Contact</u>		
Teacher same grade, same building	.18156	
Teacher another grade, same building	1.78599	
Principal	.58612	
Teacher another building	.53775	
Other administrative leader	1.10981	

df 3/68 Sig. .05 = 2.75 Sig. .01 = 4.12

TABLE A.9

F STATISTICS FOR VARIABLE TRAINING OF NEW TEACHERS IN RELATION
TO CONCERNS, SATISFACTIONS, AND FREQUENCY OF CONTACT

	<u>F Statistic</u>	<u>Significance</u>
<u>Concerns - Rank Order</u>		
Discipline	3.10431*	.05
Teacher-student relations	.11400	
Grading	.24713	
Classroom instruction	.28167	
Building policies	.30147	
Teacher-principal relations	.52216	
Teacher-self autonomy	.37604	
Teacher-parent relations	.49812	
Teacher-community relations	1.08253	
Teacher-teacher relations	.33930	
<u>Satisfactions</u>		
Salary compared	1.63159	
Supplies	1.24338	
Discipline	1.51002	
Time on duties	1.04837	
School building	2.07080	
Working conditions compared	.06082	
Community attitude	2.74961*	.05
Interest shown by students	1.01656	
Teaching load	.67209	
Helpfulness of supervision	2.89479*	.05
Position (including salary)	1.80369	
Adequacy of supervision	2.20042	
Non-teaching responsibilities	.24916	
Parent relations	.87156	
Position (except salary)	1.17709	
Relations-administrators	.19954	
Relations-students	.37562	
Relations-other teachers	.48684	
Fairness of duties	1.52658	
<u>Frequency of Contact</u>		
Teacher same grade, same building	.83392	
Teacher another grade, same building	.64415	
Principal	.76110	
Teacher another building	.97314	
Other administrative leader	1.17012	

df 4/67 Sig. .05 = 2.51 Sig. .01 = 3.62

TABLE A.10

F STATISTICS FOR VARIABLE EXPERIENCE OF NEW TEACHERS IN RELATION
TO CONCERNS, SATISFACTIONS, AND FREQUENCY OF CONTACT

	<u>F Statistic</u>	<u>Significance</u>
<u>Concerns - Rank Order</u>		
Discipline	3.77595**	.01
Teacher-student relations	1.78831	
Grading	1.89823	
Classroom instruction	3.35053**	.01
Building policies	1.12500	
Teacher-principal relations	.99308	
Teacher-self autonomy	1.73204	
Teacher-parent relations	1.49156	
Teacher-community relations	2.43696*	.05
Teacher-teacher relations	2.46746*	.05
<u>Satisfactions</u>		
Salary compared	3.49999**	.01
Supplies	1.85543	
Discipline	1.08524	
Time on duties	1.52692	
School building	1.73379	
Working conditions compared	2.11930*	.05
Community attitude	1.12898	
Interest shown by students	1.55046	
Teaching load	.72974	
Helpfulness of supervision	1.96230	
Position (including salary)	.96203	
Adequacy of supervision	.79273	
Non-teaching responsibilities	1.28202	
Parent relations	.92691	
Position (except salary)	2.23072*	.05
Relations-administrators	.39460	
Relations-students	.96613	
Relations-other teachers	1.19596	
Fairness of duties	.57286	
<u>Frequency of Contact</u>		
Teacher same grade, same building	1.39526	
Teacher another grade, same building	.73507	
Principal	1.06741	
Teacher another building	.88968	
Other administrative leader	1.07424	

df 8/63 Sig. .05 = 2.09 Sig. .01 = 2.85

TABLE A.11

F STATISTICS FOR VARIABLE EXPERIENCE IN SYSTEM OF NEW TEACHERS IN
RELATION TO CONCERNS, SATISFACTIONS, AND FREQUENCY OF CONTACT

	<u>F Statistic</u>	<u>Significance</u>
<u>Concerns - Rank Order</u>		
Discipline	1.31406	
Teacher-student relations	1.56836	
Grading	1.04685	
Classroom instruction	1.04605	
Building policies	1.66508	
Teacher-principal relations	2.44931*	.05
Teacher-self autonomy	2.19876*	.05
Teacher-parent relations	1.39361	
Teacher-community relations ¹	---	
Teacher-teacher relations	3.12484**	.01
<u>Satisfactions</u>		
Salary compared	1.99316	
Supplies	2.36520*	.05
Discipline	.94796	
Time on duties	1.63047	
School building	1.66476	
Working conditions compared	1.34414	
Community attitude	1.04982	
Interest shown by students	1.13945	
Teaching load	1.05155	
Helpfulness of supervision	2.17234*	.05
Position (including salary)	1.01526	
Adequacy of supervision	.70706	
Non-teaching responsibilities	1.66224	
Parent relations	.54967	
Position (except salary)	.38075	
Relations-administrators	.59100	
Relations-students	.35676	
Relations-other teachers	.78780	
Fairness of duties	1.98485	
<u>Frequency of Contact</u>		
Teacher same grade, same building	2.45472*	.05
Teacher another grade, same building	2.87044*	.05
Principal	1.27761	
Teacher another building	1.72969	
Other administrative leader	1.43849	

df 7/64 Sig. .05 = 2.16 Sig. .01 = 3.09

¹ Average of concerns for one classification by previous experience was zero (no answer). Computer could not work variance.

TABLE A.12

F STATISTICS FOR VARIABLE SIZE OF SCHOOL OF NEW TEACHERS IN RELATION
TO CONCERNS, SATISFACTIONS, AND FREQUENCY OF CONTACT

	F Statistic	Significance
<u>Concerns - Rank Order</u>		
Discipline	1.13927	
Teacher-student relations	.58874	
Grading	.60704	
Classroom instruction	.18763	
Building policies	.30729	
Teacher-principal relations	.49436	
Teacher-self autonomy	.48415	
Teacher-parent relations	.51996	
Teacher-community relations	1.67027	
Teacher-teacher relations	.79762	
<u>Satisfactions</u>		
Salary compared	3.40234*	.05
Supplies	2.42789	
Discipline	3.39516*	.05
Time on duties	1.53513	
School building	2.84250*	.05
Working conditions compared	3.09861*	.05
Community attitude	.63478	
Interest shown by students	2.50906*	.05
Teaching load	.80292	
Helpfulness of supervision	2.13776	
Position (including salary)	1.12737	
Adequacy of supervision	1.20909	
Non-teaching responsibilities	.68349	
Parent relations	.58518	
Position (except salary)	1.76740	
Relations-administrators	.40719	
Relations-students	2.87564*	.05
Relations-other teachers	3.88266**	.01
Fairness of duties	.93884	
<u>Frequency of Contact</u>		
Teacher same grade, same building	1.17737	
Teacher another grade, same building	.73428	
Principal	.33958	
Teacher another building	.71082	
Other administrative leader	1.10232	

df 4/67 Sig. .05 = 2.51 Sig. .01 = 3.62

TABLE A.13

F STATISTIC FOR VARIABLE NUMBER OF NEW TEACHERS PER
BUILDING IN RELATION TO CONCERNS, SATISFACTIONS
AND FREQUENCY OF CONTACT

	<u>F Statistic</u>	<u>Significance</u>
<u>Concerns - Rank Order</u>		
Discipline	1.50859	
Teacher-student relations	1.25954	
Grading	.69010	
Classroom instruction	.46767	
Building policies	.71897	
Teacher-principal relations	.50911	
Teacher-self autonomy	.27319	
Teacher-parent relations	.79256	
Teacher-community relations	.69897	
Teacher-teacher relations	.34519	
<u>Satisfactions</u>		
Salary compared	.31712	
Supplies	.70200	
Discipline	1.13288	
Time on duties	.23952	
School building	2.33317*	.05
Working conditions compared	.64738	
Community attitude	.51540	
Interest shown by students	.81136	
Teaching load	.54128	
Helpfulness of supervision	1.96364	
Position (including salary)	1.07146	
Adequacy of supervision	2.99706*	.05
Non-teaching responsibilities	.80714	
Parent relations	1.03072	
Position (except salary)	.59268	
Relations-administrators	1.11908	
Relations-students	.53786	
Relations-other teachers	1.19715	
Fairness of duties	1.48146	
<u>Frequency of Contact</u>		
Teacher same grade, same building	1.40919	
Teacher another grade, same building	.72074	
Principal	1.11698	
Teacher another building	2.26833*	.05
Other administrative leader	1.64998	

df 7/64 Sig. .05 = 2.16 Sig. .01 = 3.09

TABLE A.14

SUMMARY OF THE NUMBER OF CASES IN EACH CATEGORY
OF THE SEVEN VARIABLES

Sex

Male	16
Female	56

AgeTeachers

Up to 30	50
30 to 39	16
40 to 49	3
50 to 59	3
Over 60	0

Training

2-3 Years	7
3-4 Years	12
4 Years	46
5 Years	6
5+ Years	1

Experience Not in Present System*

1 Year	43
2 Years	1
3 Years	9
4 Years	4
5 Years	1
6-10 Years	7
11-20 Years	4
21-30 Years	2
Over 30 Years	1

Previous Experience in System Before 1963-64

0 Years	57
1 Year	4
2 Years	3
3 Years	2
4-5 Years	2
6-10 Years	2
11-20 Years	1
21-30 Years	0
Over 30 Years	1

*Beginning teachers in May were counted as having had one year experience.

TABLE A.14--Continued

Size of School - Number of Regular Teachers

<u>Number Regular Teachers</u>	<u>Schools</u>
6-10	21
11-15	17
16-20	12
21-25	10
Over 25	12

Number of New Teachers in Schools

<u>New Teachers</u>	<u>Schools</u>
1	2
2	9
3	11
4	5
5	11
6	13
7-8	8
11 and over	13

TABLE A.15

SIGNIFICANT AREAS IN RELATION TO CLIMATE, DOGMATISM, AND OTHER VARIABLES

[illegible]

TABLE A.16
NUMBER OF TIMES PRINCIPAL WAS SELECTED AS SOURCE OF HELP (MULTIPLE CHOICES INCLUDED)

Category	<u>Open</u>		<u>Closed</u>		<u>Totals</u>
	Open	Closed	Open	Closed	
Discipline	67	68	54	65	254
Teacher-student relations	89	70	60	67	286
Grading	44	38	24	38	144
Classroom instruction	65	48	47	60	220
Building policies	82	71	62	71	286
Teacher-principal relations	31	32	19	29	111
Teacher-self autonomy	21	20	17	23	81
Teacher-parent relations	33	41	10	26	110
Teacher-community relations	9	4	4	5	22
Teacher-teacher relations	9	14	8	15	46
Totals	450	406	305	399	1,560

TABLE A.17

NUMBER OF TIMES OTHER TEACHER(S) WERE SELECTED AS SOURCE OF HELP
(MULTIPLE CHOICES INCLUDED)

<u>Category</u>	Open Open	Open Closed	Closed Open	Open Closed	Totals
Discipline	48	19	30	30	127
Teacher-student relations	67	38	46	49	200
Grading	38	15	25	23	101
Classroom instruction	64	32	41	56	193
Building policies	60	46	50	57	213
Teacher-principal relations	26	15	4	15	60
Teacher-self autonomy	27	13	8	22	70
Teacher-parent relations	17	21	5	12	55
Teacher-community relations	12	8	9	11	40
Teacher-teacher relations	29	24	23	29	105
Totals	388	231	241	304	1164

TABLE A.18

NUMBER OF TIMES OBSERVATION OF OTHERS WAS SELECTED AS SOURCE OF HELP
(MULTIPLE CHOICES INCLUDED)

<u>Category</u>	<u>Open</u> <u>Open</u>	<u>Open</u> <u>Closed</u>	<u>Closed</u> <u>Open</u>	<u>Closed</u> <u>Closed</u>	<u>Totals</u>
Discipline	18	20	12	17	67
Teacher-student relations	21	26	21	27	95
Grading	6	11	4	4	25
Classroom instruction	24	35	24	28	111
Building policies	20	33	13	22	88
Teacher-principal relations	11	36	10	25	82
Teacher-self autonomy	11	27	8	13	59
Teacher-parent relations	8	23	12	9	52
Teacher-community relations	13	13	13	16	55
Teacher-teacher relations	47	62	30	50	189
Totals	179	286	147	211	823

TABLE A.19

NUMBER OF TIMES "USING OWN JUDGMENT" WAS SELECTED AS SOURCE OF HELP
(MULTIPLE CHOICES INCLUDED)

<u>Category</u>	<u>Open</u> <u>Open</u>	<u>Open</u> <u>Closed</u>	<u>Closed</u> <u>Open</u>	<u>Closed</u> <u>Closed</u>	<u>Totals</u>
Discipline	161	124	175	144	604
Teacher-student relations	226	167	235	211	839
Grading	108	89	113	98	408
Classroom instructions	216	189	251	201	857
Building policies	140	112	139	113	504
Teacher-principal relations	134	106	146	113	499
Teacher-self autonomy	199	155	201	157	712
Teacher-parent relations	131	81	134	123	469
Teacher-community relations	58	53	57	51	219
Teacher-teacher relations	267	281	322	289	1159
Totals	1640	1357	1773	1500	6270

TABLE A.20

NUMBER OF NEW TEACHERS IN EACH OF FOUR TEACHER-SCHOOL GROUPS SEEKING
HELP TWO OR MORE TIMES FROM THE PRINCIPAL

<u>Category</u>	<u>Open</u>		<u>Open</u>		<u>Closed</u>		<u>Totals</u>
	Open	Closed	Open	Closed	Open	Closed	
Discipline	13	15	13	13	13	13	54
Teacher-student relations	15	15	13	13	14	14	57
Grading	10	11	7	10	10	10	38
Classroom instruction	12	12	11	12	12	12	47
Building policies	17	16	11	18	18	18	62
Teacher-principal relations	9	8	6	6	6	6	29
Teacher-self autonomy	6	8	5	6	6	6	25
Teacher-parent relations	8	11	1	7	7	7	27*
Teacher-community relations	2	0	0	0	0	0	2
Teacher-teacher relations	2	4	3	5	5	5	14
Totals	94	100	70	91	91	91	355

*Significant at .05 level

TABLE A.21
 NUMBER OF NEW TEACHERS IN EACH OF FOUR TEACHER-SCHOOL GROUPS SEEKING
 HELP FROM OTHER TEACHER(S) TWO OR MORE TIMES

<u>Category</u>	<u>Open</u>		<u>Closed</u>		<u>Totals</u>
	Open	Closed	Open	Closed	
Discipline	10	5	7	8	30
Teacher-student relations	14	11	11	13	49
Grading	8	4	8	7	27
Classroom instruction	12	7	10	13	42
Building policies	13	10	12	15	50
Teacher-principal relations	7	3	0	4	14*
Teacher-self autonomy	6	4	3	6	19
Teacher-parent relations	5	4	2	3	14
Teacher-community relations	3	1	3	1	8
Teacher-teacher relations	5	5	5	8	23
Totals	83	54	61	78	276

*Significant at the .05 level

TABLE A.22

NUMBER OF NEW TEACHERS IN EACH OF FOUR TEACHER-SCHOOL GROUPS SEEKING HELP
BY OBSERVING OTHERS TWO OR MORE TIMES

Category	<u>Open</u>		<u>Closed</u>		<u>Open</u>		<u>Closed</u>		<u>Totals</u>
	Open	Closed	Open	Closed	Open	Closed	Open	Closed	
Discipline	4	5	1	4	5	4	14		
Teacher-student relations	5	3	6	6	3	6	20		
Grading	1	1	0	1	1	1	3		
Classroom instruction	8	6	7	7	6	7	28		
Building policies	6	8	4	5	8	5	23		
Teacher-principal relations	2	8	1	6	8	6	17		
Teacher-self autonomy	3	5	2	3	5	3	13		
Teacher-parent relations	3	3	3	2	3	2	11		
Teacher-community relations	4	3	3	6	3	6	16		
Teacher-teacher relations	10	14	9	8	14	8	41		
Totals	46	56	36	48	56	48	186		

TABLE A.23

NUMBER OF NEW TEACHERS IN EACH OF FOUR TEACHER-SCHOOL GROUPS RESOLVING
THEIR PROBLEMS BY USING OWN JUDGMENT TWO OR MORE TIMES

<u>Category</u>	<u>Open</u>		<u>Open</u>		<u>Closed</u>		<u>Totals</u>
	<u>Open</u>	<u>Closed</u>	<u>Open</u>	<u>Closed</u>	<u>Open</u>	<u>Closed</u>	
Discipline	18	18	18	18	18	18	72
Teacher-student relations	18	17	17	18	18	18	71
Grading	18	16	16	17	16	16	67
Classroom instruction	18	18	18	18	18	18	72
Building policies	18	18	18	18	18	18	72
Teacher-principal relations	18	17	17	18	18	18	71
Teacher-self autonomy	18	18	18	18	18	18	72
Teacher-parent relations	18	17	17	16	18	18	69
Teacher-community relations	14	16	16	15	15	15	60
Teacher-teacher relations	18	18	18	18	18	18	72
Totals	176	173	173	174	175	175	698

None of these yielded a value large enough for significance at the .05 level.

APPENDIX B

COPIES OF QUESTIONNAIRES

SCHOOL DESCRIPTION QUESTIONNAIRE

The items in this questionnaire describe typical behaviors or conditions that occur within an elementary school organization. Please indicate to what extent each of these descriptions characterize your school. Please do not evaluate the items in terms of "good" or "bad" behavior, but read each item carefully and respond in terms of how well the statement describes your school.

The descriptive scale on which to rate the items is printed at the top of each page. Please read the Instructions which describe how you should mark your answers.

The purpose of this questionnaire is to secure a description of the different ways in which teachers behave and of the various conditions under which they work.

MARKING INSTRUCTIONS

Printed below is an example of a typical item found in the Organizational Climate Description Questionnaire:

1. Rarely occurs
2. Sometimes occurs
3. Often occurs
4. Very frequently occurs

Teachers call each other by their first names. 1 2 (3) 4

In this example the respondent marked alternative 3 to show that the interpersonal relationship described by this item "often occurs" at his school. Of course, any of the other alternatives could be selected, depending upon how often the behavior described by the item does, indeed, occur in your school.

Please mark your response clearly, as in the example. PLEASE BE SURE THAT YOU MARK EVERY ITEM.

BIOGRAPHICAL INFORMATION

5-7. School: _____
(Write in the name of your building)

8. Position: (Please place a check mark at the right of the appropriate category.)

Principal _____ Teacher _____ Other _____

9. Sex:

Man _____ Woman _____

10. Age:

20-29 _____ 30-39 _____ 40-49 _____ 50-59 _____

60 or over _____

11. How many years have you taught? _____

12. How many years have you taught in this building? _____

How many years have you taught in this school system? _____

1. Rarely occurs
2. Sometimes occurs
3. Often occurs
4. Very frequently occurs

13. Teachers' closest friends are other faculty members at this school. 1 2 3 4
14. The mannerisms of teachers at this school are annoying. 1 2 3 4
15. Teachers spend time after school with students who have individual problems. 1 2 3 4
16. Instructions for the operation of teaching aids are available. 1 2 3 4
17. Teachers invite other faculty to visit them at home. 1 2 3 4
18. There is a minority group of teachers who always oppose the majority. 1 2 3 4
19. Extra books are available for classroom use. 1 2 3 4
20. Sufficient time is given to prepare administrative reports. 1 2 3 4
21. Teachers know the family background of other faculty members. 1 2 3 4
22. Teachers exert group pressure on non-conforming faculty members. 1 2 3 4
23. In faculty meetings, there is a feeling of "let's get things done." 1 2 3 4

1. Rarely occurs
2. Sometimes occurs
3. Often occurs
4. Very frequently occurs

24.	Administrative paper work is burdensome at this school.	1	2	3	4
25.	Teachers talk about their personal life to other faculty members.	1	2	3	4
26.	Teachers seek special favors from the principal.	1	2	3	4
27.	School supplies are readily available for use in classwork.	1	2	3	4
28.	Student progress reports require too much work.	1	2	3	4
29.	Teachers have fun socializing together during school time.	1	2	3	4
30.	Teachers interrupt other faculty members who are talking in staff meetings.	1	2	3	4
31.	Most of the teachers here accept the faults of their colleagues.	1	2	3	4
32.	Teachers have too many committee requirements.	1	2	3	4
33.	There is considerable laughter when teachers gather informally.	1	2	3	4
34.	Teachers ask nonsensical questions in faculty meetings.	1	2	3	4
35.	Custodial service is available when needed.	1	2	3	4
36.	Routine duties interfere with the job of teaching.	1	2	3	4
37.	Teachers prepare administrative reports by themselves.	1	2	3	4
38.	Teachers ramble when they talk in faculty meetings.	1	2	3	4
39.	Teachers at this school show much school spirit.	1	2	3	4
40.	The principal goes out of his way to help teachers.	1	2	3	4
41.	The principal helps teachers solve personal problems.	1	2	3	4
42.	Teachers at this school stay by themselves.	1	2	3	4

1. Rarely occurs
2. Sometimes occurs
3. Often occurs
4. Very frequently occurs

- | | | | | | |
|-----|---|---|---|---|---|
| 43. | The teachers accomplish their work with great vim, vigor, and pleasure. | 1 | 2 | 3 | 4 |
| 44. | The principal sets an example by working hard himself. | 1 | 2 | 3 | 4 |
| 45. | The principal does personal favors for teachers. | 1 | 2 | 3 | 4 |
| 46. | Teachers eat lunch by themselves in their own classrooms. | 1 | 2 | 3 | 4 |
| 47. | The morale of the teachers is high. | 1 | 2 | 3 | 4 |
| 48. | The principal uses constructive criticism. | 1 | 2 | 3 | 4 |
| 49. | The principal stays after school to help teachers finish their work. | 1 | 2 | 3 | 4 |
| 50. | Teachers socialize together in small select groups. | 1 | 2 | 3 | 4 |
| 51. | The principal makes all class-scheduling decisions. | 1 | 2 | 3 | 4 |
| 52. | Teachers are contacted by the principal each day. | 1 | 2 | 3 | 4 |
| 53. | The principal is well prepared when he speaks at school functions. | 1 | 2 | 3 | 4 |
| 54. | The principal helps staff members settle minor differences. | 1 | 2 | 3 | 4 |
| 55. | The principal schedules the work for the teachers. | 1 | 2 | 3 | 4 |
| 56. | Teachers leave the grounds during the school day. | 1 | 2 | 3 | 4 |
| 57. | The principal criticizes a specific act rather than a staff member. | 1 | 2 | 3 | 4 |
| 58. | Teachers help select which courses will be taught. | 1 | 2 | 3 | 4 |
| 59. | The principal corrects teachers' mistakes. | 1 | 2 | 3 | 4 |
| 60. | The principal talks a great deal. | 1 | 2 | 3 | 4 |
| 61. | The principal explains his reasons for criticism to teachers. | 1 | 2 | 3 | 4 |
| 62. | The principal tries to get better salaries for teachers. | 1 | 2 | 3 | 4 |
| 63. | Extra duty for teachers is posted conspicuously. | 1 | 2 | 3 | 4 |

1. Rarely occurs
2. Sometimes occurs
3. Often occurs
4. Very frequently occurs

- | | | | | | |
|-----|--|---|---|---|---|
| 64. | The rules set by the principal are never questioned. | 1 | 2 | 3 | 4 |
| 65. | The principal looks out for the personal welfare of teachers. | 1 | 2 | 3 | 4 |
| 66. | School secretarial service is available for teachers' use. | 1 | 2 | 3 | 4 |
| 67. | The principal runs the faculty meeting like a business conference. | 1 | 2 | 3 | 4 |
| 68. | The principal is in the building before teachers arrive. | 1 | 2 | 3 | 4 |
| 69. | Teachers work together preparing administrative reports. | 1 | 2 | 3 | 4 |
| 70. | Faculty meetings are organized according to a tight agenda. | 1 | 2 | 3 | 4 |
| 71. | Faculty meetings are mainly principal-report meetings. | 1 | 2 | 3 | 4 |
| 72. | The principal tells teachers of new ideas he has run across. | 1 | 2 | 3 | 4 |
| 73. | Teachers talk about leaving the school system. | 1 | 2 | 3 | 4 |
| 74. | The principal checks the subject-matter ability of teachers. | 1 | 2 | 3 | 4 |
| 75. | The principal is easy to understand. | 1 | 2 | 3 | 4 |
| 76. | Teachers are informed of the results of a supervisor's visit. | 1 | 2 | 3 | 4 |
| 77. | Grading practices are standardized at this school. | 1 | 2 | 3 | 4 |
| 78. | The principal insures that teachers work to full capacity. | 1 | 2 | 3 | 4 |
| 79. | Teachers leave the building as soon as possible at day's end. | 1 | 2 | 3 | 4 |
| 80. | The principal clarifies wrong ideas a teacher may have. | 1 | 2 | 3 | 4 |
| 81. | Schedule changes are posted conspicuously at this school. | 1 | 2 | 3 | 4 |

OPINION SURVEY

We have been told that you did not teach in this building last year. Because you may be finding things somewhat different from what you had anticipated, everyone is vitally concerned that you adjust quickly and easily to the various expectations for teachers in this building, and that you have a successful year.

As part of our interest in the success of teachers new to a building, we are asking that you help our research by filling in the following Opinion Survey. Do not spend a lot of time on any one question. Your first reaction will probably be more valid for your true feeling.

Neither your principal nor any administrative leader in your school will know your response. You will seal the answered Opinion Survey sheet into the stamped addressed envelope and put it in the mail. You may be sure that your answers will have complete secrecy from people who might use them for rating you.

BIOGRAPHICAL INFORMATION

1. Sex: Man _____ Woman _____
2. Age: 20-29 _____ 30-39 _____ 40-49 _____ 50-59 _____
60 or over _____
3. Training: 2-3 years _____ 3-4 years _____ 4-years _____
(Bachelor's Degree)
M.A. _____ M.A. + Extra _____
4. How many years have you taught? _____
5. How many years have you taught in this school system? _____

Below are statements about a number of important social and personal questions. The best answers to each statement below is your personal opinion. We have tried to cover many different and opposing points of view; you may find yourself agreeing strongly with some of the statements, disagreeing just as strongly with others, and perhaps uncertain about others. Whether you agree or disagree with any statement, you can be sure that many other people feel the same as you do.

Read each statement and then mark your answer according to how much you agree or disagree with it. Please mark every one. Use the following key:

- | | |
|-------------------------|----------------------------|
| 1. I AGREE VERY MUCH | 4. I DISAGREE A LITTLE |
| 2. I AGREE ON THE WHOLE | 5. I DISAGREE ON THE WHOLE |
| 3. I AGREE A LITTLE | 6. I DISAGREE VERY MUCH |

(Example: Once I have my mind made up, I seldom 1 2 3 **4** 5 6 change it.)

In this example the respondent marked alternative 4 to show that the statement was one on which he/she disagreed a little. Of course, any of the other alternatives could be selected, depending on the amount of disagreement or agreement.

PLEASE MARK YOUR RESPONSES CLEARLY, AS IN THE EXAMPLE. PLEASE BE SURE TO MARK EVERY ITEM.

- | | |
|---|-------------|
| *1. A person who thinks primarily of his own happiness is beneath contempt. | 1 2 3 4 5 6 |
| *2. The main thing in life is for a person to want to do something important. | 1 2 3 4 5 6 |
| 3. I wish people would be more definite about things. | 1 2 3 4 5 6 |
| *4. In a discussion I often find it necessary to repeat myself several times to make sure I am being understood. | 1 2 3 4 5 6 |
| *5. Most people just don't know what's good for them. | 1 2 3 4 5 6 |
| 6. I don't like to work on a problem unless there is the possibility of coming out with a clear-cut and unambiguous answer. | 1 2 3 4 5 6 |
| *7. In times like these, a person must be pretty selfish if he considers his own happiness primarily. | 1 2 3 4 5 6 |
| *8. A man who does not believe in some great cause has not really lived. | 1 2 3 4 5 6 |
| 9. I am in favor of a very strict enforcement of all laws, no matter what the consequences. | 1 2 3 4 5 6 |

PLEASE RESPOND TO EVERY STATEMENT

*Indicates item from Dogmatism Scale

- | | |
|-------------------------|----------------------------|
| 1. I agree very much | 4. I disagree a little |
| 2. I agree on the whole | 5. I disagree on the whole |
| 3. I agree a little | 6. I disagree very much |
-
- | | | | | | | |
|---|---|---|---|---|---|---|
| *10. I'd like it if I should find someone who would tell me how to solve my personal problems. | 1 | 2 | 3 | 4 | 5 | 6 |
| *11. Of all the different philosophies which have existed in this world there is probably only one which is correct. | 1 | 2 | 3 | 4 | 5 | 6 |
| 12. For most questions there is just one right answer once a person is able to get all the facts. | 1 | 2 | 3 | 4 | 5 | 6 |
| *13. It is when a person devotes himself to an ideal or cause that his life becomes meaningful. | 1 | 2 | 3 | 4 | 5 | 6 |
| *14. In this complicated world of ours the only way we can know what is going on is to rely upon leaders or experts who can be trusted. | 1 | 2 | 3 | 4 | 5 | 6 |
| 15. The trouble with many people is that they don't take things seriously enough. | 1 | 2 | 3 | 4 | 5 | 6 |
| *16. There are a number of persons I have come to hate because of the things they stand for. | 1 | 2 | 3 | 4 | 5 | 6 |
| *17. There is so much to be done and so little time to do it in. | 1 | 2 | 3 | 4 | 5 | 6 |
| 18. It bothers me when something unexpected interrupts my daily routine. | 1 | 2 | 3 | 4 | 5 | 6 |
| *19. It is better to be a dead hero than a live coward. | 1 | 2 | 3 | 4 | 5 | 6 |
| *20. A group which tolerates too much difference of opinion among its own members cannot exist for long. | 1 | 2 | 3 | 4 | 5 | 6 |
| 21. I often start things I never finish. | 1 | 2 | 3 | 4 | 5 | 6 |
| *22. It is only natural that a person should have a much better acquaintance with ideas he believes in than with ideas he opposes. | 1 | 2 | 3 | 4 | 5 | 6 |
| *23. While I don't like to admit this even to myself, I sometimes have the ambition to become a great man, like Einstein or Beethoven or Shakespeare. | 1 | 2 | 3 | 4 | 5 | 6 |

*Indicates item from Dogmatism Scale

- | | |
|-------------------------|----------------------------|
| 1. I agree very much | 4. I disagree a little |
| 2. I agree on the whole | 5. I disagree on the whole |
| 3. I agree a little | 6. I disagree very much |

- | | | | | | | |
|--|---|---|---|---|---|---|
| 24. I set a high standard for myself and feel others should do the same. | 1 | 2 | 3 | 4 | 5 | 6 |
| *25. Even though freedom of speech for all groups is a worthwhile goal, it is unfortunately necessary at times to restrict the freedom of certain political groups. | 1 | 2 | 3 | 4 | 5 | 6 |
| *26. If a man is to accomplish his mission in life, it is sometimes necessary to gamble "all or nothing at all." | 1 | 2 | 3 | 4 | 5 | 6 |
| 27. People who seem unsure and uncertain about things make me feel uncomfortable. | 1 | 2 | 3 | 4 | 5 | 6 |
| *28. Most people just don't give a "damn" about others. | 1 | 2 | 3 | 4 | 5 | 6 |
| *29. A person who gets enthusiastic about a number of causes is likely to be a pretty "wishy-washy" sort of person. | 1 | 2 | 3 | 4 | 5 | 6 |
| 30. Most of the arguments or quarrels I get into are over matters of principle. | 1 | 2 | 3 | 4 | 5 | 6 |
| *31. To compromise with our political opponents is dangerous because it usually leads to the betrayal of our own side. | 1 | 2 | 3 | 4 | 5 | 6 |
| *32. If given the chance, I would do something that would be of great benefit to the world. | 1 | 2 | 3 | 4 | 5 | 6 |
| 33. I don't like things to be uncertain and unpredictable. | 1 | 2 | 3 | 4 | 5 | 6 |
| *34. In times like these it is often necessary to be more on guard against ideas put out by certain people or groups in one's own camp than by those in the opposing camp. | 1 | 2 | 3 | 4 | 5 | 6 |
| *35. In a heated discussion I generally become so absorbed in what I am going to say that I forget to listen to what others are saying. | 1 | 2 | 3 | 4 | 5 | 6 |
| 36. I think that I am stricter about right and wrong than most people. | 1 | 2 | 3 | 4 | 5 | 6 |
| *37. Once I get wound up in a heated discussion I just can't stop. | 1 | 2 | 3 | 4 | 5 | 6 |

*Indicates item from Dogmatism Scale

- | | |
|-------------------------|----------------------------|
| 1. I agree very much | 4. I disagree a little |
| 2. I agree on the whole | 5. I disagree on the whole |
| 3. I agree a little | 6. I disagree very much |
-
- *38. There are two kinds of people in this world: those who are on the side of truth and those who are against it. 1 2 3 4 5 6
39. It is annoying to listen to a lecturer who cannot seem to make up his mind as to what he really believes. 1 2 3 4 5 6
- *40. Man on his own is a helpless and miserable creature. 1 2 3 4 5 6
- *41. The United States and Russia have just about nothing in common. 1 2 3 4 5 6
42. Once I have made up my mind, I seldom change it. 1 2 3 4 5 6
- *43. In the history of mankind there have probably been just a handful of really great thinkers. 1 2 3 4 5 6
- *44. The highest form of government is a democracy and the highest form of democracy is a government run by those who are the most intelligent. 1 2 3 4 5 6
45. I always see to it that my work is carefully planned and organized. 1 2 3 4 5 6
- *46. The present is all too often full of unhappiness. It is the future that counts. 1 2 3 4 5 6
- *47. Unfortunately, a good many people with whom I have discussed important social and moral problems don't really understand what is going on. 1 2 3 4 5 6
48. Our thinking would be a lot better off if we would just forget about words like "probably", "approximately" and "perhaps." 1 2 3 4 5 6
- *49. Fundamentally, the world we live in is a pretty lonely place. 1 2 3 4 5 6
- *50. It is often desirable to reserve judgment about what's going on until one has had a chance to hear the opinions of those one respects. 1 2 3 4 5 6

*Indicates item from Dogmatism Scale

- | | |
|-------------------------|----------------------------|
| 1. I agree very much | 4. I disagree a little |
| 2. I agree on the whole | 5. I disagree on the whole |
| 3. I agree a little | 6. I disagree very much |
-
- | | | | | | | |
|--|---|---|---|---|---|---|
| 51. I like to have a place for everything and everything in its place. | 1 | 2 | 3 | 4 | 5 | 6 |
| *52. The worst crime a person can commit is to attack publicly the people who believe in the same thing he does. | 1 | 2 | 3 | 4 | 5 | 6 |
| *53. In the long run the best way to live is to pick friends and associates whose tastes and beliefs are the same as one's own. | 1 | 2 | 3 | 4 | 5 | 6 |
| 54. I never make judgments about people until I am sure of the facts. | 1 | 2 | 3 | 4 | 5 | 6 |
| *55. Most of the ideas which get published nowadays aren't worth the paper they are printed on. | 1 | 2 | 3 | 4 | 5 | 6 |
| *56. It is only natural for a person to be rather fearful of the future. | 1 | 2 | 3 | 4 | 5 | 6 |
| 57. I am known as a hard and steady worker. | 1 | 2 | 3 | 4 | 5 | 6 |
| *58. My blood boils whenever a person stubbornly refuses to admit he's wrong. | 1 | 2 | 3 | 4 | 5 | 6 |
| *59. When it comes to difference of opinion in religion we must be very careful not to compromise with those who believe differently from the way we do. | 1 | 2 | 3 | 4 | 5 | 6 |
| 60. I find that a well-ordered mode of life, with regular hours and an established routine, is congenial to my temperament. | 1 | 2 | 3 | 4 | 5 | 6 |
| 61. A strong person will be able to make up his mind even on the most difficult question. | 1 | 2 | 3 | 4 | 5 | 6 |
| 62. It is hard for me to sympathize with a person who is always doubting and unsure about things. | 1 | 2 | 3 | 4 | 5 | 6 |

*Indicates item from Dogmatism Scale

SITUATION SURVEY

Since this is the first year you have taught in this building, we are very concerned that you have had success in finding the procedures that seem to be acceptable in your situation.

As a part of our interest in the success of teachers new to a building, we are asking that you help us complete our research by filling in this second questionnaire which we call a "Situation Survey". The items in this survey describe typical situations that often occur. Will you please mark the degree of concern you experienced about the situation and where you received help in deciding what to do? You will then seal the answered survey in the envelope provided.

Marking Instructions: Printed below is an example of a typical item in this situation survey. Read each statement, then mark your answer according to the "key" that is given below.

Situation	To what extent were you concerned about this situation in your school this year?	Where did you usually get help in deciding what to do in the situation?
Keys	1. greatly concerned 2. somewhat concerned 3. mildly concerned 4. not at all concerned 5. situation did not occur	1. principal 2. other teacher 3. observation of others 4. using own judgment 5. other (specify)

Complete Example:

Situation	Your Extent Of Concern	Your Usual Source Of Assistance
Whether or not to call other teachers by their first names.	1 2 3 4 5	1 2 3 4 5-specify_____

In this complete example the respondent marked the 3 to show that he/she was mildly concerned and then marked 4 for the last part to indicate that he/she used her own judgment in deciding what to do. Any other alternatives could be selected, depending on what the respondent felt and did with each situation. (IF #5 IS CIRCLED, PLEASE BE SURE TO WRITE ON THE LINE THE TITLE OF THE PERSON IN THE SCHOOL SYSTEM - OR THE RELATIONSHIP TO YOU.)

Please mark your responses CLEARLY - as in the example.
PLEASE BE SURE TO MARK EACH ITEM.

	Situations	Your Extent Of Concern	Your Usual Source Of Assistance
1.	Deciding whether or not to give homework	1 2 3 4 5	1 2 3 4 5-specify_____
2.	Deciding what to do about fights while you are on playground supervision	1 2 3 4 5	1 2 3 4 5-specify_____
3.	Finding out what supplementary materials are available in the building for teachers to use, such as films, books, science materials, etc.	1 2 3 4 5	1 2 3 4 5-specify_____
4.	Finding out the amount of freedom you will be allowed in selecting and organizing your own units of instruction.	1 2 3 4 5	1 2 3 4 5-specify_____
5.	Finding out how to set up the classroom schedule (how many minutes for each subject).	1 2 3 4 5	1 2 3 4 5-specify_____
6.	Knowing how much freedom you would have in deciding the methods to use in teaching.	1 2 3 4 5	1 2 3 4 5-specify_____
7.	Deciding what materials (aids, models, ditto work) should be prepared for your instruction.	1 2 3 4 5	1 2 3 4 5-specify_____
8.	Deciding how detailed the daily lesson plan should be made.	1 2 3 4 5	1 2 3 4 5-specify_____

	Situations	Your Extent Of Concern	Your Usual Source Of Assistance
9.	Finding out how to operate the film projector and other audio-visual equipment.	1 2 3 4 5	1 2 3 4 5-specify_____
10.	Finding out how to get the films, filmstrips, science materials, etc., you need for your teaching.	1 2 3 4 5	1 2 3 4 5-specify_____
11.	Finding out how to get along with the principal.	1 2 3 4 5	1 2 3 4 5-specify_____
12.	Finding out how to get along with the other teachers in the building.	1 2 3 4 5	1 2 3 4 5-specify_____
13.	Deciding what kinds of materials should be left for the substitute teacher.	1 2 3 4 5	1 2 3 4 5-specify_____
14.	Figuring out how to organize the milk and hot lunch records most efficiently.	1 2 3 4 5	1 2 3 4 5-specify_____
15.	Deciding whether you should "try out" ideas and methods you'd learned about elsewhere.	1 2 3 4 5	1 2 3 4 5-specify_____
16.	Deciding what to do when one of your students criticizes the work of the substitute who has been sent to your room.	1 2 3 4 5	1 2 3 4 5-specify_____
17.	Figuring out the grades to put on the first report card.	1 2 3 4 5	1 2 3 4 5-specify_____
18.	How to conduct your first parent-teacher conferences.	1 2 3 4 5	1 2 3 4 5-specify_____
19.	Deciding the report card grade for a child who had tried hard, but had not really passed.	1 2 3 4 5	1 2 3 4 5-specify_____
20.	Deciding the report card grade for a child who had "fooled around", but could really do the work.	1 2 3 4 5	1 2 3 4 5-specify_____

	Situations	Your Extent Of Concern	Your Usual Source Of Assistance
21.	Deciding how much attention should be given to "individual differences among children."	1 2 3 4 5	1 2 3 4 5-specify_____
22.	Deciding how much special attention you were supposed to give to the "slow learner".	1 2 3 4 5	1 2 3 4 5-specify_____
23.	Knowing which children were to receive "special consideration", such as physically handicapped, etc.	1 2 3 4 5	1 2 3 4 5-specify_____
24.	Deciding whether you should identify the gifted child and give him special attention.	1 2 3 4 5	1 2 3 4 5-specify_____
25.	Knowing what kinds of punishment were acceptable in the school.	1 2 3 4 5	1 2 3 4 5-specify_____
26.	Knowing what special favors can be given to students without your being criticized as being "soft".	1 2 3 4 5	1 2 3 4 5-specify_____
27.	Knowing what kinds of help are supposed to be given to children from culturally deprived homes.	1 2 3 4 5	1 2 3 4 5-specify_____
28.	Knowing what is acceptable for you to do about a child who comes to school dirty.	1 2 3 4 5	1 2 3 4 5-specify_____
29.	Deciding what to do about children who cheat.	1 2 3 4 5	1 2 3 4 5-specify_____
30.	Deciding what you are supposed to do about children who "take things".	1 2 3 4 5	1 2 3 4 5-specify_____
31.	Deciding what to do about children who swear and use foul language.	1 2 3 4 5	1 2 3 4 5-specify_____
32.	Deciding whether you are supposed to listen to students telling you their troubles and personal trials.	1 2 3 4 5	1 2 3 4 5-specify_____

	Situations	Your Extent Of Concern	Your Usual Source Of Assistance
33.	Deciding what to do about students who talk all of the time.	1 2 3 4 5	1 2 3 4 5-specify_____
34.	Deciding what to do about the behavior problems you consider serious.	1 2 3 4 5	1 2 3 4 5-specify_____
35.	Knowing what are the "unwritten laws" of the playground.	1 2 3 4 5	1 2 3 4 5-specify_____
36.	Knowing how much correction you could give to students misbehaving in the hall, when these are students of other teachers, and one of your own.	1 2 3 4 5	1 2 3 4 5-specify_____
37.	How much, in the way of classroom decorations, you could put up without being criticized as doing too much.	1 2 3 4 5	1 2 3 4 5-specify_____
38.	Deciding what kinds of student behavior could be allowed during recess time and noon.	1 2 3 4 5	1 2 3 4 5-specify_____
39.	Deciding whether to buy teaching materials with your own money, or go without the materials.	1 2 3 4 5	1 2 3 4 5-specify_____
40.	Knowing how much responsibility you should assume for the child's safety.	1 2 3 4 5	1 2 3 4 5-specify_____
41.	Finding out what time you really should be at school in the morning.	1 2 3 4 5	1 2 3 4 5-specify_____
42.	Knowing how much attention should be given to the problem of the shy child.	1 2 3 4 5	1 2 3 4 5-specify_____
43.	Deciding how much attention should be given to the problem of the overly aggressive child.	1 2 3 4 5	1 2 3 4 5-specify_____

	Situations	Your Extent Of Concern	Your Usual Source Of Assistance
44.	Knowing what is acceptable treatment of the child who has a poor lunch or no lunch at all.	1 2 3 4 5	1 2 3 4 5-specify_____
45.	Knowing how much freedom the children should be allowed in the classroom during school time.	1 2 3 4 5	1 2 3 4 5-specify_____
46.	Deciding whether it would be acceptable to have children help plan the classroom instruction.	1 2 3 4 5	1 2 3 4 5-specify_____
47.	Deciding what to do about flippant talk from students, such as, "Oh Yeah" and "So What?".	1 2 3 4 5	1 2 3 4 5-specify_____
48.	Knowing whether to demand good manners in the lunch room, or whether it is none of your business.	1 2 3 4 5	1 2 3 4 5-specify_____
49.	Knowing how noisy your classroom can be and yet not be considered a nuisance.	1 2 3 4 5	1 2 3 4 5-specify_____
50.	Deciding whether to encourage or discourage parents from visiting your classroom.	1 2 3 4 5	1 2 3 4 5-specify_____
51.	Deciding whether to encourage parents who want to talk with you about their child.	1 2 3 4 5	1 2 3 4 5-specify_____
52.	Deciding whether to encourage or discourage parents who want to help you with parties and treats.	1 2 3 4 5	1 2 3 4 5-specify_____
53.	Deciding how to handle a parent who complains about his child's grades.	1 2 3 4 5	1 2 3 4 5-specify_____
54.	Deciding how to handle the parent who complains about a punishment given a child.	1 2 3 4 5	1 2 3 4 5-specify_____

	Situations	Your Extent Of Concern	Your Usual Source Of Assistance
55.	Deciding whether you should attend P T A meetings regularly.	1 2 3 4 5	1 2 3 4 5-specify_____
56.	Deciding how much you should participate when you attend P T A.	1 2 3 4 5	1 2 3 4 5-specify_____
57.	Deciding how friendly you should be with other teachers.	1 2 3 4 5	1 2 3 4 5-specify_____
58.	Deciding how much socializing you should do with other teachers in the hall.	1 2 3 4 5	1 2 3 4 5-specify_____
59.	Deciding how late you could work after school without causing the other teachers to think you were trying to impress the principal.	1 2 3 4 5	1 2 3 4 5-specify_____
60.	Finding out the procedure to follow if you wanted to leave school ten minutes early.	1 2 3 4 5	1 2 3 4 5-specify_____
61.	Deciding whether you should join the Michigan Educational Association (M.E.A.).	1 2 3 4 5	1 2 3 4 5-specify_____
62.	Deciding how much you should participate in teachers' meetings.	1 2 3 4 5	1 2 3 4 5-specify_____
63.	Deciding whether openly to criticize procedures you disagree with.	1 2 3 4 5	1 2 3 4 5-specify_____
64.	Deciding whether to make suggestions to improve the school and curriculum.	1 2 3 4 5	1 2 3 4 5-specify_____
65.	Deciding whether to volunteer to be on a committee of teachers to study the curriculum.	1 2 3 4 5	1 2 3 4 5-specify_____
66.	Deciding what steps to take in discipline cases.	1 2 3 4 5	1 2 3 4 5-specify_____

Situations	Your Extent Of Concern	Your Usual Source Of Assistance
67. Making good weekly, monthly, or periodic tests of your own.	1 2 3 4 5	1 2 3 4 5-specify_____
68. Giving, scoring, and interpreting standardized tests.	1 2 3 4 5	1 2 3 4 5-specify_____
69. Figuring out how to get along well with the janitor.	1 2 3 4 5	1 2 3 4 5-specify_____
70. Figuring out how to get along well with the school secretary.	1 2 3 4 5	1 2 3 4 5-specify_____
71. Deciding what curriculum changes you could make on your own.	1 2 3 4 5	1 2 3 4 5-specify_____
72. Deciding whether to accept invitations to children's parties at their homes.	1 2 3 4 5	1 2 3 4 5-specify_____
73. Organizing your room so that students get the best use of the school library.	1 2 3 4 5	1 2 3 4 5-specify_____
74. Finding out a good way to handle the job of sending a child to the guidance clinic.	1 2 3 4 5	1 2 3 4 5-specify_____
75. Deciding what to do if parents criticize your teaching.	1 2 3 4 5	1 2 3 4 5-specify_____
76. Deciding what to do if parents criticize you personally or your personal life.	1 2 3 4 5	1 2 3 4 5-specify_____
77. Deciding what to do if other teachers criticize you personally.	1 2 3 4 5	1 2 3 4 5-specify_____
78. Deciding what to do if other teachers criticize your teaching.	1 2 3 4 5	1 2 3 4 5-specify_____
79. Deciding what to do if other teachers criticize your discipline.	1 2 3 4 5	1 2 3 4 5-specify_____
80. Working with special teachers, such as music or remedial or speech.	1 2 3 4 5	1 2 3 4 5-specify_____

Situations	Your Extent Of Concern	Your Usual Source Of Assistance
81. Keeping the class busy and progressing without disruptions by students.	1 2 3 4 5	1 2 3 4 Specify_____
82. Finding ways to get a child to work who at first refuses to work at all.	1 2 3 4 5	1 2 3 4 Specify_____
83. Finding out how to make out attendance reports.	1 2 3 4 5	1 2 3 4 Specify_____
84. Deciding what to do about children tattling on one another.	1 2 3 4 5	1 2 3 4 Specify_____
85. Deciding the kind of homework to give children, such as drill work or reports.	1 2 3 4 5	1 2 3 4 Specify_____
86. Finding out how to make your own teaching materials.	1 2 3 4 5	1 2 3 4 Specify_____
87. Finding out about the home life of some of your students.	1 2 3 4 5	1 2 3 4 Specify_____
88. Finding out the unwritten laws of teacher behavior in the building.	1 2 3 4 5	1 2 3 4 Specify_____
89. Knowing the community from which the children come.	1 2 3 4 5	1 2 3 4 Specify_____
90. Finding out what to do when a pupil has excessive absences.	1 2 3 4 5	1 2 3 4 Specify_____
91. Deciding how much of your troubles with students should be told to the principal.	1 2 3 4 5	1 2 3 4 Specify_____
92. Deciding what to do about building rules and/or policies you don't agree with.	1 2 3 4 5	1 2 3 4 Specify_____
93. Deciding what to do when children complain about a teacher who has been on playground supervision.	1 2 3 4 5	1 2 3 4 Specify_____
94. Deciding how accurate a daily record of grades you should keep.	1 2 3 4 5	1 2 3 4 Specify_____

	Situations	Your Extent Of Concern	Your Usual Source Of Assistance
95.	Deciding whether to offer some of your ideas to other teachers in the building, when you felt the ideas would help the teacher.	1 2 3 4 5	1 2 3 4 Specify_____
96.	Deciding whether to talk with parents about the basic philosophies that underlie teaching practice.	1 2 3 4 5	1 2 3 4 Specify_____
97.	Determining how active you should be in the teachers' organization for your system.	1 2 3 4 5	1 2 3 4 Specify_____
98.	Deciding how strict you should be in grading.	1 2 3 4 5	1 2 3 4 Specify_____
99.	Deciding how strict you should be in discipline.	1 2 3 4 5	1 2 3 4 Specify_____
100.	Deciding what to do about a disobedient child.	1 2 3 4 5	1 2 3 4 Specify_____
101.	Deciding how much you should insist on a child making up work.	1 2 3 4 5	1 2 3 4 Specify_____
102.	Deciding how closely to follow the textbook.	1 2 3 4 5	1 2 3 4 Specify_____
103.	Deciding which school events it is important for you to attend.	1 2 3 4 5	1 2 3 4 Specify_____
104.	Finding out how to manage the emotionally upset child.	1 2 3 4 5	1 2 3 4 Specify_____
105.	Deciding to whom you could talk about your troubles.	1 2 3 4 5	1 2 3 4 Specify_____
106.	Deciding whether to ask the principal for help and/or suggestions.	1 2 3 4 5	1 2 3 4 Specify_____
107.	Deciding which children should be sent on to the next grade.	1 2 3 4 5	1 2 3 4 Specify_____
108.	Deciding how closely you should hold to the daily schedule.	1 2 3 4 5	1 2 3 4 Specify_____
109.	Deciding to what degree you <u>would</u> support another teacher who is "talked about" in your presence.	1 2 3 4 5	1 2 3 4 Specify_____

	Situations	Your Extent Of Concern	Your Usual Source Of Assistance
110.	Deciding to what degree you <u>would</u> support the principal when he/she is criticized.	1 2 3 4 5	1 2 3 4 Specify_____
111.	Finding suitable time to talk with the principal.	1 2 3 4 5	1 2 3 4 Specify_____
112.	Finding out which teacher(s) can "kill" a very good idea of yours, if he/she disagrees with it.	1 2 3 4 5	1 2 3 4 Specify_____
113.	Figuring out what actions and behaviors of yours would be most likely to win respect and appreciation from the principal.	1 2 3 4 5	1 2 3 4 Specify_____
114.	Finding out what actions and behaviors of teachers would most likely win respect and liking from the parents.	1 2 3 4 5	1 2 3 4 Specify_____
115.	Figuring out how you could get your students to show more interest in their school work.	1 2 3 4 5	1 2 3 4 Specify_____
116.	Finding out what is the general community attitude toward teachers.	1 2 3 4 5	1 2 3 4 Specify_____
117.	Figuring out how to have better discipline from the students.	1 2 3 4 5	1 2 3 4 Specify_____
118.	Figuring out how to gain better attention from the students in class.	1 2 3 4 5	1 2 3 4 Specify_____
119.	Finding out which teachers carried tales to the principal.	1 2 3 4 5	1 2 3 4 Specify_____
120.	Finding out how best to manage your non-teaching responsibilities, such as before school, noon.	1 2 3 4 5	1 2 3 4 Specify_____
121.	Finding out why the duties of teachers are assigned and distributed as they are.	1 2 3 4 5	1 2 3 4 Specify_____
122.	Deciding whether you were spending too much or too little time on school duties.	1 2 3 4 5	1 2 3 4 Specify_____

	Situations	Your Extent Of Concern	Your Usual Source Of Assistance
123.	Believing in and carrying out the suggestions the principal gives.	1 2 3 4 5	1 2 3 4 Specify_____
124.	Figuring out which teacher(s) had the most influence with the principal.	1 2 3 4 5	1 2 3 4 Specify_____
125.	Finding out how much help you could offer to other teachers in the building and have help accepted.	1 2 3 4 5	1 2 3 4 Specify_____
126.	Finding out what characteristics of teachers were most disliked by parents.	1 2 3 4 5	1 2 3 4 Specify_____
127.	Finding out which of your behaviors upset children the most.	1 2 3 4 5	1 2 3 4 Specify_____
128.	Finding out what characteristics of teachers upset the principal most.	1 2 3 4 5	1 2 3 4 Specify_____
129.	Deciding whether you should admit to the principal that you could not handle a situation.	1 2 3 4 5	1 2 3 4 Specify_____
130.	Deciding whether to participate in games with pupils, or merely to direct the games.	1 2 3 4 5	1 2 3 4 Specify_____
131.	Deciding whether to put in personal references and personal anecdotes in your teaching.	1 2 3 4 5	1 2 3 4 Specify_____
132.	Deciding whether to be concerned with pupil's welfare out of school.	1 2 3 4 5	1 2 3 4 Specify_____
133.	Getting to know the other teachers in the school building.	1 2 3 4 5	1 2 3 4 Specify_____
134.	Getting to know the pupils in the classroom.	1 2 3 4 5	1 2 3 4 Specify_____
135.	Having to attend teachers' meetings that seemed of little or no value.	1 2 3 4 5	1 2 3 4 Specify_____
136.	Listening to advice and information about the principal from teachers.	1 2 3 4 5	1 2 3 4 Specify_____

	Situations	Your Extent Of Concern	Your Usual Source Of Assistance
- 137.	Listening to advice and information about teachers from other teachers.	1 2 3 4 5	1 2 3 4 Specify_____
138.	Deciding whether you would like to teach in the building another year.	1 2 3 4 5	1 2 3 4 Specify_____
139.	Deciding whether to "speak up" in a teachers' meeting.	1 2 3 4 5	1 2 3 4 Specify_____
140.	Deciding whether to visit with other teachers on the playground or not.	1 2 3 4 5	1 2 3 4 Specify_____
141.	Deciding how to handle a "bossy" teacher in the building.	1 2 3 4 5	1 2 3 4 Specify_____
142.	Correcting pupils of another teacher in the hall.	1 2 3 4 5	1 2 3 4 Specify_____
143.	Deciding whether to give active help in forming or changing building policies.	1 2 3 4 5	1 2 3 4 Specify_____
144.	Deciding whether to join the National Education Association.	1 2 3 4 5	1 2 3 4 Specify_____
145.	Finding the procedures to use if a child was sick or injured.	1 2 3 4 5	1 2 3 4 Specify_____
146.	Figuring out ways and means of organizing your class to take a field trip.	1 2 3 4 5	1 2 3 4 Specify_____
147.	Finding the procedure to gain permission to take a field trip.	1 2 3 4 5	1 2 3 4 Specify_____
148.	Using your ideas of promotion to fit with the school promotion and retention policy.	1 2 3 4 5	1 2 3 4 Specify_____
149.	"Fitting in" with the conversations of the group at "coffee breaks."	1 2 3 4 5	1 2 3 4 Specify_____
- 150.	Determining how much backing you could expect from the principal in a case of criticism from parents and students.	1 2 3 4 5	1 2 3 4 Specify_____

Situations	Your Extent Of Concern	Your Usual Source Of Assistance
151. Determining the kind of school clothes you would be expected to wear at school.	1 2 3 4 5	1 2 3 4 Specify_____
152. Determining whether you would be obligated to do your shopping in the town where you teach.	1 2 3 4 5	1 2 3 4 Specify_____
153. Determining what kinds of actions and behaviors might be "taboo" for a teacher in the community where you teach.	1 2 3 4 5	1 2 3 4 Specify_____
154. Deciding whether to encourage other teachers to express their opinions publicly on issues significant to teaching.	1 2 3 4 5	1 2 3 4 Specify_____
155. Deciding whether to encourage children to direct their own activities, even if these activities differ from those the parents approve of.	1 2 3 4 5	1 2 3 4 Specify_____

How frequently did you get to discuss your professional concerns with each of the following?

	Daily	Frequently	Occasionally	Rarely
Principal				
Other administrative leader				
Buddy assigned				
Teacher of same grade				
Teacher in another grade				
Teacher in another building or system				
Other (specify)				

If you have had difficulty during the year, to whom have you turned for advice and assistance? (Please mark these in order of preference, such as 1, 2, 3, 4, etc.)

____ Principal	____ Teacher in another building or system
____ Other administrative leader	____ Spouse or someone in your family
____ identify_____	____ Out of school friend
____ Teacher in same grade and building	____ Other (identify)
____ Teacher in the same hall with me	
____ Teacher in the building, but another grade	

How many teachers offered to help you, or have given you advice during the first of the year? _____

What did they offer to help you with? _____

What kind of things did they give you advice about? _____

How many teachers are there in your building? _____

How many of these teachers do you see socially outside of school? _____

How many of these do you really enjoy working with? _____

What do you consider to be the three chief or major problems which new teachers have in this school?

1. _____
2. _____
3. _____

What do you consider to be the major difficulties a new teacher has in working with the teachers in this building? _____

What do you consider to be the major difficulties a new teacher has in working with the principal in this building? _____

(answers to the last two questions may be the same or different)

Listed below are some selected aspects of your job. Would you please rate them as you have found them this year, according to this key:

1. Very unsatisfactory
2. Fairly unsatisfactory
3. Fairly satisfactory
4. Very satisfactory

- | | | | | |
|--|---|---|---|---|
| 1. Your relations with other teachers | 1 | 2 | 3 | 4 |
| 2. Fairness with which duties are distributed in your school building. | 1 | 2 | 3 | 4 |
| 3. Amount of interest shown by your students. | 1 | 2 | 3 | 4 |
| 4. General community attitude toward teaching as a profession. | 1 | 2 | 3 | 4 |
| 5. Your relations with your administrators. | 1 | 2 | 3 | 4 |
| 6. Your relations with your students. | 1 | 2 | 3 | 4 |
| 7. Your relations with parents. | 1 | 2 | 3 | 4 |

- | | | | | |
|---|---|---|---|---|
| 8. Your position as a whole (except salary). | 1 | 2 | 3 | 4 |
| 9. Your non-teaching responsibilities. | 1 | 2 | 3 | 4 |
| 10. Pupil attentiveness and discipline. | 1 | 2 | 3 | 4 |
| 11. Helpfulness of supervision you receive. | 1 | 2 | 3 | 4 |
| 12. Your teaching load. | 1 | 2 | 3 | 4 |
| 13. Adequacy of your school building. | 1 | 2 | 3 | 4 |
| 14. Adequacy of supervision you receive. | 1 | 2 | 3 | 4 |
| 15. Adequacy of supplies and equipment. | 1 | 2 | 3 | 4 |
| 16. Your position as a whole (including salary) | 1 | 2 | 3 | 4 |
| 17. Total time you spend on school duties. | 1 | 2 | 3 | 4 |
| 18. Your working conditions compared to those of other professions in your level of education. | 1 | 2 | 3 | 4 |
| 19. Your salary compared to that of other professions in your area open to people with your level of education. | 1 | 2 | 3 | 4 |

How do you actually feel about yourself in relation to the other teachers in the building?

☐ Very different
☐ Somewhat different
☐ A little different
☐ Practically the same

I appreciate your helping me in this research work by answering first the OPINION SURVEY, and now the SITUATION SURVEY. We hope to find some things that will make the adjustment of the new teacher less difficult and less frustrating. If you are in the same school next year, I will be sending you some of the results.

APPENDIX C
CODING SHEET

CODING SHEET

Column

1-2	Identification	01-72
3	Sex	
	Male	1
	Female	2
4	Age	
	Up to 30	1
	30-39	2
	40-49	3
	50-59	4
	60-Over	5
	No Age	x
5	Training	
	2-3 Years	1
	3-4 Years	2
	4 Years	3
	5 Years (MA)	4
	5+ Years	5
	No Training Given	x
6	Years Taught	
	1 Year	1
	2 Years	2
	3 Years	3
	4 Years	4
	5 Years	5
	6-10 Years	6
	11-20 Years	7
	21-30 Years	8
	Over 30 Years	9
7	Years Taught School System Previously	
	0 Years	1
	1 Year	2
	2 Years	3
	3 Years	4
	4-5 Years	5

Column

Years Taught School System Previously (Continued)

	6-10 Years	6
	10-20 Years	7
	21-30 Years	8
	Over 30 Years	9
8	Type of School	
	Open	1
	Closed	2
9	Type of Person	
	Open	1
	Closed	2
10	Size of School - Number of Teachers	
	Up to 5	1
	6-10	2
	11-15	3
	16-20	4
	21-25	5
	Over 25	6
11	Number of Teachers New To Building	
	1	1
	2	2
	3	3
	4	4
	5	5
	6	6
	7-8	7
	9-10	8
	11 and Over	9
12	Number of Teachers Who Offered to Help	
	1	1
	2	2
	3	3
	4	4
	5	5
	6-10	6
	11-20	7
	Over 20	8
	All (Regardless of number)	9
	None	0

Column

13	Number of Teachers Seen Socially Outside of School	
	1	1
	2	2
	3	3
	4	4
	5-6	5
	7-10	6
	11-20	7
	None	8
14	Number of Teachers You Enjoy Working With	
	1	1
	2	2
	3	3
	4	4
	5-6	5
	7-10	6
	11-20	7
	All	8
	None	9
15	Sex of Principal	
	Male	1
	Female	2
LEVELS OF CONCERN FOR PROBLEMS OF TEACHING (Each item one digit and two decimals.)		
16-18	Classroom Instruction	1-4
19-21	School Building Policies	1-4
22-24	Teacher-Teacher Relationship	1-4
25-27	Teacher-Principal Relationship	1-4
28-30	Teacher-Student Relationship--General	1-4
31-33	Teacher-Student Relationship--Discipline	1-4
34-36	Teacher-Student Relationship-- Grading	1-4
37-39	Teacher-Community Relationship	1-4
40-42	Teacher-Parent Relationship	1-4
43-45	Teacher-Self Relationship	1-4
46-47	Number of Situations in Entire Questionnaire that did not Occur for Teacher	1-99

Column

SATISFACTIONS*

48	Your Relationship with Other Teachers	1-4
49	Fairness with Which Duties are Distributed in Your School	1-4
50	Amount of Interest Shown by Your Students	1-4
51	General Community Attitude Toward Teaching as a Profession	1-4
52	Your Relationship with Your Administrators	1-4
53	Your Relationship with Your Students	1-4
54	Your Relationship with Parents	1-4
55	Your Position as a Whole (Except Salary)	1-4
56	Your Non-teaching Responsibilities	1-4
57	Pupil Attentiveness and Discipline	1-4
58	Helpfulness of Supervision you Receive	1-4
59	Your Teaching Load	1-4
60	Adequacy of School Building	1-4
61	Adequacy of Supervision you Receive	1-4
62	Adequacy of Supplies and Equipment	1-4
63	Your Position as a Whole (Including Salary)	1-4
64	Total Time You Spend on School Duties	1-4
65	Your Working Condition Compared to Those of Other Professions in your Level of Education	1-4
66	Your Salary Compared to That of Other Pro- fessions in your Level of Education	1-4

*Each item in Satisfactions area rated as follows:

- 4--Very unsatisfactory
- 3--Fairly unsatisfactory
- 2--Fairly satisfactory
- 1--Very satisfactory

Column

67	How do You Actually Feel About Yourself in Relation to Other Teachers in the Building?	
	Very Different	1
	Somewhat Different	2
	A Little Different	3
	Practically the Same	4
68	Comments Made About Other Teachers	
	Very unsatisfactory	1
	Fairly unsatisfactory	2
	Fairly satisfactory	3
	Very satisfactory	4
69	Comments Made About the Principal	
	Very unsatisfactory	1
	Fairly unsatisfactory	2
	Fairly satisfactory	3
	Very satisfactory	4
FREQUENCY OF CONTACT TO DISCUSS PROFESSIONAL CONCERNS*		
70	Principal	1-4
71	Other Administrative Leader	1-4
72	Teacher of Same Grade in Same Building	1-4
73	Teacher of Another Grade in Same Building	1-4
74	Teacher in Another System	1-4

*Each item in Frequency of Contact to Discuss Professional Concerns rated as follows:

- 4-Rarely
- 3-Occasionally
- 2-Frequently
- 1-Daily

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