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**Principal's Role in Building Trust with Teachers for a Better School**

**Climate in Chinese Schools**

**A case study of a high school in Sichuan, China**

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| <b>Tiivistelmä – Abstract</b><br><p>School climate refers to the quality and character of school life as it relates to norms and values, interpersonal relations and social interactions, and organizational processes and structures. Trust is the essential element to bring harmonious human relationships.</p> <p>The thesis highlights the importance of trust between the principal and the teachers and aims to show that trust can be enhanced by the principal when choosing the right role in the building up of the school climate.</p> <p>Based on the Chinese context, one famous high school is chosen as the case study in this thesis. Both quantitative and qualitative methodologies are selected to get data for the study. The OCDQ-RS of Hoy (1987) is used as the research instrument of the survey while the ethnographic method is used to give qualitative data of the case school.</p> <p>The result shows that the school climate is open but the trust between the principal and the teachers is low. The principal supports the teachers less than he directs them. The analysis of the study is based on the perspective of the Chinese context.</p> <p>In order to improve the situation, suggestion for the principal in the thesis is that the principal needs to empower his teachers, become a role model, pay attention to the teachers' personal welfare and keep transparency.</p> <p>The suggestions can be used in other schools, but the author of this thesis recommends later studies to carry out bigger survey or involve more interviews in the data for the generalization of the study.</p> |   |
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| <b>Tiivistelmä – Abstract</b> <p>Koulun ilmastolla tarkoitetaan kouluelämän laatua ja luonnetta: normeja ja arvoja, ihmisten välisiä suhteita ja sosiaalista kanssakäymistä, organisaatioprosesseja ja – rakenteita. Luottamus on oleellinen tekijä harmonisten ihmissuhteiden toteutumisessa.</p> <p>Tutkielma korostaa luottamuksen tärkeyttä rehtorin ja opettajien välillä ja pyrkii osoittamaan että rehtori voi edistää luottamusta valitsemalla oikean roolin koulun ilmaston rakentamisessa.</p> <p>Tutkielman konteksti on Kiinassa ja se on tapaustutkimus yhdestä kuuluisasta kiinalaisesta koulusta. Tutkimuksessa on käytetty sekä määrällistä että laadullista tutkimusmenetelmää tutkimusmateriaalin hankinnassa. Kyselytutkimuksessa käytettiin Hoyn (1987) kehittämää OCDQ-RS – kyselyä, ja laadullinen materiaali hankittiin etnografisella menetelmällä.</p> <p>Tulos osoittaa, että koulun ilmasto on avoin, mutta luottamus rehtorin ja opettajien välillä on vähäinen. Rehtori pikemminkin johtaa opettajia kuin tukee heitä. Tutkimuksen analyysi perustuu kiinalaisen kontekstin näkökulmaan.</p> <p>Tutkimus esittää tilanteen parantamiseksi, että rehtorin tulee valtauttaa opettajansa, tulla roolimalliksi, kiinnittää huomiota opettajien henkilökohtaiseen hyvinvointiin ja ylläpitää läpinäkyvyyttä. Ehdotuksia voidaan soveltaa muissakin kouluissa, mutta tutkielman tekijä suosittelee laajempaa kyselytutkimusta tai lisähaastatteluja tuloksen yleistämiseksi.</p> |  |
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## **1 Introduction**

Trust, which is a reflection of people's interdependent relationship with others, is very important in the modern school that aims at preparing the students for this competing, globalizing society (Murphy, 2005; Ngaajieh Nnane, 2009). Trust is studied in many research areas such as sociology, psychology, communication and education. The aim of this thesis is to place trust into the high school education context in China to find out how trust helps to develop the school climate.

How to build or maintain an outstanding school? Is a nice campus with an excellent principal and a group of experienced teachers already enough? The answer is NO, although these factors are essential to a good school. When doing my Bachelor's Degree thesis, I found there was a puzzle coming out from my survey: trust between students and teachers got lost. Students only wanted to talk about academic studies in school instead of sharing their experiences of growth with teachers. This is a warning that should be emphasized, because education is never only about transmitting knowledge to the younger generations. An outstanding school should have a good school climate to enhance a harmonious environment for students' better development.

In my Master's Degree thesis, I will focus on the trust between the principal who is the leader of the school, and the teachers who are the leaders of the classroom. School climate is not just for students, it is also for these two essential parts. The firm relationship of the two parts will be helpful for building a better school for students (Hoy, Tarter, & Kottkamp, 1991)

### **1.1 Purpose of the Study**

As an earlier learner, I did my Bachelor's Degree Thesis which contained a survey about trust in school. The result showed that the reality of some schools in China was that trust was not well established within the school climate. Based on my earlier findings, I chose to continue with a case study in order to find out the solutions to this problem. I chose a high school named Shishi High School as my case in this thesis. It is now that the principals in China are realizing the conduciveness of a good school climate to students' achievement. I wanted to know the real school climate now in this High School, and find out the principal's role when he or she realizes the importance of building up a school climate which is characterized by trust. What is more, I would like to know whether trust exists in Shishi High School and how it really works. In addition, I would like to find out the unique school climate of the School based on the data I collected in there. In order to achieve my goals, I conducted a survey with questionnaires prepared for teachers in this school.

The data I obtained from the teachers and the formal information about this school will be used in the later chapters to support my points of view and supply a suggestion for building up a good school climate for Shishi High School.

### **1.2 Background of the Study**

This thesis is based on the Chinese context. The educational system in China has its own characteristics. The school focuses on students, at least focuses on students' performance in academic studies. China has a huge population. Although the number

of the illiterate population is decreasing due to the government's efforts, there are still many students cannot get the chance to receive higher education. Since 1995, the enrolment was higher than 98.5% among children of schooling age and the total enrollment of junior secondary schools including junior secondary vocational schools reached a gross enrollment rate of 78.4% (The 9th 5-Year Plan for China's Educational Development and the Development Outline, 2010). According to the official statistics from the Ministry of Education of the People's Republic of China, although the enrolment rate to institutions of higher education increases from 3.5% (1991) to 23.3% (Gross Enrolment Rate of Schools by Level, 2008), the educational resources are still in short. It is not hard to understand that competition in schools is very fierce. From the day young kids enter the primary school they set up the aim to study hard to win a ticket to enter the best high schools in the district where they are living, because the best high schools can guarantee the quality of education, and which is the most important foundation for students to enter the best universities in China. Every year when university entrance examinations take place in June, more than one million students compete with each other to enter the best universities, because the best universities guarantee that the winners will have the priority in finding a better job after their graduation. This is the social background of the fierce competition. The first 23-25 years of the Chinese children are spent just under this process.

What is more, although China is a big country in many ways, there is still the problem of lacking educational resources. With the help of the One Child Policy, the number of new born babies is under control. But the huge population base makes the average of educational resources still low. The policy of a filtering system is realized in China to first guarantee that excellent students receive higher education.

But educational reform is under way in China. Teachers and educators are gradually paying more attention to the students' capacity enhancement, not only to their academic achievements. The State Council issued "The decision on deepening Educational Reform and All-out Promotion of Capacity Enhancement, June 13<sup>th</sup>, 1999", hoping to build a good climate in schools. Although educational reform brings

changes, the pressure of the students and the teachers still exists. The biggest and most important task is to teach students more and more complicated knowledge in every subject in order to help them pass difficult examinations. The school climate is strict to both students and teachers. The principal plays a role of serious supervisor who assigns tasks to teachers. Teachers are not so involved in the developmental plan of the school, and decisions are almost solely made by the principal and his or her middle-class managing group. For this reason, there is a lack of transparency in decision making for most teachers. Gradually, the teaching staffs start feeling lonely and far away from the leading group. When a staff meeting becomes a place only for announcing decisions and when teaching staff become only the tools for teaching, trust is lost. (Kong, 2008)

The loss of trust will bring many troubles in the development of a school. Teachers will lose their motivation of working since their jobs are strictly controlled by the principal. When teachers' job satisfaction is low, they will not be active in regard to their daily work. This will in turn cause the principal to doubt about the performances and ability of the teachers. If in the interaction between the teaching staff and the principal both lose trust, the school climate will be ruined and the further development of the school will be difficult.

### **1.3 Significance of the study**

School culture and school climate are often talked about in Chinese schools now, but the definitions of the two words are not well explained. Principals sometimes misunderstand the meanings of these two words. It is important to give a clear explanation about school culture and school climate to Chinese principals.

Most of the time the word trust is forgotten by people who work in school. Chinese people talk about honesty or working hard a lot but seldom talk about trust. Trust is one of the most important factors connecting people together. If trust is lost, people will not believe in each other, they can not work together or contribute to their organization. If the principal and the teachers do not have trust between them, it will

be impossible to run a school with both a high quality of education and harmonious atmosphere. The harmonious atmosphere in a school is expanded from the definition of “harmonious society” which was put at the top of the national agenda of China by President Hu Jintao in 2005. The main characteristics of a harmonious society are: It will put people first and make all social activities beneficial to people's subsistence, enjoyment and development. In a harmonious society, the political environment is stable, the economy is prosperous, people live in peace and work in comfort and social welfare improves. (Pan Letian, 2005) The students are the core of the school, but the principal and the teachers are both the most important factors which can support students' better development. The relationship between them should be well studied and improved in order to build the best school climate for students.

Since the principal's role in China has its unique characteristics, it will be challenging difficult to talk about trust in Chinese schools. The hierarchy in the country makes people get used to following without questions. But this is why the study is needed; it will bring a new insight for Chinese principals to think when they are leading the schools.

#### **1.4 Research Questions**

The four main research questions of this thesis are as follow:

- *What is the current school climate in Shishi High School?*
- *What is the principal's role in the school climate of this school?*
- *Does trust exist in Shishi High School?*
- *Based on the above analysis, what is the principal's best role in building trust with teachers in the school climate?*

Besides the main research questions, I came across other unanticipated points of interest in the course of the research. In order to get answers for my research questions, I used quantitative methodology to collect data from teachers in Shishi

High School. In addition, the unanticipated discourses during the research process made me chose to use the ethnographic to document my observation. The mixed methods provided me enough data for the study.

## **2 Literature Review and Theoretical Framework**

This chapter is divided into the literature review and the theoretical framework. In the literature review, I first explain the differences between school culture and school climate. Second, I bring out the definition of trust and its importance. The third part in the literature review is the principal's role in the school climate. In the theoretical framework, I focus on the concepts of motivation, job satisfaction and transformational leadership which are also important elements in analyzing the school climate.

### **2.1 Literature Review**

#### **2.1.1 What is school culture?**

Based on the earlier research, it is agreed that most schools have their own culture. The school culture can be a healthy and positive one for both the students and the working staff to improve, or it can also be a negative one that resists the change of the school (Peterson and Deal, 1998).

Kent D. Peterson and Terrence E. Deal gave the definition of school culture which is still widely used. In their theory, they introduced the definition of school

culture and who shape the school culture. Culture is the underground stream of norms, values, beliefs, traditions, and rituals that have built up over time as people work together, solve problems, and confront challenges. This set of informal expectations and values shapes how people think, feel, and act in schools. This highly enduring web of influence binds the school together and makes it special. It is up to school leaders (principals, teachers, and often parents) to help identify, shape, and maintain strong, positive, student-focused cultures. Without these supportive cultures, reforms will wither, and student learning will slip. (Peterson and Deal, 1998, p.28)

In other theories about school culture it is regarded as a complex pattern of norms, attitudes, beliefs, behaviours, values, ceremonies, traditions, and myths that are deeply ingrained in the very core of the organization. It is the historically transmitted pattern of meaning that wields astonishing power in shaping what people think and how they act (Barth Roland, 2002, p.7). To a large extent culture contributes to the school's effectiveness or ineffectiveness and is a product of the school's leadership. Culture sets the standards and guides the daily actions of administrators, teachers and students alike (Weller, L, David and Weller, Sylvia J, 2002, p.139).

Robbins and Alvy (1995, p.23) expand the definition by stating, "This inner reality reflects what organizational members care about, what they are willing to spend time doing, what and how they celebrate, and what they talk about. "

### **2.1.2 What is school climate?**

School climate is always presented with school culture and both can be seen as the hidden curricula of one school. But both of them are not just limited to this. As concepts which are related to the emotional and psychological field, it is not easy to give accurate definitions to them. The CSEE (Center for Social and Emotional Education, U.S.) gives the definition of school climate as referring to the quality and character of school life as it relates to norms and values, interpersonal relations and social interactions, and organizational processes and structures. This climate includes:



**Table 2-1 Model of the positive school climate****(The National School Climate Council, U.S. <http://www.schoolclimate.org/climate/index.php>)**

**1. Norms, values and expectations that support people feeling socially, emotionally and physically safe.**

2. People are engaged and respected.

3. Students, families and educators work together to develop, live and contribute to a shared school vision.

4. Educators' model and nurture attitudes that emphasize the benefits and satisfaction gained from learning.

5. Each person contributes to the operations of the school and the care of the physical environment.

Moos (1974) and Insel and Moos (1974) developed a categorization to conceptualize the human environment. In their six approaches, climate and psychosocial characteristics are both included. Others include ecological factors (geographical, meteorological, architectural); behaviour settings (size and span of control); average personal characteristics of individuals within the environment (age, ability, SES: socioeconomic status); and functional dimensions of specific situations (environmental reinforcing contingencies that maintain particular behaviours). In these concepts about the human environment, school climate comes out as a definition that includes the total environmental quality within a given school building.

In terms of this view, school climate is related strongly to environment and can be divided into different levels of environment. In other words, into the leading group environment, the organizational environment, and the classroom level environment. Also, school climate can be divided into student climate, teacher climate and principal climate.

Although there are many factors within the school climate and environment, some of them bear the highest relevance to culture variables. Teacher commitment, peer norms, cooperative emphasis, expectations, emphasis on academics, rewards and

praise, consistency, consensus and clear goals are the basic findings in regard to the school climate. (Moos, 1974 & Insel and Moos, 1974)

### **2.1.3 What is trust?**

Trust exists within one organization and also exists between different organizations. It can be termed as internal trust and external trust (Huff & Kelley, 2005). This thesis is about the internal trust between the teaching staff and the principal. But some of the basic findings can be used in the research on the external trust relationship.

Gabarro (1978) defined trust as openness that exists between two people such as the degree to which one person feels assured that another will not take malevolent or arbitrary actions, and the extent to which one person might expect predictability in others' behaviour through what is normally expected of a person acting in good faith (Gabarro, 1978, p.298).

Hoy and Tschannen-Moran (1999) have presented a theory about the external trust between two organizations. They defined trust as one party's willingness to be vulnerable to another party based on the confidence that the latter party is (a) benevolent, (b) reliable, (c) competent, (d) honest, (e) open (Hoy, W.K. and Tschannen-Moran, M. 1999, p.189). Although the theory itself is for external trust, I am applying it when presenting the trust relationship between the teachers and the principal.

Trust is regarded as a "lubricant" (Bryk, & Schneider, 2002) that is necessary for a school's day-to-day functioning. Sebring and Bryk (2000, p.442) have suggested that cooperative work relation in schools "require a strong base of social trust among teachers, between teachers and parents, between teachers and the principal, and between teachers and students". In this thesis, I focus on trust between the teachers and the principal.

Listening and being heard can build and enhance trust. Listening is the basis in communication and the essential way that makes the speaker feels he or she is being heard and being paid attention to. As the principal, the leader of one school, he

or she must give the staff the opportunity to tell about their ideas. What is more, the principal can tell the teaching staff about his or her thoughts. This intercommunication can help build the base of trust. When trust between the principal and the teachers are founded in schools, collaboration will in turn help to enhance it. Listening is the first step for participation, and collaboration is the following process of a continuous trust. (Ngaajieh Nnane, 2009)

#### **2.1.4 Principal's role in school climate**

The principal's role as the leader of the school affects the school climate. The principal's role refers to the principal's leadership, it may be examined in terms of a variety of leadership roles including managerial, political, and instructional leadership (Cuban, 1988, p. xviii- xix). Littrell, Billingsley, and Cross (1994) found that principal support influenced the feelings that teachers have about themselves and their work. Further, teachers who characterized their principals as supportive found work more rewarding; enjoyed a productive, motivating work environment; demonstrated lower attrition rates and experienced less job-related stress and burnout (pp.297-310). This in turn affected how successful their students were. Principals have the capacity to guide the positive progress of the school and to develop and nurture relationships within the school community that impact the overall climate (Day, 2000, pp.56-59).

According to Littrell, Billingsley, and Cross (1994), in order to establish a positive school climate, principals should provide an atmosphere of optimism and camaraderie rather than an environment of competition and confrontation. Uniting the staff through a 'we' approach rather than a hierarchical approach helped teachers to feel esteemed and respected as well as committed to and satisfied with their jobs. Principals who emphasize emotional support in their daily work activities interact frequently with teachers in a manner that shows mutual respect and caring – a strong message sent to students when they witness this relationship between the principal and teachers (pp. 297-310).

Fox et al. (1970) suggested the principals retain open communication, shared

decision making and problem solving when they organized processes to foster the attainment of school objectives and an effective faculty and student morale (p.5-6). They also carried out some of the principal's roles in fostering the development of a positive school climate:

- “Exemplifier – One who verbalizes the school’s belief and value system, and insists that task force decisions be justified on the basis of written philosophy, goals, and objectives. He makes his own decisions and governs his own actions on the basis of the stated philosophy, goals, and objectives and publicizes the philosophical basis for his decisions and actions.
- Advocate – One who advocates actions consistent with school’s stated philosophy and which appear attainable. Conversely, he actively opposes proposed courses of action which are inconsistent with the stated philosophy or which seem unlikely of attainment.
- Strategist – One who is able to determine the plan of attack and assemble independent parts into a total plan to meet school goals.
- Ideator – This is the principal’s most creative role. He proposes to task forces and to other working groups, alternative paths of action which might otherwise now be considered. Once an idea is accepted by a group, he relinquishes psychological ownership, and it becomes the group’s idea.
- Conceptualizer – One who constantly describes the school’s climate to work groups in such a way that each task force can see how its actions relate to building the whole school. He provides a view of the big picture.
- Involver – One who identifies individuals willing to work to build a more positive school climate and helps them find constructive ways to become involved. Concurrently, he recognizes individuals and groups who are satisfied with the status quo and, through persuasion and involvement, encourages them to contribute to school wide improvements.
- Diagnostician/ Prescriber – one who encourages school task forces or groups to use existing instruments or design new ones to obtain information pertinent to

the problem being considered. He helps each group define its selected or assigned problem, set objective, collect and interpret information, and plan action based on the information and the school's philosophy. He constantly urges the group to evaluate the effectiveness of its actions as new information becomes available.

- Expediter – One who reminds each school task force of its agreed upon commitments and assists them in meeting the commitments. He does this by clearing away organizational debris standing in the way, and by providing, at strategically important times, needed resources.
- Counselor – One who assists task forces and individuals within such groups in analyzing what is happening to the group and what is happening to individuals. He may provide feedback regarding his perceptions as to why productivity is less than had been anticipated. He also may encourage other group members to provide such feedback. He is able to recognize when groups are becoming ineffective and is prepared to assist the group in determining the causes of its ineffectiveness and in proposing remedies. He helps build accuracy of perception between all concerned by providing opportunities for individuals to share common experiences.
- Delegator – One who directs the information flow, listens effectively, sends clear, concise messages, and avoids obtuse meanings. Messages are openly and candidly questioned. He directs interaction and communications toward achieving the school's objectives, and assists others to feel responsible for initiating communication.
- Politician – One who is a politician in the best sense of the word. He is skilled in the total complex of relations between man and society and recognizes and understands the political nature of man and the nature of the institution which affect the school.” (Fox et al., 1970, p.7)

## 2.2 Theoretical Framework

### 2.2.1 Motivation

#### *Theories of motivation*

David McClelland (1965) developed the Achievement Motivation Theory which emphasizes the need to accomplish something. This motivation theory is more used in the principals' leadership style and related to teaching staff's job satisfaction. In this theory, managers high in achievement motivation show more respect for subordinates and use more participatory systems.

Abraham Maslow (1943) developed the Need Hierarchy Theory which is the most widely used theory in presenting motivation. There are five levels of motivation: physiological, safety (security/shelter/health), belongingness (love/friendship), self-esteem (recognition/achievement), self actualization. Once the lower level of motivation is fulfilled, people move to the next level of motivation.



**Figure 2-1 Need Hierarchy Theory**  
exams tutor TM

([http://www.examtutor.com/business/resources/studyroom/people\\_and\\_organisations/motivation\\_theory/3-maslowsierachyofneeds.php](http://www.examtutor.com/business/resources/studyroom/people_and_organisations/motivation_theory/3-maslowsierachyofneeds.php))

Frederick Herzberg (1959) developed the Motivator-Hygiene (Two Factor) Theory: This Two Factor Theory is related directly to job satisfaction and dissatisfaction. Motivator needs identify which satisfaction characteristics are internal to work it. If conditions are met, job satisfaction occurs. Hygiene needs refer to the features of work environment. Job dissatisfaction occurs when the feature of work environment does not reach the standard.



**Figure 2-2 Motivator-Hygiene Theory**  
exams tutor TM

([http://www.examtutor.com/business/resources/studyroom/people\\_and\\_organisations/motivation\\_theory/4-herzbergstwofactorthory.php](http://www.examtutor.com/business/resources/studyroom/people_and_organisations/motivation_theory/4-herzbergstwofactorthory.php) )

Edwin A. Locke (1968) developed the Goal-Setting Theory which says that staff's primary motivation on the job is defined in terms of their desire to achieve a particular goal. Research shows that having goals would lead to better performance than not having goals. Specific goals are more motivating than general ones. And moderately difficult goals are most motivating.

Clayton Alderfer (1972) developed Maslow's theory further and named it as ERG Theory (existence needs, relatedness needs, growth needs). ERG Theory remains somehow the same as Maslow's Need Hierarchy Theory but Alderfer himself did not agree on the hierarchy of motivation.

**Table 2-2 ERG Theory**

exams tutor TM

(http://www.examtutor.com/business/resources/studyroom/people\_and\_organisations/motivation\_theory/6-alderferneeds.php )

| Need                         | Description  |
|------------------------------|--|
| <i>Existence Needs (E)</i>   | These relate to Maslow's Physiological and Safety needs, i.e. those needs to sustain life.   |
| <i>Relatedness Needs (R)</i> | The need to feel a sense of belonging, affiliation, and friendship, closely linked to Maslow's Safety, Social and Self-Esteem needs. |
| <i>Growth Needs (G)</i>      | These relate to Maslow's Self-esteem and Self-actualization needs and are concerned with the development of one's potential.         |

As a concept related to job satisfaction, motivation is the basic stimulation for teaching staff to devote themselves to their daily working. This is not only true for the teaching staff; motivation is also involved in the principal's leadership style and strategy.

### 2.2.2 Job satisfaction

From the 1930s, job satisfaction became one of the most interesting concepts discussed in organizational science. Theorists and administrators believed that a happy worker was a productive worker. But this was a quite limited description of job satisfaction which was only focused on industrial and blue-collar workers. After the publication of *Work in America* (U.S. Department of Health, Education and Welfare, 1973), there came the general concern of job satisfaction, which emphasized the quality of working life.

#### *Definition of job satisfaction*

The definition of job satisfaction has been developing all the time since it first came



out in 1935. Robert Hoppock (1935) brought up his definition of job satisfaction as any combination of psychological, physiological, and environmental circumstances that cause a person to say, "I am satisfied with my job." The limited amount of related research on this subject made it difficult to formulate a completed and adequate definition of job satisfaction but it did show the nature of job satisfaction.

Here are some other definitions which have been formulated in the past few years:

The affective orientations of individuals toward work roles that they are presently occupying. (Vroom, 1964, p.99)

A pleasurable or positive emotional state resulting from the appraisal of one's job or job experiences. (Locke, 1976, p.1300)

An affective or emotional reaction to a job that results from the employee's comparing actual outcomes to desired, expected, or deserved outcomes. (Cranny, Smith, and Stone, 1992, p.1)

The latest definition of job satisfaction is from Encyclopedia of Business (The Gale Group, Inc.) Job satisfaction, a worker's sense of achievement and success, is generally perceived to be directly linked to productivity as well as to personal wellbeing. Job satisfaction implies doing a job one enjoys, doing it well, and being suitably rewarded for one's efforts. Job satisfaction further implies enthusiasm and happiness with one's work (Business Encyclopedia: Job Satisfaction).

### **2.2.3 Transformational Leadership**

Transformational leadership has been defined as the "process whereby a person engages with others and creates a connection that raises the level of motivation and morality in both the leader and the follower" (Northouse, 2007, p.176).

James MacGregor Burns (1978, p.20) first gave the definition of transformational leadership which says: transformational leadership is a process in which "leaders and followers help each other to advance to a higher level of morale and motivation". But his works was based on Max Weber's (1947) story of

charismatic leaders which was first used for capitalist entrepreneurs. Max Weber brought out the model transactional leadership and transformational leadership:

**Table 2-3 Max Weber's (1947) Model of Transaction and Transformation Leadership Authority**

| <b>Three Frames for the Capitalist Entrepreneur:</b> |  |
|--|--|
| <i>1. Charismatic/ Hero (Transformer):</i>           | An individual personality set apart from ordinary people and endowed with supernatural, superhuman powers, and heroic Charismatic leadership qualities. In short part Hero, and part Supermen/ Superwomen. |
| <i>2. Bureaucratic (Transactional):</i>              | Bureaucracy is “the exercise of control on the basis of knowledge” (p.339). It is the stuff of rational legal hierarchical power, the Bureaucratic Leadership.   |
| <i>3. Traditional (Feudal/ Prince):</i>              | Traditional is an arbitrary exercise of Sultan power bound to loyalty, favoritism, and politics. It is stuff of Princely Leadership.   |

Weber brought out the several characteristics that a charismatic leader should have, the first one is “charismatically qualified leader is obeyed by virtue of personal trust in him and his revelation, their heroism or exemplary qualities so far as they fall within the scope of the individual's belief in his charisma” (Weber, 1980, p.124). This characteristic of transformational leadership is related to my study which focuses on the relationship between principal and teachers and how the principal influences his teachers.

Later when James MacGregor Burns presented his theory on transformational leadership, the base of it was Weber's (1947) theory of leadership and authority. Burns valued the morality of leaders no matter what kind of leadership

style they exhibited. He presented the figure of transformational moral value leaders who lead transcendent values. Transcendent values in this theory include: liberty, justice, equality and collective well being. (Burns, 1978, p.18)

Bass and Avolio (1994) brought out the factors of transactional and transformational leadership. In their theory, the factors of transformational leadership are idealized influence, inspirational motivation, intellectual stimulation and individual consideration. The transformational leaders are role models for their followers. They are admired, respected and trusted. They consider the personal welfare of their followers and share risks with them. They know to behave in ways that motivate and inspire those around them by providing meaning and challenge to their followers' work. The transformational leaders also stimulate followers' efforts to be innovative and creative by questioning assumptions, reframing problems, and approaching old situations in new ways. In addition, the transformational leader treats his followers differently according to their personal needs and capabilities. The factors of transformational leadership are used in my study when I am analyzing the principal's behaviour in the school. (Pp.541-544)

### **3 Research Methods and Procedures**

In this chapter I introduce briefly the research method, the research instruments, and the samples in the survey, the research process, the research reliability and limitation.

#### **3.1 Quantitative Method and Qualitative Method**

The two most widely used methodologies were adopted in the study: the qualitative method and the quantitative method.

Qualitative research, broadly defined, means "any kind of research that produces findings not arrived at by means of statistical procedures or other means of quantification" (Strauss and Corbin, 1990, p.17).

The quantitative method is the range of mathematical and statistical techniques used to analyze data. In order to test empirical theories and hypotheses, political scientists draw on a wide range of sources, including primarily qualitative data such as documents, unstructured interviews, and participant observation, and primarily quantitative data such as those derived from sample surveys or aggregate statistics such as election results, census materials, or cross-national statistical series (McLean and McMillan, 2003).

The following table shows the differences between the qualitative method and the quantitative method:

**Table 3-1 Miles & Huberman (1994, p. 40). Qualitative Data Analysis**

| Qualitative   | Quantitative   |
|---|--|
| "All research ultimately has a qualitative grounding"<br>- Donald Campbell  | "There's no such thing as qualitative data.<br>Everything is either 1 or 0"<br>- Fred Kerlinger                          |
| The aim is a complete, detailed description.  | The aim is to classify features, count them, and construct statistical models in an attempt to explain what is observed. |
| Researcher may only know roughly in advance what he/she is looking for.   | Researcher knows clearly in advance what he/she is looking for.  |
| Recommended during earlier phases of research projects.   | Recommended during latter phases of research projects.   |
| The design emerges as the study unfolds.  | All aspects of the study are carefully designed before data is collected.  |
| Researcher is the data gathering instrument.  | Researcher uses tools, such as questionnaires or equipment to collect numerical data.                                    |
| Data is in the form of words, pictures or objects.  | Data is in the form of numbers and statistics.   |
| Subjective - individuals' interpretation of events is important ,e.g., uses participant observation, in-depth interviews etc. | Objective ?seeks precise measurement & analysis of target concepts, e.g., uses surveys, questionnaires etc.              |
| Qualitative data is more 'rich', time consuming, and less able to be generalized.   | Quantitative data is more efficient, able to test hypotheses, but may miss contextual detail.                            |
| Researcher tends to become subjectively immersed in the subject matter.   | Researcher tends to remain objectively separated from the subject matter.  |

Although there are so many differences between these two research methods, both quantitative and qualitative researchers “think they know something about society worth telling to others, and they use a variety of forms, media and means to communicate their ideas and findings” (Becker, 1986, p.122).

The word qualitative implies an emphasis on processes and meanings that are not rigorously examined or measured (if measured at all), in terms of quantity, amount, intensity, or frequency. Qualitative researchers stress the socially constructed nature of reality, the intimate relationship between the researcher and what is studied, and the situational constraints that shape inquiry. In contrast, quantitative studies emphasize the measurement and analysis of causal relationships between variables, not processes.

Inquiry is purported to be within a value-free framework (Denzin and Lincoln, 2003, p.13).

Qualitative research focuses on patterns or process in order to explain the “how and why” questions. There are four methods for gathering information: (a) participating in the setting, (b) observing directly, (c) interviewing in depth, and (d) analyzing documents and material culture (Marshall and Rossman, 2006, p. 97). These methods are later subdivided into participant observation, non-participant observation, field notes, reflexive journals, structured interview, unstructured interview, analysis of documents and materials... ..

The fundamental principles guiding data collection in quantitative research are that data are derived in a way that is independent of the expectations of the observer and that the data are true representations of a phenomenon. Quantitative data collection is guided by four major objectives: Empiricism means observation and measurement that can be replicated by others. Measurement is the careful and explicit definition of the tools (scales or questionnaires) or devices (instruments such as sphygmomanometer) used to measure phenomena. Replicability is ensuring that the results obtained can be repeated in replication studies by other investigators. Objectivity means seeking to eliminate any biases in the way data are collected and interpreted so that conclusions reflect the true facts about a phenomenon. (Botti and Endacott, 2005, p.188)

### **3.2 The Research Methods in the Study**

At the beginning I planned to use both of these two methods to implement my data collection. I planned to use questionnaires to teachers and interview the principal, but later the reality forced me to change my plan.

The principal of Shishi High School is not always in his office, and it was seldom that teachers knew when he would be back. Meanwhile, I was told by other teachers that the principal did not know how to use Email, so I could not arrange an appointment with him or at least send him a survey. I could only cancel the interview

with him. But after talking with my supervisor at the Institute of Educational Leadership, I was suggested to use another qualitative method instead of an interview which was named the ethnographic method. My supervisor noticed that I remembered many scenes when I was doing the survey although I did not realize the teachers' behaviours and other observations could be analyzed by using the ethnographic method, I remembered these scenes just because I thought they were quite funny. Ethnography is a qualitative research method that is used by anthropologists to describe a culture. Researchers must go into the field to observe and interview people from the culture of interest (Michelle Byrne, 2001). When I was doing the data collection, what I observed in Shishi High School gave me more insight into the school climate. Bronislaw Malinowski (1922, pp.2-3) stated the significance of using the ethnographic method: "I consider that only such ethnographic sources are of unquestionable scientific value, in which we can clearly draw the line between, on the one hand, the results of direct observation and of native statements and interpretations, and on the other, the inferences of the author, based on his common sense and psychological insight."

Combining qualitative and quantitative methodology is called mixed methods. The mixed method research is one concept under the *mixed methods designs*. Mixed method research studies use qualitative and quantitative data collection and analysis techniques in either parallel or sequential phases. This mixing occurs in the methods section of a study (Tashakkori and Teddlie, 2003, p.11). Parallel phases emergence in the course of the study. Some researchers have suggested that qualitative research questions are exploratory, while quantitative research questions are confirmatory. A major advantage of mixed methods research is that it enables the researcher to simultaneously answer confirmatory and exploratory questions, and therefore verify and generate theory in the same study (Tashakkori and Teddlie, 2003, p.15).

But the quantitative method was my first preference in the study. The reason I chose the quantitative method was based on the Chinese context. First, it was not easy to interview every teacher in the school because of the school size, but

questionnaires could help me collect more information from more teachers. Second, the relationship between the ordinary teachers and the principal in China was more like an affiliation; it would not have been easy to ask sensitive questions face to face. The quantitative method was the best way for me to get the data I wanted. The ethnographic method emerged from the unanticipated observation in the research process. The combination of the two research methods both provided me more reliability in regard to the answers.

### **Information of the School in the Study**

This thesis is a case study of a famous high school in China, Shishi High School, which is located in Chengdu, the most developed city in the Southwest of China. The city has 19 municipalities and 11.25 million citizens. There are totally 1026 schools in Chengdu (primary schools and middle schools) which serve 1.38 million students.

Yin (2002) restated the definition of case study in the 3<sup>rd</sup> edition of his *Case Study Research: Design and Methods*. In his book, the technical definition begins with the scope of a case study: “A case study is an empirical inquiry that investigates a contemporary phenomenon within its real-life context, especially when the boundaries between phenomenon and context are not clearly evident; the case study inquiry copes with the technically distinctive situation in which there will be many more variables of interest than data points and as one result relies on multiple sources of evidence, with data needing to converge in a triangulating fashion, and as another result benefits from the prior development of theoretical propositions to guide data collection and analysis.” (Pp.13-14)

There are four types of designs for case studies: single-case (holistic) designs, single-case (embedded) designs, multiple-case (holistic) designs, and multiple-case (embedded) designs (Yin, 2002, p.39). In my thesis, I chose the single-case (holistic) design to do my research, which “examined only the global nature of an organization or of a program” (p.43).

Shishi High School has the longest history of education in China. It was built



in 143 B.C. and never moved its campus. It is the first school that is supported by the local government of China. The school is located in the city center, showing how important it has been through the time. There are about 2000 students and nearly 100 teachers on the main campus of Shishi High School. The school also has a high reputation among all Chinese high schools but it still has to face up to problems which the modern society has brought. It has its own school climate and it is worthy of investigating the current situation of the school and find out a better ways to build up a good school climate.

### **3.3 The Questionnaire**

The questionnaire in the thesis includes two parts. Part 1 is the survey of school climate, containing 34 questions; Part 2 is the survey of faculty trust in the principal, containing 8 questions. The 42 questions are selected to find out the real situation about trust in Shishi High School. All the questions are used to elicit answers to the four main research questions. The questions pertain to finding the principal's and the teachers' behaviours as elicited by Hoy (1987). The following clarification is showed in the form of a chart in Chapter 4, pp.42-43. Questions 5, 6, 23, 24, 25, 29 and 30 belong to the Supportive Principal's Behaviour and the questions are used to find out whether the principal knows how to motivate his teachers and cares about teachers' welfare; Questions 7, 12, 13, 18, 19, 31 and 32 belong to the Directive Principal's Behaviour, which are used to see whether the principal is controlling most of the teachers' behaviours and dominates the school affairs; Questions 3, 4, 10, 11, 16, 17, 20, 28, 33 and 34 are about the Engaged Teachers' Behaviour which are designed to find out how teachers get along with each other during school days; Questions 1, 2, 8, 9, 15 and 22 concern the Frustrated Teachers' Behaviour which are quite opposite to the last dimension because the questions are used to find out whether administration and colleagues interrupt teachers' basic teaching tasks; Questions 14, 21, 26 and 27 belong to the Intimate Teachers' Behaviour, and the dimension is about teachers' social relationship with each other when they are outside the school. (See the chart in

Chapter 4, p.42-43)

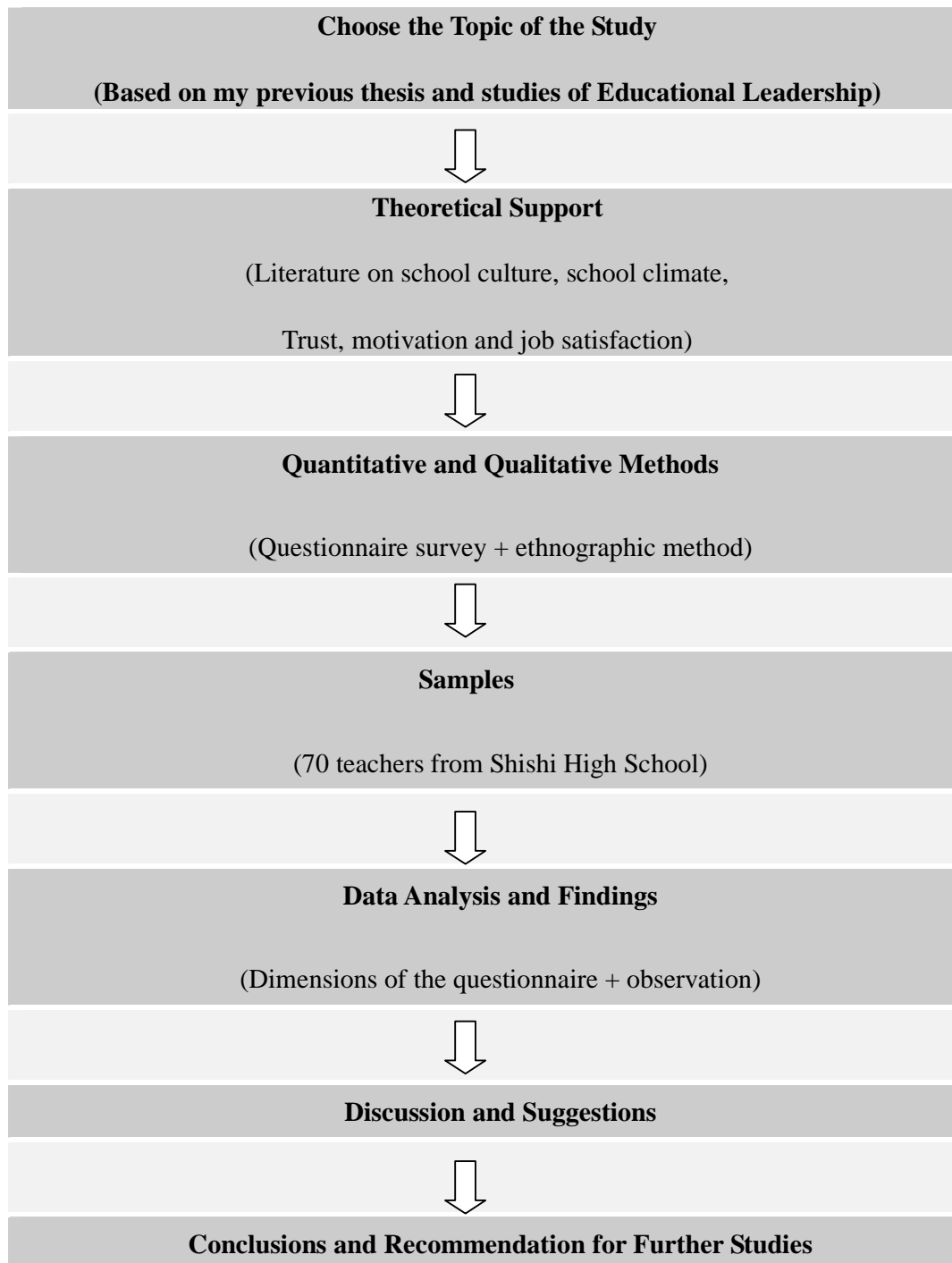
Besides giving a description of the school climate, I will describe the openness of the school based on Part 1 of the questionnaire.

In Part 2 of the questionnaires, the 8 questions are used to test the Faculty trust in the principal. The questionnaire focuses on teachers' attitude to trust.

### **3.4 The Research Procedure**

The idea of the study is based on my Bachelor's Degree Thesis in 2008, when I was doing a survey about how the students understood the teachers' love. The result showed that students did not understand teachers well because of the lack of communication. The students did not trust the teachers because they do not understand the teachers' behaviours. I realized that the mutual understanding and mutual trust is so important that it will result in a great impact on the environment of any workplace and I had been considering that the issue is worth further exploring. When I started the course in the programme of Educational Leadership, I planned to combine what I am learning now with the idea I had before. In order to complete this study, I first found theoretical support and then determined the research methods. The case school was decided after the earlier theoretical work, and data analysis was started when I got all the data. Some findings were also made when I collecting data. Finally, conclusions and suggestions are made before closing the study with recommendations for further studies.

Table 3-2 The Research Procedure



### 3.5 Research Validity and Reliability

The data in the study was collected from the teachers of Shishi High School. There is a working staff of 137 in the school and 97 of them are teachers. As it was the end of

the spring semester, the teachers were busy with students' exams. Not all the teachers were staying in their offices, so I could not hand out questionnaires to all the 97 teachers. The questionnaires were sent out to 70 teachers and exact 70 questionnaires were returned. The questionnaire was anonymous in order to get real answers from the teachers. I gained the research access from the Head of the Chinese subject and the Head of the Mathematics who were my class teachers during my studies in Shishi High School. As I was an alumnus of this school, I was welcomed to conduct research in the school. It was not a necessary step in China to gain the access from the top authority unless the researcher needed to do a big survey to all the students, stay in the school for a certain period of time, or the results of the study would be published to the public. The research instruments in this study were OCDQ-RS and Omnibus T-Scale. The detail of the research instruments are shown in Chapter 4.1 (pp.42-43).

### **3.6 The Limitation of the Study**

The study itself is a case study which focused only on one high school. As I mentioned earlier, the total number of teachers in the School was less than 100. Although I tried to distribute questionnaires to the 70 teachers randomly in the school the limited number of samples was still not enough to render a valid generalization of the study. Also the characteristics of the school limited the generalization.

Another limitation arose due to the language differences. The questionnaire itself was in English, so the first thing to be done was to translate it into Chinese before I did the survey. The concepts in the questionnaire were also needed to be translated in the right way, so that the teachers in the school could understand fully. In order to make sure that there was no misunderstanding in language, I asked two teachers in the School to fill out the questionnaire before I handed all of them out. In addition, I waited in the office for the questionnaires to be filled out in case there were any questions from the teachers while they were answering the questionnaire.

The observations in the study were all based on my individual angle of view. The limitation was that I could not observe everything happening in the school. The

data from the observation could only present the information I witnessed but in fact there were many other things going on in the school. The observation itself was not decided to be used at the beginning; I did not make a plan for the observation, so the results I got were named “unanticipated ethnographic findings” in my thesis.

## **4 Data and the Process of Analysis**

### **4.1 Introduction of the Research Instrument**

Data from teachers in this study was collected by the quantitative method. The questionnaire which was used as the research instrument was made by Wayne K. Hoy, the Novice Fawcett Chair in Educational Administration (the Ohio State University, U.S.)

The research instrument is named the Organizational Climate Descriptive Questionnaire (OCDQ). The research instrument was first constructed by Halpin and Croft (1962, 1963) and was only for testing elementary school climate at that time. "School climate is construed as organizational 'personality.' Indeed, in conceptualizing the climates of schools along an open to closed continuum, Halpin and Croft were influenced by Milton Rokeach's (1960) analysis of personality types" (Hoy , Tarter and Kottkamp, 1991, p.8).

Although the OCDQ had been used in hundreds of studies since it was constructed, it was criticized when the time and condition changed. It was criticized for not being well suited for the study of urban schools or secondary schools (Carver & Sergiovanni, 1969; Halpin, 1967; Miskel & Ogawa, 1988). Paula Silver (1983)

argued that the conceptual framework of the OCDQ lacks a clear logic, is cumbersome, and lacks parsimony. And gradually some of its subtests were no longer valid. Hoy (1987) worked with his colleagues and worked out two new research instruments: the OCDQ-RE (for elementary schools) and the OCDQ-RS (for secondary schools). In my study, I adopted the OCDQ-RS as my first research instrument. The instrument has a high reliability. Each of these dimensions was measured by a subtest of the OCDQ-RS. The reliability scores for the scales were relatively high: Supportive (.91), Directive (.87), Engaged (.85), Frustrated (.85), and Intimate (.71) (Hoy, Tarter and Kottkamp, 1991, p.46).

Another research instrument is the Omnibus-T Scales, which has three dimensions. It is also made by Wayne K. Hoy. The reliabilities of the three subscales typically range from 0.90 to 0.98 (Reliability and Validity of the Omnibus T-Scale). But I did not use the whole scale for my study. I only chose the dimension which tested the "Faculty Trust in the Principal". The original questionnaire is shown in Appendix A.

## **4.2 The samples**

The samples which I chose were teachers from Chengdu Shishi High School. The campus is located in the center of the city with the total of 2000 students. There are 137 working staffs in the school and 97 of them are teachers. Among the 97 teachers, there are 56 female and 39 male teachers. I tried to balance between the number of male teachers and female teachers, but considering the situation that the number of female teachers is more than that of male teachers; I could not get a real balance in the numbers.

When I got to the school and handed out the questionnaires in June, 2009, it was the end of the semester. Not all the teachers were at the school and some were busy with the students' testing papers. Finally I handed out 70 questionnaires randomly and because I stayed there waiting for the result, I got exactly 70

questionnaires back. 56 of them were fully answered and 14 were partly filled.

The first three questions are aimed to get basic information of the teachers, being about their gender, years of being a teacher and the subjects they teach. The questions were answered in the form of choices:

**Table 4-1 Basic Information**

|   |   |
|---|---|
| <b>Basic Information: (please fill the answer with “√”)</b> |   |
| <b>Gender:</b>  | Male (    );    Female (    )                   |
| <b>Teaching Subject:</b>                                    | Arts (    );    Science (    )                  |
| <b>Teaching Years:</b>                                      | 1-3 years (    );    4-6 years (    );          |
|   | 7-10 years (    );    more than 10 years (    ) |

The purpose of the first question is trying to make sure the balance of gender difference is kept. The result shows that 32 male teachers and 38 female teachers attended the survey.

The second question is about the teaching subject of the samples. The aim of this question is to find out whether the background of teaching different subjects influences teachers' opinions on different questions about the school climate. In China teachers who are teaching Chinese, English, Geography, History and Politics are Arts teachers. Teachers teaching in Science are Mathematics teachers, Physics teachers, Chemistry teachers, Biography teachers and P.E. teachers. The results show that 29 teachers who attended the survey teach Arts and 41 teach in Science. In China, more students in high school prefer to study Science than Arts. This situation leads to the result that most schools have more Science teachers than Arts teachers.

The third question is about the length of the informants' teaching careers.



The question was designed to find out whether the experience in teaching would influence the answer to the questionnaire. The result is that 21 teachers attending the survey have been teaching in this school for 1-3 years, 19 teachers for 4-6 years, 10 teachers have taught for 7-10 years and 20 teachers are very experienced, having taught for more than 10 years. Table 4-2 summarized the basic information:

**Table 4-2 Summary of Basic Information**

| <b>Basic Information</b> |                  |           |                  |           |                   |           |                           |           |
|--------------------------|------------------|-----------|------------------|-----------|-------------------|-----------|---------------------------|-----------|
| <b>Gender:</b>           | <b>Male</b>      | <b>32</b> | <b>Female</b>    | <b>38</b> |                   |           |                           |           |
| <b>Teaching Subject:</b> | <b>Arts</b>      | <b>29</b> | <b>Science</b>   | <b>41</b> |                   |           |                           |           |
| <b>Teaching Time:</b>    | <b>1-3 years</b> | <b>21</b> | <b>4-6 years</b> | <b>19</b> | <b>7-10 years</b> | <b>10</b> | <b>More than 10 years</b> | <b>20</b> |

### 4.3 Dimensions of OCDQ-RS

The OCDQ-RS provides a description of school climate in terms of five dimensions which can be divided into two general aspects.

*1) The Principal Behaviours:* Supportive Principal Behaviour; Directive Principal Behaviour;

*2) The Teacher Behaviours:* Engaged Teacher Behaviour; Frustrated Teacher Behaviour and Intimate Teacher Behaviour.

Four of the five aspects of school interaction also form a general dimension of school climate: openness (Hoy, Tarter and Kottkamp, 1991, p.152).

There are a total of 34 questions in the OCDQ-RS. The original questionnaire

mixed all the questions for the 5 different dimensions. In order to analyze the data, I rearranged the order of all the questions and divided them into the dimensions they belong to.

**Table 4-3 the OCDQ-RS Questionnaire**

**PART 1:**

**1=rarely occurs; 2=sometimes occurs; 3=often occurs; 4=very frequently occurs**

**Principal's Behaviour**

**Supportive behaviour items**

|  |   |   |   |   |
|--|---|---|---|---|
| 5. The principal sets an example by working hard himself/herself. ....                 | 1 | 2 | 3 | 4 |
| 6. The principal compliments teachers.....   | 1 | 2 | 3 | 4 |
| 23. The principal goes out of his/her way to help teachers. ....                       | 1 | 2 | 3 | 4 |
| 24. The principal explains his/her reason for criticism to teachers.....               | 1 | 2 | 3 | 4 |
| 25. The principal is available after school to help teachers when assistance is needed | 1 | 2 | 3 | 4 |
| 29. The principal uses constructive criticism.....                                     | 1 | 2 | 3 | 4 |
| 30. The principal looks out for the personal welfare of the faculty.....               | 1 | 2 | 3 | 4 |

**Directive behaviour items**

|  |   |   |   |   |
|--|---|---|---|---|
| 7. Teacher-principal conferences are dominated by the principal..... | 1 | 2 | 3 | 4 |
| 12. The principal rules with an iron fist.....                       | 1 | 2 | 3 | 4 |
| 13. The principal monitors everything teachers do.....               | 1 | 2 | 3 | 4 |
| 18. The principal closely checks teacher activities.....             | 1 | 2 | 3 | 4 |
| 19. The principal is autocratic.....                                 | 1 | 2 | 3 | 4 |
| 31. The principal supervises teachers closely.....                   | 1 | 2 | 3 | 4 |
| 32. The principal talks more than listens.....                       | 1 | 2 | 3 | 4 |

**Teachers' Behaviour**

**Engaged behaviour items**

|   |   |   |   |   |
|---|---|---|---|---|
| 3. Teachers spend time after school with students who have individual problems. | 1 | 2 | 3 | 4 |
| 4 Teachers are proud of their school.....                                       | 1 | 2 | 3 | 4 |
| 10. Student government has an influence on school policy.....                   | 1 | 2 | 3 | 4 |
| 11. Teachers are friendly with students.....                                    | 1 | 2 | 3 | 4 |
| 16. Teachers help and support each other.....                                   | 1 | 2 | 3 | 4 |
| 17. Pupils solve their problems through logical reasoning.....                  | 1 | 2 | 3 | 4 |
| 20. The morale of teachers is high.....   | 1 | 2 | 3 | 4 |
| 28. Teachers really enjoy working here.....                                     | 1 | 2 | 3 | 4 |
| 33. Pupils are trusted to work together without supervision.                    | 1 | 2 | 3 | 4 |

34. Teachers respect the personal competence of their colleagues..... 1 2 3 4

#### **Frustrated behaviour items**

1. The mannerisms of teachers at this school are annoying..... 1 2 3 4

2. Teachers have too many committee requirements..... 1 2 3 4

8. Routine duties interfere with the job of teaching..... 1 2 3 4

9. Teachers interrupt other faculty members who are talking in faculty meetings.... 1 2 3 4

15. Administrative paper work is burdensome at this school..... 1 2 3 4

22. Assigned non-teaching duties are excessive..... 1 2 3 4

#### **Intimate behaviour items**

14. Teachers' closest friends are other faculty members at this school..... 1 2 3 4

21. Teachers know the family background of other faculty members..... 1 2 3 4

26. Teachers invite other faculty members to visit them at home..... 1 2 3 4

27. Teachers socialize with each other on a regular basis..... 1 2 3 4

### **4.3.1 Calculating the data in OCDQ-RS**

Step 1: Score each item for each teacher with the appropriate number (1, 2, 3, or 4).

Step 2: Sum the average school item scores as follows:

$$\text{Supportive Behaviour (S)} = 5+6+23+24+25+29+30$$

$$\text{Directive Behaviour (D)} = 7+12+13+18+19+31+32$$

$$\text{Engaged Behaviour (E)} = 3+4+10+11+16+17+20+28+33+34$$

$$\text{Frustrated Behaviour (F)} = 1+2+8+9+15+22$$

$$\text{Intimate Behaviour (Int)} = 14+21+26+27$$

The current data base on secondary schools is drawn from a large, diverse sample of schools in New Jersey. The average scores and standard deviations for each climate dimension are summarized below:

**Table 4-4 Standard deviations for climate dimensions**

|                          | Mean (M) | Std. Deviation (SD) |
|--------------------------|----------|---------------------|
| Supportive Behaviour (S) | 18.19    | 2.66                |
| Directive Behaviour (D)  | 13.96    | 2.49                |
| Engaged Behaviour (E)    | 26.45    | 1.32                |
| Frustrated Behaviour (F) | 12.33    | 1.98                |
| Intimate Behaviour (Int) | 8.80     | .92                 |

Convert the school subtest scores to standardized scores with a mean of 500 and a standard deviation of 100, which we call SdS scores. Use the following formulas:

$$\text{SdS for S} = 100 \times (S - 18.19) / 2.66 + 500$$

First compute the difference between your school score on S and the mean for the normative sample (S-18.19). Then multiply the difference by 100 [100 X (S-18.19)]. Next divide the product by the standard deviation of the normative sample (2.66). Then add 500 to the result. You have computed a standardized score (SdS) for the supportive behaviour subscale (S).

Repeat the process for each dimension as follows:

$$\text{SdS for D} = 100 \times (D - 13.96) / 2.49 + 500$$

$$\text{SdS for E} = 100 \times (E - 26.45) / 1.32 + 500$$

$$\text{SdS for F} = 100 \times (F - 12.33) / 1.98 + 500$$

$$\text{SdS for Int} = 100 \times (\text{Int} - 8.80) / .92 + 500$$

The range of these scores is presented below:

*If the score is 200, it is lower than 99% of the schools.*

*If the score is 300, it is lower than 97% of the schools.*

*If the score is 400, it is lower than 84% of the schools.*

*If the score is 500, it is average.*

*If the score is 600, it is higher than 84% of the schools.*

*If the score is 700, it is higher than 97% of the schools.*

*If the score is 800, it is higher than 99% of the schools.*

There is one other score that can be easily computed and is often of interest, the general openness index for the school climate.

**Openness= (SdS for S) + (1000-SdS for D) + (SdS for E) + (1000-SdS for F)**

#### 4

This openness index is interpreted the same way as the subtest scores, that is, the mean of the "average" school is 500.

|                  |                               |
|------------------|-------------------------------|
| <i>Above 600</i> | <i>VERY HIGH</i>              |
| <i>551-600</i>   | <i>HIGH</i>                   |
| <i>525-550</i>   | <i>ABOVE AVERAGE</i>          |
| <i>511-524</i>   | <i>SLIGHTLY ABOVE AVERAGE</i> |
| <i>490-510</i>   | <i>AVERAGE</i>                |
| <i>476-489</i>   | <i>SLIGHTLY BELOW AVERAGE</i> |
| <i>450-475</i>   | <i>BELOW AVERAGE</i>          |
| <i>400-449</i>   | <i>LOW</i>                    |
| <i>Below 400</i> | <i>VERY LOW</i>               |

### 4.3.2 The Result of OCDQ-RS

The result of OCDQ-RS in my thesis is divided into three parts: the 56 questionnaires with full answers, the 14 questionnaires with partly filled answers, and the total 70 questionnaires. All the questions and answers in details will be used in analysis if needed. In the following tables, the "questionnaire" is represented by "Qs".

**Table 4-5 Result of the OCDQ-RS Scores**

|   | 56 Qs<br>Fully answered | 14 Qs<br>Partly answered | 70 Qs<br>Total sample |
|---|-------------------------|--------------------------|-----------------------|
| <b>Supportive Principal's Behaviour</b> | 494 (AVERAGE)           | 353 (< 97%)              | 480 (< 84%)           |
| <b>Directive Principal's Behaviour</b>  | 642 (> 84%)             | 610 (> 84%)              | 635 (> 84%)           |
| <b>Engaged Teachers' Behaviour</b>      | 670 (> 84%)             | 460 (AVERAGE -)          | 627 (AVERAGE +)       |
| <b>Frustrated Teachers' Behaviour</b>   | 425 (< 84%)             | 460 (AVERAGE -)          | 432 (< 84%)           |
| <b>Intimate Teachers' Behaviour</b>     | 372 (< 97%)             | 319 (< 97%)              | 362 (< 97%)           |

The scores also show the openness of the school climate (the final result of 70 questionnaires):

**Table 4-6 Openness of the school climate**

| <b>Principal's Behaviour</b>     | 70 Qs                         |
|----------------------------------|-------------------------------|
| Supportive Principal's Behaviour | 480 ( SLIGHTLY ABOVE AVERAGE) |
| Directive Principal's Behaviour  | 635 (VERY HIGH)               |
| <b>Teachers' Behaviour</b>       |                               |
| Engaged Teachers' Behaviour      | 627 (VERY HIGH)               |
| Frustrated Teachers' Behaviour   | 432 (LOW)                     |
| Intimate Teachers' Behaviour     | 362 (VERY LOW)                |
| <b>Openness of the School</b>    | 544 (ABOVE AVERAGE)           |

## 4.4 Omnibus-T Scale

There are three dimensions in the original Omnibus-T Scale. I chose only one dimension as my second part of the survey. There are 8 questions included in this part which is about the “Faculty Trust in the Principal”. The reliabilities of the three subscales typically range from .90 to .98.

Table 4-7 Omnibus T-scale

### PART 2:

|   | Strongly |   |   | Strongly |   |   |
|---|----------|---|---|----------|---|---|
|   | Disagree |   |   | Agree    |   |   |
| 1. Teachers in this school trust the principal.                                   | 1        | 2 | 3 | 4        | 5 | 6 |
| 2. The teachers in this school are suspicious of most of the principal's action.  | 1        | 2 | 3 | 4        | 5 | 6 |
| 3. The teachers in this school have faith in the integrity of the principal.      | 1        | 2 | 3 | 4        | 5 | 6 |
| 4. The principal in this school typically acts in the best interests of teachers. | 1        | 2 | 3 | 4        | 5 | 6 |
| 5. The principal of this school does not show concern for the teachers.           | 1        | 2 | 3 | 4        | 5 | 6 |
| 6. Teachers in this school can rely on the principal.                             | 1        | 2 | 3 | 4        | 5 | 6 |
| 7. The principal in this school is competent in doing his or her job.             | 1        | 2 | 3 | 4        | 5 | 6 |
| 8. The principal doesn't tell teachers what is really going on.                   | 1        | 2 | 3 | 4        | 5 | 6 |

### 4.4.1 Calculating the data of Omnibus-T Scale

Step 1: Score each item for each teacher with the appropriate number (1, 2, 3, 4, 5 or 6). But question 2, 5, 8 are reversed scored, that is, (1=6, 2=5, 3=4, 4=3, 5=2, 6=1).

Step 2: compute the school score by adding the values for the items composing that scale and then dividing by the number of items as follows:

**Faculty Trust in the Principal (TP) = Scores for items 1, 2\*, 3, 4, 5\*, 6, 7, 8\* are summed and divided by 8.**

Convert the school subtest scores to standardized scores with a mean of 500 and a standard deviation of 100. Use the following formulas:

**Standard Score for Trust in the Principal (TP) =  $100(\text{TP}-4.42)/0.725+500$**

The Omnibus-T Scale gives the result which is similar with the OCDQ-RS:

*If the score is 200, it is lower than 99% of the schools.*

*If the score is 300, it is lower than 97% of the schools.*

*If the score is 400, it is lower than 84% of the schools.*

*If the score is 500, it is average.*

*If the score is 600, it is higher than 84% of the schools.*

*If the score is 700, it is higher than 97% of the schools.*

*If the score is 800, it is higher than 99% of the schools.*

#### **4.4.2 The Result of Omnibus-T Scale**

There is only one dimension which was chosen for the study. The result of it will also be divided into three parts: the 56 questionnaires with full answers, the 14 questionnaires with partly filled answers, and the total of 70 questionnaires.

**Table 4-8 Result of Omnibus-T Scale Scores**

|  |                         |                          |                       |
|--|-------------------------|--------------------------|-----------------------|
|  | 56 Qs<br>Fully answered | 14 Qs<br>Partly answered | 70 Qs<br>Total sample |
|--|-------------------------|--------------------------|-----------------------|



|                                       |             |             |             |
|---------------------------------------|-------------|-------------|-------------|
| <b>Faculty Trust in the Principal</b> | 429 (< 84%) | 252 (< 99%) | 393 (< 84%) |
|---------------------------------------|-------------|-------------|-------------|

## 4.5 Data Analysis

The data I received from the 70 teachers of Shishi High school were analyzed by using the OCDQ-RS 5 dimensions and one dimension from the Omnibus-T Scale. The data was first analyzed with different dimensions and the whole picture of the current situation about the school climate, and the faculty trust in the principal of Shishi High School. Then I used some details from the data to analyze the specific phenomena in this school.

The analysis of the data is based on the answers from three groups in my study (the group who fully answered the questionnaire; the group who only partly answered the questionnaire and the total sample). The phenomena of partly filled answers were analyzed from the perspective of the Chinese culture of keeping silence.

## **5 Analysis and Findings**

In this chapter, the first three research questions are explored with the help of data analysis. The major way of data analysis is introduced in Chapter 5.5. Besides the three research questions, I will also analyze unanticipated findings based on the ethnographic method.

### **5.1 Research Question 1: What is the current school climate in Shishi High School?**

According to the OCDQ-RS, the 5 dimensions of school climate fall into two general aspects: the principal's behaviours and the teachers' behaviours. The principal behaviours include supportive principal behaviour and directive principal behaviour, the result of which I will briefly introduce in this section and the details of the analysis will be elaborated in Chapter 5.2 to answer the second research question. The teacher's behaviours include engaged teacher behaviour, frustrated teacher behaviour and intimate teacher behaviour. The data concerning these factors will be used to show the whole picture of the school climate in Shishi High School. The openness of the school climate will also be described in this section.

The data are analyzed based on the result shown in the three groups. Some answers have significant differences between the 56 fully answered questionnaires and the 14 partly filled questionnaires. I will analyze the results and explain these unexpected findings in the following chapter.

### **Supportive Principal Behaviour**

Supportive principal behaviour is directed toward both the social needs and task achievement of the faculty. The principal is helpful, genuinely concerned with teachers, and attempts to motivate them by using constructive criticism and by setting an example through hard work. (Hoy, Tarter and Kottkamp, 1991. p. 44)

**Table 5-1 Result of supportive principal's behaviour**

|                                     | 56 Qs<br>Fully answered | 14 Qs<br>Partly answered | 70 Qs<br>Total sample |
|-------------------------------------|-------------------------|--------------------------|-----------------------|
| Supportive Principal's<br>Behaviour | AVERAGE                 | < 97%                    | < 84%                 |

### **Directive Principal Behaviour**

Directive principal behaviour is rigid and domineering control. The principal maintains close and constant monitoring of all teachers and school activities down to the smallest detail (Hoy, Tarter and Kottkamp, 1991. p.44). In directive principal behaviour, the principal is a serious manager who controls most of his members' behaviours. The directive principal behaviour is what Chinese principals usually do the best.

**Table 5-2 Result of directive principal's behaviour**

|                                    | 56 Qs<br>Fully answered | 14 Qs<br>Partly answered | 70 Qs<br>Total sample |
|------------------------------------|-------------------------|--------------------------|-----------------------|
| Directive Principal's<br>Behaviour | > 84%                   | > 84%                    | > 84%                 |

There is an obvious difference between the principal's supportive behaviour and the principal's directive behaviour. The principal performs worse than 84% of other principals in the supportive behaviour but performs better than 84% of other principals in the directive behaviour. It is not difficult to explain the situation in the Chinese context. The details of these two dimensions will be analyzed when I deal with the next research question about the principal's roles in shaping the school climate.

### **Engaged Teacher Behaviour**

Engaged teacher behaviour reflects a faculty in which teachers are proud of their school, enjoy working with each other, are supportive of their colleagues, and committed to the success of their students. (Hoy, Tarter and Kottkamp, 1991. p.45)

The data shows that teachers in Shishi High School reach the average level in the engaged teacher behaviour.

**Table 5-3 Result of engaged teachers' behaviour**

|                                | 56 Qs<br>Fully answered | 14 Qs<br>Partly answered | 70 Qs<br>Total sample |
|--------------------------------|-------------------------|--------------------------|-----------------------|
| Engaged Teachers'<br>Behaviour | > 84%                   | AVERAGE -                | AVERAGE +             |

The scores of this dimension are as follows:

**Table 5-4 Scores of engaged teachers' behavior**

| <b>Engaged behaviour items</b>   | <b>56 Qs<br/>Fully<br/>answered</b> | <b>14 Qs<br/>Partly<br/>answered</b> | <b>70 Qs<br/>Total<br/>sample</b> |
|--|-------------------------------------|--------------------------------------|-----------------------------------|
| <b>15. Teachers spend time after school with students who  <br/>individual problems.</b> | 3.1                                 | 3                                    | 3                                 |
| <b>16. Teachers are proud of their school.</b>   | 2.1                                 | 1.9                                  | 2                                 |
| <b>17. Student government has an influence on school policy.</b>                         | 3.3                                 | 3                                    | 3.3                               |
| <b>18. Teachers are friendly with students.</b>  | 3.3                                 | 3                                    | 3.2                               |
| <b>19. Teachers help and support each other.</b>   | 2.4                                 | 2.4                                  | 2.4                               |
| <b>20. Pupils solve their problems through logical reasoning.</b>                        | 2.9                                 | 2.3                                  | 2.8                               |
| <b>21. The morale of teachers is high.</b>   | 3                                   | 2.4                                  | 2.9                               |
| <b>22. Teachers really enjoy working here.</b>   | 2.5                                 | 2.4                                  | 2.5                               |
| <b>23. Pupils are trusted to work together without<br/>supervision.</b>                  | 3.1                                 | 3                                    | 3                                 |
| <b>24. Teachers respect the personal competence of t<br/>colleagues.</b>                 | 3                                   | 2.5                                  | 2.9                               |

As we can see from the table above, the 70 teachers from Shishi High School did not give a very good reflection on the engaged teacher behaviour. Almost all of their answers are just at the average level. There is not a big difference between the 56 questionnaires and the 14 ones.

Although in some other schools it is satisfactory when the engaged teachers' behaviour is more than the average level, Shishi being famous high school which has a great history, the result thought provoking. When I studied in the school during 2001-2004, the atmosphere among the students could really be called morale. Before I did this survey, I thought the teachers would give more encouraging answers in this part, but the reality was a little shocking. Looking at Question 16 (Teachers are proud of their school), the average score is only 2; To Question 21 (The morale of teachers

is high) and Question 22 (Teachers really enjoy working here) the average score is only around 3. It seems that the relatively low score can be explained by the culture of the country. Chinese people scarcely praise themselves and they do not think highly of the organization they are working in; although they are proud of the organization, they are still strict with it. They think there is always room for everything to be improved until it becomes perfect. It is said that there never is the best but there exists the better. They prefer to criticize their organization instead of praising it. This is a really strange psychological activity.

Q 17 (Student government has an influence on school policy with the means of 3.3) and Q 23 (Pupils are trusted to work together without supervision with the means of 3) are analyzed through the Chinese context. There are of course student governments in Chinese school and actually there are two student governments in the schools: one is the normal Student Union, and the other one is the School Youth League Committee. The two heads of these student governments have the same right to implement students' activities but none of them can influence the school policy. Or it can be said that the principal and his middle-managers never think about letting 17-year-old students attend school policy-making because they are too young and should focus on their own studies. Another situation is that in most Chinese schools, there is a serious supervision system for students, especially during exams. Although the concept of "work together" in Q 23 does not only mean exams, teachers are reminded of exams first when they see the word "work together". The supervision system in exams has existed for a long time and the students are accustomed to it. There are few people who think about abolishing it. This is to say that it is the routine or the systems which make teachers not to trust students much.

### **Frustrated Teacher Behaviour**

Frustrated teacher behaviour depicts a faculty that feels itself burdened with routine duties, administrative paper work, and excessive assignments unrelated to teaching. (Hoy, Tarter and Kottkamp, 1991, p. 45) Frustrated teacher behaviour refers to a

general pattern of interference from both administration and colleagues that distracts them from the basic task of teaching. Moreover, teachers irritate, annoy, and interrupt each other.

The frustrated teacher behaviour is a negative dimension in the school climate. The result of Shishi High School is lower than 84% of other schools, which means the result of the school is positive.

**Table 5-5 Result of frustrated teachers' behaviour**

|                                | 56 Qs<br>Fully answered | 14 Qs<br>Partly answered | 70 Qs<br>Total sample |
|--------------------------------|-------------------------|--------------------------|-----------------------|
| Frustrated Teachers' Behaviour | < 84%                   | AVERAGE -                | < 84%                 |

The detail of the dimension is as follows:

**Table 5-6 Scores of frustrated teachers' behaviour**

| <b>Frustrated behaviour items</b>  | <b>56 Qs<br/>Fully<br/>answered</b> | <b>14 Qs<br/>Partly<br/>answered</b> | <b>70 Qs<br/>Total<br/>sample</b> |
|--|-------------------------------------|--------------------------------------|-----------------------------------|
| <b>25. The mannerisms of teachers at this school are annoying.</b>                       | 1.9                                 | 1.9                                  | 1.9                               |
| <b>26. Teachers have too many committee requirements.</b>                                | 1.8                                 | 2                                    | 1.8                               |
| <b>27. Routine duties interfere with the job of teaching.</b>                            | 1.9                                 | 2.1                                  | 2                                 |
| <b>28. Teachers interrupt other faculty members who are talking in faculty meetings.</b> | 1.3                                 | 1.5                                  | 1.3                               |
| <b>29. Administrative paper work is burdensome at this school.</b>                       | 2                                   | 1.9                                  | 2                                 |
| <b>30. Assigned non-teaching duties are excessive.</b>                                   | 2                                   | 2                                    | 2                                 |

Compared with the above engaged behaviour which is influenced much by the Chinese culture, I got the finding that members of an organization will seldom praise their organization, but at the same time, they hardly say they have the worst

organization, except in some really bad organizations.

Questions in this section can be divided into two parts: one is teachers' feelings about their relationship with each other; the other is their attitude toward the non-teaching tasks given by the principal. Both the 56 and 14 questionnaires gave similar scores in this section.

The working relationship between teachers is good. They treat each other in a friendly manner which helps them do better in cooperative work if needed. The principal of Shishi High School does not assign too many non-teaching tasks to his teachers. Middle-managers who are also teachers themselves will not complain about the non-teaching tasks because they regard the tasks as their duties. There are of course regulations for teachers to obey but the regulations are perceived as the reasonable, so they are not called burdensome at this School.

### **The Intimate Teacher Behaviour**

Intimate teacher behaviour reflects a strong and cohesive network of social relations among the faculty (Hoy, Tarter and Kottkamp, 1991, p.45). Teachers know each other well, are close personal friends, and regularly socialize together.

The intimate teacher behaviour is a special dimension in the OCDQ-RS. It tests the social relationship between teachers. They are not only working as colleagues, but also becoming friends. The result shows that in this part teachers rendered a low response. They have a good working relationship, but do not keep this relationship outside the school gate.

**Table 5-7 Result of intimate teachers' behaviour**

|                                 | 56 Qs<br>Fully answered | 14 Qs<br>Partly answered | 70 Qs<br>Total sample |
|---------------------------------|-------------------------|--------------------------|-----------------------|
| Intimate Teachers'<br>Behaviour | < 97%                   | < 97%                    | < 97%                 |



The detail about the intimate teacher behaviour dimension is as follows:

**Table 5-8 Score of intimate teachers' behaviour**

| <b>Intimate behaviour items</b>  | <b>56 Qs<br/>Fully<br/>answered</b> | <b>14 Qs<br/>Partly<br/>answered</b> | <b>70 Qs<br/>Total<br/>sample</b> |
|--|-------------------------------------|--------------------------------------|-----------------------------------|
| <b>31. Teachers' closest friends are other faculty members at this school.</b> | 1.9                                 | 1.7                                  | 1.9                               |
| <b>32. Teachers know the family background of other faculty members.</b>       | 1.6                                 | 1.9                                  | 1.7                               |
| <b>33. Teachers invite other faculty members to visit their home.</b>          | 2.1                                 | 1.9                                  | 2                                 |
| <b>34. Teachers socialize with each other on a regular basis.</b>              | 2                                   | 1.6                                  | 1.9                               |

The intimate teacher behaviour is the third dimension of teachers' relationship. But it is different from the above two dimensions. Teachers in Shishi High School show good relationships as colleagues when working at school, but they are not real friends of each other after work. They do not know the background of each other and they do not invite other teachers to home visits much. In a word, they keep a distance from each other.

Teachers are encouraged to have a personal competence which can improve the whole quality of the school education. This brings obstacles in communication among teachers. More or less, they are beware of each other when working. On one hand, they can cooperate with each other well as comrades in arms if needed; on the other hand, they will keep some secrets as competitors, which keeps them from building a close friendship with each other.

Another finding is that the school system prevents the teachers from knowing each other better. Or it is better to say that the hierarchy is more or less restraining the communication among faculty. The status of the superior and that of the inferior is quite clear in Shishi High School. At the same time, there usually exist the age differences. The two factors make young teachers respect (or be awed), follow (or

have to obey) the experienced teachers. That is why it is almost impossible to see a man in his thirties become a principal in China. The experienced ones are regarded as teachers and guiders of the younger ones in the working field. When communicating, they talk about work much more than about anything else. This is also why teachers hardly know each other and become friends.

### **The Openness of Shishi High School**

The OCDQ-RS also describes the openness of the schools. The calculating method was introduced in the previous chapter. The result of Shishi High School is as follows:

**Table 5-9 Openness of Shishi High School**

|                                  |                               |
|----------------------------------|-------------------------------|
| <b>Principal's Behaviour</b>     |                               |
| Supportive Principal's Behaviour | 480 ( SLIGHTLY ABOVE AVERAGE) |
| Directive Principal's Behaviour  | 635 (VERY HIGH)               |
| <b>Teachers' Behaviour</b>       |                               |
| Engaged Teachers' Behaviour      | 627 (VERY HIGH)               |
| Frustrated Teachers' Behaviour   | 432 (LOW)                     |
| Intimate Teachers' Behaviour     | 362 (VERY LOW)                |
| <b>Openness of the School</b>    | 544 (ABOVE AVERAGE)           |

From the above table we can draw the conclusion that Shishi High School has an open school climate.

Here in the school, the principal tries to be supportive. He himself is an example of working hard to some teachers. He knows to concern himself with teachers' welfare, both personal and professional. He understands the importance of constructive criticism. But not all of his efforts can render the best results, or he does not do enough. (Slightly above average supportive). Compared to the supportive behaviour, the principal of Shishi High School does much better in his directive

behaviour. He talks more than he listens, he would like to maintain close control over his teachers. The staff meeting is more like a meeting for his announcements. The principal does not provide much freedom to his teachers (very high directive). The teacher behaviour leads to a dichotomy: they are different in and outside the school, they work with each other well as colleagues, they have a good relationship with students too, they can both cooperate with and compete with each other for the improvement of education quality. They do not have too many boring non-teaching tasks so that they could focus on students and teaching work (very high engagement and low frustration). But meanwhile, they just keep the colleagues relationship, they seldom socialize with each other and do not know each other well (very low intimacy). The OCDQ-RS gives the whole picture of school climate for Shishi High School, which answers research question 1.

## **5.2 Research Question 2: What is the principal's role in school climate of this school?**

The first two dimensions in the OCDQ-RS are used to explore this question. The principal's role of shaping the school climate is analyzed by the dimensions of the supportive behaviour and the directive behaviour.

The relationship between supportive behaviour and directive behaviour is more or less similar to the relationship between leadership and management.

**Table 5-10 Management and Leadership. Kotter. 1996. Pp.25-30.**

|                              | <b>MANAGEMENT</b>  | <b>LEADERSHIP</b>  |
|------------------------------|--|--|
| <i>Focus of action</i>       | Planning<br>Budgeting<br>Effectiveness                         | Creating vision and strategy                             |
| <i>Alignment by</i>          | Organizing, staffing, directing, control and making boundaries | Creating common culture and values. Breaking boundaries  |
| <i>Interaction and focus</i> | Focus on goals, products, services. Position power, status.    | Focus on people: motivation. Personal power and support. |
| <i>Individual qualities</i>  | Know-how, emotionally distant, talking, adaptation.            | Openness, expressing feelings, listening, courage        |
| <i>Results</i>               | Maintain stability   | Conduct change   |

### **Supportive Principal's Behaviour**

The principal of Shishi High School scored “slightly above average” in the supportive behaviour. Comparing to the characteristics of leadership, the supportive principal's behaviour can be called his leadership style. The supportive behaviour is important in shaping a school climate. Subordinates' needs are considered by the principal, they are encouraged by the principal, and they have enough freedom in both teaching and other activities.

**Table 5-11 Scores of supportive principal's behaviour**

| <b>Supportive behaviour items</b>   | <b>56 Qs</b>          | <b>14 Qs</b>           | <b>70 Qs</b>        |
|---|-----------------------|------------------------|---------------------|
|   | <b>Fully answered</b> | <b>Partly answered</b> | <b>Total sample</b> |
| <b>1. The principal sets an example by working himself/herself.</b>                           | 2.8                   | 2.3                    | 2.7                 |
| <b>2. The principal compliments teachers.</b>   | 2.5                   | 2.4                    | 2.4                 |
| <b>3. The principal goes out of his/her way to help teachers.</b>                             | 2.5                   | 1.9                    | 2.4                 |
| <b>4. The principal explains his/her reason for criticism to teachers.</b>                    | 3                     | 2.4                    | 2.9                 |
| <b>5. The principal is available after school to help teachers when assistance is needed.</b> | 2.5                   | 1.8                    | 2.4                 |
| <b>6. The principal uses constructive criticism.</b>  | 2.5                   | 2.1                    | 2.5                 |
| <b>7. The principal looks out for the personal welfare of the faculty.</b>                    | 2.2                   | 1.5                    | 2                   |

The 7 questions in the supportive behaviour dimension describe the principal's behaviour and thoughts. The principal of Shishi High School is a leader of an educational group which has invested in several big private enterprises. The brand of "Shishi" is used in many attached schools in Chengdu city. Shishi High School is only the central, the main or the most important campus of all these schools. That is why the principal needs to go around all these campuses every week. When I collected data in Shishi High School twice in June, I did not see the principal at all just because of this. His office was open all the time, but nobody was there. I asked some teachers whether they knew when the principal was in his office, the answer was "who knows", "I don't know", "I don't care", and "I'm not looking for him". 2-3 people who were waiting in the empty office for the principal meant that it was true that nobody knew where the principal was. Maybe the middle-managers knew, but ordinary teachers did not. How could the principal in such a context "go out of his/her way to help teachers" (Question 3). The unstable schedule of staying on the main campus makes it hard to communicate with the principal. The lack of communication also brings the problem

that the principal does not know clearly about the teachers' needs, the fact that the principal got only 2 points in Question 7 (the principal looks out for the personal welfare of the faculty) proves this. As a principal who has 137 working staff, he would need to spend more time staying at the school, try to keep a closer relationship with the teachers. Personal welfare does not only mean how much the principal pays the teacher. What is more important to the teachers about the welfare is that they can gain more freedom in the work, a better school environment, more opportunities for further development, and so on. If the principal does not stay in the school, and listen to the teachers, he will not know whether the welfare he offers is what teachers really need.

### **Directive Principal's Behaviour**

The principal of Shishi High School performs really well in this dimension. He is a very directive principal. The characteristics of management share some similar elements with the directive behaviour. Direct, control, position power, talk, rules and autocratic, all of these words draw an image of a strong principal.

**Table 5-12 Scores of directive principal's behaviour**

| <b>Directive behaviour items</b>  | <b>56 Qs<br/>Fully<br/>answered</b> | <b>14 Qs<br/>Partly<br/>answered</b> | <b>70 Qs<br/>Total<br/>sample</b> |
|---|-------------------------------------|--------------------------------------|-----------------------------------|
| <b>8. Teacher-principal conferences are dominated by the principal.</b> | 3.2                                 | 2.8                                  | 3.1                               |
| <b>9. The principal rules with an iron fist.</b>                        | 2.1                                 | 2.3                                  | 2.1                               |
| <b>10. The principal monitors everything teachers do.</b>               | 2.1                                 | 2.4                                  | 2.2                               |
| <b>11. The principal closely checks teacher activities.</b>             | 2.6                                 | 1.9                                  | 2.4                               |
| <b>12. The principal is autocratic.</b>                                 | 2                                   | 2.4                                  | 2.1                               |
| <b>13. The principal supervises teachers closely.</b>                   | 2.4                                 | 2.3                                  | 2.4                               |
| <b>14. The principal talks more than listens.</b>                       | 3.3                                 | 2.8                                  | 3.2                               |

In the survey of the supportive dimension, I noticed that although teachers did not know when the principal would stay in his office, all of them agreed that “he will be here for the staff meeting”.

The staff meeting which is held once a week involves all the teaching staff. The principal summarizes the important issues of the previous week and assigns special tasks for the new week if needed. In the meeting regular reports from middle-managers are given, discussions about the school affairs are held and some important decisions are made. The flow of the staff meeting has no special order. For most teachers, the staff meeting is just a weekly meeting where they join together and listen to the principal or their direct heads. They have chances to express their views, yet the allocation of time per these is minimal. The principal will have other meetings with head teachers, office leaders, and these meetings are more important than the staff meeting for everyone. In the staff meeting, as we may see anywhere in the world, there are clues of hierarchy in the school: the arrangement of seats, the distance to the principal, the sequence of making a speech and so on.

Yet actually directive behaviour works well in China. The hierarchy helps a lot when running big organizations because big organizations always have a huge number of people. The effective hierarchy in Chinese society is also influenced by the long history. The first dynasty Qin which was founded in 221 B.C. started a more than 2000-year-old strong system of hierarchy in China. Although the ideology and social system are totally changed now, the culture still retains its strong influence. Culture on the societal level is a general resource with which people in a particular society understand their own and others' behaviour (Leach, 1982). The societal level culture is connected to an organizational level culture, and these two levels can be understood as a dynamic relationship (Kanungo and Jaeger, 1990). The characteristics of the societal level culture are just the external environment of an organization.

Confucius first introduced the idea of hierarchy. His ideas were recorded in *the Analects* which were sorted out by his students. He said “There is government, when the prince is prince, and the minister is minister; when the father is father, and the son is son” (Confucius, Chapter 12, *The Analects*). His idea was expanded by his

follower Mencius, who brought out the idea of Five Relationships of Human Beings: between father and son there should be affection, between ruler and minister there should be righteousness, between husband and wife there should be proper distinction, between elder and younger there should be proper order, and between friends there should be faithfulness (Mencius, *The Mencius*). The influence of Confucianism was so great that after hundreds of years, another famous educator who was regarded as “Confucius in Han Dynasty”, Tung Chung-shu, summarized the ideas of Confucianism and other thoughts in Chinese history and concluded them as “the Three Cardinal Guides (ruler guides subject, father guides son and husband guides wife) and the Five Constant Virtues (Benevolence, Righteousness, Propriety, Wisdom and Fidelity)” (Tung Chung-shu, *the Chunqiu fanlu*). The “three cardinal guides and the five constant virtues” became the ethical code of feudal China.

The feudal China ended 100 years ago, but many things were hard to be ended, especially the national culture. These ideas are deeply rooted in China and with other new concepts they guide Chinese people to move along. Although some of them are not suitable in the new world, people learn to distinguish them and make changes for the new society.

It is understandable to see why the principal is good at monitoring his teachers to improve the school at a high speed. When he is using his position power, many decisions will be made easily and quickly, the school plan will be carried out in a certain way at a certain speed, and the teachers’ performances will be easy to know. The management of the school will be effective in this way.

It is a usual thought in many other countries that China is a place where Heads Control Everything. The fact shows it is only exaggerated. It is true that the principal of Shishi High School got a high score in Question 8 (Teacher-principal conferences are dominated by the principal with the mean of 3.1) and Question 14 (The principal talks more than listens with the mean of 3.2). But these conditions are quite common in schools everywhere. Teachers in Shishi High School do not see the principal as being autocratic (mean: 2.1). He does not rule them with an iron fist (mean: 2.1). He does not monitor everything teachers do (mean: 2.2) or supervise



them too closely (means: 2.4). The directive behaviour of the principal gets controlled by himself.

### 5.3 Research Question 3: Does trust exist in Shishi High School?

The second part of the questionnaire, the Omnibus-T Scale, is planned to elicit the answers to research question 3. Vulnerability, benevolence, reliability, competence, honesty, and openness characterize the dimensions of trust.

**Table 5-13 Faculty trust in the principal**

|                                | 56 Qs<br>Fully answered | 14 Qs<br>Partly answered | 70 Qs<br>Total sample |
|--------------------------------|-------------------------|--------------------------|-----------------------|
| Faculty Trust in the Principal | 429 (< 84%)             | 252 (< 99%)              | 393 (< 84%)           |

The faculty trust in the principal of Shishi High School stays at quite a low level. Its appearance is lower than 84% of other schools.

**Table 5-14 Scores of faculty trust in the principal**

| <b>Faculty Trust in the Principal</b>  | <b>56 Qs<br/>Fully<br/>answered</b> | <b>14 Qs<br/>Partly<br/>answered</b> | <b>70 Qs<br/>Total<br/>sample</b> |
|--|-------------------------------------|--------------------------------------|-----------------------------------|
| (1) Teachers in this school trust the principal.                                   | 2.6                                 | 3.4                                  | 2.7                               |
| (2) The teachers in this school are suspicious of most of the principal's action.  | 4.8                                 | 2.2                                  | 4.3                               |
| (3) The teachers in this school have faith in the integrity of the principal.      | 3.8                                 | 3.6                                  | 3.8                               |
| (4) The principal in this school typically acts in the best interests of teachers. | 3                                   | 2.3                                  | 2.9                               |
| (5) The principal of this school does not show concern for the teachers.           | 4.9                                 | 2.5                                  | 4.4                               |
| (6) Teachers in this school can rely on the principal.                             | 2.9                                 | 2.1                                  | 2.7                               |
| (7) The principal in this school is competent in doing his or her job.             | 4                                   | 2.4                                  | 3.7                               |
| (8) The principal doesn't tell teachers what is really going on.                   | 5                                   | 2.6                                  | 4.5                               |

The T-Scale is arranged from “strongly disagree (1)” to “strongly agree (6)”, some of the items are connected to each other. Looking at the 8 items in the T-scale, the principal does not score high. It could be even said that he is not trusted by his teachers. Teachers strongly agree that the principal will not tell them what is going on at the school, which indicates that there is not enough transparency in school affairs.

The principal also got high score in Questions 2 and 5: The teachers in the school are suspicious of most of the principal’s actions (4.3/6); the principal of this school does not show concern for the teachers (4.4/6). The result of these two questions can be attributed to the principal’s behaviours analyzed in the earlier research questions. The Chinese high school has a full-fledged system that teachers depend on the authority to run the school and make efforts in their work, this system is also called hierarchy, and it works well in China. The disadvantage is that the principal becomes far away from ordinary teachers. The principal does not explain all of his decisions to every teacher in detail, so that suspicions appear when he always performs like this. Teachers will gradually get confused by the principal’s decisions; they do not know what is happening in the school. Finally, teachers will think the principal does not trust them, so he does not want them to get involved in the school policy making. Sooner or later they will not trust the principal anymore (Question 1: teachers in this school trust in the principal, 2.7/6).

The lack of communication does not improve the situation. As it is shown in the earlier response, the principal of Shishi High School got only 2 points in “the principal looks out for the personal welfare of the faculty”. And in the T-Scale, teachers do not think the principal “acts in the best interests of teachers” (Question 4: 2.9/6). Because of the distance between the principal and the ordinary teachers they do not have many chances to talk with each other, and it is not easy for the principal to know what teachers really want. Although there are middle-managers, they can not deliver whatever they heard from ordinary teachers. The principal and ordinary teachers, especially the young teachers, are at different life stages. Without the help of direct communication the principal may not realize what young generations really want from their jobs. If the teachers’ job satisfaction is not enhanced by the principal

and the school, they will not “rely on the principal anymore” (Question 6: 2.7/6).

As the analysis has suggested, trust in Shishi High School is not very high, there is much room for improvement in this aspect. The principal needs to realize his role in shaping the right school climate for his teachers.

## **5.4 Additional findings**

The additional findings were unanticipated. These findings come from two sources. First, they are based on my observations during my data collection. With the help of observation, I gained more information on teachers’ behaviours and the environment where they were working all day long. Second, they are based on the 14 questionnaires which were only partly filled. The blanks in the questionnaires also show some clues of the school climate to me in a hidden way. The findings help me form a real and vivid picture of the school climate in Shishi High School.

### **5.4.1 The Blanks in the questionnaires: laughing, silence and refusing**

As mentioned earlier, the data analysis of the thesis is based on three groups: 56 fully answered questionnaires, 14 partly filled questionnaires and a total of 70 questionnaires. The reason for the grouping is based on the ethnographic method. The observation during the collection gave me unexpected findings about the school climate of Shishi High School. Ethnography is a qualitative research method that is used by anthropologists to describe a culture. Researchers must go into the field to observe and interview people about the culture of interest (Michelle Byrne, 2001). I did not plan to use the ethnographic method before I did the survey, so the findings based on this method were unanticipated but the information made me know more about the school climate in the school.

There are only 4 questions that were all answered by the 70 teachers. Among the 14 party filled questionnaires, 12 out of the 34 questions were refused to be answered by one teacher; 14 questions were refused to be answered by two teachers; 8 questions were refused to be answered by three teachers; 2 questions were refused to

be answered by four teachers; 1 question was refused to be answered by five teachers and another 1 question was refused to be answered by six teachers. (See Appendix B)

Among the 14 teachers who did not give full answers, 8 are male teachers and 6 are female teachers. According to the proportion of male to female, more male teachers refused to give answers. 7 arts teachers and 7 sciences teachers left blanks in the questionnaires. Among these 14 teachers, 4 had taught for 1-3 years; 3 of them for 7-10 years and 7 of them had been teaching for more than 10 years.

During the data collection, there were three offices which made a deep impression on me. In the first physics office there was a young male teacher who taught physics and graduated from university only 3 years ago. He performed quite active during answering the questionnaire when he read my information and knew that we were from the same university. There were 3 more young female teachers in this office and they were chatting with each other when they read something they thought funny. When he read Question 5 (The principal is available after school to help teachers when assistance is needed), he turned his chair to the other female teachers, said with a big laugh, "Where is the principal? I've never seen him." He got a warm reply that the 3 female teachers all laughed. When he read Question 26 (Teachers have too many committee requirements), he spoke with a trace of sarcasm, "How can we dare to have requirements". And finally when he read Question 1 in Part 2 (Teachers in this school trust the principal), he read the question aloud and sighed. He did not say anything more this time. I waited in the office for about 10 minutes and got the questionnaires back. It was not boring standing in the office, looking around the office, and laughing with them.

Then I went to the next office which was still for physics teachers. This office was less lively than the first one. There was a middle aged female teacher who sat a little bit far away from the other teachers. Another young female teacher and 3 more male teachers were busy with students' exam papers, but when I told them I had graduated from this high school and was studying in Finland for my Master's Degree, they appeared kind and started to answer the questionnaires at once. The process was so quiet that I felt uncomfortable standing there, so I sat down on the sofa. One male

teacher held up the questionnaire in front of him for more than 3 minutes, looking at every question carefully on the two pages, but when he started to answer the questions, he did not ask anything. The only voice during the process was from the middle-aged female teacher. She said directly to me, “Some questions are sensitive, and I do not want to answer, ok?” In fact it was hard to translate her tone from Chinese to English. Her words were presented in the way of a query, but actually she did not expect my answer and she just wanted to remind me. Her words had a strange power that anyone who heard her voice would understand at once why she refused to answer. So I just said “ok” instead of telling her, “Don’t worry, no one will see your answers”.

Another office was for history teachers where there are one young female teacher and five middle-aged male teachers. I thought I could hand out 6 questionnaires, but all other teachers just let me ask the group leader of history subject, a very serious middle-aged male teacher. The group leader skimmed the questionnaire and put it on his table. Then I used more than 5 minutes to explain who I was, what I was doing, why I wanted to do this. Actually I thought he was judging whether I was the spy from the principal, or the government. Maybe just because he asked me for such a long time, all the other teachers refused to answer the questionnaires and he was the only one to do the work. When he started to answer, he let me sit on the sofa. I felt quite sad that all the other teachers in the office refused to answer. When I got the questionnaire back, the group leader encouraged me on my thesis and sent me out of the office.

I returned to the office which belonged to my head teacher when I studied here and told him about the situation. He read my questionnaire and said he could understand the reaction of other teachers, because only a few months before I was back to China, teachers in another best high school in Chengdu just impeached their principal. Such thing never happened in this city and all the other principals became more sensitive. The head teacher did not say whether the principal gave teachers pressures, but I began to understand why teachers were cautious to answer some questions because they were focused on their principal.

### **5.4.2 What kind of school climate showed up during the data collection?**

The three offices which gave me the deepest impressions showed some points of the school climate in this school.

Two of the offices had middle-aged teachers as their office leader where there was a silent atmosphere in the office. People were serious without a big laugh. It took more time waiting for the questionnaires back; teachers were looking at the questions carefully on the two pages before they started to answer the questions. The difference was that when Physics teachers knew I graduated from the school, they trusted me and answered the questions, but History teachers still asked me lots of questions about the reason why I wanted to do research on the principal. The characteristics of sensitivity in Arts teachers fully showed this time. Teachers in these two offices did not chat with each other much. They talked only about the students' exam paper. They were real colleagues in a sense.

The other physics office where there were young teachers seemed more active. They were interested in my information of the high school, the university I studied in and even asked me who taught me when I studied in the school. The office itself was decorated in a more lively style. Although they were also busy with students' exam paper, they turned on some light music. I'm not sure whether they are friends outside the school gate, but at least they are more than just colleagues.

But on the other hand, the cautiousness of the teachers showed their feeling about the school where they are working in. They did not want anyone to write something bad about the school. When they were asking about my background and hesitated in filling up the form, I did not believe they were only thinking about themselves. The willingness of protecting the school's reputation proved that the school climate in Shishi High School was positive. As I mentioned earlier, Chinese people may criticize their own organization sharply with their colleagues, but they do not want outsiders to make spiteful comments on their organization.

### 5.4.3 What is preventing teachers from answering the questions?

The refusal from teachers and the blanks they left are both a sign of “silence”. The remark about “silence” I am using to analyze the behaviour of teachers in Shishi High School is from Anne Gold (1994). When she was giving a speech at the Meeting of the European Network for Improving Research and Development in Educational Management about “working with silences”, she first explained the silence in work: “The ‘silences’ take in people who feel themselves to be less powerful than those who appear to be part of the dominant culture of the group”(p.1). Although her understanding about “silence” is more about keeping silent during discussion, I would like to expand the concept to a wider dimension. When teachers appeared quiet during answering the questionnaires, when teachers reminded me that they would not answer some questions, when teachers refused the whole questionnaire, they showed up with a sign of “silence”: another kind of psychological silence which controlled their behaviours. The four questions which were refused to be answered by 4-6 teachers were all about the principal’s behaviours:

**Table 5-15 Questions refused by 4-6 teachers**

| <b>Refused by <i>FOUR</i> teachers</b>   |     |     |     |
|--|-----|-----|-----|
| <b>11. The principal closely checks teacher activities.</b>                                | 2.6 | 1.9 | 2.4 |
| <b>(4). The principal in this school typically acts in the best interests of teachers.</b> | 3   | 2.3 | 2.9 |
| <b>Refused by <i>FIVE</i> teachers</b>   |     |     |     |
| <b>5. The principal is available after school to help teachers when assistance needed.</b> | 2.5 | 1.8 | 2.4 |
| <b>Refused by <i>SIX</i> teachers</b>  |     |     |     |
| <b>7. The principal looks out for the personal welfare of the faculty.</b>                 | 2.2 | 1.5 | 2   |

The two most sensitive questions teachers did not want to answer are in “the supportive principal’s behaviour” and the other two respectively belong to “the directive principal’s behaviour” and “the faculty trust in the principal”. Among the four questions, Question 7 and Question (4) are both about teachers’ personal welfare and teachers’ interests. Because of the lack of communication, the principal does not understand teachers’ needs for welfare. Anne Gold (1994) presented the concept “the actual silence” in her speech, which means an actual silence that people are not able to enter into the discourse (p.3). The concept in her speech was about women’s silence in men’s world, but the same situation which happened in Shishi High School explains the actual silence in another way. It means when teachers do not reach a certain status in the school hierarchy, it is better for them just to focus on their teaching work and it is not their duty to think more about the school. Teachers without an official position do not attend the critical decision making, they can have the chance to discuss the school development at the staff meeting, but their ideas are just ideas which are always overlooked by the school authority.

There are some more indications of the silence. 1. More male teachers refused to answer some questions because it is easier for male teachers to get a promotion in their workplace. I claim that this is why they are more careful about the questions in the survey. 2. The teaching subject did not influence teachers’ attitude to the questionnaire. People always think that those who learn Arts are more sensitive, they will think twice before they take actions and they will give some official answers in order to avoid exposing their real thoughts. But those who learn Science are not so careful about answering questions especially about their attitude; they will be easier to express their own opinions. But the situation in Shishi High School was not similar to this usual impression, teachers who teach Science were still careful when they answered the questionnaires. 3. Teachers who left blanks are either new teachers teaching less than three years or experienced teachers teaching more than 10 years. New teachers are still careful of their own behaviours in the school because the office leader and the subject leader are watching them. Experienced teachers teaching for more than 10 years are usually middle-managers in the school. The principal is



checking them directly and they also need to supervise young teachers. If they perform well and make the school more efforts, they may continue being promoted and one day they may become principals. If their performance is not outstanding, they will just stay in the position till the retirement. These teachers are very sensitive about their own words and behaviours. The main reason for both of these two groups is from an old Chinese idiom: talk much, err much. Although this was not a face to face interview, it was only an anonymous questionnaire survey; teachers still thought carefully and did not want to put themselves into any kind of trouble.

## **6 Discussions and Suggestions**

In this chapter, some suggestions will be brought about for the principal to consider on how to build a good school climate with his efforts. This is also the last research question in my thesis: *Based on the above analysis, what is the best principal's role for building trust with teachers in the school climate?* I will organize all the findings in this last chapter and focus on the most important parts which need to be realized by the principal.

### **Discussions**

According to the above findings, there are at least 8 points the principal needs to pay attention to, and they are:

- ◆ *Teachers in Shishi High School are not so satisfied with the school.*
- ◆ *Social-relationships among the teachers are not fully built up.*
- ◆ *The principal does not spend enough time staying at the school.*
- ◆ *The principal was not concerned enough about the teachers' personal welfare.*
- ◆ *The principal's behaviours are not fully understood by the teachers.*

- ◆ *The principal directs too much.*
- ◆ *The principal is far away from ordinary teachers.*
- ◆ *The principal is not completely trusted by his teachers.*

The above eight points I summarized from the data show that there is much room for the principal to improve the school climate and enhance the trust between the principal and teachers. It is the principal's duty to use his power to change the situations.

### **Suggestions**

The principal of Shishi High School is a successful leader in some ways. He is a transactional leader who can direct and manage the whole school effectively and improve the educational quality at a high speed. He hires experienced teachers with a high salary and provides them with opportunities to develop in the teaching field. He has involved several schools which are not so advanced and helped them to share the benefits of fair education. Shishi High School has expanded into a big educational enterprise under his leadership. He supervises his middle-managers and his leadership style influences them to work with the ordinary teachers; he is a leader with such high efficiency that his decisions are made quickly; the role of being a business leader of an educational group helps him to gain more funds from private enterprises to update the campus.

There is no way I could suggest the principal to be a better manager. My suggestions are based on the problems shown in the data. Although the thesis is a case study and what I suggest is appropriate in a certain situation, I still hope it will gain general meaning. For many principals, to be a sufficient manager is not enough, he or she should become more transformational from now on.

### **6.1 Principal needs to empower his teachers**

Transformational leaders are those “who can create and articulate a clear vision for an

organization, who empower followers to meet higher standards, who act in ways that make others want to trust them, and who give meaning to organizational life”(Northouse, 2007, p.202). Teacher empowerment in Shishi High School contains two basic elements: the principal supports further education of teachers and the principal encourages and supports teachers attending the discussions with him.

Most of the young teachers in Shishi High School graduated with a Bachelor’s Degree. There are not many young teachers with a Master’s Degree before they entered the school. Those who only have a Bachelor’s Degree would like to have chances to get further education in 3 or 4 years after they get familiar with the teaching tasks. They are eager to attend a Master’s Degree Programme in order to renew their knowledge to meet the requirement of the new world. But they should get the support or permission from the principal to realize their hopes. The Master’s Degree Programs for those young teachers are always on-the-job studies which means they do not need to quit the job but the studies will more or less influence the work. If the principal ignores young teachers’ strong desire of getting further education, he cannot stimulate them to meet higher standards in their work, or get satisfactory and creative achievements either.

Theoretically, the staff meeting which was held every week is the place where every teacher has the chance to discuss the school policy with the principal. But there is not enough time for every teacher to present his thoughts, especially for the young teachers. Their ideas are seldom listened to or accepted and gradually they will take no notice of what is happening in the school. Finally, they become passive in the work and show no trust in the principal. In this situation, “people may be less willing to get involved in organizational processes and commit themselves to the organization’s aims, especially if they do not own the organization” ( Pučėtaitė and Lāmsā, 2008, p.328). When young teachers think they do not own the school, their job satisfaction will become low and they will not devote themselves to the working life in this school anymore. The principal is responsible for encouraging the creative thinking in order to involve all the teachers in the school affairs which are so important to enhance the job satisfaction of members. “Employee participation in

making organizational decisions that directly affect the quality of their lives, provided opportunities to voice their expectations and interests express an organization's recognition of the legitimacy of an individual's interest. Hence, these practices may increase employees' sense of ownership, encourage their interest in the surrounding as well as foster initiativeness and proactiveness" (p.333).

## **6.2 The principal needs to become a role model**

Bass and Avolio (1994) stated the characteristics of transformational leadership. The first point is the idealised influence, where leaders become role models for their followers. They are admired, respected and trusted.

In the earlier analysis, "The principal sets an example by working hard himself/herself" is the first question in the Supportive Principal's Behaviour. The principal of Shishi High School got the score 2.7 in the question which means he is a role model of working hard at the average level. But at the same time, there were three teachers who refused to answer this question. So the principal needs to be a role model in many ways for his teachers not only to set an example of hard working. Being the leader of the school, the role model which the principal plays will influence the school climate. Managers' behaviour and a personal example of following moral norms at work undoubtedly influence internal work culture (Pučėtaitė and Lāmsā, 2008, P.333).

First, the principal of Shishi High School needs to spend more time staying in the school in spite of his heavy schedule. He should spend more time listening to his teachers patiently. If possible, the principal can go to different offices to talk with teachers and listen to their expression about the school and their teaching. Listening and helping the teachers to solve the personal problem in their life and work will bring trust between the teachers and the principal. When the principal sets the example of a good listener, his middle-managers will follow him and become patient with the members in their subject group. Even teachers will be influenced by this model and they might be more patient with their students and communicate more with them.

Second, the principal of Shishi High School needs to trust his teachers and show his trust to teachers directly. The Chinese culture transmits people an implicit attitude. People in this country are accustomed not to show their true feelings in a direct way. Even when the principal is praising someone, he will choose the words he uses, because the leader wants to make sure that his words will not let the one who is praised become arrogant. The principal of Shishi High School has the best teachers in this region; there is no way to say that he does not trust them. The principal is expected to perform better in these domains. He does not explain all of his behaviours clearly to his teachers and he does not make all teachers be involved in the decisions making. He does not tell everyone where he is going and when he will be back, and last but not least, he does not actually tell the teachers he really trusts them.

Trust is not used so frequently in Chinese research as it is used in other countries. The reason is that trust is a basic concept in leadership but as a theory, “leadership” is not acknowledged in China. It is still a new concept although in many other countries leadership and trust have already been studied for several years. Many leaders here just depend on their experience to work and try to work effectively to make the organization run well. The importance of presenting trust to the members is not well known by leaders.

If the principal can sometimes express his trust to teachers directly, the teachers would not be suspicious of some of his decisions because they would know the principal trusts them and would not do harm to them. Teachers would become less sensitive when talking about the principal. They would be working harder in their teaching because they would not like to betray the trust of the principal. As I mentioned earlier, trust can change the school climate, making the environment more harmonious and guarantee the positive changes to happen in the school, making cooperation between the principal and the teachers possible.

### **6.3 Principal needs to pay attention to teachers’ personal welfare**

It seems that the teachers are not satisfied with the principal in the issue of teachers’

personal welfare. Teachers' welfare includes at least salary and insurance. But actually these two basic items are not controlled by the principal. As a public high school, the level of basic welfare is decided by the central government in China, and the local government can increase the basic welfare based on the local economic situation. But the principal himself can not decide the level of basic welfare.

The principal of Shishi High School can of course do something to improve the situation by paying a higher bonus to his excellent teachers which will give them more motivation to work harder. But money can not solve everything and as teachers, what they want is not only a higher salary.

“Training is the best welfare of teachers”. There is no way to find out who first presented this idea in China but it became well known by most of the teachers in China. Further education with a salary may be the best welfare for teachers. If young teachers who perform very well can get the financial support from the school to go on studying, they will be very grateful to the principal because the further study is very helpful in their career. But only one or two teachers are lucky to have the chance every year. The principal should provide more chances to the young teachers.

Another important aspect here the principal of Shishi High School should pay attention to is about the “personal welfare” which needs his individual consideration to different teachers. Bass and Avolio's (1994) definition of individual consideration is “leaders treat each subordinate differently according to his or her particular needs and capabilities” (p.544). People have different needs in different stages of life. The principal needs to communicate more with the teachers and know their different needs.

#### **6.4 Principal needs to keep up transparency**

Distrust appears in a hidden way. The response to the questions, “the teachers in this school are suspicious of most of the principal's actions”; “the principal doesn't tell teachers what is really going on.” showed that the transparency of the principal's behaviour is not considered high. Pučėtaitė and Lāmsā (2008) regard transparency as a

basic principle in people management, with other principles such as fairness and justice, responsibility, and universalizability of moral norms. They said, “Articulation and implementation of these principles in the mentioned practices of people management can help to create predictability and security of the environment” (p.332). Transparency of the principal’s behaviour and the school affairs can enhance the feelings of security. Teachers will feel that they are trusted by the principal. Trust is always working in two ways. When the principal behaves that all the implementations in the school is transparent for every staff member, it implies that he trust everyone in the school. Teachers will reward the principal with their trust in him in return.

The above suggestions will help the principal become a more transformational leader. Although China has its own cultural background and although directive principal behaviour works well, the principals here should make great efforts to improve their transformational leadership style for better. Only in this way can they guide their stuff to build up a good school climate and push the school forward to a higher standard.



## **7 Conclusion and Recommendations for Further Studies**

This study is trying to solve four research questions. In order to find answers to these four questions, I carried out a survey to 70 teachers and obtained some additional findings through observations of teachers' behaviours in the school. The four research questions were:

- *What is the current school climate in Shishi High School?*
- *What is the principal's role in the school climate of this school?*
- *Does trust exist in Shishi High School?*
- *Based on the above analysis, what is the principal's best role in building trust with teachers in the school climate?*

As for **Question 1**, the data was analyzed with the 5 dimensions and the openness of the school climate in the OCDQ-RS. Shishi High School has an open school climate. In the school, the principal tries to be supportive. He himself is an example of working hard to some teachers. He knows he needs to concern himself with teachers' welfare, both personally and professionally. He understands the importance of constructive criticism. But not all of his efforts can end with best results, or he does

not do well enough. (Slightly above average supportive). Compared to the supportive behaviour, the principal does much better in his directive behaviour. He talks more than he listens, he would like to maintain close control over his teachers. The staff meeting is more like a meeting for his announcements. The principal does not provide much freedom to his teachers (very high directive). When the teacher behaviour was analyzed, it was shown to lead to two directions: their relationships are different in and outside the school. They work with each other well as colleagues and they have a good relationship with students too. They can both cooperate with others and compete with each other for the improvement of education quality. The teachers do not have too many boring non-teaching tasks so that they could focus on students and teaching work (very high engagement and low frustration). At the same time, they remain colleagues. They seldom socialize with each other and do not know each other well; they are not friends to each other (very low intimacy).

As was shown in the data analysis of **Question 2**, the principal's role is divided into the supportive behaviour and the directive behaviour. These two behaviours have some similar characteristics to Leadership and Management. The principal of Shishi High School performs supportive at the average level. Since he is the leader of an educational group he has a heavy schedule which prevents him from staying at the school for a long time. Teachers have it to find him or even do not know where he is or when he will be back. This situation leads to the results that the principal is hardly going out his way to help the teachers, he can not be an example to many teachers, and he can not stay after the school if teachers need his help. At the same time, teachers think the principal does not care about their personal welfare well. But the principal of Shishi High School performs well in his directive behaviour. To a certain degree this is influenced by the tradition in China. The Chinese national culture influences people in this country. The principal is good at monitoring his teachers to improve the school at a high speed. When he is using his position power, many decisions will be made easily and quickly, everything will go smoothly in a certain style and at a certain speed. The school would be effective in this way. And

the principal is not called autocratic or regarded as using an iron fist on his teachers because his directive behaviour is controlled by himself. He has his middle-managers to help him with the work in the school.

Response to **Question 3** shows that teachers' trust in the principal is very low in Shishi High School. The system in Chinese high school is a full-fledged system; the large number of teachers in big schools requires a unity and a kind of hierarchy which could make the school management effective. But the disadvantage is that principal becomes distant from ordinary teachers. The principal does not have time to explain all of his decisions to every teacher in detail, suspicions appear when he always performs like that. Teachers gradually get confused by the principal's decisions; they do not know what is happening in the school. Finally, teachers think the principal does not trust them and he does not want them to get involved in the school policy. Sooner or later they will not trust the principal anymore. The lack of communication makes the situation even worse. Without direct communication, the principal can not know what teachers really want from their jobs. If the teachers' job satisfaction is not enhanced by the principal and the school, they do not rely on the principal anymore.

There were some Additional Findings during the data collection which are as follows. (1) More male teachers refused to answer some questions because they were afraid their answers would have some impact on their promotion. They were more careful about questions in the survey. (2) The teaching subject did not influence teachers' attitude on the questionnaire. Teachers who teach Science were still careful when they accepted the questionnaires although in the usual thoughts of Chinese people, Arts teachers are more sensitive than Science teachers. (3) Teachers who left blanks were mainly new teachers teaching less than three years and experienced teachers teaching more than 10 years. New teachers are still careful of their own behaviours in the school because the office leader and the subject leader are watching them. Experienced teachers teaching for more than 10 years are usually middle-managers in the school. The principal is checking them directly and they also need to supervise young teachers. Their performance will decide whether they get the

promotion or just keep them at the same position till the retirement. These teachers are very sensitive about their own words and behaviours. The refusal of both of these two groups can be explained by an old Chinese idiom: talk much, err much. Although this was not a face to face interview and it was only an anonymous questionnaire survey, teachers still thought carefully and did not want to put themselves in any kind of trouble.

Although the thesis itself is a single-case study, I would still like to generalize the findings to more schools. Yin (2002) presented his ideas against the prejudices on case studies. He stated that “the case study, like the experiment, does not represent a ‘sample’, and in doing a case study, your goal will be to expand and generalize theories (analytic generalization) and not to enumerate frequencies (statistical generalization)” (p.10). For this reason, the four suggestions in answering **Question 4** are both for the principal of Shishi High School and other principals. *First*, the principal needs to empower his teachers. A good principal should know none of his teachers is perfect, but empowerment can provide teachers with chances to improve their own ability and knowledge. In the short term teachers will be busy with both teaching and studying, but in the long term teachers’ empowerment is the best way to keep the quality of teachers and education. Empowerment also means the decentralization of power; the school climate will be free and lively when teachers have more self-freedom offered by the principal. They will be thankful for the opportunity they got from the principal. The principal can gain more trust and respect from his teachers. *Second*, the principal needs to become a role model. The principal of Shishi High School needs to spend more time staying in the school. The longer he stays in the school, the more chances he will have to communicate with the teachers and help the teachers; he should tell the teachers his trust in them directly which can enhance the relationship between him and the teachers. *Third*, the principal needs to pay attention to teachers’ personal welfare. Although the principal of Shishi High School can not control the basic income level of his teachers, he should show his concern about his teachers. He should communicate with teachers more to know their differences. The individual consideration will bring the teachers to respect and trust in

the principal more. *Fourth*, the principal needs to keep transparency. Transparency can keep the teachers feeling secure which is the basic element making them devote themselves to teaching. Transparency is also the best way for the principal to tell every staff member that the school belongs to them and he trusts them to know everything on the campus. The feeling of owning, being trusted and security will keep the school climate lively and open. The relationship between teachers and the principal will be stable.

The study is based on the Chinese context and a specific high school was chosen as the focus of the study. Trust is a fresh new topic in the educational field of China which is worth being further studied. In future studies, I hope bigger samples could be involved for the data collection to evaluate the generalization of the study. Moreover, the data of the topic on the trust in school climate can also be gained through the qualitative method. Although the observation of teachers' behaviour will last for a longer time to check out the school climate, it can get information from more aspects. Interviews with teachers and especially with the principal can directly retrieve information of the school climate and their attitudes towards the issue. If the findings in this study can be supported by more observations and interviews, they will be more persuasive to be generalized in Chinese high schools.

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## Appendix A: Questionnaire

### 1. Basic Information: (please fill the answer with “√”)

**Gender:** Male (    ); Female (    ).

**Teaching Subject:** Arts (    ); Science (    ).

**Teaching Years:** 1-3 years (    ); 4-6 years (    );  
7-10 years (    ); more than 10 years (    ).

### 2. Survey:

#### PART 1:

**1=rarely occurs; 2=sometimes occurs; 3=often occurs; 4=very frequently occurs**

|   |   |   |   |   |
|---|---|---|---|---|
| 1. The mannerisms of teachers at this school are annoying.....                      | 1 | 2 | 3 | 4 |
| 2. Teachers have too many committee requirements.....                               | 1 | 2 | 3 | 4 |
| 3. Teachers spend time after school with students who have individual problems.     | 1 | 2 | 3 | 4 |
| 4 Teachers are proud of their school.....   | 1 | 2 | 3 | 4 |
| 5. The principal sets an example by working hard himself/herself. ....              | 1 | 2 | 3 | 4 |
| 6. The principal compliments teachers.....  | 1 | 2 | 3 | 4 |
| 7. Teacher-principal conferences are dominated by the principal.....                | 1 | 2 | 3 | 4 |
| 8. Routine duties interfere with the job of teaching.....                           | 1 | 2 | 3 | 4 |
| 9. Teachers interrupt other faculty members who are talking in faculty meetings.... | 1 | 2 | 3 | 4 |
| 10. Student government has an influence on school policy.....                       | 1 | 2 | 3 | 4 |
| 11. Teachers are friendly with students.....  | 1 | 2 | 3 | 4 |
| 12. The principal rules with an iron fist.....                                      | 1 | 2 | 3 | 4 |
| 13. The principal monitors everything teachers do.....                              | 1 | 2 | 3 | 4 |
| 14. Teachers' closest friends are other faculty members at this school.....         | 1 | 2 | 3 | 4 |
| 15. Administrative paper work is burdensome at this school.....                     | 1 | 2 | 3 | 4 |
| 16. Teachers help and support each other.....                                       | 1 | 2 | 3 | 4 |
| 17. Pupils solve their problems through logical reasoning.....                      | 1 | 2 | 3 | 4 |
| 18. The principal closely checks teacher activities.....                            | 1 | 2 | 3 | 4 |

|  |   |   |   |   |
|--|---|---|---|---|
| 19. The principal is autocratic.....   | 1 | 2 | 3 | 4 |
| 20. The morale of teachers is high.....  | 1 | 2 | 3 | 4 |
| 21. Teachers know the family background of other faculty members.....                  | 1 | 2 | 3 | 4 |
| 22. Assigned non-teaching duties are excessive.....                                    | 1 | 2 | 3 | 4 |
| 23. The principal goes out of his/her way to help teachers. ....                       | 1 | 2 | 3 | 4 |
| 24. The principal explains his/her reason for criticism to teachers.....               | 1 | 2 | 3 | 4 |
| 25. The principal is available after school to help teachers when assistance is needed | 1 | 2 | 3 | 4 |
| 26. Teachers invite other faculty members to visit them at home.....                   | 1 | 2 | 3 | 4 |
| 27. Teachers socialize with each other on a regular basis.....                         | 1 | 2 | 3 | 4 |
| 28. Teachers really enjoy working here.....  | 1 | 2 | 3 | 4 |
| 29. The principal uses constructive criticism.....                                     | 1 | 2 | 3 | 4 |
| 30. The principal looks out for the personal welfare of the faculty.....               | 1 | 2 | 3 | 4 |
| 31. The principal supervises teachers closely.....                                     | 1 | 2 | 3 | 4 |
| 32. The principal talks more than listens.....   | 1 | 2 | 3 | 4 |
| 33. Pupils are trusted to work together without supervision.                           | 1 | 2 | 3 | 4 |
| 34. Teachers respect the personal competence of their colleagues.....                  | 1 | 2 | 3 | 4 |

**Part 2:**

**The following are statements about your school. Please indicate the extent to which you agree with each statement along a scale from strongly disagree (1) to strongly agree (6).**

|   | Strongly |   |   | Strongly |   |   |
|---|----------|---|---|----------|---|---|
|   | Disagree |   |   | Agree    |   |   |
| 1. Teachers in this school trust the principal.                                   | 1        | 2 | 3 | 4        | 5 | 6 |
| 2. The teachers in this school are suspicious of most of the principal's action.  | 1        | 2 | 3 | 4        | 5 | 6 |
| 3. The teachers in this school have faith in the integrity of the principal.      | 1        | 2 | 3 | 4        | 5 | 6 |
| 4. The principal in this school typically acts in the best interests of teachers. | 1        | 2 | 3 | 4        | 5 | 6 |
| 5. The principal of this school does not show concern for the teachers.           | 1        | 2 | 3 | 4        | 5 | 6 |
| 6. Teachers in this school can rely on the principal.                             | 1        | 2 | 3 | 4        | 5 | 6 |
| 7. The principal in this school is competent in doing his or her job.             | 1        | 2 | 3 | 4        | 5 | 6 |
| 8. The principal doesn't tell teachers what is really going on.                   | 1        | 2 | 3 | 4        | 5 | 6 |

## Appendix B: Questionnaires in Chinese version

### 校长如何将“信任”带回校园风气中

尊敬的老师：

您好！

为了解现代高中教师对于“校园风气”的看法，我们开展了此项调查。此项调查主要配合了解教师与校长之间的互动关系。所有的问题不存在对错之分，请按照提示，根据个人的实际情况和真实想法做出回答即可。问卷无需署名，您所提供的资料和回答情况仅供研究分析。本次调查中任何有关您个人的信息和数据，未经您的允许，决不会透露给第三方，您在填表时不需有任何顾虑。您的回答对我们非常重要，因此烦请您认真如实填写。衷心感谢您的大力支持。

（本套问卷共分2个部分，请在您认为情况属实的选项上打“√”，谢谢！）

#### 一、基本情况调查：

您的性别： 男（ ） 女（ ）

您所从事的教学方向： 文科（ ） 理科（ ）

您从事教师职业的时间： 1-3年（ ） 4-6年（ ） 7-10年（ ） 10年以上（ ）

#### 二、调查问题

（该部分四个数字分别对应： 1=从不发生； 2=偶尔发生； 3=经常发生； 4=普遍发生）

- |                           |   |   |   |   |
|---------------------------|---|---|---|---|
| 1. 学校里教师的一些怪毛病非常惹人厌烦      | 1 | 2 | 3 | 4 |
| 2. 教师们有太多的要求              | 1 | 2 | 3 | 4 |
| 3. 对于学习困难的学生，教师会在课后进行个别辅导 | 1 | 2 | 3 | 4 |
| 4. 教师为自己的学校感到自豪           | 1 | 2 | 3 | 4 |
| 5. 校长为教师树立了一个勤奋工作的榜样      | 1 | 2 | 3 | 4 |
| 6. 校长常赞扬教师                | 1 | 2 | 3 | 4 |
| 7. 教职工会议是由校长主导的           | 1 | 2 | 3 | 4 |
| 8. 日常的非教学工作影响了教师教学        | 1 | 2 | 3 | 4 |
| 9. 教师会在教职工会议上打断其他同事的讲话    | 1 | 2 | 3 | 4 |
| 10. 学生会及其他学生组织对学校的政策有一定影响 | 1 | 2 | 3 | 4 |
| 11. 教师对学生很友好              | 1 | 2 | 3 | 4 |
| 12. 校长用铁腕政策来管理学校          | 1 | 2 | 3 | 4 |
| 13. 校长监控教师做的每一件事情         | 1 | 2 | 3 | 4 |
| 14. 教师们最亲密的朋友是学校里的同事      | 1 | 2 | 3 | 4 |
| 15. 这所学校的书面管理文件令人感到累赘     | 1 | 2 | 3 | 4 |
| 16. 教师之间互相帮助、互相支持         | 1 | 2 | 3 | 4 |
| 17. 学生通过逻辑推理来解决问题         | 1 | 2 | 3 | 4 |

|                                  |   |   |   |   |
|----------------------------------|---|---|---|---|
| 18. 校长密切检查教师的教学活动                | 1 | 2 | 3 | 4 |
| 19. 校长是专制且独裁的                    | 1 | 2 | 3 | 4 |
| 20. 教师们的精神风貌很好, 士气十足             | 1 | 2 | 3 | 4 |
| 21. 教师清楚其他同事的家庭背景                | 1 | 2 | 3 | 4 |
| 22. 校长布置的非教学职责过多                 | 1 | 2 | 3 | 4 |
| 23. 校长会尽力帮助教师                    | 1 | 2 | 3 | 4 |
| 24. 校长在批评教师时, 会解释清楚原因            | 1 | 2 | 3 | 4 |
| 25. 当教师需要帮助时, 即便是在放学后, 校长依然会提供帮助 | 1 | 2 | 3 | 4 |
| 26. 教师会邀请其他同事去家里做客               | 1 | 2 | 3 | 4 |
| 27. 学校教师有定期的社交活动                 | 1 | 2 | 3 | 4 |
| 28. 教师真的很喜欢在这个学校的工作              | 1 | 2 | 3 | 4 |
| 29. 校长会做有建设性的批评                  | 1 | 2 | 3 | 4 |
| 30. 校长会关注全体教员的个人福利               | 1 | 2 | 3 | 4 |
| 31. 校长细心指导教师                     | 1 | 2 | 3 | 4 |
| 32. 校长的说教比倾听多                    | 1 | 2 | 3 | 4 |
| 33. 相信学生在没有人监督的情况下也能在一起学习        | 1 | 2 | 3 | 4 |
| 34. 教师尊重其他同事的个人能力                | 1 | 2 | 3 | 4 |

(该部分六个选项中, 1=完全不同意; 6=完全同意。请按照实际情况, 在六个选项中选择您认为合适的答案, 请打√)

|                         | 完全<br>不同<br>意 |   |   |   |   | 完全<br>同意 |
|-------------------------|---------------|---|---|---|---|----------|
| 1. 这所学校的教师信任校长          | 1             | 2 | 3 | 4 | 5 | 6        |
| 2. 这所学校的教师对校长的大部分行为表示怀疑 | 1             | 2 | 3 | 4 | 5 | 6        |
| 3. 这所学校的教师坚信校长的正直与诚实    | 1             | 2 | 3 | 4 | 5 | 6        |
| 4. 这所学校的校长总是努力让教师的利益最大化 | 1             | 2 | 3 | 4 | 5 | 6        |
| 5. 这所学校的校长不关心教师         | 1             | 2 | 3 | 4 | 5 | 6        |
| 6. 这所学校的教师可以依赖教工委员会     | 1             | 2 | 3 | 4 | 5 | 6        |
| 7. 这所学校的校长有能力胜任他的工作     | 1             | 2 | 3 | 4 | 5 | 6        |
| 8. 校长不会告诉教师现在真正发生的事情    | 1             | 2 | 3 | 4 | 5 | 6        |

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## Appendix C:

### Questions which were refused by teachers

#### Answered by ALL Teachers

|  |     |     |     |
|--|-----|-----|-----|
| 2. The principal compliments teachers.   | 2.5 | 2.4 | 2.4 |
| 14. The principal talks more than listens.                                       | 3.3 | 2.8 | 3.2 |
| 15. Teachers spend time after school with students who have individual problems. | 3.1 | 3   | 3   |
| 19. Teachers help and support each other.  | 2.4 | 2.4 | 2.4 |

#### Refused by ONE Teachers

|   |     |     |     |
|---|-----|-----|-----|
| 8. Teacher-principal conferences are dominated by the principal.                  | 3.2 | 2.8 | 3.1 |
| 10. The principal monitors everything teachers do.                                | 2.1 | 2.4 | 2.2 |
| 22. Teachers really enjoy working here.   | 2.5 | 2.4 | 2.5 |
| 23. Pupils are trusted to work together without supervision.                      | 3.1 | 3   | 3   |
| 26. Teachers have too many committee requirements.                                | 1.8 | 2   | 1.8 |
| 27. Routine duties interfere with the job of teaching.                            | 1.9 | 2.1 | 2   |
| 28. Teachers interrupt other faculty members who are talking in faculty meetings. | 1.3 | 1.5 | 1.3 |
| 29. Administrative paper work is burdensome at this school.                       | 2   | 1.9 | 2   |
| 30. Assigned non-teaching duties are excessive.                                   | 2   | 2   | 2   |
| 32. Teachers know the family background of other faculty members.                 | 1.6 | 1.9 | 1.7 |
| 33. Teachers invite other faculty members to visit them at home.                  | 2.1 | 1.9 | 2   |
| (7). The principal in this school is competent in doing his or her job.           | 4   | 2.4 | 3.7 |

#### Refused by TWO Teachers

|  |     |     |     |
|--|-----|-----|-----|
| 6. The principal uses constructive criticism.  | 2.5 | 2.1 | 2.5 |
| 9. The principal rules with an iron fist.      | 2.1 | 2.3 | 2.1 |
| 12. The principal is autocratic.               | 2   | 2.4 | 2.1 |
| 13. The principal supervises teachers closely. | 2.4 | 2.3 | 2.4 |
| 16. Teachers are proud of their school.        | 2.1 | 1.9 | 2   |



|  |     |     |     |
|--|-----|-----|-----|
| 17. Student government has an influence on school policy.                      | 3.3 | 3   | 3.3 |
| 18. Teachers are friendly with students.                                       | 3.3 | 3   | 3.2 |
| 20. Pupils solve their problems through logical reasoning.                     | 2.9 | 2.3 | 2.8 |
| 21. The morale of teachers is high.  | 3   | 2.4 | 2.9 |
| 24. Teachers respect the personal competence of their colleagues.              | 3   | 2.5 | 2.9 |
| 31. Teachers' closest friends are other faculty members at this school.        | 1.9 | 1.7 | 1.9 |
| 34. Teachers socialize with each other on a regular basis.                     | 2   | 1.6 | 1.9 |
| (3). The teachers in this school have faith in the integrity of the principal. | 3.8 | 3.6 | 3.8 |
| (8). The principal doesn't tell teachers what is really going on.              | 5   | 2.6 | 4.5 |

### **Refused by THREE Teachers**

|  |     |     |     |
|--|-----|-----|-----|
| 1. The principal sets an example by working hard himself/herself.                  | 2.8 | 2.3 | 2.7 |
| 3. The principal goes out of his/her way to help teachers.                         | 2.5 | 1.9 | 2.4 |
| 4. The principal explains his/her reason for criticism to teachers.                | 3   | 2.4 | 2.9 |
| 25. The mannerisms of teachers at this school are annoying.                        | 1.9 | 1.9 | 1.9 |
| (1). Teachers in this school trust the principal.                                  | 2.6 | 3.4 | 2.7 |
| (2). The teachers in this school are suspicious of most of the principal's action. | 4.8 | 2.2 | 4.3 |
| (5). The principal of this school does not show concern for the teachers.          | 4.9 | 2.5 | 4.4 |
| (6). Teachers in this school can rely on the principal.                            | 2.9 | 2.1 | 2.7 |

### **Refused by FOUR Teachers**

|   |     |     |     |
|---|-----|-----|-----|
| 11. The principal closely checks teacher activities.                                | 2.6 | 1.9 | 2.4 |
| (4). The principal in this school typically acts in the best interests of teachers. | 3   | 2.3 | 2.9 |

### **Refused by FIVE Teachers**

|   |     |     |     |
|---|-----|-----|-----|
| 5. The principal is available after school to help teachers when assistance needed. | 2.5 | 1.8 | 2.4 |
|---|-----|-----|-----|

### **Refused by SIX Teachers**

|   |     |     |   |
|---|-----|-----|---|
| 7. The principal looks out for the personal welfare of the faculty. | 2.2 | 1.5 | 2 |
|---|-----|-----|---|