

THE RELATIONSHIPS BETWEEN TEACHER STRESS,  
ATTITUDES TOWARD THE PROFESSION  
AND ORGANIZATIONAL CLIMATE

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in partial fulfillment of the requirements  
for the Degree of  
DOCTOR OF EDUCATION  
December, 1981



"You are a teacher the day you are born, or you  
will never be one".

B.W. Mason

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## ACKNOWLEDGMENTS

The writer wishes to express his sincere thanks to the members of his doctoral committee: Dr. Kenneth St. Clair, adviser, for his time, patience and encouragement throughout the study; Dr. Carl Anderson, Dr. Russell Dobson, and Dr. Patrick Forsyth, for their invaluable assistance and knowledge of the subject matter contained in this study.

Additional thanks is extended to Mr. Cecil Ford, Superintendent of Schools, Fairland, Oklahoma, for his support and assistance. Without his help, this study could not have been possible.

Thanks is also extended to Dr. Robert Spinks for his assistance, friendship, and encouragement during this endeavor.

This writer also wishes to acknowledge and thank Mr. and Mrs. Harold Alderman, his grandparents, for their love, inspiration and support throughout the time this study was made.

And to his wife, Janice, and his children, Tracy Dawn and William Fredrick, the author wishes to say I love you and thank you for your unselfish patience, your endurance, and your everlasting faith.

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## CHAPTER I

### INTRODUCTION

Several approaches to teaching America's youth have developed over the past few decades. Some of these approaches include team-teaching, non-graded schools, individualized programs, learning centers, departmentalization of grades, grouping students by ability, the alternative school, special education for low achievers and gifted, integrated courses, and the traditional classroom with one teacher and a reasonable amount of students. Though these innovations in education come and go, one aspect of teaching remains constant, that of daily one-on-one contact between teachers and students.

In a normal teaching day, an individual teacher will spend approximately six hours in direct contact with students. Multiply this by 175 days per school year and a teacher will be dealing with students about 1,050 hours per year. Our society, with its modern manner of living and the climate in many of our schools have created a stress epidemic for teachers (Miller, 1979). It is essential, therefore, that a teacher like children and enjoy the teaching profession if he or she is to survive the mental task of hours of personal interaction with these students. His or her attitude toward the students may be a determinant as to how much stress a teacher feels.

Attitudes of a teacher are the result of the interaction of a multitude of factors, personality traits, energy, values, general knowledge,

social skills, and teaching techniques (Cook, 1951). Frustration, especially in social relations usually brings aggression in the form of general hostility toward people and especially toward children (Cook, 1951).

Frustration, anxiety, and stress are terms used interchangeably and defined in terms of conflict and pressures placed upon the individual. Attitude toward children and toward the teaching profession is an important factor for a teacher to consider if he or she is to maintain a harmonious relationship with his or her students.

A question in the educational realm that remains, for the most part, unanswered is simply, why is there such a large teacher turnover in this nation? From small schools with few teachers to large schools with many teachers, year after year, teachers are either considering changing schools for another teaching assignment, or leaving the teaching profession for another career. Teacher dropout is a major problem in these United States. According to Stinnett (1970), there is an estimated 10 per cent annual dropout rate, and nearly 50 per cent of the teachers in the United States leave the profession within 10 years of their entrance; most within the first two to three years of teaching. It is reasonable to believe that stress is a factor in these statistics.

Educators must take a long, hard look at why there is such a large teacher turnover. So much time, energy, and monies have been spent to make better teachers that educators must put some time into safeguarding their interests.

This research examined the relationship that exists between teachers' self-perception of stress, their attitude toward the teaching profession, and the organizational climate of the school environment they

are associated with. The author intends for the climate to be measured as to its openness or closedness. There are, without doubt, many reasons for teachers burning out or leaving the teaching profession. This study examined three variables that might serve as determiners for possible teacher unrest.

#### Statement of the Problem

Education has become one of the largest, if not the largest, industry in the United States. Teachers, administrators, students, teaching techniques, finance methods, unions, and other characteristics of the school setting come and go, year after year. Daily, teachers talk of leaving the profession for a variety of reasons. Many leave the profession entirely or request to change schools. This process goes on year after year. Many seem satisfied with simply getting the school setting organized so it will run smoothly, enough teachers to fill the classrooms and the students assigned to the appropriate classes.

This process can hardly be alarming as school administrators and teachers are not allowed the luxury of getting answers to the questions that this study poses. Research is about the only accurate way to determine the answers to questions in this profession.

There appears to be a lack of knowledge in the profession as to what part stress plays in the daily lives of teachers.

Stress and its correlates will be examined in this study to determine if there are any characteristics which interrelate significantly to warrant concern.

## Purpose of the Study

The purpose of this study was threefold: (1) to investigate the relationship between organizational climate, teacher attitude toward the profession, and the teachers' self-perception of stress; (2) to compile current research in these three areas to aid further investigation of these three variables; and (3) to produce information that will lead teachers and administrators to consider the theory that organizational climate and teacher attitudes toward the profession and teacher stress are interrelated variables. Since attitudes, whether negative or positive, are directly related as a source of stress, this study is designed to determine whether there is a significant relationship between attitude and stress (Maslach, 1976).

Steers (1979) defines climate as the personality of an organization as seen by its members. He further defines climate as the set of perceived characteristics found in the work environment affecting the behavior of the individuals within the organization.

Since behavior within a work environment can be related to the attitudes of the individuals, this study sought also to examine the relationship between organizational climate and teacher attitude. This study also examined the relationship of organizational climate to teachers' self-perception of stress.

The major thrust of this study, though, is to determine if attitudes toward the profession are related to teacher stress. Organizational climate is an extraordinary variable that some researchers such as McFarland (1970), Likert (1967), and Carroll and Tosi (1977), have determined as a factor related to attitude. So climate becomes an extra variable to measure but an integral part of the total study.

## Statement of the Hypotheses

In continuing the research on stress, attitude and organizational climate by such researchers as Price (1970), Moses and Delaney (1970), Kyriacou and Sutcliffe (1978), DiCaprio (1974), Slick (1974), Steers (1979), and Likert (1967), this study poses three hypotheses:

- H.1.: There is a significant relationship between teachers' attitude toward the teaching profession and their self-perception of stress.
- H.2.: There is a significant relationship between the organizational climate of a school and the teachers' attitude toward the teaching profession.
- H.3.: There is a significant relationship between teachers' self-perception of stress and the organizational climate of the school.

## Limitations

The population for this study was selected from elementary schools throughout 22 counties in the Eastern half of the State of Oklahoma. Any generalization beyond this population must be cautioned. The findings of this study may or may not be applicable to a like sample in a different setting.

The validity of the responses on the inventories used in this study were dependent upon the truthfulness and accuracy of the respondent. The reliability and validity of the inventories used are inherent in their construction.

### Definition of Selected Terms

Definitions for stress vary widely throughout the literature. Ringness (1968), for example, defines stress as a condition resulting from frustration, conflict, or pressures placed upon an individual. Other excellent definitions are offered by Miller (1979) and Forbes (1979). They divide stress into physical, mental, and emotional segments.

This author chose to use the definition of stress as offered by Kyriacou and Sutcliffe (1978), because it directly relates to teachers.

Teacher Stress: A response syndrome of negative affects (such as anger or depression) usually accompanied by potential pathogenic physiological changes (such as increased heart beat) resulting from aspects of the teacher's job and mediated by the perception that the demands made upon the teacher constitute a threat to his self-esteem or well-being.

Authors are also biased in their definition of the term "attitude". Klausmeir and Goodwin (1966), for example, define attitude as a learned, emotionally toned predisposition to react in a consistent way, favorable or unfavorable. Allport (1935, p. 34) defines attitude as "a mental and neural state of readiness, organized through experience, exerting a directive and dynamic influence upon the individual's response to all objects and situations with which it is related."

This author has specifically chosen a definition derived from study and research on the teaching profession.

Attitude: An individual's feelings and beliefs about other persons, objects, events, and activities. Attitudes are learned or developed over time. These feelings and beliefs about persons, objects,

events, and activities can be positive or negative and are the affective component of an attitude (Carroll and Tosi, 1977).

Organizational climate appears to be easier to define. Literature agrees on the basic components of this definition.

Organizational Climate: The internal environment experienced by the members of an organization. A relatively enduring quality of the internal environment that is experienced by its members, influences their behavior, and can be described in terms of the values of a particular set of characteristics of the organization (Taguiri, 1968).

### Summary

Daily, teachers are confronted with one on one interaction with students. How they feel toward these students and toward the teaching profession is an integral part in these relationships. If they have a negative attitude toward children, their job in the teaching profession will induce frustration, anxiety, and stress. Administrators would like to assume that teachers enjoy school work. They would like to assume that the teacher and pupil work together in a harmonious atmosphere of learning where a sense of humor, justice, and honesty is prevalent and the teacher freely admits his or her shortcomings, and just as freely recognizes his or her strengths and abilities. Experience, however, shows that some teachers are nervous, fearful and distraught in a classroom characterized by tension, anxieties and restlessness. There is a lack of respect toward the education process on the part of the students and a mutual distrust and hostility between teacher and student.

The review of literature (Chapter II) attempted to pull together current thought and research on teacher stress and attitude. Since

attitude toward the profession is directly related to the organizational climate of a school, this study also sought to include it as a variable in studying attitude.

As previously stated, this study probed the relationship between attitude toward the profession and teacher stress, and attitude toward the profession and organizational climate. Research methodology and procedures are discussed in Chapter III. The gathering of data and the analysis of the data are explained in Chapter IV. Chapter V includes the study summary, conclusions, and recommendations.



## CHAPTER II

### REVIEW OF LITERATURE

#### Teaching, Stress and Attitudes

Stress is common to the human plight. It is also a significant problem because the same life events which make one person ill can be an invigorating experience for another. Recent medical and psychological research has established that certain life events are associated with the onset of illness (Cichon and Koff, 1980). The majority of research concerned with life event stress has made use of the Social Readjustment Rating Scale (SRRS) developed in 1967 by Holmes and Rahe (Cichon and Koff, 1980). Other stress inventories have been modeled after the SRRS.

Job satisfaction is an interrelated variable when measured with self-reported teacher stress (Kyriacou and Sutcliffe, 1978). This relationship could be a major cause of teacher burnout or teacher turnover.

The major thrust of the present study is to explore possible relationships between stress, climate, and attitudes. With the findings from this study, the author hopes to have explored the realm of teacher turnover, burnout, and teacher unrest.

Teacher "burnout" is a term often used when literature mentions teacher stress. Security as perceived by those with a union mentality is probably the most important issue in negotiations. Without blaming

anyone--union, board or state legislature--the condition extant today deprives all workers of the need to prove their worth to the institution (Ricken, 1980). One may legally function at the most minimally acceptable performance level. This reality is one cause of burnout (Ricken, 1980).

In a 1978 study by Kyriacou and Sutcliffe, the authors investigated the association between self-reported teacher stress and three response correlates of teacher stress (job satisfaction, absenteeism, and intention to leave teaching). The results of this study supported the predicted negative correlation between self-reported teacher stress and job satisfaction and the predicted positive correlation between stress and intention to leave teaching. The correlation between stress and frequency of absences failed to reach significance (Kyriacou and Sutcliffe, 1978). However, the correlation between stress and another measure of absenteeism, total days absent, showed a significant relationship (Kyriacou and Sutcliffe, 1978). The research study cited by Kyriacou and Sutcliffe (1978) showed that 23.4 per cent of the teacher respondents rated being a teacher as either very stressful or extremely stressful. A large proportion of the respondents were either very satisfied or fairly satisfied with teaching (72.5 per cent). Twenty-three percent of the respondents indicated that it was fairly unlikely that they would still be a teacher in ten years time.

The results of Kyriacou and Sutcliffe's study support their predictions of a negative association between self-reported teacher stress and job satisfaction and a positive association between self-reported teacher stress and frequency of absences failed to reach significance (Kyriacou and Sutcliffe, 1978).

Kyriacou and Sutcliffe's (1978) study indicates that conditions of work rather than the experience of teaching itself may provide the sources of stress which most strongly contribute to job dissatisfaction. Surplus stress burdens teachers and administrators with fatigue, headaches, indigestion and other ailments. Educators under tension generated by the demands of today's classrooms find it difficult to meet their own personal standards of teaching (Miller, 1979). Thus, in addition to the anxiety created by the often unreasonable demands of the job, the individual's dissatisfaction with self adds to the upset and stress.

Bloch (1978) studied 253 classroom teachers who were referred for psychiatric evaluation because of varying degrees of psychological stress and physical trauma. Even though many of these teachers had experienced physical assaults in inner-city schools, the symptom of stress was still considered a major variable. On the basis of these evaluations, Bloch recommended that individuals who experience severe occupational stress be provided psychological training to prepare them to handle stress, and constant support of and access to people in administrative positions.

Hans Selye, director of the University of Montreal's Institute of Experimental Medicine and internationally recognized authority on stress, says, "Stress is the salt of life. Stress wakes us up and makes us alive" (Selye, cited in Miller, 1979, p. 7). Behind every human accomplishment lies worry, frustration, and discontent. If one were totally satisfied and free of stress, one would have little motivation to do anything. There must be a level of dissatisfaction to cause action. Avoidance of stress is not the goal. Rather a productive life needs appropriate levels of dissatisfaction, stress, or tension to encourage

individuals to get the job done; but stress should not be so intense that it endangers or impairs the individual's mental or physical health (Miller, 1979). For educators, this creates a problem. Our society, its pace of living and the organizational climate in many of our schools have created a stress epidemic (Miller, 1979).

Instructor Magazine questioned nearly 300,000 of its readers. Over 75 per cent of the 9,000 respondents indicated that the reasons they were absent from school were frequently stress or tension related (Miller, 1979).

The number of hours that a person puts into his job is likely to be related to that person's sense of fatigue, boredom and stress. Data reveal that longer working hours are correlated with more stress and negative attitudes only when these hours involve continuous and direct contact with the person's clients (students) (Maslach, 1976).

Harold Moses and Daniel Delaney (1970) conducted a study to determine the pressures placed on teachers. The hypotheses proposed were supported. Their study showed that if teachers feel numerous pressures, they almost certainly pass those feelings (of tension and anxieties) on to their students (Fantini and Wernstein, 1968).

R. S. Fleming (1966) further supports the findings of Moses and Delaney in his reflection that there is little doubt that schools add a significant part to the total burden carried by the students.

A study by Price in 1970 determined that the sources of organizational stress in the school are associated with the job satisfaction of teachers (Price, 1970). Job satisfaction was defined as the acceptance of the teaching context and characterized by a series of teacher attitudes which are produced by reality and the teachers'

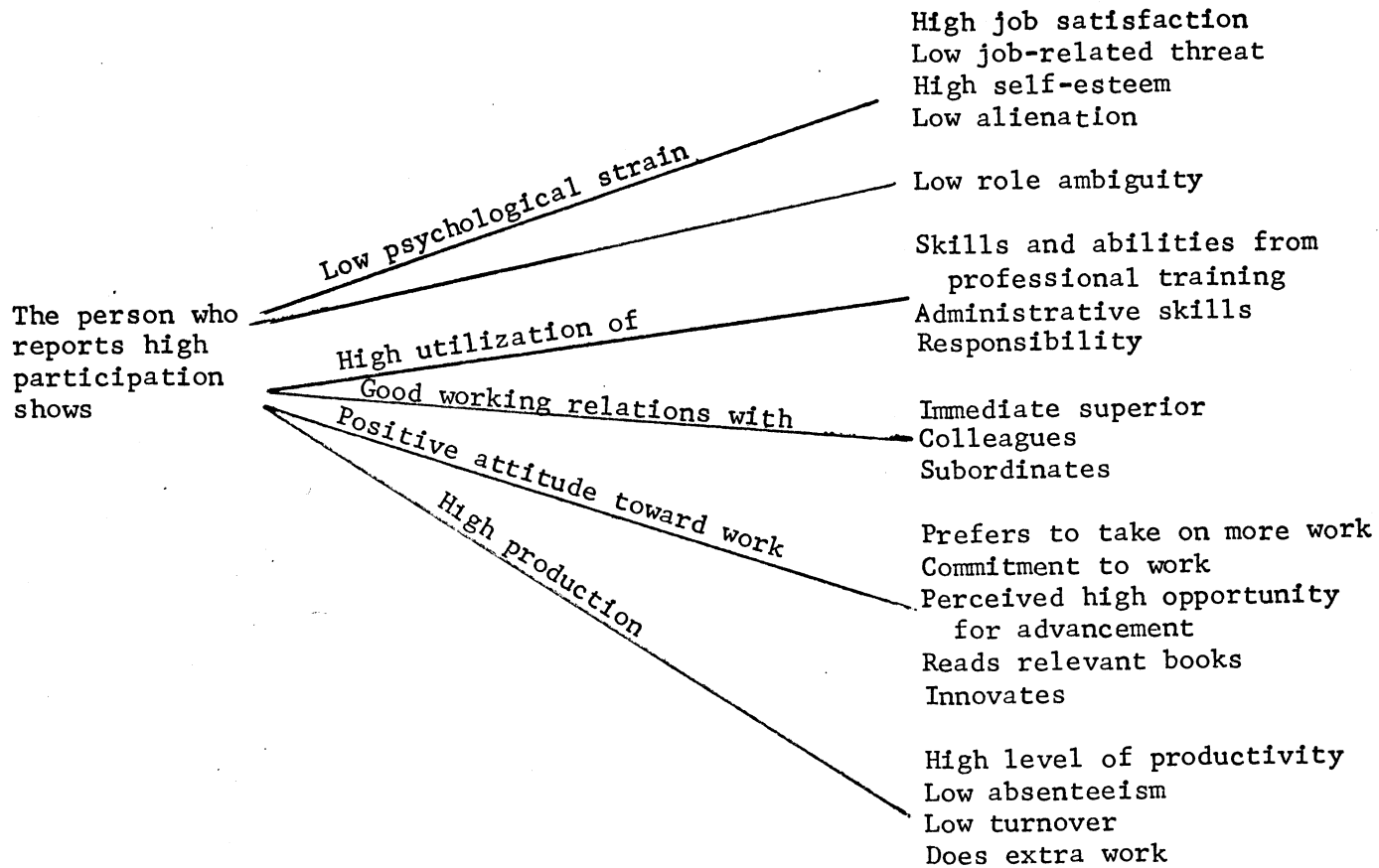
perception of it. The study proved that as conflict stress increases, job satisfaction decreases. Price's research supports this study's hypothesis that there is a relationship between teacher stress and teacher attitudes. Price further determined a negative correlation between the two variables.

Continuing the works of J. Dunham (1976), Kyriacou and Sutcliffe (1978) investigated the sources of teacher stress. The analysis of their data revealed four factors as major sources of teacher stress: pupil misbehavior, poor working conditions, time pressures, and poor school climate. The latter source adds support to the existing investigation and the author's hypothesized outcomes that stress and climate are related variables in the teaching profession.

Kyriacou and Sutcliffe's (1978) work is supported by Coburn and Jovaisas (1975) and Rogers (1977), indicating that sources of teacher stress are multidimensional and not unidimensional. Coburn and Jovaisas and Rogers cite studies of their own which further reveal that teacher stress and the climate in the schools are related factors.

A characteristic of the extreme open climate reveals open communications between teachers and administrators. The communication involves the open sharing of ideas and constructive criticism. Involving the teachers in decisions that affect their job well-being is a part of good communications.

French and Caplan report in Cooper and Payne's (1980) text that the characteristics of persons who participated in decisions which affect their work. These characteristics are shown in Figure 1 (Cooper and Payne, 1980).



Source: Cooper and Marshall, White Collar and Professional Stress (1980).

Figure 1. Characteristics of Persons Who Participate in Decisions which Affect their work.

It is interesting to note that the French and Caplan's diagram shows the individual who reports high participation in decisions that affect his job to have positive attitudes toward their work which in turn creates a greater commitment to their job. A characteristic of the open climate which Halpin defines, is that the teachers have participation in decision making.

It is important to emphasize that literature emphasizes that to reduce stress in school, school climate must be improved.

In trying to determine the sources of teacher stress, it is important to separate physical stress from psychological stress. Although teachers have considerable physical stress, stress problems will almost always be more psychological than physical with the teaching profession. The teacher and the school climate are in continuous interaction (Cooper and Marshall, 1980). This results in adaptive demands on the teacher which can produce stress.

School environment conditions operate as stressors to the extent that they tax or exceed these adaptive resources. Teachers exposed to stress over an extended period of time are likely to develop "after effects" which will lead to greater susceptibility to physical stress.

Burnout is also charged as an occupational hazard for teachers. "Burnout" is defined as a response to chronic stress caused by instructional and organizational factors and the immediate teaching environment. The end result, often run down, is physical and emotional exhaustion.

Though this study's major emphasis is on stress and its relationship to climate and attitude, it seems appropriate to end this section of the review of literature with some possible means of responding to stress in the classroom. Styles and Cavanagh, 1977 (cited in Cooper and Marshall, 1980), list seven means of preventing or remediating stress:

1. Taking a constructive attitude toward stress, adapting positively to the pressures stress generates rather than attempting to entirely eliminate it, and thereby confusing stress which is beneficial with deleterious stress.
2. Recognize the role of one's expectations in providing feelings of satisfaction and dissatisfaction, and develop realistic expectations, which is more difficult than it appears because many teachers are idealistic and set unachievable goals.
3. Avoid procrastination and worrying molehills into mountains through inaction by taking specific action, breaking king-size tasks down into bite-size chunks, since successful completion of each specific task serves as motivation to work on the next one.
4. Take time to build into one's lifestyle regular periods of stock-taking and self-evaluation. One needs to sort out the myriad demands, calls to duty, perceived necessities, and horrendous time restraints which flood our consciousness with a depressing sense of urgency and priority. In other words, one needs to put things in perspective so that many of the sources of stress will not grow out of proportion and unnecessarily consume time and energy when in time the stress would have worked itself out if acted upon in the total scheme of things.
5. Make the most of the present, rather than focusing on possible future happenings and building unnecessary bridges that will never have to be crossed, and striking a balance between reasonable concern for and neglect of potential future problems.
6. Get adequate rest and sleep, and pursue vigorous and regular exercise which can be an excellent way to eliminate stress by switching mental stress to physical stress, and then dissipating it.



7. Learn to be more accepting of one's accomplishments and be thankful for what one has and for whatever freedom one has to decide one's own future (p. 87).

There are probably no easy ways to handle teacher stress. Only the individual teacher can ultimately resolve his or her stressful situation.

#### Organizational Climate and Attitudes

The main thrust of research supports the idea that behavior in an organization can be seen as an interrelationship between the needs of the individual and the needs of the organization as expressed by demands on the individual (Getzel and Guba, 1957).

Organizational climate refers to how an organization's practices and procedures are perceived by organizational members, and the relationship of such perceptions to ways of thinking about the organization and subsequent behavior (Carroll and Tosi, 1977). Members of an organization generally tend to agree on their climate perceptions, and they do behave in ways which are congruent with their perceptions of the kinds of behavior regarded by the hierarchy (Carroll and Tosi, 1977).

The issue of organizational climate is a controversial one (Guion, 1973). Literature reveals that it is difficult to reach a consensus as to what the exact role of climate is in determining organizational performance.

One of the most promising avenues of research on climate dimensions is represented by Campbell and Beaty, 1971 (cited in Steers and Porter, 1979) and Pritchard and Karasick, 1973 (cited in Steers and Porter, 1979) in their attempt to develop relatively independent

scales of several climate dimensions. By using cluster analysis on their original questionnaires, this study identified ten dimensions of climate on an organization-made basis.

These ten dimensions are supported by Halpin and Croft, 1963, Litwin and Stringer, 1968, Schneider and Bartlett, 1968, and Taylor and Bowers, 1972 (all cited in Steers and Porter, 1979).

These ten dimensions are appropriate support when considering and accepting Halpin's six degrees of openness. Though Halpin's inventory is criticized for defining the various degrees of climate, at least an attempt has been made to put the various kinds of climate characteristics on a definite structural scale.

It is appropriate to note at this point in studying organizational climate that it differs from organizational structure. Structure generally refers either to the physical arrangement of the people in an organization or to the extent of work structuring that is imposed on individuals by an organization (Steers, 1979).

Climate refers to the prevalent attitudes, values, norms, and feelings employees have concerning the organization. The climate of an organizational unit affects certain types of orientations of organizational members. Higher perceived amounts of structure, or formalism arouse power needs and reduce achievement and affiliations needs for individuals (Carroll and Tosi, 1977). Therefore, in a stable organization one would expect higher concerns for power than in a dynamic unit. Dynamic organization might be defined as the opposite of the hierarchical organization. The turbulent environment of the dynamic organization requires much more flexibility in relationships among members so the system can adapt more readily.

So organizational climate can be expected to affect the way representatives of various groups think, behave and attempt to solve problems (Carroll and Tosi, 1977).

Several investigators have indicated that the policies and practices of management can have a major impact on climate (Steers, 1979). These studies have shown that managers who provide their subordinates with more feedback, autonomy, and task identity contribute significantly to the creation of an achievement-oriented climate. Here members feel more responsible for the attainment of organizational and group achievement (Steers, 1979). On the other hand, studies done by Lawler et al., 1974; Litwin and Stringer, 1968; Marrow et al., 1967, and Schneider and Bartlett, 1968; show that where management emphasized standardized procedure, rules and job specialization, the resulting climate was not found to lead to the acceptance of responsibility, creativity, or feelings of competence (Steers, 1979). In other words, management's behavior toward its employees, as reflected in policies and practices, does represent a major input into at least certain aspects of climate, such as achievement-orientation. Litwin and Stringer concluded that management or leadership style represented the single most important determinant of organizational climate. These conclusions add strength to Halpin's six characteristics of climate since leadership style is represented in each of his six climate types.

Bureaucratic rules or organizational guidelines are often blamed for discontent in any structure and schools are certainly no different. Gouldner (1954) states in his case study of industry, that bureaucratic rules are functional insofar as:

- A. They reduce status-located tensions stemming from close supervision.
- B. They reduce tensions of the organization as a whole, stemming from
  - a. interaction of bearers of different value or belief systems
  - b. ambiguous canons for judging the legitimacy of a claim
  - c. unreciprocated expectations
  - d. decline in friendly, informal interaction
  - e. hiatus in the chain of command
  - f. short-circuited communications
  - g. challenge to managerial legitimacy
  - h. degeneration of motives for obedience
- C. They define or reinforce tensions creating close supervision.

Gouldner concluded that bureaucratic rules survive because they reduce tensions consequential to people in varying statuses and for the organization as a whole.

Few authors dealing with organizational climate, bureaucracy and management practices can avoid the works of Niccolo Machiavelli. His studies of management are, no doubt, unequalled to this day. Jay (1967), in his book Management and Machiavelli, states that it is quite possible that future generations will look back on the conditions of labor in the first half of the Twentieth Century with the same sort of horror we today look back on child workers in the early Nineteenth Century. Jay, drawing from the works of Machiavelli, says there is a tremendous pool of unused creative ability which finds its satisfaction outside of work.

Experienced executives recognize that the application of pressure, beyond a certain point, is likely to cause frictions within the organization, with subordinates trying to duck out by passing the buck or even hiding their errors. More extreme pressure may even destroy an individual's motivation to do a job (Barnard, 1938).

Few educators are enamored of the system they work in, but hardly anyone is prepared to change it. It is the classic case of altering the demand to fit the supply, of refusing to change the product but trying to change the market itself. Since there is no competition, the system is perpetuated. Jay concludes that perhaps one day students will have a chance. Perhaps one day teachers will stop educating for conformity and start educating for creativeness (Jay, 1967).

Taguiri defines organizational climate as the internal environment experienced by the members of the organization (McFarland, 1970). To Taguiri, climate has a weight or a value consideration. Climate helps distinguish one organization from another, both for insiders and outsiders.

The notion of organizational climate raises many questions (McFarland, 1970). In organizational climate lies much of significance for the understanding of such matters as communications, creativity, innovation, effectiveness, stability and other characteristics of an organization.

A study by McCalister (1978) determined that teachers with high self-concepts have a more favorable attitude toward students and the teaching profession than do teachers with low self-concepts. Of special interest to this study was McCalister's use of the Minnesota Attitude Inventory which is also used in the present study.

McCalister's study is also of interest to the present research in that it further supports the hypothesis that teacher stress and attitudes are related variables. Kyriacou and Sutcliffe's 1978 study further supports this hypothesis when they concluded that low

self-concepts add to stressfulness. A similar study to McCalister's was conducted by Barton (1972). The study showed that liked teachers:

1. were more indirect in teaching style
2. were more accepting of ideas expressed by students
3. used less criticism
4. gave fewer directions
5. gave students a feeling of security
6. encourages students response
7. liked children and liked teaching
8. encourages freedom to think
9. were deeper thinkers
10. were more sensitive to needs of students
11. were more tolerant and realistic
12. were more creative and imaginative
13. were less judgmental and less authoritarian
14. were more open-minded where religion was concerned
15. were more accepting of other points of view
16. had a strong interest in being with people
17. accepted themselves, felt understood by others
18. were not anxious or nervous
19. adjusted well socially
20. were more intellectual

The findings from this study indicate that school administrators should staff the schools with teachers who possess the attitudes, personality characteristics, and teaching behaviors identified.

This study is important to the present study in that the Minnesota

Teacher Attitude Inventory was specifically designed to measure those attitudes of a teacher which predict how well he or she will get along with pupils and how well he or she will be satisfied with the teaching profession. In other words, the Minnesota Teacher Attitude Inventory is designed to predict the type of teacher-pupil relationship one will maintain in the classroom.

Any organization is purposeful. Whether the organization is a large industry, a small factory, or a school, it exists for the purpose of a goal--the creation of a product or the rendering of a service (Kahn et al., 1964).

Continuing the review of literature on organizational climate, one must identify Halpin's (1966) six kinds of organizational climate. These six characteristics of climate are an important factor in utilizing the studies presented so far. Each of these research attempts was used in the present study in an attempt to support the study's hypothesis that climate is related to attitude and stress and to support the use of Halpin's six organizational characteristics.

Halpin (1966) identifies six kinds of organizational climates of schools. These are identified below with their characteristics:

1. The Open Climate: A situation in which the members enjoy extremely high Esprit. The teachers work well together without bickering (low Disengagement). They are not burdened by routine reports, the principal's policies facilitate the teachers' accomplishment of their tasks (low Hindrance).
2. The Autonomous Climate: Teachers given almost complete freedom by the principal to provide their own structures

for interaction so they can find ways within the group for satisfying their social needs.

3. The Controlled Climate: This situation is marked by a press for achievement at the expense of social-needs satisfaction. There is little time for friendly relations. The climate is overweighted toward task-achievement.
4. The Familiar Climate: Its main feature is the friendly manner of the principal and the teachers. Social-needs satisfaction is extremely high, while little is done to control the group's activities toward goal achievement.
5. The Paternal Climate: This situation is characterized by the ineffective attempts of the principal to control the teachers as well as to satisfy their social needs. The teachers do not work well together. They are not required to do much paperwork as the principal does a great deal of this himself.
6. The Closed Climate: This marks a situation where the group members get little satisfaction in respect to either task-achievement or social-needs. The teachers are disengaged, do not work well together, and group achievement is minimal (high Disengagement).

Though these six characteristics of school climate are often criticized by researchers, they represent degrees of openness and can be used when further explaining the results of the OCDQ. Results from Halpin's OCDQ would be most difficult to define without these six characteristics of openness.



Halpin's OCDQ was designed to measure eight climate dimensions:

1. Disengagement describes a group which is "going through the motions"; a group that is "not in gear" with respect to the task at hand.
2. Hindrance refers to those feelings by members that they are burdened with routine duties and other requirements deemed as busy work. Their work is not being facilitated.
3. Esprit is a morale dimension. Members feel that their social needs are being satisfied and, at the same time, they are enjoying a sense of task accomplishment.
4. Intimacy refers to members' enjoyment of friendly social relationship. This is a dimension of social need satisfaction not necessarily associated with task accomplishment.
5. Aloofness refers to management behavior characterized as formal and impersonal. It describes an "emotional" distance between the manager and his subordinates.
6. Production Emphasis refers to management behavior characterized by close supervision. Management is highly directive and insensitive to communication feedback.
7. Thrust refers to management behavior characterized by efforts to "get the organization moving". This behavior is marked by attempts to motivate through example. Behavior is task-oriented and viewed favorably by members.
8. Consideration refers to behavior characterized by an inclination to treat members as human beings and to do something extra for them in human terms.

Friedlander and Margulies' (1969) study supports Halpin's theory that Esprit and Disengagement are dimensions of climate that affect employee behavior. The study further showed that to satisfy the needs of the employee who values his work, a climate must be created in which the management employs a constructively task-oriented structure in its dealings with its employees.

The supervisor or principal plays a key role in the climate of the building. As early as 1949, Katz (1949) had completed a study relating attitudes to the behavior of the supervisor. In his study, he showed that work groups with favorable job-related attitudes, more frequently than groups with unfavorable attitudes, state their supervisors indicated a real interest in their well-being. These supervisors recommend promotions and pay increases. They also keep an open-door policy and hear complaints from the employees. Also the supervisors keep the employees informed of what is going on and they keep the employees posted as to how well they are doing (Katz, 1949). Other earlier studies relating attitudes to the organizational climate and supporting Katz's study were conducted by Mann and Baumgartel in 1953, Mann and Dent in 1954 (Likert, 1961).

The concept of attitude is probably the most distinctive concept in contemporary American social psychology (Murchison, 1935). Job performance, job satisfaction, and the behavior of the individual depends on his state of mind, his attitudes toward his particular job, and feedback from his superiors. Where climate is conducive to the individual needs (employee-centered and achievement-oriented) one would expect goal-directed behavior to be high. When the converse is true, one would expect both performance and job satisfaction to be

diminished. Steers (1979) states that the individual's behaviors are determined by the perceived organizational environment. There is available evidence which indicates a positive relationship between job satisfaction and organizational environment. There is available evidence which indicates a positive relationship between job satisfaction and organizational climate (Steers, 1979).

Studies outside of education have shown that organizational climate and work environment have a relationship to one another. Westinghouse conducted a study years ago that produced proof that as work environments are relaxed, productivity increases (Forbes, 1979).

Literature appears to be pointing its finger at the supervisory level of management as the key to proper climate. The principal with an autocratic personality generally has a superior skill for analysis, but his inability to delegate makes him a less effective leader.

If the principal's personality does not inspire trust in his subordinates, teacher morale and school objectives can be impaired. Mistrust can lead to job dissatisfaction and poor communication (Forbes, 1979).

A similar study to that mentioned of L. W. Price in 1970 was conducted by DiCaprio (1974). The purpose of his study was to determine whether a relationship exists between school climate and job satisfaction. Halpin's Organizational Climate Description Questionnaire (OCDQ) was utilized to measure the school's climate. The results of the study showed a significant relationship between perceptions of school climate and general job satisfaction.

Though the community can affect the climate of a school, research shows that the school's administrators are the key to a healthy school climate. Chester Barnard (1938) defines administration as the art and science of decision making. Since these decisions affect the climate of the school, it is wise to assume that the school administrator should use caution because his or her decisions have such an impact on a healthy climate.

A positive school climate is both a means and an end. Phi Delta Kappa published a book on improving school climate which summarizes the goals and outgrowths of a school climate and characterizes organizational climate as productivity and satisfaction (Fox, 1973). Productivity is insufficient without job related satisfaction.

A positive school climate is characteristic of the "open" organizational climate. The classroom teacher demands productivity from his or her work. As shown in Figure 2, this productivity includes having students achieving basic skills, developing constructive attitudes, developing adequate knowledge base, learning values and purposes and learning problem-solving processes.

The satisfaction the teacher reaps from such productivity is a sense of personal worth and enjoyment of the place of employment as a place to work and live.

#### Summary

The review of literature was intended to tie together old and current literature on the topics to be studied in this report.

PRODUCTIVITY

of Students and educators

Achieving basic skills

Developing constructive attitudes

Developing and expanding an adequate  
knowledge base

Clarifying values and purposes

Utilizing inquiry and problem-  
solving processes

SATISFACTION

on the part of students and educators

Gaining a sense of personal worth

Enjoying school as a pleasant  
place to live and work

Gaining rewards from participation  
in worthwhile activities

Source: Fox, School Climate Improvement:  
A Challenge to the School Administrator  
(1973).

Figure 2. Characteristics of  
Organizational Climate

Studies and reports show a very definite link between stress, organizational climate and attitudes. If promoters of the educational profession are to begin solving the problem of maintaining the experienced, well-trained personnel who teach America's youth, then

they must take a closer look at the sources of stress. Then, perhaps there will be less need to study the symptoms and remediation of teacher anxiety and frustrations.

Teacher attitude is an important factor in assessing teacher stress. The teacher's attitude toward teaching as a vocation could well be the key in determining his or her success in the educational profession. However, literature points a finger at organizational climate as a determinant of attitudes of teachers.

## CHAPTER III

### RESEARCH METHODOLOGY AND PROCEDURES

#### Description of Subjects

The Oklahoma Education Association has divided the State of Oklahoma into 19 zones. These 19 zones incorporate Oklahoma's 77 counties (Oklahoma State Department of Education, 1980). Utilizing two zones, this investigation selected 14 per cent of these counties to present as its population. Ninety-two school districts are represented in this population. Of the 92 districts, 25 per cent were randomly selected (table of random numbers) and utilized in the study. This 25 per cent made the actual study population a total of 23 elementary schools in 23 separate districts in the 11 county area.

Each of the 23 superintendents were sent letters explaining the author's intentions for utilizing the teachers in the schools. The letter also asked permission to contact the elementary principal in order to acquire a list of teachers' names. (See Appendix.)

Several days later letters were sent to the 23 elementary principals asking for a list of teachers' names for possible use in answering questionnaires pertinent to this study. Anonymity was assured each school district and each teacher respondent.

(See Appendix.)

Four schools responded that they refused to participate, and six did not respond at all. Therefore, 10 additional schools were randomly selected from the remaining 69. Follow-up phone calls and interviews with elementary principals were necessary to assure receipt of the names of teachers from several principals.

A total of 443 teachers' names were received. Thirty per cent of these were selected at random by means of a table of random numbers to answer the appropriate questionnaires. One hundred thirty-three questionnaires were then sent to the names selected for the study.

#### Description of Instruments

Three instruments were utilized in this study: The Organizational Climate Description Questionnaire (OCDQ), The Minnesota Teacher Attitude Inventory (MTAI), and The Organizational Leadership Stress Questionnaire (OLSQ). Each of these three instruments will be discussed separately as to its validity and reliability.

##### The OCDQ

The Organizational Climate Description Questionnaire (OCDQ) instrument was designed by Andrew Halpin. It includes eight subsections: Disengagement, Hindrance, Esprit, Intimacy, Aloofness, Production Emphasis, Thrust, and Consideration. The OCDQ appears to be a nationally accepted inventory which has been used in numerous research ventures.

The OCDQ is composed of 64 Likert-type items which teachers and principals use to describe the climate of their school. By factor analysis, Halpin identifies eight dimensions of organizational climate



as originally stated.

Since Thrust, Esprit and Disengagement are the most reliable components of the OCDQ (Openness Index), these were the only parts of the total inventory utilized in this study. The Openness Index constitutes 28 Likert-type items to be answered. The Openness Index is one straightforward way to determine the openness or closedness of a set of school climates (Hoy and Miskel, 1978).

The validity of the OCDQ has been proven in its consistent use and is claimed to be "by far the most popular and widely-used technique for assessing the organizational climate of schools" (Halpin and Croft, 1963, p. 44.)

#### The MTAI

The Minnesota Teacher Attitude Inventory (MTAI) was developed by Carroll Leeds in his doctoral dissertation (Krasno, 1972). The items in the instrument were originally taken from 378 statements about teachers and students. The first validation of the instrument chose 350 of the original statements. These 350 items were expressed in both positive and negative wording. From this pool of 700 items, two forms of 250 statements were administered to elementary teachers who had been designated as superior or inferior teachers by their principals in respect to their ability to maintain harmonious relations with students ( $N=200$ ). A Chi square was then computed for each item. The final inventory of 164 items was then established and administered to a random sampling of 100 teachers in grades four through six. The split-half reliability of the instrument was reported as .91.

Leeds presented a second validation study in 1952. Using a sample of 100 teachers in grades four through six, Leeds correlated their scores with three criteria of teacher effectiveness: (1) pupil ratings, (2) principal ratings, and (3) expert ratings.

The split-half reliability of the 1952 study was .93 as compared to .91 for the 1946 sample.

The most recent MTAI validation by Leeds used a sample of 100 experienced teachers in grades four through six. The 100 respondents had all taken the MTAI twice before.

For this sample, the split-half reliability was reported at .93.

Table I illustrates a summary of correlations found using the 1946, 1952, and 1969 validation data (Leeds, 1969).

TABLE I  
MTAI VALIDATION DATA

Year of Study	Sample Number	Reported Reliability (Split-half Method)
1946	100	.91
1952	100	.93
1969	100	.93

The Sixth Mental Measurements Yearbook (Buros, 1965), listed 50 studies using the MTAI between 1958 and 1963. Geibink (cited in Krasno, 1972) summarizes the MTAI as follows:

Although this popular inventory has been used in many studies both as an independent and as a dependent variable and has been examined from a test construction point of view, its behavioral correlates remain limited to those used in the original standardization. At best, it seems that those teachers who score (high) on the MTAI can establish rapport with their students in a particularly defined way and do have some quality of likeability that can be sensed by observers . . . . (However), even though there may be a dimension which runs through the MTAI . . . the proportion of common variance is not large enough to offer much in the way of construct validity (p. 15).

In summary, the MTAI has run the gauntlet to become the widely used inventory that it is. The inventory itself is designed to measure those attitudes of a teacher which predict how well he will get along with pupils and indirectly how well satisfied he will be with teaching as a vocation. The instrument has contributed much to the knowledge of teacher attitudes and the establishment of predictive, concurrent and construct validity of attitude measures (Krasno, 1972).

#### The OLSQ

The Organizational Leadership Stress Questionnaire was developed by Carl Anderson and James L. Sweeten of Oklahoma State University in 1981. The Organizational Leadership Stress Questionnaire was tested on over 500 practicing teachers in three states. Reliabilities measured by means of Cronbach's procedure have yielded Alphas ranging from .71 to .93.

The Organizational Leadership Stress Questionnaire began with 200 statements which were reduced to 71 after factor analysis. The remaining 71 items were reduced after applying a quartimax rotation, leaving

43 statements. It was decided to keep 31 items after analyzing the results of an oblique rotation.

In an attempt to increase the alpha of the overall measure and the four subparts, six additional statements were deleted, leaving the OLSQ with 25 statements.

Reported in Table II are the Cronbach Alpha coefficients obtained in the various studies of internal consistency. As shown in Table II, Form III contains 31 items. Form IV contains the modified 25 statements. Factor analysis consistently yields four clusters of items. Internal consistency was checked for three of the factors, as noted in the table. Factor IV contains only a single item, therefore, no reliability check was made.

The instrument has been reviewed by sociologists, psychologists and educators and has been determined to have content validity (Interview with Anderson and Sweeten, 1981).

#### Description of the Design

Three questionnaires were mailed to the participants of the study. Seventy-three per cent (96 teachers) of the study population responded to the questionnaires. This was considered as adequate response to begin data interpretation.

Data processing facilities at Oklahoma State University were utilized to insure accurate statistical analysis. The SPSS (Statistical Package for Social Sciences), was the primary component used in interpreting the data submitted by Fortran batch controlled cards.

TABLE II  
ALPHA COEFFICIENTS OF OLSQ

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Total OLSQ	n = 209	Form III*	.87420
	n = 209	Form IV**	.88127
	n = 214	Form IV	.86068
	n = 508	Form IV	.93686
Factor I	n = 209	Form III*	.92330
	n = 209	Form IV**	.93051
	n = 214	Form IV	.93981
	n = 508	Form IV	.93658
Factor II	n = 209	Form III*	.67328
	n = 209	Form IV**	.75229
	n = 214	Form IV	.78491
	n = 508	Form IV	.74921
Factor III	n = 209	Form III*	.61247
	n = 209	Form IV*	.71056
	n = 214	Form IV	.72698
	n = 508	Form IV	.71730
Factor IV***	n = 209	Form III*	
	n = 209	Form IV**	
	n = 214	Form IV	
	n = 508	Form IV	

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\* Form III contained 31 statements

\*\* Form IV contained 25 statements and was developed after analyzing Form III in an attempt to increase the alpha coefficients of the overall measure, and the individual subparts.

\*\*\* Factor IV contains a single statement, therefore, Cronbach's procedures could not be utilized as was computed for the overall measure, and the other three factors. Since there is no statistical method for computing reliability for a single item, no reliability is reported for Factor IV.

Demographic data were collected and analyzed using the frequencies subprogram of the SPSS package. These data are shown in Table III.

Pearson's Bi-Variate Correlation Procedure was utilized to examine the relationships between the primary variables of the study. The total OLSQ scores and each of the subparts of the measures relationship to the variables of climate openness and teacher attitude were individually analyzed using the Pearson's Bi-Variate Correlation Procedure.

Cronbach's reliability coefficient Alpha was computed for each of the measures used.

#### Contributing Inventories

As previously mentioned, three inventories were utilized in the present study: The Minnesota Teacher Attitude Inventory (MTAI), the Openness Index of the Organizational Climate Description Questionnaire (OCDQ), and the Organizational Leadership Stress Questionnaire (OLSQ). It seems appropriate at this point to discuss their relevance to the present study and why these particular instruments were used.

The Minnesota Teacher Attitude Inventory was designed to measure two main attributes of a practicing teacher. One measure was to predict how well the teacher will get along with pupils in interactive relationships and second, how well satisfied he or she will be with the teaching profession. Reliability and validity have been substantiated as reported in Chapter III. The only additional attitude inventory this author found available to test teachers' attitude was an inventory titled The Teacher Attitude Inventory (TAI). This inventory is also listed in Buros'(1965) Yearbook and is designed for

TABLE III  
POPULATION CHARACTERISTICS OF THE RANDOM SAMPLE

Variable	n	Response Code	Frequency	Per Cent
Sex of Respondents	96	Male	18	18.7
		Female	78	81.3
Age of Respondents	96	20-29 Yrs.	34	35.4
		30-39 Yrs.	40	41.7
		40-49 Yrs.	11	11.5
		50-59 Yrs.	9	9.4
		60-69 Yrs.	2	2.1
		Over 69 Yrs.	0	0.0
Respondents' Level Of Education	96	Less than B.S.	0	0.0
		B.S. or B.A.	32	33.3
		B.S. plus additional credits	22	23.0
		M.S. or M.A.	26	27.1
		M.S. plus additional credits	13	13.5
		Ed.S.	2	2.1
		Specialist plus additional credits	1	1.0
		Doctors degree	0	0.0

TABLE III (Continued)

Variable	n	Response Code	Frequency	Per Cent
Respondents' Level of Education (Continued)		Doctors degree plus additional credits	0	0.0
Respondents' Exper- ience as a Teacher	96	Beginning Yr.	13	13.5
		1 Yr.	5	5.2
		2 Yrs.	0	0.0
		3 Yrs.	4	4.2
		4 Yrs.	7	7.3
		5 Yrs.	5	5.2
		6 Yrs.	0	0.0
		7 Yrs.	10	10.4
		8 Yrs.	6	6.3
		9 Yrs.	0	0.0
		10 Yrs.	4	4.2
		11 Yrs.	5	5.2
		12 Yrs.	0	0.0
		13 Yrs.	7	7.3
		14 Yrs.	0	0.0
		15 Yrs.	3	3.1
		16 Yrs.	5	5.2
		17 Yrs.	2	2.1
		18 Yrs.	0	0.0
		19 Yrs.	0	0.0



TABLE III (Continued)

Variable	n	Response Code	Frequency	Per Cent
Respondents Experience as a Teacher (Continued)		20 Yrs.	2	2.1
		21 Yrs.	3	3.1
		22 Yrs.	3	3.1
		23 Yrs.	0	0.0
		24 Yrs.	0	0.0
		25 Yrs.	2	2.1
		26 Yrs.	0	0.0
		27 Yrs.	2	2.1
		28 Yrs.	0	0.0
		29 Yrs.	0	0.0
		30 Yrs.	2	2.1
		Over 30 Yrs.	6	6.3
Areas of Education	96	Counseling	1	1.0
		Principal	2	2.1
		Superintendent	0	0.0
		Director	3	3.1
		Other	0	0.0
		Teaching Only	90	93.8

research use only. The Teacher Attitude Inventory was designed by S.P. Ahluwalia of India (Buros, 1965). His inventory was developed in 1974 and yields seven attitude scores. The inventory measures teachers' attitudes in seven areas: attitudes toward the teaching profession, attitudes toward classroom teaching, attitudes toward students, attitudes toward the educational process, attitudes toward student-centered practices, attitudes toward other teachers and a total attitude score.

The Minnesota Teacher Attitude Inventory was chosen over the Teacher Attitude Inventory for three basic reasons. The Minnesota Teacher Attitude Inventory (MTAI) authors were readily available for contact. These contacts brought the use of the Minnesota Teacher Attitude Inventory (MTAI) into better focus for the author as to its purpose; too, sources of validity and reliability were reported first-hand from the author.

One purpose of this study was to investigate teachers' attitudes and directly to measure teachers' attitudes toward their profession, education. Both inventories measured this attitude mode, but the Minnesota Teacher Attitude Inventory was developed to specifically measure this attribute of a teacher's scope of attitudes. The Teacher Attitude Inventory (TAI) only included this measure as a subpart of its total inventory.

The author feels the Minnesota Teacher Attitude Inventory was a well chosen inventory for this study, even though it contained 150 items. Thanks is extended to Dr. Robert Callis, one of the authors, for his help in the decision to utilize the instrument in the study.

Halpin's (1963) Openness Index of the Organizational Climate Description Questionnaire (OCDQ) was utilized because it measured the relative openness or closedness of the climate within a given school. This was exactly what this study wished to measure. Halpin's OCDQ, of which only the 25 items of the Openness Index were utilized, reported high reliability; it has been widely used to measure school climate. Other inventories studied were the Climate Description Inventory (CDI) (Fox, 1973) and The Stern and Steinhouse Inventory (Halpin, 1963). The Climate Description Inventory was not considered because of its length and lack of reliability data and validity studies. The Stern and Steinhouse device was not utilized because it did not measure the openness and closedness of the school climate. Also the length of the Stern and Steinhouse Inventory, was a reason for not selecting this inventory.

Since measuring stress was the thrust of this study, finding a stress inventory that related only to the teaching profession became difficult. Four inventories were reviewed before a final decision was made to utilize the Organizational Leadership Stress Questionnaire.

The Pressures of Teaching Inventory was introduced to the author by Judith Dobson (1981), Professor at Oklahoma State University. This instrument seemed relevant to the present study but when checking reliability and validity studies on the inventory, the author found the inventory lacked adequate preparation to be used at this time. Author J. Delaney (1981) was contacted and he substantiated this thought.

Another instrument that measured stress in the teaching field was the Communications Styles Inventory developed by Paul Mok in 1977. This inventory, 72 items, measured feelings, ego, stress, stress sensors,

and communication analysis. To arrive at a stress score, the entire inventory had to be taken and scored. The inventory was impressively written but would require verbal instructions for taking and scoring the test. Since the inventories were to be mailed to respondents in the study, this inventory could not be used.

Two other instruments that measure stress were the TESI and the TSEI. The Teacher Stress Events Inventory (TSEI) was designed to improve the Teacher Events Stress Inventory (TESI). Neither of the inventories reported reliability greater than .63 in their experimental studies.

The stress inventory selected for this study (as explained in Chapter III) was the Organizational Leadership Stress Questionnaire, developed by Anderson and Sweeten. The OLSQ was developed in 1981 and the pilot study revealed reliability coefficients of .71 to .93 on its four subtests. The four subtests were determined to represent stress as perceived by teachers when working with students, when working with the principal and the organization as a whole, personal stress, and stress as perceived while working with peers. The test has 25 Likert-type items and is easy to administer. No verbal directions were necessary. Instructions for the inventory had to be easily understood to protect against nullifying the test returns. The Organizational Leadership Stress Questionnaire, along with its high reliability and successful pilot study, fit the demand for easy readability and self-supervised performance.

### Summary

Eleven eastern Oklahoma counties are represented in this study population. Included in these 11 counties are 92 individual school districts. Twenty-five per cent of these 92 districts were randomly selected to utilize for the study itself. Therefore, 23 elementary schools were selected at random. Superintendents and principals were contacted and a list of 443 teachers' names was developed. Thirty per cent of the 443 (133) were randomly selected to answer the questionnaires appropriate to this study.

Three instruments were utilized in the study, the OCDQ, the OLSQ, and the MTAI. These instruments have been proven reliable and valid by their authors' pilot studies, or consistent use.

Pearson's Bi-Variate Correlation procedure was utilized to examine the relationships imposed by the three hypotheses of the study. Population characteristics were analyzed using the frequencies sub-program of the SPSS package.

## CHAPTER IV

### PRESENTATION AND ANALYSIS OF DATA

#### Introduction

The analysis of data will be presented and discussed in this chapter. The analysis of the data was organized around the three hypotheses stated in Chapter I. These hypotheses are repeated below.

H.1.: There is a significant relationship between teachers' attitude toward the teaching profession and their self-perception of stress.

H.2.: There is a significant relationship between teachers' self-perception of stress and the organizational climate of the school.

H.3.: There is a significant relationship between the organizational climate of a school and teachers' attitude toward the teaching profession.

This writer accepted the results of the statistical treatment when the results were supported at or below the .05 level of significance.

#### Analysis of the Hypotheses

The analysis of the statistics, presented from the sample population, found that there is a significant relationship between the teachers' attitude toward the teaching profession and their

self-perception of stress. The first hypothesis was supported at the .05 level of significance. Pearson's Bi-Variate Correlation procedure yielded a negative correlation as was predicted by the author. As attitudes increase, stress decreases, or as stress increases, attitude decreases.

Data related to these findings are found in Table IV.

TABLE IV  
THE RELATIONSHIPS OF TEACHERS' SELF-PERCEPTION  
OF STRESS, ATTITUDES TOWARD THE TEACHING  
PROFESSION, AND THE ORGANIZATIONAL  
CLIMATE OF THE SCHOOL

	MTAI	OCDQ
OLSQ	-0.2111 (96) P=0.019	-0.4454 (96) P=0.000
MTAI		0.0417 (96) P=0.343

The second hypothesis, which dealt with organizational climate and teachers' self-perception of stress was supported at the .01 level of confidence. Again Pearson's Correlation coefficient yielded a negative correlation which indicates that as organizational climate

becomes more open, stress declines, or as the climate becomes more closed, stress increases.

Data related to the results of the second hypothesis are shown in Table IV.

The third hypothesis, which dealt with organizational climate and its relationship with teachers' attitude toward the teaching profession, was rejected. Pearson's Correlation coefficient procedure yielded an  $r$  of only .04, which was not significant.

Data related to these statistical findings are shown in Table IV.

#### Additional Analysis of Data

The Organizational Leadership Stress Questionnaire (OLSQ) is a very recently developed inventory. Utilizing Cronbach's Reliability Coefficient Alpha, the writer was able to determine reliability coefficients of each of the four subparts of the inventory as it related to this study.

The reliability coefficients are presented in Table V.

Each subtest of the OLSQ was further analyzed to determine the relationship with each of the other two inventories. Pearson's Bivariate correlation procedure was used to present these statistics.

Table VI represents the analysis of data for further explanation.

The OLSQ is divided into four subtests. Subtest one, which includes questions one through seventeen was not significantly related with the MTAI, but was related negatively ( $p < .01$ ) with the OCDQ inventory. Both correlations were negative.



TABLE V  
RELIABILITY COEFFICIENTS OF OLSQ  
SUBTESTS FOR THIS STUDY

Total OLSQ	.87326
Factor 1	.92155
Factor 2	.76879
Factor 3	.73056

TABLE VI  
OLSQ SUBTESTS CORRELATIONS  
WITH MTAI AND OCDQ

	MTAI	OCDQ
OLSQ Factor:		
One	-0.1618 (96) P=0.058	-0.4533 (96) P=0.000
Two	-0.2643 (96) P=0.005	-0.4533 (96) P=0.000
Three	-0.2195 (96) P=0.016	-0.3163 (96) P=0.001
Four	-0.1905 (96) P=0.031	-0.4460 (96) P=0.000

Subtest two, questions 18 through 21, was significantly related at the .01 level with the MTAI and the OCDQ. Again both correlations were negative.

Subtest three, questions 22 through 24, showed significant relationship ( $p < .05$ ) with the MTAI and also ( $p < .01$ ) with the OCDQ inventory. Both correlations were again negative.

Subtest four, question 25 also related ( $p < .05$ ) with the MTAI and ( $p < .01$ ) with the OCDQ. Both correlations were negative.

Since measuring stress was one of the major thrust of this study, further diagnosis of the four subtests of the OLSQ warrants consideration.

Subtest one indicates teachers' stress level when working with pupils. Pearson's correlation coefficient revealed no significance with the attitude inventory but  $p < .01$  with the climate inventory. Since the correlation was negative, this shows that as climate becomes more open, stress, as it relates to working with students, decreases and vice versa.

Subtest two deals with stress teachers perceive when working with the principal and the whole organization. Subtest two, again Pearson's correlation coefficient procedures yielded  $p < .01$  with both the attitude and climate inventories. This explains that as attitudes increase, stress, as perceived when working with the principal and the organization decreases. Also as the organizational climate becomes more closed, stress increases as perceived when working with the principal and the whole organization.

Subtest three, which is personal stress, revealed  $p < .05$  with the MTAI attitude inventory and  $p < .01$  with OCDQ. The result of this data reveal that as attitudes decrease, personal stress increases,

and vice versa. Also as the organizational climate becomes more open, personal stress decreases and vice versa.

Table VI shows the actual significance level and the degree of correlation for each subtest and each inventory used.

#### Summary

The findings of the present study have been presented in Chapter IV. The first and second hypotheses were supported at the .05 and .01 level of confidence respectively. The third hypothesis, however, was rejected at the .05 level of significance. The results of the OLSQ and its four subtests were discussed to reveal its total relationship to the other two inventories used in the study. Tables were also presented as they appeared from the computer read-out to show actual significance levels and correlations.

Chapter V will contain the summary, conclusions and recommendations for later study.

## CHAPTER V

### SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

#### Summary

The purpose of the present study was to examine the relationships between the self-perception of teacher stress, teacher attitudes toward the teaching profession, and the organizational climate of the school. The study population was selected from Zones 16 and 17 as designated by the Oklahoma Education Association. From a selection of 92 school districts, 25 per cent were randomly selected. From this list of 23 school districts, superintendents were contacted by letter to inform them of the nature of this study and to seek their approval of their school's participation. A second letter was mailed to the 23 elementary principals informing them of the nature of the study and to request a list of teachers' names from their respective buildings. A total of 443 names were accounted for from which 30 per cent were selected at random to be considered as subjects for the study. Each of the 133 participants were mailed three inventories, the Minnesota Teacher Attitude Inventory (MTAI), the Openness Index of the Organizational Climate Description Questionnaire (OCDQ), and the Organizational Leadership Stress Questionnaire (OLSQ).

The statistical data gathered from the instruments were processed by means of the Statistical Package for Social Sciences (SPSS) to

determine magnitude and the significance of relationships between stress, attitude and organizational climate.

Pearson's Bi-Variate Correlation procedure was utilized to examine these relationships. Cronbach's Reliability Coefficient Alpha was also calculated for each of the instruments to determine reliability.

Demographic data were obtained to add an extra dimension to the study and for the reader's information.

The three hypotheses relating to the relationships of stress, attitude, and organizational climate were tested using the Pearson's Bi-Variate Correlation procedure. The outcomes of these relationships and each hypothesis tested are discussed further in this chapter.

#### Hypothesis One

Hypothesis One stated there is a significant relationship between the teachers' attitude toward the teaching profession and their self-perception of stress. The hypothesis was supported;  $r=.2111$  at the .05 level of confidence.

#### Hypothesis Two

Hypothesis Two stated there is a significant relationship between the organizational climate of the school and the attitudes of the teachers within the school toward the teaching profession.

This hypothesis was not supported at the .05 level of confidence ( $r=.0417$ ). Therefore, Hypothesis Two was rejected. A further explanation or reasoning for this outcome will be discussed further in this chapter.

### Hypothesis Three

Hypothesis Three stated there is a significant relationship between the teachers' self-perception of stress and the organizational climate of the school. This hypothesis was supported ( $r=.4454$ ) at the .01 level of confidence.

Additional statistical analysis of data was accomplished to determine the relationships of each subtest of the OLSQ to each of the other two inventories used. The OLSQ consists of four subtests. Subtest one reveals the stress level of teachers when working with students. Subtest two reveals the stress level of teachers when working with principals and the organization as a whole. Subtest three reveals the teachers' personal stress level. Subtest four reveals teachers' stress level when working with their peers.

Subtest one was not significantly correlated at the .05 level of confidence with the Minnesota Teacher Attitude Inventory. This reveals that the teachers' attitude toward the teaching profession has no direct relationship with the teachers' stress level as determined while working with students. In other words, a teacher may have a poor attitude toward the teaching profession, but this attitude may not significantly affect their stress level as a result of their interaction with their students.

Subtest one showed a significant relationship at the .01 level of confidence when tested with the Openness Index of the Organizational Climate Description Questionnaire.

This reveals that the stress level of a teacher when working with his or her students is directly related to the organizational climate of the school.

Subtest two showed a significant relationship at the .01 level of confidence when tested with both the Minnesota Teacher Attitude Inventory and the Openness Index of the Organizational Climate Description Questionnaire. These results reveal that there is an interactive relationship between teachers' self-perception of stress when working with the principal and the organization as a whole and the teachers' attitude toward the profession and the openness of the climate within the school.

Subtest three showed significant relationships, at the .05 and .01 level respectively, with the Minnesota Teacher Attitude Inventory and the Openness Index of the Organizational Climate Description Questionnaire inventories. This analysis explains that the personal stress of a teacher, that is stress as created by outside sources from the school setting (financial, marital, health, mental, decisions, attitudes, etc.), and his or her attitudes toward the teaching profession are interrelated. Which has a causal effect on the other would make a contributing study to the present study. Also the personal stress of the teacher and the organizational climate of the school are interrelated.

Subtest four was significant at the .05 and .01 levels of confidence respectively when tested with the Minnesota Teacher Attitude Inventory and the Openness Index of the Organizational Climate Description Questionnaire inventories. This reveals that teachers' stress, as perceived when working with their peers is interrelated with their attitudes and the openness of the climate in the school.

All four subtests were negatively correlated with each of the other inventories used. This is important to note as it explains that

when one variable increases, the other decreases. Therefore, this study showed the following results:

1. As the school climate became more open, stress as perceived when working and interacting with students decreased.
2. As attitudes toward the teaching profession increased, stress as perceived while working with the principal and the whole organization decreased.
3. As the organizational climate became more open, stress, as perceived while working with the principal and the whole organization decreased.
4. As teachers' attitude toward the profession increased, personal stress decreased.
5. As the organizational climate became more open, personal stress of the teachers decreased.
6. As the attitude toward the teaching profession increased, stress as perceived while working with peers, decreased.
7. As the organizational climate became more open, stress, as perceived while working with peers, decreased.

In summary, it was found there was a significant relationship between teachers' attitude toward the profession and the teachers' self-perception of stress. Since the correlation was statistically negative, the author concludes that as attitude increases, stress decreases and vice versa. The organizational climate of the school (its openness or closedness) is also significantly related to the teachers' self-perception of stress. Since this correlation was also negative, the author can assume that as climate becomes more



open, the teachers' self-perception of stress increases.

The relationship between the openness of the school climate and the teachers' attitude toward the teaching profession was not significant at the .05 level of confidence and the hypothesis stating thus was rejected.

### Conclusions

Organizational climate has been defined as the internal environment experienced by the members of the organization. Stress has been defined as a response syndrome of negative affects such as anger or depression. Attitudes are defined as an individual's feelings and beliefs about other persons, objects, events, and activities. These attitudes are learned or developed over time and can be either negative or positive.

The organizational climate of a school can range from an extremely open type climate to the extremely closed type as described by Andrew Halpin (see Chapter II, Review of Literature). Every administrator would, no doubt, like to feel that his or her particular building is a model workplace for teachers. Most administrators would like to give each teacher complete freedom for interaction within the group and freedom and a part in the decision-making process. Most would like for the teachers to work well together with no bickering, and for each to enjoy coming to work each day because of the enjoyable working atmosphere.

The situation just described is an extreme open climate. In short, the internal environment is "open" as opposed to the closed climate which is characterized by little satisfaction in respect to

task-achievement or social needs on the part of the teachers. The teachers feel pressures from their jobs and the organization with which they are associated. The teachers have little to no communication with the administration and little effort is made to correct the minimal level of achievement within the teacher groups.

It seems appropriate, from the findings of the present study, to conclude that administrators should strive to have as open a climate as possible, because the findings of this study indicate that, as climate becomes more open, stress decreases. So to help eliminate stressfulness in an individual school, the administrator should make every effort to open communication with the teachers, involve them in decision making and give each teacher a feeling of usefulness and significance for their part in the educational process in the total school program.

In the sample population of the present study, no significant relationships were revealed when organizational climate and attitudes toward the teaching profession were correlated.

In short, organizational climate did not significantly interrelate with a teachers' attitude toward the teaching profession. This conclusion is probably the result of two particular factors. One reason for this outcome could be the instrument used to measure teachers' attitude toward the profession, it did not directly measure other important variables that attitudes encompass. A second reason for this outcome is that teachers are not entirely created by academic preparation. Academic preparation teaches individual methodology, innovation, current thought and it teaches prospective teachers to establish goals and develop a philosophy by teaching them theory

and showing the pros and cons of practices new and old. These factors are essential attributes that make a teacher and are taught in the college classroom.

Mason (1969) once stated that "You are a teacher the day you are born, or you will never be one". This sums up the second reason for this study's conclusion that there is no significant relationship between organizational climate and a teachers' attitude toward the teaching profession.

A teachers' attitude and desire to teach are often determined very early in his or her life. If an individual feels he or she has the special talent to interrelate with others on a teaching-learning or give-take level, then attitudes toward the profession that will allow practicing of this talent will be a healthy one. This feeling is probably felt the greatest by a teacher who has left the teaching field and has desires to re-enter because he or she "missed" teaching.

Though the organizational climate of a particular school may be open or closed, a teachers' attitude toward the profession he or she has learned to love or naturally wants to be part of will not be destroyed. The teachers apparently feel if they are in a poor climate setting, that this is only true for this particular building or school and they are aware that every school is not of this caliber.

The author finds this attribute of teachers a refreshing thought. The fact that attitudes toward the profession are not significantly dampened by the pressures of the profession speaks highly of those who practice it.

### Recommendations for Further Research

As a result of the present study, the following recommendations are made:

1. Further research on the Minnesota Attitude Inventory is recommended. The 150-item inventory could be of greater value to a study of this sort if the test items were divided into subtests and identified as to what they measure, such as the Organizational Leadership Stress Questionnaire was subdivided into four areas of stress measures, with each identified.
2. Since the number of school districts in the present study was limited to 23 and covered 11 counties in the eastern part of the state, it is recommended a larger study be conducted, to allow a higher degree of generalizability.
3. Further research into teacher "burnout" is recommended. Literature makes a strong emphasis toward stress and teacher "burnout". Research into the different portions of a teacher's total job and the levels of stress they report for each portion might be correlated to determine the exact parts of their jobs that cause "burnout".
4. Further research to explore teachers' attitudes is also warranted and recommended. The present study explored only one facet of teacher attitudes. It is recommended that other areas of teacher attitudes be studied and that self-perception of stress and organizational climate be included in the study. This research would add great dimensions to the present study.

5. A source for a possible dissertation was discovered during the search for literature related to teacher stress. This source dealt with administrator "burnout". The present study examined only teachers' self-perception of stress. The author recommends anyone interested in the topics of stress, anxiety, burnout, etc., see works by Robert Koff, James Laffey, George Olson and Donald Cichon (1979-80).

It is, therefore, recommended that research be conducted in the area of administrator burnout. Perhaps results could be compared with teacher stress correlates to determine any relationship.

#### Recommendations for Administrators and Teachers

As a result of the present study, the following recommendations are made to practicing and future school administrators.

1. School administrators need to make every effort possible to have as open an organizational climate as is possible. Teachers need to feel self-worth as well as a feeling they are an important contributing member of the organization. Communication needs to be kept open and the teachers should be directed through interaction with his or her peers and the administration to meet certain goals and objectives that will create success and job satisfaction.

When the teacher feels he or she is accomplishing, then accomplishments will happen. The organizational climate is the key to less stressful teaching.

2. Teaching is a profession filled with day to day interaction

with students, peers, and administrators. It is a profession filled with tensions and frustrations. It is evident from this study that a poor attitude toward the teaching profession is strongly correlated with stress. It is recommended that each teacher evaluate his or her own attitudes toward their profession.

The success of the present study will be determined by the degree of additional research it stimulates and the thoughts and recommendations mentioned in Chapter V and their usefulness and practicability for individual teachers and administrators.

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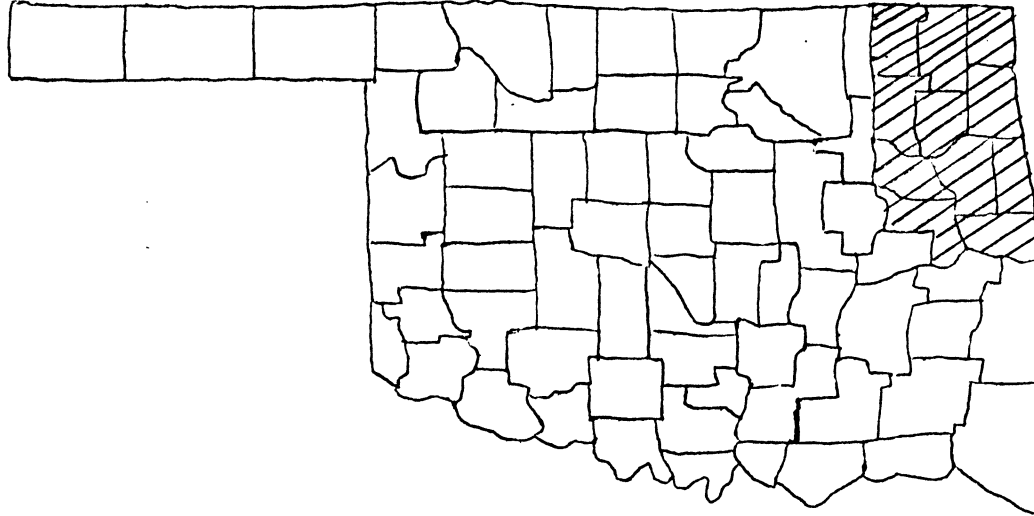
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**APPENDIXES**

APPENDIX A

AREA OF SAMPLE POPULATION



Source: Oklahoma Educational Directory, 1980-81.

Figure 3. Area of Sample Population.

APPENDIX B

INTRODUCTION LETTERS TO ADMINISTRATORS  
AND TEACHERS

Dear Sir,

I am sure this correspondence comes at a busy time for you, but I desperately need your cooperation.

I am currently collecting data for my doctoral dissertation. Your elementary school is one of 22 schools randomly selected from 11 counties in Oklahoma to provide information for statistical analysis only.

If you don't object, I will contact your elementary principal and request a list of teachers' names from his building. This will give me approximately 440 names total. I will randomly select 30 per cent of these to respond to three questionnaires vital to my study. Therefore, some of the teachers in your elementary school may be selected.

I will then mail each selected teacher the appropriate questionnaires which will take them about 30 minutes to fill out and send back in an enclosed stamped envelope.

I assure you that your school and selected teachers will have complete anonymity.

Cordially,

Fred A. LeMaster

P.S. My study concerns the relationship between teacher stress, teacher attitudes, and the organizational climate.

Elementary school selected: \_\_\_\_\_

Dear Principal and Co-Worker,

I am trying to compile some data for my doctoral dissertation and I need your help.

Would you please send me the names of each teacher under your supervision?

I have requested this information from 22 other schools in 11 counties in Oklahoma. There are approximately 440 teachers in these 22 schools. Thirty percent of these will be chosen to answer three questionnaires pertinent to my study. These names and the name of your school is not a part of the study so their anonymity is assured.

I have contacted your superintendent earlier so he is aware of my request for a list of names of your teachers. Please use the enclosed stamped envelope.

I appreciate your help.

Cordially,

Fred A. LeMaster



Dear Teacher:

Would you please take time out of your busy schedule to fill out the enclosed questionnaires?

These questionnaires are pertinent to my dissertation study. All I need is the statistical information which these tests reveal. Your name will remain anonymous.

Your name was selected at random along with 131 other names from a list of 433 teachers from 11 counties in Oklahoma. The results of my study which deals with teachers' stress, attitude toward the teaching profession, and organizational climate, will be available to you upon request.

Please return the inventories in the addressed, stamped envelope by April 30.

Sincerely,

Fred A. LeMaster

APPENDIX C

INVENTORIES USED IN STUDY

## DEMOGRAPHIC DATA

TEACHER: PLEASE FILL THIS INFORMATION OUT AS IT APPLIES TO YOUR SITUATION.

Sex: Male \_\_\_\_\_ Age: 20-29 Years \_\_\_\_\_ 50-59 Years \_\_\_\_\_  
 Female \_\_\_\_\_ 30-39 Years \_\_\_\_\_ 60-69 Years \_\_\_\_\_  
 40-49 Years \_\_\_\_\_ Over 69 Yrs \_\_\_\_\_

## Level of Education:

Less than B.S. \_\_\_\_\_  
 B.S. or B.A. \_\_\_\_\_  
 B.S. plus additional credits \_\_\_\_\_  
 M.S. or M.A. \_\_\_\_\_  
 M.S. plus additional credits \_\_\_\_\_  
 Ed. S. \_\_\_\_\_  
 Specialist plus additional credits \_\_\_\_\_  
 Doctors degree \_\_\_\_\_  
 Doctors degree plus additional credits \_\_\_\_\_

## Teaching Experience:

Beginning year _____	11 years _____	22 years _____
1 year _____	12 years _____	23 years _____
2 years _____	13 years _____	24 years _____
3 years _____	14 years _____	25 years _____
4 years _____	15 years _____	26 years _____
5 years _____	16 years _____	27 years _____
6 years _____	17 years _____	28 years _____
7 years _____	18 years _____	29 years _____
8 years _____	19 years _____	30 years _____
9 years _____	20 years _____	Over 30
10 years _____	21 years _____	years _____

## Experience in Other Areas of Education:

Counseling \_\_\_\_\_  
 Principal \_\_\_\_\_  
 Superintendent \_\_\_\_\_  
 Director \_\_\_\_\_  
 Other \_\_\_\_\_  
 Teaching Only \_\_\_\_\_

## Form OCDQ

## Instructions:

Following are some statements about schools, teachers, and principals. Please indicate your personal opinion about each statement as it applies to your school and circle the appropriate response at the right of each statement.

	VF---Very Frequently	O---Often	S---Sometimes	R---Rarely
1. The mannerisms of teachers at this school are annoying.	VF	O	S	R
2. There is a minority group of teachers who always oppose the majority.	VF	O	S	R
3. Teachers exert group pressure on nonconforming faculty members.	VF	O	S	R
4. Teachers seek special favors from the principal.	VF	O	S	R
5. Teachers interrupt other faculty members who are talking in staff meetings.	VF	O	S	R
6. Teachers ask nonsensical questions in faculty meetings.	VF	O	S	R
7. Teachers ramble when they talk in faculty meetings.	VF	O	S	R
8. Teachers at this school stay by themselves.	VF	O	S	R
9. Teachers talk about leaving the school system.	VF	O	S	R
10. Teachers socialize together in small select groups.	VF	O	S	R
11. The morale of teachers is high.	VF	O	S	R
12. The teachers accomplish their work with great vim, vigor, and pleasure.	VF	O	S	R
13. Teachers at this school show much school spirit.	VF	O	S	R
14. Custodial service is available when needed.	VF	O	S	R
15. Most of the teachers here accept the faults of their colleagues.	VF	O	S	R
16. School supplies are readily available for use in classwork.	VF	O	S	R

- |     |  |    |   |   |   |
|-----|--|----|---|---|---|
| 17. | There is considerable laughter when teachers gather informally.              | VF | 0 | S | R |
| 18. | In faculty meetings, there is a feeling of "let's get things done".          | VF | 0 | S | R |
| 19. | Extra books are available for classroom use.                                 | VF | 0 | S | R |
| 20. | Teachers spend time after school with students who have individual problems. | VF | 0 | S | R |
| 21. | The principal goes out of his/her way to help teachers.                      | VF | 0 | S | R |
| 22. | The principal sets the example by working hard himself/herself.              | VF | 0 | S | R |
| 23. | The principal uses constructive criticism.                                   | VF | 0 | S | R |
| 24. | The principal is well prepared when he/she speaks at school functions.       | VF | 0 | S | R |
| 25. | The principal explains his/her reasons for criticism to teachers.            | VF | 0 | S | R |
| 26. | The principal looks out for the welfare of teachers.                         | VF | 0 | S | R |
| 27. | The principal tells teachers of new ideas he/she has run across.             | VF | 0 | S | R |
| 28. | The principal is easy to understand.   | VF | 0 | S | R |

## ORGANIZATIONAL LEADERSHIP STRESS QUESTIONNAIRE

## Form OLSQ-IV

## Instructions:

Whether you are responsible for the actions of other supervisors, or the actions of individuals that are directly responsible for accomplishing the goals of the organization, you may experience some degree of tension in the performance of your job. This instrument lists 25 statements that represent stresses often felt by individuals responsible for supervising the efforts of others. Please evaluate each item according to the amount of tension and/or strain you experience while fulfilling the responsibilities of your job. At the right of each statement are five responses. Please select the one response that best reflects your position and circle that response.

G - Great tension      M - Much tension      S - Some tension  
L - Little tension      N - No tension

In the performance of my job, I feel mental tension and/or strain because of my need to:

- |  |   |   |   |   |   |
|--|---|---|---|---|---|
| 1. Maintain discipline.  | G | M | S | L | N |
| 2. Improve outmoded methods in my job.   | G | M | S | L | N |
| 3. Prepare for daily activities.   | G | M | S | L | N |
| 4. Help all individuals I supervise.   | G | M | S | L | N |
| 5. Achieve home cooperation and understanding for the organization's goals.                                | G | M | S | L | N |
| 6. Get to know those I supervise.  | G | M | S | L | N |
| 7. Be equitable to those I supervise.  | G | M | S | L | N |
| 8. Provide for maladjusted individuals I supervise.  | G | M | S | L | N |
| 9. Maintain my own standards.  | G | M | S | L | N |
| 10. Have clear-cut organizational goals.   | G | M | S | L | N |
| 11. Continue my professional growth.   | G | M | S | L | N |
| 12. Create an environment conducive to allow individuals I supervise to produce at their maximum capacity. | G | M | S | L | N |

13. Improve my professional abilities.	G	M	S	L	N
14. Select appropriate methods and materials for those I supervise.	G	M	S	L	N
15. Help individuals I supervise solve their problems.	G	M	S	L	N
16. Include rejected individuals I supervise into the group.	G	M	S	L	N
17. Be respected by those I supervise.	G	M	S	L	N
18. Conform to general organizational policies.	G	M	S	L	N
19. Gain the understanding of my supervisors.	G	M	S	L	N
20. Overcome personality conflicts with my supervisors.	G	M	S	L	N
21. Have job security.	G	M	S	L	N
22. Fulfill personal financial requirements.	G	M	S	L	N
23. Balance constant demands on my time.	G	M	S	L	N
24. Balance home responsibilities with job responsibilities.	G	M	S	L	N
25. Overcome peer rivalry and jealousy.	G	M	S	L	N

Developed by Carl R. Anderson and James L. Sweeten, Oklahoma State University

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APPENDIX D

OLSQ FACTOR ANALYSIS



## FACTOR ANALYSIS OF OLSQ

Question Number	Factor I	Factor II	Factor III	Factor IV
1.	.39978	.16839	.05074	.09526
2.	.54503	.20028	-.04270	.14060
3.	.53250	.16845	.19658	-.26207
4.	.75570	-.16780	.00757	.03020
5.	.47736	.17856	.19087	.00859
6.	.73397	-.07693	-.01126	.23416
7.	.69528	-.10103	.00717	.11971
8.	.74600	-.28861	.15328	.16047
9.	.57189	.14859	.29500	-.01480
10.	.62334	.25552	.21994	.01555
11.	.50950	-.00173	.25107	.11415
12.	.66377	-.03634	.13340	-.11119
13.	.61947	.02722	.16573	-.10454
14.	.73926	-.01314	-.07692	-.22179
15.	.66176	-.01295	.02221	.06676
16.	.79368	.04500	-.15763	.00953
17.	.51256	.11639	-.00431	.13547
18.	-.07039	.70481	.13430	.04861
19.	.14228	.43336	-.02635	.29369
20.	-.11595	.66969	-.05441	.04292
21.	.02957	.63835	.05624	.13761
22.	-.01553	.10851	.61064	-.00827
23.	.15175	-.05171	.69475	.05563
24.	.00721	.00141	.69873	-.01664
25.	-.08709	.22388	-.05939	.50922

n = 209

Data were computed using the SPSS factor analysis package with an oblique rotation.

Began with 200 statements and reduced to 71 statements after using the no-rotate method of factor analysis. The remaining 71 statements were further reduced in quantity after applying a quartimax rotation, leaving a balance of 43 statements. It was decided to keep 31 statements after analyzing the results of an oblique rotation.

In an attempt to increase the alpha of the overall measure and the individual subparts, following an analysis of alpha coefficients, using the Cronbach method, six additional statements were deleted, leaving a balance of 25 statements, which make up the OLSQ.

2  
VITA

Fredrick Alan LeMaster

Candidate for the Degree of

Doctor of Education

Thesis: THE RELATIONSHIPS BETWEEN TEACHER STRESS, ATTITUDES  
TOWARD THE PROFESSION AND ORGANIZATIONAL CLIMATE

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