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**PROBLEMATIC SCHOOL DISCIPLINE CLIMATE:
THE DISCREPANCY BETWEEN PERCEPTIONS OF THE IMPORTANCE AND
SATISFACTION WITH SCHOOL DISCIPLINE CLIMATE, AND ITS POTENTIAL
CONSEQUENCES**

by

Christopher W. Oneschuk

A Thesis
Submitted to the Faculty of Graduate Studies and Research
Through the Faculty of Education
in Partial Fulfillment of the Requirements for
the Degree of Master of Education at the
University of Windsor

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ABSTRACT

The focus of this study was problematic school discipline climate. It involved the discrepancy between perceptions of the importance and satisfaction with school discipline climate, and its potential consequences. A total of 66 subjects responded from 5 schools, located in urban and rural communities, during the 2003/2004 school year. Subjects were asked to complete four surveys: a demographic survey, the School Discipline Climate Survey (SDCS), Maslach Burnout Inventory-Educator Survey (MBI-ES), and the Purdue Teacher Opinionnaire (PTO). Statistical analyses indicated that subjects perceived their school's discipline climate as unsatisfactory; SDCS Satisfaction mean values were significantly lower than SDCS Importance values at the $p < 0.01$ significance level. A Discriminant Function Analysis used Emotional Exhaustion (MBI-ES) as the dependent variable and revealed no (SDCS) Satisfaction variables as discriminators. Although many educational variables were associated with burnout, the condition itself was perceived as a complex phenomenon, represented by a wide variety of characteristics.

Keyword: School discipline climate

DEDICATION

In memory of Dr. Erika Kuendiger

This research paper is foremost dedicated to my wife, Coreen. Her love and patience continued to inspire and redirect me throughout this endeavour. To my two girls, Coral and Carissa, who unknowingly sacrificed time and lost memories with their father.

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My gratitude is also extended to Donald Grossnickle Ed. D., for granting permission to use the School Discipline Climate Survey, Simran Trana, Interim Assistant Vice President for Technology Commercialization, for granting copyright approval to use the Purdue Teacher Opinionnaire (Copyright, Purdue Research Foundation, West Lafayette, Indiana 47906), and Ms. Eliza McLane, authorized representative of CPP Inc., for granting copyright approval to use the Maslach Burnout Inventory-ES (Copyright 1986 by CPP, Inc., Palo Alto, CA 94303).

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CHAPTER I

INTRODUCTION

A. Statement of the Problem

Teachers have an enormous responsibility to balance curriculum, professional development, parent relations, student discipline, and classroom management. With so many variables, trying to maintain an acceptable level of job satisfaction, while avoiding professional burnout, is a daunting task. One factor that can help with this dilemma is maintaining a healthy school discipline climate. The assessment of a school's discipline climate facilitates this process of maintenance. Discipline policies and procedures can become redundant and ineffective, adding to stress and low job satisfaction for teachers. Teachers who experience low job satisfaction can hinder student learning and achievement (Goodwin, 1987).

When a school has an unhealthy discipline climate, teachers may lose confidence in administration and feel abandoned. However, an unhealthy discipline climate is not a reflection of the administrator's abilities but rather the discipline system itself (Grossnickle, Bialk, & Panagiotaros, 1993). Surveying teachers' perceptions of their school's discipline climate can reveal components in the system that may require change and improvement. These modifications may increase job satisfaction and lower burnout thereby increasing teacher productivity and enthusiasm.

When a school's discipline climate is not assessed and monitored, its discipline system can become ineffective. This situation can be detrimental to teachers' morale and job satisfaction, as well as student achievement. Here lies the need to facilitate the promotion of a healthy and positive discipline climate, based on functional

and effective policies and procedures. This research is intended to determine if teachers will have a discrepancy between perceptions of the Importance and Satisfaction with school discipline climate, relative to the potential consequences for job satisfaction and burnout.

B. Review of Literature

In a healthy school environment, teachers experience high morale, have a positive outlook on their profession, and feel a greater sense of accomplishment. Part of a healthy school environment includes a school's discipline climate. Some research on effective schools has included discipline climate among the characteristics that made a difference in teaching and learning (Grossnickle, et al., 1993). Outside of the classroom, the broader sense of discipline was strongly influenced and directed by administration. Principals and vice principals utilize regulations from school board policies and apply them to a wide range of situations. At times, these policies may not have satisfied the expectations of teachers regarding student discipline, nor been functional for every situation (Grossnickle, et al., 1993). Although these teacher expectations may not have been consistent with administrations' discipline practices, communication and understanding between them would be needed to have healthy working relationships. Interpreting survey results of teachers' perceptions of their job satisfaction cannot only improve relations among staff and administration but student learning and achievement as well (Mendel, 1987).

Job Satisfaction:

Some have made the claim that low levels of job satisfaction and morale can lead to decreased teacher productivity and burnout, which would be associated with a decrease in the quality of teaching, depression, greater use of sick leave, efforts to leave the profession, and a cynical dehumanized perception of students. Stenlund (1995) concurred and found teachers' perceptions of students and student learning also affected job satisfaction. Teachers clearly identified students as the primary and central factor that had an impact on both their professional enthusiasm and discouragement. Teachers valued student responsiveness and enthusiasm as a crucial factor to their own enthusiasm, and found low motivation in students as a discourager (Stenlund, 1995).

The data from Stenlund's research were derived from a cross-cultural study involving seven countries. These countries were part of a sixteen member Consortium for Cross-Cultural Research in Education (CCCRE). They included: United States of America (the State of Michigan), England (the counties of South Yorkshire and Derbyshire), Germany (the state of Hessen), Japan (Chugoku and Kinki districts), Singapore (multiple districts throughout the city-state), Canada (school districts from the southwestern portion of Ontario), and Poland (sections of Warsaw proper). The subjects were secondary school teachers who had volunteered to participate in an interview style survey. The Chi-Square test for multiple independent samples was used to determine if significant differences existed between responses of specific teacher groups across cultures. Frequency distributions were developed on the various patterns of similarities and differences between the responses from all countries involved.

Findings from the study revealed that teachers want and need positive relationships with students in order to heighten their own sense of professional enthusiasm and worth. Teachers stated that students were at the heart of their existence in front of the classroom. The following was a list of highlights from the study:

1. Teachers across cultures appear to identify students as the vital element that serves to enhance enthusiasm and discouragement for teaching.
2. Student enthusiasm and responsiveness are an important aspect of teacher enthusiasm across a majority of cultures studied.
3. Student academic achievement does not appear to be an important element in teacher enthusiasm across a majority of cultures studied.
4. Students exhibiting low motivation appear to be a major contributor to teacher dissatisfaction across a majority of cultures studied.

Research from Klecker and Loadman (1999) revealed ratings of job satisfaction by years of teaching experience for male elementary school teachers. The purpose of the study was to extend the research on male elementary teachers beyond pre-service and first years of teaching. Subjects included 1,877 elementary teachers, representing a population of 4,428 educators, working in 129 Venture Capital schools in the state of Ohio. The study had a 42% response rate of which 85% were female and 15% were male. The Job Satisfaction Subscale of The National Survey of Teacher Education Graduates was used for the study. Responses were measured on a seven point Likert-type scale, with a range from 1 = very negative to 7 = very positive. Cronbach's alpha reliability of the Satisfaction subscale was .79. Content validity was prepared by matching the item content of the instrument to concepts from the literature on teaching and teacher education.

Descriptive statistics (means and standard deviations) were calculated for teacher demographics and responses to the job satisfaction subscale. Cronbach's coefficient reliability alpha of .80 was calculated for the subscale with the study sample. Chi-square tests and one- and two-way ANOVA were also utilized.

Findings suggested that these teachers (male and female) were most satisfied with the interaction with their students and least satisfied with general working conditions. Female elementary teachers perceived higher job satisfaction for 'degree of challenge of the job' and 'satisfaction with interaction with colleagues' than did male elementary teachers. However, male teachers were still well satisfied with these two variables. Both male and female teachers perceived lower job satisfaction for aspects of salary and autonomy. Overall, elementary school teaching was a satisfying career for both male and female subjects.

Another study from Greenwood and Soar (1973) revealed relationships between teacher morale and teacher behaviour. Their investigation involved 39 female elementary teachers from Kindergarten to Second grade, in six states from the U.S. The instrumentation included the Purdue Teacher Opinionnaire and the Reciprocal Category System for verbal teacher behaviours; a modification of the Flander's Interaction Analysis. Pearson Product-Moment correlations were determined between the two instruments' variables. Perceived weaknesses in the study were the choice of a homogenous sample of female teachers, limitation to three grade levels (Kindergarten, Grade one and two), a sample size of 39 subjects, and a lack of information regarding school locations; urban, rural, or suburban.

It was found that teacher morale was negatively related to Teacher Talk. As Teacher Talk increased, teacher morale decreased. Teacher Talk was defined as the time that the teacher talked out of the total amount of teacher and student talk. Teacher Talk was negatively related to Satisfaction with Teaching, Teacher Load, Curriculum Issues, and Community Support of Education. The variable Teacher Acceptance of Student Behaviour was positively related to Satisfaction with Teaching and Rapport among Teachers.

A Principal's ability to create a positive school climate can also affect teacher job satisfaction and their morale (Washington & Watson, 1986). In support of this claim, Adams (1992) stated that principals were the keys to improving the morale and self-esteem of teachers. Research has identified more administrative support and leadership, good student behaviour, and a positive school atmosphere as working conditions associated with higher job satisfaction for teachers (National Center for Education Statistics, 1997). When teachers perceived higher job satisfaction they created positive learning environments which promoted higher student achievement (Ellenberg, 1972). If a school's discipline climate was perceived by teachers as supportive and satisfactory, then learning environments were improved, facilitating higher student achievement. These conditions were particularly favourable for school boards when considering the emphasis on standardized test scores.

Ma and MacMillan (1999) investigated the influence of workplace conditions on teachers' job satisfaction using data from the 1996 New Brunswick Elementary School Study. This study involved 2,060 Grade six teachers who worked in predominantly rural

communities for the English instructed school system. Approximately 75% of the subjects were female and 25% were male. Although teachers completed a five component questionnaire, data were analysed from only two components: (1) teacher demographic characteristics and (2) job satisfaction. Workplace conditions were measured through four variables: teaching competence, administrative control, organizational culture, and teacher satisfaction. Teacher responses were based on a 5-point Likert-type scale: 1 = strongly disagree, 2 = disagree somewhat, 3 = neutral, 4 = agree somewhat, and 5 = strongly agree. Cronbach's alpha was .56 for teaching competence, .73 for administrative control, .78 for organizational culture, and .77 for teacher satisfaction. Statistical procedures included: means, standard deviations, Pearson correlations, and a multiple regression analysis.

One potential weakness of the study was its quasi-experimental design. Researchers can not fully control participants' background because of their non-random assignment. Another concern was that the teacher population predominantly worked in rural communities and only represented sixth Grade teachers.

The findings of the study revealed that the three measures of workplace conditions were statistically significant with teacher satisfaction. Of these measures, administrative control was the most important, followed by teaching competence and organizational culture. This indicated that teachers with more positive perception of their relationship with school administration reported higher satisfaction with their professional role. Therefore, one of the most important findings of this study was the role that administrators played in promoting teachers' job satisfaction.

Grossnickle, et al. (1993) claimed that when teachers perceive low satisfaction for their school's discipline climate, superintendents should stress to school administrators that problems with discipline climate are not indicative of poor leadership. Problematic school discipline climate originates from the discipline system's policies and procedures, not from the principal. To encourage principals to acknowledge the existence of a problem, superintendents should respond with assistance rather than recrimination (Gaustad, 1991). Williams (2000) recommended avoiding the following: lack of clear discipline policies, uneven enforcement, focus on petty infractions, and misplaced school priorities. However, in order to understand and implement organizational change and strategic planning at the school level, school boards need to understand the characteristics within their own district (Knoff, 2001).

Duquette, Golaszewski, and Milstein (1984) researched organizationally based stress. The purpose of the study was to establish the level of respondent teachers' perceived stress, the organizationally based factors that are most stress inducing, and the predominant ways in which teachers manifest stress. The study was conducted in a large urban school system, represented by four elementary schools (K-8). The selection of these four schools was based upon similarities of demographic variables, (e.g., enrolment, racial composition, and years of principals' experience in the building). As a means of collecting data during a stressful time, the researchers decided to survey teachers during the last week of the 1981-82 school year.

The Stress in Schools survey was administered to 130 of the 134 teachers from the four participating schools. The survey used a five-point Likert-type scale, containing 8 demographic items, 35 organizational stress items, and 20 individual health

manifestation items. The scale ranged from (1) very little to (5) very much. Empirical data regarding its reliability and content validity was not provided, however, the researchers stated it had acceptable levels in this regard. The data was tabulated then analysed by calculating the following measures: means, standard deviations, ANOVA, and Pearson correlations.

One possible weakness of the study was the non-random sample of schools. Although only nine schools offered to participate, four were selected based on a predetermined set of characteristics. The data from the study represented schools from only urban areas. In addition, empirical data was lacking in the publication for survey reliability and content validity.

Findings indicated that teachers identified factors centring upon the classroom as those most stressful to them. Issues related to the core task of working with students were more closely associated with stress than issues related to school organization.

Discipline Policies and Practices:

Enduring changes to a school's discipline climate may require changes to the school board's discipline policies. Such alterations may necessitate a complete update to the discipline system so that a new and improved system can replace it (Knoff, 2001). Collecting school discipline climate data can help identify areas where discipline policies require change and improvement. This assessment can reveal discrepancies between teacher-perceived importance of discipline policies and their satisfaction of them being addressed. Such actions can be accomplished by the school community working together as a team and implementing a school discipline climate survey (Grossnickle, et al., 1993).

Petracco (2000) found that consistent rules in an orderly environment impacted school climate, teacher job satisfaction, and student achievement. Schools need to be orderly and consistent with their discipline practices. Without order and consistency, teachers cannot teach and students cannot learn (Kaufman, 2001). Maintenance of a consistent set of rules and values that clearly defined school goals and policies were important because it provided a discipline climate in which teachers and students were able to focus on teaching and learning. Petracco (2000) stated that when teachers and students had the opportunity to contribute to the decision-making process for discipline policies and procedures, it had the most significant effect on improving school climate.

Teacher Morale:

Mendel (1987) defined teacher morale as a feeling, a state of mind, a mental/emotional attitude that teachers experience regarding their profession, including the work environment and conditions. These feelings were based on how the teacher perceived him/herself in the education system and how this system met his/her needs and expectations. It was demonstrated through the professional interest and enthusiasm that a teacher displayed toward the achievement of individual and group goals.

Teacher morale has been classified into three categories according to stress: environmental, interpersonal, and intrapersonal (Swick, 1980). Environmental stress included outside factors, such as budget cuts, increased class sizes, and new technological advances. Interpersonal stress encompassed personal relationships experienced at home and work, which can lead teachers to hypercritical conclusions about themselves. This perception caused teachers to feel stressed, unable to cope, and therefore, unable to teach.

Intrapersonal stress occurred when teachers believed they were inadequate as contributing members of society. These categories represented the challenge and importance of morale for teachers and their students.

Miller (1981) reported that teacher morale had a positive effect on student learning. Raising teacher morale made learning more pleasant for students, as well as teaching more pleasant for teachers. This created a positive school environment conducive to learning. Goodwin (1987) believed that this relationship of teacher-morale and student achievement can likewise hinder learning and lower achievement. The availability of the empirical evidence for these claims and beliefs were limited. Thus, one needs to be cautious when assigning merit to such claims.

Others made similar claims (Petracco, 2000) that when teachers experienced high morale, it raised their self-confidence and promoted positive attitudes and expectations about teaching and learning. Teachers who worked in an orderly atmosphere that was conducive to learning experienced high morale. Other variables that affected school climate and job satisfaction were staff reassignment and large physical layouts of schools (McMullen, 2000). Staff reassignment and large physical layouts of schools often made it difficult for teachers to communicate and maintain consistent discipline practices. Under these circumstances, the challenge for school administrators was to uphold a sense of community and cohesion with teachers, while unifying their approach to student discipline.

An article by Ellenburg (1972) presented the conclusions of twenty investigations regarding factors that affected teacher morale and their implications for principals. Although these articles were not critiqued, their conclusions were the source of data for

Ellenburg's implications. The first implication involved school administrators striving to keep lines of communication open between themselves and staff, as well as within their staff. A lack of communication will prohibit understanding of one another and will deter healthy morale within the school. In communicating with staff, principals should be careful to demonstrate respect for the teacher as an individual with worth and dignity and as a professional person qualified to do the job for which he/she was hired.

Secondly, Ellenberg stated that the administrator should strive to publicly support his/her staff. Public support is essential to the well-being of individuals and the staff as a whole. Meaning, principals should be careful in giving criticism or allowing undue criticism of a staff member. He/she should always strive to build respect for staff members as professional people. When problems arise due to the deficiencies on the part of a staff member, the administrator should suggest improvement strategies that will allow the teacher to grow professionally and personally.

Ellenburg concluded by recognizing that the administrator should involve staff members in the operation of the school. When teachers are involved, their understanding of the functions of the administrator increases and this positively affected teacher morale. Ellenburg warned that democratic administration can be overdone and should be practiced with caution. Only matters that can be decided by the staff and which affect them should be referred to them for consideration and possibly for a decision.

In an article by Adams (1992) a set of constructs was discussed regarding the problems of low self-esteem and morale for teachers. Recommendations to improve school organizational change were also presented. When referring to teacher self-esteem and morale, the researcher stated that a healthy school is one that is goal orientated. It

cope successfully with a variety of external demands from parents and the community. It has effective leadership from the principal and has adequate resources. It is also a place in which the teachers accomplish their jobs with enthusiasm. Principals have the primary responsibility for developing and maintaining such a school climate. Hence principals are the keys to improving the morale and self-esteem of teachers.

Adams continued to discuss that an organization such as a school is the sum of the individuals who make it up. A collective group process, under the leadership of a concerned principal, had a better chance of improving the health of the school and thus the self-esteem and morale of the teachers. Organizational development (OD) is a type of organizational change where the school focuses on enhancing the entire system, not just individuals. Two main stages of OD are diagnoses (identifying problem areas) and interventions (implementing solutions to identified problems). If during the diagnostic phase of OD in a school, low morale or self-esteem on the part of some teachers is detected, then problem analysis and the generation of solution strategies related to their causes would be undertaken. This would be only one of a number of solutions considered to bring about increased staff morale (Adams, 1992).

School Climate:

Traditional approaches to school discipline addressed only the behaviour and not its causes. This cannot produce a healthy climate when the cause of behaviour problems was not addressed (Williams, 2000). Such approaches manage discipline problems but do not lead to lasting resolutions. A comprehensive approach may be needed to analyze and assess school discipline climate and policies.

Knoff (2001) suggested the formation of a committee in each school to monitor and review its school climate and policies. The development of a School Climate committee would facilitate the creation and monitoring of programs and activities designed to accomplish the school's mission and goals. The committee would review policies, track their progress over time, anticipate prevention strategies, and offer recommendations and assistance for improvements (Knoff, 2001). The committee's role would also include gathering information about perceived school discipline problems. This information could be obtained from the following: truancy and attendance records, attitude surveys, focus groups, and informal interviews with teachers, students, parents, and community members (Williams, 2000). It is vital that the school principal or vice principal be on the committee and reserve time to participate. Without such support, the recommendations of the committee would carry little authority (Williams, 2000).

Grossnickle, et al. (1993) revealed several important measures to improve school discipline climate. These measures involved: identifying a shared vision of discipline standards among staff, comparing these standards to an assessment of staff satisfaction, comparing staff expectations with their level of satisfaction to determine discrepancies, and developing specific plans to address areas of concern or disagreement. Additional measures to improve school discipline climate include the use of school uniforms, accompanied by a strict discipline policy (National Association of Elementary School Principals, 2000).

Burnout:

Burnout involves feelings of failure and exhaustion resulting from excessive demands on a person's energy with insufficient reward for the effort (Freudenberger, 1974). Maslach (1976), Seidman and Zager (1987), and Cherniss (1980) had defined burnout as psychological distancing from work. It is a syndrome of emotional exhaustion, depersonalization, and reduced personal accomplishment (Maslach, Jackson, & Leiter, 1996). Teacher burnout has serious consequences for the individual, the school, and students. For the individual, this involves physical, psychological and/or behavioural symptoms such as: loss of motivation, decreased self-esteem, and ultimately removal from the teaching profession (Block, 1978).

Leiter (1991) defined burnout as a crisis in self-efficacy. Teacher efficacy was the belief in one's capability to organize and execute strategies for classroom order (Brouwers and Tomic, 1999). Brissie, Hoover-Dempsey, and Bassler (1988) found that teacher efficacy predicted teachers' level of burnout. Teachers with a low sense of efficacy were also found to be the ones most likely to drop out of the teaching profession (Glickman & Tamashiro, 1982).

Many of the symptoms associated with burnout have been categorized into three main groups: physical, psychological, and behavioural (Block, 1978 & Freudenberger, 1983). These symptoms were as follows: physical (exhaustion, headaches, sleeplessness, and shortness of breath), psychological (irritability, depression, cynical attitude, loss of compassion, and helplessness), and behavioural (absenteeism and deterioration in work performance). Any single isolated symptom was unlikely viewed as an indication of burnout, but rather combinations of the above and possibly others (Freudenberger, 1983).

Regardless of the indicator, burnout presented serious consequences for the individual, the school, and students.

The ability to control student behaviour is a critical factor in educational settings. If teachers do not adequately address disruptive behaviour, instructional time is lost for all students. A disciplined classroom was an invaluable learning environment for teachers to accomplish their instructional goals and feel satisfied with their efforts (Brouwers & Tomic, 2000). Friedmand and Farber (1992) reported that teachers who considered themselves less competent in classroom management and discipline had higher levels of burnout than did their counterparts who had more confidence in this regard.

Teaching can be considered a high-stress occupation (Goodwin, 1987). Chronic job stress leads to job burnout and an increased inability to take one's job seriously (Ray, Waldhart, & Seibert, 1985). The education system has all the elements associated with stress: a bureaucratic structure, continuous evaluation of its processes and outcomes, and increasingly intensive interpersonal interactions with students, parents, colleagues, principals, and the community (Kremer-Hayon & Kurtz, 1985). In addition, increased student misconduct, student apathy, overcrowded classrooms, inadequate salaries, demanding and/or unsupportive parents, budgetary constraints, expanding administrative loads, lack of infrastructural support, and an increasingly negative public opinion contributed to an embattled and embittered teacher force in many centres of the world (Trent, Cooney, Russell, & Warton, 1996).

Stress can make teachers ineffective and inefficient in their teaching roles (Eskridge & Coker, 1985; Farber, 1984), and negatively influence their students' physical

and emotional well-being (Kyriacou, 1987). Burned-out teachers provided significantly less information, praise, and acceptance to their students, and interacted with them less frequently (Beer & Beer, 1992). Stressed and burned-out teachers were more likely to refer students to school administrators for discipline problems (Walker, 1991). However, where burnout levels increase, teachers' perceptions of students' mental health decreased (Cremerius, 1992).

A study by Kokkinos, Panayiotou, and Davazoglou (2005) addressed how burnout influenced teachers' appraisals of the severity of six undesirable student behaviours. These undesirable behaviours were: antisocial, oppositional/defiant, interpersonal sensitivity, inattention/ restlessness, negative affectivity, and inattention/carelessness. Their study involved 465 primary school teachers (53% male) from the broader area of Thrace, Greece. Their teaching experience ranged from 1 to 20 years. The instrumentation included the Maslach Burnout Inventory – Educator Survey (MBI-ES) and the Pupils' Undesirable Behaviours Questionnaire (PUBQ).

Mean scores, Multivariate Analysis of Variance (MANOVA), and correlational analyses were used to examine the data. Internal reliability coefficients for each subscale on the MBI-ES were Emotional Exhaustion = .80, Depersonalization = .68, and Personal Accomplishment = .90. Based on the theory that emotional exhaustion appears to be a central or core symptom of burnout (e.g., Byrne, 1994; Koeske & Koeske, 1989; Leiter, 1993), comparisons were made on the emotional exhaustion scale only. For each subscale on the PUBQ, internal reliability coefficients were Antisocial = .90, Oppositional/Defiant = .86, Interpersonal Sensitivity = .81, Inattention/Restlessness = .83, Negative Affectivity = .81, and Inattention/Carelessness = .76. The only perceived

weakness to the study was the effect cultural differences may have on comparing its results to other studies outside of Greece.

Kokkinos, et. al. (2005) found that burnout had a significantly negative effect on teachers' perceptions of antisocial and oppositional/defiant behaviours. This suggested that the more stressed teachers were, the less tolerant they became of such challenging and aversive behaviours. The statistical significance of burnout on these behaviours were as follows: Antisocial, $F(1,460) = 4.27, p < 0.05$ (effect size = 0.009), and Oppositional/Defiant, $F(1,460) = 4.03, p < 0.05$ (effect size = 0.0009).

An investigation by Farber (1984) researched stress and burnout in suburban teachers. The purpose of the study was to investigate the satisfactions and stresses of teachers in suburban schools, with particular reference to identifying factors which either impede or promote teacher burnout. A total of 365 public school teachers participated in this study, from kindergarten through to high school. These teachers were drawn primarily from school districts in the suburbs of Westchester, Putnam, and Dutchess Counties in the state of New York. Females represented 65% of the sample population, with 35% male. Subjects were administered a 65-item Teacher Attitude Survey (TAS). The TAS was a modified version of the Maslach Burnout Inventory (MBI). The 25 items on the MBI was augmented with 40 additional items of exclusive relevance to teachers. Correlation between the 25 MBI items and the 40 additional items was found to be .75 on the frequency dimension, and .70 on the intensity dimension. Split-half reliability (Spearman-Brown) for the entire 65-item TAS was .88. Each item was rated on a seven point Likert-type scale for both intensity and frequency of agreement.

The data were rank-ordered according to both frequency and intensity. A principal components factor analysis with varimax rotation was performed on the frequency dimension. Other statistical analyses included *t*-tests and one-way ANOVA. Demographic and ecological dimensions were also part of the data analysis.

A potential weakness in the study was that its sample consisted only of suburban teachers. This sample does not accurately represent the diversity of settings in which teachers work. Another potential weakness was the duration of the study. The phenomenon of teacher burnout may optimally be studied over a number of years, carried out on a longitudinal basis, rather than a 'snap shot' measure in time.

The results of this study suggested that teachers between the ages of 34 – 44 and those teaching at a junior high school level were particularly vulnerable to burnout. Of the teachers surveyed, approximately 25% were vulnerable to burnout with 15% experiencing it. In addition, almost 87% of the subjects felt that tension between school administrators and teachers was a significant source of stress. Another finding was that a critical deficit in the burnout process was a lack of administrative support. Other results suggested that burnout significantly lessened teachers' motivation to continue in the profession and lessened too the basic satisfaction inherent in the student-teacher relationship. As well, feelings of burnout among teachers significantly varied with lack of commitment to teaching ($r = .49$) and lack of satisfaction in working with students ($r = .42$).

When dissatisfied and depressed teachers were present, others became cynical, lethargic, and discontented (Maslach & Jackson, 1981). Van der Sijde (1988) stated that the school climate influenced both the teacher and the student. He reported a positive

relationship between teachers' work conditions and the amount of support they gave to students. Furthermore, he inferred that teachers' behaviour depended on their perceptions of how their school functioned. Therefore, teachers had an important role in establishing the overall tone of the school.

An investigation by Benham and O'Brien (2002) addressed the question why experienced teachers were leaving the profession. Their study involved surveying graduates with teaching credentials from Chapman University, in the state of California. Graduates between the years 1990-91 and 1994-95 were mailed questionnaires in the spring of 2001. There were 4,534 graduates from this period and 900 were randomly selected for the study. From this sample, 114 potential subjects returned their surveys, a 12.6% response rate. The survey consisted of two components: questions that required a written response and those that asked respondents to rank-order reasons for leaving or considering leaving the teaching profession. Subjects were then classified into two groups: those who had left teaching and those who would consider leaving the profession. There were no statistical tests performed on the data. Possible weaknesses of the study may be its inability to statistically generalize findings to the population, especially when considering its response rate of 12.6%.

Findings revealed that teachers were weighing the costs and questioning their desire to continue working as classroom teachers, that they were feeling alienated, and that they tended to turn their criticism upon themselves rather than upon the system in which they felt trapped. Respondents who had already left teaching ranked the pressures of increased accountability (high stakes testing, test preparation, and standards) as their number one reason. This was followed closely by increased paperwork, changing student

characteristics, negativity and pressure from parents and the community, and tension between teachers and administration. They ranked low professional status and salary considerations last.

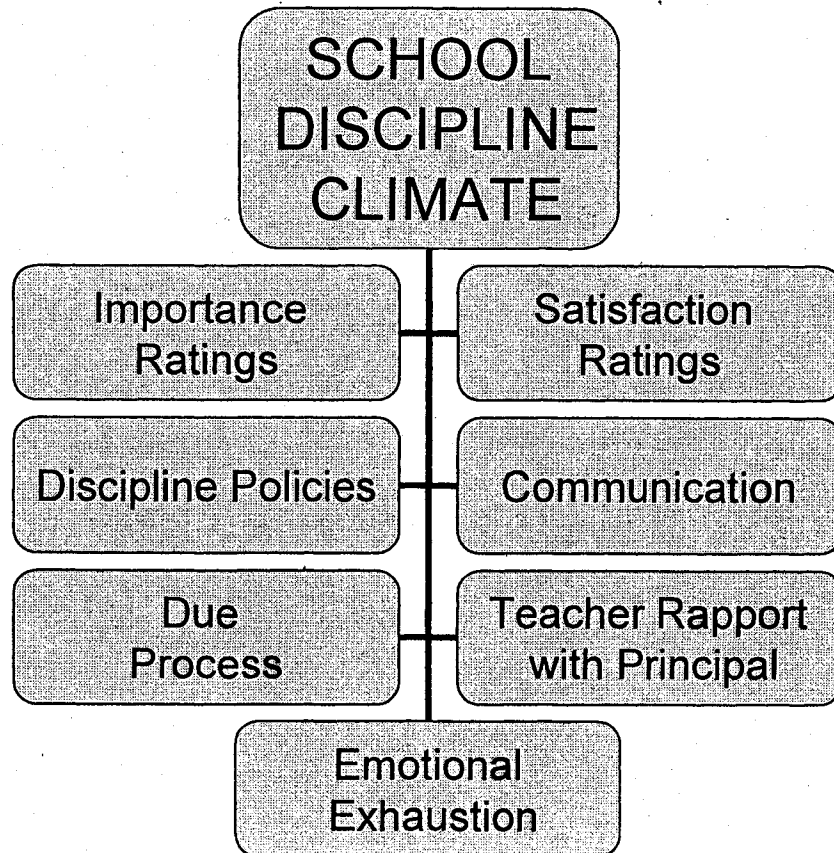
Respondents who were still teaching but considering leaving the profession also ranked paperwork and accountability pressures high, second and third respectively. However, while salary issues were ranked last by teachers who had already left teaching, they were ranked first by those still in the profession. The fourth ranked reason for potentially leaving was low status of the profession. Lack of administrative support was ranked fifth by both groups of respondents. This involved administrators not supporting teachers in the face of criticism and increasing pressure to devote more class time to standardized test preparation.

Purkey (1970) found that teachers need to feel successful and positive about themselves and their abilities before they empower their students to feel the same. If teachers were experiencing feelings of failure and/or lacking satisfaction, their relationship with students and the school in general was compromised (Purkey & Smith, 1983). When teacher burnout was the concern, a major goal in preventing it was the improvement of staff morale and school climate by the restoration of balance and perspective among the staff (Byrne, 1991). This may be accomplished by in-service training for stress management and classroom skills, observing different educational settings, and encouraging change and self-development (Byrne, 1991).

C. Research Hypotheses

The research hypotheses concern the interrelationships among the School Discipline Climate Survey (SDCS), Purdue Teacher Opinionnaire (PTO), and Maslach Burnout Inventory (MBI) variables. Figure 1 presents seven key constructs that emerged from the literature review, conceptualizing the issues, and instruments available.

Figure 1: Seven Key Constructs of School Discipline Climate



The following are proposed as working hypotheses which emerge from logical reasoning and the existing literature review:

Hypothesis 1: Teachers will show a lower Satisfaction rating than Importance rating on the School Discipline Climate Survey.

Hypothesis 2: There will be a positive correlation between Due Process (SDCS) and Satisfaction with Teaching (PTO).

Hypothesis 3:

- (i) There will be a positive correlation between Communication (SDCS) and Teacher Rapport with Principal (PTO).
- (ii) There will be a positive correlation between Discipline Policies (SDCS) and Teacher Rapport with Principal (PTO).
- (iii) There will be a positive correlation between Due Process (SDCS) and Teacher Rapport with Principal (PTO).

Hypothesis 4:

- (i) There will be a negative correlation between Due Process (SDCS) and Teachers' feelings of Depersonalization (MBI).
- (ii) There will be a negative correlation between Discipline Policies (SDCS) and Teachers' feelings of Depersonalization (MBI).
- (iii) There will be a negative correlation between Communication (SDCS) and Teachers' feelings of Depersonalization (MBI).

Hypothesis 5: There will be a negative correlation between Emotional Exhaustion (MBI) and Satisfaction with Teaching (PTO).

Hypothesis 6: A Discriminant Function Analysis will provide a profile of the emotionally exhausted teacher using measures from the PTO and MBI.

CHAPTER II

DESIGN AND METHODOLOGY

A. Subjects

The subjects for this study represented a population of full time elementary school teachers from a school board in Southwestern Ontario. The sample included those subjects who had returned the survey packages. Although the researcher received permission by the school board to survey its teachers, only 5 from a total of 48 principals granted permission to use their schools' teaching staff as potential subjects. The researcher had a 61% response rate from 108 teachers, with 66 survey packages completed. As a means of encouraging teachers to participate, the local teachers' union sent a letter of support for the study via email to all potential subjects. This letter contained the same inform provided to the school board and principals.

The subjects were predominantly female, representing 74% of the sample size, with 26% male. Thirty-six percent of subjects were between the ages of 31 and 40. Other age ranges and their percents were as follows: 21 to 30 years (20%), 41 to 50 years (35%), and 51 to 60 years (9%). Teachers' level of education had 91% of subjects with a Bachelor's degree, 4% with an educational specialist, and 3% with a Master's degree. Subjects had a large range for years of teaching experience, ranging from 1 to 31 years. Teachers were distributed rather evenly among the elementary teaching divisions with 29% in Primary, 30% in Junior, and 29% in Intermediate, 12% did not indicate a teaching division.

B. Instrumentation

Demographic Survey

The Demographic Survey requested information related to personal and professional characteristics. It was comprised of 12 questions ranging from gender to previous grade levels taught. Subjects entered data by placing a check mark in the appropriate location, with one question requiring a written response. The researcher transcribed the check marks to numbers so that the data could be statistically manipulated. Not all questions were relevant to all teachers. The later six questions did not pertain to French, Early Literacy, nor Special Education teachers. These questions referred to teachers with regular classrooms, where students and teachers were together for most of the day. Survey questions were created by the researcher and reviewed for content validity by the study's advisor. Refer to Appendix B.

School Discipline Climate Survey

The School Discipline Climate Survey (SDCS) analyzed school discipline policies and procedure trends. It was a means of formally assessing teachers' perceptions of their schools' discipline climate. The SDCS was intended to be used only for analyzing general policy and procedure trends, not for evaluating the performance of administrators or disciplinarians. Data were gathered from the perceptions of elementary teachers on 13 discipline program components. These components were as follows: attendance policies, discipline policies, staff training, communication, efficiency, parent support, due-process consistency, safe and secure environment, discipline teamwork, learning climate, strategic planning, penalties and consequences, and instructional

management. These components were comprised of 54 statements and respondents rank their level of importance and satisfaction, utilizing a five point Likert type scale (1 = very low, 2 = low, 3 = equally important/satisfactory, 4 = high, 5 = very high). Refer to Appendix C.

The SDCS was structured so that information could be gathered from the Importance subscale and the Satisfaction subscale. When only one scale was administered, survey components were analyzed to identify areas of concern. If both scales were administered, discrepancies between scales were examined and a priority list could be created for concerns requiring immediate attention. Respondents used both scales to rank their perceived level of importance and satisfaction with each statement. These rank ordered scores were then compared to establish a subscale discrepancy score. Statements having large discrepancy scores, high importance with low satisfaction, were considered those factors in most need of immediate attention. Once identified, staff members could develop a strategic plan to improve discrepancies in their school's discipline policies and procedures. Permission to include and reproduce this instrumentation was received from Donald Grossnickle Ed. D.

Purdue Teacher Opinionnaire

The PTO was a 100-item instrument that comprised 10 factors associated with teacher morale and job satisfaction (Bentley & Rempel, 1968). The ten factors were: Teacher Rapport with Principal, Satisfaction with Teaching, Rapport among Teachers, Teacher Salary, Teacher Load, Curriculum Issues, Teacher Status, Community Support of Education, School Facilities and Services, and Community Pressures. It used a four

point scale (A = agree, PA = probably agree, PD = probably disagree, D = disagree). Refer to Appendix D. The researcher transcribed the scale to numbers so that the data could be statistically manipulated. Item responses were weighted for scoring in the following manner: when "AGREE" (A) was the keyed response, (positive item) the weights were A = 4, PA = 3, PD = 2, D = 1; when "DISAGREE" (D) was the keyed response, (negative item) the weights were A = 1, PA = 2, PD = 3, D = 4. Refer to Appendix E.

Odell, Cochran, Lawrence, and Gartin (1990) found the PTO to be valid and reliable, with a Cronbach's alpha reliability coefficient of 0.96, consistent with the scales of other reliability coefficients noted in previous studies. The Kuder-Richardson internal consistency reliability coefficient for the PTO was 0.96 and test-retest correlations ranging from 0.71 to 0.93 were reported for the 10 subscales on the instrument, (Flowers & Pepple, 1988).

This instrument was selected because of its association to the Importance and Satisfaction components of the SDCS. It was inferred that discipline characteristics that possessed high levels of importance with low levels of satisfaction, reflected a greater potential as a contributing factor to low morale and job satisfaction. Permission to include and reproduce this instrumentation was received from the Purdue Research Foundation: Department of Technology Commercialization (PTO). The following PTO variable definitions were taken from the instrument's manual, (Bentley & Rempel, 1980):

Teacher Rapport with Principal dealt with the teacher's feelings about the principal, his/her professional competency, interest in teachers and their work, ability to communicate, and skill in human relations.

Satisfaction with Teaching pertained to teacher relationships with students and feelings of satisfaction with teaching. According to this variable, the high morale teacher 'loves' to teach, feels competent in his/her job, enjoys his/her students, and believes in the future of teaching as an occupation.

Rapport Among Teachers focused on a teacher's relationship with other teachers. The items here solicited the teacher's opinion regarding the cooperation, preparation, ethics, influence, interests, and competency of his peers.

Teacher Salary pertained primarily to the teacher's feelings about salaries and salary policies. It posed such questions as: Are salaries based on teacher competency? Do they compare favourably with salaries in other school systems? Are salary policies administered fairly and justly, and do teachers participate in the development of these policies?

Teacher Load dealt with such matters as record-keeping, clerical work, 'red tape,' community demands on teacher time, extra-curricular load, and keeping up to date professionally.

Curriculum Issues solicited teacher reactions to the adequacy of the school program in meeting student needs, in providing for individual differences, and in preparing students for effective citizenship.

Teacher Status sampled feelings about the prestige, security, and benefits afforded by teaching. Several of the items referred to the extent to which the teacher feels he/she was an accepted member of the community.

Community Support of Education dealt with the extent to which the community understood and was willing to support a sound educational program.

School Facilities and Services had to do with the adequacy of facilities, supplies and equipment, and the efficiency of the procedures for obtaining materials and services.

Community Pressures gave special attention to community expectations with respect to the teacher's personal standards, his/her participation in outside-school activities, and his/her freedom to discuss controversial issues in the classroom.

Maslach Burnout Inventory-Educator Survey

The MBI-ES assessed three aspects of educator burnout. This included burnout for teachers, aides, and administrators, however, only teachers were part of this study.

The MBI-ES is a 22 item self-report survey that uses a seven point Likert scale. The

scale ranged from 0 – 6 (0 = Never, 1 = A few times a year or less, 2= Once a month or less, 3 = A few times a month, 4 = Once a week, 5 = A few times a week, 6 = Everyday), (Maslach, C., Jackson, S., & Schwab, R., 1986). The survey consisted of three subscales: Emotional Exhaustion (EE) 9 items, Depersonalization (DP) 5 items, and Personal Accomplishment (PA) 8 items. EE referred to being emotionally overwhelmed by the job demands and depleted of emotional resources. It measures the inability of the educator to give of him/herself at a psychological level. DP pertained to the development of negative feelings and callous attitudes toward, or excessively detached response to, one's students. It measured the development of negative or cynical feelings toward one's students. PA regarded a decline in one's feeling of competence and successful achievement in one's work. It measured the educator's perception of the importance of his/her work with students (see Appendix F). The Iwanicki and Schwab (1981) and Gold (1984) studies substantiated the reliability and validity of the MBI-ES.

Criterion validity was established by comparing burnout scores to ratings of personal experience (Maslach & Jackson, 1981; and Maslach, Jackson, & Leiter, 1996), dimensions of job experience (Maslach & Jackson, 1984), or personal outcomes (Corcoran, 1986). In addition, researchers (Maslach et al., 1996; McCann & Pearlman, 1990; and Cox, Kuk, & Leiter, 1993) had found evidence of construct validity. MBI-ES scale scores have been shown to be related to measures of job satisfaction, depression, and occupational stress.

According to data from the test manual, the MBI-ES subscales have acceptable levels of reliability (Maslach et al., 1996). These subscales' Cronbach alpha reliability coefficients were as followed: EE = 0.90, DP = 0.79 and PA = 0.71. Furthermore,

Iwanicki and Schwab (1981) found reliability alpha coefficients of $EE = 0.90$, $DP = 0.76$, and $PA = 0.76$. Gold (1984) reported reliability coefficients of $EE = 0.88$, $DP = 0.74$, and $PA = 0.72$. The MBI-ES manual was used to assist in its implementation (Maslach et al., 1996).

The MBI-ES was selected because of its association to the Importance and Satisfaction components of the SDCS. It was inferred that discipline characteristics that possessed high levels of importance with low levels of satisfaction, reflected a greater potential as a contributing factor to occupational burnout (MBI-ES). Permission to include and reproduce this instrumentation was received from CPP Inc. Permissions Department.

C. Design and Procedures

A survey design was used for the study. Subjects were selected from a school board in Southwestern Ontario.

Prior to the start of this investigation, an application was submitted to the University of Windsor's Research Ethics Board that requested permission to conduct research (refer to Appendix G). Following receipt of their approval, a letter of permission was forwarded to the Research Review Committee of the selected school board (see Appendix H). Once permission was granted, principals received a letter requesting permission to use their teaching staff for the study (refer to Appendix I). Once permission was confirmed, teachers received a Letter of Information (see Appendix J) and a survey package. Part of the Letter of Information assured subjects of confidentiality, while survey packages contained instructions for completing the

instrumentation. Each survey package consisted of four instruments: a demographic survey, the School Discipline Climate Survey (SDCS), the Purdue Teacher Opinionnaire (PTO), and the Maslach Burnout Inventory for Educators Survey (MBI-ES). Potential subjects received a letter of support via email from the vice president of their local teachers union (see Appendix K). The letter explained the study's benefits to teachers and students, as well as the positive impact it would have on their school's discipline climate and learning environments. The purpose of the letter was to encourage participation and demonstrate union support. This letter contained the same information provided to the school board and principals. Teachers who accepted the invitation to participate completed a survey package. Survey packages were dropped off to participating schools by the researcher. Subjects completed the surveys and placed them in unmarked envelopes which were later picked up by the researcher.

The study had a 61% response rate from 108 teachers with 66 questionnaires returned. Survey completion took approximately 40 minutes and participants were asked to complete them at one time, with no interruption. Participants were able to decide when and where this time period would occur between June 8th and June 11th. These four days were selected because subjects had nearly an entire school year to establish discipline routines and be well acquainted with school administration. This period also attempted to provide uniformity regarding the influences of events on respondents, in and outside of the work place. It would have been of great concern to the researcher if some surveys were completed after June 11th since environmental conditions would have been different from those in the study period. Consequently, late surveys were not considered in the data analysis.

CHAPTER III

RESULTS

A variety of statistical tests were utilized. The data were analyzed using descriptive statistics, *t*-tests, Pearson Product-Moment correlation, and Discriminant Function Analysis.

A. School Discipline Climate Views

In reference to Hypothesis 1 (Teachers will show a lower Satisfaction rating than Importance rating on the SDCS) the discrepancy range between means of Importance and means of Satisfaction were examined using a series of *t*-tests. Since multiple *t*-tests were used, the more conservative probability level $p < .01$ was selected for significance. This probability level was utilized for all the scales in this study. There was a significant difference between the mean values for Importance and Satisfaction subscales on the School Discipline Climate Survey (SDCS). Satisfaction mean values were significantly lower than Importance values at the $p < .01$ significance level. See Table 1 and Figure 2.

The variable with the greatest discrepancy range was Efficiency (1.62 point spread). The variable with the least discrepancy was Learning Climate (0.58 point spread). The thirteen SDCS variables were generally separated in two groups; those with discrepancy scores above 1.0 and those below. Referring to Table 1, Discipline Policies, Training, Communication, Efficiency, Parental Support, Due Process, and School Safety had discrepancy scores greater than 1.0. The remaining variables, Attendance Policies, Discipline Teamwork, Learning Climate, Strategic Planning, Penalties/Consequences,

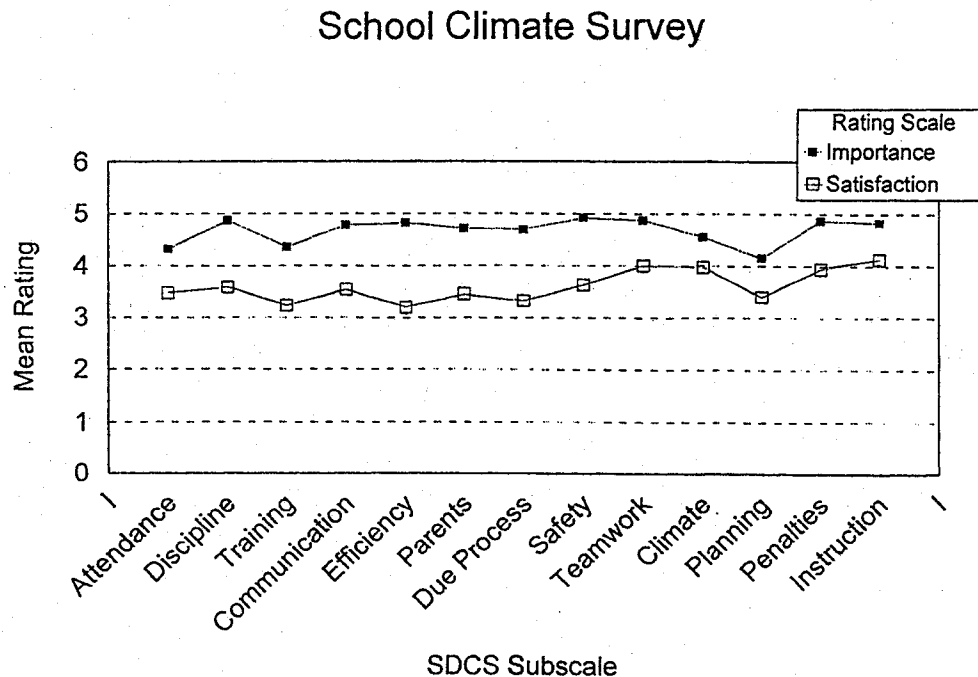
and Instructional Management were less than 1.0. This allows one to get a sense of what might be of most concern for teachers.

The variable with the highest mean value for the Importance subscale was School Safety (4.92). It appears that teachers were quite concerned with this issue. Eight other variables with high mean values on the Importance subscale were: Discipline Teamwork (4.87), Discipline Policies (4.86), Penalties/Consequences (4.86), Efficiency (4.82), Instructional Management (4.82), Communication (4.77), Parental Support (4.71), and Due Process (4.69). Lower mean values included: Learning Climate (4.55), Training (4.35), and Attendance Policies (4.31). The lowest mean value on the Importance subscale was Strategic Planning (4.15).

Table 1: Means and Discrepancy Scores for the School Discipline Climate Survey (SDCS) Importance and Satisfaction Subscales and Ratings from *t*-test Analysis.

SDCS Variables	Importance Mean	Satisfaction Mean	Discrepancy Score	<i>t</i>-test Score	Significance <i>p</i> < .01
Attendance	4.31	3.47	0.84	4.31	.00
Discipline	4.86	3.58	1.28	8.12	.00
Training	4.35	3.23	1.12	6.76	.00
Communication	4.77	3.54	1.23	7.12	.00
Efficiency	4.82	3.20	1.62	8.80	.00
Parental Support	4.71	3.45	1.26	9.18	.00
Due Process	4.69	3.31	1.38	8.66	.00
School Safety	4.92	3.63	1.29	7.60	.00
Discipline - Teamwork	4.87	4.01	0.86	7.60	.00
Learning Climate	4.55	3.97	0.58	4.66	.00
Strategic Planning	4.15	3.40	0.75	6.12	.00
Penalties – Consequences	4.86	3.95	0.91	6.23	.00
Instructional – Management	4.82	4.13	0.69	6.50	.00

Figure 2: Showing the Lower Satisfaction Ratings on all Scales



On the Satisfaction subscale, Instructional Management (4.13) received the highest mean value. Other variables with high mean values were: Discipline Teamwork (4.01), Learning Climate (3.97), and Penalties/Consequences (3.95). Eight variables that received lower mean values on the Satisfaction subscale included: School Safety (3.63), Discipline Policies (3.58), Communication (3.54), Attendance Policies (3.47), Parental Support (3.45), Strategic Planning (3.40), Due Process (3.31), and Training (3.23). The lowest mean value on the Satisfaction subscale was Efficiency (3.20).

When comparing the mean values of the SDCS variables on both the Importance and Satisfaction subscales, interesting findings were revealed. For example, School Safety was ranked the first variable on the Importance subscale but received a lower

rating on Satisfaction (4.92, 3.63). Other variables with high rankings on the Importance subscale with lower rankings on Satisfaction were: Due Process (4.69, 3.31), Discipline Policies (4.86, 3.58), Parental Support (4.71, 3.45), and Communication (4.77, 3.54). Although Efficiency received a high ranking on the Importance subscale, it ranked the lowest on Satisfaction (4.82, 3.20). Variables that received high ratings on both subscales were Instructional Management (4.82, 4.13) and Penalties/Consequences (4.86, 3.95).

B. Satisfaction as a Correlate of Opinion and Burnout

To examine the relationships between the Satisfaction measures on the SDCS and the opinions on the PTO scales, Pearson product-moment correlation coefficients were computed using a significance level of $p < .01$. The SDCS Satisfaction variables showed significant correlation with many of the other variables on the PTO. The coefficients for the Satisfaction subscale (SDCS) and the PTO are reported in Table 2. As stated in Hypothesis 2 (there will be a positive correlation between Due Process and Satisfaction with Teaching) results showed that Due Process was significantly correlated with Satisfaction with Teaching ($r = .36$). When teachers' level of satisfaction for Due Process (SDCS) increased so did their level of satisfaction for the variable Satisfaction with Teaching (PTO). The reverse of this statement was also true.

Table 2: School Discipline Climate Survey (SDCS) Satisfaction Variables with Purdue Teacher Opinionnaire (PTO) Correlation Coefficients

SDCS Satisfaction Variables	PTO Variables									
	RAP	SAT	RPT	TSL	TLD	CUR	STA	CSU	FCI	PRS
Attendance Policies	.62*	.28	.52*	.54*	.49*	.32	.44*	.63*	.37*	.08
Discipline Policies	.66*	.19	.58*	.50*	.43*	.29	.41*	.51*	.44*	-.07
Training	.55*	.34*	.48*	.55*	.45*	.24	.36*	.36*	.42*	.05
Communication	.77*	.25	.43*	.56*	.43*	.30	.56*	.51*	.54*	.03
Efficiency	.75*	.29	.36*	.53*	.57*	.48*	.49*	.68*	.35*	.20
Parental Support	.56*	.41*	.34*	.49*	.48*	.41*	.49*	.59*	.26	.23
Due Process	.61*	.36*	.32	.59*	.57*	.28	.57*	.58*	.22	.28
School Safety	.75*	.46*	.29	.60*	.62*	.49*	.54*	.69*	.42*	.35*
Discipline - Teamwork	.73*	.25	.49*	.47*	.49*	.37*	.45*	.55*	.45*	.08
Learning Climate	.39*	.41*	.30	.40*	.48*	.36*	.53*	.71*	.25	.37*
Strategic Planning	.52*	.32	.35*	.47*	.40*	.24	.49*	.42*	.34*	.10
Penalties – Consequences	.62*	.32	.27	.52*	.50*	.38*	.50*	.67*	.26	.36*
Instructional – Management	.57*	.39*	.52*	.48*	.46*	.30	.55*	.61*	.21	.21

* = $p < .01$ Significance Level

KEY for PTO Variables:

RAP – Teacher Rapport with Principal

CUR – Curriculum Issues

SAT – Satisfaction with Teaching

STA – Teacher Status

RPT – Rapport among Teachers

CSU – Community Support of Education

TSL – Teacher Salary

FCI – School Facilities and Services

TLD – Teacher Load

PRS – Community Pressures

Other significant coefficients emerged from the correlations between SDCS and PTO variables. In response to Hypothesis 3(i), there was a positive correlation between SDCS variable Communication and PTO variable Teacher Rapport with Principal ($r = .77$). As teachers' satisfaction with Communication increased, their satisfaction with Teacher Rapport with Principal also increased. For Hypothesis 3(ii), there was a positive correlation between Discipline Policies and Teacher Rapport with Principal ($r = .66$). When teachers' satisfaction with Discipline Policies increased so did their satisfaction with Teacher Rapport with Principal. In reference to Hypothesis 3(iii), there was a positive correlation between Due Process and Teacher Rapport with Principal ($r = .61$). As teachers' satisfaction with Due Process increased, their satisfaction with Teacher Rapport with Principal also increased. For the above correlation statements, the opposite was also true (e.g., as teachers' satisfaction with Teacher Rapport with Principal decreased, their satisfaction with Communication also decreased). Refer to Appendix L for the remaining correlation coefficients between SDCS variables and Teacher Rapport with Principal. All thirteen Satisfaction subscale variables (SDCS) were significantly correlated with Teacher Rapport with Principal.

Comparing SDCS and MBI:

To examine the variables from the Satisfaction subscale (SDCS) and the MBI, Pearson product-moment correlation coefficients were computed using a significance level of $p < .01$. The SDCS Satisfaction variables showed significant correlation with the variables on the MBI. The coefficients for the Satisfaction subscale (SDCS) and the MBI are reported in Table 3. As stated in Hypothesis 4(i), there was a negative

correlation between (SDCS) Due Process and Teachers' feelings of (MBI) Depersonalization ($r = -.60$). As teachers' perception of satisfaction for Due Process increased, they were more likely to experience a decrease in Depersonalization. For Hypothesis 4(ii), there was a negative correlation between Discipline Policies (SDCS) and Teachers' feelings of Depersonalization ($r = -.58$). As teachers' perception of satisfaction for Discipline Policies increased, they were more likely to experience a decrease in Depersonalization. In reference to Hypothesis 4(iii), there was a negative correlation between Communication (SDCS) and Teachers' feelings of Depersonalization ($r = -.36$). As teachers' perception of satisfaction for Communication increased, they were more likely to experience a decrease in Depersonalization. For the above correlation statements, the opposite was also true (e.g., as teachers' Depersonalization decreased, their satisfaction with Due Process also decreased). The SDCS Satisfaction variables Due Process, Discipline Policies, and Communication were individually correlated with the remaining Satisfaction variables. These correlation coefficients are presented in Appendix M.

Table 3: School Discipline Climate Survey (SDCS) Satisfaction Variables with The Maslach Burnout Inventory (MBI) Correlation Coefficients

SDCS Satisfaction Variables	MBI Variables		
	Emotional Exhaustion	Depersonalization	Personal Accomplishment
Attendance Policies	-.21	-.50*	.35*
Discipline Policies	-.11	-.58*	.30
Training	-.14	-.43*	.16
Communication	-.16	-.36*	.19
Efficiency	-.30	-.61*	.49*
Parental Support	-.30	-.53*	.37*
Due Process	-.35*	-.60*	.41*
School Safety	-.42*	-.60*	.40*
Discipline Teamwork	-.17	-.56*	.41*
Learning Climate	-.45*	-.50*	.49*
Strategic Planning	-.26	-.34*	.09
Penalties/Consequences	-.28	-.57*	.38*
Instructional Management	-.25	-.52*	.38*

* = $p < .01$ Significance Level

Comparing MBI and PTO:

To examine the variables from the MBI and PTO, Pearson product-moment correlation coefficients were computed using a significance level of $p < .01$. The MBI variables showed significant correlation with some of the variables on the PTO. The coefficients for the MBI and PTO variables are reported in Appendix N. As stated in Hypothesis 5, there was a negative correlation between (MBI) Emotional Exhaustion and (PTO) Satisfaction with Teaching ($r = -.66$). As teachers' feelings of Emotional Exhaustion increased, they were more likely to experience a decrease in Satisfaction with Teaching. The reverse was also true for this statement (e.g., as teachers' feelings of

Emotional Exhaustion decreased, they were less likely to experience an increase in Satisfaction with Teaching).

The Emotionally Exhausted Educator

To obtain an image of what the emotionally exhausted educator would look like, with respect to Satisfaction (SDCS) and opinion (PTO), a discriminant function analysis was used. The sample was organized into two groups, one of Low Exhaustion and another of High Exhaustion, from the MBI scale for Emotional Exhaustion. Using Emotional Exhaustion as the dependent variable, the Satisfaction subscales (SDCS) and PTO scales as the independent variables, the discriminant function analysis revealed no Satisfaction variables as discriminators (see Appendix O). However, there were significant PTO variables that discriminated Low group from High group members (see Table 4).

Several PTO variables discriminated teachers in the Low group from those in the High group. When referring to Hypothesis 6, Low group mean values were greater than High group mean values for the following six variables: (1) Satisfaction with Teaching [Low group mean = 3.78, High group mean = 3.40], (2) Curriculum Issues [Low group mean = 3.55, High group mean = 3.10], (3) Teacher Status [Low group mean = 3.44, High group mean = 2.86], (4) Community Pressures [Low group mean = 3.31, High group mean = 2.65], (5) Teacher Load [Low group mean = 3.25, High group mean = 2.71], and (6) School Facilities and Services [Low group mean = 3.12, High group mean = 2.64]. People who experienced higher Emotional Exhaustion showed lower ratings for all six variables. Interestingly, the variables Teacher Rapport with Principal and Rapport

among Teachers did not discriminate. (Refer to Figure 1 for Seven Key Constructs of School Discipline Climate.)

Table 4: Means and Standard Deviations for the Purdue Teacher Opinionnaire (PTO) for High and Low Groups on the Emotional Exhaustion subscale of the Maslach Burnout Inventory.

PTO Variables	EMOTIONAL EXHAUSTION				Significance <i>p</i> < .01
	Low		High		
	Mean	SD	Mean	SD	
Teacher Rapport with Principal	3.17	.66	3.10	.69	.70
Satisfaction with Teaching	3.78	.15	3.40	.04	.00
Rapport among Teachers	3.41	.53	3.27	.42	.30
Teacher Salary	2.98	.65	2.63	.46	.02
Teacher Load	3.25	.50	2.71	.63	.00
Curriculum Issues	3.55	.53	3.10	.61	.01
Teacher Status	3.44	.60	2.86	.37	.00
Community Support of Education	3.43	.78	3.12	.50	.09
School Facility and Services	3.12	.66	2.64	.57	.01
Community Pressures	3.31	.36	2.65	.61	.00

Additional findings for Discipline Policies (SDCS)

The Discipline Policies variable from the SDCS was significantly correlated with seven PTO variables. These variables were: Teacher Rapport with Principal ($r = .66$), Rapport Among Teachers ($r = .58$), Community Support of Education ($r = .51$), Teacher Salary ($r = .50$), School Facilities and Services ($r = .44$), Teacher Load ($r = .43$), and Teacher Status ($r = .41$). Subjects who reported satisfaction with Discipline Policies were more likely to experience satisfaction with these variables. No significant correlation was revealed for Satisfaction with Teaching, Curriculum Issues, and Community Pressures. These variables did not have a significant relationship to teachers' satisfaction with discipline policies.

Additional findings for Communication (SDCS)

The Communication variable from the Satisfaction subscale (SDCS) was correlated with variables from the PTO. The results from this analysis revealed the following seven significant coefficients: Teacher Rapport with Principal ($r = .77$), Teacher Salary ($r = .56$), Teacher Status ($r = .56$), School Facilities and Services ($r = .54$), Community Support of Education ($r = .51$), Teacher Load ($r = .43$), and Rapport Among Teachers ($r = .43$). It seems that a large number of these PTO variables have a direct relationship with Communication. No significant correlation occurred with the remaining PTO variables Curriculum Issues, Satisfaction with Teaching, and Community Pressures.

Additional findings for Due Process (SDCS)

The Due Process variable, from the Satisfaction subscale (SDCS), was examined with respect to the PTO variables. Due Process was significantly correlated with the following six PTO variables: Teacher Rapport with Principal ($r = .61$), Teacher Salary ($r = .59$), Community Support of Education ($r = .58$), Teacher Load ($r = .57$), Teacher Status ($r = .57$), and Satisfaction with Teaching ($r = .36$).

Additional findings for Teacher Rapport with Principal (PTO)

On the PTO, the Teacher Rapport with Principal variable was significantly correlated with all thirteen Satisfaction subscale variables (SDCS). Twelve of these variables had correlation coefficients greater than 0.5 (see Appendix L). The remaining thirteenth variable, Learning Climate, had a correlation coefficient of ($r = .39$).

Correlations between Teacher Rapport with Principal (PTO) and MBI variables had a variety of results. Teacher Rapport with Principal was significantly correlated with Personal Accomplishment ($r = .39$) and Depersonalization ($r = -.50$) but not with Emotional Exhaustion. The relationship between Teacher Rapport with Principal and Personal Accomplishment suggests that as Teacher Rapport with Principal increased, their feelings of Personal Accomplishment increased as well. Similarly, as Teacher Rapport with Principal increased, feelings of Depersonalization decreased. The Teacher Rapport with Principal variable and the remaining PTO variables were examined and the correlations were presented in Appendix P.

CHAPTER IV

DISCUSSION

School Discipline Climate Views:

The first hypothesis for this research was that teachers would show a lower Satisfaction rating than Importance rating on the School Discipline Climate Survey. The data gathered in this study revealed that there was a significant difference in these perceptions. School Discipline Climate Survey (SDCS) variables showed higher ratings on the Importance subscale than on the Satisfaction subscale. This discrepancy suggested that teachers were dissatisfied with their present school's discipline climate.

Discrepancy Scores (SDCS):

Teachers' School Discipline Climate Survey (SDCS) Satisfaction subscale scores were lower than their Importance subscale scores. The (SDCS) variable Efficiency had the greatest discrepancy score. It would seem that teachers were most dissatisfied with the efficiency of their school's discipline system. Such issues surrounding this variable include: how referrals to the disciplinarian were processed in a timely manner, how referrals to the disciplinarian were processed according to policy, and how disciplinary actions conveyed support to staff members. As a measure to improve teachers' satisfaction with efficiency, school administrators could survey teachers' opinions of school discipline efficiency and discuss their concerns at staff meetings. Teachers' level of satisfaction with discipline efficiency could contribute to their overall job satisfaction.

The SDCS variable Learning Climate, had the lowest discrepancy score between the Importance and Satisfaction subscales. Teachers perceived this variable with the least

dissatisfaction. Issues surrounding Learning Climate included: how school and classroom climate support learning, how 'good' teaching practices minimize discipline problems, that students discuss classroom rules with their teachers, and that students are involved in establishing such rules. Although Learning Climate had the lowest discrepancy score, teachers still perceived this variable with dissatisfaction. Possible strategies to address this discrepancy may include school boards offering professional development workshops for their teachers and school administrators discussing their expectations of appropriate learning climates for the school and classroom.

All of the SDCS variables were generally separated into two groups, those with discrepancy scores above 1.0 and those below. Seven SDCS variables had discrepancy scores above 1.0. These variables were: Efficiency, Due Process, School Safety, Discipline Policies, Parental Support, Communication, and Training. This group of variables represented those that had greater dissatisfaction for teachers. These variables gave a sense of what might be of most concern for teachers regarding their schools' discipline climate. As suggestions for improvement, Williams (2000) recommended avoiding unclear discipline policies and uneven enforcement of disciplinary consequences or Due Process to maintain a healthy climate. A school's climate can influence both the teachers and the students on professional and academic levels (Van der Sijde, 1988).

The remaining six other SDCS variables had discrepancy scores below 1.0. These variables were: Penalties/Consequences, Discipline Teamwork, Attendance Policies, Strategic Planning, Instructional Management, and Learning Climate. Although teachers were still dissatisfied with these variables, their discrepancy scores were nominal.

Teachers may have perceived these variables with less regard because other discipline issues were more significant.

Importance Subscale:

On the Importance subscale, School Safety had the highest mean value. It appeared that this variable was perceived by teachers as the most significant characteristic of a school's discipline climate. Issues associated with School Safety include: consideration that the school environment was safe, serious or chronic offenders were effectively handled, and teachers felt adequate administrative support in minimizing serious or chronic student offences.

When a school was perceived as unsafe, worry and concern for personal safety interfered with effective teaching and learning (Kadel, Watkins, Follman, & Hammond, 1999). Teachers with this perception may feel stressed and reluctant to offer additional assistance outside of regular class hours, affecting tutoring and extracurricular activities. Students may also feel a sense of insecurity if serious offences, such as bullying and assault, were not dealt with effectively. Discipline Policies, Communication, Parental Support, and Due Process had high mean values on the Importance subscale. Teachers viewed these variables with high Importance.

Teachers reported Discipline Policies as significant contributors to the perception of a safe and disciplined school. Characteristics associated with this variable included: discipline policies were appropriate, discipline policies were effective, and discipline policies were understood by teachers, students, and parents. A school's discipline system

can be perceived as ineffective and dysfunctional without practical discipline policies. Here lies the need to implement the School Discipline Climate Survey.

Teachers perceived the Communication variable as important to their school's discipline climate. Issues associated with this variable were the communication networks between administration, staff, students, and parents. Such networks were vital to a school's discipline climate since all key members had correspondence with each other for the betterment of student education. The parent group of these members play a key role in this network since their support of school policies could be expressed in the home. Perhaps for this reason, teachers distinguished the Parental Support variable with high importance.

The Parental Support variable had a high mean value on the Importance subscale. Teachers perceived this variable as important to their school's discipline climate. Issues surrounding this variable included: parental support of a disciplined school, parental cooperation with school officials, and parental involvement in discipline effectively reduced problems in the classroom. A school's discipline system that lacked parental support could have a negative impact on discipline climate. Students need support from parents in all aspects of their education.

A lack of parental support for school discipline policies may leave the school with students who do not respect rules and regulations. Such circumstances may increase the occurrence of discipline problems. In fact, there's research indicating the importance of parental support. For example, in a study at the Texas School's Safety Center (1999) it was noted that when parents and students signed a copy of the school's discipline policy, it reduced the occurrence of disciplinary problems thereafter. Furthermore, Becher

(1984) found that the support of parents was vital to the educational process. His data indicated that school administrators who perceived a lack of parental support could inform parents of their important roles by: distributing newsletters, hosting seminars with key speakers, and inviting them to Parent Administrative Council (PAC) meetings. In the event that a student's parents are separated, efforts need to be made to ensure both parents are informed of school proceedings. The focus of these efforts would be to discuss the benefits of parental support to a child's education.

In addition, the Due Process variable also had a high mean value on the Importance subscale. This variable was perceived by teachers as important. Factors associated with this variable were: teachers, students, and parents believing that everyone involved in discipline matters was treated fairly and consistently and teachers could rely on disciplinary consequences being consistently enforced by school administrators.

Inconsistencies in a discipline system could lose the support of staff, students, and parents. This may leave a school with an unhealthy discipline climate and apathetic staff members. These staff members may choose not to enforce discipline policies nor follow procedures due to their lack of confidence in the system. Principals, teachers, and selective students can discuss their opinions regarding Due Process and its policy / procedure development.

Satisfaction Subscale:

On the Satisfaction subscale, several variables received low mean values. Five of these variables included: School Safety, Discipline Policies, Communication, Parental Support, and Due Process. Teachers interpreted these variables with low satisfaction.

This dissatisfaction may have contributed to lower teacher morale and job satisfaction, possibly affecting student learning and achievement. It would be important for school administrators to be informed of their staff's satisfaction for these variables so that they could implement measures to improve or maintain it. Such measures may include in-service training for classroom skills, stress management, and career enrichment through observing other educational settings.

The lowest mean value on the Satisfaction subscale was Efficiency. This variable also had the largest discrepancy range, with higher Importance than Satisfaction values. Teachers perceived the most dissatisfaction with this variable. School administrators may consider investigating possible causes for this dissatisfaction to improve the efficiency of their discipline system. Improving its efficiency would most likely improve teachers' satisfaction. To assist in this process, administrators could ask teachers their opinions of how the efficiency of the discipline system can be changed or modified.

Comparing Importance and Satisfaction:

Importance variables and Satisfaction variables were compared to reveal interesting relationships between them. As stated, Importance variables had higher mean values than Satisfaction variables. Teachers perceived discipline climate variables with higher importance than satisfaction. This perception resulted in an overall dissatisfaction for teachers. This perceived dissatisfaction was likely to contribute to lower job satisfaction. Goodwin (1987) found that teachers who experienced low job satisfaction hindered their students' learning and achievement.

One interesting relationship occurred with the School Safety variable. It had the highest mean value on the Importance subscale but a low value on Satisfaction. Teachers were dissatisfied with School Safety. School board officials and school administrators could investigate this relationship by discussing the issue with their teachers at a board meeting. Here, teachers could have an opportunity to explain why they feel dissatisfied with School Safety and suggest policy changes to improve their satisfaction. This action may lead to questioning students about their perceptions of school safety as well.

Other variables with high rankings on the Importance subscale with lower rankings on Satisfaction were: Due Process, Discipline Policies, Parental Support, and Communication. Consequently, these variables had high discrepancy scores. Due Process, Discipline Policies, Parental Support, and Communication may provide information regarding areas of weakness or deficiencies in a school's discipline climate since teachers were particularly dissatisfied with them. The Efficiency variable also ranked high on the Importance subscale but it was ranked the lowest on Satisfaction. Teachers were not satisfied with the efficiency of their school's discipline system. This lack of satisfaction may lead to teachers disregarding discipline policies and procedures because they perceive them as inefficient.

Satisfaction as a Correlate of Opinion and Burnout:

The SDCS Satisfaction subscale variable Due Process was examined with respect to variables from the PTO (Refer to Table 2, p. 43). Due Process was significantly correlated with several PTO variables. As stated in Hypothesis 2 (there will be a positive correlation between Due Process and Satisfaction with Teaching) results showed that Due

Process was significantly correlated with the PTO variable Satisfaction with Teaching. When teachers' level of satisfaction for Due Process increased so did their level of satisfaction for the variable Satisfaction with Teaching (PTO). The reverse of this statement was also true. The correlation between these two variables may be related to how students were disciplined by school administrators. Teachers may feel devalued or frustrated when poorly behaved students were not disciplined according to policies. School administrators might consider discussing student discipline matters directly with the teachers affected by the behaviour infractions.

Other significant correlations emerged between the variables on the SDCS and the PTO. (Refer to Table 2, p. 43). As stated in Hypothesis 3(i), there was a positive correlation between SDCS variable Communication and PTO variable Teacher Rapport with Principal. As teachers' satisfaction with Communication increased, their satisfaction with Teacher Rapport with Principal also increased. Therefore, teachers who were able to discuss their concerns or difficulties with their principal, perceived greater satisfaction for Communication. This may have accounted for Teacher Rapport with Principal's significant correlation with all thirteen Satisfaction variables. If teachers had good rapport with their principal, it may have made it easier for them to communicate their concerns for all these variables. Communication had the highest correlation coefficient for Teacher Rapport with Principal.

In reference to Hypothesis 3(ii), there was a positive correlation between Discipline Policies and Teacher Rapport with Principal. When teachers' satisfaction with Discipline Policies increased so did their satisfaction with Teacher Rapport with Principal. For Hypothesis 3(iii), there was a positive correlation between Due Process

and Teacher Rapport with Principal. As teachers' satisfaction with Due Process increased, their satisfaction with Teacher Rapport with Principal also increased. For the above correlation statements, the opposite was also true. These two variables, Discipline Policies and Due Process, had their highest correlation with Teacher Rapport with Principal. As teachers' rapport with their principal improved, satisfaction with Discipline Policies and Due Process increased. If teachers had good rapport with their principals, they may have been more willing to voice their concerns for Discipline Policies and Due Process. However, the opposite situation would also be possible, meaning, teachers who were satisfied with Discipline Policies and Due Process may gravitate toward better rapport with their principal. Principals should try to maintain good rapport with their staff and encourage communication of discipline issues.

Comparing SDCS and MBI:

The SDCS Satisfaction variables showed significant correlation with some of the variables on the MBI. The coefficients for the Satisfaction subscale (SDCS) and the MBI are reported in Table 3 (p. 46). As stated in Hypothesis 4(i), there was a negative correlation between (SDCS) Due Process and Teachers' feelings of (MBI) Depersonalization. As teachers' perception of satisfaction for Due Process increased, they were more likely to experience a decrease in Depersonalization. For Hypothesis 4(ii), there was a negative correlation between Discipline Policies (SDCS) and Teachers' feelings of Depersonalization. As teachers' perception of satisfaction for Discipline Policies increased, they were more likely to experience a decrease in Depersonalization. In reference to Hypothesis 4(iii), there was a negative correlation between

Communication (SDCS) and Teachers' feelings of Depersonalization. As teachers' perception of satisfaction for Communication increased, they were more likely to experience a decrease in Depersonalization. For the above correlation statements, the opposite was also true (e.g., as teachers' satisfaction with Depersonalization decreased, their satisfaction with Due Process also decreased). Teachers who experienced Depersonalization had negative feelings and callous attitudes toward their students. As teachers perceive school Discipline Policies as more appropriate and effective, Communication networks as useful and supportive among the school community, and Due Process of discipline matters as fair and consistent, their feelings of Depersonalization decreased.

Teachers need to maintain their satisfaction with Discipline Policies, Communication, and Due Process. Such efforts could help avoid the development of Depersonalization with students. If perceived feelings of Depersonalization continued to increase, then teachers may also be in jeopardy of experiencing burnout, with the potential of leaving the profession. Teachers and school administrators should be proactive in identifying related feelings of Depersonalization through the use of burnout surveys or professional services (i.e., counselling). Exploring the conditions that may improve teacher satisfaction with Discipline Policies, Communication, and Due Process would be a proactive measure of possibly alleviating Depersonalization.

Reducing Depersonalization may lead to higher student learning and achievement, since teachers would likely be experiencing greater job satisfaction and morale. Stenlund (1995) revealed that student learning and responsiveness contributed to greater job satisfaction for teachers. Likewise, Petracco (2000) found teachers with high morale had

more self-confidence and promoted positive attitudes and expectations about teaching and student learning. If teachers become subjected to feelings of Depersonalization, then their students' learning could potentially be hindered.

Comparing MBI and PTO:

MBI variables showed significant correlation with some of the variables on the PTO. The coefficients for the MBI and PTO variables are reported in Appendix N. As predicted in Hypothesis 5, there was a negative correlation between (MBI) Emotional Exhaustion and (PTO) Satisfaction with Teaching. As teachers' feelings of Emotional Exhaustion increased, they were more likely to experience a decrease in Satisfaction with Teaching. The reverse was also true for this statement (e.g., as teachers' feelings of Emotional Exhaustion decreased, they were less likely to experience an increase in Satisfaction with Teaching). Using the MBI to survey teachers' levels of Emotional Exhaustion could be a means of reducing the risks of occupational burnout. Principals attempting to maintain a positive school climate could also assist in raising job satisfaction and reducing Emotional Exhaustion for teachers. Informing staff of self-help agencies for counselling/social work would be another strategy of heightening the awareness of Emotional Exhaustion and low job satisfaction. Although some of these implications require extensive effort, teachers, and consequently their students, could benefit greatly by them.

The Emotionally Exhausted Educator:

A discriminant function analysis was used on the MBI scale for teachers in high and low groups of Emotional Exhaustion. The discriminant function analysis revealed no Satisfaction variables as discriminators. However, there were significant PTO variables that discriminated Low group from High group members. Although several PTO variables discriminated these Low and High group members from one another, the condition of Emotional Exhaustion, associated with burnout, was perceived as a complex phenomenon, defined by a wide variety of characteristics.

Several PTO variables discriminated teachers in the Low group from those in the High group. In response to Hypothesis 6, low group mean values were greater than High group mean values for the following six variables: Satisfaction with Teaching, Curriculum Issues, Teacher Status, Community Pressures, Teacher Load, and School Facilities and Services. Teachers who experienced low Emotional Exhaustion showed higher ratings for these variables. Conversely, teachers who experienced high Emotional Exhaustion showed lower ratings for these variables. Interestingly, Teacher Rapport with Principal, Rapport among Teachers, Teacher Salary, and Community Support of Education did not discriminate.

When investigating the six discriminating variables, three presented a curious relation to the Low and High groups of Emotional Exhaustion. These variables were: Curriculum Issues, Community Pressures, and Teacher Load. While High group members experienced higher Emotional Exhaustion, they perceived Curriculum Issues, Community Pressures, and Teacher Load with lower mean values. One may anticipate that teachers who were experiencing higher Emotional Exhaustion would perceive higher

mean values for these three variables. This was not the case. It may be difficult to speculate why these results occurred without further investigation. However, these lower mean values may show that high emotionally exhausted teachers were less concerned with these variables. This lack of concern would be characteristic of teachers experiencing Emotional Exhaustion.

Factors associated with the Curriculum Issues variable were teachers' reactions to school program adequacy in meeting student needs, how these programs provide for individual differences, and preparing students for effective citizenship. The Community Pressures variable directed attention to community expectations with respect to teachers' personal standards, their participation in outside-school activities, and their freedom to discuss controversial issues in the classroom. The Teacher Load variable dealt with such matters as record-keeping, clerical work, community demands on teachers' time, extra-curricular load, and keeping up-to-date professionally.

The other three variables, Satisfaction with Teaching, Teacher Status, and School Facilities and Services, had more predictable relations with High and Low group members of Emotional Exhaustion. Teachers who experienced high Emotional Exhaustion perceived the variable Satisfaction with Teaching with low scores. Teachers who were emotionally exhausted had lower satisfaction for their careers. These teachers also perceived themselves with a lower status in their community and lower levels of adequacy for their school's facilities and services. Conversely, teachers who had low Emotional Exhaustion were satisfied with their careers, enjoyed their status as professionals, and were pleased with their school's facilities and services.

Issues surrounding the variable Satisfaction with Teaching included teacher relationships with students and feelings of career satisfaction. Teachers who perceived this variable with high scores 'loved' to teach, felt competent in their careers, enjoyed their students, and believed in the future of teaching as an occupation. The variable Teacher Status involved perceived feelings of prestige, security, and benefits afforded by the profession. It also referred to the extent of how teachers felt as accepted members of the community. The variable School Facilities and Services regarded the adequacy of facilities, supplies, equipment, and the efficiency of obtaining required materials and services.

One could infer that emotionally exhausted teachers were overwhelmed by their job demands and depleted of emotional resources, leaving them with the inability to give of themselves at a psychological level. Those teachers who had experienced this condition were not satisfied with their careers. Teachers who perceived high emotional exhaustion experienced low satisfaction with teaching. Low job satisfaction was associated with teachers who did not enjoy teaching, had feelings of incompetence, disliked students, and believed there was no future in teaching as an occupation. Subjects with low job satisfaction may not be effective educators and hinder the learning process of their students. Mendel (1987) found that teachers with low job satisfaction had experienced a decrease in productivity and quality of teaching, depression, greater use of sick leave, efforts to leave the profession, and a cynical dehumanized perception of students. Due to these experiences, it would be important to assess the level of Emotional Exhaustion and job satisfaction for teachers because of the potential impact it could have on student learning. The practice of such measures could help maintain a

healthy learning environment for students while monitoring job satisfaction and burnout for teachers.

Additional findings for Discipline Policies (SDCS):

The Satisfaction subscale variable Discipline Policies was significantly correlated with several PTO variables (Refer to Table 2, p. 43). Some of these variables were: Rapport among Teachers, Teacher Salary, and Teacher Load. Subjects who reported satisfaction with Discipline Policies were more likely to experience satisfaction with these variables. Teachers who were satisfied with their school's discipline policies tended to have good rapport among colleagues. This association may have occurred since it is likely that teachers would want to work together to achieve and maintain discipline in their school.

The relation between Discipline Policies and Teacher Salary may have been a result of a healthier school climate. In this environment, teachers may have felt satisfied with their salaries and school discipline policies. If discipline policies were not effective in managing student behaviour, then teachers may have perceived their salary with less satisfaction. An increase to the frequency of discipline problems may contribute to an increase in work related stress.

Correlation with Teacher Load may have been the result of teachers perceiving Discipline Policies as effectively reducing behaviour problems with students. This reduction may have been viewed as a means of decreasing teachers' work load. When students are well behaved, teachers spend less time with discipline problems, therefore, more time could be available for other work responsibilities.

Additional findings for Communication (SDCS):

The Satisfaction subscale variable Communication was significantly correlated with variables from the PTO (See Table 2). Some of these PTO variables were: Teacher Salary, Teacher Load, and Rapport among Teachers. Teachers who perceived satisfaction with Communication were more likely to be satisfied with these variables. Subjects who were satisfied with Communication seemingly perceived their salaries as fair and equitable. This perception may have been a result of a healthy school environment that fostered efficient communication networks between teacher and principal, students, and parents.

Proposed reasons for the correlation between Communication and Teacher Salary may also be relevant for the correlation between Communication and Teacher Load. Efficient communication networks may help teachers complete work responsibilities more effectively, reducing the amount of time needed to finish tasks. Although not reducing Teacher Load, efficient communication may provide teachers with more time to complete daily responsibilities. This may have resulted in teachers' perceived satisfaction with Communication and Teacher Load.

Teachers who were satisfied with Communication were also satisfied with Rapport among Teachers. As teachers' satisfaction with Communication increased, their satisfaction with Rapport among Teachers also increased. This correlation likely occurred since teachers who had good rapport with their colleagues probably communicated often with them. Rapport among coworkers may be developed through good communication skills. Teachers who discuss professional and/or personal experiences with one another establish and develop communication networks. These

networks may provide an opportunity for colleagues to familiarize themselves and develop a sense of rapport with each other.

Additional findings for Due Process (SDCS):

Due Process was significantly correlated with other PTO variables. Two of these variables were Teacher Salary and Teacher Load. Teachers who perceived satisfaction with Due Process were satisfied with their salaries and work load. Conversely, teachers who were dissatisfied with Due Process perceived their salaries as inadequate and work load overwhelming.

Due Process was also significantly correlated with all three MBI variables. These variables were Emotional Exhaustion, Personal Accomplishment, and Depersonalization; the latter of which was discussed previously. Due Process was inversely related to Emotional Exhaustion and directly related to Personal Accomplishment. As teachers perceived more positive experiences regarding Due Process, their feelings of Emotional Exhaustion decreased. When teachers' satisfaction with Due Process increased, so did their associated feelings of Personal Accomplishment. If teachers perceived student disciplinary consequences as appropriate, then they may experience less stress and a greater sense of accomplishment in their careers.

As a measure to keep teachers' feelings of Personal Accomplishment high, principals may consider discussing the Due Process of discipline matters during staff meetings. Such an implication would require an atmosphere that encouraged communication and accepted constructive criticism. Another possible implication is including teachers in the Due Process of issuing disciplinary consequences for students.

Teachers would participate in the decision making process and have an opportunity to contribute their opinions and perspectives.

Additional findings for Teacher Rapport with Principal (PTO):

The Teacher Rapport with Principal variable involved teachers' feelings about their principal, their perception of his/her competency, interest in teachers and his/her work, ability to communicate, and skills in human relations. The Teacher Rapport with Principal variable was significantly correlated with all thirteen (SDCS) Satisfaction variables. It appears that Teacher Rapport with Principal had a considerable impact on teachers' perceptions of their school discipline climate.

The Teacher Rapport with Principal variable was correlated with the variables on the MBI. Teacher Rapport with Principal was significantly correlated with Personal Accomplishment and Depersonalization but not with Emotional Exhaustion. The latter may suggest that if teachers improved their rapport with their principal, it may not influence their state of emotional exhaustion. The relation between Teacher Rapport with Principal and Personal Accomplishment suggests that as Teacher Rapport with Principal increased, their feelings of Personal Accomplishment increased as well. This relation may have been the result of principals substantiating the importance of their teachers' work with students. However, the reverse situation could also be true. As teachers' sense of Personal Accomplishment increased, their perception of Teacher Rapport with Principal improved. If teachers perceived greater accomplishment in their careers, then they may feel more comfortable speaking to their principals.

Teacher Rapport with Principal and Depersonalization had an inverse relation. As Teacher Rapport with Principal increased, feelings of Depersonalization decreased. This relation may have been the result of principals developing healthy communication networks with their teachers, possibly reducing Depersonalization. Teachers could have also contributed to this relation by avoiding their principals when they experienced Depersonalization. Principals and teachers should consider maintaining healthy communication networks amongst themselves as a possible means of reducing feelings of Depersonalization.

Furthermore, teachers may consider the rapport with their principal as an avenue toward experiencing satisfaction with their school's discipline climate. A principal's ability to create a positive school climate can affect teacher job satisfaction and morale (Washington & Watson, 1986). Mendel (1987) found that maintaining a healthy rapport between principals and staff was likely to lead to greater job satisfaction for teachers, resulting in higher student achievement. When teachers experience higher job satisfaction, they created a positive learning environment, promoting greater achievement for students (Ellenburg, 1972).

Limitations of the Design:

The following concerns, regarding study limitations, were taken into consideration when interpreting the findings of this research. One limitation involved teachers' lack of participation and another involved principals withholding permission to use their schools. These limitations reduced the sample size of the study. Another limitation concerned teachers who responded to the surveys from those who did not.

Teachers who decided to participate may have had a less favourable opinion of their school's discipline climate and consequently felt compelled to complete the surveys.

Whereas, teachers who were satisfied with their school's discipline climate may not have been motivated to express their opinion and decided not to participate. As well, some teachers may have been experiencing symptoms of burnout and therefore too lacked the concern and motivation to complete the surveys. A potential threat in the work environment existed for subjects who experienced distractions while trying to complete the surveys. These limitations were considered when evaluating the data.

Inconsistencies among principals, in regard to management techniques, leadership styles, and years of experience, were other recognized limitations. Such inconsistencies were not perceived as severe threats since these principals had to satisfy the same hiring requirements for their highly skilled positions.

Teachers' personal characteristics were also viewed as a limitation. These characteristics were related to an individual's life experiences. For example, if a teacher was assaulted at work, then his/her perception of school safety would likely differ from those who were not. This limitation was not perceived as a serious threat since life experiences were not likely to be homogeneous among respondents.

In order to eliminate data collector bias or threats to testing, the surveys were scored and ranked by electronic means. Careful attention was given to provide reasonable uniformity in the administration and completion of surveys. Every effort was made to ensure that subjects completed the surveys during the specified time frame.

These measures helped to limit the influence of extraneous variables, such as political

and world events and issues regarding teacher unions, principal associations, and school boards.

Another limitation was the lack of opportunity for the researcher to provide direct assistance to subjects for survey completion. The interpretation of survey terminology can influence responses. This could affect the validity of the instrumentation. As an attempt to control for this, the subjects were provided with a phone number for any questions or concerns.

Although perceived as an uncommon event, it was possible for teachers and principals to be hired, or transferred, throughout the school year. Such circumstances presented a reliability threat to the study's data if subjects were assessing their school's discipline climate without having adequate time or opportunity to witness its effectiveness. Two filtering questions were included in the demographic survey to address this concern (see Appendix B, questions 7 & 8). Nevertheless, these circumstances occurred infrequently and were not viewed as a serious threat to the study.

Conclusion:

Many important findings were revealed from the research. Seven of these findings were as follows: (1) SDCS Satisfaction subscale mean values were significantly lower than Importance mean values, (2) the SDCS variables Efficiency and Learning Climate had the greatest and least discrepancy ranges, respectively, (3) School Safety had the highest and Strategic Planning had the lowest mean values from the Importance subscale; (4) on the Satisfaction subscale, Instructional Management had the highest and Efficiency had the lowest mean values, (5) all thirteen Satisfaction subscale variables

were significantly correlated with Teacher Rapport with Principal (PTO) and Depersonalization (MBI), (6) Teacher Rapport with Principal had the greatest correlation coefficients with Communication, Discipline Policies, and Due Process (respectively), in addition, these three variables emerged from the Literature Review as pertinent variables to the study, and (7) using Emotional Exhaustion (MBI) as the dependent variable, a discriminant function analysis revealed no Satisfaction variables as discriminators, however, six PTO variables discriminated Low group members from High group members: Satisfaction with Teaching, Curriculum Issues, Teacher Status, Community Pressures, Teacher Load, and School Facilities and Services.

A school's discipline climate creates an atmosphere among principals, teachers and students that instills a sense of perceived order, safety, and limitation. Ineffective discipline policies and procedures alter this atmosphere and perception. When this perception is altered, teachers and students are prevented from meaningful teaching and learning (Kadel, Watkins, Follman, & Hammond, 1999). A school's discipline climate then becomes the focus for investigation. An appraisal of a school's discipline program can reveal components of policies and procedures that require improvement and modification. Such action can help maintain a healthy discipline climate.

In a school with a healthy discipline climate, teachers may experience greater job satisfaction, self-worth as professionals, and a lower occurrence of burnout. Teachers who have high job satisfaction are motivated and teach with more enthusiasm, resulting in higher student learning and achievement (Mendel, 1987).

When a school's discipline climate is not monitored, discipline practices may become ineffective and problematic to the school. If students perceive their school's discipline climate as passive and unstructured, then there is little to deter them from choosing to misbehave. Student behaviour can be a significant cause of stress for teachers. If teachers perceive their school's discipline policies as ineffective, then their job satisfaction may decrease, affecting their quality of instruction, motivation, and consequently student learning. School administrators need to discuss with teachers their perceived importance of and satisfaction with school discipline policies and procedures.

School administrators may benefit from a healthy discipline climate by experiencing greater harmony among staff and parents. When discipline problems arise, teachers, students, and parents can expect to follow a prescribed course of action within their school, to eliminate premature recourse with school board officials. School administrators can help to increase teachers' job satisfaction by collaboratively working together with their staff to improve discipline climate.

Conclusion Summary:

Seven important findings from the research;

1. SDCS Satisfaction subscale mean values were significantly lower than Importance mean values.
2. The SDCS variables Efficiency and Learning Climate had the greatest and least discrepancy ranges, respectively.
3. School Safety had the highest and Strategic Planning had the lowest mean values from the Importance subscale.
4. On the Satisfaction subscale, Instructional Management had the highest and Efficiency had the lowest mean values.

5. All thirteen Satisfaction subscale variables were significantly correlated with Teacher Rapport with Principal (PTO) and Depersonalization (MBI).
6. Teacher Rapport with Principal had the greatest correlation coefficients with Communication, Discipline Policies, and Due Process (respectively). As well, these three variables emerged from the Literature Review as pertinent variables to the study.
7. Using Emotional Exhaustion (MBI) as the dependent variable, a discriminant function analysis revealed no Satisfaction variables as discriminators, however, six PTO variables discriminated Low group members from High group members: Satisfaction with Teaching, Curriculum Issues, Teacher Status, Community Pressures, Teacher Load, and School Facilities and Services.

CHAPTER V

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CHAPTER VI

APPENDIXES

APPENDIX A

Definition of Terms:

For the purpose of this proposal, the following terms are defined as follows:

Job Satisfaction; a state of mind determined by the extent to which the individual perceives his/her job-related needs being met.

Burnout; feelings of failure and exhaustion resulting from excessive demands on a person's energy with insufficient reward for the effort; a psychological distancing from work; a crisis in self-efficacy.

School Discipline; is the attempt to ensure a safe and peaceful environment in which to learn and work.

School Discipline Climate; is the atmosphere in a school which attempts to facilitate an orderly, safe, and peaceful environment in which to learn and work. It is created by the practice of discipline policies and procedures and their effectiveness. The perceived notion of how disciplinary action and policy is executed.

Teacher Morale; is a feeling, a state of mind, a mental/emotional attitude that teachers experience regarding their profession, including the work environment and conditions. These feelings are based on how the teacher perceives him/herself in the education system and how this system meets his/her needs and expectations. It is demonstrated through the professional interest and enthusiasm that a teacher displays toward the achievement of individual and group goals. With these characteristics, morale may be conceived of as a continuous- multidimensional variable. What was important for morale was what the person believed and felt, rather than the working conditions perceived by others.

School Climate; is used to describe the current atmosphere in the school; how students, staff and the community feel about the school in terms of its physical and psychological environment. It is a complex combination of beliefs, values, and attitudes that permeate the school and affect the feelings and behaviours of everyone in the school community.

Positive School Climate; creates and supports motivation and morale of staff and students. Common areas regarding a positive school climate include: a safe and orderly environment; a clear mission statement with appropriate levels of planning and action; instructional leadership and balanced administration; high expectations for student social and academic achievement; parent and student involvement; and high teacher morale.

Peer Mediation Conflict Resolution Program; is an alternative to traditional disciplinary practices (i.e. detention, suspension). It is a structured process that enables two disputing students to discuss and resolve their problem with the assistance of a pair of neutral peers, ending in a written contract.

Teacher efficacy; teacher perceived self-efficacy in classroom management as teachers' beliefs in their capabilities to organize and execute the courses of action required to maintain classroom order.

APPENDIX B

Demographic Survey:

Please respond to the following items by entering the appropriate data or placing a check mark in the appropriate blank. Mark only ONE response for each item. For teachers working in a rotary system, please refer to your homeroom class.

Note: Surveys are identified by School Community category and classification only.
All responses will be treated with confidentiality.

1. My gender is Female Male
2. My age is between: 21-30 31-40 41-50 51-60 61 +
3. Years of teaching experience _____.
4. Highest level of education Bachelor degree
 Master degree
 Doctorate
 Educational specialist
 Other (please specify: _____)
5. My current school's student population is less than 500
 between 500 and 1000
 more than 1000
6. My school is located within a city Yes No
(For this study, a city is defined as an urban area with a population greater than 100,000)

Remaining questions are not relevant to French, Early Literacy, or SERT teachers.

7. I am currently teaching grade _____, at the Primary level.
 Junior
 Intermediate
8. My current class size is _____.
9. Number of students with exceptionalities (excluding gifted) in classroom are _____.
10. I teach in a 'Portable' classroom (detached from main building) Yes No
(If shared classrooms, where do you spend most of your time teaching?)
11. How long have you been teaching your current grade level _____.
12. My previous grade level(s) taught with *current* school board are:
(Please follow each grade level with a "c" if taught within a city and indicate the number of years taught. Example: Gr.8 c 2 yrs.)

APPENDIX C

School Discipline Climate Survey (SDCS):

School Discipline Climate Survey

The purpose of this survey is to obtain your perceptions about the *importance* of various aspects of the school's discipline program. It is also a chance for you to rate your current level of *satisfaction*.

INSTRUCTIONS: For each of the statements, use the following scale.

Importance		Satisfaction	
		5 = Very important → 1 = Very unimportant	
High	Low	High	Low
54321	I. Attendance Policies	54321	
54321	1. Attendance policies are appropriate.	54321	
54321	2. Attendance policies are effective.	54321	
54321	3. Attendance policies are understood by teachers.	54321	
54321	4. Attendance policies are understood by parents.	54321	
54321	5. Attendance policies are understood by students.	54321	
54321	6. Attendance policies are enforced.	54321	
	II. Discipline Policies		
54321	7. Discipline policies are appropriate.	54321	
54321	8. Discipline policies are effective.	54321	
54321	9. Discipline policies are understood by teachers.	54321	
54321	10. Discipline policies are understood by parents.	54321	
54321	11. Discipline policies are understood by students.	54321	
	III. Training		
54321	12. The staff systematically identifies discipline training needs.	54321	
54321	13. Local discipline inservice activities are effective.	54321	
54321	14. Staff members use discipline training in order to prevent problems.	54321	
	IV. Communication		
54321	15. Communication is effective between the disciplinarian(s) and the staff.	54321	
54321	16. Communication is effective between the disciplinarian(s) and the students.	54321	
54321	17. Communication is effective between the disciplinarian(s) and the parents.	54321	
	V. Efficiency		
54321	18. Referrals to the disciplinarian are processed in a timely manner.	54321	

School Discipline Climate Survey (SDCS) continue:

School Discipline Climate Survey (cont.)

Importance		Satisfaction	
High Low		High Low	
5 = Very important → 1 = Very unimportant			
54321	19. Referrals to the disciplinarian are processed according to policy.	54321	
54321	20. Disciplinary actions convey support to staff members.	54321	
VI. Parental Support			
54321	21. Parents generally are supportive in operating a well-disciplined school.	54321	
54321	22. Parents who are contacted by the school about discipline problems cooperate with school officials.	54321	
54321	23. Parent involvement in discipline is effective in limiting day-to-day problems in the classroom.	54321	
VII. Due Process - Consistency/Fairness			
54321	24. Students believe that "due process" is given to everyone involved in discipline matters, ensuring consistency.	54321	
54321	25. Staff members believe that "due process" is given to everyone involved in discipline matters, ensuring consistency.	54321	
54321	26. Parents believe that "due process" is given to everyone involved in discipline matters, ensuring consistency.	54321	
54321	27. Staff members can count on the specified consequences being consistently enforced by school officials.	54321	
VIII. School Safety			
54321	28. The school environment is considered safe.	54321	
54321	29. Serious or chronic offenders are effectively handled.	54321	
54321	30. Teachers feel adequate administrative support in minimizing serious or chronic student offenses.	54321	
IX. Discipline Teamwork			
54321	31. Teachers understand their role in discipline by handling minor offenses.	54321	
54321	32. The staff cooperates to maintain schoolwide discipline.	54321	
54321	33. The disciplinarian intervenes appropriately when classroom offenses become serious.	54321	
X. Learning Climate			
54321	34. School and classroom climate support learning.	54321	
54321	35. Good teaching practices minimize discipline problems.	54321	
54321	36. Students discuss classroom discipline rules with each teacher.	54321	

School Discipline Climate Survey (SDCS) continue:

School Discipline Climate Survey (cont.)

Importance		Satisfaction
High Low		High Low
5 = Very important → 1 = Very unimportant		
54321	37. Students are involved in establishing rules.	54321
	XI. Strategic Planning	
54321	38. Annual discipline improvement goals are identified and used as a guide to planning improvement strategies.	54321
54321	39. Teachers' concerns help establish annual discipline improvement strategies.	54321
54321	40. Students' concerns help establish annual discipline improvement strategies.	54321
54321	41. Parents' concerns help establish annual discipline improvement policies.	54321
	XII. Penalties/Consequences	
54321	42. Specified consequences for misbehavior are effective.	54321
54321	43. Standards for acceptable behavior are known to students.	54321
54321	44. Specific classroom rules are known by students.	54321
54321	45. School rules and regulations are known by students.	54321
54321	46. Teaching classroom behavior standards for acceptable behavior and penalties for misconduct are a part of the curriculum and instruction.	54321
54321	47. Instructors can voice disagreement with the penalties of consequences imposed by the disciplinarian.	54321
	XIII. Instructional Management	
54321	48. Teachers and students have positive interpersonal relationships.	54321
54321	49. Guidance/counseling support helps intervene so discipline problems are resolved.	54321
54321	50. Promoting positive self-esteem is a conscious goal of teachers and staff.	54321
54321	51. Academic learning problems are resolved so discipline problems are minimized.	54321
54321	52. The staff directly encourages self-motivation and personal/ social responsibility.	54321
54321	53. Students are taught to resolve conflict.	54321
54321	54. Minor class disruptions are handled before they become major problems.	54321

Purdue Teacher Opinionnaire (PTO) continue.

DIRECTIONS FOR RECORDING RESPONSES ON OPINIONAIRE

Read each statement carefully. Then indicate whether you agree, probably agree, probably disagree, or disagree with each statement. Mark your answers in the following manner:

If you agree with the statement, completely fill in circle "A"

If you are somewhat uncertain, but probably agree with the statement, completely fill in circle "PA"

If you are somewhat uncertain, but probably disagree with the statement, completely fill in circle "PD"

If you disagree with the statement, completely fill in circle "D"

● PA PD D

A ● PD D

A PA ● D

A PA PD ●

USE A NO. 2 PENCIL ONLY

- 51. I enjoy working with student organizations, clubs, and societies
- 52. Our teaching staff is congenial to work with
- 53. My teaching associates are well prepared for their jobs
- 54. Our school faculty has a tendency to form into cliques
- 55. The teachers in our school work well together
- 56. I am at a disadvantage professionally because other teachers are better prepared to teach than I am
- 57. Our school provides adequate clerical services for the teachers
- 58. As far as I know, the other teachers think I am a good teacher
- 59. Library facilities and resources are adequate for the grade or subject area which I teach
- 60. The "stress and strain" resulting from teaching makes teaching undesirable for me
- 61. My principal is concerned with the problems of the faculty and handles these problems sympathetically
- 62. I do not hesitate to discuss any school problem with my principal
- 63. Teaching gives me the prestige I desire
- 64. My teaching job enables me to provide a satisfactory standard of living for my family
- 65. The salary schedule in our school adequately recognizes teacher competency
- 66. Most of the people in this community understand and appreciate good education
- 67. In my judgment, this community is a good place to raise a family
- 68. This community respects its teachers and treats them like professional persons
- 69. My principal acts as though he is interested in me and my problems
- 70. My school principal supervises rather than "snoopervises" the teachers in our school
- 71. It is difficult for teachers to gain acceptance by the people in this community
- 72. Teachers' meetings as now conducted by our principal waste the time and energy of the staff
- 73. My principal has a reasonable understanding of the problems connected with my teaching assignment
- 74. I feel that my work is judged fairly by my principal
- 75. Salaries paid in this school system compare favorably with salaries in other systems with which I am familiar

- 76. Most of the actions of students irritate me
- 77. The cooperativeness of teachers in our school helps make my work more enjoyable
- 78. My students regard me with respect and seem to have confidence in my professional ability
- 79. The purposes and objectives of the school cannot be achieved by the present curriculum
- 80. The teachers in our school have a desirable influence on the values and attitudes of their students
- 81. This community expects its teachers to meet unreasonable personal standards
- 82. My students appreciate the help I give them with their school work
- 83. To me there is no more challenging work than teaching
- 84. Other teachers in our school are appreciative of my work
- 85. As a teacher in this community my nonprofessional activities outside of school are unduly restricted
- 86. As a teacher, I think I am as competent as most other teachers
- 87. The teachers with whom I work have high professional ethics
- 88. Our school curriculum does a good job of preparing students to become enlightened and competent citizens
- 89. I really enjoy working with my students
- 90. The teachers in our school show a great deal of initiative and creativity in their teaching assignments
- 91. Teachers in our community feel free to discuss controversial issues in their classes
- 92. My principal tries to make me feel comfortable when he visits my classes
- 93. My principal makes effective use of the individual teacher's capacity and talent
- 94. The people in this community, generally, have a sincere and wholehearted interest in the school system
- 95. Teachers feel free to go to the principal about problems of personal and group welfare
- 96. This community supports ethical procedures regarding the appointment and reappointment of the teaching staff
- 97. This community is willing to support a good program of education
- 98. Our community expects the teachers to participate in too many social activities
- 99. Community pressures prevent me from doing my best as a teacher
- 100. I am well satisfied with my present teaching position

APPENDIX E

Negative items on the PTO:

The following question numbers identify the negative items from the Purdue Teacher Opinionnaire (PTO):

1	5	6	8	10	11	14	18	25	30	31	34	40
42	45	54	56	60	71	72	76	79	81	85	98	99

APPENDIX F

Maslach Burnout Inventory – Educator Survey:

SAMPLE ITEMS FOR THE
MASLACH BURNOUT INVENTORY

"Educators Survey"

by Christina Maslach, Susan E. Jackson, and Richard L. Schwab

Directions: The purpose of this survey is to discover how educators view their jobs and the people with whom they work closely.

Please read each statement carefully and decide if you ever feel this way about your job. If you have never had this feeling, write a "0" (zero) before the statement. If you have had this feeling, indicate how often you feel it by writing the number (from 1 to 6) that best describes how frequently you feel that way.

How Often:	0	1	2	3	4	5	6
	Never	A few	Once a	A few	Once a	A few	Every
	day	year or	times a	month	times a	week	times a
		less	month			week	
		less					

I. Depersonalization

5. I feel I treat some students as if they were impersonal objects.

II. Personal Accomplishment

9. I feel I'm positively influencing other people's lives through my work.

III. Emotional Exhaustion

20. I feel like I'm at the end of my rope.

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Letter of Permission to Principals continue:

(Reverse side)

Print Name: _____

Signature: _____

Date: _____

Elementary School: _____

Permission for School to participate in study: **Granted**
 Not at this time

Please place this form in the envelope provided. Upon receiving confirmation of your consent, the study's instrumentation, guidelines for completion, and how to return forms will follow.

APPENDIX J

Letter of Information to Teachers:

UNIVERSITY OF WINDSOR

LETTER OF INFORMATION

Title of Study: An observational study regarding teachers' perceptions of the importance and satisfaction with their school's discipline climate, relative to occupational burnout and job satisfaction

You are asked to participate in a research study conducted by Christopher W. Oneschuk, from the Faculty of Education, at the University of Windsor. The results of this research will contribute to a graduate thesis in partial fulfillment of the requirements for a degree of Master of Education.

If you have any questions or concerns about the research, please feel free to contact Faculty Supervisor Dr. L. Morton at 253-4232, extension 3800.

PURPOSE OF THE STUDY

The purpose of the study is to determine if there is a difference in teachers' perceptions with respect to the importance of and satisfaction with their school's discipline climate. These perceptions will be compared to responses regarding occupational burnout and job satisfaction. It is predicted that those who are more satisfied will experience lower burnout and higher job satisfaction.

PROCEDURES

If you volunteer to participate in this study, we would ask you to do the following things: provide written consent; return forms to investigator through school board courier; upon receiving instrumentation, complete surveys during specified time frame and use same courier to return surveys back to investigator. Completion of the instrumentation will take approximately twenty minutes and can be done so wherever the subject chooses.

POTENTIAL RISKS AND DISCOMFORTS

There are no foreseeable risks or discomforts for the subjects participating in this study.

POTENTIAL BENEFITS TO SUBJECTS AND/OR SOCIETY

The potential benefits for subjects expected from the research are: increase to job satisfaction, lower occurrence of burnout, greater productivity and enthusiasm toward their profession. Surveying teachers' perception of their school's discipline climate can reveal components in the system that may require change and improvement; benefiting both the subjects and the students they teach. The potential benefits to society expected from the research are: students experience greater learning and higher achievement, since teachers are eager to teach and have a positive perception on their careers.

PAYMENT FOR PARTICIPATION

The subjects will not receive payment for their participation in the study.

CONFIDENTIALITY

Any information that is obtained in connection with this study and that can be identified with you or your place of employment will remain confidential and will be disclosed only with your

Letter of Information to Teachers continue:

permission. Research data and consent forms will remain secure with the researcher to ensure confidentiality and subjects cannot be identified by their returned surveys. Information will not be released to any other party for any reason. The length of data retention will be five years.

PARTICIPATION AND WITHDRAWAL

You can choose to be in this study or not. If you volunteer to be in this study, you may withdraw at any time without consequences of any kind. You may also refuse to answer any questions you don't want to answer and still remain in the study. The investigator may withdraw you from this research if circumstances arise which warrant doing so. Such anticipated circumstances include but not limited to: surveys completed after the designated time frame for completion; or surveys with a high number of incomplete responses. Since surveys are not traceable to specific subjects, it would not be possible to provide subjects with the option of removing his/her data from the study.

FEEDBACK OF THE RESULTS OF THIS STUDY TO THE SUBJECTS

Research findings will be sent to participating schools via courier service and posted in staff rooms for referencing. Additional inquiries can again be addressed to the researcher's Supervisor: Dr. L. Morton, 253-4232, extension 3800.

RIGHTS OF RESEARCH SUBJECTS

You may withdraw your consent at any time and discontinue participation without penalty. This study has been reviewed and received ethics clearance through the University of Windsor Research Ethics Board. If you have questions regarding your rights as a research subject, contact:

Research Ethics Coordinator
University of Windsor
Windsor, Ontario
N9B 3P4

Telephone: 519-253-3000, ext. 3916
E-mail: ethics@uwindsor.ca

SIGNATURE OF INVESTIGATOR

These are the terms under which I will conduct research.

Signature of Investigator

Date

APPENDIX K

Letter of Support from Local Teachers' Union:

2004 03 25

Mr./Ms. (AAAAAAA)
Local Teachers' Union President
(AAAAA) (AA)
(A1A 1A1)

Dear (AAAAA) Members,

A fellow teacher, Christopher Oneschuk, has requested my support to promote his research regarding School Discipline Climate. Christopher is a graduate student at the University of Windsor and this research will complete his requirements for a Master of Education degree.

After reviewing this research proposal and discussing with Christopher its purpose, I encourage you to support him and complete the questionnaires that are part of his study.

The study will attempt to determine if there is a difference in teachers' perceptions between the importance of and satisfaction with their schools' discipline climate, relative to occupational burnout and job satisfaction. The results will present suggestive areas of improvement or modification to school discipline policies and procedures. Such changes may decrease teacher burnout, increase teacher morale and job satisfaction, and in turn, raise student achievement.

Overall, the potential benefits to this research are significant for our members and the students they teach.

Sincerely,

(AAAAA)
Local Teaches' Union President

APPENDIX L

Table 5: School Discipline Climate Survey (SDCS) Satisfaction Variables with Teacher Rapport with Principal (PTO) Variable Correlation Coefficients

SDCS Satisfaction Variables	Teacher Rapport with Principal
Attendance Policies	.62*
Discipline Policies	.66*
Training	.55*
Communication	.77*
Efficiency	.75*
Parental Support	.56*
Due Process	.61*
School Safety	.75*
Discipline Teamwork	.73*
Learning Climate	.39*
Strategic Planning	.54*
Penalties/Consequences	.62*
Instructional Management	.57*

* = $p < .01$ Significance Level

APPENDIX M

Table 6: School Discipline Climate Survey (SDCS) Satisfaction Variables with Discipline Policies, Communication, and Due Process Correlation Coefficients

SDCS Satisfaction Variables	Discipline Policies	Communication	Due Process
Attendance Policies	.74*	.71*	.64*
Discipline Policies	1.00	.80*	.72*
Training	.77*	.79*	.71*
Communication	.80*	1.00	.78*
Efficiency	.76*	.77*	.87*
Parental Support	.66*	.67*	.83*
Due Process	.72*	.78*	1.00
School Safety	.75*	.80*	.90*
Discipline Teamwork	.92*	.78	.78
Learning Climate	.49*	.44*	.70*
Strategic Planning	.67*	.80*	.79*
Penalties/Consequences	.69*	.67*	.87*
Instructional Management	.75*	.71*	.87*

* = $p < .01$ Significance Level

APPENDIX N

Table 7: Purdue Teacher Opinionnaire (PTO) and Maslach Burnout Inventory (MBI) Correlation Coefficients

PTO Variables	MBI Variables		
	Emotional Exhaustion	Depersonalization	Personal Accomplishment
Teacher Rapport with Principal	-.29	-.50*	.39*
Satisfaction with Teaching	-.66*	-.42*	.63*
Rapport Among Teachers	-.23	-.43*	.34*
Teacher Salary	-.35*	-.33	.29
Teacher Load	-.70*	-.71*	.53*
Curriculum Issues	-.43*	-.37*	.57*
Teacher Status	-.57*	-.33	.39*
Community Support of Education	-.47*	-.54*	.52*
School Facilities and Services	-.26	-.16	.14
Community Pressures	-.64*	-.49*	.58*

* = $p < .01$ Significance Level

APPENDIX O

Table 8: Means and Standard Deviations for the School Discipline Climate Survey (SDCS) for the Satisfaction subscale ratings for High and Low Groups on the Emotional Exhaustion subscale of the Maslach Burnout Inventory

SDCS Policy variables SATISFACTION	EMOTIONAL EXHAUSTION				Significance $p < .01$
	Low		High		
	Mean	SD	Mean	SD	
Attendance	3.30	1.31	3.49	1.01	.51
Discipline	3.41	1.32	3.63	1.18	.52
Training	3.14	1.06	3.14	1.19	.98
Communication	3.56	1.18	3.42	1.26	.65
Efficiency	3.23	1.51	3.18	1.38	.87
Parental Support	3.62	1.00	3.39	1.10	.39
Due Process	3.49	1.11	3.17	1.37	.33
School Safety	3.87	1.16	3.33	1.52	.14
Discipline Teamwork	3.92	1.08	4.04	.88	.62
Learning Climate	4.18	.85	3.77	.97	.09
Strategic Planning	3.54	.90	3.30	1.00	.32
Penalties/Consequences	3.96	1.13	3.93	1.24	.90
Instructional Management	4.12	.81	4.17	.77	.82

APPENDIX P

Table 9: Purdue Teacher Opinionnaire (PTO) Variables with Teacher Rapport with Principal Correlation Coefficients

PTO variables	Teacher Rapport with Principal
Satisfaction with Teaching	.43*
Rapport Among Teachers	.38*
Teacher Salary	.51*
Teacher Load	.60*
Curriculum Issues	.69*
Teacher Status	.46*
Community Support of Education	.62*
School Facilities and Services	.56*
Community Pressures	.30*

* = $p < .01$ Significance Level

APPENDIX Q

Table 10: Means and Standard Deviations for the School Discipline Climate Survey (SDCS) for the Importance subscale ratings for High and Low Groups on the Emotional Exhaustion subscale of the Maslach Burnout Inventory

SDCS Policy variables IMPORTANCE	EMOTIONAL EXHAUSTION				Significance $p < .01$
	Low		High		
	Mean	SD	Mean	SD	
Attendance	4.66	.44	4.02	1.00	.00
Discipline	4.86	.22	4.89	.24	.57
Training	4.35	.62	4.34	.71	.99
Communication	4.90	.24	4.66	.43	.01
Efficiency	4.90	.20	4.71	.32	.01
Parental Support	4.74	.43	4.67	.53	.57
Due Process	4.59	.47	4.77	.37	.11
School Safety	4.89	.27	4.95	.12	.29
Discipline Teamwork	4.98	.09	4.83	.36	.04
Learning Climate	4.73	.35	4.36	.43	.00
Strategic Planning	4.21	.67	4.07	.67	.41
Penalties/Consequences	4.92	.16	4.79	.31	.05
Instructional Management	4.81	.27	4.81	.27	.99

VITA AUCTORIS

NAME: Christopher W. Oneschuk

PLACE OF BIRTH: Windsor, Ontario

YEAR OF BIRTH: 1971

EDUCATION: Holy Names High School, Windsor
1985-1990

University of Windsor, Windsor, Ontario
1990-1994 B.A.

University of Windsor, Windsor, Ontario
1994-1996 B.A. Hons. Geography

University of Windsor, Windsor, Ontario
1996-1997 B.Ed.

University of Windsor, Windsor, Ontario
1997-2007 M.Ed.