School Climate: Comparing Student to Teacher Perceptions

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By

Catherine S. Curione

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School Climate: Comparing Student to Teacher Perceptions

Catherine S. Curione
Rochester Institute of Technology
School Climate: Comparing Student to Teacher Perceptions

Abstract

The purpose of this study was to compare student and teacher perceptions of school climate. The participants included 51 junior and senior high school staff members, 256 senior high school students, and 109 junior high school students. It was found that teachers have strong positive views on the following school climate factors; school building, equity and fairness, and staff dedication to student learning. There is more disagreement among staff members on the following school climate factors; order and discipline, school/parent/community involvement, collaborative decision-making, and leadership. High School students do not take on a controlling role as far as school climate is concerned; therefore, these students had a wide variety of opinions on their view of school climate factors. The implications of this study revealed that students and teachers have different views on school climate; therefore, the overall perception of school climate cannot be limited to the view of one stakeholder.
School climate has been defined in countless ways by different people. School climate is defined by the assets of a building and by the people who make up this building (Van Horn, 2003). Conceivably, both components can be combined along with several others to create an all-inclusive definition of school climate. One way to capture the definition of school climate is to look at the “school’s personality” (Hoy & Sabo, 1998). Each school’s individual “personality” is determined by the building in which learning takes place and the people that make up that environment. School climate is the uniqueness that allows a school and its members to stand out from the rest. The school members’ perceptions are created by the environment within the school, which includes both the physical and interpersonal relations that arise (Hoy & Hannum, 1997).

Probably the most important goal of a school is student learning. A strong supportive school climate promotes successful teaching and learning (Freiberg, 1998). Each of the school’s members must be invested in a common goal in order to meet their needs as well as the needs of others within the school community.

Various aspects of schools come together to create a particular atmosphere. According to Lehr and Christenson (2002), the main areas of significance when determining school climate are ecological variables, milieu variables, social system variables, and culture variables. Ecological variables consist of the look and appeal of the school. The school’s makeup, whether it be class size or resources available to the students and staff, play a role in creating a positive or negative school environment (Lehr & Christenson, 2002). The school’s temperature should create a comfortable atmosphere for learning to take place (Freiberg, 1998).

Milieu variables pertain to the staff and students in a school (Lehr & Christenson, 2002). Not only are we looking at administrators, teachers, and students, but cafeteria workers, bus
drivers, custodians, secretarial staff, and school security personnel play a role in creating a particular atmosphere that is reflective of the school (Freiberg, 1998). These people help to mold the school climate by their personalities and the individual characteristics that are present when they enter the building each day.

The social system variables include the policies and everyday operations within the school. The chief operating system that runs the school, the rules, which govern, and the policies that are upheld, should help create a school with a positive social system (Lehr & Christenson, 2002). The number of opportunities provided for students to interact with regard to the equity and fairness within the school, among peers and teachers each day says a lot about the social structure of a school (Freiberg, 1998). The rule governing body within a school building or district may create a positive or negative feeling for both students and staff regarding the school climate.

Finally, cultural variables stem from the school norms and what is expected at a student, staff, building, and district level. The culture of the school also pertains to the common values of the school and the values and belief systems of the people who make up the school. Another important aspect of the school’s culture is the teamwork and collaboration of all of the school’s members. For example, a cultural variable could include peer norms or a typical belief of the students within the school system (Lehr and Christenson, 2002).

How School Climate Affects Members of the School

An individual’s personal experience within a school can play a role in how he or she views a school’s climate. Each person within the school environment, whether it is administrators, teachers, staff, students, parents, or community members, will have their own concept of what is important when looking at a school’s climate.
Several factors are assumed to go hand in hand with school climate. Many researchers feel that student achievement, parent and community involvement, behavior and school safety, self-esteem, school attendance, motivation, school connectedness, peer relationships, and student-teacher relationships are reflective of a school’s climate.

Several studies have compared student achievement to school climate. Hoy and Hannum (1997) reported that there is a positive relationship between school health and academic achievement. Four main areas of schools that are correlated with school academic achievement are teacher affiliation, resource support, academic emphasis, and the integrity of the institution (Hoy and Hannum, 1997). Teacher affiliation relates to the commitment set forth by the teachers within an institution. Resource support pertains to the supplies and materials need by the school staff. The amount of importance set forth to support student learning and achievement is the academic emphasis within the school system. Institution integrity is defined as how well the school or principal of a school intercepts concerns from the community and supports teacher efforts. These four areas are correlated with the following Yale Child Study: School Climate Survey’s school climate factors; staff dedication to student learning (staff), sharing of resources (high school), achievement motivation (staff), and school/parent/community relations (staff), respectively. The study proved that student achievement is positively correlated with the preceding school factors, by using the Organizational Health Inventory for middle schools. This survey uses a four-point Likert-type scale to assess the following areas; academic emphasis, teacher affiliation, collegial leadership, resource support, principal influence, and institutional integrity (Hoy and Hannum, 1997).

Goodenow (1993) studied the relationship between classroom belongingness with student achievement and motivation among middle school students. She found that on self-report
measures, students who felt valued by peers and teachers expected more academic success in the classroom. Another important finding was that teacher connectedness was correlated positively with student effort and achievement. An important consideration is that varying social situations and the maturity of the students will change as they make their way through adolescence (Goodenow, 1993).

In a study by Ross and Lowther (2003), that compared the Co-nect program used in some schools to schools that did not implement the program, there were some findings relating to school climate. The Co-nect program is a school reform intervention that aims to positive change, classroom instruction, school climate, and student achievement. The Co-nect program is a nationally recognized school improvement model (NAS, 2001). The strongest finding was related to involvement. Involvement is defined as the amount of parent and community collaboration which occurs within the school. Within the school climate aspect of the Co-nect program, community and parent involvement was positively correlated with student academic achievement (Ross and Lowther, 2003).

Student’s relationships with teachers and other students within a school have been proven to play a role in students overall sense of belonging within the school. According to McEvoy and Welker (2000), based upon correlational findings, positive interpersonal relationships within the school can raise achievement levels and decrease antisocial behaviors. Goodenow (1993) showed that middle school students who felt a strong connection with teachers and peers, reported a higher sense of school belonging. She reported some gender differences between perceptions of student and teacher support. In this study there were 126 sixth grade students, 122 seventh grade students, and 105 eighth grade students, with 187 males and 166 females. Male middle school students claimed that their sense of belonging in the school is best predicted by
their peer relationships. Female students on the other hand believe that strong teacher relationships play a role in their feelings of school connectedness. The correlation between support and motivation drastically decreases from sixth grade students as compared to eighth grade students (Goodenow, 1993).

Academic motivation is an important aspect of school climate. Goodenow (1993) found that many early adolescent students attain their motivation from the feeling of support and validation of others within the school. This conclusion supports other findings that interpersonal relationships within the school have a positive effect on students.

School connectedness is closely related to the relationships that exist within a school. School connectedness is defined as the sense of closeness to staff within the school and the overall impression of the school environment that a member of the school feels (Wilson, 2004). Wilson found a negative correlation between school connectedness and physically aggressive behavior. In other words, schools which show lower instances of physical aggression also report higher feelings of school connectedness. This implies that high student connectedness may translate to protective factors for these students within the school, regardless of whether they are attending a school with positive or negative school climate (Wilson, 2004).

Student behavior and school safety play an important role in school climate as well. A school’s climate encompasses such things as violent behavior, bullying, aggression, and the overall safety felt by the member’s of a school. Wilson (2004) stated that the climate within a school can positively or negatively support poor behavior or pro-social behavior in the school environment. It is difficult to look at behavior without comparing it to other aspects of school climate. According to McEvoy and Welker (2000), the higher the academic value placed on the school, the less crime and violence are present within that school. One study found that the most
reliable predictor of poor behavioral adjustment was negative peer interactions (Brand, Felner, Shim, Seitsinger, & Dumas, 2003).

Positive school climate and high levels of reported school connectedness do not necessarily imply that physical aggression and victimization within a school diminish (Wilson, 2004). Bullying within a school is important to assess when determining a school’s safety. The behavior of one student toward another can affect the self-esteem of individual students within the school environment (Peterson & Skiba, 2001). Another factor to consider is school attendance. Student behavior and school attendance have been shown to be correlated. High amounts of student and teacher absenteeism, often leads to feelings of student alienation (McEvoy & Welker, 2000).

Teacher perceptions of school climate are as important as student perceptions of school climate are the teacher perceptions of school climate. Both of these stakeholders hold important views about the school environment. When investigating school staff, some researchers believe that job satisfaction, feelings of efficacy, attitudes toward the school and other teachers, feelings about the students, and relationships with administrators play a role in school climate. Several studies take a look at this aspect of school climate.

Teachers’ sense of efficacy is the feeling of responsibility for student achievement and failure and overall student performance within the school (Hoy & Woolfolk, 1993). This study looked at 179 teachers from 37 elementary schools and had them complete a teacher efficacy scale and the Organizational Health Inventory. Hoy and Woolfolk found that a teacher’s sense of efficacy was best forecasted by institutional integrity and teacher self-confidence.

Institutional integrity is defined as how the school works within the environment in which it is imbedded. In addition, principals within a school who have influence with superiors were more
likely to create an environment where teachers feel more efficacious. Overall most teachers felt efficacious when the students with whom they are teaching are academically successful (Hoy & Woolfolk, 1993).

Job satisfaction plays an important role in determining how teachers feel about going to work each day. These feelings then contribute to the overall climate within a school. One study found that teacher job satisfaction was correlated with teacher’s sense of efficacy, but other unexplainable factors pertaining to school climate also contributed to job satisfaction. This study also showed that student academic achievement and principal influence played an important role in overall teacher job satisfaction (Taylor & Tashakkori, 1995).

The relationships that teachers have with their colleagues with their principals are reflective of a school’s climate. Rafferty (2003) found that communication, whether positive or negative, among teachers and between teachers and principals directly affect teachers’ feelings and subsequent behaviors in the school. Another result of this study showed that open communication within the school helps to promote a positive school climate (Rafferty, 2003). When teacher interpersonal conflict exists, whether it is among teachers or includes the principal, the school climate will suffer and may result in negative student learning (Wittmer & Ferinden, 1970).

As previously stated, the principal can be perceived by teachers as playing a positive or negative role within the school. According to Wittmer and Ferinden (1970), the principal sets the school climate. Winter and Sweeney (1994) suggested that a principal’s most important job in encouraging a positive school climate is to support the staff. Bulach, Lunenburg, and McCallon (1995) suggested that principals can play one of four roles within the school, promoter, supporter, controller or analyzer. A promoter is one who is people oriented, but has a
dominant role within the school. The supporter is also people oriented, but tends to be easy
going and laid back. A principal who is described as a controller is task oriented, but
demonstrative and is heard throughout the school. The fourth principal leadership style,
analyzer, is the task oriented, reserved type who tends to remove him/herself from the forefront.
The findings show that the principal who takes the role of promoter and involves not only
students, but parents, teachers, and the community in an effort to encourage the decision making
process among these school members, will have higher student achievement (Bulach et al.,
1995).

*Evaluating School Climate*

Researchers have measured school climate in several different ways. Lehr and
Christenson (2002) have suggested both direct and indirect measures of school climate. Direct
measures include examining the perceptions of the school and its environment by different
members of the school community. Indirect measures use data that is observed directly such as
attendance, academic grades, school disciplinary referrals, surveys, etc (Lehr & Christenson,
2002). For the purposes of this literature review, the focus will be placed on indirect measures of
school climate.

Some studies have used school climate surveys and questionnaires while others have used
interviews. Some of the more popular surveys include the Comprehensive Assessment of School
Environment (CASE), the Effective School Battery (ESB), the Organizational Health Inventory
(OHI), the School Level Environment Questionnaire (SLEQ), and the School Climate Survey
(Lehr & Christenson, 2002). Some of these instruments were developed to address specific
research questions within school climate, while others were existing surveys that were adopted
for use in studies (Lehr & Christenson, 2002).
The Comprehensive Assessment of School Environment survey has been used in several studies to measure characteristics within school climate (Roach & Kratochwill, 2004). This survey was developed in 1986 which makes the norms outdated. It can only be used for students in grades six to twelve. The Effective School Battery was implemented to evaluate the school climate based on the opinions of school members. It can be used for students in grades seven to twelve as well as secondary teachers. Only 31 items are included for students while 61 items are incorporated on the teacher scale (Lehr & Christenson, 2002).

The Organizational Health Inventory survey was developed to look at varying behavior patterns within the school. This survey is used for students in middle school and secondary teachers. The norms from this survey were established in New Jersey (Lehr & Christenson, 2002). This may limit the generalizability of the findings of this survey to other areas. The School Level Environment Questionnaire was created to look at teacher perceptions of the social aspects of the school. It includes both elementary and secondary level teachers (Lehr & Christenson, 2002). This survey does not include a student rating scale. It is limited in the fact that teachers are not the only members who make up school climate.

The School Climate Survey was produced to assess school climate from the perspective of the students, teachers, staff, and parents at elementary, middle school and high school levels. This survey has national norms and touches upon many dimensions of school climate (Lehr & Christenson, 2002).

Several studies have used entrance and exit interviews to analyze school climate (Freiberg, 1998). Important information can be gathered from such interviews, but unfortunately time and money does not always allow for this type of assessment to occur. It was noted that some school districts choose to have entering or graduating students partake in these types of
interviews to help understand what the students liked and disliked about their school experiences (Freiberg, 1998).

*Purpose of this study*

Currently, school climate research offers several different comparisons. Many studies compared school climate to student achievement, while others evaluated teacher’s perceptions of the school’s climate. All of these studies have brought about some significant information that has helped to explain the role that school climate plays in the ultimate goal of the school, student learning. Other studies only looked at one perspective of school climate, such as teacher, administrator, or student perceptions. Based upon information included in these studies, perceptions of school climate were concluded solely on one group within a school. Seeing as though these studies did not compare perceptions from two groups of people within the school, research in this area is at best, incomplete. The current study attempted to compare student to teacher perceptions of school climate. It is hypothesized that students and teachers will have differing perceptions of school climate within the same school environment. This study analyzed and compared the similarities and differences within school climate based on both student and teacher perceptions. Having this knowledge could potentially give us valuable information as to how different stakeholders view school climate and whether or not they have similar or differing views of the same school environment.
Method

Participants

The participants in this study include teachers of junior and senior high school students. Fifty one teachers volunteered to be a part of this study. Student participants included 256 senior high school students and 109 junior high school students. The teachers and students in this study are affiliated with a Suburban school in the Northeastern United States.

Instruments

The participants were administered a version of the Yale Child Study Development Programs, School Climate Survey Revised (Haynes, Emmons, Ben-Avie, & Comer, 1996). The Junior High students completed the Elementary and Middle School Student Revised version of this scale. This survey contains 37 statements about school climate. Students respond based on a three-point scale; Agree 3, Not Sure 2, and Disagree 1. Several factors are included on this version of the survey: fairness, order and discipline, parent involvement, sharing of resources, student interpersonal relations, and student-teacher relations. Fairness is defined as equal treatment of every student regardless of their diverse backgrounds. Order and discipline include the appropriateness of student behavior in the school. Parent involvement looks at the frequency of parent participation in school activities. Sharing of resources is the equal opportunity for students to participate in school activities, materials, and equipment. Student interpersonal relations are defined as the level of caring, respect, and trust that exists among student sin the school. Student-teacher relations include the level of caring, respect, and trust between students and teachers within the school. The internal reliability among these factors are as follows, fairness .90, order and discipline .68, parent involvement .62, sharing of resources .77, student interpersonal relations .86, and student-teacher relations .89.
The senior high school students completed the High School Student Revised version of the survey. This scale includes 42 statements about current school conditions. The students respond on a five-point scale including, Strongly Agree 5, Agree 4, Not Sure 3, Disagree 2, and Strongly Disagree 1. The factors on this version of the School Climate Survey are sharing of resources, order and discipline, parent involvement, school building, student interpersonal relations, and student-teacher relations. Sharing of resources include equal opportunities for students to participate in school activities, materials, and equipment. Order and discipline looks at appropriateness of student behavior in school. Parent involvement refers to the frequency of parent participation in school activities. The school building refers to the appearance of the school building. Student interpersonal relations include the level of caring, respect, and trust among students in the school. Student-teacher relations look at the level of caring, respect, and trust between student and teachers. The internal reliability on these factors sharing of resources .73, order and discipline .67, parent involvement .68, school building .70, student interpersonal relations .90, and student-teacher relations .89.

The teachers received the Staff Revised version of the School Climate Survey. This version includes 54 statements about the existing school conditions. The responses are coded on a five-point scale. The choices include, Strongly Agree 5, Agree 4, Not Sure 3, Disagree 2, Strongly Disagree 1. The factors included on the staff version of the School Climate Survey are achievement motivation, collaborative decision-making, equity and fairness, leadership, order and discipline, school building, school/parent/community relations, staff dedication to student learning, and staff expectations. Achievement motivation is defined as the extent to which students at the school believe that they can and are willing to learn. Collaborative decision-making is the involvement of parents, students, and staff in the decisions that affect the school.
Equity and fairness include the equal treatment of students regardless of ethnicity or gender. Leadership refers to the principal’s role in guiding the direction of the school and in creating a positive climate. Order and discipline look at the appropriateness of student behavior in school. School, parent, and community relations include the support and involvement of parents and the community in the life of the school. Staff dedication and student learning are the efforts of teachers to get the students to learn. Staff expectations are the expectations of the staff members that students will do well academically and will lead to a successful life. The internal reliability are as follows, achievement motivation .84, collaborative decision-making .87, equity and fairness .84, leadership .81, order and discipline .94, school building .84, school/parent/community relations .90, staff dedication to student learning .87, and staff expectations .90.

Procedure

In May 2004, school climate surveys were administered to over three hundred students in grades seventh through twelfth, during their homeroom. Staff members were also asked to complete the staff version of the School Climate Survey. School Psychology graduate students were available to answer any questions that arose during the administration of the surveys. Each survey was coded using the students’ grade level, gender, and school identification number. All surveys were collected at the end of the homeroom.

Data Analysis

This study looked at descriptive statistics on the three School Climate Surveys. Cumulative percentages compared the response choices of all students and teachers. Three common factors were included in the Junior High, Senior High, and Teacher versions of the School Climate Survey; equity and fairness, order and discipline, and parent involvement. This
study compared mean differences among these three factors across the staff and senior high school versions of the survey. More specifically, differences in the staff on student fairness, differences among staff and students on appropriate school behavior by the students, and student and teacher perceptions of parent involvement were examined.

The hypotheses for this study are that there will be differences among teacher and student perceptions of equity and fairness, there will be no difference between teacher and students' ratings of order and discipline, and finally teacher and students' views on parent involvement will differ.
Results

As displayed in Table I, when comparing the means of staff and senior high school students as it relates to order and discipline within the school, although there wasn’t a large discrepancy, overall, students rated this category more favorably. In terms of the school building, staff members rated the appearance of the school to be higher than the students’ perspective. Senior high students appeared not sure of the appearance of the school building. Parent involvement from the perspective of the staff, is significantly higher, with a mean difference of 1.05, than the views of the senior high students. Senior high school students did not feel that their parents are involved with school to the extent that the staff felt they were involved.

Referring to Table II, when ranked by means, according to staff perspectives of the nine school climate factors, school building was the highest ranked factor. Equity and fairness and staff dedication to student learning both had means of 4.13, falling in the strongly agree range. The remainder of the factors, staff expectations, leadership, achievement motivation, collaborative decision-making, school/parent/community relations, and order and discipline, followed with means ranging from 3.75 to 3.20 (agree), respectively. Refer to Figure I-A, Figure I-B, Figure I-C, Figure I-D, Figure I-E, Figure I-F, Figure I-G, Figure I-H, and Figure I-I, located in the Appendix.

As displayed in Table III, according to senior high school students’ perspectives of the six school climate factors, student-teacher relationships were ranked the highest with a mean of 3.61 (agree). Although not the highest ranked factor, the school building revealed a mean of 3.47 (agree). Sharing of resources, order and discipline, and student interpersonal relations were ranked with means ranging from 3.14 to 3.04 (agree), respectively. The lowest ranked factor, by
senior high school students was parent involvement. Refer to Figure II-A, Figure II-B, Figure II-C, Figure II-D, Figure II-E, and Figure II-F, located in the Appendix.

As noted in Table IV, Junior high school students rated questions which fell into six school climate factors. The results revealed a mean score of 2.48 (agree) for student-teacher relations. Fairness and sharing of resources displayed means of 2.28 and 2.04 (agree), respectively. Student interpersonal relations, order and discipline, and parent involvement were consistently ranked as falling between a mean of 1.88 and 1.62 (not sure). Refer to Figure III-A, Figure III-B, Figure III-C, Figure III-D, Figure III-E, and Figure III-F, located in the Appendix.

Table V represents the correlations between staff characteristics including the number of years employed at the school and the number of years in the profession and the School Climate factors listed above. Of significance, the number of years a teacher has taught in the school district has negatively impacted his/her view on the appearance of the school building. Similarly, the number of years in the profession reveals a negative correlation with the teachers’ views on the school building.
Discussion

This study has successfully compared student and staff perceptions of school climate as it relates to The Yale Child Study: School Climate Survey’s overlapping school climate factors. When looking at the staff perceptions of school climate, staff members were strongly in agreement on their views of the school building, equity and fairness, and staff dedication to student learning. There was evidence of more disagreement among staff members on their views of order and discipline, school/parent/community relations, collaborative decision-making, and leadership. The implications of these findings indicated that when staff members are in control of the school climate factor, it is seen in a more positive light. On the other hand, when staff members take on an observer role, as it relates to the school climate factors, they see the variables in a negative manner.

Senior High School students are not in control of any of the school climate factors and therefore have a wide variety of opinions of each variable. In conclusion, when looking at school climate factors and the views of both teachers and students, it is important to keep in mind that their views on the general climate of the school are not aligned exactly. Therefore, a school’s climate cannot be limited by the view of one stakeholder. Multiple viewpoints within the school community must be taken into consideration when determining the overall school climate.

When looking closer at teacher demographics, their history can be evident in the way that they rate the school climate factors. Teachers who have been in the field for a number of years, are more likely to rate their current school climate based upon their past experiences. It is virtually impossible to get an objective view because of this comparison. Other factors that could affect the staff members’ views of school climate could include their perceived change in
the school community or the population of students currently living in or moving into the district.

The longer a teacher is a member of the school system, the more change they will see over time. A new teacher may potentially rate the school climate factors in a more favorable way because they have limited experiences to compare the school climate.

All studies include limitations that must be taken into consideration when analyzing data. This study included a small number of staff member participation with perhaps more positively thinking teachers who volunteered. In the future, a larger staff participation would provide additional information. It would be important to include other stakeholders, especially with our knowledge of how important it is to have many viewpoints from varying school community members. Additional information can be gathered by including parents and administration in the research study. It is recommended that this study be conducted again with the preceding information at the forefront of the research study.
References


*References marked with an asterisk indicated studies included in the meta-analysis.*
Appendix

Table I

*Mean Comparison of Overlapping Factors for Staff and Senior High Students*

<table>
<thead>
<tr>
<th>School Climate Factors</th>
<th>Staff M</th>
<th>Staff SD</th>
<th>Senior High Students M</th>
<th>Senior High Students SD</th>
<th>M Diff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Order and Discipline</td>
<td>3.08</td>
<td>.78</td>
<td>3.12</td>
<td>.68</td>
<td>-.04</td>
</tr>
<tr>
<td>School Building</td>
<td>4.28</td>
<td>.50</td>
<td>3.47</td>
<td>.64</td>
<td>.82</td>
</tr>
<tr>
<td>Parent Involvement</td>
<td>3.50</td>
<td>1.16</td>
<td>2.44</td>
<td>.71</td>
<td>1.05</td>
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</table>

*p<.001*
Table II

*Rank Order of Means for Staff Perceptions of School Climate Factors*

<table>
<thead>
<tr>
<th>Rank</th>
<th>Factor</th>
<th>Mean</th>
<th>Standard Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>School Building</td>
<td>4.27</td>
<td>.47</td>
</tr>
<tr>
<td>2</td>
<td>Equity and Fairness</td>
<td>4.13</td>
<td>.42</td>
</tr>
<tr>
<td>3</td>
<td>Staff Dedication to Student Learning</td>
<td>4.13</td>
<td>.33</td>
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<tr>
<td>4</td>
<td>Staff Expectations</td>
<td>3.75</td>
<td>.60</td>
</tr>
<tr>
<td>5</td>
<td>Leadership</td>
<td>3.62</td>
<td>.69</td>
</tr>
<tr>
<td>6</td>
<td>Achievement Motivation</td>
<td>3.45</td>
<td>.62</td>
</tr>
<tr>
<td>7</td>
<td>Collaborative Decision-Making</td>
<td>3.40</td>
<td>.61</td>
</tr>
<tr>
<td>8</td>
<td>School/Parent/Community Relations</td>
<td>3.39</td>
<td>.99</td>
</tr>
<tr>
<td>9</td>
<td>Order and Discipline</td>
<td>3.20</td>
<td>.81</td>
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</table>

n=51
Table III

*Rank Order of Means for Senior High Perceptions of School Climate Factors*

<table>
<thead>
<tr>
<th>Rank</th>
<th>Factor</th>
<th>Mean</th>
<th>Standard Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Student-Teacher Relations</td>
<td>3.61</td>
<td>.67</td>
</tr>
<tr>
<td>2</td>
<td>School Building</td>
<td>3.47</td>
<td>.64</td>
</tr>
<tr>
<td>3</td>
<td>Sharing of Resources</td>
<td>3.14</td>
<td>.74</td>
</tr>
<tr>
<td>4</td>
<td>Order and Discipline</td>
<td>3.12</td>
<td>.68</td>
</tr>
<tr>
<td>5</td>
<td>Student Interpersonal Relations</td>
<td>3.04</td>
<td>.72</td>
</tr>
<tr>
<td>6</td>
<td>Parent Involvement</td>
<td>2.44</td>
<td>.71</td>
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</table>

n=256
Table IV

*Rank Order of Means for Junior High Perceptions of School Climate Factors*

<table>
<thead>
<tr>
<th>Rank</th>
<th>Factor</th>
<th>Mean</th>
<th>Standard Deviation</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Student-Teacher Relations</td>
<td>2.48</td>
<td>.48</td>
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<tr>
<td>2</td>
<td>Fairness</td>
<td>2.28</td>
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</tr>
<tr>
<td>3</td>
<td>Sharing of Resources</td>
<td>2.04</td>
<td>.61</td>
</tr>
<tr>
<td>4</td>
<td>Student Interpersonal Relations</td>
<td>1.88</td>
<td>.44</td>
</tr>
<tr>
<td>5</td>
<td>Order and Discipline</td>
<td>1.71</td>
<td>.36</td>
</tr>
<tr>
<td>6</td>
<td>Parent Involvement</td>
<td>1.62</td>
<td>.51</td>
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</table>

n=109
### Table V

*Correlations between Staff Characteristics and School Climate*

<table>
<thead>
<tr>
<th>School Climate Factors</th>
<th>Years Teaching at School</th>
<th>Years in Profession</th>
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</thead>
<tbody>
<tr>
<td>Achievement Motivation</td>
<td>.14</td>
<td>.04</td>
</tr>
<tr>
<td>Collaborative Decision-Making</td>
<td>-.12</td>
<td>-.24 +</td>
</tr>
<tr>
<td>Equity and Fairness</td>
<td>.10</td>
<td>.07</td>
</tr>
<tr>
<td>Leadership</td>
<td>-.12</td>
<td>-.20</td>
</tr>
<tr>
<td>Order and Discipline</td>
<td>-.01</td>
<td>-.02</td>
</tr>
<tr>
<td>School Building</td>
<td>.33 *</td>
<td>-.33 *</td>
</tr>
<tr>
<td>School/Parent/Community Relations</td>
<td>.01</td>
<td>.13</td>
</tr>
<tr>
<td>Staff Dedication to Student Learning</td>
<td>.04</td>
<td>.02</td>
</tr>
<tr>
<td>Staff Expectations</td>
<td>.11</td>
<td>.06</td>
</tr>
</tbody>
</table>

* * p<.05    +p<.10
Figure I-A

*Staff Perceptions of the School Building*

The majority of the staff members agreed that the appearance of the school building was sufficient.

Figure I-B

*Staff Perceptions of Equity and Fairness*

According to staff perceptions of equity and fairness including equal treatment of all students, the majority of teachers fell within the not sure to agree range.
When looking at staff perceptions of their own dedication to student learning, most staff members agreed with their efforts.

Staff expectations focus on the teachers’ views of the potential for students to be successful academically in school. On this factor, most staff members ratings ranged from not sure to agree.
Figure I-E

*Staff Perceptions of Leadership*

According to staff expectations of the principal’s role and leadership, the ratings appear to fall within the disagree, not sure, and agree range, with the largest number of ratings falling at not sure.

Figure I-F

*Staff Perceptions of Achievement Motivation*

As far as staff perceptions of the degree of effort students are willing to place on learning falls within the disagree, not sure, and agree range.
Figure I-G

*Staff Perceptions of Collaborative Decision Making*

The majority of the staff members rated their view of parent, student, and staff collaboration to fall in the not sure range.

Figure I-H

*Staff Perceptions of School/Parent/Community Relations*

Overall, the staff perceptions of school/parent/community involvement within the school to be unclear, falling in the not sure range.
Order and Discipline in the school including student conduct, was viewed by the staff to fall within the disagree to agree range, with the majority of ratings falling in the not sure range.

Senior high students are not sure of the level of relationship that is shared between students and teachers in the school.
Figure II-B

*Senior High Perceptions of the School Building*

According to senior high school student’s perceptions of the school building’s appearance, the rating fell in the not sure range.

Figure II-C

*Senior High Perceptions of Sharing of Resources*

The majority of the ratings that senior high school students had on the equal opportunities that are available for all students fell in the disagree to not sure ranges.
Figure II-D

**Senior High Perceptions of Order and Discipline**

The senior high school students’ ratings were between disagree and not sure, when responding to their perceptions of order and discipline in the school.

Figure II-E

**Senior High Perceptions of Student Interpersonal Relations**

Senior high school students view their interpersonal relationships among other students in the school typically falls within the disagree to not sure range.
Overall, senior high school students’ perspectives of parent involvement fell in the disagree category.

Junior high students were not sure of their views on student-teacher relationships.
Figure III-B

*Junior High Perceptions of Fairness*

Overall, junior high students’ perspectives on fairness within the school were categorized as not sure.

Figure III-C

*Junior High Perceptions of Sharing of Resources*

According to junior high students’ views on sharing of resources, most responses were recorded in disagree and not sure categories.
Figure III-D

*Junior High Perceptions of Student Interpersonal Relations*

As far as interpersonal relationships and the views of junior high students, they were rated between disagree and not sure.

Figure III-E

*Junior High Perceptions of Order and Discipline*

Junior High school students ranked order and discipline as disagree overall.
Overall, junior high students felt that parent involvement was minimal, therefore rating it with disagree.