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Relationship of Classroom Environment, Teacher and Student Satisfaction and Student Self-Concept

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RELATIONSHIP OF CLASSROOM ENVIRONMENT, TEACHER AND STUDENT SATISFACTION, AND STUDENT SELF-CONCEPT

by

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ABSTRACT

The purpose of this research was to explore the relationship between classroom environment, teacher and student satisfaction, and student self-concept. The general hypothesis was that different classroom environments would relate differentially to teacher and student satisfaction and to student self-concept. The subjects were 215 students from grade seven and eight classes at William G. Davis Senior Public School, and the nine core teachers who taught these students. The measures obtained from the students were: perception of classroom environment, satisfaction with dimensions of the classroom, and the self-concept scores. The measure obtained from the teachers was satisfaction with different dimensions of the classroom. Results were analysed utilizing a variety of multivariate statistics.

The results were supportive of the general hypothesis. Stepwise regression analysis revealed that a warm, organized classroom was significantly positively related to peer self-concept, family self-concept, and student satisfaction with teacher and peers. A supportive, innovative teaching style was also significantly positively related to student peer self-concept. Competition was found to relate negatively to student scholastic self-concept.

With respect to teacher satisfaction, no relationship was found between teacher satisfaction and student self-concept. However, a significant relationship was found between teacher satisfaction with students' performance and students' satisfaction with teacher. Competition related

positively to teacher satisfaction with students' performance and a supportive, innovative teaching style was negatively related to teacher satisfaction with him/herself as a teacher.

Significant positive relationships were also found between student self-concept, happiness, and student satisfaction. Finally, gender was found to be a significant predictor of peer, scholastic, and family self-concepts, happiness, and students' satisfaction with peers, with girls scoring significantly higher on these variables than boys.

The results were discussed in terms of their implications for existing educational theory and practice and for the creation of growth-producing environments in classrooms.

Dedication

To my nephew, Richard, and my niece, Tricia, who both inspired this research, and to Mom and Dad who motivated me at a very young age to pursue educational endeavors.

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Overview

The position that environments, both physical and social, have profound effects on their members has been eloquently stated by professionals in various fields for decades. The underlying asumption is that environments, like people, have unique personalities and exercise meaningful coercive power over their members (Moos, 1974a). Like psychological experiments, they have certain "demand characteristics" which may influence the behaviour of the participants in those environments (Orne, 1962).

Vivid and insightful "case study" accounts have been written about various kinds of institutions in our culture (Moos, 1974a). In Ken Kesey's (1962) *One Flew Over a Cuckoo's Nest*, the author shows how patients respond adaptively to a rigidly structured psychiatric ward setting, which required them to submit to the authority of "big nurse." In contrast, a warm, supportive therapist and a humanitarian hospital setting faciliated the recovery of a young schizophrenic girl in *I Never Promised You a Rose Garden* (Greenberg, 1964). Kozol (1967) describes how the physical and social environment in the Boston Public Schools had a destructive impact on black children.

Thus, psychologists as well as biographers, sociologists, anthropologists, physicians, and popular novelists have described different environments in detail. Although their reasons for describing these environments and their feelings about the impact of different social

environments have varied, they all agree on one central point: "that the social climate within which an individual functions may have an important impact on his attitudes and moods, his behaviour, his health and overall sense of well-being and his social, personal, and intellectual development" (Moos, 1974a, pg. 3).

Since environments appear to have considerable power and influence over their members, one of the goals of community psychology is to construct optimal environmental conditions. It is assumed that social systems are not neutral in their effects on people, but that they either contribute to or impair development. Consequently, one can create and maximize environmental factors to produce optimal growth and development. In the abstract, this goal sounds glittering. It holds the exciting promise of "breakthrough." According to Cowen (1977) before this goal can be accomplished, several "baby steps" must first be accomplished.

First, one must better understand how to assess environments and their key dimensions. Secondly, one must be able to establish clear linkages between environmental qualities and people's personal development and behaviour. Only by charting the "why's and "wherefore's" of these relations can one provide information that can be helpful in constructing health-promoting environments (Coelho & Rubenstein, 1972). This analysis and modification of environments is referred to as the "Social Ecological" approach and is the central theme of this study.

Moos and his co-workers in the Social Ecology Laboratory at the Stanford University Medical School have identified different methodologies for conceptualizing environmental variables and relating their properties to behaviour (See Moos, 1973, 1974b, for details on these methods). One of these methods which is particularly promising, and receiving much attention in community psychology, is the measurement of perceived social climate. Almost everyone, at some level, believes that the social environment has an impact on the people functioning in it. Cowen (1977) states that human development and adaptation are significantly shaped by high-impact social environments (e.g., communities, churches, schools, and families). Moos (1974a) states that every institution in our society is attempting to set up social environments which, it hopes, will maximize "desirable" behaviour or certain patterns of personal growth and development. There is, of course, great disagreement about what effects should be enhanced and about what social-environmental conditions enhance these effects. Moreover, even when there is agreement as to what conditions should be maximized, the "desirable" outcomes are still not achieved and there is some level of dissatisfaction.

One of the reasons for this failure to produce the "desirable" outcomes is because the essential steps mentioned earlier -- which should be taken before optimal conditions can be produced -- are often omitted. To begin to develop these vital steps is essentially the purpose of this study. That is, this study will attempt to assess the

classroom environment and establish linkages between dimensions of the classroom and student self-concept and satisfaction. Classroom environments will be assessed utilizing the psychosocial climate approach mentioned earlier.

The school is chosen for study because it is the one common institution that touches almost everyone for a long and extremely important period of his life. It is, therefore, important that the environment is one which is geared towards enhancing optimal growth and development rather than one which negligently provides traumatic, or growth-inhibiting experiences for the individual. It has been clearly demonstrated by Rutter and his co-workers (1977) that schools do indeed have an important impact on children's development. The authors found that schools, even in the most disadvantaged of areas, can promote competence in their students. Certain schools in inner London were found to be associated with students who have higher academic achievement rates, better attendance, better school behaviour, fewer incidences of vandalism, and fewer court appearances than do other schools which draw children from similarly disadvantaged backgrounds. Based on these results, the authors suggested that even the functioning of children who come into the school situation with their potential already depressed can be promoted and enhanced in a positive school environment.

The classroom is chosen as the unit of analysis because it is a part of the school environment where students spend

a great deal of time and there is compelling evidence that what occurs in the classroom does contribute to the child's growth and development (Stallings, 1975). The person outcome variables, level of satisfaction and self-concept, are selected because of their importance to mental health domain (Cowen, 1977). In addition, authors (e.g., Mclean, 1976) have suggested that research focussing on classroom analysis should concentrate on these variables as an area of priority, because satisfaction and self-concept are key underlying dimensions that affect classroom behaviour and achievement.

The research that relates to this study will be discussed in the literature review. However, there are two studies which bear closely to the present study, and which should be mentioned here. Wright, Shapson, Eason, and Fitzgerald (1977) conducted a study on the effects of class size on a number of dependent variables, four of which were: classroom environment, teacher satisfaction, student satisfaction, and student self-concept. No relationship was found between class size and any of these variables. One particular limitation of this study, was that the authors did not explore the relationship between classroom environment, teacher satisfaction, student satisfaction, and student self-concept.

Trickett and Moos (1974) examined the relationship between perceived classroom environment and student satisfaction and mood. They found that different dimensions of classroom environment related differentially to student

satisfaction and mood. For example, students reported greater satisfaction and security in classsrooms which emphasized high student involvement, personal student-teacher relationship, and teacher support. Students were less satisfied in classrooms which were low in teacher support. Trickett and Moos did not, however, incorporate teacher satisfaction and student self-concept into their study.

The present study is unique in that, according to the knowlege of the researcher, no prior work has been found which has examined the relationship between classroom environment, teacher satisfaction, student satisfaction, and student self-concept. Hence, it should offer contribution to the current literature. Moreover, since this study takes on the vital steps necessary to create or maximize environmental factors necessary to produce optimal growth and development, it will be beneficial not only to professionals and practitioners in community psychology and education, but also to the children who will enter the school. Lastly, this study will be of genuine practical use to the school in which the research was conducted in that it will provide a valuable data base for those interested in implementing environmental changes.

Literature Review

The present literature review will address the following five areas: (1) the influence the school environment has on students; (2) self-concept and its importance in relation to well-being and behaviour; (3) the effects of school and

classroom environment on self-concept; (4) student satisfaction and classroom environment; and (5) the notion of teacher satisfaction as an influencing factor in the classroom.

School Environment

"When a child enters school many of his waking hours are spent there. In a sense, the school begins to substitute for the parent in many areas of learning, including the shaping of students' attitudes, behaviours, and self-concept" (Kilmer, 1977,p.9). The school sets the tone or the environment for students' affective as well as cognitive learning. The following studies indicate that the school environment can, and does, play an important role in student growth and development.

Barker and Gump (1964) studied the predispositional properties of a significant dimension of physical environment: school size. They found that students from small schools, compared to those from large schools, were given more personal responsibilities, and consequently felt involved; participated in more diverse activities; were less aware of individual differences; and had clearer self-identities. This study demonstrates how physical and social environments of schools can shape adaptive outcomes in students.

Minuchin, Biber, Shapiro, and Zimilies (1969) researched the effects of modern vs. traditional educational environments on children's learning and development. Modern environments were defined as ones that encouraged the

development of thought and learning processes, while traditional environments were oriented to fact acquisition. Minuchin et al. reported that children educated in modern environments were found to: (a) identify with their schools more positively and actively; (b) pursue learning more seriously and systematically; (c) have greater acceptance of their own negative impulses; and (d) have greater self-understanding than those students educated in a traditional environment.

The authors concluded that schools can and do affect the lives and functioning of the children in ways that are pervasive and perhaps, profound. Moreover, the psychological impact of the schools extends beyond intellectual functioning and into the realms of personality development. Reiss and Martell (1974) reported that students educated in open-space classes demonstrated more persistence and more imagination than demographically comparable peers from self-contained classes.

Research has also focussed on the effects of classroom environments on children's development and growth. Recent work by Stallings (cited in Cowen, 1977) contributes substantially to this area. Stallings' work describes primary grade class environments using observational methods. These categories cover a wide range of dimensions of the classroom, such as: dimensions of the physical and social classroom groupings, and teacher-pupil and pupil-pupil interactions, among others. While Stalling's study is rich in results, suffice it to say that she found

important relationships between environmental variables and classroom performance and behaviours. Thus, this research shows that what occurs in the classroom does contribute significantly to the child's growth and development (Cowen, 1977).

Trickett and Moos (1974) report that classrooms emphasizing personal dimensions such as autonomy and problem orientation have positive effects on student satisfaction and mood. That is, students were more satisfied in classes with high student involvement and close student-teacher relationships. By contrast, students reported feeling more angry in classrooms which were low in teacher support and order and organization. This study will be discussed in greater detail in a subsequent section.

In sum, the above studies suggest that the school and classroom environment play a significant role in shaping the life and attitudes of students.

Self-Concept and Behaviour

Self-concept has been defined by many authors in a variety of ways. However, they have all agreed on one aspect: the crucial role of self-concept in relation to the personal, social and intellectual growth and development of a person. Mueller (1974) defined self-concept as a system of attitudes, feelings and perceptions that the individual has about himself. He believed that of all the perceptions that exist for an individual, none is so important as those he has about himself. Mueller suggested that the individual's self is the centre of his entire

thinking-feeling world, and all his actions spring from his perception of self and world.

Coopersmith (1967) defined self-concept as a personal judgement of worthiness that is expressed in the attitudes a person holds towards himself. He suggested that self-concept may be multifaceted with regard to varying experiences, and is significantly associated with personal satisfaction and effective functioning. Wylie (1961) asserted that self-concept refers to the individual's perceptions and feelings toward himself and plays a central role in relation to mental health and to the achievement of psychological maturity.

Rogers (1973) assigned the self-concept a central place in his personality theory and suggested that self-concept is a major factor influencing behaviour. Combs, Avila, and Purkey (1971) maintained that the self-concept is the most important single factor affecting behaviour. Cowen (1977) views self-concept as a significant variable in the mental health domain.

All in all, authors vary in their definitions regarding self-concept. Nevertheless, there is concensus that self-concept plays an important part in relation to behaviour.

In this research, self-concept is defined from the viewpoint of Purkey (1970). According to Purkey, the total self-concept is made up of many facets or subparts, which he identifies as small spirals. These small spirals represent the countless beliefs one holds about one's self with some

being more significant than others. These beliefs may be divided into specific categories such as: student, wife, mother, teacher, etc. Thus, in the present study, self-concept is defined as the sum total of a person's beliefs about him or herself. The person's self-concept is comprised of many beliefs or facets which together make that person what he is. Because some of these beliefs may be influenced more than others by the total school setting, a distinction is made between various facets of self-concept: scholastic, family, peer and general. Scholastic self-concept, therefore, refers to the beliefs which the student has about himself relative to school. Similarly, family and peer self-concepts refer to beliefs the student has about himself relative to his family and peers, respectively.

Purkey (1970) suggested that one's self-concept may change positively if conditions are favourable. It is assumed in this study that if certain aspects of self-concept are related to classroom environment, then by identifying the dimensions which relate positively to these various aspects of self-concept, one can intervene and use the classroom as a medium to enhance the students' self-concept.

Self-Concept, School Environment, and Classroom Environment

Authors such as LaBenne and Greene (1969) support the theory that the school is a major contributing agent in shaping the child's conception of self. Mistry (1960) indicated that the school is second to the home in

influencing the individual's attitudes of self-acceptance or self-rejection.

Evans (1972) reported that in schools which allow students to make educational choices, the students are more likely to develop a healthy self-concept than are students who do not have these opportunities. Evans concluded that school can have either a positive or a negative effect on student self-concept. Minuchin et al. (1969) reported that students in school environments which encouraged the development of thought and learning processes, reported more self-knowledge and self-understanding than did students who were educated in school environments oriented to fact acquisition. The authors regarded self-knowledge and self-understanding as important aspects of self-concept.

Although the school may set the tone for shaping the attitudes of students and for placing emphasis on the affective domain, classroom environment within the school is a major influence in the development of student self-concept. Many writers agree that children's attitudes, behaviours and self-concepts are organized primarily within the classroom (Henry, 1957; Getzels & Thelen, 1960; Thomas, 1973).

Landis (1972) suggested that the classroom environment is an important aspect of the student's frame of reference. Landis found that students who achieve well in school exhibit higher self-concepts than do those who achieve poorly. The author's interpretation was that students who achieve well in school are reinforced for their behaviours

by the teacher and should exhibit positive self-concepts. On the other hand, individuals who achieve poorly do not receive this type of reinforcement and tend to show lower self-concepts.

Combs (1962) indicated that the child learns about himself not only through his own successes and failures, but also from the reactions of people toward him. He suggested that classroom environments should be more flexible, thus providing opportunity for students to explore and expand on their learning preferences. Combs defined a flexible classroom as one which goes beyond the two covers of the book and the four walls of the classroom.

Kilmer (1977) examined the effects of classroom environment and teacher influence on student self-concept. The study was conducted to investigate whether or not there were differences in self-concept between those educationally disadvantaged elementary grade students participating in a resource prcgram, and those not participating in the program. Differences in student self-concept were identified through the use of the total self-concept score and related subscores. These subscores were: self-appreciation, self-assuredness, social adaptability, adequacy in school, and personal adequacy. Variables relating to classroom environment included: (1) individualization and (2) the variety of materials and activities. Variables relating to teacher influences included: (1) warmth, (2) provision for freedom, and (3) feedback.

The Coopersmith Self-Esteem Inventory (SEI) was used to assess student self-concept. Classroom environment and teacher influences were assessed using the McDaniel Observer Rating Scales.

Results indicated that the self-concept of resource students was significantly more positive on the subscores "self-assuredness" and "adequacy in school." In addition, these subscores were only significant in classrooms rated high in individualization, wide in variety, and high in teacher warmth.

This study demonstrated that students participating in resource classroom programs have more positive self-concepts relative to school than do students in non-resource programs. The author concluded that positive teacher influences and classroom environment can enhance the self-concept of students as it relates to school.

The foregoing literature review suggests that school and the classroom environment are significantly related to student self-concept. This adds strength to the position that schools should take on the responsibility to create an environment in which students will grow in the attitudes toward the self, as expressed by several writers (Averch, 1971; Hold, 1964; Evans, 1972; Cowen, 1977).

Further research needs to be conducted which systematically assesses specific dimensions of classroom environment and relates these dimensions to the aspects of self-concept which are most affected by school experience, as opposed to total self-concept. The study which comes

closest to this approach is that which was conducted by Kilmer (1977). However, several limitations were apparent in this study, which the author herself acknowledged. Some of these limitations were: (1) the study utilized only disadvantaged students; (2) the self-concept measure used did not have enough items related to school, and (3) the observation instrument used to assess teacher influence and classroom environment has not been validated in varying situations. Thus, the extent to which classroom environment was assessed was limited.

The present study overcomes some of these limitations and attempts to systematically assess specific dimensions of classroom environment and relate them to scholastic and peer self-concept.

Student Satisfaction

In order for an environment to be optimal in enhancing growth and development, it must be stimulating as well as satisfying. Roberts (1969) postulates that if the school can provide a satisfying, growth-producing climate, this decreases the possibility that the child will later develop any serious psychosocial disorder. Thus, satisfaction is a variable of significant interest to researchers concerned with the planning of optimal growth-enhancing environments.

Walberg (1969) contends that while classroom environments must be intellectually challenging to encourage growth in achievement and understanding, they must be cohesive and satisfying in order to encourage "non-cognitive" growth. Cowen (1977) in his review,

emphasizes adjustment, adaptation, security, happiness, self-concept and well-being as some of the relevant variables in the mental health domain. Although satisfaction was not specifically mentioned, there is certainly room on the list for it. Mclean (1976) emphasizes student satisfaction as one of the priority variables to be researched in studies employing classrooms as the units of analysis.

Relatively little work has been conducted in classrooms utilizing satisfaction as a relevant dependent variable. Trickett and Moos (1974) examined the relationship between perceived environment of the high school classrooom and student satisfaction and mood. Significant relationships were found between the perceived environment and various areas of satisfaction and mood. Students expressed greater satisfaction in classrooms characterized by high student involvement, by a personal student-teacher relationship, by innovative teaching methods, and by clarity of rules for classroom behaviour. In regard to classroom social environment and student mood, students felt more secure and interested in classrooms which emphasized the relationship dimensions of involvement, affiliation, and teacher support. Students reported feeling less satisfied and more angry in classrooms which were low in teacher support and order and organization. Teacher support was identified as a particularly important dimension in high school classrooms. The results of this study were discussed in terms of their implications for planning and change.

Davidson (1976) found that sixth-grade classrooms high on teacher support were associated with high levels of student satisfaction and achievement. In addition, classsrooms high in order and organization also contributed to high student satisfaction. Nielson and Moos (1978) reported that students were generally more satisfied in classroom climates high in involvement, affiliation, and teacher support.

It is apparent that student satisfaction is an important variable to consider in the planning of optimal environments and that different classroom environments do have a relationship to student satisfaction. The research suggests that classrooms high on student involvement, affiliation, teacher support, and order and organization generally relate positively to high student satisfaction.

Teacher Satisfaction

Many educators believe that the teacher is the focal point in the classroom and has a significant influence on students' learning, attitudes and behaviour. The teacher generally initiates the learning process, creates an atmosphere conducive to motivating the learner, and influences the environmental setting whereby students feel their own self-worth and are stimulated into becoming successful learners (Kilmer, 1977).

Research focussing on teacher's influence has been conducted in many areas. Some of these include: warmth of teacher (Cogan, 1958), amount of freedom provided (Kilmer, 1977), feedback and interaction (Mattocks & Jew, 1973;

Flander, 1951), and teacher's techniques, practices and materials employed (Combs, 1969). Collectively, these studies support the position that teachers are active in shaping students' goals, concepts, and reactions. However, there is very little research examining teacher satisfaction with the classroom and its relationship to student self-concept and satisfaction. One would imagine that if the teacher plays a pivotal role in the classroom, then his or her satisfaction with the class would influence how he or she appears to the students. Hence, teacher satisfaction with the class may be related to students' attitudes, self-concepts, and reactions.

In short, while one can conclude that teachers play an an important role in influencing students in a variety of ways, no conclusive statement can be made regarding the relationship between teacher satisfaction with the classroom and student satisfaction and self-concept. The present study will examine this relationship.

Conclusion and Implications from Literature Review

One can conclude from the above literature review that school and classroom environment can and do play a significant role in shaping the life of students. Moreover, it has been shown that important variables like self-concept and student satisfaction are related to different types of classroom environment. Since the school is such a powerful medium, one of its major responsibilities should be to produce an environment which is satisfying, stimulating, and growth-enhancing. Before this can occur, essential steps

have to be taken first. Step one is to systematically assess the classroom environment and establish linkages between dimensions of these environments and their outcomes. Once this linkage is established, one can then change or plan environments in such a way so as to produce desirable outcomes. As mentioned before, the assessment of environment and linkage between environment and outcome are the central goals of community psychology and essentially, the main purpose of this research.

The Purpose of this Study

The purpose of the present study was to explore the relationship of classroom environment, teacher and student satisfaction, and student self-concept. Because self-concept plays such a significant role in relation to behaviour and well-being, major emphasis was given to the relationship between classroom environment and student self-concept.

It should be emphasized, however, that the major intent of this study was to examine the complexity of occurrence between classroom atmosphere and teacher satisfaction as they relate to student self-concept and satisfaction. In this regard, the purpose was not to study specific relationships as much as to seek an understanding of processes and intricacies of educational interaction. As a result, this study was exploratory and descriptive in nature and the statistics and analyses employed involved considerable "data snooping," as opposed to specific hypothesis testing.

Problems and Related Questions/Predictions

The study was broken down into six sub-problems, each with related questions. The first problem was the one receiving the major emphasis.

Problem I

To examine the relationship between dimensions of classroom environment and student self-concept.

Based on the literature review, it was expected that different classroom environments would relate differentially to student self-concept. In addition, since the person's self-concept is comprised of many facets or beliefs, some of which may be more strongly related than others to aspects of a setting, it was further expected that only scholastic and peer self-concept would be related to classroom environments.

Questions:

(1) Do classrooms high in student affiliation and involvement relate positively to peer self-concept?

It was expected that in classrooms where students express high level of friendship with each other, they would perceive themselves positively in relation to their peers. Thus affiliation was expected to correlate positively with peer self-concept.

(2) Do classrooms emphasizing high personal involvements and innovation relate to self-concept?

Mueller (1974) suggested that the self which is growing must feel at all times that it is involved. It was therefore expected that classrooms which allowed high student

involvement and innovation would relate positively to scholastic self-concept.

(3) Do classrooms high in teacher support relate to scholastic self-concept?

Kilmer (1977) indicated that positive teacher influence (e.g., warmth and support) is related to positive student self-concept. Thus, it was expected that classrooms high in teacher support would relate positively to scholastic self-concept.

(4) Do classrooms high in competition relate negatively to scholastic self-concept?

According to Mueller (1974) the feedback an individual receives in competition with others contributes to the development of the self-concept. Mueller suggested that when children are subjected to academic comparisons with other children, some of them will inevitably fail the norm. Repeated competitions that cause a child to appear too often at the "bottom of the heap" are not likely to strengthen his feelings about himself. Consequently, his self-concept is reduced. Based on Mueller's reasoning, it was expected that classes emphasizing competition would contain students who did not meet the "upper standard" and thus, would relate negatively to the scholastic self-concept of these students.

Problem II

To examine the relationship between dimensions of the classroom environment and student satisfaction.

Question:

(1) Do different classroom environments relate to differential student satisfaction?

Based on the study conducted by Trickett and Moos (1974) it was expected that different dimensions of the classroom environment would relate to different types of satisfaction. In this respect, this problem was a replication of the Trickett and Moos (1974) study and the following predictions were made:

(a) Classrooms high on the support and interpersonal dimensions would relate positively to student satisfaction with class and teacher.

(b) Classrooms emphasizing rule clarity and control would relate relate positively to student satisfaction with material learned.

(c) Classrooms high on affiliation would relate positively to student satisfaction with peers in the class.

Problem III

To examine the relationship between teacher satisfaction and student self-concept.

Question:

(1) Does teacher satisfaction relate positively to scholastic/peer self-concept?

Kilmer's (1977) study demonstrated that positive teacher influence is related to positive student self-concept. To the extent that high teacher satisfaction can be considered a positive influence, it was expected that teacher satisfaction would correlate positively with scholastic and peer self-concept.

Problem IV

To examine the relationship between dimensions of the classroom environment and teacher satisfaction.

Question:

(1) How do different dimensions of the classroom environment relate to various aspects of teacher satisfaction?

Due to the lack of research conducted in this area, no predictions were made. However, since the teacher has a great influence in structuring or creating the classroom environment, a significant relationship was expected to exist between classroom environment and teacher satisfaction. For example, if a teacher believes that high control is desirable and structures his class in such a way then a positive relationship would probably exist between the control dimension and his satisfaction with himself as a teacher.

Problem V

To examine the relationship between teacher satisfaction and student satisfaction.

Question:

(1) Does teacher satisfaction with various aspects of the class relate positively to different dimensions of student satisfaction?

To the extent that high teacher satisfaction can be considered a positive teacher influence, it was expected that teacher satisfaction would be positively related to student satisfaction.

Problem VI

To examine the relationship between student satisfaction, self-concept and happiness.

Question:

(1) Do the different dimensions of student satisfaction relate positively to scholastic self-concept, peer self-concept and happiness?

According to the literature review, both satisfaction and self-concept appear to be related to general well-being. In addition, it was indicated that feelings and behaviours are a reflection of one's self-concept. Based on this, it was expected that a positive correlation would exist between satisfaction and self-concept. With respect to happiness, a positive relationship was expected to exist between happiness, student satisfaction and self-concept.

Delimitation

For the purpose of this investigation, several delimitations were made. While there are a number of variables associated with self-concept, such as gender, personal characteristics, and family background, the major area of concentration in this study was the association between classroom environment and scholastic and peer self-concept. Similarly, while there may be other variables in influencing teacher satisfaction, such as job dimensions, this study dealt only with teacher satisfaction as it relates to the classroom. In addition, the measures used were all self-report, thus the study was limited by the nature of the assessment tool and by what the subjects were

willing to reveal about themselves. Lastly, the correlational nature of the data precluded the possiblity of drawing conclusions regarding cause-effect relationships.

Method

The Sample (Including Subject Selection)

The present study was conducted at William G. Davis Senior Public School. This school was selected because it serves all the grade seven and eight students in the Preston area. As a result, the classes were more or less evenly distributed in gender, age, and social class. Altogether, there were 15 grade seven and eight classes with approximately 30 students in each class, constituting a total of 446 students.

The subjects used in the study consisted of students from the 15 classes of grade seven and eight and the core teachers involved with these classes. There were nine core teachers: eight males and one female.

The first step was to discuss the study with the school principal, vice-principal, and guidance counsellor. After obtaining their approval and support, the purpose of the study was then presented to the rest of the staff at a staff meeting. During this meeting the nature of the teachers' involvement and the amount of class-time that would be required were discussed. There were no objections voiced by any of the staff members, and the nine teachers who were to be involved in the study agreed to do so without hesitation.

The next stage was to obtain consent from the students and their parents. In each class, the teacher gave each student a letter addressed to "Parents," instructing him/her to take it home and give it to his/her parent. This letter briefly stated the purpose of the study and requested the parents' written consent (See Appendix A). The issue of confidentiality and the nature of the feedback were discussed.

Altogether a total of 446 letters were distributed. The responses are presented in Table 1. As can be seen, the return rate was 285 (63.9%). Out of the 285 which were returned, there were 215 (75%) consenting to a student's participating in the study, and 70 (24.5%) refusing consent to a student's participation. At least 50% of the students in each of the 15 classes participated in the study, yielding a total of 215 students.

Measures on the Participants (Students)

1. The Classroom Environment Scale (CES), (Appendix B) - The CES is one of the nine social climate scales developed at the Social Ecology Laboratory at Stanford and was used to measure the psychosocial classroom environment in this study. The CES assesses the social climate of junior and senior high schools. The basic assumption is that the consensus of the opinions of individuals about their environments constitutes a measure of environmental climate, and that this climate exerts a directional influence on behaviour (Moos & Trickett, 1974).

Table 1

Responses from the Parents

	Number	Percentage
Consented	215	48.2%
Refused Consent	70	15.7%
Non-responders	161	36.1%
Total	446	100%

The details of the development of the CES are given in Trickett and Moos (1973). In brief, the CES consists of 90 items measuring nine dimensions of the classroom environment, which fall into three general conceptual categories: (1)interpersonal relationship dimensions assess the degree to which individuals help and support each other; (2) goal orientation or personal growth dimensions assess the degree of personal development and self-enhancement; and (3) system maintenance and system change dimensions assess the degree of order and organization in the particular environment.

The CES can be administered in group or individual form. Students are asked to respond "True" or "False" to statements about the classroom, which are items for one of the nine dimensions of the scale. The test-retest reliabilities for the sub-scales are all acceptable, varying from a low of .72 to a high of .90. The average subscale intercorrelation is .25. This suggests that the subscales measure distinct, though somewhat related, aspects of classroom environments (Moos & Trickett, 1974).

In general, the CES represents one of the major ways to assess classroom environment and discriminates significantly among relevant environmental units with about as much accuracy as personality tests discriminate between people (Moos, 1974a).

2. The Self-Appraisal Inventory (SAI), (Appendix C) - The SAI (Popham, 1972) was used to measure affective self-concept in this study. This scale has 77 questions measuring four

different dimensions of self-concept. They are: (1) Family, i.e. one's self-concept yielded from family interactions; (2) Peer, i.e., one's self-concept associated with peer relations; (3) Scholastic, i.e. one's self-concept derived from success or failure in scholastic endeavors; and (4) General, i.e., a comprehensive estimate of how the self is perceived or esteemed. A question related to general happiness was also included.

Overall test-retest reliability has been estimated at .88. The scale has face validity in that the items deal explicitly with how the child feels about himself (e.g., "I am a good student."). Concurrent validity for the SAI was reported by Nelson (1979). On a sample of 86 children, mothers and teachers were asked to rate each child on behaviour problems and the children completed the SAI. Significant negative corelations were found between the total SAI and mothers' and teachers' ratings on these behaviour problems. This indicated that the higher the self-reported self-concept of the child, the fewer social adjustment problems were seen in the child by the mothers and teachers.

3. The Satisfaction Inventory for Students (SIS), (Appendix D) - Student satisfaction was measured by a satisfaction inventory developed by the researcher. The rationale used for the development of this inventory was that the best way to measure a person's satisfaction in regards to different situations, was to ask him/her directly. The questionnaire consists of five questions which relate to

certain dimensions measured by the CES. These dimensions were: satisfaction with school, class, teacher, material learned, and peers.

Measures on the Participants (Teachers)

1. Satisfaction Inventory for Teachers (SIT), (Appendix E) - Teacher's satisfaction was measured by a satisfaction inventory developed by the researcher. Again, the rationale was the same as that behind the SIS -- that is, that the person (in this case, the teacher) is the best judge of his/her satisfaction. This inventory consists of six questions related to the relevant dimensions of classroom environment: namely, satisfaction with school, class, self as a teacher, and students' achievements, relationships, and learning.

Procedure

The Students - Essentially, the study required approximately one hour of class time spread over two sessions. In Session I, the CES was administered, which took approximately one-half hour. The SAI and SIS were administered in Session II, which again lasted about one-half hour.

The students were divided into three groups for testing. Each group was composed of about 70 to 75 students. In each session the students were told the purpose of the study and given verbal instructions for the appropriate questionnaires. These instructions were given by the guidance counsellor, who was not only able to control the large groups, but was also the recipient of the students' respect and liking!

All questionnaires were anonymously answered, and students were assured of confidentiality. The participants were told the nature of the feedback and that they were free to withdraw from the study at anytime if they so desired. At the conclusion of each session, the students were thanked for their participation and the researcher was available to answer any questions.

The Teachers - The study required the teachers to fill out the SIT on their own time and to return it to the researcher. Following the completion of the SIT, the researcher met informally with each of the nine teachers for approximately one-half hour. Essentially, the teachers were asked about their reactions to the study and thanked for their participation.

Data Analysis

For each student, the following scores were derived: (1) nine subscale scores for the nine dimensions of the CES; (2) five satisfaction scores for the five items assessing different aspects of the classroom and school; and (3) four self-concept scores for the SAI, and one score for happiness. For the CES, classroom scores were derived by averaging the individual scores on the nine dimensions for the students in each classroom. Thus, the classroom was the unit of analysis for the CES scores. For each teacher, six satisfaction scores for the SIT were derived.

The major analyses conducted in the present study were factor analyses and step-wise multiple regression analysis.

Factor Analysis

Factor analysis is a general scientific method of analyzing data which enables one to uncover order, patterns, or regularity in data (Kerlinger & Pedhazur, 1973). The most distinctive characteristic of factor analysis is its data reduction capability which enables one to determine whether some underlying pattern of relationship exists in the data. The SPSS subprogram "Factor" was used for factor analyzing the data in the study.

Factor analyses were conducted on the Classroom Environment Scale, Student Satisfaction Inventory and Teacher Satisfaction Inventory.

Multiple Regression

Multiple regression is a method of analyzing the collective and separate contributions of two or more independent or predictor variables to the variation of a dependent or criterion variable (Kerlinger & Pedhazur, 1973). The purpose of regression analysis, basically, is not to say directly that X causes Y but to explain the sources of variance of Y, the dependent variables, with certain predictor variables, X. Stepwise multiple regression was used to answer the questions related to problems I to VI.

Nature of Feedback to Participants

A summary report of the complete study was given to the school for teachers and parents to view. This was also accompanied with a verbal presentation (approximately three-quarters of an hour long) according to the wishes of

the participating school. Individual class results were available only to the teachers if he or she requested it.

Results

Factor Analysis

Factor analysis of the nine CES subscales yielded three interpretable factors, accounting for about 84% of the total variance. Table 2 lists the original nine CES subscales with brief definitions of each subscale. Table 3 presents the three factors which emerged together with the factor loadings of each CES subscale. Factor 1, labeled "Warmth and Organization," emphasizes the relationship and organizational dimensions. The CES subscales Student Involvement, Affiliation, Teacher Support, Rule Clarity, and Order and Organization load most highly on Factor 1. Factor 2, by comparison, appears to reflect the functional aspect of the teacher, that is, as a friend vs an authority figure. Teacher S upport and I nnovation load positively on this factor, while Teacher Control and Task Orientation load negatively. This factor is labeled "Supportive vs Controlling Teaching Style." Factor 3 reflects the degree to which students compete for marks, and is labeled "Competition."

Although each of the factors contains a mixture of content, the descriptive labels given in Table 3 capture the major feaures of each factor. In short, the nine CES dimensions were reducible to three interpretable factors: "Warmth and Organization," "Supportive vs Controlling Teaching Style," and "Competition."

Table 2

Brief CES Subscale Descriptions

	Relationship Dimensions
1. Involvement	measures the extent to which students have attentive interest in class activities and participate in discussions. The extent to which students do additional work on their own and enjoy the class is considered.
2. Affiliation	assesses the level of friendship students feel for each other , i.e., the extent to which they help each other with homework, get to know each other easily, and enjoy working together.
3. Teacher Support	measures the amount of help, concern, and friendship the teacher directs towards the students. The extent to which the teacher talks openly with students, trusts them, and is interested in their ideas is considered.
	Personal Development Dimensions
4. Task Orientation	measures the extent to which it is important to complete the activities that have been planned. The emphasis the teacher places on staying on the subject matter is assessed.
5. Competition	assesses the emphasis placed on student's competing with each other for grades and recognition. An assessment of the difficulty of achieving good grades is included.
	System Maintenance Dimensions
6. Order and Organization	assesses the emphasis on students behaving in an orderly and polite manner and on the overall organization of assignments and classroom activities. The degree to which students tend to remain calm and quiet is considered.
7. Rule Clarity	assesses the emphasis on establishing and following a clear set of rules, and on students knowing what the consequences will be if they do not follow them. An important focus of this subscale is the extent to which the teacher is consistent in dealing with students who break rules.
8. Teacher Control	measures how strict the teacher is in enforcing the rules, and the severity of the punishment for rule infractions. The number of rules and the ease of students getting in trouble is considered.
	System Change Dimension
9. Innovation	measures how much students contribute to planning classroom activities, and the amount of unusual and varying activities and assignments planned by the teacher. The extent to which the teacher attempts to use new techniques and encourages creative thinking in the students is considered.

Taken from Moos, 1974 a. Pg. 3

Table 3

Factor Analysis of the CES

Factor	Factor Loadings of CES Subscales
1) Warmth and Organization % Variance accounted for: 46.9%	Involvement (.89) Affiliation (.73) Teacher Support (.62) Order and Organization (.88) Rule Clarity (.75)
2) Supportive vs. Controlling % Variance accounted for: 24.9%	Teacher Support (.73) Innovation (.70) Teacher Control (-.89) Task Orientation (-.85)
3) Competition % Variance accounted for: 12.6%	Competition (.91)

Factor analysis of the six SIT items yielded three factors which accounted for 90.7 % of the total variance. Table 4 presents the three factors with the highest loading items and their factor loadings. Factor 1, labeled "Teacher Academic Satisfaction" appears to deal distinctly with teacher satisfaction regarding the material learned by the students. The second factor, "Teacher Relationship Satisfaction," reflects the degree to which the teacher is satisfied with the students' relationships in class. Factor 3 emphasizes teacher satisfaction with self as a teacher, and is labeled "Teacher Self-Satisfaction." Thus, the six items of the SIT were reduced to three meaningful factors.

Factor analysis of the five SIS items yielded two factors accounting for 65 % of the total variance. These factors, together with their highest item loadings, are presented in Table 5. The items, Satisfaction with class, material learned, and teacher load most highly on Factor 1. Satisfaction with the teacher appears to have the highest loading and, since the teacher plays a significant role in influencing the class and the material taught, this factor was labeled "Student Satisfaction with Teacher." Factor 2, in comparison, reflects satisfaction with the class and the other students in the class, and was labeled "Student Satisfaction with Peers." The five SIS dimensions were reduced to two interpretable factors: "Student Satisfaction with Teacher" & "Student Satisfaction with Peers."

Table 4

Factor Analysis of the SIT

Factor	Items
1) Teacher Academic Satisfaction % Variance accounted for: 40.9%	How satisfied are you with the amount of material your students are learning? (.98)
2) Teacher Relationship Satisfaction % Variance accounted for: 29.7%	How satisfied are you with the way students get along in your class? (.60)
3) Teacher Self-Satisfaction % Variance accounted for: 20%	How satisfied are you with the class you teach? (.73) How satisfied are you with yourself as a teacher? (.68)

Table 5

Factor Analysis of the SIS

Factor	Item
1) Student Satisfaction with Teacher Variance accounted for: 44.6%	How satisfied are you with your class? (.57) How satisfied are you with your teacher? (.73) How satisfied are you with the material learned? (.55)
2) Student Satisfaction with Peers Variance accounted for: 20.8%	How satisfied are you with the other students in your class? (.59) How satisfied are you with your class? (.55)

Regression Analyses

Stepwise multiple regression analyses were conducted to study the relationship between each dependent variable and set of independent variables. Table 6 presents the independent and dependent variables examined. Separate regression analyses were performed for each dependent variable. Only findings significant at the $p < .05$ level were considered, in an attempt to reduce the Type I error rate.

Classroom environment and self-concept (Problem I) - Regression analysis revealed that classroom environment and gender are significant predictors of peer self-concept, accounting for 16% of the variance in this measure. Table 7 presents the stepwise regression analysis on peer self-concept. "Warmth and Organization" and gender appear to be the best predictors, each accounting for approximately 7% of the total variance. The dimension "Supportive vs Controlling Teaching Style" accounts for 2% of the variance. The relationship between "Competition" and peer self-concept was insignificant. Thus, the prediction that classes high on the relationship and involvement dimensions would relate positively to peer self-concept, was confirmed.

Table 8 presents the regression analysis on scholastic self-concept. Gender and "Competition" are significant predictors of scholastic self-concept, accounting for approximately 5% of the total variance of this measure. The negative relationship between competition and scholastic self-concept indicates that as competition within the

Table 6

Independent and Dependent Variables Used in Analysis

Independent Variables	Dependent Variables
Classroom Environment	Scholastic Self-Concept
Factor 1 - Warmth and Organization	Peer Self-Concept
Factor 2 - Supportive vs. Controlling	Family Self-Concept
Factor 3 - Competition	General Self-Concept
	Happiness
	Factor 1 - Student Satisfaction with Teacher
Teacher Satisfaction	Factor 2 - Student Satisfaction with Peers
Factor 1 - Academic Satisfaction	
Factor 2 - Relationship Satisfaction	
Factor 3 - Self-Satisfaction	
Student Sex	

Table 7

Stepwise Multiple Regression Analysis on
Peer Self-concept

Step	Predictor Variable Entered	Multiple R	Simple r	df	Overall F	F to remove
1	Warmth and Organization	.27	.27	1/213	16.77**	16.77**
2	Sex	.38	.27	2/212	17.51**	16.55**
3	Supportive vs. Controlling	.40	.18	3/211	13.22**	4.12*

** $p < .001$

* $p < .05$

n = 215

Table 8

Stepwise Multiple Regression Analysis on
Scholastic Self-concept

Step	Predictor Variable Entered	Multiple R	Simple r	df	Overall F	F to remove
1	Sex	.23	.23	1/213	12.27**	12.27**
2	Competition	.27	-.13	2/212	8.62**	4.76*

** $p < .001$

* $p < .01$

n = 215

classroom increases, the scholastic self-concept of the students decreases. This finding is consistent with the prediction that classes high in competition would relate negatively to scholastic self-concept. "Warmth and Organization " and "Supportive vs Controlling Teaching Style" were not significant predictors of scholastic self-concept. Thus, the prediction that classrooms high in involvement, innovation, and teacher support would relate positively to scholastic self-concept was not supported.

An unanticipated finding was that the "Warmth and Organization" dimension of the CES was found to be a significant predictor of family self-concept, accounting for 4% of the variance of this measure (See Table 9). Gender was also found to be a significant predictor of family self-concept. As expected, no relationship was found between any of the CES dimensions and general self-concept. Classroom environment was not a significant predictor of happiness.

Classroom environment and student satisfaction (Problem II) - Table 10 presents the regression analysis on the two dimensions of student satisfaction. It can be seen that the "Warmth and Organization" dimension of the classroom is a significant predictor of both "Student Satisfaction with Teacher" and "Student Satisfaction with Peers." For the variable "Student Satisfaction with Teacher," "Warmth and Organization" accounts for 11% of the variance in this measure. With respect to the variable "Student Satisfaction with Peers," gender and "Warmth and Organization" each

Table 9

Stepwise Multiple Regression Analysis on Family Self-concept

Step	Predictor Variable Entered	Multiple R	Simple r	df	Overall F	F to remove
1	Warmth and Organization	.20	.20	1/213	8.62**	8.62**
2	Sex	.24	.14	2/212	6.63*	4.49*

** $p < .005$

* $p < .05$

Table 10

Stepwise Multiple Regression Analysis on Student Satisfaction Factors

Criterion Variable	Step	Predictor Variable Entered	Multiple R	Simple r	df	Overall F	F to remove
Student Satisfaction with Teacher	1	Warmth and Organization	.34	.34	1/213	27**	27**
Student Satisfaction with Peers	1	Sex	.16	.16	1/213	5.69*	5.69*
	2	Warmth and Organization	.20	.13	2/212	4.60*	3.45*

** $p < .001$

* $p < .05$

n = 215

account for approximately 2% of the variance. Thus, the prediction that different classroom environments would relate differentially to student satisfaction was confirmed. That is, classrooms high in affiliation and support relate positively to student satisfaction with teacher and peers.

Teacher satisfaction with student self-concept - Student Satisfaction and classroom environment (Problems III, IV, & V) - Regression analysis revealed that none of the three measures of teacher satisfaction were significant predictors of peer, scholastic, family, and general self-concepts. Thus, the expectation that teacher satisfaction might be positively related to self-concept was not supported.

Examining the relationship between teacher satisfaction and student satisfaction, it was found that "Teacher Academic Satisfaction" was a significant predictor of "Student Satisfaction with Teacher," accounting for approximately 4% of variance in this measure (See Table 11). To the extent that "Teacher Academic Satisfaction" (i.e., satisfaction with the amount of material that the students are learning) may be considered a positive influence, this finding supports the prediction that teacher satisfaction is positively related to "Student Satisfaction with Teacher." No significant relationship was found between the three teacher satisfaction dimensions and "Student Satisfaction with Peers."

Table 12 presents the findings on the relationship between teacher satisfaction and the classroom environment. It is apparent that "Teacher Academic Satisfaction"

Table 11

Stepwise Multiple Regression Analysis on

Student Satisfaction with Teacher

Step	Predictor Variable Entered	Multiple R	Simple r	df	Overall F	F to remove
1	Teacher Academic Satisfaction	.14	.14	1/213	3.97*	3.97*

* $p < .05$

n = 215

Table 12

Correlations Between the CES Dimensions and the Teacher Satisfaction Dimensions

Three CES Factors	Teacher Academic Satisfaction	Teacher Relationship Satisfaction	Teacher Self-Satisfaction
Warmth and Organization	-.05	.09	.22
Supportive vs. Controlling	.16	.07	-.69*
Competition	.82*	-.07	-.06

* $p < .01$

n = 15

correlates highly with the "Competition" dimension of the classroom. Another very interesting finding is that "Teacher Self-Satisfaction " correlates negatively with the supportive teaching style dimension. These findings are consistent with the speculation that since the teacher has a great deal of influence in structuring or creating the classroom environment, a significant relationship would exist between classroom environment and teacher satisfaction with self as a teacher. Moreover, the direction of the relationship would depend on whether the teacher viewed the dimensions as desirable or undesirable. The relationships between the three CES dimensions and "Teacher Relationship Satisfaction" were all insignificant.

Self-concept, happiness, and student satisfaction (Problem VI) - Table 13 presents the Pearson product-moment correlations between the self-concept subscales, happiness, and the student satisfaction dimensions. It is apparent that 18 of the 21 correlations are statistically significant, indicating that self-concept, happiness and student satisfaction are all interrelated. In summary, the significant correlations between the dependent measures indicate that self-concept, happiness, and student satisfaction are significantly related as predicted.

Gender as a predictor variable - Although it was not the primary aim of this study to examine gender as a predictor variable for self-concept, happiness, and student satisfaction, the relationship of student gender to these variables was separately analyzed. Gender was found to be a

Table 13

Correlation Matrix for the Self-Concept Measures, Happiness, and Student Satisfaction Measures

	1	2	3	4	5	6
1. General Self-Concept						
2. Scholastic Self-Concept	.56*					
3. Family Self-Concept	.55*	.38*				
4. Peer Self-Concept	.50*	.35*	.38*			
5. Happiness	.43*	.37*	.36*	.39*		
6. Student Satisfaction with Teacher	.29*	.39*	.34*	.23*	.26*	
7. Student Satisfaction with Peers	.15	.03	.23*	.34*	.27*	-.03

* $p < .005$

n = 215

significant predictor of peer self-concept, scholastic self-concept, family self-concept, happiness, and student satisfaction with peers (refer to Tables 7 - 10 and Table 14). Examination of the data revealed that girls, in general, scored significantly higher than did boys on these variables. The mean scores for girls and boys on these measures are presented in Table 15.

In short, gender was found to be a significant predictor of peer, scholastic, and family self-concept, as well as of general happiness and student satisfaction with peers, with girls scoring higher than boys.

Summary of Results

Factor analysis was used to reduce the dimensions of the CES, SIT, and SIS. For the CES, these factors were "Warmth and Organization," "Supportive vs Controlling Teaching Style," and "Competition." The SIT factors were: "Teacher Academic Satisfaction," "Teacher Relationship Satisfaction," and "Teacher Self-Satisfaction." Lastly, for the SIS, the factors were: "Student Satisfaction with Teacher" and "Student Satisfaction with Peers."

Stepwise multiple regression revealed that the different CES and SIT factors were related differentially to self-concept and student satisfaction. A warm, organized classroom was a significant predictor of peer self-concept, family self-concept, "Student Satisfaction with Teacher," and "Student Satisfaction with Peers." The "Supportive vs Controlling Teaching Style" was also a significant predictor of student peer self-concept. Competition was found to be

Table 14

Stepwise Multiple Regression Analysis on Happiness

Step	Predictor Variable Entered	Multiple R	Simple r	df	Overall F	F to remove
1	Sex	.14	.14	1/213	4.30*	4.30*

* $p < .05$

n = 215

Table 15

Mean Scores on Dimensions of Self-Concept, Happiness, and Student Satisfaction by Sex of Student

Variables	Sex of Student		Statistic
	Boys (n_1)	Girls (n_2)	
Self-concept			
General	14.36	14.87	$t_{213} = 1.18$
Peer	12.50	14.95	$t_{213} = 1.71$***
Scholastic	12.32	14.44	$t_{213} = 4.24$*
Family	13.96	15.21	$t_{213} = 2.08$***
Happiness	1.92	2.11	$t_{213} = 2.37$**
Student Satisfaction with Peers	-.14	.12	$t_{213} = 2.17$***

* $p < .001$
** $p < .01$
*** $p < .05$

$n_1 = 101$

$n_2 = 114$

negatively related to students' scholastic self-concept. A significant relationship was found between "Teacher Academic Satisfaction" and "Student Satisfaction with Teacher." "Competition" related positively to "Teacher Academic Satisfaction"; and the "Supportive vs Controlling Teaching Style" was negatively related to "Teacher Self-Satisfaction."

With respect to the dependent variables, significant relationships were found between the different self-concept subscales, happiness and student satisfaction. Finally, gender was found to be a significant predictor of peer, scholastic, and family self-concepts, happiness, and student satisfaction with peers, with girls scoring significantly higher on these variables than boys.

Discussion

The general rationale for the present study was to explore the relationship between classroom environment, teacher and student satisfaction, and student self-concept. The results of this study offer a valuable understanding of the intricacies of such a relationship, and will be discussed in the same order in which they were presented.

Factor Analysis

Factor analysis of the CES suggests that the classroom environments of William G. Davis Senior Public School can be characterized under three distinct categories: "Warmth and Organization," "Supportive vs Controlling Teaching Style," and "Competition." These findings do not give support to the nine distinct dimensions of the CES found in previous

studies (Moos & Trickett, 1974; Trickett & Moos, 1973). Instead, many were combined giving rise to the three factors solution (see Trickett & Quinlan, 1979, for a similar reduction of the CES). In addition, the conception of the CES as having three distinct domains: relationship, system maintenance and personal, was not supported. The findings suggest an overlap between the relationship and system maintenance dimensions. Several possible reasons for these differences may be suggested. First, previous studies, as opposed to the present study, used many different schools in their analysis. As a result, those samples were more heterogeneous giving rise to a wider variety of classroom environments. Second, the overlap between the relationship and system maintenance dimensions may be an indication that while the three general domains do exist within the CES, they are not necessarily distinct and independent. Lastly, due to a variety of factors (e.g., location, size, attitude of teachers, etc.) different schools may be characterized by different and fewer dimensions of the CES. The fact that only one school was used in this study limits the generalizeability of the results of the factor analysis. However, the results do indicate a need for further development and refinement of the CES as an instrument.

The three factors which emerged from the SIT suggest that teacher satisfaction, as it relates to the classroom, can be conceptualized as having three separate dimensions: "Teacher Academic Satisfaction," "Teacher Relationship Satisfaction," and "Teacher Self-Satisfaction." Similarly,

the two-factors solution from the SIS reveal that student satisfaction within the classroom is influenced, to a large extent, by the teacher and other students in the class as reflected by the factors: "Student Satisfaction with Teacher," and "Student Satisfaction with Peers." These findings would be informative to researchers interested in pursuing what constitutes teacher and student satisfaction in relation to the classroom.

Classroom Environment and Student Self-Concept

With reference to the results on classroom environment and student self-concept, it is clear that a general set of classroom characteristics exist which relate differentially to students' peer, scholastic, and family self-concepts.

The significant, positive relationship found between a warm, organized classroom and peer self-concept, indicates that classrooms having high student involvement, student affiliation, and a concerned, supportive teacher, may enhance students' peer self-concept. In addition, it is not only the warmth dimension that is required, but there must be a certain level of order and organization in the classroom for the enhancement to occur.

This order and organization should not be interpreted as an oppressive and controlling type of classroom. Rather, it represents more a concern for rule clarity and mutual understanding of how the class is supposed to function. A possible explanation for the need of having some type of structure regarding rules for students could be found in the tolerance for ambiguity theory. Frenkel-Brunswik (1949)

suggested that people need some level of consistency or pattern to function adequately. He further stated that when people are placed in ambiguous situations, their way of managing these situations is said to alter much of their behaviour (for example, their cognitions of people, their interpersonal relations and their ways of coping with problems). Taking this view into consideration, it is possible that a classroom lacking in organization may actually prevent the interpersonal relationship dimension from occurring. It appears that to have a classroom in which there is strong student affiliation, involvement, and teacher support, there must be some degree of organization for this to occur. Thus, the emergent picture of a classroom which enhances peer self-concept is one in which there exists strong and warm interpersonal relationships and where students work in a coherent and organized manner.

The implications which the above findings have for educational practice deserve some comment. Most authorities are convinced that peers constitute, after the family, the second most potent agent of socialization (Hagedorn, 1980). Although children do not consciously attempt to socialize one another, their need for companionship and approval from their peers result in mutual learning of attitudes and values. Dineen and Gary (1955) suggested that a student who feels accepted by his/her peer group can contribute more, feel more positive toward him/herself, and function better in the peer group. Thus, the importance of enhancing students' peer self-concept is apparent. The significant

relation between a warm, organized classroom and peer self-concept found in this study suggest that the schools can play an active role in enhancing peer self-concept. Educational planners, principals and teachers all have some control in constructing the classroom environment. If attempts could be made to construct the classroom in such a way that it allows for students to personally contribute to discussions, interact with each other in an organized fashion, with the teacher offering warmth and support, then it is possible that peer self-concept may be enhanced.

The finding that a supportive vs controlling teaching style relates positively to peer self-concept, suggests the important role that the teacher plays in influencing the type of environment which is conducive to enhancing self-concept. It appears that the teacher who is concerned with his students, directs friendship towards them, shows interest in their ideas, and creates a classroom climate which allows students to develop a more positive peer self-concept. The fact that teacher control was loaded negatively on the factor "Supportive vs Controlling Teaching Style," indicates that a strict teacher who is purely task-oriented and enforces severe punishments for rule infractions, can possibly create a type of destructive environment which may retard students' peer self-concept. These results can be understood by examining what these two teaching styles involve.

The strict, controlling, task-oriented teacher fits very much into the traditional model of a teacher whose sole duty

is to "fill" the students with facts. Freire (1970) refers to this model as the "banking" concept of education in which knowledge becomes a gift bestowed by those who consider themselves knowledgeable (i.e., teachers) upon those whom they consider to know nothing (i.e., students). Freire states that such a concept results in students becoming "containers" or "receptacles" to be "filled" by the teacher and negates education and knowledge as processes of inquiry. In turn, the students creativity is suppressed, they accept their ignorance as justifying the teacher's existence which eventually leads to oppression and negative feelings about themselves. In contrast, the supportive, innovative teacher fits in more with a humanistic model which Freire refers to as "libertarian" and Rogers (1961) refers to as "Student-Centered Teaching." In this model, education is a process whereby both teachers and students learn from each other. Learning is spontaneous and takes place in authentic communication of ideas. Rogers describes the teacher as a warm, empathic, or genuine person who accepts the student as he/she is, and can understand the feeling he/she possesses. The outcome of this model is that the students become active, critical thinkers, conscious of their experiences, consider themselves as intelligent beings and eventually feel better about themselves.

In view of these two teaching models, it is reasonable why a positive relationship would exist between the supportive vs controlling teaching style and peer self-concept. In classrooms where the teacher is supportive

and innovative, students tend to feel better about themselves. In turn, when students feel good about themselves they can then offer positive feelings and friendship to others, thus offering the opportunity for enhancing peer self-concept. The controlling, task-oriented classroom, on the other hand, results in students feeling poorly about themselves and offers no opportunity for friendship formation. Thus, these results suggest that if positive peer self-concept is a valued outcome which should be enhanced, a possible way to do this would be to adopt a supportive, innovative type of teaching style. Moreover, this style of teaching fits in better with what education should be as opposed to the controlling, task-oriented model discussed. As a result, these findings may have its most important implications for teachers' training.

The negative relationship between competition and students' scholastic self-concept reveals that classrooms in which emphasis is placed on students competing with each other for grades and recognition are not conducive to the development of positive scholastic self-concepts. This is congruent with Mueller's (1974) theory that when children are subjected to academic comparisons with other children, some of them will inevitably fail the norm. Since the feedback an individual receives in competition with others contributes to the development of his self-concept, repeated competitions that cause a child to appear too often at the "bottom of the heap" are not likely to strengthen positive feelings about himself, scholastically. However, there is

another side to this situation. It is possible that in a highly competitive environment, the students at the "top of the heap" possess better feelings about themselves and thus exhibit high scholastic self-concept. The data in this study does not bear on this speculation, but this issue is important enough to be pursued in another study. However, the situation does provide us with an interesting speculation that would require an intensive debate on "competition vs co-operation." This debate will not be pursued here, but the findings of this study strongly suggest the importance of such an issue in educational planning.

The finding that the warm, organized classroom relates positively to family self-concept was an unexpected, but rather interesting finding. It suggests that involvement, strong friendship feelings in the class, a supportive teacher , and organization can enhance students' family self-concepts. If one were to make the analogy that student affiliation resembles sibling affiliation; teacher support resembles parental support; and order and organization resembles the organization within the family circle, it is apparent how close the classroom situation resembles the family situation. Rutter, Maugham, Mortimore and Ouston (1979) assert that a child spends approximately 15,000 hours of his life in the school. In a sense then, the school or classroom becomes a second family in many areas of learning, including the shaping of attitudes and self-concept.

Thus, it seems logical that a warm, organized classroom can enhance students' self-concepts in areas other than the school. Moreover, these results give rise to the speculation that the classroom can compensate, to a certain degree, for a lack of warmth and organization within the family and enhance students' self-concept. This speculation relates to Rutter et al.'s (1979) results which suggest that the school can act as a buffer in raising the performance and behaviour of children from all types of background. Since self-concept is such an important variable in relation to behaviour and performance, as the literature review suggested, an interesting study would be to determine whether the school or classroom can also act as a buffer to improve students' family self-concept.

In short, this section indicates that different classroom environment can and do relate significantly to different aspects of self-concept. Since correlational data do not permit interpretations about causality, it is not possible to conclusively state that specific dimensions of the classroom cause growth in certain aspects of self-concept. Nonetheless, the significant relationships found are important and fruitful in their own right suggesting that the classroom can be used as a medium for enhancing different facets of self-concept.

Classroom Environment and Student Satisfaction

The data on the relationship of classroom environment to student satisfaction indicates that the warm and organized classroom is a significant predictor of student satisfaction

with teacher and peers. Thus, the emergent picture of the classroom in which students report a great deal of satisfaction, is one with a combination of student involvement, student affiliation, and high teacher support in a coherent, organized context. Similar findings are corroborated by Trickett and Moos (1974) and Davidson (1976).

These findings have implications for educational practitioners. For example, many authors agree that a growth-enhancing environment is also a satisfying environment (Robert, 1969; Walberg, 1969). Therefore, if the school is to be a medium in which positive "non-cognitive" growth (i.e., satisfaction) can occur, particular attention should be placed on the type of environment that is conducive to this type of growth. The findings in this section suggest that in a warm, organized classroom environment, student satisfaction is likely to occur.

Teacher Satisfaction with Student Self-Concept, Student Satisfaction, and Classroom Environment

A significant relationship was found between "Teacher Academic Satisfaction" and "Student Satisfaction with Teacher." It appears that if a teacher is pleased with the students' academic learning in the class, this satisfaction, in some way, is communicated to the students and relates to their satisfaction with the teacher. A possible explanation for this is that when a teacher is satisfied with students' academic performance he/she conveys this satisfaction in the

form of positive feedback to the students. This may be done in the form of verbal or non-verbal reinforcement. The students, in turn, may respond to this feedback by increasing their performance or by simply expressing a liking for the teacher. Davidson and Lang, cited in Kilmer (1977), reported that when students perceive their teacher as having positive feelings towards them, the better are their academic achievements and self-perceptions. Therefore, it is possible that a classroom in which students and teachers are mutually satisfied with each other may be more conducive to learning than one in which there was dissatisfaction among the participants.

The results on teacher satisfaction and classroom environment present some interesting dilemmas. The finding that "Teacher Academic Satisfaction" was positively related to the "Competition" dimension of the classroom indicates that teachers are more satisfied with the students' achievement when the students are perceived as being competitive. Thus, competition appears to be a characteristic viewed positively by the teachers as it relates to learning. Referring again to the finding that competition was negatively related to scholastic self-concept, we are now faced with a conflict situation in which teachers view competition, a possibly destructive variable to scholastic self-concept, as a positive dimension. Similarly, "Teacher Self-Satisfaction" was found to be negatively related to "Supportive vs Controlling Teaching Style," a dimension which is positively related to

peer self-concept. Thus, there is a real conflict here between what teachers and students perceive to be appropriate! The more supportive and innovative a teacher perceives himself, the less satisfied he is with himself as a teacher. On the other hand, the more supportive and innovative the teacher the more likely that students will have positive peer self-concepts. Both conflict situations presented here could be explained in terms of existing educational or societal values and have important implications for school practitioners.

Competition is a factor which is very much valued by society. Andrew Carnegie, cited in Wrightsman (1972) states that "While the law of competition may be sometimes hard for the individual, it is best for the race, becuase it insures the survival of the fittest in every department" (p. 131). The popular beliefs are that competition increases motivation and performance. With these assumptions predominant in society it explains why teachers not only view competition as positive but may even instigate it in the classroom. However, many critics are now questioning the assumptions about competition. Sennett and Cobb (1972) described how competition can destroy a person's self-worth and dignity. Fay (1970) demonstrated that students learned better in a cooperative group rather than in a competitive group. Deutsch (1949) found that cooperative groups showed higher degree of productivity and member satisfaction than competitive groups. In view of the results of this study, it is suggested that teachers be better educated on the

effects of competition and cooperation. It is further recommended that if competition has to occur in the classroom, that it be done in the form of group competition. In this way, the negative effects of individual failure would be cushioned by the group (see Wrightsman, 1972).

Similarly, the finding that teachers are less satisfied with themselves as teachers if they view themselves as supportive vs controlling is perhaps due to what society views as a good teacher. How many new teachers are told that classroom control must come first and that it is extremely important that the child learns how to take instructions? In fact, the better he is at turning the students into passive "fact-gatherers," the better teacher he is considered to be by other teachers. Here is an account of a grade ten teacher who is considered extremely competent by himself and his colleagues and always has classroom control.

> In my classroom, there is complete silence. The only time a student speaks is to ask a question about the material. By the time I am finished with a student, he really knows his work. The reason for this is because I tell my students from the first day that I am the teacher and that they are here for one reason only, to learn! If they are here for any other reason, they might as well quit school (Note 1).

This is a perfect example of the controlling, task-oriented teacher which is considered "good" by many school

administrators. In fact, this type of teacher is usually placed in classrooms where the students supposedly need "tough discipline." With this type of model receiving reinforcement, it is reasonable to expect that a teacher who deviates from this model is dissatisfied with himself as a teacher. The effects of the supportive vs controlling teacher on students and education was already discussed above. It is, therefore, recommended that teachers, as well as school administrators, examine the effects of different teaching styles in relation to what education should be. This will require extensive time and effort but, perhaps, it is one of the better ways to create a classroom environment conducive to students' growth and development.

Self-Concept, Happiness, and Student Satisfaction

Significant relationships were found between general, family, scholastic, and peer self-concepts; happiness; and student satisfaction. Given that these variables are considered to be important to mental health and general well-being, as suggested by the literature review, these results present insightful information and implications.

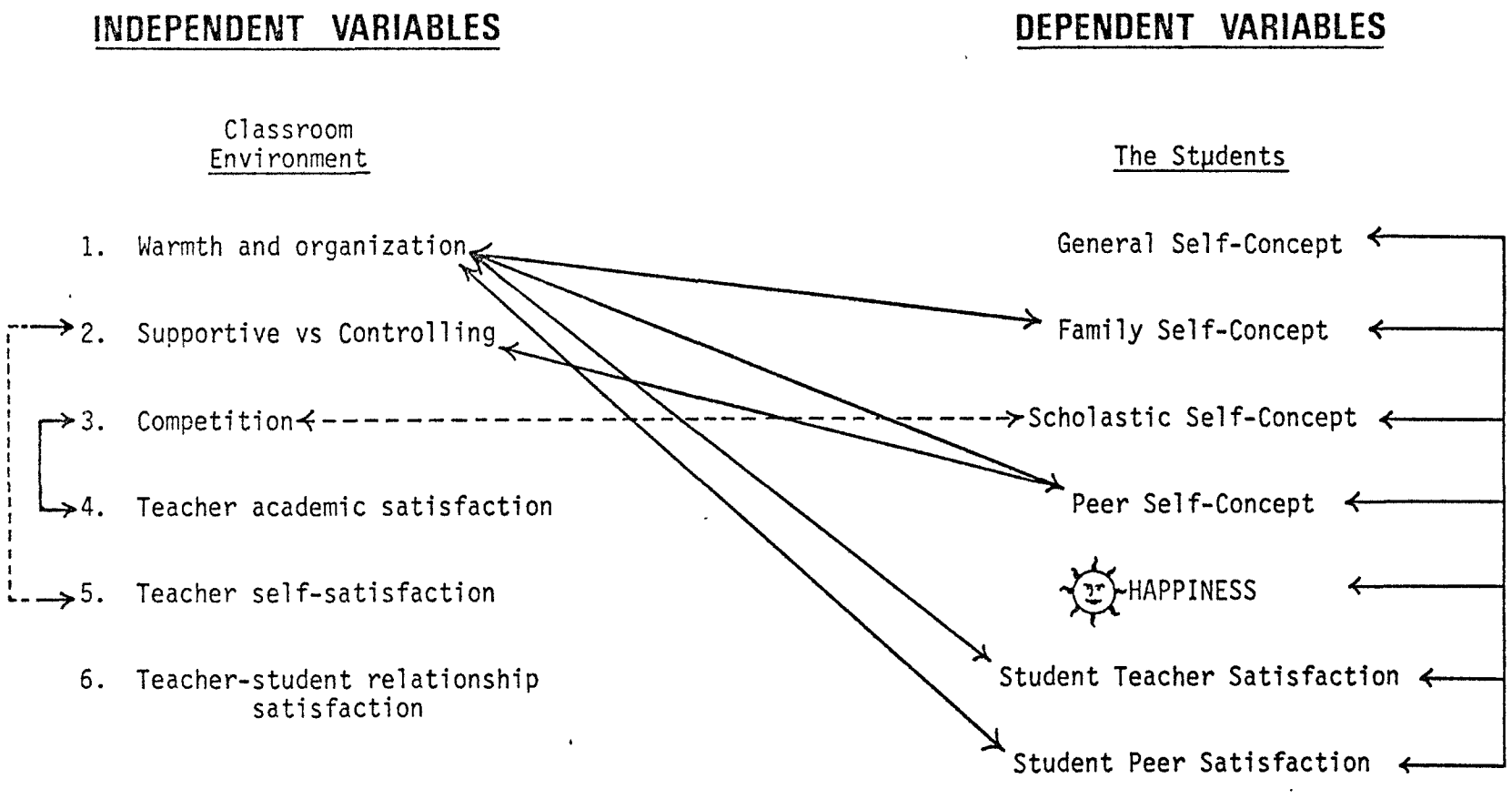
First, the results provide empirical support that student self-concept, happiness and satisfaction are significantly related. Thus, it may be possible that by enhancing one of these variables, the others may also be positively affected.

Second, relating these results to the previous findings already discussed, one can see a complex picture emerging (See Diagram 1). The solid arrows indicate the significant

Diagram 1

THE CLASSROOM

Diagram Depicting the Significant Relationship Among the Variables



positive relationships, and the broken arrows indicate the significant negative relationship. The arrows are reversible, because regression analysis does not explain causality. The diagram reveals that although there are not significant one-to-one relationships between all the dependent and independent variables, they are all related in a complex, multi-dimensional way. For example, the warm, organized classroom is significantly related to peer self-concept, but not to happiness. Nevertheless, peer self-concept is significantly related to happiness. Thus, by creating a classroom environment which contains warm student -teacher relationships and good organization, it is possible that peer self-concept may be enhanced, which in turn, increases the students' happiness. If we were to continue in this fashion, happiness, in turn, may enhance general self-concept, which in turn, may enhance scholastic self-concept, and so on.

Thus, the possibilities which these results present are extremely beneficial to those interested in creating and maximizing optimal environmental conditions in the school.

Gender of Student and Student Self-Concept, Happiness, and Satisfaction

Gender was found to be a significant predictor of students' peer, scholastic, and family self-concepts, happiness, and student satisfaction with peers, with girls scoring significantly higher on each of these variables than did boys. These findings are consistent with the literature on gender role differences in pre-adolescent years which

suggests that girls have more positive attitudes towards school, do better academically, rate themselves higher on self-concept, and may exhibit more supportive peer relationships than boys (see Bardwick, 1971; Brophy & Good, 1974; Henschel, 1973; and Thomas, 1973). It seems reasonable therefore that if girls do better at school and are more supportive to each other than boys then they will exhibit higher scholastic and peer self-concept. It should be mentioned that these findings only hold up to adolescence. The literature suggests that after adolescence the pattern is reversed. This is presumably due to the factors that contribute to gender -typing or the shaping of behaviour and self-identity in different directions for males and females. Since there are a variety of textbooks and comprehensive articles describing these factors and the psychological processes involved in socialization, this study will not attempt to do so. For an excellent source, however, the reader may refer to Henschel(1973) and Stoll (1974).

What is interesting in this study is that, in spite of gender differences in self-concept, the classroom environment is a significant predictor of self-concept. This finding is most optimistic since one cannot change gender to enhance self-concept but one can certainly change or construct the classroom environment in such a way that it may enhance student self-concept. The results of this study give some insight into the environmental variables with which one can start, namely warmth and organization, and a supportive, innovative teacher.

Conclusion

Globally, the results of this study suggest that there is a complex relationship between classroom environment, teacher and student satisfaction, student self-concept and happiness. Specifically, the results reveal that there are specific classroom environmental and teacher satisfaction variables which relate specifically to differential student satisfaction and self-concept. It was suggested that by possibly creating a type of classroom environment which can enhance even one of the dependent variables, the others might also change in a positive way due to the multidimensional relationships between these variables. The implications which these results have in educational theory and practice were discussed.

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1. Personal communication with a grade 10 teacher in Toronto, January, 1980.

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APPENDICES

APPENDIX A

Wilfrid Laurier University Waterloo, Ontario, Canada N2L 3C5. Telephone (519) 884 1970

January 1980

Dear Parent or Guardian:

I am a graduate student in the area of community psychology at Wilfrid Laurier University and will be conducting a study with students in your child's class. This study has been approved by the School Board, but the final decision about participating in the research is up to you and your child.

Our children go to school for many years and the school environment should encourage healthy growth and development. Two things that are important to healthy development are students' satisfaction and their self-concept, how they see themselves. This research therefore looks at the relationship between classroom environment and students' satisfaction and self-concept; that is, how are various things in the classroom related to students' level of satisfaction and self-concept?

The study will require approximately 1½ hours (divided into two sessions) of your child's class time. Your child's involvement will consist of filling out three questionnaires measuring - (a) his perception of the classroom environment; (b) level of satisfaction; (c) self-concept. These questionnaires are not tiresome and many of the items are funlike. Since I am interested in general findings, all questionnaires will be anonymous so that no individual child is identified. With the exception of the measures mentioned above, not additional information is requested from your child. In addition to parental consent, each child must be willing to complete the questionnaires and may stop at any time he/she desires.

A written report detailing the general findings will be given to your school and will be available to you through the school. If you have any questions regarding this research, I would be glad to talk with you. Call me at 884-1970, Ext. 377, or leave a message at Ext. 371. Please return the enclosed form so that I know whether or not your child is to participate in the research. I would like to add that the results would be extremely beneficial, not only to the students, but to all practitioners in the field of education.

Sincerely,

Schrine Persad.

Schrine Persad, B. Sc.,
M.A. Graduate Student.

WILFRID LAURIER UNIVERSITY

DEPARTMENT OF PSYCHOLOGY

I agree to have my child participate in the research being conducted by Schrine Persad of the Psychology Department at Wilfrid Laurier University.

YES_____

NO_____

Parent or Guardian's Signature_____

Name of Child_____

Child's Birthdate: Day_____ Month_____Year_____

APPENDIX B

CLASSROOM ENVIRONMENT SCALE

FORM R

INSTRUCTIONS

There are 90 statements in this booklet. They are statements about high school and junior high school classrooms. You are to decide which of these statements are true of your classroom and which are false.

Make all your marks on the separate answer sheet. If you think a statement is true or mostly true of your class, make an X in the box labeled T (true). If you think the statement is false, or mostly false, make an X in the box labeled F (false).

Do not make any marks on this booklet.

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1. Students put a lot of energy into what they do here
2. Students in this class get to know each other really well
3. This teacher spends very little time just talking with students
4. Almost all class time is spent on the lesson for the day
5. Students don't feel pressured to compete here
6. This is a well organized class
7. There is a clear set of rules for students to follow
8. There are very few rules to follow
9. New ideas are always being tried out here
10. Students daydream a lot in this class
11. Students in this class aren't very interested in getting to know other students
12. The teacher takes a personal interest in students
13. Students are expected to stick to classwork in this class
14. Students try hard to get the best grade
15. Students are almost always quiet in this class
16. Rules in this class seem to change a lot
17. If a student breaks a rule in this class, he's sure to get in trouble
18. What students do in class is very different on different days
19. Students are often "clock watching" in this class
20. A lot of friendships have been made in this class
21. The teacher is more like a friend than an authority
22. We often spend more time discussing outside student activities than class related material
23. Some students always try to see who can answer questions first
24. Students fool around a lot in this class
25. The teacher explains what will happen if a student breaks a rule
26. The teacher is not very strict
27. New and different ways of teaching are not tried very often in this class
28. Most students in this class really pay attention to what the teacher is saying
29. It's easy to get a group together for a project
30. The teacher goes out of his way to help students
31. Getting a certain amount of classwork done is very important in this class
32. Students don't compete with with each other here
33. This class is often in an uproar
34. The teacher explains what the rules are
35. Students can get in trouble with the teacher for talking when they're not supposed to
36. The teacher likes students to try unusual projects

37. Very few students take part in class discussions or activities.
38. Students enjoy working together on projects in this class.
39. Sometimes the teacher embarrasses students for not knowing the right answer.
40 Students don't do much work in this class
41. A student's grade is lowered if he gets homework in late.
42 The teacher hardly ever has to tell students to get back in their seats.
43. The teacher makes a point of sticking to the rules he's made
44. Students don't always have to stick to the rules in this class
45. Students have very little to say about how class time is spent.
46. A lot of students "doodle" or pass notes.
47. Students enjoy helping each other with homework.
48 This teacher "talks down" to students
49 We usually do as much as we set out to do.
50. Grades are not very important in this class
51. The teacher often has to tell students to calm down.
52 Whether or not students can get away with something depends on how the teacher is feeling that day
53. Students get in trouble if they're not in their seats when the class is supposed to start.
54. The teacher thinks up unusual projects for students to do
55. Students sometimes present something they've worked on to the class.
56. Students don't have much of a chance to get to know each other in this class.
57. If students want to talk about something this teacher will find time to do it.
58. If a student misses class for a couple of days, it takes some effort to catch up.
59. Students here don't care about what grades the other students are getting.
60. Assignments are usually clear so everyone knows what to do.
61. There are set ways of working on things.
62. It's easier to get in trouble here than in a lot of other classes.
63. Students are expected to follow set rules in doing their work.
64. A lot of students seem to be only half awake during this class
65. It takes a long time to get to know everybody by his first name in this class.
66. This teacher wants to know what students themselves want to learn about.
67. This teacher often takes time out from the lesson plan to talk about other things.
68. Students have to work for a good grade in this class
69 This class hardly ever starts on time

70. In the first few weeks the teacher explained the rules about what students could and could not do in this class.
71. The teacher will put up with a good deal.
72. Students can choose where they sit.
73. Students sometimes do extra work on their own in the class.
74. There are groups of students who don't get along in class.
75. This teacher does not trust students.
76. This class is more a social hour than a place to learn something.
77. Sometimes the class breaks up into groups to compete with each other.
78. Activities in this class are clearly and carefully planned.
79. Students aren't always sure if something is against the rules or not.
80. The teacher will kick a student out of class if he acts up.
81. Students do the same kind of homework almost every day.
82. Students really enjoy this class.
83. Some students in this class don't like each other.
84. Students have to watch what they say in this class.
85. The teacher sticks to classwork and doesn't get sidetracked.
86. Students usually pass even if they don't do much.
87. Students don't interrupt the teacher when he's talking.
88. The teacher is consistent in dealing with students who break the rules.
89. When the teacher makes a rule, he means it.
90. In this class, students are allowed to make up their own projects.

APPENDIX C

Self-Appraisal Inventory
Intermediate Level

My name _____

Example:

	True	Untrue
1. I like cherry pie	◯	◯
2. I want to be a movie star	◯	◯

	True	Untrue
1. Other children are interested in me.	◯	◯
2. School work is fairly easy for me.	◯	◯
3. I am satisfied to be just what I am.	◯	◯
4. I should get along better with other children than I do	◯	◯
5. I often get in trouble at home.	◯	◯
6. My teachers usually like me.	◯	◯
7. I am a cheerful person.	◯	◯
8. Other children are often mean to me.	◯	◯
9. I do my share of work at home.	◯	◯
10. I often feel upset in school.	◯	◯
11. I'm not very smart.	◯	◯
12. No one pays much attention to me at home.	◯	◯
13. I can get good grades if I want to.	◯	◯
14. I can be trusted.	◯	◯
15. I am popular with kids my own age.	◯	◯
16. My family isn't very proud of me.	◯	◯
17. I forget most of what I learn.	◯	◯
18. I am easy to like.	◯	◯

		True	Untrue
19.	Girls seem to like me.	○	○
20.	My family is glad when I do things with them.	○	○
21.	I often volunteer to do things in class.	○	○
22.	I'm not a very happy person.	○	○
23.	I am lonely very often.	○	○
24.	The members of my family don't usually like my ideas. .	○	○
25.	I am a good student.	○	○
26.	I can't seem to do things right.	○	○
27.	Older kids like me.	○	○
28.	I behave badly at home.	○	○
29.	I often get discouraged in school.	○	○
30.	I wish I were younger.	○	○
31.	I am friendly toward other people.	○	○
32.	I usually get along with my family as well as I should.	○	○
33.	My teacher makes me feel I am not good enough.	○	○
34.	I like being the way I am.	○	○
35.	Most people are much better liked than I am.	○	○
36.	I cause trouble to my family.	○	○
37.	I am slow in finishing my school work.	○	○
38.	I am often unhappy.	○	○
39.	Boys seem to like me.	○	○
40.	I live up to what is expected of me at home.	○	○
41.	I can give a good report in front of the class.	○	○
42.	I am not as nice looking as most people.	○	○
43.	I have many friends.	○	○
44.	My parents don't seem to be interested in the things I do.	○	○
45.	I am proud of y school work.	○	○

		True	Untrue
46.	If I have something to say, I usually say it.	○	○
47.	I am among the last to be chosen for teams.	○	○
48.	I feel that my family doesn't usually trust me.	○	○
49.	I am a good reader.	○	○
50.	I can usually figure out difficult things.	○	○
51.	It is hard for me to make friends.	○	○
52.	My family would help me in any kind of trouble.	○	○
53.	I am not doing as well in school as I would like to.	○	○
54.	I have a lot of self control.	○	○
55.	Friends usually follow my ideas.	○	○
56.	My family understands me.	○	○
57.	I find it hard to talk in front of the class.	○	○
58.	I often feel ashamed of myself.	○	○
59.	I wish I had more close friends.	○	○
60.	My family often expects too much of me.	○	○
61.	I am good in my school work.	○	○
62.	I am a good person.	○	○
63.	Others find me hard to be friendly with.	○	○
64.	I get upset easily at home.	○	○
65.	I don't like to be called on in class.	○	○
66.	I wish I were someone else.	○	○
67.	Other children think I am fun to be with.	○	○
68.	I am an important person in my family.	○	○
69.	My classmates think I am a poor student.	○	○
70.	I often feel uneasy.	○	○
71.	Other children often don't like to be with me.	○	○
72.	My family and I have a lot of fun together.	○	○

		True	Untrue
73.	I would like to drop out of school.	◯	◯
74.	Not too many people really trust me.	◯	◯
75.	My family usually considers my feelings.	◯	◯
76.	I can do hard homework assignments.	◯	◯
77.	I can't be depended on.	◯	◯

Taking all things together, how would you say things are these days -- would you say you're very happy, pretty happy, or not too happy these days?

Very happy ( ) Pretty happy ( ) Not too happy ( )

APPENDIX D

Level of Satisfaction Inventory for Students (SIS)

Instructions (Will be given verbally to students)

We would like to get some idea of how satisfied you are in the areas listed below. Read each of the items below and rate each item according to the following scale:

A Always satisfied

B Mostly satisfied

C Neutral

D Mostly dissatisfied

E Always dissatisfied

Your feelings today about some of these areas may be very different than they were yesterday or last week. Because we are interested in your general sense of satisfaction in these areas, when you read each of these questions try to assess the areas as they have been during the last four months. Then circle the letter which most closely describes how satisfied you are in each of these areas.

EXAMPLE - Question #2: "In general how satisfied are you with your class?"

Let's imagine that today you are satisfied because of something that occurred yesterday but in general you are usually dissatisfied. When you are answering this question, you might select Item D if you feel that you are always dissatisfied with the exception of today. On the other hand, imagine that you are dissatisfied today but, in general, you are usually satisfied, you might select Item A or B as it applies.

When you read each question, think carefully about each item before you try to answer. If you don't know how you feel, circle the letter "C." Please circle only one letter for each item and ask the interviewer if you have any questions.

Questions:	Always Satisfied	Mostly Satisfied	Neutral	Mostly Dissatisfied	Always Dissatisfied
In general how do you feel about:					
1. This school?	A	B	C	D	E
2. This class?	A	B	C	D	E
3. Your teacher?	A	B	C	D	E
4. The amount of material you are learning in your class?	A	B	C	D	E
5. Other students in your class?	A	B	C	D	E

Time: Approx. 10-15 mins.

APPENDIX E

Level of Satisfaction Inventory for Teachers (SIT)

Instructions

We would like to get some idea of how satisfied you are in the areas listed below. Read each of the items below and rate each item according to the following scale:

A Always satisfied

B Mostly satisfied

C Neutral (neither satisfied nor dissatisfied)

D Mostly dissatisfied

E Always dissatisfied

Your feelings today about some of these areas may be very different than they were yesterday or last week. Because we are interested in your general sense of satisfaction in these areas, when you read each of these questions, try to assess the areas as they have been during the last year. Then circle the letter which most closely describes how satisfied you are in each of these areas.

EXAMPLE - Question #2: "In general, how satisfied are you with the class which you teach?"

Let's imagine that today you are satisfied because of something that occurred yesterday but in general you are usually dissatisfied. When you are answering this question, you might select Item D if you feel that you are always dissatisfied with the exception of today. On the other hand, imagine that you are dissatisfied today but, in general, you are usually satisfied, you might select Item A or B as it applies.

When you read each question, think carefully about each item before you try to answer. If you don't know how you feel, circle the letter "C."

Please circle only one letter for each item and ask the interviewer if you have any questions.

Questions	Always Satisfied	Mostly Satisfied	Neutral	Mostly Dissatisfied	Always Dissatisfied
In general, how do you feel about:					
1. This school?	A	B	C	D	E
2. The class which you teach?	A	B	C	D	E
3. Yourself as a teacher?	A	B	C	D	E
4. The amount of material the students are learning in your class?	A	B	C	D	E
5. Your students' achievement in class?	A	B	C	D	E
6. The way students get along in your class?	A	B	C	D	E

Time: Approx. 5-10 mins.