

**A PERSPECTIVE ON THE RELATIONSHIP BETWEEN
SCHOOL ETHOS AND STUDENT ACADEMIC ACHIEVEMENT**

by

Caroline Joan Roberts

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APPROVAL

Name: Caroline Joan Roberts
Degree: Master of Arts (Education)
Title of Thesis: A Perspective on the Relationship Between
School Ethos and Student Academic
Achievement.
Examining Committee:
Chair: Jaap Tuinman

Peter E.F. Coleman
Senior Supervisor

Donna Van Sant O'Neill
Adjunct Professor

Michael Manley-Casimir
Professor
Faculty of Education
External Examiner

Date Approved MARCH 23, 1989

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A Perspective on the Relationship Between School Ethos and Student Academic Achievement.

Author:

(signature)

Caroline Joan ROBERTS

(name)

MARCH 23, 1989

(date)

ABSTRACT

Recent research on schools has produced both precise and detailed descriptions of school ethos. The findings are consistent even though they emerged from research that focussed on very different aspects of school life. School ethos was defined as the interaction of the teachers' attitudes, expectations, atmosphere and motivation within a school building.

The hypothesis of this study was that schools with more positive ethos would also tend to have a higher level of academic achievement. Therefore, the rank order based on ethos measures should match the rank order based on students' academic achievement, within a sample of schools roughly matched for socioeconomic factors.

The study investigated specific indicators associated with positive ethos and effective leadership processes in an attempt to determine if these factors in any way correlated with a measure of student involvement and academic success. Schools that have similar socioeconomic scores (SES) will not necessarily have the same standardized academic test scores. Therefore, there must be intervening factors. One factor, the researcher proposed to determine, was a school ethos difference.

Six schools, in a suburban school district, were chosen to form the study sample. These schools were from the middle one-third SES band, based on percentage of parents with university level education.

The data-collecting instrument chosen for this study was an interview. Six elementary principals and 24 teachers were chosen to form the interview sample. Interview questions gathered information on aspects of academic

emphasis, orderly environment, expectations for success, leadership, and staff collegiality. Question #12, regarding staff collegiality, was used independently as a reliability check.

The Spearman rank-order correlation coefficient was used to analyze the relationship between the rank order scores on school ethos and the math achievement scores.

A weak degree of consistency between the two rank order scores only partially supported the hypothesis. The data analysis suggested that two important factors were associated with academic achievement scores: leadership and staff collegiality. Other ethos variables were not closely related to achievement.

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Chapter I

Introduction

Background to the Problem

Current research literature on school improvement and school effectiveness discusses leadership and school ethos indicators associated with better student academic achievement. These research findings have sparked a keen interest in administrators of one suburban school district, located in British Columbia. Positive ethos planning has become a popular topic for professional development of teachers in the school district.

Many specific indicators associated with positive school ethos and effective leadership processes seem to be associated with those that lead to increased student involvement and academic success. Thus, leadership processes and school ethos provide one way of understanding what makes a school effective and could suggest areas where change may significantly affect student academic achievement.

The hypothesis of this study was that schools with more positive ethos would also tend to have a higher level of academic achievement. Therefore, rank order based on ethos measures should match the rank order based on students' academic achievement, within a sample of schools roughly matched for socioeconomic factors. Schools chosen for the sample study were from the middle one-third SES band, based on percentage of parents with university level education.

Problem Rationale

What is school ethos? Researchers use three terms synonymously: school culture, school climate, and school ethos, and yet they are very different according to the perceptions of the audience used. Brookover, Beady, Flood, Schweitzer, and Wisenbacker (1979) use student perceptions in their definition of school climate. Anderson (1982) provides a boundary to her definition and brings into focus student and parent perceptions: "school climate includes the total environment quality within a given school building" (p. 36).

The research team of Rutter, Maughan, Mortimore and Ouston defines ethos very clearly: "the individual actions or measures may combine to create a particular ethos, or set of values, attitudes and behaviors which will become characteristic of the school as a whole" (p.179). Rutter et al. (1979) concluded after four years of extensive study, that a positive school ethos was a result of five factors: teacher classroom strategies, use of rewards and punishments, academic emphasis, conditions of school life, and opportunities for student participation and responsibility. These factors were facilitated and nurtured through leadership where staff members worked as a team and where there was balance between consultation and decision-making. The research stressed that consistency, high expectations and opportunity for feedback in the processes of learning were critical.

For the purpose of this study, based on the Rutter et al. research, school ethos is defined as the sum of the professional attitudes, expectations, atmosphere and motivation within a school building. It is the result of the interaction of staff and always refers to teacher attitudes. Students' perceptions were not considered to be pertinent to this study.

The study investigated specific indicators associated with positive ethos and effective leadership processes in an attempt to determine if these factors were in any way associated with a measure of student involvement and academic success. If they proved to be associated with achievement would suggest a possibility of a causal connection would be suggested. If they proved not to be associated with student achievement in any way, it would be extremely unlikely that school ethos influences student achievement.

The interview questions were designed around five factors synthesized from the Rutter et al. study and the effective schools literature: academic emphasis, orderly environment, expectations for success, leadership, and staff collegiality.

Thesis Outline

A review of the literature is contained in Chapter II. It is divided into five sections: academic emphasis, orderly environment, expectations for success, leadership, and staff collegiality. This chapter also reviews the findings of the more important studies on school ethos and draws out the similarities that may assist practicing administrators to improve school ethos.

Chapter III details the methodology of the study. The chapter begins with a rationale for the study, describes the research design, follows with an explanation of the sample selection, and moves on to descriptions of the data collecting instrument: an interview. A description of procedures is followed by a detailed account of the data analysis.

In Chapter IV, the results of the data analysis are presented in five sections: academic emphasis, orderly environment, expectations for success,

leadership, and staff collegiality. An overall rating for each of the five areas, based on the answers given by the principals and teachers interviewed, is developed for each school. Pertinent results are interpreted in order to establish the basis for the characteristics of these ratings.

Chapter V contains a discussion and examination of the results, including their relationship to the literature. In a final summary, implications and recommendations for principals in elementary schools are explored.

Several conclusions from the study are drawn. These conclusions suggest areas where change may significantly affect student academic achievement.

Chapter II

Literature Review

What is school ethos?

After four years of extensive study with schools in inner London, Rutter, Maughan, Mortimore, Ouston, and Smith (1979) concluded that a positive school ethos was a result of five factors: academic emphasis; teacher classroom strategies; use of rewards and punishments; conditions of school life; and opportunities for student participation and responsibility. These factors were extricated and supported through leadership where staff members worked as a team and where there was symmetry between consultation and decision-making. Rutter's research stressed that high expectations, consistency, and opportunity for feedback in the processes of learning were critical.

School ethos can be defined as the sum of the attitudes, expectations, atmosphere and motivation within a school building. It always refers to teacher attitudes and is the result of the interaction of staff.

Schools with positive ethos are places where people respect, trust, and help one another, and where the school projects a "feeling" that fosters both caring and learning. In the best of these schools, people exhibit a strong sense of pride, ownership, and personal productivity that comes from helping to make the school a better place (Keefe, Kelley, & Miller, 1985).

All school professions appear to contribute to and have a stake in a positive school ethos. There is a consensus, by the researchers, that children's behaviour and attitudes are influenced and shaped by their

experiences at school and, in particular, by the qualities of the school as a social institution.

Academic Emphasis

If schools choose to emphasize academics, then a greater portion of the school day is devoted to academic subjects, students spend more time during class periods in active learning activities (Brookover et al. 1979), and class periods are free from interruptions by the loudspeaker, messages from the counselling office, or disruptions from the hall or yard outside (Anderson, 1982).

Parental involvement and support have been found to be major factors in student achievement (New York, 1974). As important and influential members of the child's learning team, parents need to be informed of school goals and student responsibilities.

Principals of effective schools tend to spend a large proportion of their day on activities related to instruction. Three actions are associated with high student achievement: checking that teachers assign homework, observing in classrooms, and conferring with teachers. Effective principals have found ways to organize their time so that the instructional program receives priority.

The research on effective schools highlights the importance of principals believing that students will master the academic content. When the principal actively structures the school's social system around mastery, then it may be more likely that students and teachers feel their actions and efforts have some effect. Murphy and Hallinger (1985) comment on high expectations: "One of

the most interesting aspects of high expectations was that they spilled over into almost every activity the schools undertook" (p. 20).

Practical applications

- * If a student is not learning the way that we are teaching, then we need to teach the way the student can learn.
- * Success should not be measured merely in terms of specific task skills or paper accomplishments. The taking of responsibility in the school is also important for success and valuable training for later.
- * Students had better academic success in schools where homework was regularly assigned and marked. Homework assignments should be coordinated to ensure reasonable expectations (Brookover et al., 1979; Anderson, 1982; Murphy & Hallinger, 1985).
- * Students had better academic success in schools where the teacher expressed expectations that a high proportion would do well (Brookover et al., 1979; Anderson, 1982).
- * Higher-achieving schools spend a larger proportion of class time in instruction.

- * Schools where a high proportion of children had been on out-of-school outings had better academic success (Rutter et al., 1979).
- * Attendance was better and delinquency less frequent in schools where courses were planned jointly by teachers (Rutter et al., 1979).

The literature indicates that a student's chance for success in learning cognitive skills is heavily influenced by the ethos of the school (Rutter et al. 1979). If the ethos of a school can affect student achievement positively, the question then becomes how to develop a desired ethos. How does one school have teachers with high expectations for achievement, whereas another does not? Why does one school have clear goals, whereas another muddles through with conflicting ideas of success?

Changing schools requires changing people's behaviours and attitudes, as well as school organization and norms. It assumes that consensus among the staff of a school is more important than overt control, without ignoring the need for leadership. School improvement is attained when the entire school is treated with special attention. People's attitudes, as well as their interaction with one another and the environment, become an important focus of this change process.

Orderly Environment

Teachers and principals contribute to a school's orderly environment, the second component of a positive school ethos. Orderly environment, in this

study, pertains to teacher expectations of student behaviour. The students' behaviour results from teachers' and administrators' expectations.

Indicators can be divided into two clusters: perceptions of discipline procedures and student participation in school affairs. Effective schools elicit high student participation and the indicators of this effectiveness correlate with positive pupil behavior in school.

The degree to which environmental forces press for student achievement on a schoolwide basis is called academic press. It is the sense that all activities combine to create an environment of academic rigor (Murphy et al. 1985). Teachers promote academic press by providing opportunities for student responsibility and leadership. By holding students responsible for their own work, by demanding accountability, and by giving students the chance to exercise power, teachers communicate that students are expected to succeed and that the ability to do so is under their control. Lightfoot (1983) describes students in good high schools: "students feel visible and accountable They balance the pulls of peer group association against the constraints of adult requirements" (p. 25).

Teachers can also enhance the orderly environment of a school through their skills in instruction and classroom management. Some indicators of orderly environment also reinforce a school's academic emphasis.

The principal's role in creating an orderly environment revolves around creating a consensus about the school rules among staff and students, then administering this consensus in a fair but firm manner. Thus, consensus building and firm delivery help define the principal's role in creating an orderly school environment.

Practical applications

- * Schools should have sufficient security and adequate maintenance (Canner & Guttenberg, 1984).
- * Behaviour and academic attainment tended to be better when the school was kept clean, tidy, and well painted, with attractive plants and pictures, together with furniture in a good state of repair (Rutter et al., 1979).
- * Teachers convey expectations that students will behave responsibly and will take care of school property. They also give students the responsibility for looking after their school books and papers (Rutter et al., 1979).
- * Schools that expect the students to care for their own resources, have better behaviour, better attendance and less delinquency (Rutter et al., 1979).
- * Schools which displayed a lot of student work on the classroom walls had better academic outcomes. Such displays could influence the students in several ways: by stressing the academic side of school, by encouraging students to work well and rewarding them by displaying their work, and by making the school more visually attractive.

- * People work and behave better when they are well looked after and feel that those in charge understand and respond to their personal needs (Rutter et al., 1979).
- * Shared activities between staff and students outside the classroom may help each to appreciate the other better and come to share some of the same goals (Rutter et al., 1979).
- * Encouragement for students to assume responsibility for their own learning and that of others, and a general acceptance of responsibility for outcomes, all seem to be characteristic of high-achieving environments.
- * Outcomes are better in schools where a higher proportion of students hold some kind of position of responsibility in the school system (Rutter et al., 1979).
- * By giving students an active role in school assemblies principals can convey trust in the student's abilities and also set standards of mature behaviour (Rutter et al., 1979).
- * Pupils are kept actively engaged in productive activities, rather than waiting for something to happen. Behaviour is better when there is a high proportion of topic time per lesson as opposed to time setting up equipment, handing out papers, etc. (Rutter et al., 1979).

- * Obtaining parental involvement and support is a major factor in student achievement as well as parent/school/student collaboration (Anderson, 1982; Goodlad, 1984; New York, 1974).

Expectations for Success

Expectations for success help to reinforce an orderly environment and an academic emphasis in schools. Students in effective schools perceive that the school helps them master academic work. The teacher's behaviour in structuring the classroom, and the principal's leadership in organizing the school, apparently help to mold the student's perceptions in this way. Such speculation is consistent with research on achievement motivation, which suggests that students can learn to succeed, given the appropriate structure.

Teachers and principals in effective schools express their expectations for success in such a way that students know what is expected of them and believe that they can measure up to these high standards. The school, as a social system, communicates its expectations for students by providing rewards for work well done and creating opportunities for student participation and leadership. In their attention to academic programs and discipline procedures, principals set the tone for the school. In an effective school, both principal and teachers not only believe students can succeed, but model those expectations to the school as a whole.

Practical applications

- * Teachers in higher-achieving schools exhibit more concern for and commitment to their students' achievement and express this concern through interaction with their students (Keefe et al., 1985).
- * Teachers arrive on time with well planned lessons, which provide model setting, expression of school values, and maximum instructional time (Rutter et al., 1979).
- * Teachers hold high expectations for their student's achievement (Anderson, 1982; Edmonds, 1979; Canner & Guttenberg, 1984)
- * Pupils are influenced by the way staff interact with one another and how they view the school (Rutter et al., 1979).
- * Children have a strong tendency to copy the behaviour of other people especially people in positions of authority whom they like and respect (Rutter et al. 1979).
- * Teachers model the expectations or behaviors which they wish the students to attain (Rutter et al., 1979).
- * The effects of classroom praise are greater than the association between prizes and good outcomes (Rutter et al., 1979).

- * The right balance is required between praise and punishment (Rutter et al., 1979).

Leadership

Today, as never before, educational institutions need strong leadership. Increasing evidence indicates that principals play a central role in creating a social environment in schools that either promotes or inhibits high academic achievement, good pupil behaviour, and low delinquency (Rutter et al., 1979). Schools need principals who have vision, initiative and resourcefulness.

Leithwood and Montgomery (1986) have suggested that the coordination of instruction, and the creation of a positive ethos, are the major contributions of good principals to school success. Coleman (1984) argues that from the parent's perspective, the behaviour of the principal is [emphasis added] school climate. Principals promote the school's academic emphasis by their own actions, by the organizational structures they put into place, and by their beliefs. The research indicates also that the principal, as leader, can facilitate the emphasis on academics in the school in many different ways. Specifically, school leaders develop positive models, generate consensus, and use feedback to build a positive school ethos.

Practical applications

- * Principal leadership is a critical factor (Brookover et al., 1979; Anderson, 1982; Coleman, 1984).

- * The principal holds high expectations of academic achievement for the staff and students (Rosenholtz, 1985).
- * The principal, by visiting classes, being knowledgeable about what is happening and giving support and guidance, gives constant attention as to whether or not instructional behaviours of teachers contributed to pupil learning (Edmonds, 1979).
- * The principal partakes in and responds to criticism, i.e., is able to suggest a repertoire of ways for teachers to overcome a problem, thus becoming an instructor and a credible resource for the teacher (Leithwood & Montgomery, 1982).
- * The principal maintains an ongoing, effective staff development program, knowing that the staff regularly needs new skills and knowledge in order to achieve and maintain excellence in the educational program (Leithwood & Montgomery, 1982).
- * In schools with good outcomes, decisions tended to be made by the administrator after consideration of the views of the whole staff (Rutter at al., 1979; Rosenholtz, 1985).
- * Common agreement among a staff on essential standards, whether academic or behavioural, is more effective than teachers working

independently to raise expectations or change behaviour (Rutter et al., 1979; Brookover et al., 1979; Rosenholtz, 1985).

- * School level planning led by the principal is critical to positive climate (Coleman, 1984).
- * Group planning provides opportunities for teachers to encourage and support one another (Rutter et al., 1979; Little, 1982).
- * Effective principals are active endorsers and participants in collegial work (Little, 1982).
- * Discipline is easier to maintain if the students appreciate that it relates to generally accepted approaches and does not simply represent the whims of the individual teacher (Rutter et al., 1979).
- * Teachers need the opportunity to take responsibility in, to feel rewarded by, and to identify with, the school (Rutter et al., 1979).
- * One significant feature in teacher morale is adequate clerical help. (Rutter et al., 1979).
- * Effective principals are very active in facilitating communication between the school and the community (Leithwood & Montgomery, 1982).

Staff Collegiality

The research indicates that common agreement among a staff on essential standards, whether academic or behavioural, is more effective than teachers working independently to raise expectations or change behaviour (Rutter et al., 1979; Brookover et al., 1979; Rosenholtz, 1985). In schools with good outcomes, decisions tended to be made by the administrator after consideration of the views of the whole staff (Rutter et al. 1979; Rosenholtz, 1985). Little (1982) cites in her work on school climate that effective principals are active endorsers and participants in collegial work.

Schools with positive ethos are places where people respect, trust, and help one another; and where the school projects a "feeling" that fosters both caring and learning. In the best of these schools, people exhibit a strong sense of pride, ownership, and personal productivity that comes from helping to make the school a better place (Keefe et al. 1985).

Practical applications

- * In effective schools there was administrative-staff joint participation in technical decision making (Rutter et al., 1979; Phi Delta Kappa, 1980).
- * Collaborative planning and collegial relationship facilitate change attempts.
- * Teachers plan, design research, evaluate and prepare teaching materials together (Little, 1982).

- * Effective schools are usually places of intellectual sharing, collaborative planning, and collegial work (Rutter et al., 1979; Little, 1982; Phi Delta Kappa, 1980).
- * Teachers in effective schools interacted to a greater extent on the basis of professional concerns rather than social chatter did so with greater frequency and with a greater number of colleagues (Little, 1982; Rosenholtz, 1985).

A weakness the literature reveals is the absence of a tool which could be used to determine a school's ethos profile (in relation to effective climate elements) and a tool which, when applied, could yield prescriptions which, if addressed, could improve the ethos and thereby the overall achievement.

There is little research on, let alone answers to, the complex problem of changing a school's ethos. Several things are clear, however. There is no quick and simple way to change ethos. Long-run planning is more likely to produce change than short-run fads (Hoy & Miskel, 1978). Fullan's (1982) study on teacher change concludes that for change to succeed one of the three factors that must be present is "that teachers must have the opportunity to interact with each other, share ideas, and help one another, and must have some external assistance from the principal, district consultant, or others outside the school" (p. 264).

The importance of the principal as a force for change has been thoroughly established (Leithwood & Montgomery, 1982). Coleman (1984)

also concurs that the principal is the dominant force in determining school ethos. In his article he states: "One of the main tasks of a principal wishing to improve a school seems to be the creation of a school-regarding ethos, in which joint responsibility is vital" (p. 7). The results of the Rand "Change Agent Study" support the institutional leadership of the principal and good working relationships among teachers as critical elements in successful implementation of change (McLaughlin & Marsh, 1979).

How does a school develop a positive ethos? In an interview with ASCD Executive Editor Ron Brandt, Peter Mortimore answered this question in reference to his research published in Fifteen Thousand Hours:

In the book we speculated that it takes leadership - strong, positive leadership that manages to capture the enthusiasm of the teachers without being either too democratic or too autocratic. Second, it takes high expectations - for students' work, for their behaviour, and also, of course, for teacher performance. A third necessity is consistency . . . if you can get consistency, it's immensely helpful to students. A final area we speculate about is feedback. The challenge for teachers is to somehow combine positive expectations with realistic feedback. (p. 643)

Mortimore concluded his discussion on school ethos by strongly emphasizing the fact that changing a school's ethos from negative to positive is extraordinarily difficult, "because once you set up a system everything in the school relates to it" (p. 645).

His statement concurs with the other research on school organization and on innovation implementation. Successful change efforts are more likely to be realized when all facets of the school are addressed.

Summary

The writer reviewed the findings of the major studies on school ethos and attempted to draw out major similarities that may assist practicing administrators to improve ethos in their schools. Leadership and school ethos indicators associated with better school outcomes have been isolated. The indicators suggest three norms of a positive school ethos: an orderly environment, an emphasis on academics, and expectations for success. When grouped another way the indicators also suggest the three leadership processes of modelling, consensus building, and feedback, which support a positive school ethos.

Many specific indicators associated with a positive school ethos and effective leadership processes are similar to those that lead to student involvement and student success. Thus, leadership processes and school ethos provide one way of understanding what makes a school effective and suggest places where change may significantly affect school achievement outcomes.

Chapter III

Methodology

Rationale

This study investigated specific indicators associated with positive ethos and effective leadership processes in an attempt to determine if the factors associated with a measure of student involvement and academic success. Schools that have similar socioeconomic scores (SES) will not necessarily have the same standardized academic test scores. Therefore, there must be intervening factors. One determining factor may be a difference in school ethos. This research hoped to show that schools with more positive ethos, within a sample of schools roughly matched for socioeconomic factors, would also tend to have a higher level of academic achievement.

Research Design

An interview was adopted as the data collecting instrument for the study. A sample of both principals and teachers in each of the chosen schools was determined to be the best method of acquiring reliable information so that the role of the principal and school ethos information could be examined within the context of the five factors discussed in the literature review. Teachers' and administrators' opinions were surveyed on nine questions related to various areas of education in their schools: academic emphasis, orderly environment, expectations for success, and leadership. An additional three interview questions were designed to report

on staff collegiality. Question #12, regarding staff collegiality, was used independently as a reliability check.

Sample selection. The following criteria for selection of the schools to participate in the study were developed:

1. that only elementary schools in the district be considered.
2. that the schools chosen be deemed as medium (201-400 students) or large (401 students or more) by Surrey School Board definition.
3. that only principals assigned to a school no later than September, 1984 be selected (thereby allowing time for a school ethos have developed under the leadership of that current administrator).
4. that the schools be similar in socioeconomic status measured by education level and income level of the parents (chosen schools to be within the middle third band).
5. that the school district express an interest in the study and a willingness to have the principal and teachers participate, thus ensuring that the staffs viewed the study favourably.

From the 69 elementary schools in the district, 26 schools were chosen according to size and the principal's years of service. One school was eliminated because the majority of the student population the school's construction occurred after the 1981 Census and there were no up-to-date socioeconomic figures on the school catchment area.

The 1981 Census statistics were used to determine the socioeconomic status of each school, measured by education level and income level of the parents. There was an additional criterion as part of the sample. The schools were chosen in pairs: schools #5 and #6, #8 and #9, #22 and #23. These paired schools seemed to reflect the mean in regard to socioeconomic data and income figures. The pairs also represented two schools with high test score results, two schools with middle test score results and two schools with low test score results. The pairs were chosen by the committee members. This information was hidden from the researcher (see p. 32).

The six schools selected for the study sample were located in different areas of the municipality. A copy of the letter sent to the school district requesting permission to proceed with the study can be found in Appendix A.

The schools hereafter named schools A, B, C, D, E, and F were chosen to form the sample. Table 1 and Table 2 summarize the specific information about the selection of these six elementary schools. Both tables represent the middle one-third band in reference to socioeconomic factors.

Table 1

Rank order of schools in middle band by 1981 Census
Level of schooling of the parent with the higher level of education

| School | Total # of families | Total # parents with university level education | % of parents with university level educ. |
|--------|---------------------|---|--|
| 1 | 1,705 | 980 | 57.48 % |
| 2 | 335 | 170 | 50.75 % |
| 3 | 460 | 230 | 50.00 % |
| 4 | 735 | 335 | 45.58 % |
| 5 | 640 | 245 | 38.28 % |
| 6 | 830 | 310 | 37.35% |
| 7 | 505 | 175 | 34.65 % |
| 8 | 1,010 | 335 | 33.17 % |
| 9 | 925 | 300 | 32.43 % |
| 10 | 965 | 290 | 30.05 % |
| 11 | 765 | 205 | 26.80 % |
| 12 | 1,260 | 335 | 26.59 % |
| 13 | 420 | 100 | 23.81 % |
| 14 | 1,415 | 335 | 23.67 % |
| 15 | 1,010 | 235 | 23.27 % |
| 16 | 845 | 190 | 22.49 % |
| 17 | 905 | 190 | 20.99 % |
| 18 | 830 | 165 | 19.88 % |
| 19 | 965 | 190 | 19.69 % |
| 20 | 780 | 150 | 19.23 % |
| 21 | 1,675 | 300 | 17.91 % |
| 22 | 695 | 120 | 17.27 % |
| 23 | 760 | 125 | 16.45 % |
| 24 | 795 | 95 | 11.95 % |

Table 2

Rank order of schools in middle band by 1981 Census
Family income

| School | Total # of families | Total # families with income over \$40,000 | % of families with income over \$40,000 |
|--------|---------------------|--|---|
| 1 | 1,705 | 150 | 43.70 % |
| 7 | 505 | 195 | 38.61 % |
| 8 | 1,005 | 255 | 25.37 % |
| 5 | 640 | 150 | 23.44 % |
| 6 | 835 | 190 | 22.75 % |
| 13 | 420 | 95 | 22.62 % |
| 2 | 335 | 75 | 22.39 % |
| 4 | 730 | 160 | 21.92 % |
| 12 | 1,260 | 230 | 18.25 % |
| 10 | 960 | 155 | 16.15 % |
| 14 | 1,415 | 215 | 15.19 % |
| 16 | 850 | 125 | 14.71 % |
| 17 | 905 | 130 | 14.36 % |
| 9 | 925 | 130 | 14.05 % |
| 20 | 780 | 100 | 12.82 % |
| 18 | 830 | 100 | 12.05 % |
| 11 | 765 | 80 | 10.46 % |
| 21 | 1,675 | 160 | 9.55 % |
| 19 | 965 | 80 | 8.29 % |
| 15 | 1,010 | 80 | 7.92 % |
| 3 | 460 | 35 | 7.61 % |
| 22 | 695 | 50 | 7.19 % |
| 23 | 760 | 50 | 6.58 % |
| 24 | 795 | 50 | 6.29 % |

Once district and school permission had been obtained, the teachers to be interviewed at the chosen schools were selected according to the following criteria:

1. that only full time teachers be considered.
2. that only teachers employed at that school since September, 1986 be selected.
3. that the selection include a an equal proportion of primary and intermediate teachers.
4. that the principal and five teachers be selected from each school.

All respondents were selected at random with the help of the Research and Evaluation Department of the Surrey School District. The names of the staff members from the chosen schools who fit the established criteria were fed into a computer. Each name was given a coding for primary or intermediate. The random sampling was provided by a SAS software program. Two of the selected teachers refused permission to be included in the study. Their names were replaced by two other names by the same process used to select the original sample.

The final sample included six elementary principals and 24 teachers from the chosen school district. A copy of the letter sent to each selected principal and teacher requesting their permission to participate in the study can be found in Appendix B.

Data Collection

The interview process. After the sample had been selected using the criteria described above, individual principals and teachers were contacted either by telephone, or in person, to set up an appropriate time and place for an interview.

Before the interview, all principals and teachers were made aware of the general topic of the thesis study to be discussed, but did not have access to the actual questions which were to be asked. All data was collected during the time of the interview. The interviews were all taped with the written permission from each respondent except in two cases where each teacher requested that only handwritten notes of the interview be taken. All taped interviews were transcribed verbatim.

All interviewees were asked identical questions presented in identical order. A series of probes were used to encourage a more complete response if the interviewer needed more clarification to an answer. These probes can be found in Appendix C.

Anonymity of respondents and confidentiality of responses ensured in all cases. The actual identities of principals and the schools were known only to the researcher. Tapes, their transcriptions, and any other pertinent hard data were kept in complete confidence.

The interview schedule. The administrators and teachers were interviewed over a three month period between February and April of 1988. The length of each interview ranged from 30 to 45 minutes, depending on

the interviewee's responses. All interviews took place in person in the respondent's place of employment.

Data Reliability

A pilot interview. A pilot interview was conducted in a school not selected in the sample. The teacher chosen was a primary teacher. The pilot was helpful in determining the approximate length of each interview. It also pointed out several weaknesses in the wording of the specific questions in the interview. It was determined in the analysis of the pilot interview that several questions were too specific and did not allow for teacher interpretation. The 11 original questions are included below.

Research Questions (original)

1. Does your school have a general homework policy? If so, comment.
2. How does the staff demonstrate to the students that learning is important?
3. How are students at this school encouraged to accept responsibility?
4. Do parents get involved in school programs? How?
5. Do you feel that the students are challenged to succeed in this school?
In which way?
6. What is the discipline policy at this school?
7. How are the parents informed of school affairs?

8. How much freedom and/or school support did you have in planning the subjects that you are teaching this year?
9. What expectations does the administrator have of the staff and students?
10. How are the most important school decisions reached in your school?
11. What do you feel is the most important factor influencing your school's ethos?

The interview questions were redesigned after the analysis of the pilot study. The writer anticipated that these redesigned questions would encourage response that would encompass the five areas that the literature review had isolated. The revised questions appear below.

Research Questions (revised)

1. Does your school have a general homework policy? If so, comment.
2. Do parents get involved in school programs in this school? How?
3. How are the parents informed of school affairs?
4. What is the discipline policy at this school?
5. How are students at this school encouraged to accept responsibility?
6. How do students feel about learning in this school?
7. What sort of things within this school limit or promote instructional time?
8. Could you describe teacher expectations for students in this school?
9. Could you describe the in-school support that you received in planning the subjects that you are teaching this year?

10. What expectations does the administrator have of the staff and students?
11. How are the most important school decisions reached in your school?
12. What do you feel is the most important feature or characteristic of this school?

Investigator Impact

The research for this study was conducted within a school district by the writer who was a member of the same School Board's teaching staff. While such a situation could give rise to a degree of writer bias, the researcher was aware of the dangers and tried to ensure that the final analysis represented a fair and accurate discussion of the issues involved.

Some of the interviewees were known personally to the researcher as professional colleagues. This proved to be an advantage, as the researcher had an already established trust level with the respondents that a stranger would not have had.

To enhance reliability of the interview results, the writer conducted all interviews personally. All interviews were scheduled between the hours of 2:45 PM and 5:00 PM, with the exception of the administrator interviews which were conducted between 7:30 AM. and 2:30 PM on one working day.

Data Analysis

The writer divided the 12 interview questions into the five factors discussed in the literature review: academic emphasis, orderly environment,

expectations for success, leadership, and staff collegiality. It was decided that question #12 regarding staff collegiality be used as a reliability check.

Each question was analyzed separately. The transcribed interviews were reviewed and coded according to the issues raised by the respondents with reference to the leadership and school ethos indicators brought forward in the literature review. A tally sheet was prepared for each school in reference to each question asked and an anecdotal comment was written for each school synthesizing the key issues raised by the respondents on the particular question.

The responses were rated on a three point scale: 1, 0, and -1. The 1 represents an affirmative response, the -1 represents a negative response and the 0 or blank space indicates that no comment was made at all. All points were awarded with respect to the issues brought forward by the literature. The responses were tallied for each school total. A "1" indicator was considered to negate a "-1" indicator for the purpose of the school total.

The data analysis included a school total for the responses to each question. These totals were compared separately as well as collectively. Collectively, the totals for each of the five categories were put in rank order. Question #12's responses were used to check the reliability of the rank order correlation determined from the responses to questions #1 to #11.

Data collecting instruments. Scores from the Ministry grade four and seven math tests (1985) were used to complete the data analysis. These test results were obtained from the School District Research and Evaluation Department. The selected schools were put in rank order according to the

academic scores. These achievement scores had remained secret and held in trust by one of the committee members until all the data on ethos had been collected and the rank order of the schools had been tabulated.

The Spearman rank-order correlation coefficient, as described by Borg (1981), was used to analyze the relationship between the rank-ordered ethos scores established from the interview research and the rank-ordered district math scores for each of the selected sample schools.

Chapter IV

Results and Interpretations

The chapter is organized around the five factors chosen to examine school ethos: academic emphasis, orderly environment, expectations for success, leadership and staff collegiality. The 12 interview questions were grouped into these factor categories.

ACADEMIC EMPHASIS

- Question #1 Does your school have a general homework policy?
- Question #2 Do parents get involved in school programs in this school?
- Question #7 What sort of things within this school limit promote instructional time?

ORDERLY ENVIRONMENT

- Question #5 How are students at this school encouraged to accept responsibility?
- Question #4 What is the discipline policy at this school?

EXPECTATIONS FOR SUCCESS

- Question #10 What expectations does the administrator have of the staff and students?
- Question #8 Could you describe teacher expectations for students in this school?
- Question #6 How do students feel about learning in this school?

LEADERSHIP

Question #3 How are parents informed of school affairs?

Question #9 Could you describe the in-school support that you received in planning the subjects that you are teaching this year?

STAFF COLLEGIORITY

Question #11 How are the most important school decisions reached in your school?

Question #12 What do you feel is the most important feature or characteristic of this school?

Question #12 was not included in one of the five categories as the results from this question were to be used as a reliability check for the final ethos rank order. The results from question #12 are discussed at the end of chapter four.

ACADEMIC EMPHASIS

The research: homework

The concept of homework is mentioned in several of the studies on school ethos. In the Rutter et al. study, the amount of homework completed, where marked and monitored, was linked to behaviour. In general, students had better academic success in schools where homework was regularly assigned and marked. It was concluded in several other studies that homework assignments should be coordinated to ensure reasonable expectations (Brookover et al, 1979; Anderson, 1982; Murphy & Hallinger, 1985).

In the area of homework, these criteria were considered in grading each school: regular assignment of homework, marking or monitoring of homework, knowledge of Ministry of Education policy on homework and the teacher's concept of homework. With regards to the final criterion, teachers who considered homework to be the completion of daily classroom assignments were given a "-1" for the purpose of scoring.

ACADEMIC EMPHASIS

Principal and Teacher Responses

Question #1 Does your school have a general homework policy?

| | School | | | | | |
|----------------|--------|----|---|---|----|---|
| | A | B | C | D | E | F |
| Overall Rating | 3 | -9 | 0 | 2 | -3 | 1 |

Relationship between Items in Factor A: **ACADEMIC EMPHASIS**
Principal and Teacher Responses

Question #1 Does your school have a general homework policy?

| School A | | #1 | #2 | Teacher | | | Principal |
|----------|---------------------------------|----|----|---------|----|----|-----------|
| | | | | #3 | #4 | #5 | |
| SP | School policy on homework | -1 | 1 | -1 | 1 | -1 | 1 |
| HA | Regularly assigned homework | 1 | | | | | 1 |
| HM | Homework marked | | | | | | |
| MP | Ministry policy | | | | | | 1 |
| SA | Homework - specific assignments | 1 | | -1 | | -1 | 1 |

Total school score is 3

The principal of the school seemed to be the only one of the sample that was aware of the school policy on homework and the fact that the policy followed the Ministry of Education guidelines. The majority of the teachers interviewed were uncertain if the school had a definite policy in place. The primary teachers in the sample were unaware of any school expectations or guidelines for homework in the intermediate grades. Only one of the intermediate teachers assigned homework on a regular basis and only he assigned homework as a specific assignment. The administrator's perception of homework was that of a specific assignment. One of the other staff members assigned a daily current event exercise for homework, and one other considered homework to be the completion of unfinished classroom work.

Relationship between Items in Factor A: **ACADEMIC EMPHASIS**
Principal and Teacher Responses

Question #1 Does your school have a general homework policy?

| School B | | #1 | #2 | Teacher | | | Principal |
|----------|---------------------------------|----|----|---------|----|----|-----------|
| | | | | #3 | #4 | #5 | |
| SP | School policy on homework | -1 | -1 | -1 | -1 | -1 | -1 |
| HA | Regularly assigned homework | | -1 | | 1 | | -1 |
| HM | Homework marked | | | | 1 | | |
| MP | Ministry policy | | | | | | |
| SA | Homework - specific assignments | | -1 | -1 | 1 | -1 | -1 |

Total school score is -9

The principal stated that the school did not have a policy on homework. All teachers interviewed agreed that there was definitely no policy on homework in the school. The interviewer felt no sense from the administrator that homework was an important issue. One point was taken from the school total because the principal was totally unaware of whether the teachers in the school assigned homework. Only one teacher in the sample assigned specific assignments for homework and monitored the completed work. This teacher taught a primary grade. One upper intermediate teacher had a very strong negative opinion towards homework. Another teacher felt that homework should only be uncompleted classroom work. The majority of the staff sample at this school did not assign homework.

Relationship between Items in Factor A: **ACADEMIC EMPHASIS**
Principal and Teacher Responses

Question #1 Does your school have a general homework policy?

| School C | | #1 | #2 | Teacher | | #5 | Principal |
|----------|---------------------------------|----|----|---------|----|----|-----------|
| | | | | #3 | #4 | | |
| SP | School policy on homework | -1 | -1 | 1 | -1 | -1 | -1 |
| HA | Regularly assigned homework | | | | | | |
| HM | Homework marked | | | | | 1 | |
| MP | Ministry policy | | 1 | | 1 | 1 | 1 |
| SA | Homework - specific assignments | | | 1 | | -1 | -1 |

Total school score is 0

The majority of the teachers sampled agreed with the principal that the school did not have a homework policy. The primary teachers were completely unaware of the assignment of homework at the intermediate level. The administrator stated: "The only policy I have on homework is that you don't give homework unless the child needs practice in that topic". The majority were aware of the Ministry of Education guidelines in regard to homework. Only one teacher gave her students specific assignments for homework; this was a primary teacher who was preparing her students for "homework" in the intermediate grades. One teacher commented that parents had asked that unfinished classroom work be sent home with the students as homework. One upper intermediate teacher considered unfinished classroom work as homework assignments.

Relationship between Items in Factor A: **ACADEMIC EMPHASIS**
Principal and Teacher Responses

Question #1 **Does your school have a general homework policy?**

| School D | | #1 | #2 | Teacher | | | Principal |
|----------|---------------------------------|----|----|---------|----|----|-----------|
| | | | | #3 | #4 | #5 | |
| SP | School policy on homework | -1 | 1 | -1 | -1 | -1 | 1 |
| HA | Regularly assigned homework | | | | | 1 | 1 |
| HM | Homework marked | | | | 1 | | 1 |
| MP | Ministry policy | | | | | | |
| SA | Homework - specific assignments | | | -1 | -1 | 1 | 1 |

Total school score is 2

The majority of the teachers in this sample did not agree with the principal that there was a homework policy at their school. The principal felt that many teachers on the staff assigned homework whereas only one out of the sample of five stated that she assigned homework on a regular basis. This teacher was also the only one who said that all homework assignments were monitored and marked. The primary teachers generally saw homework as the completion of unfinished classroom work. One primary teacher did, however, assign a regular homework paper to a few children who were having difficulty in a specific subject area. The homework sheet was to be signed by the parents before it was returned to the school the next morning. In this classroom, the parents helped to monitor the homework.

Relationship between Items in Factor A: **ACADEMIC EMPHASIS**
Principal and Teacher Responses

Question #1 **Does your school have a general homework policy?**

| School E | | #1 | #2 | Teacher | | #5 | Principal |
|----------|---------------------------------|----|----|---------|----|----|-----------|
| | | | | #3 | #4 | | |
| SP | School policy on homework | -1 | 1 | -1 | -1 | -1 | -1 |
| HA | Regularly assigned homework | -1 | | | 1 | | |
| HM | Homework marked | | | 1 | -1 | | |
| MP | Ministry policy | | 1 | | 1 | | |
| SA | Homework - specific assignments | -1 | -1 | | 1 | | |

Total school score is -3

The majority of this sample agreed with the principal that there was not a policy for homework in the school. Two teachers were aware of the Provincial Ministry guidelines; the principal could not remember the specific time allotments as written in that policy statement. The administrator was also unsure if the students in that school received homework on a regular basis. Only two teachers out of the total sample of six were aware of the Ministry of Education guidelines for homework. Only one teacher assigned homework on a regular basis, that homework was a specific assignment for the children. Two teachers considered homework a completion of unfinished class assignments. The schoolwide Super Readers' Club Program was considered homework by the principal and two other teachers.

Relationship between Items in Factor A: **ACADEMIC EMPHASIS**
Principal and Teacher Responses

Question #1 Does your school have a general homework policy?

| School F | | #1 | #2 | Teacher | | #5 | Principal |
|----------|---------------------------------|----|----|---------|----|----|-----------|
| | | | | #3 | #4 | | |
| SP | School policy on homework | | -1 | -1 | -1 | -1 | 1 |
| HA | Regularly assigned homework | | | 1 | | | 1 |
| HM | Homework marked | | | | | | |
| MP | Ministry policy | 1 | | 1 | | | 1 |
| SA | Homework - specific assignments | 1 | | -1 | | -1 | |

Total school score is 1

Only the principal on this staff seemed to feel that the school had a homework policy; even the vice-principal stated that there was no policy in place at the school in regard to homework. Only one teacher and the principal were aware of the Ministry of Education guidelines on homework.

The principal, when asked if he felt that the teachers in that school gave homework, replied: "I think they're all pretty cognizant of the needs of the kids and assign homework accordingly". Only one of the teachers said that she assigned regular homework to her students. Most teachers considered completion of unfinished classroom work as homework.

ACADEMIC EMPHASIS

The research: parents and school programs

Parental involvement and support have been found to be a major factor in student achievement; parent/school/student collaboration (Anderson, 1982; Goodlad, 1984; New York, 1974). The relationship between community and school, usually as a function of parent-administrator or parent-teacher relationships, has been related to outcomes as well. The Phi Delta Kappa study (1980) reported that high achieving schools have good parental involvement. High-achieving schools studied in the New York State research (New York State Department, 1976) also appeared to be characterized consistently by parent-principal rapport. The involvement of various persons in instruction appears to relate both to climate and to outcomes.

These criteria were considered in grading each school: parent involvement in fund-raising activities, support in academics, support (non-academic) in classrooms and desire to encourage parental involvement.

ACADEMIC EMPHASIS

Principal and Teacher Responses

Question #2 **Do parents get involved in school programs in this school?**

| | School | | | | | |
|----------------|--------|----|----|---|----|----|
| | A | B | C | D | E | F |
| Overall Rating | 18 | 15 | 11 | 9 | 13 | 11 |

Relationship between Items in Factor A: **ACADEMIC EMPHASIS**
Principal and Teacher Responses

Question #2 Do parents get involved in school programs in this school?

| School A | | #1 | #2 | Teacher | | #5 | Principal |
|----------|--|----|----|---------|----|----|-----------|
| | | | | #3 | #4 | | |
| FR | Parents involved in fund-raising activities | 1 | 1 | 1 | 1 | 1 | 1 |
| SA | Parent involvement and support in academics | 1 | 1 | | 1 | 1 | 1 |
| NA | Parent involvement in classrooms, non-academic | 1 | 1 | 1 | 1 | 1 | 1 |
| EP | Desire to encourage parental involvement | | | | | | 1 |

Total school score is 18

All teachers were unanimous in their response that parents were actively involved in the school both in a fund-raising capacity and helping in the classrooms with tasks that were non-academic. All but one respondent agreed that parents were also used in that school to help children academically as well. One primary teacher who was very pleased with the amount of parent involvement in the school made this comment: "The Parent Consultative Committee is very, very active and supportive of the teachers and activities in the school. I think it is probably one of the best we have had for awhile". The administrator was the only educator in this sample who mentioned that he would like to encourage more parent involvement in the school.

Relationship between Items in Factor A: **ACADEMIC EMPHASIS**
Principal and Teacher Responses

Question #2 Do parents get involved in school programs in this school?

| School B | | Teacher | | | | | Principal |
|----------|--|---------|----|----|----|----|-----------|
| | | #1 | #2 | #3 | #4 | #5 | |
| FR | Parents involved in fund-raising activities | | | 1 | 1 | 1 | |
| SA | Parent involvement and support in academics | 1 | 1 | 1 | 1 | 1 | 1 |
| NA | Parent involvement in classrooms, non-academic | 1 | 1 | 1 | 1 | 1 | 1 |
| EP | Desire to encourage parental involvement | | | | | | |

Total school score is 15

All the teachers and the administrator in this school sample were unanimous in their comments that parents were involved in the school for both non-academic tasks and academic help with students. The majority stated that parents were active in fund-raising for the school. No one indicated a desire to encourage more parental involvement in the school.

Relationship between Items in Factor A: **ACADEMIC EMPHASIS**
Principal and Teacher Responses

Question #2 **Do parents get involved in school programs in this school?**

| School C | | Teacher | | | | | Principal |
|----------|--|---------|----|----|----|----|-----------|
| | | #1 | #2 | #3 | #4 | #5 | |
| FR | Parents involved in fund-raising activities | 1 | | | | | 1 |
| SA | Parent involvement and support in academics | | 1 | 1 | 1 | 1 | 1 |
| NA | Parent involvement in classrooms, non-academic | 1 | | 1 | 1 | 1 | 1 |
| EP | Desire to encourage parental involvement | | | | -1 | | |

Total school score is 11

The majority of this school sample agreed that parents are involved in the school in both an academic and a non-academic capacity. The principal seemed to be the most positive about parent involvement in the school. "I don't think there ever is a time when parents aren't working in the school in some capacity or another". His positive attitude was strongly opposed by one teacher. She remarked: "Well, they seem to be all over, involved in anything, and I think they are too involved". She alluded to the fact that the parents made many of the decisions for the school. Other teachers commented that they could not find any privacy in the school because the parents were always in the staffroom. No one indicated a desire to encourage more parental involvement in the school.

Relationship between Items in Factor A: **ACADEMIC EMPHASIS**
Principal and Teacher Responses

Question #2 **Do parents get involved in school programs in this school?**

| School D | | Teacher | | | | | Principal |
|----------|--|---------|----|----|----|----|-----------|
| | | #1 | #2 | #3 | #4 | #5 | |
| FR | Parents involved in fund-raising activities | 1 | 1 | | 1 | | |
| SA | Parent involvement and support in academics | | | | | | 1 |
| NA | Parent involvement in classrooms, non-academic | 1 | 1 | 1 | 1 | | 1 |
| EP | Desire to encourage parental involvement | | | | | | |

Total school score is 9

All teachers sampled agreed with the administrator that parent involvement in the school generally had a non-academic focus. The principal was the only one in the sample who indicated that parents were used in the school to help in academics. Most teachers commented that the parents were not as involved in the school as they had been in years past. Fund-raising activities seemed to be limited. One primary teacher remarked on the support of the parents: "Whenever we do something, shall I say a Christmas concert, we have a sell out When it comes to a P.T.A. we had a very difficult time getting a president, a secretary and anyone to carry the offices".

Even though there were comments made about the lack of parent help, no one indicated a desire to encourage more parental involvement in the school.

Relationship between Items in Factor A: **ACADEMIC EMPHASIS**
Principal and Teacher Responses

Question #2 **Do parents get involved in school programs in this school?**

| School | E | Teacher | | | | | Principal |
|--------|--|---------|----|----|----|----|-----------|
| | | #1 | #2 | #3 | #4 | #5 | |
| FR | Parents involved in fund-raising activities | 1 | 1 | 1 | 1 | | |
| SA | Parent involvement and support in academics | | | | 1 | 1 | 1 |
| NA | Parent involvement in classrooms, non-academic | 1 | 1 | 1 | 1 | 1 | 1 |
| EP | Desire to encourage parental involvement | | | | | | |

Total school score is 13

The teachers and the administrator in this school sample were unanimous in their comment that parents were involved in the school for non-academic tasks. Three out of the sample of six indicated that parents also provided academic help with students. The majority stated that parents were active in fund-raising for the school. No one indicated a desire to encourage more parental involvement, even though there were several comments that only a very few parents were actively involved in the school. One teacher's response was typical of the selected sample: "A very few and it always is the same ones".

Relationship between Items in Factor A: **ACADEMIC EMPHASIS**
Principal and Teacher Responses

Question #2 **Do parents get involved in school programs in this school?**

| School F | | Teacher | | | | | Principal |
|----------|--|---------|----|----|----|----|-----------|
| | | #1 | #2 | #3 | #4 | #5 | |
| FR | Parents involved in fund-raising activities | | 1 | | 1 | 1 | |
| SA | Parent involvement and support in academics | 1 | 1 | | | | |
| NA | Parent involvement in classrooms, non-academic | 1 | 1 | 1 | 1 | 1 | 1 |
| EP | Desire to encourage parental involvement | | | | | | |

Total school score is 11

All teachers agreed with the administrator that parent involvement in the school generally had a non-academic focus. The principal indicated that the teachers at the primary level encouraged parent involvement in their classrooms, whereas the intermediate teachers did not. There were three distinctly different responses to the question asked of the interviewees. The answers were: "We don't have a lot of parent helpers in the classroom", "We have a lot of parents around" and "The staff is open to parental help".

The interviewer was quite puzzled as to this variety of responses, as these teachers had taught for many years together on the same staff. No one indicated a desire to encourage more parental involvement in the school. Parent involvement in fund raising was only mentioned by three of the six in the sample.

ACADEMIC EMPHASIS

The research: instructional time

The school ethos literature stresses that if schools choose to emphasize academics, then a greater portion of the school day is devoted to academic subjects, students spend more time during class periods in active learning activities (Brookover et al., 1979), and class periods are free from interruptions by the loudspeaker, messages from the office, or disruptions from the hall or yard outside (Anderson, 1982).

In the area of limiting or promoting instructional time, these criteria were considered in grading each school: P.A. announcements and other interruptions, special events, new district or ministry programs, platooning, lack of materials, support staff, and attitude toward learning. In regard to the criteria, comments considering an issue to be negative or limiting lost a point for the school total; issues that were considered positive or promoting added a point to the total. Issues that did not appear common to all schools were added individually to the school chart.

ACADEMIC EMPHASIS

Principal and Teacher Responses

Question #7 **What sort of things within this school limit or promote instructional time?**

| | School | | | | | |
|----------------|--------|---|----|----|----|----|
| | A | B | C | D | E | F |
| Overall Rating | -4 | 2 | -7 | -5 | -2 | -6 |

Relationship between Items in Factor A: **ACADEMIC EMPHASIS**
Principal and Teacher Responses

Question #7 **What sort of things within this school limit or promote instructional time?**

| School A | | Teacher | | | | | Principal |
|----------|---|---------|----|----|----|----|-----------|
| | | #1 | #2 | #3 | #4 | #5 | |
| PA | PA announcements and other interruptions | | | -1 | | | |
| SE | Special events | | | | -1 | -1 | |
| NP | New Ministry programs and District programs | | -1 | | | | -1 |
| P | Platooning | 1 | | | | | |
| LOM | Lack of materials | -1 | | | | | |
| SS | Support staff | | | | | | |
| ATL | Attitude towards learning | | | | | 1 | |

Total school score is -4

In general, the teachers selected for this school sample chose to focus on the things that limited their instructional time. Special events and new curriculum programs were discussed at great length by two of the teachers interviewed. The administrator also commented that new district programs definitely took away from the instructional time in which teachers are expected to cover all the prescribed Ministry of Education curriculum.

The two things mentioned that promoted instructional time in the school were platooning of teachers in different subject areas and the positive attitude of teachers and students towards learning. One teacher said: "The expectation overall is that we are here to instruct and use the time appropriately".

Relationship between Items in Factor A: **ACADEMIC EMPHASIS**
Principal and Teacher Responses

Question #7 **What sort of things within this school limit or promote instructional time?**

| School B | #1 | #2 | Teacher | | #5 | Principal |
|----------|----|----|---------|----|----|-----------|
| | | | #3 | #4 | | |
| PA | | | | | | |
| SE | | | | | 1 | |
| NP | | | | | | |
| P | | | | -1 | | |
| LOM | | | | | | |
| SS | | 1 | | | | |
| ATL | | | | | | 1 |

Total school score is 2

One point was added to the score because the vice principal relieved teachers if requested. The teachers interviewed were positive about their school in that they felt generally that nothing limited instructional time. The one exception was an intermediate teacher who commented that platooning for him was wasteful of his teaching time. Special events were regarded as beneficial to the students and therefore not limiting to instructional time. One teacher responded, in regard to special events: "There are so many benefits to doing that co-operative type thing, the students feel good, they are being creative So if it is academic instructional time that is taken away, the benefits are far better, I think".

Relationship between Items in Factor A: **ACADEMIC EMPHASIS**
Principal and Teacher Responses

Question #7 **What sort of things within this school limit or promote instructional time?**

| School C | | #1 | #2 | Teacher | | | Principal |
|----------|---|----|----|---------|----|----|-----------|
| | | | | #3 | #4 | #5 | |
| PA | PA announcements and other interruptions | -1 | | -1 | -1 | 1 | 1 |
| SE | Special events | | | | -1 | -1 | |
| NP | New Ministry programs and District programs | | | -1 | | | |
| P | Platooning | | | | | | |
| LOM | Lack of materials, facilities | -1 | | | | | -1 |
| SS | Support staff | | | | | | |
| ATL | Attitude towards learning | | | | | | |
| D | Discipline | | | | -1 | | |

Total school score is -7

The majority of the teachers in this school sample disagreed with the principal over the issue of P.A. announcements and classroom interruptions. One primary teacher summed up the other's opinion in one short statement: "P.A. announcements drive me crazy"!

There were complaints about the lack of facilities resulting from the large school population. Both gym time and library time was very limited in this school.

Relationship between Items in Factor A: **ACADEMIC EMPHASIS**
Principal and Teacher Responses

Question #7 **What sort of things within this school limit or promote instructional time?**

| School D | Teacher | | | | | Principal |
|----------|---------|----|----|----|----|-----------|
| | #1 | #2 | #3 | #4 | #5 | |
| PA | | | | | | |
| SE | | | | | | |
| NP | | | | | | |
| P | | | | | | |
| LOM | | | | | | |
| SS | | | | | | |
| ATL | | | | | | |

Total school score is -5

The teachers selected for this school sample chose to focus on the things that limited their instructional time. Special events and new curriculum programs were mentioned. The administrator also commented that new District programs definitely took away from the allotted instructional time in which teachers are expected to cover all the prescribed Ministry of Education curriculum. One teacher noted that higher pupil/teacher ratios limited her instructional time, because she generally had to spend a larger amount of her time disciplining. Three of the sample of six had no definite opinion on the question asked.

Relationship between Items in Factor A: **ACADEMIC EMPHASIS**
Principal and Teacher Responses

Question #7 **What sort of things within this school limit or promote instructional time?**

| School E | | Teacher | | | | | Principal |
|----------|---|---------|----|----|----|----|-----------|
| | | #1 | #2 | #3 | #4 | #5 | |
| PA | PA announcements and other interruptions | | | | | 1 | 1 |
| SE | Special events | 1 | | -1 | -1 | | |
| NP | New Ministry programs and District programs | | | -1 | | | -1 |
| P | Platooning | | | | | | |
| LOM | Lack of materials | | | | | | |
| SS | Support staff | | | | | | |
| ATL | Attitude towards learning | | | | | | |
| ST | Student teachers | | -1 | | | | |

Total school score is -2

The issue of P.A. announcements, which had been a negative issue in other schools, was not considered by any of the staff members selected as a problem in this school. The principal's opinion was confirmed by one teacher when she stated, "Generally speaking, we don't have many interruptions". Special events and new district curriculum were considered to limit instructional time. One teacher, however, felt that special events did not cut into teaching time. Most of what had been presented at the school that year was in his opinion "instructional".

Relationship between Items in Factor A: **ACADEMIC EMPHASIS**
Principal and Teacher Responses

Question #7 **What sort of things within this school limit or promote instructional time?**

| School F | | #1 | #2 | Teacher | | #5 | Principal |
|------------------------------|---|-----------|----|---------|----|----|-----------|
| | | | | #3 | #4 | | |
| PA | PA announcements and other interruptions | -1 | -1 | | | | 1 |
| SE | Special events | 1 | | -1 | -1 | | |
| NP | New Ministry programs and District programs | | | | -1 | | |
| P | Platooning | | | | | | |
| LOM | Lack of materials | | | | -1 | | |
| SS | Support staff | | | | | | |
| ATL | Attitude towards learning | | | | | | |
| HN | Hallway noise | | | | -1 | | |
| D | Discipline | | | | | -1 | |
| Total school score is | | -6 | | | | | |

The teachers selected for this school sample chose to focus on the things that limited their instructional time. Special events and new curriculum programs were considered to limit teaching time. P.A. announcements were considered a problem by only two staff members, one of whom was a kindergarten teacher who had different instructional hours from the rest of the staff. Other issues brought forth as limiting to instructional time were: lack of materials, hallway noise, and discipline. Since these issues were brought up by only one teacher, a different one in each instance, the interviewer concluded that they were not a major problem for the majority of the staff members.

ORDERLY ENVIRONMENT

The research: environment

The concept of environment is mentioned several times in Rutter's study on school ethos. His findings showed that behaviour and academic attainment tended to be better when the school was kept clean, tidy, and well painted, with attractive plants and pictures, together with furniture in a good state of repair (Rutter et al. 1979). In the same study, Rutter (1979) concluded that people work and behave better when they are well looked after and feel that those in charge understand and respond to their personal needs. Schools which displayed a lot of student work on the classroom walls had better academic outcomes. Students may be influenced: by having the academic side of school stressed, being encouraged to work well and rewarded by having their work displayed; and having helped to make the school more visually attractive.

In the area of environment, these criteria were considered in grading each school: school kept clean and tidy, adequate maintenance, and student work displayed.

 Relationship between Items in Factor B: **ORDERLY ENVIRONMENT**

Interviewer's Perceptions of the Schools

| School environment | | School | | | | | |
|--------------------|--|--------|---|---|---|---|---|
| | | A | B | C | D | E | F |
| C | School kept clean, tidy | 1 | 1 | 1 | 1 | 1 | 1 |
| AM | Adequate maintenance, sufficient security | 1 | 1 | 1 | 1 | 1 | 1 |
| SWD | Student work displayed | 1 | 1 | 1 | 1 | 1 | 1 |

The interviewer found that all schools in the chosen sample were kept clean and tidy. There appeared to be adequate maintenance in all schools. Students' work was displayed in hallways and in classrooms. All schools were attractive and physically welcoming to visitors. It was felt that a school point total was not necessary in this category.

ORDERLY ENVIRONMENT

The research: responsibility

Encouragement for students to assume responsibility for their own learning and that of others, and a general acceptance of responsibility for outcomes, seem to be characteristic of high-achieving environments. Rutter et al. (1979) concluded that outcomes were better in schools where a higher proportion of students held some kind of position of responsibility in the school system. They also determined that having students take an active role in a school assembly conveyed trust in the students' abilities and also set standards of mature behaviour. The taking of responsibility in the school was considered a most important basis for success and a valuable training for the taking of responsibilities later. As well, Rutter's study concluded that shared activities between staff and students outside the classroom may help each to appreciate the other better and come to share some of the same goals.

These criteria were considered in grading each school: students hold positions of responsibility; activities are shared between staff and students; there is buddy sharing with other classes, teacher talks often about responsibility; students receive privileges for work completed or well done; and a special student is chosen for the day or the month.

Question #5 **How are students at this school encouraged to accept responsibility?**

| | School | | | | | |
|----------------|--------|---|---|---|----|---|
| | A | B | C | D | E | F |
| Overall Rating | 14 | 9 | 7 | 3 | 14 | 7 |

Relationship between Items in Factor B: **ORDERLY ENVIRONMENT**
Principal and Teacher Responses

Question #5 **How are students at this school encouraged to accept responsibility?**

| School A | Teacher | | | | | Principal |
|----------|---------|----|----|----|----|-----------|
| | #1 | #2 | #3 | #4 | #5 | |
| PR | | 1 | 1 | 1 | 1 | 1 |
| SA | | | | | | |
| BS | 1 | 1 | 1 | 1 | | |
| TT | | | | | 1 | 1 |
| P | 1 | | | | 1 | |
| CC | | | | | 1 | |
| SS | | | | | | |

Total school score is 14

Five of the six educators in this selected sample agreed that students in their school hold positions of responsibility. The majority also agreed that many classes were involved in buddy sharing with another class. The principal felt that teachers often discussed responsibility with their classes; however, only one of the teachers stated that she did that on a regular basis. "Classroom chores" was the only area of classroom responsibility mentioned.

Relationship between Items in Factor B: **ORDERLY ENVIRONMENT**
Principal and Teacher Responses

Question #5 **How are students at this school encouraged to accept responsibility?**

| School B | #1 | 2 | Teacher | | | Principal |
|--|----|---|---------|----|----|-----------|
| | | | #3 | #4 | #5 | |
| PR Students hold positions of responsibility | 1 | | -1 | | | -1 |
| SA Shared activities between staff and students | | | | | | |
| BS Buddy sharing with other classes or students | 1 | | | | | |
| TT Teacher talks often about responsibility | | 1 | | 1 | 1 | 1 |
| P Student privileges for work completed or well done | | | | | | |
| CC Classroom chores | 1 | 1 | 1 | | | |
| SS Special student of the day or month | | | 1 | | | |

Total school score is 9

The policy of this school seemed to be that students were not encouraged to hold positions of responsibility or authority. One intermediate teacher said: "It is fairly decentralized in this school, which is something that I am in favour of. We tend to avoid having things like kids for crossing guards, classroom monitors or anything like that". The principal reiterated this policy. The majority of selected teachers stated that teachers often talked about responsibility with their students.

Relationship between Items in Factor B: **ORDERLY ENVIRONMENT**
Principal and Teacher Responses

Question #5 **How are students at this school encouraged to accept responsibility?**

| School C | Teacher | | | | | Principal |
|--|---------|----|----|----|----|-----------|
| | #1 | #2 | #3 | #4 | #5 | |
| PR Students hold positions of responsibility | | | 1 | | -1 | 1 |
| SA Shared activities between staff and students | | | | | | |
| BS Buddy sharing with other classes or students | | | | | | 1 |
| TT Teacher talks often about responsibility | | 1 | 1 | | 1 | |
| P Student privileges for work completed or well done | | | | | | |
| CC Classroom chores | | 1 | | 1 | | |
| SS Special student of the day or month | | | | | | |

Total school score is 7

A majority of the teachers selected agreed that teachers talked often about responsibility in their individual classrooms. They commented that because of the large size of the school it was not possible to have assemblies with all the students. Size was also given for the reason that students in the school were generally not given positions of responsibility. Classroom chores were mentioned only twice, but the principal stated that some classes were involved in buddy sharing. No other indication of students being encouraged to accept responsibility was given.

Relationship between Items in Factor B: **ORDERLY ENVIRONMENT**
Principal and Teacher Responses

Question #5 **How are students at this school encouraged to accept responsibility?**

| School D | #1 | Teacher | | | #5 | Principal |
|--|----|---------|----|----|----|-----------|
| | | #2 | #3 | #4 | | |
| PR Students hold positions of responsibility | | 1 | -1 | -1 | 1 | 1 |
| SA Shared activities between staff and students | | | | | | |
| BS Buddy sharing with other classes or students | | | | 1 | | |
| TT Teacher talks often about responsibility | 1 | | | | | |
| P Student privileges for work completed or well done | | 1 | 1 | | | |
| CC Classroom chores | | | | | | |
| SS Special student of the day or month | | | | | | |

Total school score is 3

The principal and two other teachers were very clear that in their school children did not hold positions of responsibility. The two teachers with opposing views cited library helpers and raising of the school flag as their examples. In general, the interviewer received the impression that students rarely were empowered with responsible tasks. Two classroom teachers mentioned that students in their classrooms were asked to take care of classroom chores. Buddy sharing with other classes involved the grade sevens' "on occasion" working with the kindergarten class.

Relationship between Items in Factor B: **ORDERLY ENVIRONMENT**
Principal and Teacher Responses

Question #5 **How are students at this school encouraged to accept responsibility?**

| School | E | #1 | #2 | Teacher | | #5 | Principal |
|--------|--|----|----|---------|----|----|-----------|
| | | | | #3 | #4 | | |
| PR | Students hold positions of responsibility | | 1 | 1 | 1 | | |
| SA | Shared activities between staff and students | | | 1 | | | |
| BS | Buddy sharing with other classes or students | | | 1 | 1 | | |
| TT | Teacher talks often about responsibility | | | | | | 1 |
| P | Student privileges for work completed or well done | | | 1 | | | 1 |
| CC | Classroom chores | 1 | | | | | |
| SS | Special student of the day or month | | | | | | |
| SC | Student council | | 1 | | | | |
| SST | Student store | | 1 | 1 | 1 | | |

Total school score is 14

The interviewer felt that this school was a beehive of activity for the children, with many students involved in the organization of the events that were going on. This was the only staff that mentioned the students being involved in a school store, a students' council, and a staff and student year-end barbecue.

Relationship between Items in Factor B: **ORDERLY ENVIRONMENT**
Principal and Teacher Responses

Question #5 **How are students at this school encouraged to accept responsibility?**

| School F | #1 | #2 | Teacher | | #5 | Principal |
|----------|----|----|---------|----|----|-----------|
| | | | #3 | #4 | | |
| PR | | | | | 1 | 1 |
| SA | | | | | | |
| BS | | | | | | |
| TT | 1 | | | 1 | 1 | 1 |
| P | | | | | | |
| CC | | | | 1 | | |
| SS | | | | | | |

Total school score is 7

The majority of the selected teachers in the sample found this a difficult question to answer. They could think of very few examples where students in their school were encouraged to accept responsibility. The three examples given were of teachers talking to the students in their own classrooms, library monitors, and office helpers.

ORDERLY ENVIRONMENT

The research: discipline

The concept of discipline is mentioned in several of the studies on school ethos. Three major studies state that common agreement among a staff on essential standards, whether behavioural or academic, is more effective than teachers working separately to change behaviour or raise expectations (Rutter et al., 1979; Brookover et al., 1979; Rosenholtz, 1985). Rutter's study (1979) also concluded that discipline is easier to maintain if the students appreciate that it relates to generally accepted approaches and does not simply represent the whims of the individual teacher. His study concluded as well that students behave better when teachers use praise instead of focussing on poor behaviour or achievement.

In the area of discipline, these criteria were considered in grading each school: consensus on rules by staff, teachers in charge of discipline, administrator final authority, formal discipline procedure, consistency in discipline procedure and good balance between praise and punishment.

ORDERLY ENVIRONMENT

Principal and Teacher Responses

Question #4 **What is the discipline policy at this school?**

| | School | | | | | |
|----------------|--------|----|----|---|----|---|
| | A | B | C | D | E | F |
| Overall Rating | 14 | 12 | 12 | 8 | 10 | 8 |

Relationship between Items in Factor B: **ORDERLY ENVIRONMENT**
Principal and Teacher Responses

Question #4 **What is the discipline policy at this school?**

| School A | | #1 | #2 | Teacher | | #5 | Principal |
|----------|---|----|----|---------|----|----|-----------|
| | | | | #3 | #4 | | |
| SR | Set rules agreed on by staff | | 1 | | | 1 | 1 |
| TD | Teachers discipline Administrator final authority | 1 | | 1 | | | 1 |
| FDP | Formal discipline procedure | 1 | | 1 | 1 | 1 | 1 |
| TC | All teachers consistent in discipline procedure | | 1 | 1 | | 1 | |
| GB | Good balance between praise and punishment | | | | | | |

Total school score is 14

The majority of teachers agreed with the administrator that the school had a formal discipline procedure. Three of the five teachers in the sample agreed that all teachers at the school were consistent in their discipline procedure. One teacher said:

I think most of us here have the same general philosophy on discipline and I would say that it is a fair disciplinary policy but it is also adhered to by everyone and I think that is why the school runs very smoothly.

Relationship between Items in Factor B: **ORDERLY ENVIRONMENT**
Principal and Teacher Responses

Question #4 What is the discipline policy at this school?

| School B | #1 | #2 | Teacher | | #5 | Principal |
|----------|----|----|---------|----|----|-----------|
| | | | #3 | #4 | | |
| SR | | 1 | | | | 1 |
| TD | | 1 | | 1 | | |
| A | | 1 | | 1 | 1 | 1 |
| FDP | 1 | | | | | |
| TC | | | | | 1 | 1 |
| GB | | | | | | 1 |

Total school score is 12

The majority of teachers agreed with the administrator that he was the final authority in the school. There was not a consensus in any other area on the topic of discipline. One teacher stated his interpretation of the school discipline policy:

I would say that rather than a discipline policy, there is a spirit in which discipline is administered in the school. This spirit is one of respect for the child and a desire to see that the child understands what is happening, understands the consequences. The disciplinary action would be as much as possible in the line of logical consequences.

Relationship between Items in Factor B: **ORDERLY ENVIRONMENT**
Principal and Teacher Responses

Question #4 **What is the discipline policy at this school?**

| School C | | #1 | #2 | Teacher | | | Principal |
|----------|---|----|----|---------|----|----|-----------|
| | | | | #3 | #4 | #5 | |
| SR | Set rules agreed on by staff | | 1 | | | | |
| TD | Teachers discipline | 1 | 1 | | | 1 | |
| A | Administrator final authority | 1 | 1 | 1 | 1 | | |
| FDP | Formal discipline procedure | | 1 | 1 | 1 | 1 | |
| TC | All teachers consistent in discipline procedure | | | 1 | | | -1 |
| GB | Good balance between praise and punishment | | | | | | |

Total school score is 12

The majority of teachers interviewed agreed that the school had a formal discipline procedure and that the administrator, in this case the vice-principal, was the final authority. Many teachers commented that discipline was a problem in the school. One teacher strongly stated that teachers were not at all consistent with discipline procedures. Large school student population was cited several times as an excuse for poor discipline procedures.

Relationship between Items in Factor B: **ORDERLY ENVIRONMENT**
Principal and Teacher Responses

Question #4 **What is the discipline policy at this school?**

| School D | #1 | #2 | Teacher | | #5 | Principal |
|--|----|----|---------|----|----|-----------|
| | | | #3 | #4 | | |
| SR Set rules agreed on by staff | -1 | -1 | | 1 | | |
| TD Teachers discipline | | 1 | | | 1 | 1 |
| A Administrator final authority | 1 | 1 | 1 | 1 | 1 | 1 |
| FDP Formal discipline procedure | | | | | 1 | 1 |
| TC All teachers consistent in discipline procedure | | -1 | -1 | | | |
| GB Good balance between praise and punishment | | | | | | |

Total school score is 8

The teachers agreed unanimously with the principal that the administrator was the final authority in the school. The principal commented on a formal discipline procedure that he had in place at the school. Only one other teacher mentioned any form of discipline policy; two others stated that teachers did not all know the school rules or were not consistent with follow-through in discipline.

Relationship between Items in Factor B: **ORDERLY ENVIRONMENT**
Principal and Teacher Responses

Question #4 What is the discipline policy at this school?

| School E | #1 | #2 | Teacher | | #5 | Principal |
|--|----|----|---------|----|----|-----------|
| | | | #3 | #4 | | |
| SR Set rules agreed on by staff | | 1 | | | | 1 |
| TD Teachers discipline | | | 1 | 1 | | |
| A Administrator final authority | 1 | | 1 | | 1 | |
| FDP Formal discipline procedure | 1 | | 1 | | 1 | 1 |
| TC All teachers consistent in discipline procedure | | | | | -1 | |
| GB Good balance between praise and punishment | | | | | | |

Total school score is 10

The teachers selected for this school sample were in general agreement that there was a formal discipline procedure in place in the school and that the administrator was the final authority. There was no consensus on any other issue raised in the responses.

Relationship between Items in Factor B: **ORDERLY ENVIRONMENT**
Principal and Teacher Responses

Question #4 **What is the discipline policy at this school?**

| School F | | #1 | #2 | Teacher | | Principal |
|----------|---|----|----|---------|----|-----------|
| | | | | #3 | #4 | |
| SR | Set rules agreed on by staff | | | | 1 | 1 |
| TD | Teachers discipline | 1 | | 1 | | |
| A | Administrator final authority | 1 | | 1 | | 1 |
| FDP | Formal discipline procedure | -1 | -1 | 1 | 1 | 1 |
| TC | All teachers consistent in discipline procedure | | | | | |
| GB | Good balance between praise and punishment | | | | | |

Total school score is 8

There was not a consensus on any issue raised by the responses to this question. The teachers in this selected sample were not in agreement at all in reference to the topic of a formal discipline procedure in the school. Two of the five teachers sampled stated quite strongly that there was definitely not a discipline procedure in the school.

EXPECTATIONS FOR SUCCESS

The research: teacher expectations for students

The most commonly recurring attitude associated with ethos and student outcomes is the level of expectation teachers and administrators hold for each other and especially for students. An expectation could be defined in this context as a self-fulfilling prophecy. Without exception, the research portrays the high-achieving school as one in which the staff manifests attitudes of confidence that students will be able to succeed academically. In case studies such as New York State study (1976) and the Phi Delta Kappa study (1980), as well as survey studies such as Brookover et al. (1979), high expectations go hand in hand with high achievement. These findings were confirmed by Rutter et al. (1979) in their longitudinal study.

Expectations for success help to reinforce an orderly environment and an academic emphasis in schools. In an effective school, both principal and teachers not only believe students can succeed, but model those expectations to the school as a whole.

In the area of expectations for success, these criteria were considered in grading each school: academic expectations, high expectations (to do their best), and consistent expectations from teachers.

EXPECTATIONS FOR SUCCESS

Principal and Teacher Responses

| | School | | | | | |
|----------------|--------|---|----|---|---|---|
| | A | B | C | D | E | F |
| Overall Rating | 10 | 3 | -1 | 8 | 4 | 1 |

Relationship between Items in Factor C: **EXPECTATIONS FOR SUCCESS**
Principal and Teacher Responses

Question #8 **Could you describe teacher expectations for students in this school?**

| School A | #1 | #2 | #3 | Teacher | | Principal |
|---|----|----|----|---------|----|-----------|
| | | | | #4 | #5 | |
| AE Academic expectations | | | | | | 1 |
| HE High expectations, to do their best | 1 | 1 | 1 | 1 | 1 | |
| TCE Teachers have consistent expectations | | 1 | 1 | 1 | 1 | |

Total school score is 10

All the teachers interviewed in this school stated that in their opinion teachers had high expectations for their students. One respondent stated: "I think the teachers in this school expect the children to come to school and be productive to the best of their ability". The majority of teachers also indicated that the teachers in the school were consistent in their expectations for the students. The principal was the only one sampled who said that academic expectations were a focus in the school.

Relationship between Items in Factor C: **EXPECTATIONS FOR SUCCESS**
Principal and Teacher Responses

Question #8 **Could you describe teacher expectations for students in this school?**

| School B | #1 | #2 | Teacher | | #5 | Principal |
|---|----|----|---------|----|----|-----------|
| | | | #3 | #4 | | |
| AE Academic expectations 1 | | | | | | |
| HE High expectations, to do their best | | 1 | | 1 | | 1 |
| TCE Teachers have consistent expectations | | | | -1 | | |

Total school score is 3

At this school only two of the five teachers interviewed made comments to the effect that teacher expectations were high. The principal also agreed with these teachers. Only one of the sample indicated that there was an emphasis on academics at the school. One other teacher respondent made reference to teacher inconsistency in expectations. His comment was: "It is going to vary from teacher to teacher and obviously there are teachers in this school who have a different philosophy than I do and I would have to say that I disagree with that perspective".

The interviewer did not receive a strong sense of teacher commitment to high expectations for the students. There was not at all a feeling of unity and agreement of the staff with regard to consistency of expectations.

Relationship between Items in Factor C: **EXPECTATIONS FOR SUCCESS**
Principal and Teacher Responses

Question #8 **Could you describe teacher expectations for students in this school?**

| School C | Teacher | | | | | Principal |
|---|---------|----|----|----|----|-----------|
| | #1 | #2 | #3 | #4 | #5 | |
| AE Academic expectations | | | 1 | | | 1 |
| HE High expectations, to do their best | -1 | | | 1 | | |
| TCE Teachers have consistent expectations | | | -1 | -1 | | -1 |

Total school score is -1

One teacher and the principal made reference to the stress on academics in the school; the principal's comments were broad based, but the teacher made reference only to the expectations that she had for her particular class. Only two of the six educators sampled in this school made comments indicating the level of teacher expectations for the students, and these comments were directly contradictory. Half of the sampled respondents indicated that teacher expectations at the school were not consistent. Some of the comments to this effect were: "I feel that there is a big difference in expectations from teacher to teacher", "That is different with a number of teachers", and "Undoubtedly there are differences".

At this school the interviewer was given the impression that: teachers were not consistent in their expectations for students, academics did not appear to be the focus of the school, and that high expectations were not considered a major issue with the teachers interviewed.

Relationship between Items in Factor C: **EXPECTATIONS FOR SUCCESS**
Principal and Teacher Responses

Question #8 **Could you describe teacher expectations for students in this school?**

| School D | #1 | #2 | Teacher | | | Principal |
|---|----|----|---------|----|----|-----------|
| | | | #3 | #4 | #5 | |
| AE Academic expectations | | | | 1 | 1 | |
| HE High expectations, to do their best | 1 | 1 | 1 | 1 | 1 | 1 |
| TCE Teachers have consistent expectations | | | | | | |

Total school score is 8

All teachers and the principal sampled at this school were unanimous in their answers to this question, and all responded that teacher expectations of the students were high. This response indicated to the interviewer a consistency among the teachers with regard to expectations. Two of the six respondents indicated that the expectations included a focus on academics in the school.

Relationship between Items in Factor C: **EXPECTATIONS FOR SUCCESS**
Principal and Teacher Responses

Question #8 **Could you describe teacher expectations for students in this school?**

| School E | #1 | #2 | Teacher | | #5 | Principal |
|---|----|----|---------|----|----|-----------|
| | | | #3 | #4 | | |
| AE Academic expectations | | | | | | |
| HE High expectations, to do their best | | 1 | 1 | 1 | 1 | 1 |
| TCE Teachers have consistent expectations | | -1 | | | | |

Total school score is 4

The majority of this school sample agreed that teachers had high expectations for the students in the school. Some of the comments made with regard to expectations were: "We expect them to do their best . . . we try to get kids to do their very best and encourage them as much as possible", "I would say that they (the teachers in the school) have high expectations for their kids", and "I would say that they are quite high".

No indication was made by any of the respondents that the school had a focus on academics. One of the sample of six made reference to the fact that teachers were not consistent in their expectations for the students.

Relationship between Items in Factor C: **EXPECTATIONS FOR SUCCESS**
Principal and Teacher Responses

Question #8 **Could you describe teacher expectations for students in this school?**

| School F | #1 | #2 | Teacher | | #5 | Principal |
|--|----|----|---------|----|----|-----------|
| | | | #3 | #4 | | |
| AE Academic expectations | | | | 1 | | 1 |
| HE High expectations, to do their best | | | | 1 | 1 | 1 |
| TCE Teachers have consistent expectations | | -1 | -1 | -1 | | -1 |

Total school score is 1

The majority of the educators sampled in this school indicated that teachers were not consistent in their expectations for the students. One teacher commented:

I think that there are some people who are quite structured and traditional and expect kids to be mannerly and conduct themselves in a reasonable fashion, and there are others who don't. I think there is quite a range of expectations.

Only two of the six sample respondents indicated that academics were a focus in the school. Three of the six sampled stated that teachers had high expectations for the students; this was not a majority.

EXPECTATIONS FOR SUCCESS

The research: administrator's expectations for staff and students

In an effective school, both principal and teachers not only believe students can succeed, but model those expectations to the school as a whole. Rosenholtz (1985) concluded in his study of effective schools that principals held high expectations of academic achievement for the staff and students. Other research has shown that principals contributed to pupil learning by visiting classes, being knowledgeable about what is happening and giving support and guidance (Edmonds, 1979).

In the area of expectations for success with reference to the administrator's expectations, these criteria were considered in grading each school: academic expectations, high expectations (to do their best), accepting responsibility, giving support and guidance, modelling expectations, and encouraging professional development.

EXPECTATIONS FOR SUCCESS

Principal and Teacher Responses

Question #10 **What expectations does the administrator have of the staff and students?**

| | School | | | | | |
|----------------|--------|----|---|----|----|---|
| | A | B | C | D | E | F |
| Overall Rating | 20 | 13 | 2 | 13 | 20 | 9 |

Relationship between Items in Factor C: **EXPECTATIONS FOR SUCCESS**
Principal and Teacher Responses

Question #10 What expectations does the administrator have of the staff and students?

| School A | #1 | #2 | Teacher | | | Principal |
|----------|----|----|---------|----|----|-----------|
| | | | #3 | #4 | #5 | |

EXPECTATIONS FOR STUDENTS

| | | | | | | |
|-----|----------------------------|---|---|---|---|--|
| GC | Good citizens, responsible | 1 | | | | |
| GB | Good behaviour | 1 | 1 | 1 | | |
| GWH | Good work habits, do best | | | 1 | 1 | |
| RT | Respect teachers, students | | 1 | 1 | | |
| HF | Have fun, work together | 1 | | | | |

EXPECTATIONS FOR TEACHERS

| | | | | | | |
|-----|---|---|---|---|---|---|
| PAE | Promote academics academics | | | | | 1 |
| SP | Treats as professionals | | | 1 | | 1 |
| GM | Good model to students | | 1 | | | |
| S | Supportive of staff | 1 | | 1 | 1 | 1 |
| TSG | Teachers set high goals | | | | | |
| OTP | Opportunities for students to participate | | | | | |
| EPD | Encourage Pro-D | | | 1 | 1 | |

Total school score is 20

The majority of the teachers sampled agreed that the principal was very supportive of his staff.

Relationship between Items in Factor C: **EXPECTATIONS FOR SUCCESS**
Principal and Teacher Responses

Question #10 What expectations does the administrator have of the staff and students?

| School B | | #1 | #2 | Teacher | | #5 | Principal |
|----------------------------------|---|----|----|---------|----|----|-----------|
| | | | | #3 | #4 | | |
| EXPECTATIONS FOR STUDENTS | | | | | | | |
| GC | Good citizens, responsible | | 1 | | | | |
| GB | Good behaviour | 1 | 1 | 1 | | | |
| GWH | Good work habits, do best | | | | | 1 | 1 |
| RT | Respect teachers, students | | | 1 | 1 | | |
| HF | Have fun, work together | 1 | | | | | |
| EXPECTATIONS FOR TEACHERS | | | | | | | |
| PAE | Promote academics | 1 | | | | | |
| SP | Treats as professionals | | | | | 1 | |
| GM | Good model to students | | | | | | |
| S | Supportive of staff | | 1 | | | 1 | |
| TSG | Teachers set high goals | | | | | | |
| OTP | Opportunities for students to participate | | | | | | |
| EPD | Encourage Pro-D | | 1 | | | | |
| Total school score is 13 | | | | | | | |

The majority of responses indicated that the administrator's philosophy with regard to expectations was one of a child-centred school, a place where the teachers and students enjoyed themselves when they were there.

Relationship between Items in Factor C: **EXPECTATIONS FOR SUCCESS**
Principal and Teacher Responses

Question #10 What expectations does the administrator have of the staff and students?

| School C | #1 | #2 | Teacher | | #5 | Principal |
|----------|----|----|---------|----|----|-----------|
| | | | #3 | #4 | | |

EXPECTATIONS FOR STUDENTS

GC Good citizens, responsible
 GB Good behaviour
 GWH Good work habits, do best
 RT Respect teachers, students
 HF Have fun, work together

EXPECTATIONS FOR TEACHERS

| | | | | | | |
|-----|---|--|--|---|--|---|
| PAE | Promote academics | | | | | |
| SP | Treats as professionals | | | 1 | | 1 |
| GM | Good model to students | | | | | |
| S | Supportive of staff | | | | | |
| TSG | Teachers set high goals | | | | | |
| OTP | Opportunities for students to participate | | | | | |
| EPD | Encourage Pro-D | | | | | |

Total school score is 2

The majority of the teachers in the chosen sample were unclear as to the administrator's expectations for either staff or students. Two of the five teacher respondents chose not to answer the question at all.

Relationship between Items in Factor C: **EXPECTATIONS FOR SUCCESS**
Principal and Teacher Responses

Question #10 **What expectations does the administrator have of the staff and students?**

| School D | | Teacher | | | | | Principal |
|----------------------------------|---|---------|----|----|----|----|-----------|
| | | #1 | #2 | #3 | #4 | #5 | |
| EXPECTATIONS FOR STUDENTS | | | | | | | |
| GC | Good citizens, responsible | | | | | | 1 |
| GB | Good behaviour | | | | | | 1 |
| GWH | Good work habits, do best | | | | | | |
| RT | Respect teachers, students | | | | | | |
| HF | Have fun, work together | 1 | 1 | | 1 | | |
| EXPECTATIONS FOR TEACHERS | | | | | | | |
| PAE | Promote academics | 1 | 1 | 1 | | | 1 |
| SP | Treats as professionals | | | | | 1 | |
| GM | Good model to students | | | | | | |
| S | Supportive of staff | | | | 1 | | |
| TSG | Teachers set high goals | | | | 1 | | 1 |
| OTP | Opportunities for students to participate | | | | | | 1 |
| EPD | Encourage Pro-D | | | | | | |

Total school score is 13

The majority of the teachers sampled agreed with the principal when he declared that he had high academic expectations for the students. The teachers felt too that the principal stressed that learning should be fun.

Relationship between Items in Factor C: **EXPECTATIONS FOR SUCCESS**
Principal and Teacher Responses

Question #10 What expectations does the administrator have of the staff and students?

| School E | #1 | #2 | Teacher | | | Principal |
|----------|----|----|---------|----|----|-----------|
| | | | #3 | #4 | #5 | |

EXPECTATIONS FOR STUDENTS

| | | | | | | | |
|-----|----------------------------|---|---|---|---|--|---|
| GC | Good citizens, responsible | | 1 | | | | 1 |
| GB | Good behaviour | 1 | 1 | | | | |
| GWH | Good work habits, do best | | 1 | 1 | 1 | | |
| RT | Respect teachers, students | | 1 | | | | |
| HF | Have fun, work together | | | | 1 | | 1 |

EXPECTATIONS FOR TEACHERS

| | | | | | | | |
|-----|---|---|---|---|--|---|---|
| PAE | Promote academics | 1 | | 1 | | | |
| SP | Treats as professionals | | | | | 1 | 1 |
| GM | Good model to students | 1 | 1 | | | | |
| S | Supportive of staff | | | 1 | | 1 | |
| TSG | Teachers set high goals | | 1 | | | | |
| OTP | Opportunities for students to participate | | 1 | | | | |
| EPD | Encourage Pro-D | | | | | | |

Total school score is 20

The majority of the teacher respondents in this sample stated that they felt that the principal expected the staff and the students "to do their best". All teachers were comfortable in giving a full response to the question.

Relationship between Items in Factor C: **EXPECTATIONS FOR SUCCESS**
Principal and Teacher Responses

Question #10 What expectations does the administrator have of the staff and students?

| School F | | #1 | #2 | Teacher | | #5 | Principal |
|----------------------------------|---|----|----|---------|----|----|-----------|
| | | | | #3 | #4 | | |
| EXPECTATIONS FOR STUDENTS | | | | | | | |
| GC | Good citizens, responsible | 1 | | | 1 | | |
| GB | Good behaviour | | | 1 | | | |
| GWH | Good work habits, do best | | | | | | 1 |
| RT | Respect teachers, students | | | | 1 | | |
| HF | Have fun, work together | | | | | | |
| EXPECTATIONS FOR TEACHERS | | | | | | | |
| PAE | Promote academics | 1 | | | 1 | | |
| SP | Treats as professionals | 1 | | | | | |
| GM | Good model to students | | | | | | |
| S | Supportive of staff | | | | | | |
| TSG | Teachers set high goals | | | | | | |
| OTP | Opportunities for students to participate | | | | | | |
| EPD | Encourage Pro-D | | | | | | |

Total school score is 9

The majority of teacher respondents did not agree on any one particular expectation that the administration had of the staff and students. One teacher chose not to answer the question, and most replies were not detailed.

EXPECTATIONS FOR SUCCESS

The research: students' perceptions of school

Students in effective schools perceive that the school helps them master academic work. The teachers' behaviour in structuring the classroom and the principal's leadership in organizing the school apparently help to mold the students' perceptions in this way. Such speculation is consistent with research on achievement motivation, which suggests that students can learn to succeed, given the appropriate structure.

Teachers and principals in effective schools express their expectations for success in such a way that students know what is expected of them and believe that they can measure up to these high standards.

In the area of students' perceptions of school, these criteria were considered in grading each school: student positive attitude toward learning, parent positive attitude toward learning, extra school programs, principal active in school programs, and good rapport between staff and students.

EXPECTATIONS FOR SUCCESS

Principal and Teacher Responses

Question #6 **How do students feel about learning in this school?**

| | School | | | | | |
|----------------|--------|---|---|---|---|---|
| | A | B | C | D | E | F |
| Overall Rating | 11 | 7 | 0 | 9 | 2 | 3 |

Relationship between Items in Factor C: **EXPECTATIONS FOR SUCCESS**
Principal and Teacher Responses

Question #6 How do students feel about learning in this school?

| School A | | #1 | #2 | Teacher | | #5 | Principal |
|----------|--|----|----|---------|----|----|-----------|
| | | | | #3 | #4 | | |
| PA | Positive attitude toward learning | 1 | 1 | 1 | 1 | | 1 |
| PA | Parents have positive attitude toward learning | | | | | | |
| ESP | Extra school programs | | 1 | 1 | | 1 | 1 |
| PAP | Principal active in school programs | | | | | | 1 |
| GR | Good rapport between staff and students | | 1 | | | | |

Total school score is 11

The majority of the teachers in this school sample agreed with the principal that the students had a positive attitude toward learning in the school. The majority again agreed with their administrator when they mentioned that there were several interesting programs in the school that added to the students' excitement about their education. A computer program, designed and implemented by the principal, and a school-wide writing program were talked about by several teachers. One teacher said:

The majority of students in this school come to school eager and willing to learn and I think the tone of the staff encourages that attitude. When we ask for volunteers for a club or an activity, we are never at a loss for kids volunteering. I think that is an indicator that kids are eager and anxious to learn and they want to cooperate with the staff.

Relationship between Items in Factor C: **EXPECTATIONS FOR SUCCESS**
Principal and Teacher Responses

Question #6 How do students feel about learning in this school?

| School B | | #1 | #2 | Teacher | | #5 | Principal |
|----------|--|----|----|---------|----|----|-----------|
| | | | | #3 | #4 | | |
| PA | Positive attitude toward learning | 1 | 1 | 1 | 1 | | 1 |
| PA | Parents have positive attitude toward learning | | | | | | |
| ESP | Extra school programs | | 1 | | | | |
| PAP | Principal active in school programs | | | | | | |
| GR | Good rapport between staff and students | | 1 | | | | |

Total school score is 7

The majority of teachers interviewed in this school agreed with their administrator that the students had a positive attitude toward learning. One teacher discussed the extra activities that the teachers organized for the students, another teacher mentioned the level of rapport that he felt the students had with the teachers of this school. He stated:

They feel quite positive about it. When kids feel good about themselves and they feel good about how the adults, namely teachers, are interacting with them, I think it helps them want to achieve and want to do schoolwork and have a good attitude about it. I think there is a rapport amongst the staff, adult to adult, and I think there is a good rapport staff to kids.

Relationship between Items in Factor C: **EXPECTATIONS FOR SUCCESS**
Principal and Teacher Responses

Question #6 How do students feel about learning in this school?

| School C | #1 | #2 | Teacher | | | Principal |
|---|----|----|---------|----|----|-----------|
| | | | #3 | #4 | #5 | |
| PA Positive attitude toward learning | 1 | 1 | | | | |
| PA Parents have positive attitude toward learning | | | | | -1 | -1 |
| ESP Extra school programs | | | | | | |
| PAP Principal active in school programs | | | | | | |
| GR Good rapport between staff and students | | | | | | |

Total school score is 0

Only two educators of the six interviewed in this school commented on the positive attitude of the students toward learning. One teacher chose not to comment on the question, as she felt she really did not know the answer. This teacher had taught on the staff at this particular school for eight years. The principal and one other teacher indicated that in their opinion the child's background (socio-economic status) had a great deal to do with whether the student had a positive attitude toward learning. The interviewer did not feel that any of the staff members interviewed were willing to take responsibility for the attitude that the students had toward learning.

Relationship between Items in Factor C: **EXPECTATIONS FOR SUCCESS**
Principal and Teacher Responses

Question #6 How do students feel about learning in this school?

| School D | #1 | #2 | Teacher | | | Principal |
|---|----|----|---------|----|----|-----------|
| | | | #3 | #4 | #5 | |
| PA Positive attitude toward learning | 1 | 1 | 1 | 1 | 1 | |
| PA Parents have positive attitude toward learning | | | 1 | | | |
| ESP Extra school programs | | | 1 | | 1 | 1 |
| PAP Principal active in school programs | | | | | | |
| GR Good rapport between staff and students | | | | | | |

Total school score is 9

The chosen teachers in this school sample were unanimous in their comments that the students of the school had a positive attitude toward learning. One teacher mentioned that generally the parents of the school population had a positive attitude toward education as well. The majority of the teachers sampled made reference to the extra programs that were in place for the students.

Relationship between Items in Factor C: **EXPECTATIONS FOR SUCCESS**
Principal and Teacher Responses

Question #6 How do students feel about learning in this school?

| School E | #1 | #2 | #3 | Teacher | | Principal |
|---|----|----|----|---------|----|-----------|
| | | | | #4 | #5 | |
| PA Positive attitude toward learning | -1 | 1 | 1 | | 1 | |
| PA Parents have positive attitude toward learning | -1 | | | | | |
| ESP Extra school programs | | | 1 | | | |
| PAP Principal active in school programs | | | | | | |
| GR Good rapport between staff and students | | | | | | |

Total school score is 2

Although the majority of the teachers in this chosen sample were in agreement that the students had a positive attitude toward learning, their statements were very weak in defence of their answers. One teacher said, "I haven't really thought about it, I don't really know". The principal, too, was unsure of an answer to this question. His comment was:

I think a lot of it depends--the kids' attitude toward learning, on what is going on in the classroom. Over all I would like to think that the kids have a good attitude toward learning, but I'm not sure that I can make that sort of blanket statement.

Relationship between Items in Factor C: **EXPECTATIONS FOR SUCCESS**
Principal and Teacher Responses

Question #6 How do students feel about learning in this school?

| School F | | Teacher | | | | | Principal |
|----------|--|---------|----|----|----|----|-----------|
| | | #1 | #2 | #3 | #4 | #5 | |
| PA | Positive attitude toward learning | | 1 | -1 | 1 | | 1 |
| PA | Parents have positive attitude toward learning | | | | | | |
| ESP | Extra school programs | | | | | | 1 |
| PAP | Principal active in school programs | | | | | | |
| GR | Good rapport between staff and students | | | | | | |

Total school score is 3

The response by teachers in this selected sample was quite mixed.

There was no continuity or consensus. The principal and two teachers indicated that the students had a positive attitude toward learning, one teacher stated that the students did not have a positive attitude toward learning and the two remaining teachers interviewed felt that some students did have a positive attitude and others did not. The principal's rationale for his response was, "We don't have a problem with kids not participating, so to me that indicates that kids are probably keen on learning". One teacher in the selected sample indicated that there were extra school programs for the students.

LEADERSHIP

The research: community relations

As important and influential members of the child's learning team, parents need to be informed of school goals and student responsibilities. Effective principals are very active in facilitating communication between the school and the community (Leithwood & Montgomery, 1982). Leithwood and Montgomery (1986) also suggested that the coordination of instruction, and the creation of a positive ethos, are the major contributions of good principals to school success. Coleman (1983) stated that parents perceive the principal's behaviour strongly influences school climate. Communication is part of this behaviour. Communicating with the community, about both the school philosophy and the regular events scheduled at the school, become an important part of the principal's leadership.

These criteria were considered in grading each school: community communication and participation in newsletter design. Teachers and principals who stated that the school newsletter was designed solely by the administration lost a point for the school total; the interviewer assessed this as discouragement of school decision making.

LEADERSHIP

Principal and Teacher Responses

Question #3 How are parents informed of school affairs?

| | School | | | | | |
|----------------|--------|----|----|----|----|----|
| | A | B | C | D | E | F |
| Overall Rating | 18 | 10 | 13 | 12 | 18 | 13 |

Relationship between Items in Factor D: **LEADERSHIP**
Principal and Teacher Responses

Question #3 How are parents informed of school affairs?

| School A | #1 | #2 | Teacher | | | Principal |
|--|----|----|---------|----|----|-----------|
| | | | #3 | #4 | #5 | |
| RN Regular newsletter | 1 | 1 | 1 | 1 | 1 | 1 |
| IE Inform about school events | | | | | 1 | 1 |
| CW Children's work/recognitio included | | | | 1 | 1 | |
| SP Staff/students help design | 1 | | | | | |
| AD Administrative designed | | -1 | | | | |
| PN Parent auxiliary newsletters | 1 | | 1 | 1 | 1 | 1 |
| CN Classroom newsletters | | 1 | | | | |
| PM Parent meetings | | | | | | |

Total school score is 18

The teachers and the principal agreed unanimously that a regular newsletter was sent out to parents. This newsletter was a communication of events that were happening in the school. The majority polled also agreed with the administrator that the parents' auxiliary in the school sent out an additional newsletter to the parents on a regular basis.

Relationship between Items in Factor D: **LEADERSHIP**
Principal and Teacher Responses

Question #3 How are parents informed of school affairs?

| School B | | #1 | 2 | Teacher | | | Principal |
|----------|---------------------------------------|----|----|---------|----|----|-----------|
| | | | | #3 | #4 | #5 | |
| RN | Regular newsletter | | 1 | | 1 | 1 | -1 |
| IE | Inform about school events | 1 | 1 | 1 | 1 | 1 | 1 |
| CW | Children's work/ recognition included | | | | 1 | 1 | |
| SP | Staff/students help design | | 1 | 1 | | | |
| AD | Administrative designed | -1 | -1 | -1 | | | |
| PN | Parent auxiliary newsletters | | | | | | |
| CN | Classroom newsletters | | | | 1 | 1 | |
| PM | Parent meetings | | | | | | |

Total school score is 10

All the teachers selected in this sample agree with the principal that the newsletter included items to inform parents of school events. They did not agree with the administration regarding regularity of the newsletter publication. The principal admitted, "We don't have a set newsletter. I don't think it's necessary to put out the Daily Bugle. I can spend my time in better ways, I suppose. I would say that we send maybe half a dozen a year". The majority of teachers felt that the school sent out a newsletter on a regular basis. The majority also agreed that the newsletter was designed by the principal.

Relationship between Items in Factor D: **LEADERSHIP**
Principal and Teacher Responses

Question #3 **How are parents informed of school affairs?**

| School C | | #1 | #2 | Teacher | | | Principal | |
|----------|---------------------------------------|------------------------------|----|---------|----|----|-----------|--|
| | | | | #3 | #4 | #5 | | |
| RN | Regular newsletter | 1 | 1 | 1 | 1 | 1 | 1 | |
| IE | Inform about school events | | 1 | | 1 | 1 | 1 | |
| CW | Children's work/ recognition included | | 1 | | 1 | | | |
| SP | Staff/students help design | | | | 1 | | | |
| AD | Administrative designed | | -1 | | | -1 | | |
| PN | Parent auxiliary newsletters | | | | | | 1 | |
| CN | Classroom newsletters | | | | | | | |
| PM | Parent meetings | 1 | | | | | | |
| | | Total school score is | | | | | 13 | |

The teachers interviewed in this school sample agreed unanimously with the principal that a regular newsletter was sent out to parents. The majority of the respondents indicated that this newsletter was a communication of events that were happening in the school. The interviewer noted several informal comments made by these teachers as to the other means of communication with parents. These comments were directed toward a powerful parent group. The teachers felt that "gossiping" among the parents was also a means of spreading information. One teacher stated, "There seems to be quite a grapevine in this school because we have so many parent helpers and news travels quickly . . . I'd say notices and the gossiping".

Relationship between Items in Factor D: **LEADERSHIP**
Principal and Teacher Responses

Question #3 How are parents informed of school affairs?

| School D | | Teacher | | | | | Principal |
|----------|---------------------------------------|---------|----|----|----|----|-----------|
| | | #1 | #2 | #3 | #4 | #5 | |
| RN | Regular newsletter | 1 | 1 | 1 | | 1 | 1 |
| IE | Inform about school events | 1 | 1 | | 1 | | 1 |
| CW | Children's work/ recognition included | | | | | | |
| SP | Staff/students help design | | | | | | |
| AD | Administrative designed | | | | | | |
| PN | Parent auxiliary newsletters | | | | | 1 | |
| CN | Classroom newsletters | | | 1 | | | |
| PM | Parent meetings | | | | | | 1 |

Total school score is 12

The majority of the teachers selected in this school sample agreed with the principal that a regular newsletter was sent home to parents. This newsletter was sent to the parents approximately once each month. This publication was used as a vehicle to inform parents of school events. Only the principal made reference to the parent meetings held at the school.

Relationship between Items in Factor D: **LEADERSHIP**
Principal and Teacher Responses

Question #3 **How are parents informed of school affairs?**

| School E | | Teacher | | | | | Principal |
|----------|---------------------------------------|---------|----|----|----|----|-----------|
| | | #1 | #2 | #3 | #4 | #5 | |
| RN | Regular newsletter | 1 | 1 | 1 | 1 | 1 | 1 |
| IE | Inform about school events | 1 | | 1 | 1 | 1 | 1 |
| CW | Children's work/ recognition included | 1 | | | 1 | | 1 |
| SP | Staff/students help design | | | 1 | | 1 | 1 |
| AD | Administrative designed | | | | | | |
| PN | Parent auxiliary newsletters | | | | | | |
| CN | Classroom newsletters | | | | | | |
| PM | Parent meetings | | 1 | | | | |

Total school score is 18

All teachers selected in this school sample agreed unanimously with the principal that a regular newsletter went home to the parents. The majority of teachers interviewed agreed as well with the principal that the newsletter was used to communicate to the parents the many events that were happening in the school. Three of the six educator respondents indicated that students' work was included in the newsletter. The interviewer noted that this was the only school of the six surveyed that had students involved in the information gathering and design of the school newsletter.

Relationship between Items in Factor D: **LEADERSHIP**
Principal and Teacher Responses

Question #3 How are parents informed of school affairs?

| School | F | #1 | #2 | Teacher | | | Principal |
|--------|---------------------------------------|----|----|---------|----|----|-----------|
| | | | | #3 | #4 | #5 | |
| RN | Regular newsletter | 1 | 1 | 1 | 1 | 1 | 1 |
| IE | Inform about school events | | 1 | | 1 | 1 | 1 |
| CW | Children's work/ recognition included | 1 | | 1 | | | |
| SP | Staff participate in design | 1 | | | | | |
| AD | Administrative designed | | -1 | | | -1 | -1 |
| PN | Parent auxiliary newsletters | | | | | | |
| CN | Classroom newsletters | 1 | 1 | 1 | | | |
| PM | Parent meetings | | | | | | |

Total school score is 13

The teachers interviewed in this school sample agreed unanimously with the principal that a newsletter was sent out to parents on a regular basis. The majority of the respondents indicated their agreement with the administrator that this newsletter communicated events that were happening in the school. Two of the selected teachers agreed with the principal's statement that he designed the school newsletters. A majority of the respondents stated that classroom teachers in the school also sent out individual newsletters to their classroom parents.

LEADERSHIP

The research: support

The coordination of instruction, and the creation of a positive ethos, are the major contributions of good principals to school success (Leithwood & Montgomery, 1986). Their research also concluded that an effective principal maintains an ongoing staff development program. Principals promote the school's academic emphasis by their own actions, by the organizational structures they put into place, and by their beliefs. Edmonds (1979) stated that the principal gives consistent attention to whether or not instructional behaviours of teachers contributed to pupil learning by visiting classes, being knowledgeable of curriculum, and giving support and guidance. Effective principals are also active endorsers and participants in collegial work; group planning provides opportunities for teachers to encourage and support one another (Rutter et al., 1979; Little, 1982).

In the area of support, these criteria were considered in grading each school: administrative support and guidance, in-school support, encouragement by the principal for staff professional development and group planning.

LEADERSHIP

Principal and Teacher Responses

Question #9 Could you describe the in-school support that you received in planning the subjects that you are teaching this year?

| | School | | | | | |
|----------------|--------|----|---|---|----|---|
| | A | B | C | D | E | F |
| Overall Rating | 10 | 15 | 3 | 8 | 12 | 8 |

Relationship between Items in Factor D: **LEADERSHIP**
Principal and Teacher Responses

Question #9 Could you describe the in-school support that you received in planning the subjects that you are teaching this year?

| School A | | Teacher | | | | | Principal |
|----------|-----------------------------------|---------|----|----|----|----|-----------|
| | | #1 | #2 | #3 | #4 | #5 | |
| AS | Administrative support | | 1 | | | 1 | |
| L | Librarian support | | | 1 | | 1 | |
| TS | Teacher support | | 1 | | 1 | | |
| PIP | Principal implements new programs | | | | | | 1 |
| PSP | Principal supports Pro-D | 1 | | | | | |
| GP | Group planning | | | | 1 | | 1 |

Total school score is 10

There was not a consensus on any of the issues raised in response to the question regarding in-school support. Only two of the six educators interviewed in this school sample made comments in reference to administrative, librarian or colleague support. This percentage did not constitute a majority opinion.

Relationship between Items in Factor D: **LEADERSHIP**
Principal and Teacher Responses

Question #9 Could you describe the in-school support that you received in planning the subjects that you are teaching this year?

| School B | Teacher | | | | | Principal |
|----------|-----------------------------------|----|----|----|----|-----------|
| | #1 | #2 | #3 | #4 | #5 | |
| NS | No support | | | | | |
| AS | Administrative support | | | | | |
| L | Librarian support | | | | | |
| TS | Teacher support | | | | | |
| PIP | Principal implements new programs | | | | | |
| PSP | Principal supports Pro-D | | | | | |
| GP | Group planning | | | | | |

Total school score is 15

The majority of teachers chosen for this school sample agreed with the principal that the administration supports teachers in planning. This support was seen as providing release time, allowing them as professionals the freedom to explore new ideas, or simply being a resource for them. The teachers interviewed agreed unanimously with the principal that teachers in the school were an active and eager support to other staff members. Two of the six respondents indicated that many teachers on staff were involved in group planning on a regular basis.

Relationship between Items in Factor D: **LEADERSHIP**
Principal and Teacher Responses

Question #9 Could you describe the in-school support that you received in planning the subjects that you are teaching this year?

| School C | #1 | #2 | Teacher | | #5 | Principal |
|----------|----|----|---------|----|----|-----------|
| | | | #3 | #4 | | |
| AS | | | | | | |
| L | | | 1 | | | |
| TS | | 1 | | 1 | | |
| PIP | | | | | | |
| | | | | | | |
| PSP | | | | | | |
| | | | | | | |
| GP | | | | | | |

Total school score is 3

The teachers interviewed for this school sample were not at all specific as to any in-school support that they had received in planning their lessons that year. Only two of the six educators sampled responded that other teachers on staff were of some support to them that year. One teacher mentioned the librarian as a support to her teaching. None of the sample indicated that the principal was supportive to their teaching in either facilitating release time, encouraging exploration of new ideas, or acting as a resource.

Relationship between Items in Factor D: **LEADERSHIP**
Principal and Teacher Responses

Question #9 Could you describe the in-school support that you received in planning the subjects that you are teaching this year?

| School D | Teacher | | | | | Principal |
|----------|---------|----|----|----|----|-----------|
| | #1 | #2 | #3 | #4 | #5 | |
| AS | | 1 | | | | 1 |
| L | 1 | 1 | 1 | | | |
| TS | | | 1 | 1 | | |
| PIP | | | | | | |
| PSP | | | | | | 1 |
| GP | | | | | | |

Total school score is 8

The majority of the teacher respondents in this school sample indicated that the librarian had been an in-school support in planning the lessons that they had taught that year. Two of the six respondents mentioned that the administrator had been a support to them and that colleagues had been supportive to their teaching. This percentage did not constitute a majority opinion.

Relationship between Items in Factor D: **LEADERSHIP**
Principal and Teacher Responses

Question #9 Could you describe the in-school support that you received in planning the subjects that you are teaching this year?

| School E | | Teacher | | | | | Principal |
|----------|--------------------------------------|---------|----|----|----|----|-----------|
| | | #1 | #2 | #3 | #4 | #5 | |
| AS | Administrative support | 1 | | 1 | | | 1 |
| L | Librarian support | | | 1 | 1 | | 1 |
| TS | Teacher support | 1 | 1 | | 1 | | |
| PIP | Principal implements new programs | | | 1 | | | |
| PSP | Principal supports Pro-D | | | | | | |
| GP | Group planning | | | | 1 | 1 | |

Total school score is 12

The majority of the teachers interviewed for this school sample agreed that the librarian was a support to their teaching. They also agreed that their colleagues were a support to their teaching. Two of the five teacher respondents commented that the principal was also encouraging and supportive. This support was seen as providing release time, allowing them as professionals the freedom to explore new ideas, or simply being a resource for them.

Relationship between Items in Factor D: **LEADERSHIP**
Principal and Teacher Responses

Question #9 Could you describe the in-school support that you received in planning the subjects that you are teaching this year?

| School F | #1 | #2 | Teacher | | | Principal |
|--------------------------------|----|----|---------|----|----|-----------|
| | | | #3 | #4 | #5 | |
| AS | | | | | | |
| L | | 1 | | | | |
| TS | 1 | | 1 | | 1 | |
| PIP | | | | | | |
| PSP | | | | | | 1 |
| Pro-D | | | | | | |
| GP | 1 | | 1 | | | |
| Total school score is 8 | | | | | | |

The majority of the teachers selected for this school sample agreed that their fellow teachers were a support to their teaching. Two of the five teacher respondents indicated that group planning occurred regularly in the school. Not one of the teacher respondents mentioned that the administration was a support to them in teaching the subjects that they had taught that year, even though the principal stated that he had been, and was willing to provide teachers with release time for co-operative planning.

STAFF COLLEGIALITY

The research: decision making

The research indicates that common agreement among a staff on essential standards, whether academic or behavioural, is more effective than teachers working independently to raise expectations or change behaviour (Rutter et al., 1979; Brookover et al., 1979; Rosenholtz, 1985). In schools with good outcomes, decisions tended to be made by the administrator after consideration of the views of the whole staff (Rutter et al., 1979; Rosenholtz, 1985). Little (1982) cites in her work on school climate that effective principals are active endorsers and participants in collegial work.

In the area of decision making, these criteria were considered in grading each school: collegial decisions, staff committee recommendations, administrative decision, and regular staff meetings. With regard to the final criteria, teachers who indicated lack of administrative support for staff committees or lack of regular staff meetings received a "-1" point for the purpose of scoring.

STAFF COLLEGIALITY

Principal and Teacher Responses

Question #11 How are the most important school decisions reached in your school?

| | School | | | | | |
|----------------|--------|----|---|----|----|----|
| | A | B | C | D | E | F |
| Overall Rating | 15 | 11 | 3 | 12 | 13 | 11 |

Relationship between Items in Factor E: **STAFF COLLEGIALITY**
Principal and Teacher Responses

Question #11 How are the most important school decisions reached in your school?

| School A | | #1 | #2 | Teacher | | | Principal |
|----------|---------------------------------|----|----|---------|----|----|-----------|
| | | | | #3 | #4 | #5 | |
| C | Collegial decisions | 1 | 1 | 1 | 1 | 1 | 1 |
| SC | Staff committee recommendations | | 1 | 1 | 1 | 1 | |
| AD | Administrative decision | | | 1 | | | |
| RSM | Regular staff meetings | 1 | | 1 | 1 | 1 | |

Total school score is 15

The selected teachers in this school were unanimous in their responses that decisions in the school were made collegially. The majority mentioned staff committee recommendations. Only one teacher discussed some "administrative only" decisions, but she qualified the statement when she said: "Even though we don't make that decision and he does, we are informed". The principal clarified his philosophy on decision making:

But my particular philosophy is that if you use the collegial decision making, then the teachers have a say in the decision; and because they have a say in the decision, the decision is more likely to be carried out effectively. You are going to have support from the staff.

This principal held regular staff meetings.

Relationship between Items in Factor E: **STAFF COLLEGIALLY**
Principal and Teacher Responses

Question #11 How are the most important school decisions reached in your school?

| School B | | #1 | #2 | Teacher | | #5 | Principal |
|----------|---------------------------------|----|----|---------|----|----|-----------|
| | | | | #3 | #4 | | |
| C | Collegial decisions | 1 | 1 | 1 | 1 | 1 | 1 |
| SC | Staff committee recommendations | | | 1 | 1 | | |
| AD | Administrative decision | | | 1 | | | |
| RSM | Regular staff meetings | | 1 | | | 1 | 1 |

Total school score is 11

The majority of the teachers interviewed in this school stated that school decisions were made collegially. Only one teacher mentioned that some decisions were made solely by the administration; she gave the example of school budget. The principal responded that although there was not a functioning staff committee as such that year in the school, the staff operates as a staff committee of the whole. One teacher disagreed, stating: "I believe they meet once a month and set up the agenda for the staff meeting and who is presenting what items". The principal held regular staff meetings.

Relationship between Items in Factor E: **STAFF COLLEGIALLY**
Principal and Teacher Responses

Question #11 How are the most important school decisions reached in your school?

| School C | | Teacher | | | | | Principal |
|----------|------------------------------------|---------|----|----|----|----|-----------|
| | | #1 | #2 | #3 | #4 | #5 | |
| C | Collegial decisions | | | | | | 1 |
| SC | Staff committee recommendations | -1 | -1 | -1 | | | |
| AD | Administrative decision | 1 | 1 | 1 | | 1 | 1 |
| RSM | Regular staff meetings | -1 | -1 | | | | |
| PE | Decisions made by parent executive | | | | 1 | 1 | |

Total school score is 3

The principal of this school did not call regular staff meetings, and there were very few meetings called. Although the principal stated that decisions were made collegially, the selected teacher sample strongly indicated that the administration made the decisions in the school. The principal stated: "If I feel the staff or some part of the staff would be interested in a particular problem, then they would be involved in it". Two teachers suggested that the parent executive group were a strong influence in school decision making. One teacher, the chairperson of the staff committee, said: "The attitude is 'Well, you can try that, but it probably won't work'. We are never consulted or encouraged".

Relationship between Items in Factor E: **STAFF COLLEGIALLY**
Principal and Teacher Responses

Question #11 How are the most important school decisions reached in your school?

| School D | | Teacher | | | | | Principal |
|----------|---------------------------------|---------|----|----|----|----|-----------|
| | | #1 | #2 | #3 | #4 | #5 | |
| C | Collegial decisions | 1 | | 1 | 1 | 1 | 1 |
| SC | Staff committee recommendations | | | | | | |
| AD | Administrative decision | | 1 | | 1 | 1 | 1 |
| RSM | Regular staff meetings | | 1 | 1 | 1 | | |

Total school score is 12

The interviewer found the selected teachers' responses to this question varied. There was no consensus as to the administrative style or even as to how important school decisions were reached in the school. The principal stated: "I like to think that they are reached through staff consensus". His staff commented: "basically group decision", "the final decision is his" and "there are some areas he has to make the decision". The interviewer understood these comments to mean that school decisions were generally made by staff consensus, but that the final say lay with the principal. The principal called regular staff meetings. The staff operated as a staff committee of the whole.

Relationship between Items in Factor E: **STAFF COLLEGIALITY**
Principal and Teacher Responses

Question #11 How are the most important school decisions reached in your school?

| School E | | Teacher | | | | | Principal |
|----------|---------------------------------|---------|----|----|----|----|-----------|
| | | #1 | #2 | #3 | #4 | #5 | |
| C | Collegial decisions | 1 | 1 | 1 | | 1 | 1 |
| SC | Staff committee recommendations | | 1 | | | 1 | |
| AD | Administrative decision | | 1 | | | | 1 |
| RSM | Regular staff meetings | | 1 | 1 | | 1 | 1 |

Total school score is 13

The majority of teachers in this sample stated that school decisions were made collegially. The staff committee brought recommendations to the staff for a vote. One staff member commented on the principal: "He is a pretty good communicator". The administrator was very realistic about his responsibility to the school and the staff. He tried to involve his staff as much as possible with school decision, but he knew that the ultimate responsibility lay with him.

I guess if it comes down to push and shove the decision would rest here. I think that I try not to make decisions until we consult a lot of people. There are some decisions that I think have to be mine.

The principal held regular staff meetings. The school had a functioning staff committee.

Relationship between Items in Factor E: **STAFF COLLEGIALLY**
Principal and Teacher Responses

Question #11 How are the most important school decisions reached in your school?

| School F | | Teacher | | | | | Principal |
|----------|---------------------------------|---------|----|----|----|----|-----------|
| | | #1 | #2 | #3 | #4 | #5 | |
| C | Collegial decisions | 1 | 1 | 1 | 1 | 1 | 1 |
| SC | Staff committee recommendations | | | | | | |
| AD | Administrative decision | | | | | 1 | 1 |
| RSM | Regular staff meetings | | 1 | 1 | 1 | | |

Total school score is 11

The teachers in this selected sample agreed unanimously with the principal that most important school decisions were reached collegially. The principal stated that unless the issue was purely administrative, he involved the staff in all decisions.

They are the ones who have to work under whatever condition will result from this decision and I really think that they should have the end say. I would really like to include them more in decisions on staffing. I think this is vitally important.

The principal held regular staff meetings.

STAFF COLLEGIALITY

The research: teacher perceptions of their school

School ethos can be defined as the sum of the attitudes, expectations, atmosphere and motivation within a school building. It always refers to teacher attitudes and is the result of the interaction of staff. Schools with positive ethos are places where people respect, trust, and help one another, and where the school projects a "feeling" that fosters both caring and learning. In the best of these schools, people exhibit a strong sense of pride, ownership, and personal productivity that comes from helping to make the school a better place (Keefe et al., 1985).

In the area of teacher perceptions, these criteria were considered in grading each school: child-oriented school, collegial decision making, desire to support each other, positive attitude toward education, good rapport, and supportive administrator. Other criteria added were unique characteristics to the particular school.

STAFF COLLEGIALITY

Principal and Teacher Responses

Question #12 What do you feel is the most important feature or characteristic of this school?

| | School | | | | | |
|----------------|--------|---|----|---|----|----|
| | A | B | C | D | E | F |
| Overall Rating | 12 | 7 | -7 | 3 | 10 | -3 |

Relationship between Items in Factor E: **STAFF COLLEGIALLY**
Principal and Teacher Responses

Question #12 **What do you feel is the most important feature or characteristic of this school?**

| School A | #1 | #2 | Teacher | | #5 | Principal |
|----------|----|----|---------|----|----|-----------|
| | | | #3 | #4 | | |
| COS | | | | | 1 | |
| CDM | | | | | | |
| CPJ | | | | | | |
| DS | 1 | 1 | 1 | 1 | | 1 |
| PS | | | | | | |
| PAE | | | 1 | 1 | | 1 |
| PSI | 1 | 1 | | | | 1 |
| SA | | | | | | |

Total school score is 12

Educators polled in this school agreed unanimously that the most important feature or characteristic about this school was the fact that the staff supported each other and worked well together. Three of the six members of this school sample commented that the staff had a positive attitude toward education, and were open to new programs and ideas. There was a good rapport among the staff members.

Relationship between Items in Factor E: **STAFF COLLEGIALLY**
Principal and Teacher Responses

Question #12 What do you feel is the most important feature or characteristic of this school?

| School B | Teacher | | | | | Principal |
|----------|---------|----|----|----|----|-----------|
| | #1 | #2 | #3 | #4 | #5 | |
| COS | | | | | 1 | |
| CDM | | | | | | |
| CPJ | | | | | 1 | |
| DS | | 1 | | 1 | 1 | 1 |
| PS | | | | | | |
| PAE | | | | | | |
| PSI | | 1 | | | | |
| SA | | | | | | |

Total school score is 7

The majority of respondents indicated that the staff were very supportive of each other. The terms "co-operative" and "respect for others" came up several times in the interviews of these teachers. Only one respondent mentioned the fact that teachers in this school planned their courses together.

The principal felt that school ethos could not really be developed. He believed that if the ethos was not positive you could do nothing to improve it.

Relationship between Items in Factor E: **STAFF COLLEGIALLY**
Principal and Teacher Responses

Question #12 What do you feel is the most important feature or characteristic of this school?

| School C | Teacher | | | | | Principal |
|----------|---|----|----|----|----|-----------|
| | #1 | #2 | #3 | #4 | #5 | |
| COS | Child-oriented school | | | | | |
| CDM | Collegial decision making | | | | | |
| CPJ | Courses planned jointly | | | | | |
| DS | Desire to support each other/work together | | | | | |
| PS | Physical structure/size | -1 | -1 | -1 | -1 | -1 |
| PAE | Positive attitude toward education, open to new ideas | | | | | |
| PSI | Positive staff interaction 1 good rapport | | | | | |
| SA | Supportive administrator | | | | | |
| NL | Noise level | | | | | |
| PS | Poor staffroom facilities | -1 | -1 | | | |

Total school score is -7

The teachers' responses were unanimous regarding the most important feature of their school. All teachers indicated, in a negative tone, that the large size of the school influenced all aspects of school life. The school size determined poor staffroom facilities, shortage of gym time and library time, lack of facilities for students and teachers, as well as influencing any special school activities and programs planned. The writer sensed a low level of morale in this school, mainly as a result of the overcrowding.

Relationship between Items in Factor E: **STAFF COLLEGIALLY**
Principal and Teacher Responses

Question #12 What do you feel is the most important feature or characteristic of this school?

| School D | #1 | Teacher | | | #5 | Principal |
|----------|---|---------|----|----|----|-----------|
| | | #2 | #3 | #4 | | |
| COS | Child-oriented school | | | | | |
| CDM | Collegial decision making | | | | | |
| CPJ | Courses planned jointly | | | | | |
| DS | Desire to support each other/work together | | 1 | | | |
| PS | Physical structure/size | | | | | |
| PAE | Positive attitude toward education, open to new ideas | | | | | 1 |
| PSI | Positive staff interaction good rapport | | | | 1 | |
| SA | Supportive administrator | | | | | |

Total school score is 3

The selected respondents did not reach a consensus as to what they felt was the most important feature or characteristic of their school. The interviewer was aware that eight months previously the school had undergone a split when some of the staff and students were moved to a new school that was built in the neighbourhood. The remaining staff and students were now struggling to develop their own identity. This factor may have influenced the answers to this particular question.

Relationship between Items in Factor E: **STAFF COLLEGIALITY**
Principal and Teacher Responses

Question #12 What do you feel is the most important feature or characteristic of this school?

| School E | | Teacher | | | | | Principal |
|----------|---|---------|----|----|----|----|-----------|
| | | #1 | #2 | #3 | #4 | #5 | |
| COS | Child-oriented school | | | | 1 | | 1 |
| CDM | Collegial decision making | | | | | | |
| CPJ | Courses planned jointly | | | | | | |
| DS | Desire to support each other/work together | | | | 1 | | |
| PS | Physical structure/size | | | | | | |
| PAE | Positive attitude toward education, open to new ideas | | 1 | | | | |
| PSI | Positive staff interaction good rapport | 1 | | 1 | | | 1 |
| SA | Supportive administrator | | 1 | 1 | | | 1 |

Total school score is 10

The majority of the teachers in this school agreed that there was a positive staff interaction, and that the staff got along well together. The majority of the teachers cited the principal as the most important feature or characteristic in their school. One teacher also commented that parents in the school thought very highly of the administrator.

Relationship between Items in Factor E: **STAFF COLLEGIALLY**
Principal and Teacher Responses

Question #12 What do you feel is the most important feature or characteristic of this school?

| School F | #1 | #2 | #3 | Teacher | | Principal |
|----------|----|----|----|---------|----|-----------|
| | | | | #4 | #5 | |
| COS | | | | | | |
| CDM | | | | | | |
| CPJ | | | | | | |
| DS | | | | | | |
| DT | | | | | | |
| PS | | | | | | |
| PAE | | | | | | |
| PSI | | | | | | |
| SA | | | | | | |

Total school score is -3

This school was a dual track early French immersion school, the only one of its kind in the sample. The majority of educators who were interviewed selected this feature in itself as what they felt was the most important characteristic of their school. All comments were negative. Two teachers and the principal indicated that the dual-track French immersion feature of the school had divided both the staff of the school and the parents of the community.

Question Analysis**School Rank Position****ACADEMIC EMPHASIS****Question #1 Does your school have a general homework policy?**

| | School | | | | | |
|----------------|--------|----|---|---|----|---|
| | A | B | C | D | E | F |
| Overall Rating | 3 | -9 | 0 | 2 | -3 | 1 |

School A attained rank position #1 in response to this question, school D rank position #2. Principals in both schools were aware of Ministry guidelines for homework. They considered homework to be a specific assignment to be monitored by the teacher who gave the assignment.

In general, homework was not considered an important focus in any of the schools surveyed. In several schools, principals were unaware if their teachers gave homework.

Question #2 Do parents get involved in school programs in this school?

| | School | | | | | |
|----------------|--------|----|----|---|----|----|
| | A | B | C | D | E | F |
| Overall Rating | 18 | 15 | 11 | 9 | 13 | 11 |

School A and school B attained rank position #1 and #2 respectively in response to this question. The teachers and administrators interviewed indicated that there was active parent involvement in their schools. This involvement was generally seen in the capacity of fund raising and seldom had any academic focus. There were very few comments indicating a desire for more parent involvement in the schools.

Question #7 What sort of things within this school limit promote instructional time?

| | School | | | | | |
|----------------|--------|---|----|----|----|----|
| | A | B | C | D | E | F |
| Overall Rating | -4 | 2 | -7 | -5 | -2 | -6 |

Only school B attained a positive scoring on this question. All the other school scores were in the minus point range. Most respondents chose to comment on issues that limited their instructional time. An issue that was repeated over and over again by teachers and administrators was the fact that new district programs placed time pressures on teachers and limited instructional time. The interviewer felt a high level of frustration by teachers with regard to this issue. Teachers felt that they barely had time to cover the prescribed Ministry of Education curriculum without the added burden of new district programs.

ORDERLY ENVIRONMENT

Question #5 **How are students at this school encouraged to accept responsibility?**

| | School | | | | | |
|----------------|--------|---|---|---|----|---|
| | A | B | C | D | E | F |
| Overall Rating | 14 | 9 | 7 | 3 | 14 | 7 |

The majority of the teachers in the sample did not feel that students in their school were encouraged to hold positions of responsibility or authority. The respondents stated that they often spoke about responsibility to their students in the classroom. Only school A and school E, which attained equal points for rank position #1, encouraged student involvement in positions of authority in their schools.

Question #4 **What is the discipline policy at this school?**

| | School | | | | | |
|----------------|--------|----|----|---|----|---|
| | A | B | C | D | E | F |
| Overall Rating | 14 | 12 | 12 | 8 | 10 | 8 |

School A attained rank position #1 in response to this question; schools B and C tied for rank position #2. The majority of teachers in school A agreed that all teachers at the school were consistent in their discipline procedure. This was the only school in the sample that had a consensus on this issue.

EXPECTATIONS FOR SUCCESS

Question #10 **What expectations does the administrator have of the staff and students?**

| | School | | | | | |
|----------------|--------|----|---|----|----|---|
| | A | B | C | D | E | F |
| Overall Rating | 20 | 13 | 2 | 13 | 20 | 9 |

School A and school E both attained rank position #1 in response to this question. In both schools, teachers gave full detailed responses to the question. The teachers were in agreement that the principal was very supportive of his staff and that he expected the staff and the students "to do their best". In the other schools sampled, teachers were often unclear as to the expectations of the administration. Many teachers at these schools chose not to answer the question or gave brief responses.

Question #8 **Could you describe teacher expectations for students in this school?**

| | School | | | | | |
|----------------|--------|---|----|---|---|---|
| | A | B | C | D | E | F |
| Overall Rating | 10 | 3 | -1 | 8 | 4 | 1 |

School A attained rank position #1 in response to this question. All teachers interviewed in this school indicated that they had high expectations for their students and that teachers in the schools were consistent in their expectations for the students. The principal stated that academic expectations were a school focus. Teachers in school D, which held rank position #2, also responded that there was consistency in expectations of students and that teacher expectations of the students were high. In the other schools sampled, the interviewer did not receive a strong sense of teacher commitment to high expectations for the students. There was not at all a feeling of unity and agreement of the staff with regard to consistency of expectations.

Question #6 How do students feel about learning in this school?

| | School | | | | | |
|----------------|--------|---|---|---|---|---|
| | A | B | C | D | E | F |
| Overall Rating | 11 | 7 | 0 | 9 | 2 | 3 |

School A and school D attained rank position #1 and #2 respectively in response to the question. In both these schools, teachers and administrators indicated that students had a positive attitude toward learning in the school. This interest was kindled by several interesting programs that the staff had in place for the students. Programs mentioned by staff members of school A were a computer program, designed and implemented by the principal, and the Writing Process, a school wide writing program.

In the other schools sampled, teachers were either unclear in their responses or could not substantiate their affirmative answers with examples. In one school several staff members indicated that in their opinion the child's background (socio-economic status) had a great deal to do with whether the student had a positive attitude toward learning. The interviewer did not feel that these staff members interviewed were willing to take responsibility for the attitude that the students had toward learning.

LEADERSHIP

Question #3 How are parents informed of school affairs?

| | School | | | | | |
|----------------|--------|----|----|----|----|----|
| | A | B | C | D | E | F |
| Overall Rating | 18 | 10 | 13 | 12 | 18 | 13 |

School A and school E both attained rank position #1 in response to this question. Newsletters in both these schools were sent home on a regular basis. The principal used the newsletter as a vehicle for communicating to the parents the many and varied events that were happening in the school. School E was the only school of the six surveyed that had students involved in the information gathering and design of the school newsletter. School F was the only school of the sample that indicated that teachers in that school sent out individual newsletters to their classroom parents.

Question #9 Could you describe the in-school support that you received in planning the subjects that you are teaching this year?

| | School | | | | | |
|----------------|--------|----|---|---|----|---|
| | A | B | C | D | E | F |
| Overall Rating | 10 | 15 | 3 | 8 | 12 | 8 |

School B attained rank position #1 and school E rank position #2 in response to the question. In both these schools, support from the administration was seen as providing release time, allowing them as professionals the freedom to explore new ideas, or simply being a resource for them. In school E the majority of the teachers interviewed for this school sample agreed that the librarian was a support to their teaching. In other schools sampled, the majority of teachers were not definitive as to the in-school support that they received in planning.

STAFF COLLEGIALLY

Question #11 How are the most important school decisions reached in your school?

| | School | | | | | |
|----------------|--------|----|---|----|----|----|
| | A | B | C | D | E | F |
| Overall Rating | 15 | 11 | 3 | 12 | 13 | 11 |

With regards to the responses to the question, school A was in rank position #1 and school E rank position #2. In both schools, the majority of the

staff agreed that decisions in the school were made collegially. In all schools except for school C, the principal held regular staff meetings.

Question #12. What do you feel is the most important feature or characteristic of this school?

| | School | | | | | |
|----------------|--------|---|----|---|----|----|
| | A | B | C | D | E | F |
| Overall Rating | 12 | 7 | -7 | 3 | 10 | -3 |

School A attained rank position #1 and school E rank position #2 in response to the question. The educators polled in school A agreed unanimously that the most important feature or characteristic of this school was the fact that the staff supported each other and worked well together. In school E the majority of the teachers agreed that there was a positive staff interaction; the staff got along well together. The majority of the teachers cited the principal as the most important feature or characteristic in their school.

Summary

During the interviews the teacher and administrator respondents were asked 12 specific questions related to various areas of education in their schools: academic emphasis, expectations for success, leadership, orderly environment and staff collegiality. In each of these five areas under investigation, school practices were examined in relation to strategies recommended in the literature. The data analysis includes a school total for each question.

Chapter V

Discussion, Summary, Conclusions and Implications for Further Study

The purpose of this study was to investigate school ethos indicators. The literature review examined the findings of the major studies in this area and attempted to draw out recommendations that may assist practicing administrators to improve school ethos.

Many specific indicators associated with positive school ethos and effective leadership processes seem to be associated with those that lead to student involvement and academic success. Thus, leadership processes and school ethos provide one way of understanding what makes a school effective and could suggest areas where change may significantly affect student academic achievement.

The writer attempted to show that schools with more positive ethos would also tend to have a higher level of academic achievement. Therefore, the rank order based on ethos measures should match the rank order based on students' academic achievement, within a sample of schools roughly matched for socioeconomic factors.

This study investigated specific indicators associated with positive ethos and effective leadership processes in an attempt to determine if the factors were in any way associated with a measure of student involvement and academic success. Schools that have similar socioeconomic scores (SES) will not necessarily have the same standardized academic test scores. Therefore, there must be intervening factors. One factor, the researcher proposed to determine, was a school ethos difference.

This data collection and subsequent analysis may substantiate the hypothesis that schools with more positive ethos also tend to have a higher level of academic achievement.

The data analysis included a school total for each question responses. These totals were compared separately as well as collectively. Collectively, the totals for each of the five categories were put in rank order.

Scores from the Ministry of Education grade four and seven math tests (British Columbia, 1985) were used to complete the data analysis. These achievement scores had remained secret and held in trust by one of the committee members until all the data on ethos had been collected and the rank order of the schools had been attained. When the results of the test scores were released, the selected schools were put in rank order according to the academic scores.

The Spearman rank-order correlation coefficient was used to analyze the relationship between the rank-ordered ethos scores established from the interview research and the rank-ordered district math scores for each of the selected sample schools.

Question #12, regarding staff collegiality, was used as a reliability check. As the question asked for the respondent's opinion on the school in general, the committee decided that its inclusion in one of the factor categories would not prove as informative as an analysis of the question alone.

Table 3

Relationship between items in Factor A: ACADEMIC EMPHASIS
Principal and Teacher Overall Rating of School Ethos

ACADEMIC EMPHASIS

Question #1 Does your school have a general homework policy?

| | School | | | | | |
|---------------------------------|----------|-----------|----------|----------|-----------|----------|
| | A | B | C | D | E | F |
| School policy on homework | | -6 | -4 | -2 | -4 | -3 |
| Regularly assigned homework | 2 | -1 | | 2 | | 2 |
| Homework marked | | 1 | 1 | 2 | | |
| Ministry policy | 1 | | 4 | | 2 | 3 |
| Homework - specific assignments | | -3 | -1 | | -1 | -1 |
| School score is | 3 | -9 | 0 | 2 | -3 | 1 |

Question #2 Do parents get involved in school programs in this school

| | School | | | | | |
|--|-----------|-----------|-----------|----------|-----------|-----------|
| | A | B | C | D | E | F |
| Parents involved in fund-raising activities | 6 | 3 | 2 | 3 | 4 | 3 |
| Parent involvement and support in academics | 5 | 6 | 5 | 1 | 3 | 2 |
| Parent involvement in classrooms, non-academic | 6 | 6 | 5 | 5 | 6 | 6 |
| Desire to encourage parental involvement | 1 | | -1 | | | |
| School score is | 18 | 15 | 11 | 9 | 13 | 11 |

Table 3 (continued)

Relationship between items in Factor A: ACADEMIC EMPHASIS
Principal and Teacher Overall Rating of School Ethos

ACADEMIC EMPHASIS

Question #7 What sort of things within this school limit or promote instructional time?

| | School | | | | | |
|---------------------------------|-----------|----------|-----------|-----------|-----------|-----------|
| | A | B | C | D | E | F |
| PA announcements, interruptions | -1 | | -1 | | 2 | -1 |
| Special events | -2 | 1 | -2 | -3 | -1 | -1 |
| New Ministry, District programs | -2 | | -1 | -1 | -2 | -1 |
| Platooning | 1 | -1 | | | | |
| Lack of materials, facilities | -1 | | -2 | -1 | | -1 |
| Support staff | | 1 | | | | |
| Attitude towards learning | 1 | 1 | | | | |
| Discipline | | | -1 | | | -1 |
| Student teachers | | | | | -1 | |
| Hallway noise | | | | | | -1 |
| School score is | -4 | 2 | -7 | -5 | -2 | -6 |

ACADEMIC EMPHASIS

| | School | | | | | |
|---------------------|-----------|----------|----------|----------|----------|----------|
| | A | B | C | D | E | F |
| Factor Total | 17 | 8 | 4 | 6 | 8 | 6 |

Table 4

Relationship between items in Factor B: ORDERLY ENVIRONMENT
Principal and Teacher Overall Rating of School Ethos

ORDERLY ENVIRONMENT

Question #5 How are students at this school encouraged to accept responsibility?

| | School | | | | | |
|--|-----------|----------|----------|----------|-----------|----------|
| | A | B | C | D | E | F |
| Students hold positions of responsibility | 5 | -1 | 1 | -1 | 3 | 2 |
| Shared activities between staff and students | | | | | 1 | |
| Buddy sharing with other classes or students | 4 | 1 | 1 | 1 | 2 | |
| Teacher talks often about responsibility | 2 | 4 | 3 | 1 | 1 | 4 |
| Student privileges for work completed or well done | 2 | 1 | | 2 | 2 | |
| Classroom chores | 1 | 3 | 2 | | 1 | 1 |
| Special student of the day or month | | 1 | | | | |
| Student council | | | | | 1 | |
| Student store | | | | | 3 | |
| School score is | 14 | 9 | 7 | 3 | 14 | 7 |

Table 4 (continued)

Relationship between items in Factor B: ORDERLY ENVIRONMENT
Principal and Teacher Overall Rating of School Ethos

ORDERLY ENVIRONMENT

Question #4 What is the discipline policy at this school?

| | School | | | | | |
|---|-----------|-----------|-----------|----------|-----------|----------|
| | A | B | C | D | E | F |
| Set rules agreed on by staff | 3 | 3 | | -1 | 1 | 2 |
| Teachers discipline | 2 | 3 | 4 | 5 | 2 | 3 |
| Administrator final authority | 2 | 4 | 6 | 5 | 4 | 3 |
| Formal discipline procedure | 5 | 1 | 4 | 2 | 4 | 1 |
| All teachers consistent in discipline procedure | 2 | 1 | -2 | -3 | -1 | -1 |
| Good balance between praise and punishment | | | | | | |
| School score is | 14 | 12 | 12 | 8 | 10 | 8 |

ORDERLY ENVIRONMENT

| | School | | | | | |
|---------------------|-----------|-----------|-----------|-----------|-----------|-----------|
| | A | B | C | D | E | F |
| Factor Total | 28 | 21 | 19 | 11 | 24 | 15 |

Table 5

Relationship between items in Factor C: EXPECTATIONS FOR SUCCESS
Principal and Teacher Overall Rating of School Ethos

EXPECTATIONS FOR SUCCESS

Question #10 What expectations does the administrator have of the staff and students?

| | School | | | | | |
|---|-----------|-----------|----------|-----------|-----------|----------|
| | A | B | C | D | E | F |
| EXPECTATIONS FOR STUDENTS | | | | | | |
| Good citizens, responsible | 1 | 1 | | 1 | 2 | 2 |
| Good behaviour | 3 | | | 1 | 2 | 1 |
| Good work habits, do best | 2 | 1 | | | 3 | 1 |
| Respect teachers, students | 2 | 2 | | | 1 | 1 |
| Have fun, work together | 1 | 4 | | 3 | 2 | |
| EXPECTATIONS FOR TEACHERS | | | | | | |
| Promote academics | 1 | 1 | | 4 | 2 | 2 |
| Treats as professionals | 2 | 1 | 2 | 1 | 2 | 1 |
| Good model to students | 1 | | | | 2 | 1 |
| Supportive of staff | 5 | 2 | | 1 | 2 | |
| Teachers set high goals | | | | 1 | 1 | |
| Opportunities for students to participate | | | | 1 | 1 | |
| Encourage Pro-D | 2 | 1 | | | | |
| School score is | 20 | 13 | 2 | 13 | 20 | 9 |

Table 5 (continued)

Relationship between items in Factor C: EXPECTATIONS FOR SUCCESS
Principal and Teacher Overall Rating of School Ethos

Question #8 Could you describe teacher expectations for students in this school?

| | School | | | | | |
|---------------------------------------|-----------|----------|-----------|----------|----------|----------|
| | A | B | C | D | E | F |
| Academic expectations | 1 | 1 | 2 | 2 | | 2 |
| High expectations, to do their best | 5 | 3 | 0 | 6 | 5 | 3 |
| Teachers have consistent expectations | 4 | -1 | -3 | | -1 | -4 |
| School score is | 10 | 3 | -1 | 8 | 4 | 1 |

Question #6 How do students feel about learning in this school?

| | School | | | | | |
|--|-----------|----------|----------|----------|----------|----------|
| | A | B | C | D | E | F |
| Positive attitude toward learning | 5 | 5 | 2 | 5 | 2 | 2 |
| Parents have positive attitude toward learning | | | -2 | 1 | -1 | |
| Extra school programs | 4 | 1 | | 3 | 1 | 1 |
| Principal active in school programs | 1 | | | | | |
| Good rapport between staff/students | 1 | 1 | | | | |
| School score is | 11 | 7 | 0 | 9 | 2 | 3 |

EXPECTATIONS FOR SUCCESS

| | School | | | | | |
|---------------------|-----------|-----------|----------|-----------|-----------|-----------|
| | A | B | C | D | E | F |
| Factor Total | 41 | 23 | 1 | 30 | 26 | 13 |

Table 6

Relationship between items in Factor D: LEADERSHIP
Principal and Teacher Overall Rating of School Ethos

LEADERSHIP

Question #3 How are parents informed of school affairs?

| | School | | | | | |
|--------------------------------------|-----------|-----------|-----------|-----------|-----------|-----------|
| | A | B | C | D | E | F |
| Regular newsletter | 6 | 2 | 6 | 5 | 6 | 6 |
| Inform about school events | 4 | 6 | 4 | 4 | 5 | 4 |
| Children's work/recognition included | 2 | 2 | 2 | | 3 | 2 |
| Staff/students help design | 1 | 1 | 1 | | 3 | 1 |
| Administrative designed | -1 | -3 | -2 | | | -3 |
| Parent auxiliary newsletters | 5 | | | 1 | | |
| Classroom newsletters | 1 | 2 | | 1 | | 3 |
| Parent meetings | | | 2 | 1 | 1 | |
| School score is | 18 | 10 | 13 | 12 | 18 | 13 |

Table 6 (continued)

Relationship between items in Factor D: LEADERSHIP
Principal and Teacher Overall Rating of School Ethos

LEADERSHIP

Question #9 Could you describe the in-school support that you received in planning the subjects that you are teaching this year?

| | A | B | School C | D | E | F |
|--------------------------------------|-----------|-----------|-------------|----------|-----------|----------|
| Administrative support | 2 | 5 | | 2 | 3 | 1 |
| Librarian support | 2 | 1 | 1 | 3 | 3 | 1 |
| Teacher support | 2 | 6 | 2 | 2 | 3 | 3 |
| Principal implements new programs | 1 | | | | 1 | |
| Principal supports Pro-D | 1 | 1 | | 1 | | 1 |
| Group planning | 2 | 2 | | | 2 | 2 |
| School score is | 10 | 15 | 3 | 8 | 12 | 8 |

LEADERSHIP

| | A | B | C | School D | E | F |
|---------------------|-----------|-----------|-----------|-------------|-----------|-----------|
| Factor Total | 28 | 25 | 16 | 20 | 30 | 21 |

Table 7

Relationship between items in Factor E: STAFF COLLEGIALLY
Principal and Teacher Overall Rating of School Ethos

STAFF COLLEGIALLY

Question #11 How are the most important school decisions reached in your school?

| | School | | | | | |
|------------------------------------|-----------|-----------|-----------|-----------|-----------|-----------|
| | A | B | C | D | E | F |
| Collegial decisions | 6 | 5 | 1 | 5 | 5 | 6 |
| Staff committee recommendations | 4 | 2 | -3 | | 2 | |
| Administrative decision | 1 | 1 | 5 | 4 | 2 | 2 |
| Regular staff meetings | 4 | 3 | -2 | 3 | 4 | 3 |
| Decisions made by parent executive | | | -2 | | | |
| School score is | 15 | 11 | -1 | 12 | 13 | 11 |

STAFF COLLEGIALLY

| | School | | | | | |
|---------------------|-----------|-----------|-----------|-----------|-----------|-----------|
| | A | B | C | D | E | F |
| Factor Total | 15 | 11 | -1 | 12 | 13 | 11 |

Table 8

Relationship between items: STAFF COLLEGIALLY - QUESTION #12
Principal and Teacher Overall Rating of School Ethos

STAFF COLLEGIALLY

Question #12 What do you feel is the most important feature or characteristic of this school?

| | School | | | | | |
|---|-----------|----------|-----------|----------|-----------|-----------|
| | A | B | C | D | E | F |
| Child-oriented school | 1 | 1 | | | 2 | |
| Collegial decision making | | | | | | |
| Courses planned jointly | | 1 | | | | |
| Desire to support each other/work together | 5 | 4 | | 1 | 1 | |
| Dual track, French immersion | | | | | | -3 |
| Physical structure/size | | | | -5 | | -1 |
| Positive attitude toward education, open to new ideas | 3 | | | 1 | 1 | 1 |
| Positive staff interaction, good rapport | 3 | 1 | 1 | 1 | 3 | |
| Noise level | | | -1 | | | |
| Poor staffroom facilities | | | 2 | | | |
| Supportive administrator | | | | | 3 | |
| School score is | 12 | 7 | -7 | 3 | 10 | -3 |

STAFF COLLEGIALLY

| | School | | | | | |
|--------------|-----------|----------|-----------|----------|-----------|-----------|
| | A | B | C | D | E | F |
| Total | 12 | 7 | -7 | 3 | 10 | -3 |

Academic Test Score Results

The writer hoped to show that schools with more positive ethos also tend to have a higher level of academic achievement; therefore rank order of school ethos should equal rank order of students' academic achievement, within a sample of schools roughly matched for socioeconomic factors.

The charts below present a comparison between the ethos scores and the Ministry of Education grade four and seven math test score results (British Columbia, 1985) that were kept secret from the writer until the analysis of the interviews had been completed.

| Ethos Scores | School | | | | | |
|----------------------|--------|----|----|----|-----|----|
| | A | B | C | D | E | F |
| Overall Total Scores | 129 | 88 | 39 | 79 | 101 | 66 |
| Rank scores | 1 | 3 | 6 | 4 | 2 | 5 |

| Ministry Math Scores | School | | | | | |
|----------------------|--------|-------|-------|-------|-------|-------|
| | A | B | C | D | E | F |
| Percentile | 329.3 | 307.3 | 291.4 | 342.6 | 356.0 | 395.0 |
| Rank scores | 4 | 5 | 6 | 3 | 2 | 1 |

In order to analyze the data in more depth, the rank order of the math scores was compared with the rank order of each of the five factors associated with positive ethos and effective leadership processes.

Table 9

Relationship between rank order scores
Math achievement scores and factor scores relationship

| Rank order scores | School | | | | | |
|--------------------------|--------|-----|---|-----|-----|-----|
| | A | B | C | D | E | F |
| Math scores | 4 | 5 | 6 | 3 | 2 | 1 |
| Academic emphasis | 1 | 2.5 | 6 | 4.5 | 2.5 | 4.5 |
| Expectations for success | 1 | 4 | 6 | 2 | 3 | 5 |
| Leadership | 2 | 3 | 6 | 5 | 1 | 4 |
| Orderly environment | 1 | 3 | 4 | 6 | 2 | 5 |
| Staff collegiality | 1 | 4.5 | 6 | 3 | 2 | 4.5 |
| Total score | 1 | 3 | 6 | 4 | 2 | 5 |

Reliability check

| | | | | | | |
|--------------|---|---|---|---|---|---|
| Question #12 | 1 | 3 | 6 | 4 | 2 | 5 |
|--------------|---|---|---|---|---|---|

Analysis of Rank Order Scores

An initial analysis of rank order scores without correlation to the district math scores shows consistency in schools A, C, E and F. Rank scores showed the most consistent pattern across all variables in schools A and F.

School C attained rank position #6 in all factor variables except the orderly environment category. The writer found this to be notable as the school had been under extreme physical stress due to overcrowding.

The rank order of question #12, the question used as a reliability check, was identical to the school total rank order score. This result could be interpreted to mean that question #12 alone would have attained the same results as the total of the preceding 11 questions on the interview schedule. Using question #12 as a reliability check ratified the interview results.

The introduction of the district math score rank orders totally changed the perceptions of the first stage analysis. The only consistencies to note in reference to correlation of these two rank orders are schools C and E. In both cases the schools have the identical rank order scores. School C held position #6 and school E held position #2. Schools A and F, which held position #1 and #5 respectively in the initial analysis, were not constant in this comparison.

There was not a reasonable degree of consistency between the two rank order scores to support the hypothesis.

Spearman Rank-Order Correlation Coefficient

At this point in the analysis of the data the Spearman rank-order correlation coefficient was used to analyze the relationship between the rank-ordered ethos scores established from the interview research and the rank-ordered district math scores for each of the selected sample schools.

Table 10

Rank order scores correlation
Spearman rank-order correlation coefficient

Rank Order Correlation

| Ethos factors | Math Scores |
|--------------------------|-------------|
| Academic emphasis | .11 |
| Expectations for success | .20 |
| Leadership | .37 |
| Orderly environment | -.20 |
| Staff collegiality | .37 |
| Total score | .14 |

Conclusions

The results of the Spearman rank-order correlation indicate that leadership and staff collegiality are fairly strongly associated with school ethos in the sample of schools chosen for this study. Both of these factors had the same coefficient score (.37). Expectations for success followed in third place.

This correlation reconfirms the findings of previous research on school ethos. The literature indicated that leadership was a key component in the development of school ethos. Leithwood and Montgomery (1986) suggested that the coordination of instruction, and the creation of a positive ethos, are the major contributions of good principals to school success. Principals promote the school's academic emphasis by their own actions, by the organizational

structures they put into place, and by their beliefs. The research indicates also that the principal, as leader, can facilitate the emphasis on academics in the school in many ways. Specifically, school leaders develop positive models, generate consensus, and use feedback to build a positive school ethos. Thus, leadership is a major influence in the development of a positive school ethos.

The second factor to attain a moderately high rank order correlation, indicating agreement with the literature, was that of staff collegiality. This finding helps to show us that teachers need the collaboration and support of colleagues. Goodlad (1984) indicated that teaching must become a total faculty responsibility. The effective schools literature also agrees that quality education does not begin in the classroom. Quality education emerges out of a dialogue on learning that sees the school having high expectations of its students and the staff working with consistency to provide for the learning needs of the students in enlightened and dynamic learning environments.

The findings of this study agreed with those of Rutter et al. (1979), Brookover et al. (1979), and Rosenholtz (1985). Common agreement among a staff on essential standards, whether academic or behavioural, is more effective than teachers working independently to raise expectations or change behaviour. This study also confirmed that in schools with good outcomes, decisions tended to be made by the administrator after consideration of the views of the whole staff. Thus, staff collegiality is a major influence in the development of a positive school ethos.

The writer noted that the factor of orderly environment was negatively associated with ethos in the Spearman rank-order correlation. This may indicate that the questions asked to extrapolate information on this aspect of

school ethos were not refined enough to generate useful responses. It may also indicate that school environment indeed has little to do with the development of school ethos.

It is possible that the criterion of math scores may not be sensitive to those factors chosen to identify school ethos. Other indicators, drawn from the literature and added to these already established, might have produced different results. Indicators that may be considered in future research are uses of rewards and praise; school organization; teacher skills; and student participation. The interview time would be extended considerably.

One correlation that must not be overlooked in reference to the academic achievement scores is the possible relationship that parental influence may have on the student's marks. Parent education level may be a significant influence on the student's achievement scores. The sample schools selected were similar in socioeconomic status by education level and income level of the parents (chosen schools to be within the middle third band). Table 11 indicates the rank order of schools by the percentage level of parent education.

Table 11

Rank order scores
Ministry math scores and % level of parent education

| | A | B | School | | E | F |
|---|-------|-------|--------|-------|-------|-------|
| | | | C | D | | |
| Ministry Math Scores Percentile | 329.3 | 307.3 | 291.4 | 342.6 | 356.0 | 395.0 |
| Rank scores | 4 | 5 | 6 | 3 | 2 | 1 |
| 1981 Census % level of parent education | 32.43 | 17.27 | 33.17 | 38.28 | 16.45 | 37.35 |
| Rank scores | 4 | 5 | 3 | 1 | 6 | 2 |

This comparison between rank order of academic achievement scores and parent education level does not suggest a strong correlation. In this study, parental level of education did not seem to be a significant influence on the student's achievement scores.

Summary

A weak degree of consistency between the ethos and math rank order scores only partially supported the hypothesis. The writer hoped to show that schools with more positive ethos would also tend to have a higher level of academic achievement. Therefore, the rank order based on school ethos measures should match the rank order based on students' academic achievement, within a sample of schools roughly matched for socioeconomis

factors. The data analysis suggested that two important ethos factors were associated with academic achievement scores: leadership and staff collegiality. Other ethos variables were not closely related to achievement.

Limitations of the Study

Several schools in the selected sample had unique circumstances and problems that may have influenced the reliability of the data.

School A. This school attained an overall total rank position #1 scoring in reference to the five ethos factor analysis. The educators polled in this school agreed unanimously that the most important feature or characteristic of this school was the fact that the staff supported each other and worked well together. The positive aspects of staff collegiality and leadership in this school were considered to be very important to the happiness of all staff members interviewed.

These positive aspects of the school's ethos did not remarkably influence the students' test score results; the school ranked fourth overall. The school population had a high proportion of multicultural students and a large number of ESL students. This fact may have some association with the academic test score results.

School B. The majority of respondents indicated that the staff were very supportive of each other. The terms "co-operative" and "respect for others" came up several times in the interviews of these teachers. During all the interviews with the teachers at that school, the writer sensed this feeling of

collegiality, and yet the school did not attain a high scoring on either the school ethos factor analysis or the math achievement scores.

The principal's attitude may have influenced the ethos factor results. He felt that school ethos could not really be developed. He believed that if the ethos was not positive one could do nothing to improve it.

School C. At school C, the principal treated his staff as professionals and expected them to do their job but seldom if ever monitored this expectation. Staff meetings were few and inconsistent. The line of communication between the principal and the teachers was limited; consequently teachers were unaware of many things that were happening in the school. Many staff members felt isolated and uninformed. Teachers condemned the large size of the school population for this lack of communication and isolated feeling.

School C attained rank position #6 in the analysis of four of the five factor categories and rank position #6 on the academic test scores. The writer sensed that the low scoring could be attributed to the principal's lack of leadership. Staff collegiality was negligible.

School D. The writer was aware that eight months before the study, the school had undergone a split when some of the staff and students were moved to a new school that was built in the neighbourhood. The remaining staff and students were now struggling to develop their own identity. This factor may have influenced the answers to several questions in the questionnaire.

School D attained rank position #4 in the analysis of school ethos factor categories and rank position #3 on the academic test scores.

School E. The majority of the teachers in this school agreed that there was positive staff interaction. The staff got along well together. The majority of the teachers cited the principal as the most important feature or characteristic in their school. The administrator was very realistic about his responsibility to the school and the staff. He tried to involve his staff as much as possible with school decisions but he knew that the ultimate responsibility lay with him.

This school attained an overall total rank position #2 scoring in reference to the five ethos factor analysis and the math achievement scores. The writer felt that leadership and staff collegiality had a strong influence on the students of this school.

School F. This school was a dual-track early French immersion school, the only one of its kind in the sample. The majority of educators who were interviewed selected this feature in itself as the most important characteristic of their school. All comments were negative. Two teachers and the principal indicated that the dual track French immersion feature of the school had divided both the staff of the school and the parents of the community.

The negative influence of French Immersion may have been a contributing factor to the results of this study. Leadership and staff collegiality attained low school scores. School F attained rank position #1 on the math test score results but only rank position #5 on the ethos factor analysis.

Recommendations

Results of this study suggest that question #12 could feasibly be used by administrators as a mini test for school ethos levels in their schools. In the study, the rank order of question #12 which was used as a reliability check, was identical to the school total rank order score. This result could be interpreted to mean that question #12 alone will attain the same results as the total of the 11 questions on the questionnaire.

Secondly, principals should be continually provided with opportunities to improve their leadership skills. This study confirmed the finding of the major studies on ethos: leadership is a key component in the development of school ethos. As the creation of a positive school ethos is a major contribution of good principals to school success, school districts should provide training and in-service to administrators to help them develop and polish their leadership skills.

Thirdly, administrators should encourage every opportunity for staff collegiality to blossom in their schools. This study indicated that in the schools with higher levels of ethos, teachers enjoyed the collaboration and support of colleagues. The effective schools literature also agrees that quality education does not begin in the classroom. Quality education emerges out of a dialogue on learning that sees the school having high expectations of its students and the staff working with consistency to provide for the learning needs of the students in enlightened and dynamic learning environments. Positive school ethos, like learning, must become a total faculty responsibility. Principals can facilitate the development of positive ethos by encouraging all aspects of staff collegiality in their schools.

Fourthly, a recommendation from this study is in reference to French Immersion programs. The dual-track French immersion feature of school F had divided both the staff of the school and the parents of the community. The principal stressed the need for an in-depth look at the district policy of selecting future sites for French Immersion schools. Community, staff and administration must be polled as to the acceptance of this type of school in that community. The principal also expressed concern as to district hiring of staff for French Immersion schools. It is imperative that the two staffs be able to work well collegially; therefore, the selection of French staff members should not be carried out by district staff without intimate knowledge of the school expectations, from both an administrative and staff perspective. The findings of this study confirmed this administrator's concerns. The school attained rank order position #5 overall total for the school ethos factor analysis.

Finally, the last recommendation from this study is in reference to size of elementary schools. Teachers of School C unanimously indicated, in a negative tone, that the large size of the school influenced all aspects of school life. The school size determined poor staffroom facilities, shortage of gym time and library time, and lack of facilities for students and teachers; and it influenced any special school activities and programs planned. A low level of morale in this school was due to the overcrowding. District policy on maximum school size for elementary schools should be reviewed.

Implications for Further Study

There are several directions for follow-up to this study. The most logical, perhaps, is to determine which factors, aside from leadership and staff collegiality, most influence school ethos.

Another study could be designed to determine if the math strengths of students were a reflection on their teachers' mathematical skills. This knowledge would have been very beneficial to this study. Mathematics may not have been the best academic test base to be used in correlation with the school ethos factors.

It is possible, too, that the criteria of math scores may not be sensitive on those variables chosen to identify school ethos. Other variables, drawn from the literature and added to these already established, may produce different results.

An in-depth look at the district policy for selecting future sites for French Immersion schools would be of interest to both school and district administrators. This study raised some concern that district policies may not address enough of the issues directly affecting school administrators with regard to community and staff acceptance of the program. A concern was also raised in reference to district policy for French Immersion staff selection.

A review of district policy on maximum size for elementary schools would be of interest to both school and district administrators. This study raised concern for morale levels of teachers and students in overcrowded facilities.

It is important for the research on school ethos to continue. A weakness the literature reveals is the absence of a tool which could be used to determine a school's ethos profile, and could yield prescriptions which may improve the ethos and thereby the overall achievement.

This study showed a relatively weak association between rank-ordered ethos scores and rank-ordered student achievement scores. The literature indicated that a strong association was shown in previous research. In reference to the British Columbia schools in this study, only two important factors showed association with academic achievement scores: leadership and staff collegiality. Other ethos variables were not closely related to achievement. More research is needed in this area to determine if there is a relationship between student achievement and school ethos.

APPENDIX A**Proposal Letter to School District**

Mr. Doug Jennings,
Superintendent of Schools,
Surrey School District Offices,
14225 56th Avenue,
Surrey, B.C. V3W 1H9

Dear Mr. Jennings,

I am the school/librarian at A.H. P. Matthew Elementary. At present, I am working on my Master's thesis in the Faculty of Education (Administrative Leadership) at Simon Fraser University. The topic that I have chosen to research is school ethos.

My study is designed to reveal that specific indicators associated with positive ethos and effective leadership processes are similar to those that lead to student involvement and academic success. Schools that have similar socioeconomic scores (SES) will not necessarily have the same standardized academic test scores. Therefore, there must be an intervening factor. That factor, I propose to show, is a school ethos difference. This research intends to validate that schools with more positive ethos, within a sample of schools roughly matched for socioeconomic factors, also tend to have a higher level of academic achievement.

I am asking your permission to conduct this research in the Surrey School District.

I have designed several criteria for the selection of the schools. In each selected school I will be interviewing the principal and four teachers on staff. The interview schedule is now in the process of being designed. I anticipate that the interviews will be approximately forty minutes long and that follow-up interviews will not be necessary. Letters of permission will be signed by all persons involved in the research prior to the interviews. The actual identities of principals and the schools will be known only to the researcher. Tapes, their transcriptions, and any other pertinent hard data will be destroyed upon completion and approval of the project. I hope to begin interviewing as soon as I receive your permission to proceed.

If you require any further information, please do not hesitate to contact me at A.H.P. Matthew Elementary 588-3415, or my senior supervisor, Dr. Peter Coleman, Professor of Education, Simon Fraser University, at 291-3622.

I appreciate your kind attention to my request. I believe that our School District will find the results of my study useful.

Yours sincerely,

Caroline Roberts
(teacher/librarian)

c.c. Dr. Peter Coleman

APPENDIX B**Letter of Permission**

Dear (interviewee's name),

I am the teacher/librarian at A.H. P. Matthew Elementary. At present, I am working on my Master's thesis in the Faculty of Education (Administrative Leadership) at Simon Fraser University. The topic that I have chosen to research is school ethos.

This is the topic that I would like to discuss with you - and about 35 other administrators and teachers in Surrey schools. I assure you that all information is confidential and that your name will not appear in my written thesis. The actual identities of principals, teachers and the schools used for my research will be known only to me. The questions that I would like you to answer center around your perceptions of the school that you teach in.

Unless you have objections, I propose to tape record my interview with you as a means of ensuring greater accuracy of information. All tapes, their transcriptions, and any other pertinent hard data will be destroyed upon completion and approval of the study.

Simon Fraser University requires that I have evidence in writing of your willingness to participate in the study. For this purpose, I ask that you sign this letter so that I can enter it in my files.

Thank you very much for your help in my thesis.

Yours sincerely,

Caroline Roberts

Signature _____

Date _____

APPENDIX C**Probes**

When would that happen?

Can you explain why ()?

Could you describe ()?

Can you give me your opinion on that?

Can you give me your feelings on that?

What are your comments on that?

Are there any other ()?

Is there anything else?

Could you tell me more about ()?

Could you explain a little more fully what you mean by ()?

Could you outline () for me?

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