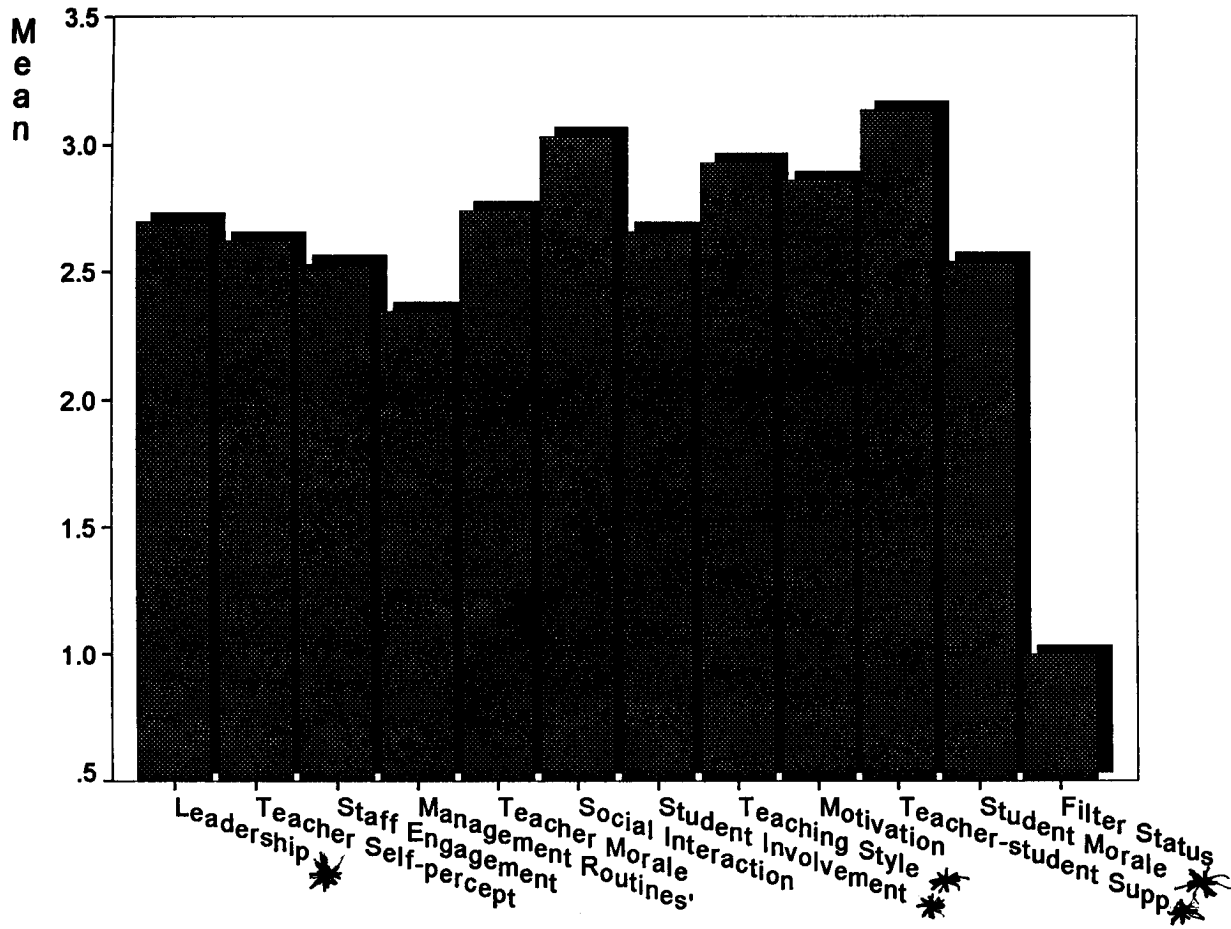


# Staff Attitudes 1993

## SAFETY BAY SHS



CARING SCHOOL ENVIRONMENT PROJECT

TEACHER QUESTIONNAIRE

We are interested in how you feel about school as part of this school's programme to manage a consistently caring school environment. We want your perceptions based on the staff you know rather than your view of the whole staff.

Please answer the items in this booklet as carefully as you can.

The questionnaire does not require your name.

These items don't have right or wrong answers. We just want to know what YOU think about the caring environment in this school.

Thank you for your help.

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DIRECTIONS:

1. Please place your answers on the answer sheet only, not on the questionnaire. Questionnaires will be collected for reuse.
2. The questionnaire is divided into eleven categories with five questions to each category. Please feel free to make any comments you may wish to make generally in the space provided on the answer sheet.
3. Please read each of these statements and circle the answer that best shows the extent to which you agree with what it says.

Please circle:

- 4 if you STRONGLY AGREE with the statement
- 3 if you AGREE with the statement,
- 2 if you DISAGREE with the statement, and
- 1 if you STRONGLY DISAGREE with the statement.

PRACTICE STATEMENT

Q. Most of my students are easy to get on with. 4 3 2 1

If you agree with this statement you would circle the 3.

If you change your mind about an answer, just cross it out and circle another one. Please give an answer to every statement.

A. STAFF ENGAGEMENT

1. There is consensus amongst teachers on many issues. 4 (3) 2 1
2. Teachers here work together on extra-curricular projects. 4 (3) 2 1
3. Many teachers contribute constructive points in staff meetings. 4 3 (2) 1
4. Most teachers here involve themselves in projects promoting social development of students. (e.g. camps) 4 3 (2) 1
5. Meetings here involve the teachers in the school's management. 4 3 (2) 1

B. MANAGEMENT ROUTINES

6. Teachers here can get on with 'teaching', without interference of extra duties. (e.g. reliefs) (4) 3 2 1
7. Teachers here are not burdened with administrative paper work. 4 (3) 2 1
8. Sufficient time is given for the preparation of student reports required by the school. 4 (3) 2 1
9. There is sufficient secretarial support in this school to meet my needs. 4 (3) 2 1
10. The timetable meets the needs of teachers in this school. 4 (3) 2 1

C. TEACHER MORALE

11. The morale of teachers in this school is high. 4 (3) 2 1
12. The teachers are enthusiastic in undertaking their teaching duties. 4 (3) 2 1
13. Appropriate curriculum resources are readily available for use in the classroom. 4 (3) 2 1
14. There is a positive atmosphere in staff meetings. 4 (3) 2 1
15. Teachers here demonstrate pride in the school. 4 (3) 2 1

D. SOCIAL INTERACTION

16. Teachers here enjoy each other's company in the school. (4) 3 2 1
17. Teachers here enjoy socialising as a staff outside the school. 4 (3) 2 1
18. Teachers here have many friends on the school staff. 4 (3) 2 1
19. Teachers here work together as a team to accomplish school goals. 4 (3) 2 1
20. Teachers work together to prepare curriculum units. 4 (3) 2 1

### E. STUDENT INVOLVEMENT

21. The social atmosphere is conducive to students participating in activities such as socials, clubs and athletics carnivals. 4 3 (2) 1
22. The staff members involve students in running student activities after school hours. (clubs) 4 3 (2) 1
23. Teachers acknowledge students individually. (e.g. greet, give the time of day, etc.) 4 (3) 2 1
24. Consideration is given to the students' point of view in staff decision making. 4 3 (2) 1
25. Students are often involved in planning activities in this school. 4 3 (2) 1

### F. TEACHING STYLE

26. Teachers here take into consideration the attitudes and feelings of the students in designing their lessons. 4 (3) 2 1
27. Students are often involved in discussion in class. 4 3 (2) 1
28. The interests or concerns of students are used by teachers in the design of their curriculum. 4 (3) 2 1
29. Many teachers have an informal friendly relationship with their students. 4 (3) 2 1
30. Within curriculum restraints, teachers ensure that students have a say in choosing their learning topics. 4 3 (2) 1

### G. MOTIVATION

31. Teachers report carefully on the total development of their students. 4 3 (2) 1
32. Teachers in this school look out for the personal welfare of their students. 4 (3) 2 1
33. Teachers here take care to motivate their students. 4 (3) 2 1
34. Teachers in my subject area are always well prepared for their classes. 4 (3) 2 1
35. Students here are interested in what the teachers are saying during lessons. 4 3 (2) 1

#### H. TEACHER-STUDENT SUPPORT

36. Teachers here help students with personal problems. 4 (3) 2 1
37. Teachers are available before and after school to help students with their work. 4 (3) 2 1
38. Teachers help their students to settle minor differences. 4 (3) 2 1
39. Students feel free to approach at least one of their teachers to discuss personal problems. 4 (3) 2 1
40. The support system for students with problems is effective in this school. 4 (3) 2 1

#### I. STUDENT MORALE

41. Students here show a regard for the property of others. 4 3 (2) 1
42. The behaviour of most students around the school is satisfactory. 4 (3) 2 1
43. Most students here have good self-esteem. 4 3 (2) 1
44. Most students relate well with their peers in this school. 4 (3) 2 1
45. Students here often chat informally with their teachers. 4 (3) 2 1

#### J. LEADERSHIP

46. Teachers feel confident to discuss problems with the administration in this school. 4 (3) 2 1
47. The administration runs this school in a democratic manner. 4 (3) 2 1
48. The administration is sympathetic towards the personal problems of teachers. 4 (3) 2 1
49. The administration is genuinely concerned for the personal happiness of the teachers. 4 3 (2) 1
50. The administration communicates well with the staff of this school. 4 (3) 2 1

#### K. SELF-PERCEPTION OF TEACHERS

51. I am happy with the job I do as a teacher. 4 (3) 2 1
52. I feel that my students appreciate my performance as a teacher. 4 (3) 2 1
53. I feel that the Education Department values my services as a teacher. 4 3 (2) 1
54. I would rather teach than hold another job. 4 (3) 2 1
55. I enjoy teaching at this school. 4 (3) 2 1

INFORMATION ON CATEGORIES IN THE CARING SCHOOL  
ENVIRONMENT - STAFF QUESTIONNAIRE

This questionnaire comprises of eleven sub-tests, four of which describe selected characteristics of teachers behaviour as it is perceived by the teachers. These items rest on the assumption that happy teachers whose welfare is secure are more likely to provide a caring environment for students.

The next five categories look at teachers' perceptions of students' behaviour. The tenth category reviews teachers' perceptions of administrative leadership in the school while the last category reviews teachers' self-esteem and satisfaction.

Teacher Behaviours

A. **ENGAGEMENT** refers to the desire of teachers to be 'with it'. The inventory measures the commitment and cooperation of teachers in working together in a genuine effort to facilitate school development.

B. **MANAGEMENT ROUTINES** refers to the efficiency of the administrative structure which supports the classroom teacher and educational process. A low score in this category is indicative of 'hindrance'- that teachers feel burdened with extra duties and busy work that do not assist in their work as educators.

C. **TEACHER MORALE** refers to the sense that social needs of teachers are being satisfied. A high score is indicative of the staff's identification with the school, and their enjoyment of and a sense of accomplishment in their work.

D. **SOCIAL INTERACTION** refers to the enjoyment by the staff of friendly relationships with each other both within and outside of the school. This category is based on the assumption that a friendly staff that interacts together is more likely to be a happy staff which will work cooperatively in facilitating a caring school environment.

E. **STUDENT INVOLVEMENT** refers to the degree to which students participate in running extra-curricular activities, promoting social development and involving themselves in decision making. This category rests on the belief that schools in which students have opportunities to exercise leadership abilities and to interact with the staff tend to be caring.

F. **TEACHING STYLE** refers to the behaviour by teachers which is an informal, personal, face-to-face exchange. Teachers who are aloof, formal and autocratic will tend to be viewed apprehensively by students. Teachers who are aware of their students' concerns and interests and use such information in their teachings and relationships are likely to be viewed as being more caring by their students.

G. **MOTIVATION** refers to teacher characteristics which indicate an attempt to enthuse students through personal example, care in preparation, relevance of curriculum and rapport with the class. Such teachers are more apt to be caring than teachers who are viewed as teaching 'boring' irrelevant content.

H. TEACHER-STUDENT SUPPORT refers to behaviours that indicate teacher interest in the welfare of students and a willingness to discuss personal issues. These teachers are viewed by students as 'humane', and willing to provide extra help on a personal basis.

I. STUDENT MORALE refers to indicators of an adequate student body self-concept as indicated by student behaviours, relationships with peers, and interactions with teachers. This category is based on the belief that in caring schools students will have 'adequate' self-concepts.

J. LEADERSHIP refers to leadership behaviours of the administration which are perceived by staff as democratic, approachable, humane, and communicative. Schools which have a caring administration are more likely to reflect this quality in staff attitudes and to possess a more caring school environment.

K. SELF-PERCEPTION lastly refers to belief that teachers with good self-concept are more likely to develop the self-esteem in students.