Teachers’ Perceptions of School Culture in Relation to Job Satisfaction and Commitment

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The concepts of culture and climate have been investigated in the corporate world and have been found to relate to increased job satisfaction and commitment. Schools can also benefit from such findings. In the school setting there are a number of studies that have been conducted relating school culture and climate to student achievement, but few have investigated the relationship of school climate and culture to job commitment and satisfaction.

Organizational culture, employee job satisfaction, and employee commitment are all variables that must be measured in order to investigate how culture affects the organization. In this study, teachers' perceptions of the school culture, job satisfaction, and job commitment are investigated using the Organizational Culture Inventory (Cooke & Lafferty, 1983) and the Organizational Commitment Questionnaire (Porter, Steers, Mowday, & Boulian, 1974). Eleven rural school districts in the Midwest were selected according to similar demographics (total population, total number of teachers, and number of elementary schools). Each of the elementary schools had between 300 and 450 students—kindergarten through fifth grade. A total of 118 first- and second-grade teachers were asked to participate in the study.
Two conceptional hypotheses were addressed:

1. There is a difference in the school culture perceptions of employees that are satisfied with their jobs and employees that are not satisfied with their jobs.

2. There is a difference in the school culture perceptions of employees that are committed to their jobs and employees that are not committed to their jobs.

A total of 58 surveys were returned out of 118 surveys mailed, for a completion rate of 49%.

The findings supported three of the six operational hypotheses. Those who were not satisfied with their jobs were more likely to perceive the culture of the organization as Aggressive/Defensive than those who were satisfied with their job. Secondly, those who were committed to their job viewed the organizational cultural style as more Constructive than those who were not committed or somewhat committed to their jobs. Finally, those somewhat committed viewed the organizational cultural style as more Aggressive/Defensive than those committed to their jobs.
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DEDICATION

I would like to dedicate this work to my husband, John, and my daughter, Ana-Maria. I offer this dedication to them both because of their constant encouragement, support, understanding, faith, and unconditional love. Because of you, I was able to reach this long-awaited goal. Thank you!
ACKNOWLEDGMENTS

I would like to express my sincere appreciation to my doctoral committee, including Dr. David Cowden, Chairperson; Dr. Charles Warfield; and Dr. Larry Schlack, for their guidance and support in seeing me through this project.

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Mayda Bahamonde-Gunnell
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CHAPTER I

INTRODUCTION

Organizational climate and culture are concepts that have been utilized in the corporate world to identify what the organization means to its members (Payne & Pugh, 1996; Toulson & Smith, 1994). Toulson and Smith investigated the relationship between measures of personnel management practice and a general measure of organizational climate. Nadler and Tushman (1997) defined culture as "the single most difficult aspect of organizational architecture to reshape in a lasting way. That is why experienced executives and managers—Xerox chairman Paul Allaire, for example—repeatedly remind their people, “The soft stuff is the hard stuff” (p. 195). While there are numerous writings and studies about organizational climate and culture and how they affect the members of an organization, few studies have been conducted linking climate and culture to job satisfaction and commitment in the school setting.

During the 1980s, several authors contributed to the research on organizational culture and climate. In his book, Theory Z, William Ouchi (1981) compared management styles used in Japan and the United States. Ouchi suggested corporate America adopt a new management style. Theory Z emphasized the following: “Of all its values, commitment of a Z culture to its people—its workers are the most important” (p. 165).
What *Theory Z* calls for instead is a redirection of attention to human relations in the corporate world.

Peters and Waterman (1984) described the power of values and culture as the “glue” that holds organizations together. Listed in their book are excellent companies that tell legends and myths in support of their basic beliefs. Owens (1998) pointed out that the values of the companies are transmitted informally and permeate the organization.

These authors, along with Deal and Kennedy (1982), helped define culture and how it could affect an organization and its members. Since the concepts of culture and climate have been investigated in the corporate world and have been found to relate to increased job satisfaction and commitment, schools could also benefit from insights in this area. In the school setting, a number of studies have been conducted relating school culture and climate to student achievement, but few have investigated the relationship of school climate and culture to job commitment and satisfaction.

**Statement of the Problem**

From a cultural perspective, organizations focus on the values and beliefs of the members. Rituals and ceremonies are used to support beliefs and norms, while heroes and heroines embody the values of the organization (Bush, 1995). The cultural perspective of leadership also views the leader as having the major responsibility for developing and maintaining the culture.
The cultural perspective acknowledges that, although leaders have a key role in influencing culture, they must also listen to their followers in developing shared norms and meanings. The shared norms and meanings are expressed through the organization's goals. Goals are linked to the values of the organization, which in turn help to create the mission. The literature suggests that there is a tendency for groups and organizations to form cultures (Bush, 1995). Sergiovanni and Corbally (1984) stated that "the cultural perspective is particularly important in understanding loosely structured organizations. Such organizations are characterized by a great deal of breathing room for individuals and unite despite managerial attempts to tighten and structure things by applying conventional management theories" (p. ix).

The setting discussed above is typical of educational settings (Bush, 1995). Schools tend to gravitate toward shared norms and values as they provide for support for all, a common good, and stability for the organization.

In their book *In Search of Excellence*, Peters and Waterman (1984) described an excellent company as one having "the dominance and coherence of culture" (p. 75). They continued by stating further characteristics of a strong company: (a) employees know the guiding values because they are clear, (b) shared values are clear because the mythology is rich, and (c) the company is focused on the customer. Peters and Waterman described poorer-performing companies in the following manner:
Poorer-performing companies often have strong cultures, too, but dysfunctional ones. They are usually focused on internal politics rather than on the customer, or they focus on “the numbers” rather than on the product and the people who make and sell it. The top companies, on the other hand, always seem to recognize what the companies that set only financial targets don’t know or don’t deem important. The excellent companies seem to understand that every employee seeks meaning (not just the top fifty who are “in the bonus pool”). (p. 76)

In an effort to further study the effects of the organization’s culture on employees, there must be a variable that is measured. Organizational culture, employee job satisfaction, and employee commitment are all variables that are measurable in order to investigate how culture affects the organization. Consequently, in this study, teachers’ perceptions of the school culture, job satisfaction, and job commitment are investigated.

Importance of the Study

Many of the researchers and reformers have concentrated on organizational climate in the business arena, while only a few studies deal specifically with school climate and how it affects the learning environment (Cohen, Deal, Meyer, & Scott, 1979). Identifying the school climate as perceived by teachers and determining how or if the school climate relates to job satisfaction and commitment may allow educators to better the work environment while also affecting the learning environment.

According to Schein (1992), organizational culture is the “basic assumption and beliefs that are shared by the members of an organization, that operate unconsciously, and that define in a basic
taken-for-granted fashion an organization's view of itself and its environment" (pp. 16—17). Culture is owned by the organization and is the product of the group experience (Reyes & Pounder, 1993). The individuals within the organization follow assumptions that guide their behaviors within that organization. The culture of the organization influences the perceptions of its participants.

In order to study the culture of an organization, it is essential to examine the climate of that organization. As Owens (1998) stated, “Organizational climate is the study of perceptions that individuals have of various aspects of the environment in the organization” (p. 169). Because the study of organizational climate deals with the participants' perceptions, employee job satisfaction and commitment have been closely associated with the concept of organizational climate (Etzioni, 1975; Owens, 1998).

The culture of an organization influences the climate of the organization and may affect how employees feel about their jobs. Those feelings may be of satisfaction or dissatisfaction with the task they perform, the physical environment, and the relationships they have with fellow employees. According to Rosabeth Moss Kanter (1983), when employees feel a sense of pride and a climate of success in the organization, “There is emotional and value commitment between person and organization; people feel they 'belong' to a meaningful entity” (p. 149). When employees have a feeling of belonging, their job satisfaction levels increase (Kanter, 1983).
According to Mowday, Porter, and Steers (1982), "Organizational commitment means a sense of teacher loyalty to the school workplace and an identification with its values and goals" (p. 226). The culture and climate of an organization plays an important role in determining how the employee will perceive the organization to be (Owens, 1998). As Owens stated:

The culture also plays a large role in defining for teachers their commitment to the task: it evokes the energy of the teachers to perform the task, loyalty and commitment to the organization and its ideals. These give rise to teachers' willingness not only to follow the rules and norms governing their behavior in the organization but, more than that, to accept the ideals of the organization as their own personal values and therefore, to work energetically to achieve the espoused goals of the organization. (p. 91)

Job commitment is an important variable to examine when looking at the effectiveness of an organization.

The last important variable in relation to school climate that this study focuses on is job satisfaction. As mentioned by Ruhl-Smith and Smith (1993), studies in the educational setting on this subject have been based on the noneducational studies and have focused on factors such as remuneration and working conditions (Lester, 1987; Ruhl-Smith & Smith, 1993). In this study, the focus will be on teacher perceptions of school climate in relation to job commitment and satisfaction. In studying the relationships of the mentioned variables, one can better understand what type of school climate produces a work environment that enhances job commitment and satisfaction.

For the purposes of this study, organizational culture will be defined as "the norms that inform people about what is acceptable and
what is not, the dominant values that the organization cherishes above others, the basic assumptions and beliefs that are shared by members of the organization" (Owens, 1998, p. 165). The theories of Owens (1998) and Schein (1992) in reference to culture are the theoretical underpinning of this study. The literature leads one to conclude the need to test the following two hypotheses:

1. There is a difference in the school culture perceptions of employees who are satisfied with their jobs and employees who are not satisfied with their jobs.

2. There is a difference in the school culture perceptions of employees who are committed to their jobs and employees who are not committed to their jobs.

Definition of Terms

The following operational definitions were derived from the research literature:

*Rural Schools:* Schools in a school district that has a student population of 3,000 or less (K–12) and does not have a large city within its geographic boundaries. The school districts have no incorporated towns larger than 20,000 in population, and 30% or more of the school-age children live at or below the poverty level as measured by free or reduced lunch. In these rural school districts, 50% or more of the student population is transported by school bus from outside the city limits. Rural schools were selected from the southwestern region of a Midwestern state.
Organizational Culture: For the purposes of this study, organizational culture will be defined as "the norms that inform people about what is acceptable and what is not, the dominant values that the organization cherishes above others, the basic assumptions and beliefs that are shared by members of the organization" (Owens, 1998, p. 165). Organizational culture has three levels as defined by Schein (1985, 1992, p. 17): (1) artifacts (visible organizational structures and processes), (2) espoused values and norms ("what we say we do"), and (3) basic underlying assumptions (theories in use).

Organizational Commitment: The sense of loyalty to the school workplace and an identification with its values and goals (Kushman, 1992; Mowday et al., 1982). Commitment is related to the following in a school setting: staff unity of purpose, commitment to student learning, and achievement (Kushman, 1992).

Job Satisfaction: Defined as feelings an individual has toward work (Locke, 1969, 1976). Job satisfaction is often associated with extrinsic and intrinsic rewards (Porter, Lawler, & Hackman, 1975).

Constructive Culture Orientation:
Reflects a healthy balance of people and task related concerns and promotes the fulfillment of higher order needs. Styles associated with the orientation focus on the attainment of organizational goals through the development of people. Constructive styles account for synergy and explain why certain individuals, groups, and organizations are particularly effective in performance, growth, and quality. (Cooke & Lafferty, 1983, n.p.)

Aggressive/Defensive Culture Orientation:
Emphasizes tasks over people and is driven by underlying insecurities. In the extreme, these styles lead people to focus on their own needs at the expense of others. Though sometimes
temporarily effective, the Aggressive/Defensive styles can lead to stress, decisions based on status rather than expertise, and conflict rather than collaboration. (Cooke & Lafferty, 1983, n.p.)

Passive/Defensive Culture Orientation:

Represents an unduly strong orientation toward people as opposed to tasks, fueled by and reinforcing individual insecurity. These styles characterize people who subordinate themselves to the organization but, in the process, create stress for themselves and allow the organization to stagnate. Passive/Defensive styles can temporarily produce a predictable and superficially secure situation, but at the cost of learning, adaptability, and, ultimately, survival. (Cooke & Lafferty, 1983, n.p.)

Overview of the Study

In Chapter I, the background and purpose of the study have been described, and the importance of the study has been explained. Related literature is reviewed in Chapter II and terms are further defined. The design and procedures are described in Chapter III. The findings and data analysis for the research is located in Chapter IV. The conclusions of the study, followed by discussion and recommendations, are presented in Chapter V.

CHAPTER II

REVIEW OF LITERATURE

Introduction

The review of literature focuses on teachers’ perceptions of school climate as related to job satisfaction and commitment. Literature was searched to define and explain related terms such as culture, climate, job satisfaction, and commitment.

The literature search included periodicals, books, public school records, and consultations with district personnel. The Educational Resources Information Center (ERIC), Dissertation Abstracts International, Resources in Education, and the Current Index to Journals in Education were used as resources.

Culture

Many times we think of culture as events relating to the arts, such as plays, symphonies, operas, or art exhibits. In organizations, culture takes on a different meaning, as noted by Carlson (1996): “When culture is linked to social groups such as organizations, it is seen in the anthropological sense as a prevailing set of beliefs and customs that guide the actions of persons within that group” (p. 31).
Frost, Moore, Louis, Lundberg, and Martin (1985) refer to culture as that which holds the organization together. Moore (1985) describes it as a form of magnetism drawing members of the organization. As Owens (1998) points out, “Though many definitions of organizational culture are found in the literature, the high degree of agreement between and among them makes it relatively easy to understand what culture is and how it relates to and differs from organizational climate” (p. 165). Edgar Schein (1985) clarifies the meaning of organizational culture when he states:

Organizational culture is the body of solutions to external and internal problems that has worked consistently for a group and that is therefore taught to new members as the correct way to perceive, think about, and feel in relation to those problems. (pp. 19–20)

In other words, culture is the set of shared values, assumptions, beliefs, attitudes, and norms that bind a group of people. Schein further describes organizational culture by explaining that the body of solutions become assumptions about “the nature of reality, truth, time, space, human nature, human activity, and human relationships” (pp. 19–20). He concludes by further stating that the “power of culture lies in the fact that it operates as a set of unconscious, unexamined assumptions that are taken for granted” (p. 20).

In Schein’s model (Figure 1), the obvious ways we can see organizational culture are “visible and audible: these are artifacts such as tools, buildings, art and technology as well as human behavior such as speech” (Owens, 1998, p. 167). These artifacts are often symbolic in nature.
Visible organizational structures and processes (hard to decipher)

Strategies, goals, philosophies (espoused justification)

Unconscious, taken-for-granted beliefs, perceptions, thoughts, and feelings (ultimate source of values and action)

Figure 1. Schein's Model of Levels of Culture (Schein, 1985, p. 14).

Under the visible artifacts are the values of the organization, such as the mission statement. The last level of the model shows the assumptions of the culture that are taken for granted. These assumptions have to do with how people relate to one another and their environment in the organization (Owens, 1998).

Though organizational culture can be studied by observing the organization's rituals, myths, traditions, sites, and language as Owens (1998) tells us, organizational climate, which is the study of perceptions that members of the organization have, can help us measure the culture of an organization.
Organizational Climate

As stated in the previous section on culture, organizational climate is defined as the study of perceptions that individuals have of various aspects of the environment in the organization. Because the culture of an organization is difficult to measure, it is important to understand how organizational climate and culture interact.

As determined by Payne and Pugh (1976), organizational climate is a concept that enables the organizational psychologist to identify what an organization means to its members. This concept is fundamental in trying to diagnose problems in organizational settings. Therefore, accessing the school climate is key in relation to employee job satisfaction and commitment. Many researchers and reformers have suggested that school climate makes a difference in the learning environment of schools and in the achievement of students (Bosert, 1988; Brookover, Blade, Flood, Schweitzer, & Wisenbaker, 1979; Purkey & Smith, 1983; Stedmen, 1987), yet far fewer studies have been conducted that link school climate to employees' outcomes such as job satisfaction and commitment.

Reyes and Pounder (1993) made an attempt to study Etzioni's (1975) normative and utilitarian concepts to study the relationship between organizational value orientations and organizational commitment and job satisfaction among teachers. Reyes and Pounder tested the hypothesis that schools with a more normative value orientation (private schools) will have higher levels of teacher
organization commitment and job satisfaction than will schools with a more utilitarian orientation (public schools).

The sample included teachers from both public and private schools. Three school districts from a Midwestern state were selected. Questionnaires were used to access the following concepts: organizational value orientation, organizational commitment, and job satisfaction. Items on each concept were measured on a 5-point Likert scale, with responses ranging from "strongly disagree" to "strongly agree."

The results of the data analysis supported the study's hypothesis. There were three major findings:

1. Catholic private schools are characterized by a more normative value orientation.

2. Normative organizations have significantly higher teacher commitment and job satisfaction.

3. The organizational culture of Catholic private schools is different from that of public schools. There is a clear relationship between organizational culture and employee outcomes.

Hart and Willower (1994) surveyed teachers and principals in 51 public secondary schools in a single Middle Atlantic state. The schools studied were in small city, suburban, and rural locations. Like the Reyes and Pounder (1993) study discussed previously, this study used the Organizational Commitment Questionnaire (OCQ) to measure organizational commitment. Also used in this study was the Robustness Semantic Differential Scale (RSD).
The results of this study emphasize the importance of perceived organizational commitment by the leader rather than the commitment expressed by the leader. Organizational culture of the school setting is also an important variable in this study. As stated by Hart and Willower (1994), “School cultures that emphasize educational aims, professionalism and caring would, for most participants, be robust settings and would generate commitment and perceptions that others are committed” (p. 178).

In a study conducted by Cheng (1996), a questionnaire was used to find the relationship between teacher professionalism in school and educational process and outcomes, teachers' job attitudes and feelings, and school organizational factors.

All the schools involved in the study were primary schools. The sample included 62 primary schools, 58 principals, 1,476 teachers, and 7,969 students. The school age of the sample ranged from 3 years to over 99 years. The average teaching experience of teachers in each school ranged from 2 to 23 years.

Cheng's (1996) study confirms that among the many organizational factors in school, the following factors affect school and teacher performance: principals' leadership, school organizational structure, and teacher social norms (Cheng, 1991; Schein, 1992; Sergiovanni & Corbally, 1984).

Yet another study conducted by Hoy and Woolfolk (1993) examined the relationships between two specified dimensions of teacher efficacy and aspects of a healthy school climate. The aspects of a healthy
school climate that were examined were institutional integrity, principal influence, consideration, resource support, morale, and academic emphasis. From 37 elementary schools in New Jersey, 179 elementary teachers were randomly selected and were administered a teacher efficacy scale and a version of the Organizational Health Inventory in their schools. Hoy and Woolfolk found that

a healthy school climate—one with a strong academic emphasis and a principal who has influence with superiors and is willing to use it on behalf of teachers—was conducive to the development of teachers' beliefs that they can influence student learning. (p. 1)

One can then venture to say that if there is a healthy school climate where teachers feel they can make a difference in student learning, there is a greater possibility that they are satisfied with their jobs.

According to Hoy and Hannum (1997), “The organizational climate of a school is the set of internal characteristics that distinguishes one school from another and influences the behavior of its members” (p. 292). In other words, school climate is the stable property of the school environment that is experienced by participants, affects their behavior, and is based on their perceptions of behavior in schools (Hoy & Hannum, 1997; Hoy & Miskel, 1996; Lagiuri, 1968).

Hoy and Hannum (1997) concluded that in a healthy middle school climate, the following were present:

1. Teachers like the school, the students, each other, and are enthusiastic about their work.
2. Teachers see students as serious and diligent in their learning.
3. Teachers view the principal as facilitating their improvement of
instruction by being supportive, having influence, and securing the
instructional resources they need. Teachers felt they were protected from
outside pressures that were unreasonable.

Finally, Hoy and Hannum (1997) cited important characteristics
of schools that need to be continuously monitored: internal press of
academic achievement, community pressure for achievement,
commitment of teachers, and resource support.

Summary

The findings of the above-cited studies in organizational culture,
conducted in the school arena, along with the literature in the business
arena, suggest the benefit of further studies specifically focusing on
organizational school climate, job satisfaction, and commitment. If
educators want to perpetuate a quality learning environment for all
students, they must see to it that the work force needed to accomplish
their goal—the teachers—are satisfied and committed. The type of school
climate educators choose to create will lead to the attainment of their
goals.

Job Satisfaction

Throughout the last 60 years a number of studies have related to
the subject of job satisfaction. These studies have focused on employees
in the general workplace and also school settings. As early as 1926,
Fryer studied levels of job satisfaction. In that study, 53% of all
respondents enjoyed doing their present work more than any other. Yet
in 1931, Lazarefeld found that the dislike of occupations increased with age. These satisfaction levels ranged from 74% for the 15-year-old group to 42% for the 22-year-old group.

As a result of many studies, Frederick Herzberg (1966) developed the Motivation-Hygiene Theory. The theory explained that there were always two factors in any job: motivators and hygiene. The motivators, which were achievements, recognition, work itself, responsibility, and advancement, were strong determiners of job satisfaction (Herzberg, 1966). Hygiene factors related to the job environment, Herzberg believed, were involved in creating job dissatisfaction. The hygiene factors were company policy, administration, supervision, salary, interpersonal relations, and working conditions. Herzberg believed that the only way to motivate employees was to make jobs intrinsically rewarding.

As in the general work setting, research on job satisfaction has also been conducted in the school setting. Many factors such as "advancement, autonomy, colleagues, creativity, pay, recognition, responsibility, school policies, security, supervision, work itself, and work conditions" (Lester, 1987, p. 225) have also been explained. Savage (1967) and Johnson (1967) each studied the factors causing teacher satisfaction and dissatisfaction. They wanted to find out whether certain factors or motivators enhanced teacher job satisfaction. Savage discovered that achievement, recognition, and teacher relationships with students had a great effect on teachers' job satisfaction. Savage also concluded that the factors that caused dissatisfaction, such as
supervision and personal life problems, were different from the factors causing satisfaction.

Taylor and Tashakkori (1995) studied decision participation and school climate as predictors of job satisfaction and teachers' sense of efficacy. They concluded that school climate was a strong predictor of job satisfaction. Strongest among these school climate dimensions were the lack of obstacles to teaching and principal leadership. Similarly, the best predictors of teachers' sense of efficacy were the dimensions of school climate, referred to as faculty communication, and the lack of obstacles to teaching.

In another study investigating job satisfaction and its components, Ruhl-Smith and Smith (1993a) found several factors that contributed to job satisfaction. Those factors were "respect for and relationships with other teachers, positive attitudes toward students, and teacher involvement in school governance" (pp. 21–23).

Yet another study, conducted by Heller, Clay, and Perkins (1992) in a large urban school system, concluded that the public school teachers participating in this study did not have high levels of job satisfaction. The study found that teachers obtain motivation and avoid burnout by achieving success in the classroom. Teachers obtain their greatest satisfaction by meeting the academic needs of their students. Heller et al. (1992) concluded that school district personnel need to create a system that assists teachers to be more effective in the classroom.

Roberts and Foti (1998) investigated the interaction between self-leadership and work structure (supervisory structure and job autonomy)
and their relation to job satisfaction. Seventy-six employees provided measures of self-leadership, employment characteristics, and job satisfaction. The study concluded that “job satisfaction and possibly even job performance is enhanced when employees are placed in positions that reflect their own self-leadership capabilities” (Roberts & Foti, 1998, p. 265). The results of this study suggest that job satisfaction occurs most often when there is a person–environment fit.

Summary

Although there have been many studies on job satisfaction in both the general workplace and school setting, there are still unanswered questions. Research is still needed in this area to determine the impact on school climate or school culture on job satisfaction. The question that needs to be answered is: Do the shared values and norms of a school affect employees’ job satisfaction?

Job Commitment

According to Kushman (1992), “Commitment is an inherently ambiguous concept to begin with, and in the rhetoric of reform, it is often used generically without reference to what teachers should be committed to” (p. 7). Kushman continues by confirming that empirical studies on how schools foster or hinder teacher commitment are scant, and key questions, such as whether commitment is related to important school outcomes or whether it can be altered by school design and management, have not been addressed. (pp. 7–8)
Thus, this study strives to investigate the relationship between school climate, job commitment, and job satisfaction.

Organizational commitment is defined as the sense of loyalty to the school workplace and an identification with its values and goals (Kushman, 1992; Mowday et al., 1982). Commitment is related to the following in a school setting: staff unity of purpose, commitment to student learning, and achievement (Kushman, 1992).

Organizational commitment occurs when the individual internalizes the organization's goals and values and begins to feel loyal towards the organization. The commitment becomes "an intrinsic motivation factor," as discussed by Katz and Kahn (1978, p. 15). Once it is achieved, commitment is self-sustaining (Kushman, 1992).

In 1992, Billingsley and Cross studied predictors of commitment, job satisfaction, and intent to stay in teaching. They focused on both general and special educators. Billingsley and Cross found that "work related variables, such as leadership support, role conflict, role ambiguity, and stress are better predictors of commitment and job satisfaction than are demographic variables" (p. 453). The findings were generally the same for general and special educators.

Reyes and Shin (1995) examined the casual relationship between teacher commitment to the school organization and job satisfaction using longitudinal career ladder data. They concluded that "there is not a reciprocal relationship between job satisfaction and organizational commitment. It appears that job satisfaction must be present before the
individual develops organizational commitment” (p. 36). This study suggests that educators work on creating teacher job satisfaction first.

Kushman (1992) examined two types of teacher workplace commitment to student learning. Sixty-three urban elementary and middle schools participated in the study. Kushman concluded that “organizational commitment was positively related to student achievement. It was also positively related to teacher job and career satisfaction, feelings of efficacy as a teacher, and teacher expectations for student success” (pp. 37–38). Follow-up studies also concluded that the following further contributed to organizational commitment among those urban teachers: job renewal, professional fulfillment, collaborative leadership, school learning climate, and student achievement.

Teacher organizational commitment plays an important role in the school setting as it addresses the staff loyalty needed “to create an enduring school culture of teacher professionalism and academic excellence, and staff agreement about the school’s basic educational values and goals,” as stated by Kushman (1992, p. 39).

Summary

The literature reviewed does not directly relate school climate or school culture to job satisfaction and commitment. Studies reviewed ranged from examining one or two of the mentioned variables, never focusing in on all of them, to investigating how they impact teachers. The question that still needs to be answered is: Do the shared norms and values of the school or culture affect employees’ job commitment?
Therefore, the literature leads one to determine the need to test the following hypotheses:

1. There is a difference in the school climate perceptions of employees who are satisfied with their jobs and employees who are not satisfied with their jobs.

2. There is a difference in the school climate perceptions of employees who are committed to their jobs and employees who are not committed to their jobs.
CHAPTER III

METHODOLOGY

Introduction

In the literature reviewed a case has been presented for the relationship of school culture to teacher job satisfaction and commitment. The Organizational Culture Inventory (OCI) allows for the measurement of the organizational culture of a school and commitment and satisfaction of its employees (Cooke & Lafferty, 1983). As previously discussed, there is evidence that culture is related to employee job satisfaction and commitment (Bush, 1995; Carlson, 1996; Schein, 1992). The Organizational Commitment Questionnaire (OCQ; Porter, Steers, Mowday, & Boulian, 1974) was used to measure job commitment and satisfaction.

Chapter III includes a discussion of subjects, the operational hypotheses, the instruments, an analysis of the data, the dissertation time schedule, and the summary.

Population

According to the United States Bureau of Census (1998), urban and suburban areas are delineated from rural territories. An urban area comprises one or more places that together have a minimum of 50,000
persons. For the purpose of this study, elementary schools in rural school districts were selected because of the greater autonomy of principals and teachers in those settings. Rural elementary schools are identified as schools in a school district having a student population of 3,000 or less (K–12) and not having a large city within its geographic boundaries. The school districts have no incorporated towns larger than 20,000 in population, and 30% or more of the school-age children live at or below the poverty level as measured by free or reduced lunch. In these rural school districts, 50% or more of the student population is transported by school bus from outside the city limits. Rural schools were selected from the southwestern region of a Midwestern state on the basis of total population within the school district. Eleven rural school districts were selected, and the first- and second-grade teachers from the 11 elementary schools of each district were surveyed. First- and second-grade teachers were selected due to the child centeredness of teachers at these grade levels.

Eleven rural school districts in the Midwest were selected according to similar demographics (total population, total number of teachers, and number of elementary schools). All elementary schools in each of the 11 districts were selected. Each of the elementary schools had between 300 and 450 students—kindergarten through fifth grade.

Permission to conduct the study was obtained from each school superintendent. Personal contact was then made with each school principal. All the first- and second-grade teachers at the elementary school were asked to participate in the study (see Appendices B and C).
Selected schools were given the opportunity and choice to participate in the study. The purpose of the study, the benefit to the individual school and administrator, and the time required for the completion of the survey were stated, and permission to mail the information was attained. If schools declined to be involved in the study, other districts would be selected. All schools that were given the opportunity to participate in the study accepted.

Instrumentation

Two instruments were used in this study. The Organizational Culture Inventory (OCI; Cooke & Lafferty, 1983) is designed to measure normative beliefs and shared behavioral expectations in organizations. The inventory focuses on 12 sets of thinking and behavioral styles that are required for people to meet the expectations in their organization. The OCI was purchased from Human Synergistics.

The OCI presents a list of 96 statements describing some of the behaviors and "personal styles" that might be expected or implicitly required of members of organizations. These statements measure 12 different cultural styles. Some of these styles are positive and supportive of constructive interpersonal relationships, effective problem solving, and personal growth; others are dysfunctional and can lead to unnecessary conflict, dissatisfaction, and symptoms of strain on the part of organizational members. Individual scores are aggregated and plotted onto a circular profile, called a circumplex (Appendix D). The circumplex provides a method for displaying the scores from the OCI within the
framework of the normative responses of 500 organizations. This allows organizations to convert their unadjusted (or "raw") total scores into percentile scores and provides a more understandable picture of the culture of their organization or subunit.

The OCI results in a score determining the school culture. The OCI measures the organization's culture and categorizes it into three general types: Constructive, Passive/Defensive, and Aggressive/Defensive. The OCI also measures job satisfaction and commitment.

Teacher commitment was measured using the 15-item Organizational Commitment Questionnaire (OCQ; located in Porter et al., 1974; see Appendix E). This measure uses a 6-point or 7-point Likert-type response format. The OCQ is used widely to measure organizational commitment.

Lastly, demographic variables such as age, gender, total years of experience, education level, and position were recorded from a self-report section.

The OCI and the OCQ were given to each school staff and returned according to the timeline date. The surveys took approximately 45 minutes per staff member.

Validity and Reliability

The Organizational Culture Inventory (Cooke & Lafferty, 1983) is designed to measure normative beliefs and shared behavioral expectations in organizations. The reliability and validity of this
inventory are based on data provided by 4,890 respondents involved in a number of projects (Cooke & Lafferty, 1983).

Through the use of three forms of the Organizational Culture Inventory, data were collected. Respondents in eight samples indicate that the inventory is a reliable and valid tool for assessing organizational norms and expectations. All 12 scales of the inventory show acceptable internal consistency. Longitudinal data from two different organizations provide evidence for the test-retest reliability (Cooke & Lafferty, 1983).

Cronbach alpha coefficients range from .75 to .91. The average Cronbach alpha coefficients suggest that the Organizational Culture Inventory is equally reliable for members who have been with their organization for less than one year \( (n = 177) \) and for those who have been with their organization for one year or more \( (n = 559) \) (Conoley & Impara, 1995, p. 903; Cooke & Szumal, 1993, p. 1308).

The Organizational Culture Inventory, although subject to some limitation, can be used to identify pressures placed on members to behave in defensive or constructive ways. The inventory identifies an organization's current behavioral expectations and norms (Cooke & Szumal, 1993, p. 1325).

The feedback that is generated by the inventory provides a framework for discussing “current behavioral expectations, identifying norms that would be more conducive to performance and proposing changes to communicate and reinforce the preferred norms” (Cooke & Szumal, 1987, p. 27).
The Organizational Commitment Questionnaire (OCQ) has consistently shown the coefficient to be very high, ranging from .82 to .91 with a median of .90. Although the instrument has shown high coefficients, the author states that researchers should be aware of the possibility that respondents may distort their responses if they feel threatened by completing the questionnaire or are unsure how their responses will be used (Conoley & Impara, 1995, p. 895; Mowday & Steers, 1979, p. 244).

Demographic Information

Once the individual school districts agreed to participate, greater detail was given on each without the names mentioned. Each school district had a student population of 3,000 or less (K–12) and did not have a large city within its geographic boundaries. Fifty percent or more of the students were transported by school bus from outside the city limits. Table 1 reports the student populations (K–6) of the schools that participated in the study. A total of 118 first- and second-grade teachers were asked to participate in the study.

The following demographic information was collected from each respondent but not used in the study: age, sex, ethnic background, education, organizational level, and years with the organization.

The Pilot Study

A pilot study was conducted at an anonymous elementary school in a school district unrelated to those in the sample. The pilot involved
<table>
<thead>
<tr>
<th>School</th>
<th>Number of Buildings</th>
<th>Number of Students</th>
<th>Number of Teachers</th>
<th>Number of Teacher Responses</th>
<th>Grade Levels</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>810</td>
<td>12</td>
<td>7</td>
<td>1, 2</td>
</tr>
<tr>
<td>2</td>
<td>2</td>
<td>405</td>
<td>11</td>
<td>4</td>
<td>1, 2</td>
</tr>
<tr>
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<td>1</td>
<td>445</td>
<td>6</td>
<td>4</td>
<td>1, 2</td>
</tr>
<tr>
<td>4</td>
<td>2</td>
<td>690</td>
<td>7</td>
<td>5</td>
<td>1, 2</td>
</tr>
<tr>
<td>5</td>
<td>1</td>
<td>470</td>
<td>5</td>
<td>2</td>
<td>1, 2</td>
</tr>
<tr>
<td>6</td>
<td>2</td>
<td>630</td>
<td>14</td>
<td>5</td>
<td>1, 2</td>
</tr>
<tr>
<td>7</td>
<td>1</td>
<td>480</td>
<td>6</td>
<td>2</td>
<td>1, 2</td>
</tr>
<tr>
<td>8</td>
<td>1</td>
<td>590</td>
<td>7</td>
<td>2</td>
<td>1, 2</td>
</tr>
<tr>
<td>9</td>
<td>2</td>
<td>1,400</td>
<td>18</td>
<td>9</td>
<td>1, 2</td>
</tr>
<tr>
<td>10</td>
<td>2</td>
<td>986</td>
<td>16</td>
<td>12</td>
<td>1, 2</td>
</tr>
<tr>
<td>11</td>
<td>4</td>
<td>1,228</td>
<td>16</td>
<td>6</td>
<td>1, 2</td>
</tr>
</tbody>
</table>

approximately five first- and second-grade teachers. Each teacher involved in the pilot study was mailed a copy of the cover letter, the instructions, and the two questionnaires. The purpose of the pilot study was to determine the effectiveness of the cover letter, clarity of instructions, understandability of the questionnaire items, and whether the length of time required to complete the questionnaires was reasonable.

Information gained through the pilot study led the researcher to make changes in the format of the questionnaires, thereby combining the OCI and OCQ questions to be answered by the subjects on the same
answer sheet, which was then scored by Human Synergistics. The pilot confirmed that the instructions were clear and the time allotted for the questionnaires was reasonable.

Data Collection

Cluster sampling was used to identify the subjects. All members of the cluster were included in the sample. Permission was granted at each of the schools to administer the OCI and OCQ. Permission was also received from the superintendent, the principal, and the teachers. Each teacher could freely choose whether or not to participate. An alphabetical listing of teachers in each school was prepared by the personnel office at each school district. All teachers who participated were given the survey to complete. The surveys were distributed by the school secretary of each building, and each teacher completing the surveys returned them to the researcher via U.S. mail. Personal contact by the researcher was made with those individuals not returning the surveys, and they were given a second chance to return the surveys. Inventories were administered following appropriate guidelines approved by the Western Michigan University Human Subjects Institutional Review Board (Appendix A). Surveys were coded, with all coding destroyed once the survey was returned to the researcher and the check-off response completed. All data collected were analyzed.
Analysis of the Data

As discussed in Chapter II, the dependent variables in this study are teacher job satisfaction and teacher commitment. The independent variable is the organizational culture of the school.

As stated at the end of Chapter II, the purpose of this study is to investigate the following conceptual hypotheses:

1. There is a difference in the school culture perceptions of employees who are satisfied with their jobs and employees who are not satisfied with their jobs.

2. There is a difference in the school culture perceptions of employees who are committed to their jobs and employees who are not committed to their jobs.

The hypotheses were operationalized in the following ways:

1. Those employees who are satisfied with their job have different perceptions of the organizational culture as being "Constructive" than those who are not satisfied.

2. Those employees who are satisfied with their job have different perceptions of the organizational culture as being "Passive/Defensive" than those who are not satisfied.

3. Those employees who are satisfied with their job have different perceptions of the organizational culture as being "Aggressive/Defensive" than those who are not satisfied.
4. Those employees who are committed to their job have different perceptions of the organizational culture as being "Constructive" than those who are not committed.

5. Those employees who are committed to their job have different perceptions of the organizational culture as being "Passive/Defensive" than those who are not committed.

6. Those who are committed to their job have different perceptions of the organizational culture as being "Aggressive/Defensive" than those who are not committed.

The operational hypotheses were tested through a one-way ANOVA (analysis of variance) (Hinkle, Wiersma, & Jurs, 1994).

Dissertation Time Schedule

The time schedule for this dissertation is presented in Table 2. The survey that was used was chosen by December of 1998 for distribution during the fall of 1999. School superintendents were contacted in January 1999 to determine their willingness to participate in the study. School principals were contacted by July 15, 1999. The survey packets were distributed the first week of September, with instructions requesting that the surveys be returned by September 20. A second survey was sent to the participants who did not return them by the earlier date. Participants were asked to return the follow-up surveys by October 4, 1999. The time line for analysis of data was January 2000. Executive summaries of the results of the study are to be mailed to the superintendents, if desired, upon completion of the dissertation.
Table 2  

<table>
<thead>
<tr>
<th>Activity</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Surveys chosen</td>
<td>December 1998</td>
</tr>
<tr>
<td>2. Superintendents contacted</td>
<td>January 1999</td>
</tr>
<tr>
<td>3. School principals contacted</td>
<td>July 1999</td>
</tr>
<tr>
<td>4. Survey packets distributed</td>
<td>September 1999</td>
</tr>
<tr>
<td>5. Surveys returned by September 20</td>
<td>September 1999</td>
</tr>
<tr>
<td>6. Second survey sent and returned by 10-4-99</td>
<td>October 1999</td>
</tr>
<tr>
<td>7. Analysis of data</td>
<td>January 2000</td>
</tr>
<tr>
<td>8. Dissertation completed</td>
<td>June 2000</td>
</tr>
</tbody>
</table>
CHAPTER IV

FINDINGS

Introduction

In this chapter, a detailed analysis of the data collected to examine teachers' perceptions of school culture in relation to their job satisfaction and commitment is presented. A short review of the setting and instrumentation is given. Results related to the testing of the hypotheses are presented.

This study was conducted with 11 rural school districts in southwestern lower Michigan. First- and second-grade teachers from the 11 elementary schools were surveyed. For the purposes of this study, rural elementary schools were identified as being in a school district with a student population of 3,000 or less (kindergarten through grade 12) and having no large city within its geographic boundaries. The school districts had no incorporated towns larger than 20,000 in population, and 30% or more of the school-age children lived at or below the poverty level as measured by free or reduced lunch. In these rural school districts, 50% or more of the student population was transported by school bus from outside the city limits.

Of the 11 districts that were solicited, all chose to take part in the study. A complete listing of the 118 first- and second-grade teachers in
these districts was compiled. After requesting their assistance, a total of 46 respondents chose to continue with the survey. All building principals were called and asked to remind the teachers that if they chose they could still send any additional surveys. Later, 12 additional surveys were received for a total of 58 surveys returned out of 118 surveys, a completion rate of 49%.

All respondents completed the Organizational Culture Inventory (OCI) and the questions on the Organizational Commitment Questionnaire (OCQ).

Description of Findings Pertinent to Each Hypothesis

*Hypothesis 1.* Those employees who are satisfied with their job have different perceptions of the organizational culture as being “Constructive” than those who are not satisfied.

To test this hypothesis, all subjects’ satisfaction scores were recoded. With a 5-point Likert scale and four items, it was determined that a total score of 8 or less would be considered “not satisfied,” a total score of 12 would be considered “somewhat satisfied,” and a total score over 12 would be considered “satisfied.” A one-way ANOVA (analysis of variance) was employed to test the perceptual differences between the three groups. The first perception of organizational culture is “Constructive” and the total score for this variable ranges from 0 to 40. Test results are shown in Tables 3 and 4.

With a significant $p$-value for the $F$-ratio, a Least-Significant Difference procedure was conducted as a post-hoc test to further
Table 3
Means and Standard Deviations of the Three Groups

<table>
<thead>
<tr>
<th>Group</th>
<th># of Cases (n)</th>
<th>Mean</th>
<th>Std. Dev.</th>
<th>Standard Error</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not Satisfied</td>
<td>4</td>
<td>31.7</td>
<td>4.46</td>
<td>2.23</td>
</tr>
<tr>
<td>Somewhat Satisfied</td>
<td>10</td>
<td>25.1</td>
<td>6.72</td>
<td>2.12</td>
</tr>
<tr>
<td>Satisfied</td>
<td>44</td>
<td>30.4</td>
<td>4.85</td>
<td>.73</td>
</tr>
</tbody>
</table>

Table 4
Perceptual Differences (Constructive) Between “Not Satisfied,” “Somewhat Satisfied,” and “Satisfied”

<table>
<thead>
<tr>
<th></th>
<th>df</th>
<th>Sum of Squares</th>
<th>Mean Squares</th>
<th>F-ratio</th>
<th>p-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between Groups</td>
<td>2</td>
<td>244.59</td>
<td>122.29</td>
<td>4.55</td>
<td>.015*</td>
</tr>
<tr>
<td>Within Groups</td>
<td>55</td>
<td>14477.64</td>
<td>26.87</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>57</td>
<td>1722.22</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Significant at the .05 level.

determine which pairs of means were different. The results indicated that those who were not satisfied and those who were satisfied were more likely to view the organizational culture as Constructive than those who were somewhat satisfied.

Another recoding technique used was to break down the total score of satisfaction into two categories: 12 or below—not satisfied; over 12—satisfied. An independent samples t test was used to determine the
perceptual differences on organizational cultural style (Constructive) between satisfied employees and not satisfied employees. Results are displayed in Table 5.

Table 5
Perceptual Differences (Constructive) Between “Not Satisfied” and “Satisfied”

<table>
<thead>
<tr>
<th></th>
<th># of Cases</th>
<th>Means</th>
<th>Std. Dev.</th>
<th>Levene’s Test for Homogeneity</th>
<th>p-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not Satisfied</td>
<td>14</td>
<td>27.0</td>
<td>6.73</td>
<td>.013</td>
<td>.098</td>
</tr>
<tr>
<td>Satisfied</td>
<td>44</td>
<td>30.4</td>
<td>4.85</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

This test shows no statistically significant difference between the two groups on their perceptions of cultural styles as Constructive.

*Hypothesis 2.* Those employees who are satisfied with their job have different perceptions of the organizational culture as being “Passive/Defensive” than those who are not satisfied.

To test this hypothesis, all subjects’ satisfaction scores were recoded. With a 5-point Likert scale and four items, it was determined that a total score of less than 8 would be considered “not satisfied,” a total score of 12 would be considered “somewhat satisfied,” and a total score over 12 would be considered “satisfied.” A one-way ANOVA (analysis of variance) was employed to test the perceptual differences between the three groups. The first perception of organizational culture
is “Passive/Defensive” and the total score for this variable ranges from 0 to 40. Test results are shown in Tables 6 and 7.

Table 6
Means and Standard Deviations of the Three Groups

<table>
<thead>
<tr>
<th>Group</th>
<th># of Cases (n)</th>
<th>Mean</th>
<th>Std. Dev.</th>
<th>Standard Error</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not Satisfied</td>
<td>4</td>
<td>25.7</td>
<td>3.02</td>
<td>1.51</td>
</tr>
<tr>
<td>Somewhat Satisfied</td>
<td>10</td>
<td>22.9</td>
<td>6.09</td>
<td>1.92</td>
</tr>
<tr>
<td>Satisfied</td>
<td>44</td>
<td>20.9</td>
<td>4.74</td>
<td>.72</td>
</tr>
</tbody>
</table>

Table 7
Perceptual Differences (Passive/Aggressive) Between “Not Satisfied,” “Somewhat Satisfied,” and “Satisfied”

<table>
<thead>
<tr>
<th>df</th>
<th>Sum of Squares</th>
<th>Mean Squares</th>
<th>F-ratio</th>
<th>p-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between Groups</td>
<td>2</td>
<td>107.33</td>
<td>53.66</td>
<td>2.22</td>
</tr>
<tr>
<td>Within Groups</td>
<td>55</td>
<td>1330.80</td>
<td>24.20</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>57</td>
<td>1438.12</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Another recoding technique used was to break down the total score of satisfaction into two categories: 12 or below—not satisfied; over 12—satisfied. An independent samples t test was used to determine the perceptual differences on Passive/Defensive as organizational culture. Results are displayed in Table 8.
Table 8

Perceptual Differences (Passive/Defensive) Between “Not Satisfied” and “Satisfied”

<table>
<thead>
<tr>
<th></th>
<th># of Cases</th>
<th>Means</th>
<th>Std. Dev.</th>
<th>Levene’s Test for Homogeneity</th>
<th>p-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not Satisfied</td>
<td>14</td>
<td>23.7</td>
<td>5.43</td>
<td>.393</td>
<td>.095</td>
</tr>
<tr>
<td>Satisfied</td>
<td>44</td>
<td>20.9</td>
<td>4.75</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Both tests showed that there is no statistically significant difference between those who are satisfied with their jobs and those who are not on their perception of organizational culture on “Passive/Defensive.”

Hypothesis 3. Those employees who are satisfied with their job have different perceptions of the organizational culture as being “Aggressive/Defensive” than those who are not satisfied.

To test this hypothesis, all subjects’ satisfaction scores were recoded. With a 5-point Likert scale and four items, it was determined that a total score of less than 8 would be considered “not satisfied,” a total score of 12 would be considered “somewhat satisfied,” and a total score over 12 would be considered “satisfied.” A one-way ANOVA (analysis of variance) was employed to test the perceptual differences between the three groups. The second perception of organizational culture is “Aggressive/Passive” and the total score for this variable ranges from 0 to 40. Test results are shown in Tables 9 and 10.
Table 9
Means and Standard Deviations of the Three Groups

<table>
<thead>
<tr>
<th>Group</th>
<th># of Cases (n)</th>
<th>Mean</th>
<th>Std. Dev</th>
<th>Standard Error</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not Satisfied</td>
<td>4</td>
<td>21.0</td>
<td>.67</td>
<td>.34</td>
</tr>
<tr>
<td>Somewhat Satisfied</td>
<td>10</td>
<td>20.0</td>
<td>4.38</td>
<td>1.38</td>
</tr>
<tr>
<td>Satisfied</td>
<td>44</td>
<td>16.3</td>
<td>3.03</td>
<td>.50</td>
</tr>
</tbody>
</table>

Table 10
Perceptual Differences (Aggressive/Defensive) Between “Not Satisfied,” “Somewhat Satisfied,” and “Satisfied”

<table>
<thead>
<tr>
<th></th>
<th>df</th>
<th>Sum of Squares</th>
<th>Mean Squares</th>
<th>F-ratio</th>
<th>p-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between Groups</td>
<td>2</td>
<td>171.31</td>
<td>85.66</td>
<td>7.34</td>
<td>.0015**</td>
</tr>
<tr>
<td>Within Groups</td>
<td>55</td>
<td>642.14</td>
<td>11.68</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>57</td>
<td>813.45</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Significant at the .01 level.

With a significant p-value for the F-ratio, a Least-Significant Difference procedure was conducted as a post-hoc test to further determine which pairs of means were different. The results indicated that those who were not satisfied and those who were somewhat satisfied were more likely to view the organizational culture as “Aggressive/Defensive” than those who were satisfied.
Another recoding technique used was to break down the total score of satisfaction into two categories: 12 or below—not satisfied; over 12—satisfied. An independent samples $t$ test was used to determine the perceptual differences on Aggressive/Defensive as organizational culture. Results are displayed in Table 11.

Table 11

Perception Difference (Aggressive/Defensive) Between “Not Satisfied” and “Satisfied”

<table>
<thead>
<tr>
<th># of Cases</th>
<th>Means</th>
<th>Std. Dev.</th>
<th>Levene’s Test for Homogeneity</th>
<th>p-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not Satisfied</td>
<td>14</td>
<td>20.3</td>
<td>3.68</td>
<td>.714</td>
</tr>
<tr>
<td>Satisfied</td>
<td>44</td>
<td>16.3</td>
<td>3.30</td>
<td></td>
</tr>
</tbody>
</table>

***Significant at the .001 level.

This test result shows that those who are not satisfied with their job scored much higher on “Aggressive/Defensive” than those who are satisfied with their job.

**Hypothesis 4.** Those employees who are committed to their job have different perceptions of the organizational culture as being “Constructive” than those who are not committed.

To test this hypothesis, all subjects’ commitment scores were recoded. With a 5-point Likert scale and 15 items, it was determined that a total score of less than 30 would be considered “not satisfied,” a total score of 30 would be considered “somewhat committed,” and a total score
over 30 would be considered "committed." A one-way ANOVA (analysis of variance) was employed to test the perceptual differences between the three groups. The first perception of organizational culture is "Constructive" and the total score for this variable ranges from 0 to 40. Test results are shown in Tables 12 and 13.

Table 12
Means and Standard Deviations of the Three Groups

<table>
<thead>
<tr>
<th>Group</th>
<th># of Cases (n)</th>
<th>Mean</th>
<th>Std. Dev.</th>
<th>Standard Error</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not Committed</td>
<td>1</td>
<td>25.0</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>Somewhat Committed</td>
<td>12</td>
<td>26.4</td>
<td>6.90</td>
<td>1.99</td>
</tr>
<tr>
<td>Committed</td>
<td>45</td>
<td>30.5</td>
<td>4.81</td>
<td>.72</td>
</tr>
</tbody>
</table>

Table 13
Perceptual Differences (Constructive) Between "Not Committed," "Somewhat Committed," and "Committed"

<table>
<thead>
<tr>
<th></th>
<th>df</th>
<th>Sum of Squares</th>
<th>Mean Squares</th>
<th>F-ratio</th>
<th>p-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between Groups</td>
<td>2</td>
<td>182.25</td>
<td>91.12</td>
<td>3.25</td>
<td>.046*</td>
</tr>
<tr>
<td>Within Groups</td>
<td>55</td>
<td>1539.97</td>
<td>28.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>57</td>
<td>1722.22</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Significant at the .05 level.
With a statistically significant $p$-value for the $F$-ratio, a Least-Significant Difference procedure was conducted as a post-hoc test to further determine which pairs of means were different. The results indicated that those who were committed viewed the organizational cultural style as more Constructive than those who were not committed or somewhat committed.

Another recoding technique used was to break down the total score of commitment into two categories: 30 or below—not satisfied; over 30—satisfied. An independent samples $t$ test was used to determine the perceptual differences on Constructive as an organizational cultural style. Results are displayed in Table 14.

<table>
<thead>
<tr>
<th></th>
<th># of Cases</th>
<th>Means</th>
<th>Std. Dev.</th>
<th>Levene's Test for Homogeneity</th>
<th>$p$-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not Committed</td>
<td>13</td>
<td>26.3</td>
<td>6.62</td>
<td>.034</td>
<td>.048*</td>
</tr>
<tr>
<td>Committed</td>
<td>45</td>
<td>30.5</td>
<td>4.81</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Significant at the .05 level.

This test confirmed the results of the first test.

**Hypothesis 5.** Those employees who are committed to their job have different perceptions of the organizational culture as being “Passive/Defensive” than those who are not committed.
To test this hypothesis, all subjects' commitment scores were recoded. With a 5-point Likert scale and 15 items, it was determined that a total score of less than 30 would be considered "not satisfied," a total score of 30 would be considered "somewhat committed," and a total score over 30 would be considered "committed." A one-way ANOVA (analysis of variance) was employed to test the perceptual differences between the three groups. The first perception of organizational culture is "Passive/Defensive" and the total score for this variable ranges from 0 to 40. Test results are shown in Tables 15 and 16.

Table 15
Means and Standard Deviations of the Three Groups

<table>
<thead>
<tr>
<th>Group</th>
<th># of Cases (n)</th>
<th>Mean</th>
<th>Std. Dev.</th>
<th>Standard Error</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not Committed</td>
<td>1</td>
<td>29.3</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>Somewhat Committed</td>
<td>12</td>
<td>22.9</td>
<td>5.13</td>
<td>1.48</td>
</tr>
<tr>
<td>Committed</td>
<td>45</td>
<td>21.0</td>
<td>4.90</td>
<td>.73</td>
</tr>
</tbody>
</table>

Another recoding technique used is to break down the total score of commitment into two categories: 30 or below—not satisfied; over 30—satisfied. An independent samples t test was used to determine the perceptual differences on Passive/Defensive as an organizational cultural style. Results are displayed in Table 17.
Table 16
Perceptual Differences (Passive/Defensive) Between “Not Committed,” “Somewhat Committed,” and “Committed”

<table>
<thead>
<tr>
<th></th>
<th>df</th>
<th>Sum of Squares</th>
<th>Mean Squares</th>
<th>F-ratio</th>
<th>p-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between Groups</td>
<td>2</td>
<td>92.96</td>
<td>46.48</td>
<td>1.90</td>
<td>.159</td>
</tr>
<tr>
<td>Within Groups</td>
<td>55</td>
<td>1345.17</td>
<td>24.46</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>57</td>
<td>1438.12</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 17
Perceptual Differences (Passive/Defensive) Between “Not Committed” and “Committed”

<table>
<thead>
<tr>
<th></th>
<th># of Cases</th>
<th>Means</th>
<th>Std. Dev.</th>
<th>Levene’s Test for Homogeneity</th>
<th>p-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not Committed</td>
<td>13</td>
<td>23.4</td>
<td>5.22</td>
<td>.921</td>
<td>.139</td>
</tr>
<tr>
<td>Committed</td>
<td>45</td>
<td>21.0</td>
<td>4.90</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Neither test found statistically significant differences in employees’ perception of organizational culture as Passive/Defensive between the different groups.

*Hypothesis 6.* Those employees who are committed to their job have different perceptions of the organizational culture as being “Aggressive/Defensive” than those who are not committed.

To test this hypothesis, all subjects’ commitment scores were recoded. With a 5-point Likert scale and 15 items, it was determined that
a total score of less than 30 would be considered “not satisfied,” a total score of 30 would be considered “somewhat committed,” and a total score over 30 would be considered “committed.” A one-way ANOVA (analysis of variance) was employed to test the perceptual differences between the three groups. The first perception of organizational culture is “Aggressive/Defensive” and the total score for this variable ranges from 0 to 40. Test results are shown in Tables 18 and 19.

Table 18

Means and Standard Deviations of the Three Groups

<table>
<thead>
<tr>
<th>Group</th>
<th># of Cases (n)</th>
<th>Mean</th>
<th>Std. Dev.</th>
<th>Standard Error</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not Committed</td>
<td>1</td>
<td>20.1</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>Somewhat Committed</td>
<td>12</td>
<td>20.4</td>
<td>3.83</td>
<td>1.11</td>
</tr>
<tr>
<td>Committed</td>
<td>45</td>
<td>16.4</td>
<td>3.33</td>
<td>.50</td>
</tr>
</tbody>
</table>

Table 19

Perceptual Differences (Aggressive/Defensive) Between “Not Committed,” “Somewhat Committed” and “Committed”

<table>
<thead>
<tr>
<th></th>
<th>df</th>
<th>Sum of Squares</th>
<th>Mean Squares</th>
<th>F-ratio</th>
<th>p-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between Groups</td>
<td>2</td>
<td>165.62</td>
<td>82.81</td>
<td>7.03</td>
<td>.0019**</td>
</tr>
<tr>
<td>Within Groups</td>
<td>55</td>
<td>647.84</td>
<td>11.78</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>57</td>
<td>813.45</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Significant at the .01 level.
With a significant $p$-value for the $F$-ratio, a Least-Significant Difference procedure was conducted as a post-hoc test to further determine which pairs of means were different. The results indicated that those who were somewhat committed viewed the organizational cultural style as more Aggressive/Defensive than those who were committed.

Another recoding technique used was to break down the total score of commitment into two categories: 30 or below—not satisfied; over 30—satisfied.

The findings supported three of the six hypotheses. The test results supported the following findings:

1. Those who are not satisfied with their job scored much higher on being Aggressive/Defensive than those who are satisfied with their job.

2. Those who were committed to their job viewed the organizational cultural style as more Constructive than those who were not committed or somewhat committed to their jobs.

3. Those who were somewhat committed viewed the organizational cultural style as more Aggressive/Defensive than those who were committed to their jobs.

Hypotheses 1, 2, and 5 were not supported by the findings. These findings showed the following:

1. Those who were not satisfied and those who were satisfied with their jobs were more likely to view the organizational culture as being Constructive than those who were somewhat satisfied.
2. There was no difference between those who are satisfied and those who are not satisfied with their jobs on their perception of organizational culture on being “Passive/Defensive.”

3. There was no significant difference in employees’ perceptions of organizational culture as Passive/Defensive between the committed group and the not committed group.

Conclusions

The literature that was reviewed for this investigation indicated that the research is inconclusive in linking school culture to job satisfaction and commitment. Studies reviewed included those that examined one or more of the mentioned variables, but none focused on all of the variables to investigate the collective impact on teachers.

Following are the six hypotheses, as confirmed or not confirmed, along with further explanation of the implications they have for teacher satisfaction and commitment.

**Hypothesis 1 Not Confirmed**

Those employees who are satisfied with their jobs have different perceptions of the organizational culture as being “Constructive” than those who are not satisfied.

**Result**

Teacher responses reflected no differences in perceptions within the Constructive cultural styles between those who are satisfied and
those who are unsatisfied in their jobs. Without support for the hypothesis, conjecture might point toward organizational structure not unduly influencing individual satisfaction or lack thereof, especially when differences in teacher age and experience are a factor.

Hypothesis 2 Not Confirmed

Those employees who are satisfied with their jobs have different perceptions of the organizational culture as being “Passive/Defensive” than those who are not satisfied.

Result

No differences exist between those who are satisfied and those who are not satisfied with their jobs on “Passive/Defensive” styles. Results of all the studies lend credence to including Hypothesis 2, which reaches beyond the individual response. Indications are that the collective schools in the survey may need to examine the focus and vitality of their organizational climate.

Hypothesis 3 Confirmed

Those employees who are satisfied with their jobs have different perceptions of the organizational culture as being “Aggressive/Passive” than those who are not satisfied.
Result

Results show those who are not satisfied with their job scored much higher on “Aggressive/Defensive” styles than those satisfied with their job. Justification for an increasingly higher response in this category is supported by the results, as well as the likelihood that lack of job satisfaction often can be traced to organizational shortcomings allowed to substitute for Constructive environments in the school setting.

Hypothesis 4 Confirmed

Those employees who are committed to their jobs have different perceptions of the organizational culture as being “Constructive” than those who are not committed.

Result

Those committed to their job view organizational culture as being “Constructive” differently than those teachers who are not committed. That a preponderance of teachers felt committed to their job was little surprise. Responses by noncommitted teachers within “Constructive” styles was limited to a small percentage. Perhaps new teacher responses might suggest not a lack of commitment but a lack of experience as the explanation for such variance.
Hypothesis 5 Not Confirmed

Those employees who are committed to their jobs have different perceptions of the organizational culture on “Passive/Defensive” styles than those who are not committed.

Result

Teachers’ perceptions of organizational culture between those committed and not committed did not produce any difference on “Passive/Defensive” styles. “Passive/Defensive” styles within the circumplex did not delineate a difference in responses between committed and not committed teachers regarding organizational culture. Perhaps such responses point out that commitment or lack thereof are mutually exclusive when considering “Passive/Aggressive” styles.

Hypothesis 6 Confirmed

Those employees who are committed to their jobs have different perceptions of the organizational culture as being “Aggressive/Defensive” than those who are not committed.

Result

Those teachers who were somewhat committed viewed the organizational culture as more “Aggressive/Defensive” than those who were committed. Somewhat committed employees who fall modestly
within the "Aggressive/Defensive" style emphasize the significant response differently between the two primary groups.
CHAPTER V

ORGANIZATION OF THE CHAPTER, IMPLICATIONS, AND SUMMARY

In this concluding chapter, the study will be reviewed and findings summarized. Conclusions will be indicated, followed by recommendations based on the study.

The purpose of the study was to determine if there was a relationship between teachers’ perceptions of school culture and their job satisfaction and job commitment. The study was conducted in 11 school districts in southwestern lower Michigan in the fall of 1999. Out of 118 possible respondents, 58 returned the surveys.

The study utilized the Quantitative human performance measurement tool, which is part of the OCI, from Human Synergistics International (Cooke & Lafferty, 1983). The graphic design/measurement tool used to assess the effectiveness of people and the systems they create is entitled “The Circumplex.”

Tables 3–19 in Chapter IV represent a compilation of the data generated by the conceptual model “Circumplex.” The model presents variables arranged in a circular manner based on their similarity. Three general orientations—Constructive, Aggressive/Defensive, Passive/Defensive—are comprised of 12 styles of thinking, behavior, and interaction.
Perceptions of school culture measuring job satisfaction and commitment within the 12 divisions of the circumplex resulted in six separate hypotheses. Each hypothesis in isolation allows for only limited assumptions about school culture. However, when the collective hypotheses, whether confirmed or not confirmed, are examined, greater potential surfaces for making more reasonable assumptions about the culture of the organization.

Value of the Study

The creation of a school culture that promotes job satisfaction and commitment underscores the real reason for keeping schools, which is significant and meaningful learning for all students. Without question, the creation of a school culture that is Constructive, in which members are encouraged to interact with others and approach tasks in ways that will help them meet their higher-order satisfaction needs, is important. To this end, the study achieved its purpose. If educators want to further guarantee a quality learning environment for all students, then it is critical to select and retain those teachers who have the potential for creating a higher-order culture. A higher-order culture has teachers who not only work for employee job satisfaction and commitment but also recognize that the ultimate goal lies in student achievement and success.

Implications and Applications

The findings of the study supported three of the six operational hypotheses. Those who were not satisfied with their jobs were more
likely to perceive the culture of the organization as Aggressive/Defensive than those who were satisfied with their jobs. Secondly, those who were committed to their jobs viewed the organizational cultural style as more Constructive than those who were not committed or somewhat committed to their jobs. Finally, those who were somewhat committed viewed the organizational cultural style as more Aggressive/Defensive than those committed to their jobs.

Given the above-mentioned results of the study, the following implications and applications should be noted by leaders in the field of education, especially building principals:

1. Striving to achieve a Constructive style of culture in schools may lead to more committed teachers who, in turn, will be committed to the teaching and learning of their students.

2. Achieving a Constructive style of culture in an organization requires a leader who values collaboration rather than one who is authoritative.

3. Finally, maintaining a healthy balance in the focus of people and task in an organization helps to develop a school culture that is Constructive.

Limitations of the Study

One overriding limitation of the study was the limiting factor inherent in all survey research, the possibility of misinterpretation of the questions by the respondents. Other limitations included the following:
1. The study was limited to 11 rural school districts in southwestern lower Michigan. Due to the smaller number of employees in rural school districts, survey results may vary considerably in comparison to results of a survey taken in an urban district where there are more teachers and greater bureaucracy. In a larger district, there may be difficulty in gaining access to central office staff.

2. No study questions allowed for subjective/narrative responses. Subjective/narrative responses could give the researcher more detailed information from the respondents.

3. The study excluded verbal contact, i.e., interviews, etc. Since the researcher was not present during the administration of the survey, it is difficult to discern if the respondents used the allotted amount of time to seriously ponder the questions asked of them.

4. Availability of time was limited for study participants to concentrate on their responses. The participants responded to two different questionnaires during a time period that could have varied from one respondent to another since the administration of the study was not monitored.

5. The sample included only first- and second-grade teachers. Perceptions of the organization may vary according to the grade level taught. High school teachers may perceive the culture of an organization differently.

6. Respondents varied in length of tenure as teachers. Length of time as a teacher or length of time as a teacher in the organization may cause employees to perceive the culture in different ways. A beginning
teacher may be very enthusiastic, while a veteran teacher at the end of a career may be somewhat negative in his or her perception of the culture of the organization.

7. Respondents varied in length of tenure with a particular school district. Length of time as a teacher or length of time as a teacher in the organization may cause employees to perceive the culture in different ways. A beginning teacher may be very enthusiastic, while a veteran teacher at the end of a career may be somewhat negative in his or her perception of the culture of the organization.

8. There was a time variance by some teachers in completing and returning the survey. Since the administration of the survey was not monitored, it is difficult to judge whether the respondents clearly understood each question being asked or whether they may have misinterpreted the questions due to the amount of time they had to complete the questionnaire.

Future Research Recommendations

Organizational culture is important to the quality of student learning, the work environment, and our ability to maintain and improve our schools. As found in this study, an organizational culture style that promotes a healthy balance between people and task or a Constructive orientation achieves greater employee commitment. Employees who are committed to their jobs are generally satisfied and strive to do well in their jobs. For this reason, a school culture that is Constructive would
best benefit the quality of school environments and student learning. It is important that further studies be conducted regarding these issues.

It is also recommended that additional investigations be conducted in other geographic areas, but with a larger sample in order to compare and contrast the findings of this study. The large sample should be inclusive but not limited to kindergarten through sixth-grade teachers. The investigations should be done in rural, suburban, and urban school settings.

Companion research assessing student perception of school culture and their reactions to motivated versus unmotivated teaching could serve as a useful cross-reference in further assessing organizational culture.
Appendix A

Human Subjects Institutional Review Board
Letter of Approval
Date: 27 August 1999

To: David Cowden, Principal Investigator
    Mayda Bahamonde-Gunnell, Student Investigator for dissertation

From: Sylvia Culp, Chair

Re: HSIRB Project Number 99-05-11

This letter will serve as confirmation that your research project entitled "Teachers’ Perceptions of School Culture in Relation to Job Satisfaction and Commitment" has been approved under the exempt category of review by the Human Subjects Institutional Review Board. The conditions and duration of this approval are specified in the Policies of Western Michigan University. You may now begin to implement the research as described in the application.

Please note that you may only conduct this research exactly in the form it was approved. You must seek specific board approval for any changes in this project. You must also seek reapproval if the project extends beyond the termination date noted below. In addition if there are any unanticipated adverse reactions or unanticipated events associated with the conduct of this research, you should immediately suspend the project and contact the Chair of the HSIRB for consultation.

The Board wishes you success in the pursuit of your research goals.

Approval Termination: 27 August 2000
Appendix B
Letter of Request to the Building Principal
Dear Principal:

In January of 1999, your superintendent was contacted requesting your elementary school's participation in a study entitled *Teacher Perceptions of School Culture in Relation to Job Satisfaction and Commitment*. This research inquiry is being conducted as part of the requirements for my dissertation through the Educational Leadership Department at Western Michigan University. On July 7, 1999 your superintendent gave his approval for the study. The data collection will be conducted in all eleven Van Buren Intermediate School Districts.

While your superintendent has given his approval for your school's participation, as a fellow elementary principal, I view your support for the project as equally important. School administrators all seek a school culture that causes teachers to be satisfied and committed. However, I believe by more accurately measuring school culture and related conditions that such results will serve to direct our efforts more effectively as administrators beyond simply making subjective assumptions.

The timeline for the study should coincide well with the start of the 1999-00 school year:

- **August 30**: Letter to the building principals in respective schools with copies of the survey instruments to be used.
- **By the second week of September**: Distribution of surveys to teaching staff with individual return stamped envelope attached and addressed to Mayda Gunnell.
- **September 20**: All surveys returned to Mayda Gunnell.
- **September 27**: A second survey will be sent to those not responding and asked to return by this date.
- **October 25**: Tabulation of data by school district and in aggregate.

All surveys will be conducted in strict confidentiality to protect individual teacher responses. Individual school district results will only be provided that district.

Please find enclosed, in the separate envelope provided, the necessary copies of the survey. I can be reached at home (616) 691-7460 or at work (616) 771-2540, or contacted by mail at 11581 Ten Mile Road NE, Rockford, Michigan, 49341, should you have any questions.

Thank you in advance for your part in encouraging teachers to complete the surveys and returning them in a timely manner.

Cordially,

Mayda Bahamonde-Gunnell
You are invited to participate in a research project entitled *Teacher Perceptions of School Culture in Relation to Job Satisfaction and Commitment*, designed to analyze school culture and how it relates to a teacher's job satisfaction and commitment. This project is being conducted by Dr. David Cowden and Mayda Bahamonde-Gunnell from Western Michigan University, Department of Educational Leadership. This research is being conducted as part of the dissertation requirements for Mayda Bahamonde-Gunnell.

This survey is comprised of 140 multiple choice questions and will take approximately 35 minutes to complete. Your replies will be completely anonymous, so do not put your name anywhere on the form. You may choose to not answer any question and simply have it blank. If you choose not to participate in this survey, you may either return the blank survey or you may discard it in the box provided. Returning the survey indicates your consent for use of the answers you supply. If you have any questions, you may contact Dr. David Cowden at 616-387-3883, Mayda Bahamonde-Gunnell at 616-771-2540, the Human Subjects Institutional Review Board at 616-387-8293, or the vice-president for research 616-387-8298.

This consent has been approved for use for one year by the Human Subjects Institutional Review Board as indicated by the stamped date and signature of the board chair in the upper right corner. You should not participate in this project if the corner does not have a stamped date and signature.
Appendix D

Circumplex
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Appendix E

OCQ Inventory
OCQ INVENTORY

Supplementary Questions

Listed below are a series of statements that represent possible feelings that individuals might have about the school for which they work. With respect to your own feelings about the particular school for which you are now working, please indicate the extent of agreement or disagreement with each statement by choosing one of the five answers as noted on the Supplementary Question Response Form (page 3 of the OCI Inventory Form).

Responses to each item are: (1) Not at all (2) To a slight extent (3) To a moderate extent (4) To a great extent (5) To a very great extent

1. I am willing to put in a great deal of effort beyond that normally expected in order to help this organization be successful.
2. I talk up this organization to my friends as a great organization to work for.
3. I feel very little loyalty to this organization. (R)
4. I would accept almost any type of job assignment in order to keep working for this organization.
5. I find that my values and the organization's values are very similar.
6. I am proud to tell others that I am part of this organization.
7. I could just as well be working for a different organization as long as the type of work was similar. (R)
8. This organization really inspires the very best in me in the way of job performance.
9. It would take very little change in my present circumstances to cause me to leave this organization. (R)
10. I am extremely glad that I chose this organization to work for over others I was considering at the time I joined.
11. There's not too much to be gained by sticking with this organization indefinitely. (R)
12. Often, I find it difficult to agree with this organization's policies on important matters relating to its employees. (R)
13. I really care about the fate of this organization.
14. For me this is the best of all possible organizations for which to work.
15. Deciding to work for this organization was a definite mistake on my part. (R)
16. I am satisfied with the present situation in my department.
17. In general, I like working here.
18. I am satisfied being a member of this organization.
19. I would recommend this organization as a good place to work.
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