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Organizational Culture and Teacher's Needs: Facilitating Change in the Teaching Environment

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This starred paper submitted by Joni Burgin-Hartshorn in partial fulfillment of the requirements for the Degree Master of Science at St. Cloud State University is hereby approved by the final evaluation committee.

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Chapter I

INTRODUCTION

Change occurs in schools when people alter programs, materials, and the way they interact with each other. Change is difficult to initiate and maintain because the interactions among people have already become stable routines that are dependable and satisfying. Change disrupts this stability; it brings uncertainty and a temporary loss of the rewards and routines that people expect. Change is sometimes costly and painful, and too often it falls short of reaching its goals.

The current quest for excellence in education has ignited public interest and set in motion a revolution to improve schooling. Administrators face increased demands that schools be accountable. Discovering the essential conditions that influence an organization's ability to improve schooling by the implementation of changes is the focus of this paper. Identifying these factors and providing specific findings will help administrators facilitate successful change programs in schools.

The study seeks to determine factors and conditions which distinguish more effective from less effective school improvement projects by scanning the available literature on strategies of productive change-methods and procedures that bring about effective school improvement. The study is guided by the hypothesis that the majority of improvement programs that are successful take into account

the needs of the individuals and groups within the organizational culture of the school before implementing change.

This study isolates critical factors from the literature that support the hypothesis and must be considered when implementing a successful school improvement program. The following questions guided the literature review:

1. To what extent do teachers determine the success of an improvement program by collective norms, attitudes, behaviors, and resistances?
2. Why must change facilitators open individual perceptions, needs, and motivations before implementing and improvement program accordingly?

Importance of the Study

Administrators face increased demand that schools be accountable. Administrators must develop school climates which will facilitate implementing change to foster school improvement efforts. Improvement programs for teachers are essential for revitalizing and motivating teachers. School improvement programs are then critical in promoting a more effective learning environment which results in enhanced student growth.

If current practices in school improvement and change programs are not meeting the needs of the teachers, then their needs must be assessed and considered so they can be motivated into accepting and adopting change innovations.

From the teachers perspective, in-service programs are too often imposed on them . . . Seldom are teachers invited to participate in the planning, implementation, and evaluation of administratively conceived programs. In addition, most in-service programs lack continuity. Typically, they are sporadic, shotgun affairs offering little relevance to the teachers' immediate classroom needs. (Bell, 1976, p. 9)

This topic is significant as it directly relates to the improvement of today's schools.

Educational reform can come only through teachers; they are unlikely to alter their ways just because some imperious, theoretical, unpragmatic reformer in the guise of legislator, administrator, professor, or critic tells them to change. Teachers take reform seriously when they are responsible for defining education problems and for outlining their own needs, and when they can receive help where they need it. (Bell, 1976, p. 7)

School improvement and the change process must begin with teachers.

Plan of the Study

This study examines the perspective of a school as social system composed of individuals and groups interlocked in organized ways. Chapter II contains a review of available, current literature on school improvement as it relates to teacher's perception of change ideas, growth states, attitudes toward change, teacher needs, Maslow's theories of motivation, staff morale and motivation, and resistance to teacher change. Chapter III includes the conclusions drawn from the research and recommendations emerging from the findings. Specific terms will be used throughout the study using the following emphasis.

Definition of Terms

School Improvement and Change. The process of phasing out past routines in favor of improved practices which facilitate a better learning environment.

Organizational Culture. Individuals and groups which make up the climate and environment of the school create the organizational culture. Individuals and groups within the culture have delicately-balanced relationships and interactions. A variety of goals shape behavior and demand attention, and many parts interlock so that change in any one part usually requires changes in other parts to accommodate the new behavior.

Perception. Awareness, observation, and mental image of the elements of the environment surrounding an individual creates individual perception. It consists of personal meanings especially in the beliefs they hold about themselves, the situations they find themselves in, and the goals and values they seek to fulfill.

Staff Development. The ongoing education and training activities for teachers which are planned, carried out, and evaluated to improve the effectiveness of instruction is called in-service training or staff development.

Delivery system. The process of initiating and implementing the staff development program creates the delivery system.

Teacher Growth States. The manners in which teachers pull growth-producing experiences from their environments and exploit personal and professional activities identify their individual growth state.

Morale. The emotional and mental reactions of a combined group of people to their job results in morale. A sense of common purpose constitutes morale. Group solidarity is maintained by teachers in the face of threatening forces.

Motivation. A desire to reach goals and to look for other ways to make those goals available is what generates motivation.

Motivators are the factors that arouse, direct, and sustain increased performance.

Maslow's Hierarchy of Needs Theory of Human Motivation. The

desire for fulfilling needs creates motivation within an individual.

Needs are prepotent as the weaker needs emerge only after the stronger

needs, such as ones for food, have been filled. Maslow has arranged these needs into the following hierarchy: level one, physiological;

level two, safety and security; level three, belonging, love, and

social activity; level four, esteem and self respect; level five,

self-actualization or self-fulfillment.

A school is a social institution composed of many parts:

It is a complex organization with diverse individuals and small groups connected to each other by formal and informal relationships, roles, norms, and routine interactions that provide stability. It is these features, and not the personalities or sheer stubbornness of school members, that create stability and resistance to change. (McCalley, 1979, p. 1)

An analysis of the school's culture will provide valuable insight to the facilitator of change. Part of the task of analysis is to determine the state of the school at the individual and group levels and to forecast how these levels will be affected by a proposed change. "After unsuccessful attempts to improve our institutions, it's time we began focusing on people, not methods, and encouraging experimentation at the local level rather than imposing more edicts from on high" (Cowan, 1988, p. 18).

Chapter II

REVIEW OF THE RELATED LITERATURE

Introduction

The organizational culture of a school is an ambiguous concept. MaCalley (1979) suggests that schools are complex and multi-faceted systems. Individuals and groups within them have delicately balanced relationships and interactions. A variety of goals shape behavior and demand attention, and many parts interlock so that change in any one part of the system usually requires changes in other parts to accommodate the new behavior.

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GROUPS INFLUENCING CHANGE WITHIN THE ORGANIZATIONAL CULTURE

Over the past two decades, concerned people in local schools have expended considerable energy and resources aimed at making schools better. Some changes in practice have occurred but not nearly as often or with the scope that was intended. According to Mann (1978), innovations or revisions in programs have had only about a 20 percent success rate in education. Fuller and Pomfret (1977) have concluded that successful implementation is much more complex and difficult than one might expect.

Parish and Arends (1983) contend that administrators can learn from their efforts if they view failures not as the result of stubborn resistance or bad intentions, but as ingrained in the complex relationships found in schools. Lack of success in implementing programs may be related to a lack of understanding of how schools work as social systems.

People in schools join together in groups that accomplish tasks, influence others, and satisfy needs. Individuals' behavior in groups is shaped by group processes and interactions and by shared images of themselves and the situations. Even though teachers spend most of their time alone in their own classrooms, their membership in such substructures as departments and grade level groups influences much of their behavior. "Groups are powerful molders of behaviors because of interdependence, norms, roles, cohesiveness, and shared images" (McCalley, 1979, p. 3).

Norms, Cohesions, and Resistance

No easy steps exist for those who implement change in schools because schools are complex social systems. Planning for professional development is one thing, but fostering meaningful participation by teachers is quite another. Howey and Corrigan (1981) suggest that teachers are reticent to become involved in many activities which have the potential to provide opportunities for their professional growth. This may be due to the perception of the work involved, an unfavorable past experience, or a lack of a feeling of ownership.

Parish and Arends (1983) contend that understanding group culture is essential.

For effective implementation of a change idea to occur, it is essential for those in schools, such as principals, to understand the cultures of the groups involved and plan their implementation efforts accordingly. From everything we know about changing human behavior and adult learning, it is unlikely that teachers will work out 'new' meaning and change their behaviors and beliefs over a short period of time. On-site cultural adaptation assistance is required to solve the specific problems that occur during implementation. (p. 64)

Teacher norms not only influence aspects of the program that will be used, they also decide the ultimate fate of the improvement idea. Parish and Arends (1983) suggest that decisions to discontinue school improvement concepts are made by teachers outside the formal decision-making structure of the school. They further note that informal covenants are informal agreements created to deal with instances when external solutions are used to solve problems of local schools.

The interaction of teacher personalities can make or break school social systems that in turn foster or inhibit teacher growth (Joyce &

McKibbin, 1982). Joyce and McKibbin classified teacher personalities according to attitudes toward change programs. The "omnivores" generate considerable energy for themselves and exploit the opportunities created for them. The "active consumers" become involved easily. The "passive consumers" and the "withdrawn" not only initiate little but are difficult to involve as they consume energy. The "resistants" actively oppose change and even use their positions in the informal systems to intimidate other teachers indirectly to veto in-service innovations.

Joyce and McKibbin claim that schools with weak formal systems and negatively oriented informal systems operate under conditions that work against change. However, they believe there is a relationship between the levels of teacher growth and the psychological states as described by Maslow; totally resistant persons sometimes in conversations appear to be operating at the middle of Maslow's hierarchy of needs. They may talk the self-actualizing game, but when something alters the way the school functions, they revert to a survival orientation bent on sublimating anything that threatens their position. Joyce and McKibbin classified school informal systems as highly energized, maintaining, or depressant. Their investigations concluded that, in the social systems of a variety of schools, there is considerable variety in receptivity to innovation and that the informal social system is a powerful determining factor. They urged staff development directly related to the individuals of the classifications previously described, with attention to the improvement of the social system as an in-service goal.

Stanislao (1983) observed the role of peer pressure in teacher behaviors.

There is peer pressure in the behaviors of the teachers. The work group often resists new ideas even though the individual workers may not feel as strongly against the new idea as their groups actions would indicate. Every work group has certain ingrained policies, some expressed and others implied, which can resist new ideas. A person's reaction to change is usually influenced by what he or she knows or anticipates that the group wants. Being accepted by the group may motivate the employee to participate in resistance to change. Obtaining group support of the proposed change would eliminate resistance due to peer pressure. (p. 76)

It is difficult for a principal to mandate change that is not wanted by the staff. McCalley (1979) contends that change efforts which include collaborative planning, mutual adaptation, local materials development, in-service training, and explicit arrangement for institutionalization are far more likely to succeed than those which do not include these activities.

Resistance to change also comes from one's perception of the problem. If the persons who are supposed to benefit from the change do not see a gap between the current situation and a more desirable one, there is little incentive to change. Resistance often comes from perceptions of the impact of the change on the politics of the school. MaCalley (1979) asserts that all but the most trivial changes will have some impact on the status, prestige, and access to resources of school personnel. "Often a group trying an innovation is seen as the in crowd having the principal's favor. People are going to resent and resist changes that seem to lower their own standing and to raise others" (p. 9).

Little's (1981) study of the effects of staff development concentrated on the prevailing climate and types of interaction in the school context. She found that staff development efforts were most likely to be successful where a norm of collegiality and experimentation existed.

Parish and Arends (1983) suggest that schools should be viewed in new ways in order to learn about the territory. "Once the territory of a particular school is known, collaborative plans for implementing new programs can be made that utilize the strength of the teachers' culture as well as the cultures of administrators and developers" (p. 65).

Climate and Environment

A school's climate is comprised of people's feelings about being part of the school, the state of interpersonal relationships, whether or not needs are being satisfied, and shared feelings of success or failure.

Time and energy spent in assessing the organizational cultures' readiness and in sharing feelings and opinions about a proposed change before actually attempting it are never wasted. Obtaining and sharing this information before taking action is the only way known to build a solid basis from which to launch a change effort. (McGalley, 1979, p. 27)

Parish and Arends (1983) found that principals control access and adoptions of school improvement ideas. However, teachers control implementation. Strategies must be used that involve and include the informal networks that exist in each school. They felt it was critical that any implementation plan should include heavy collaborative input with involvement by teachers.

Hartman (1986) states that administrators should foster a climate of enthusiasm and provide recognition and support for the instructional staff. He contends that employees want to be told when they are doing a good job. Yet, all too often they hear from administrative personnel only when something has gone awry. They foster negative rather than positive relationships.

Little (1981) found that staff development programs concerning new programs and innovations are most successful when teachers can regularly discuss their experiences in an atmosphere of collegiality and experimentation. Similarly, Holly (1982) reports that what teachers like best about in-service workshops, generally, is the opportunity to share ideas with other teachers.

Corbett (1982) suggests that in schools where teachers have opportunities to discuss and exchange ideas, proposed school wide changes are more likely to be accepted and implemented.

Teacher morale has been recognized as an important factor in bringing about change and attaining educational goals. "The importance and interrelatedness of staff moral, school climate, and educational productivity to pupil learning and effective staff performance cannot be denied" (Miller, 1981, p. 486).

How teachers feel about themselves and the instructional environment has an impact on the success or failure of any educational change program. Teacher morale must be viewed as an essential element in staff development programs.

The issue of improving teacher productivity through staff morale is receiving increased attention in research. Cichon and Koff (1980)

advocate that school districts provide in-service programs and counseling services for teachers who are experiencing stress or burnout. Cook (1979) summarizes the following:

The establishment of an educational environment with high morale characteristics should produce esprit de corps, constructive attitudes, a feeling of self-fulfillment, success, security, and personal worth. The needs of students can be met more effectively through a concern for teacher morale. (p. 355)

In a research study on teacher morale, Briggs (1986) found that leaving teachers out of the process of change or minimizing their participation invites a lowering of their morale.

INDIVIDUALS WITHIN THE ORGANIZATIONAL CULTURE

Teachers' personal growth stages, their needs, motivations, and resistances are all dynamics which affect the success of school improvement programs. By developing a program which incorporates these factors, the change facilitator or administrator will create a climate more conducive to change. Programs which are developed in this type of atmosphere can succeed in meeting the improvement goals of the school because they are beneficial to the individuals who make up the organizational culture.

Perception

In order to change behavior, a focus must be on altering the belief systems of people who make decisions and do the work. The causes of behavior lie in perceptions or personal meanings--especially in beliefs they hold about themselves, the situations they find themselves in, and the goals and values they seek to fulfill. Comb (1988) states that no matter how promising a strategy, if reform is

not incorporated into teachers' personal belief systems, it will be unlikely to affect behavior in the desired directions.

Perception is selective. Teachers' response to impending change is affected by their perceptions of themselves, their situation, the proposed change, and leaders. McCalley (1979) discusses perception and change.

People view their world through filters of past experience, self-perception, language, and norms. They act on reality by their images of what they perceive reality to be. Because of this selectivity, the meaning and significance of a proposed change for school personnel will depend on their needs, values, understanding, and beliefs. Their view of the change will be colored by their experience with previous similar efforts and by their current situation. (p. 2)

Henson (1987) suggests that change and perception are crucially related.

Realizing that any change in a program is going to jeopardize some comfort and security, the innovator must find ways to offset these losses. The initiator of any change should introduce the idea in a way that allows everyone to see the possible impact of the program. By identifying a particular group of people to introduce and lead the change, fellow members are apt to perceive the ideas as their own or as belonging to their colleagues. Such ownership permits principals, curriculum directors, or supervisors to apply their power to "support" their faculty. And by allowing faculty or community members to decide to make the change, the individuals will perceive the change as one they want to make, not have to make. (p. 127)

Good principal leadership appears to be strongly associated with teacher satisfaction. Duttweiler (1986) found that teachers at more satisfying schools perceived their principals as supportive, respectful of teachers as professionals, and considerate of teachers' opinions and suggestions. "In more satisfying schools, teachers were far more likely to perceive themselves as having a part in the

decision-making process than were teachers in the 'less satisfying' schools" (p. 372).

Mohlman (1982) contends that teachers resist change when they perceive a high cost of effort involved in the change. Mohlman and Coladarci (1982) stressed that in order for teachers to adopt new teaching practices, it is important to convince teachers that the time and effort spent incorporating changes into their daily classroom procedures will improve their students' achievement. The Stallings Effective-Use-of-Time Program (Stalling, 1978) is one model that includes diagnosis and prescribing to encourage teacher awareness of areas that need to be changed. The teachers' awareness of how they used class time was raised by the use of personal behavior profiles. Consequently they perceived the need to improve and were motivated from within to accept a change idea as presented in a staff development plan.

"Regardless of teaching level, most teachers define their success in terms of their pupils' behaviors and activities, rather than in terms of themselves or other criteria" (Harootunian and Yargar, 1980, p. 4). Guskey (1986) states that to be effective, an improvement program must offer teachers practical ideas that can be efficiently used to enhance the desired learning outcomes in students. Teachers must perceive the time and effort they expend to be worthwhile when compared to the successful student outcomes.

Teachers' Needs

The failure of many staff development programs to negotiate their way through the variety of needs accounts for numerous uncoordinated

and, therefore, ineffective attempts to re-educate personnel.

Schambier (1983) notes that without a philosophical screen to sift various individual, group, and institutional needs, staff development programs become little more than piecemeal prescriptions.

While staff development must ultimately be conducted first to serve the larger needs of the total school organization, one should never ignore that teachers have personal professional needs as well. Daresh (1987) proposes "when enough flexibility can be incorporated into a staff development program to reflect individual as well as organizational needs, changes suggested by the program will likely be implemented more quickly and for a longer period of time" (p. 21).

The attitudes and needs of teachers should be assessed by the staff developer or principal so that the in-service program can be relevant to the teachers' needs. Also, they must be able to assess realistically the growth stages of the faculty so that a motivation plan may be designed to encourage use of the in-service material.

Daresh (1987) found that teachers prefer staff development that is an ongoing process rather than a "one-shot" learning experience. He also found that outcomes from staff development programs that allow participants to attain some goals of personal importance will likely be implemented in schools with less initial resistance and for longer periods of time.

Rappa (1983) found that teachers tend to be practical learners.

They report high needs to achieve and be successful with students. They have a high need to be appreciated and recognized as successful by superiors. They need information on new or varied teaching methods and on how to motivate students to learn and achieve. They also need information on their own teaching style or behavior. They prefer to learn through hands-on

activities; and putting information into practice in their classes (p. 6).

Teachers need a clear understanding of the change idea. "When the teachers are well informed about issues and understand how others feel, they will be more receptive to a proposal intended to solve the problem" (Doggett, 1987, p. 8).

Staff development efforts that successfully encourage and sustain change have been found to share several common characteristics. Mazzarella (1980) emphasized that innovations must be presented in a clear and explicit way, should be explained in concrete, rather than theoretical terms, and should be aimed at specific teaching skills. Hall and Loucks (1978) contend that the personal concerns of teachers must be addressed in a direct and sensitive manner. If teachers are to focus attention on how the new program or innovation might benefit their students, they must first resolve their concerns about how the new practices will affect them personally.

Teachers need active participation in the proposed change. Teachers need to be engaged in the improvement process. They must see the connection between what they are trying to do and what effects those attempts have on students. Daresh (1987) states that staff development is viewed more positively if it incorporates the views of participants in the selection of content. He notes that when their interests are addressed, teachers are likely to apply themselves more enthusiastically to what is learned in the staff development. Similarly, Schambier (1983) maintains that "staff development efforts should be guided by clear, straightforward goals. Moreover, these

goals should be determined at least in part by those whose lives will be affected by intended outcomes" (p. 6).

Dogget (1987) believes teachers must participate in a dialogue about school effectiveness if change is to occur, and the principal must be the one to facilitate the discussion and prompt teachers to examine their teaching. Hartman (1986) concurs.

We teachers also want to be involved in what is going on where we work. We want a cooperative, team-oriented work environment and participative leadership that encourages employees to contribute information and to share in the decision-making process (p. 28).

Comb (1988) states that efforts at reform must be based on ideas that are important to those who must carry them out. "Otherwise, they are almost certain to misfire. Worse still, they will destroy morale" (p. 39).

John McCalley (1979) suggests that administrators must join with teachers from the outset in collaborative planning. He suggests that local teachers must be involved in identifying problems, sharing dissatisfactions, setting goals, and selecting solutions.

Teachers need feedback during the implementation of the improvement plan. Guskey (1986) advocates giving teachers regular feedback on student learning progress.

If the use of a new practice is to be sustained and changes are to endure, teachers must receive regular feedback on the effects of these changes on student learning. It is a human characteristic that successful actions are reinforced while those that are unsuccessful tend to be diminished (p. 9).

Stallings (1980) found that providing teachers with regular and precise feedback on student involvement during class sessions can be very powerful in facilitating their use of new instructional

practices. When teachers gain this evidence and see that a new program or innovation does work well in their classrooms, change in their beliefs and attitudes will follow.

Change is a gradual process. Change in teachers' attitudes takes place after some change in student learning has occurred. In a study by Crandall (1983), teacher commitment was found to develop primarily after implementation took place. Teachers became committed to the new practices only after they had used them in their classrooms.

Guskey (1986) notes that change is a gradual and difficult process for teachers. Learning to be proficient at something new and finding meaning in a new way of doing things requires both time and effort. The requirement of extra energy and time can significantly add to teachers' workload even when release time is provided.

Fullan and Park (1981) have written that "implementation will occur to the extent that each and every teacher has the opportunity to work out the meaning of the implementation in practice and when they have had the opportunity to change their behaviors, skills, and beliefs" (p. 27). Changes in attitudes, beliefs, and understanding generally followed, rather than preceded, changes in behavior.

Lieberman & Miller (1981) refer to, "developmentalism" an understanding of how systems and people change. The developmental approach is gradual; it begins where people are at the present moment and provides a variety of structures and opportunities for growth and movement. Such structures and opportunities are designed to challenge what is "given" in an environment without undermining the strengths

that people bring to their work. Maslow's theory sheds light on the motivating forces behind teachers' attitudes toward change.

Maslow's Hierarchy of Needs Theory of Motivation

Abraham Maslow (1970), in his classic work, *Motivation and Personality*, divided the range of a normal person's needs into five broad categories: comfort, security, the social instinct, ego gratification, and self-actualization. Maslow pointed out that the satisfaction of these needs should not be mistaken for motivation; rather motivation is the drive to obtain or sustain the satisfaction. He believed that people have various kinds of needs that emerge, subside, and emerge again as they are or are not met. He suggested that these needs are tied together so that weaker needs, such as self-respect, emerge only after stronger needs, such as those for food, have been filled.

In a study by Joyce and McKibbin (1980), a psychologist's rating of teacher "states" along Maslow's hierarchy of needs was positively related to teachers' self-reports of transfer of training to their classrooms. In another review of the literature on adult development, Oja (1980) made a strong case that staff development should strive to help teachers develop maturity on both the personal level (i.e., on Maslow's hierarchy) and the cognitive level. Staff development would have little impact on teaching styles if it did not address these developmental levels of the teachers.

Maslow defined motivation as a yearning or desire to learn on the part of the learner. Safety and security must be satisfied before a

person can concentrate on higher needs such as self-actualization and an appreciation of the aesthetic. Utilizing this theory, Doggett (1987) contended that for secondary teachers, student discipline and attendance needs must be satisfied in order for teachers to be receptive to staff development activities that center on improving classroom instruction.

This might explain why, even with adequate planning, the administrator is likely to encounter resistance to change from teachers. Such resistance stems from fears that are easier to prevent than to remove. Stanislaw (1983) suggests that these fears stem from uncertainty of the unknown, insecurity or fear of failure, and a fear of obsolescence. People are afraid of having a skill which is considered obsolete. Similarly, Henson (1987) states that no single force affects people's behavior more than feelings of insecurity and inadequacy brought on by fears of that which is different.

Comb (1988) postulates that when people encounter problems with which they feel unable to deal, they feel threatened. When they are confronted with problems that interest them and with which they feel able to cope successfully, they feel challenged. Whether they feel threatened or motivated depends on individual needs and the manner in which the change is presented.

Change brings a certain amount of anxiety and can be very threatening. Lortie (1987) found that, like practitioners in many other fields, teachers are reluctant to adopt new practices or procedures unless they feel sure they can make them work. Sparks (1983) states, therefore, that if a staff development effort is to be

successful, it must clearly illustrate how the new practices can be implemented incrementally without too much disruption or extra work.

Sparks (1983) also found that teachers consciously decide whether or not to adopt a new practice. He examined interviews, questionnaires, observation data, and field notes for five teachers who had made exceptional improvement and for five teachers who had made no improvement. One interesting difference between the group member was in their level of self-expectations. Using Maslow's theory, it may be desirable to help teachers acquire a heightened sense of self-efficacy, a confidence and belief in one's ability to deal effectively with the material.

With today's emphasis on educational reform, many changes have been a threat to teachers' autonomy and self-realization. This has resulted in a lowering of self-esteem. In his research on teacher morale, Briggs (1986) found that teachers who act autonomously in the decision making process have a greater commitment to implementing decisions. Thus, a school system that utilizes teachers' experiences to solve educational problems will, in the long run, be the most successful in meeting the students education needs.

Maslow (1970) promoted the concept that all behavior is motivated through need gratification. If Maslow's hierarchy of needs is applied to the process of implementing change, then administrators can understand that people desire the necessities of life. Teachers want safe, comfortable, and secure working conditions and fair compensation. They want to be part of a group of supportive people. Some needs are prepotent to other needs. This implies that the

feelings of fear and insecurity must be dealt with and placed at ease before teachers can participate in a collaborative improvement process.

Motivating Teachers

A motivated teacher is one who knows how to make learning happen and takes responsibility for the process. Individual motivation can be viewed in terms of goals that teachers try to reach. An individual's behavior is motivated by a desire to reach goals and to look for other ways to make those goals available.

Motivators are the factors that arouse, direct, and sustain increased performance. Low level motivators equal low level effort. Many management experts classify job and financial security as "low-level" motivators which guarantee no more than low-level effort. Cribben (1971) believes that in order to get people to do mediocre work, one need only drive them, using coercive and reward power in a manipulative way. To elicit their top performance, one must get them to drive themselves. Clearly, the function of motivation is to move the teachers to perform at their peak level.

Quinn (1981), a former principal, contends that motivation is the difference between good and poor teachers. Administrators should concentrate on creating and maintaining a psychological climate which enables people to do their best. Only a positive effort to make teachers more content in their work will bring the kind of motivation that ensures school improvement. The most successful leaders are those who pay the most attention to the people who follow them.

Why motivate a teacher? Since serious teacher commitments rarely occur prior to the implementation of a new program, Gersten (1985) emphasizes that it is critically important to find ways of motivating teachers to engage in the new practice. What motivates a teacher? The literature in the motivation area uses themes of choice, control, and competence. Much has been written about incentive plans and numerous studies have been conducted regarding incentive programs. Rappa (1983) suggests that an administrator should provide incentives for teachers to initiate and participate in improvement programs. Administrators must recognize teachers who undertake the development of successful in-service projects. Dunaway (1987) writes that once employees have acquired a certain level of monetary security, they desire recognition on the job. One means of motivating teachers to become involved in such activities is to provide appropriate incentive systems for their involvement (Wright, 1984). It is not adequate for administrators to limit incentives to the traditional increase in pay. Rather, administrators must clarify the exact nature of the activities in which they want teachers to engage, and then identify the incentives to motivate their involvement. Similarly, Paslawski (1973) identified the need for appropriate incentive systems to get teachers involved in professional development activities. Task related and personal incentives must also be offered if teachers are expected to engage in growth-related activities.

Hartman (1986) advocates establishing a positive and credible relationship with the teachers. He feels administrators must be visible in the classroom to show they care.

Just the words, 'You're doing a tremendous job!' can lift the spirits of the teacher immensely. The talents and abilities of teachers can be further recognized through effective use of teacher expertise, rewards for achievement, and adequate financial remuneration (p. 27).

Duttweiler (1986) maintains that part of the solution to the problems of motivating teachers and gaining faculty commitment lies in involving the faculty in the decisions that have a direct impact on their work. Peters and Waterman (1982) found that corporate excellence results from the attitudes, enthusiasm, and unusual effort of apparently ordinary employees. They frequently observed effort exerted above and beyond the call of duty when a worker was given even a modicum of apparent control over his or her destiny.

Ellis (1984) proposes that administrators can boost morale and motivate teachers to excel through participatory governance because teachers are primarily motivated by such intrinsic rewards as self-respect, responsibility, and a sense of accomplishment.

Duttweiler (1986) indicates that both effective school research and research on occupational motivation suggest that one way to motivate others, gain their commitment, and persuade them of the value of an idea is to include teachers in the decision-making process.

Just as 'ordinary' employees in an excellent company respond with enthusiasm to having some control over their work, so will 'ordinary' teachers. Principals who include teachers in making the decisions in their schools will find that those teachers will have a sense of ownership in the results of the decision. Teacher satisfaction will increase and teachers will be motivated to support decisions they have helped make. Once shared decision-making processes are in place, principals will find they have less work, fewer staff problems, a smoother running school, and, if the studies are right, a school that is more effective. (p. 373).

Stansilao (1983) emphasizes that administrators must facilitate participation in the formulation of the proposal. He believes people

are motivated toward making their own ideas and recommendations succeed.

These feelings of participation may be imparted by consulting with the teachers, by seeking their opinions and suggestions. It is important to have interest in what they have to say. Seeking their advice encourages their participation in the change (p. 77).

Cohen (1986) suggests providing choices to teachers with the opportunity to take responsibility and control of their own learning. Also, offering them descriptive rather than prescriptive feedback helps them accurately assess and control their own improvement progress.

Feedback during the change implementation is critical to the success of the program. Marsh & Jordan-Marsh (1986) contend that the task of the administrator is to create conditions in which individuals can see that the outcome will be worthwhile. Teachers need to know they are capable of carrying out the innovation in a way that will lead to fulfillment of their goals. This sense of capability or mastery determines how much effort individuals are willing to expend and how hard and how long they will persist in the face of obstacles.

Doggett (1987) believes the staff's success in any new undertaking should not be taken for granted by the principal or the staff. He suggests that principals should monitor and report progress to staff members so they can see if their investment is paying off. This feedback will motivate teachers to maintain their support of worthwhile projects which might otherwise die due to apathy.

Changes in attitude usually follow, rather than precede, changes in behaviors. Serious commitment is likely to occur only after

teachers have had an opportunity to use the new program or innovation and have seen that it really assists them in teaching (Gersten, 1985). Teachers' attitudes will begin to change when they see positive evidence that the method improved the academic achievement of their students.

Teachers are motivated by the desire to make a difference in the classroom. Berman and McLaughlin (1980) found that teachers are motivated by their sense of efficacy and the belief that what they do in their classrooms makes a difference to the children they teach. Berman and McLaughlin (1978) showed clearly that teachers participate in staff development activities because they believe such activities will help them to become better teachers. Extrinsic rewards such as extra pay were found to have no effect on teachers' motivation toward staff development. "A primary motivation for teachers to take on extra work and other personal costs of attempting change is the belief that they will become better teachers and their students will benefit" (McLaughlin and Marsh, 1978, p. 75).

Although it is true that teachers are usually "required" by certification or contractual agreements to take part in various forms of staff development, most teachers engage in staff development because they want to become better teachers (Fullan, 1982). Staff development is one of the most promising and most readily available routes to school improvement.

Teachers do have an inner desire to become better teachers. They are motivated to engage in school improvement programs when they perceive that the skills they acquire will improve students' learning.

Chapter III

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

The purpose of this study was to explore effective ways of facilitating successful school improvement and school change by isolating important factors that lead to the success of the improvement program. The study examined literature 1) related to the following: teacher growth stages and informal system classifications, 2) assessment of school climate and readiness for change, 3) teachers' perceptions and general needs, 4) motivational theories of behavior in improvement programs, and 5) including reasons for teacher resistance to change innovations.

Conclusions

Teachers determine the successful implementation of a school improvement program by their collective norms, attitudes, behaviors, and resistances. Group norms and cohesions can promote resistance to change programs. This resistance is a powerful determining factor in the fate of an improvement plan. The school informal system can be classified as energized, maintaining, or depressant. An assessment should be made of the overall culture of the school to determine group attitudes, feelings, and combined needs. Strategies must be used that include the informal network working in a collaborative fashion. If the culture is "weak"

or depressant, then the improvement plan should focus on improving the norms of the informal system before attempting other change ideas. The most successful implementations have been where a "norm of collegiality" existed. Ideally, a climate of enthusiasm, recognition, and positive collegial relationships should be fostered because high morale enhances school improvement.

Change facilitators must assess individual perceptions, needs, and motivations before implementing an improvement program. Teachers, as individuals, have perceptions that color their view of the change idea. Because these perceptions are based on shared inner beliefs, the meaning and significance of the change will depend on their needs, desires, understandings, and values. The change innovator must offset perceived fears and losses by introducing the idea so it appeals to teacher needs and desires, motivating them toward change.

The general needs of teachers include practical information that will enhance student learning in the classroom, a clear understanding of the change idea, active participation and collaborative planning in the change, feedback during the implementation, and time to gradually change behaviors and attitudes. The needs of teachers create desires that in turn motivate them to certain actions.

Maslow asserts that these desires are organized prepotently in a hierarchy. His theory sheds light on the motivating forces behind teachers' attitudes toward change as some needs must be fulfilled before others can be accepted. Feelings of fear and insecurity must be dealt with before teachers can participate in a collaborative improvement process.

In order to motivate teachers to perform at their peak, facilitators of change must get the teachers to internally drive themselves. Administrators should create and maintain a climate that enables people to perform their best. Teachers are motivated by choice, control, and competence. Incentive systems must be designed into the improvement plan that include making teachers active participants in the school improvement decision-making process, monitoring, reporting the positive progress during the implementation, and proving that teachers are making a difference in the classroom and are becoming better teachers as a result of the improvement plan.

When flexibility can be incorporated into the school improvement program to reflect individual and organizational needs, then changes suggested by the program will more likely be implemented. Teachers take change seriously when they have input in defining educational problems and responsibility for outlining their professional needs.

Recommendations

In planning a change program for teachers, implementors should assess the attitudes of teachers toward change and determine their general state of acceptance. Change agents should also include teachers in the total improvement idea through collaborative planning. Then planners will have input from teachers regarding their personal and professional needs.

This foundation establishes the motivational framework for the change program. If a program offers something the teachers need, they will be more inclined to accept readily. They will use the ideas in the classroom because they will perceive the need for them. Thus, they

have ownership of the change idea because of the desire to improve themselves. Planners need practical knowledge of motivational psychology so they can build in motivation as part of a staff development program. Maslows' Hierarchy of Human Needs Theory gives this insight and is a place to begin.

Barriers to teacher change vary as much as the individuals who collectively make up the staff. Resistance can be overcome, however, through improvement of staff morale and through motivational strategies designed into the delivery system. Improvement programs will be successful if they take into account the needs of the individuals and groups within the organizational culture of the school before implementing change.

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