THE RELATIONSHIP OF ENABLING SCHOOL STRUCTURE, ACADEMIC OPTIMISM,

SCHOOL DISCIPLINARY CLIMATE AND PUPIL CONTROL IDEOLOGY WITH

SCHOOL DISCIPLINE RATES

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ABSTRACT

The relationship between enabling school structure, academic optimism, pupil control ideology, and school disciplinary climate with school disciplinary rate was quantitatively investigated in this study. A total of 72 schools located throughout northern and central Alabama were surveyed using the Enabling School Structure Scale (ESS), School Academic Optimism Scale (SAOS), Pupil Control Ideology Scale (PCI), and the School Disciplinary Climate Scale (SDC) as instruments to measure the predictors. Socioeconomic status as measured by a proxy variable (percent free and reduced lunch per school) and percent African American students per school served as the control variables for this investigation and were measured using data derived from the Alabama State Department of Education. School disciplinary rate served   as the responding variable and was obtained from disciplinary data taken from the Alabama State Department of Education. The school was the unit of analysis.

The data collected were analyzed using correlational analysis, multiple regression, confirmatory factor analysis, intra-class correlations, and structural equation modeling. The structural model chosen was a Multiple Indicator Multiple Cause Model (MIMIC model). The investigation results indicated that a significant relationship existed between SDC and SDR, and a significant path could be drawn from ESS to SAOS to SDC to SDR. Other findings confirmed previous research demonstrating that academic optimism was a latent variable comprised of collective efficacy, faculty trust in clients, and   academic emphasis along with previous research demonstrating that enabling school structure was highly correlated with and

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predictive of school academic optimism. Other findings demonstrated a negative correlation

between the percent of African-Americans in the school and SAOS, such that school academic

optimism tended to be lower in schools with higher percentages of African American students.

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Finally, thank you to the members of The Revealed Word Worship Center for your prayers and support while your Pastor stepped out in faith to reach this goal. To God be the glory both now and forever.

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CHAPTER I:

INTRODUCTION

Overview

Chapter I of this study is organized in a manner that explains the need for research that describes the relationship between school academic optimism and school discipline rate. The background of this study is found in the pioneering work of Hoy, Tarter, and Woolfolk-Hoy (2006), who were the first to describe the latent construct of academic optimism as arising from the interrelationship of collective efficacy, faculty trust, and academic emphasis. Kılınç (2013) focused his research on the relationship between academic optimism and school climate, while Mitchell, Mendiola, Schumacker, and Lowery (2016) were the first to research a relationship between an enabling school structure and academic optimism. The research that focused this study on the relationship between academic optimism and discipline rates was conducted by Wallace, Goodkind, Wallace, and Bachman (2008), who studied classrooms for a fourteen-year period between 1991 and 2005 and found that only African-American students experienced an increase in their discipline referral rate to the principal's office.

Background of the Study

School has historically served as the starting point for the aspirations of school-aged children (Goodlad, 1973). Within each school resided classroom teachers, who as a collective school faculty possessed the referent authority to shape the lives of their students by the school experiences that they were able to provide. Hoy, Tarter, and Woolfolk-Hoy (2006) described a

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collective set of beliefs termed academic optimism, as the faculty belief that they are able to effectively and positively teach all students, including the most difficult and challenging ones; faculty trust in the students and their parents that they desire and support quality education; and the school community collectively emphasized the importance of academics. Hoy (2012) conducted more recent research into the contributing factors of academic optimism, namely academic emphasis, trust, and the collective efficacy of a school, and their contribution to the academic achievement of students, while controlling for student socioeconomic status. Hoy's findings revealed a positive relationship between the three contributors to academic optimism (collective efficacy, trust, and academic emphasis) and student academic success.

Educational leaders, which includes local school-level administrators, affect the learning environment of the local school by creating school cultures that are enabling or hindering toward the faculty. The research of Kılınç (2013) focused on the academic optimism of school faculty and examined the relationship between school academic optimism and school climate. Kılınç concluded that teachers focused more on the academic and educational activities surrounding their students when the school climate was linked with closer relationships and collaboration between school faculty members combined with the support of principals. This study described a relationship between school academic optimism, school climate, and the resulting academic experience of students based on whether faculty felt enabled or hindered in the performance of their duties. The research of Mitchell, Mendiola, Schumacker, and Lowery (2016) was one of the first studies to investigate the effects of an enabling school structure on academic optimism at the middle school level. Their findings demonstrated that an enabling school structure at the middle school level not only promoted academic optimism establishment, but also contributed to school academic achievement in middle school and upper school levels.

An important part of the academic experience of students is student discipline. Discipline is a vital part of the educational environment, but student discipline has been documented by Anderson-Clark and Henley (2008) as being biased against particular segments of students. School discipline that was excessively harsh in its application ran the risk of being detrimental to the overall educational experience of the effected students (Anderson-Clark & Henley, 2008). Wallace, Goodkind, Wallace, and Bachman (2008) conducted a study which found that, between the years of 1991 and 2005, only African-American students saw an increase in discipline referral rates to the principal's office. This study concluded that African-American, Hispanic/ Latino, and Native American students were more likely to be sent to the principal's office than White or Asian students. The Anderson-Clark and Henley (2008) study found that school faculty systematically concluded without any other evidence that students with African-American sounding first names were less capable, worse behaved, and were less intelligent than their listed IQ indicated. Within the same study, students with ethnic names were rated lower by their teachers than students with Caucasian-sounding first names. Findings of this nature demonstrated a need for research into whether there is a relationship between the academic optimism of schools and the resulting school disciplinary rates, and if this relationship is affected by the racial make-up of the student body being served.

Significance and Purpose

The McGrady and Reynolds (2013) study focused on the relationship between teachers and their students with respect to academic output and student discipline. Their study found that Caucasian and Asian students fared better academically and behaviorally when paired with a Caucasian teacher than African-American students who were paired with that same teacher. This study used quantitative methods with discipline rates and academic performance displayed

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graphically on post-estimation slopes. What remained to be explained in this study was whether the collective efficacy, faculty trust, and academic emphasis (i.e., academic optimism) of the school faculty changed as the racial composition of the student body changed.

In addition to the academic optimism of the faculty, other factors which may have affected discipline rates included the pupil control ideology of the teachers, and the school disciplinary climate both of which were not measured in the McGrady and Reynolds study.

The purpose of this study was to investigate quantitatively if a relationship exists between enabling school structure and student disciplinary rates within schools using multiple regression statistical analysis. Additional factors included in this study will be pupil control ideology, school disciplinary climate, and school academic optimism. Within the scope of this investigation, this study identified any statistically significant correlation between enabling school structure, pupil control ideology, school disciplinary climate, and school academic optimism, with student disciplinary rates, while controlling for student race and socioeconomic status.

The school was the unit of analysis in this investigation. Teaching is a profession, and the practitioners of that profession should demonstrate comparable academic optimism regardless of the race composing the student body being served in much the same way that hospitals are confident of the ability of the physicians who practice there regardless of the race of their patient population being served (Kılınç, 2013).

Definition of Concepts

Enabling School Structure

School structure is defined conceptually along a continuum which ranges from hindering at one extreme to enabling at the other extreme. The example for an enabling school structure is

a hierarchy that helps rather than hinders teaching and learning and a system of rules and regulations that guides problem solving rather than punish failure (Hoy & Sweetland, 2000). Hierarchy can be hindering, however, within an enabling school structure principals and teachers work cooperatively across recognized authority boundaries while retaining their unique roles. Rules and regulations in this environment serve as flexible guides for problem solving rather than constraints that create problems. Hierarchy and rules are mechanisms to support teachers rather than vehicles to enhance principal power (Hoy & Sweetland, 2000).

The example for a hindering school structure is a hierarchy that inhibits, and a system of rules and regulations that is coercive (Hoy & Sweetland, 2000). The prime objective of hierarchy within a hindering school structure is disciplined compliance of teachers. Administratively, the assumption is that teacher behavior must be closely managed and strictly controlled. Hierarchy and rules are used by administration to gain conformity from the teachers. This helps to assure that reluctant, incompetent, and irresponsible teachers do what the administrator prescribes. The power of the principal is enhanced while the work of the teacher is diminished (Hoy & Sweetland, 2000).

The enabling school structure form is a twelve-item, Likert-type scale that measures the degree to which a school's structure is enabling. The higher the score indicates a more enabling school structure while the lower the score indicates a more hindering school structure (Hoy & Sweetland, 2001).

Academic Optimism

Educational concepts are challenging to interpret because they are abstract in nature. Academic optimism is a latent construct which includes the three basic concepts of collective efficacy, academic emphasis of the school, and faculty trust in students and parents (Hoy, 2006).

Academic optimism is defined conceptually as a collective set of beliefs held by the faculty of a school as a whole that it can teach even the most difficult child; it trusts students and parents; and the school faculty emphasizes academics. Collective efficacy includes the shared perceptions of the teachers in a school that the combined efforts of the faculty will have positive effects on students. The concept of faculty trust is the faculty's willingness to be vulnerable to students and parents based on the confidence that the students and parents are benevolent, reliable, competent, honest, and open. Trust in parents and trust in students sounds like two separate concepts, but they are in fact one unitary concept that has been demonstrated by the factor analysis of Hoy and Tschannen-Moran (1999) and Goddard, Tschannen-Moran, and Hoy (2001). Finally, academic emphasis is defined as the degree to which a school is focused on the quest for academic excellence (Hoy, Tarter, & Hoy, 2006).

Pupil Control Ideology

Pupil control ideology (PCI) is a construct that quantifies a teacher's belief system toward students as being individuals with unique and celebrated differences or a part of an untrustworthy group that needs to be managed and controlled. PCI is conceptualized along a continuum from humanistic at one extreme of the continuum, to custodial at the opposite extreme of the continuum (Willower, Eidell, & Hoy, 1967). Within a school setting, custodial control is expressed via a traditional classroom with a rigid and highly controlled atmosphere in which the teacher is primarily concerned with the preservation of order (Woolfolk & Hoy, 1990). Humanistic control, on the other hand, is manifested within the classroom where the teacher stresses the importance of the individuality of each student and creates a classroom environment that meets a wide assortment of student needs (Fromm, 1948). Teachers on the custodial end of the continuum tend to be authoritarian and dogmatic in their personal belief systems, traditional

in their family values, and conservative in their educational attitudes (Lundin, 1980; Nachtschiem & Hoy, 1976; Voege, 1979). The research of Hoy and Rees (1977), Hoy and Woolfolk (1989), and Packard (1988) focusing on teacher socialization has emphatically determined that teachers become more custodial with experience on the job.

The Pupil Control Ideology (PCI) form is a 20-item, 5-point Likert-type scale that measures the degree to which an individual's pupil control ideology is custodial. Scoring for individual item responses range from 1 (strongly disagree) to 5 (strongly agree), the higher the score, the more custodial the ideology and conversely, the lower the score, the more humanistic the attitude. The reliability of the scale is consistently high measuring .80-.91 (Packard, 1988; Willower, Eidell, & Hoy, 1967). Construct validity of the scale has been supported in a variety of studies (Packard, 1988; Willower, Eidell, & Hoy, 1967).

School Disciplinary Climate

School disciplinary climate is the measure of the extent to which the student body is knowledgeable of what good behavior means; student body perceptions as to the fairness of the application of school rules to all students; student body perceptions of their personal safety while at school; student observations of the behavior of their peers while in class; students belief that school rules are consistent (Ma, 1996 & 2000; Lee & Bryk, 1989; Ma & Klinger, 2000). Dempsey (2008) described three dimensions related to school disciplinary climate as the consistency and clarity of the school rules or students understanding what will happen to them if they break a rule; disciplinary harshness or students believing that the rules are too strict; and safety problems or students' belief that someone will hurt or bother them while they are at school.

The school disciplinary climate (SDC) form is a 7- item, 5-point Likert-type scale that teachers measure the types of student behaviors and teacher attitudes that create difficulties for teachers in their daily school activities. Questions are scored from 1 (strongly disagree) to 5 (strongly agree). Reliability is .73 for teacher protections (Smith & Hoy, 2004). Construct validity has been supported in factor analytic study of Smith & Hoy (2004).

Statement of the Research Questions

There are no studies that have been conducted which investigate a relationship between school academic optimism and school disciplinary rates. The questions that are to be investigated in this study included 1) is there a relationship between school academic optimism and school disciplinary rates; 2) can a relationship between school academic optimism and school disciplinary rates be influenced by the enabling school structure, pupil disciplinary ideology of the teacher and disciplinary climate of a school; and 3) if a relationship between academic optimism and school disciplinary rates is found to exists, a follow-up question would be if differences in the school discipline rates are correlated to the racial identity of the student body when controlling for socioeconomic status?

Scope and Limitations

The scope of this study focused on elementary, middle, and high schools taken from the northern regions of Alabama. Although a sample of over 100 schools was a significant, large sample, there remained the possibility of regional characteristics including regional racial diversity distribution patterns that may not completely lend itself to producing data that was generalizable to the larger statewide population. A better sample of schools would have included sampling from all regions of the state.

The most recent student disciplinary data available for this study is from the year 2016. All surveys are disseminated to the various schools after 2016. No school disciplinary data is available for this time period. This represents a limitation of this study.

Definitions

Alpha, with respect to an experimental hypothesis, represents the statistical confidence in the accuracy of a calculated value within a given percentage, usually 1% to 5%, (.01 to .05) that a type 1 error will be made. Confidence in statistical results ranging from 99% to 95%.

Indiscipline is the undisciplined behavior of students.

Multiple regression analysis is a statistical method that uses several predictors to predict the response of an outcome variable.

Multiple logistic regression analysis is a statistical method that uses several predictors and an outcome variable in which the odds of an occurrence is defined as the probability of a particular outcome is a case divided by the probability that it is a non-case.

Ordinal logistic regression analysis is a statistical method that is used when there are three or more categories with a natural ordering to the levels, but the ranking of the levels does not necessarily mean the intervals between them are equal. One example is found when survey respondents choose answers on scales from strongly disagree to strongly agree (Likert-type questions).

SEM is a multivariate statistical analysis technique that is used to analyze structural relationships. SEM is a combination of factor analysis and multiple regression analysis, and is used to analyze structural relationships between measured variables and latent constructs.

Student bullying is an unprovoked, conscious and aggressive action by one or more students intended to achieve physical or psychological dominance over others through intimidation or threat.

Teacher protection is the extent to which teachers try to protect students from bullying and intimidation.

Type 1 Error, within statistics, means erroneously rejecting a true null hypothesis in favor of accepting a false alternative hypothesis.

Summary

This study was a quantitative investigation of the relationship between the enabling school structure of a school and the discipline rate of a student body. Included predictors are the school academic optimism, pupil control ideology, and the school disciplinary climate. The outcome variable is the student disciplinary rate of the school. The data for this investigation was gathered from a cohort of over 100 elementary, middle, and high schools located in the northern region of Alabama. All data for the investigation was generated from survey questions that were formatted in Likert-type fashion with responses ranging from 1 – 5 (strongly disagree to strongly agree) per question. Participating school discipline rates are available from the Alabama State Department of Education website as well as from the U. S. Department of Education Office of Civil Rights Data Collection.

The investigation of a relationship using quantitative strategies and multiple predictors is accomplished by utilizing multiple variable regression statistical methods found in IBM – SPSS statistical software. The statistical confidence (alpha) for this study was set at 0.05.

CHAPTER II:

LITERATURE REVIEW

The theoretical framework fundamental to this investigation into the relationship between academic optimism, pupil control ideology, school disciplinary climate, enabling school structure, and school disciplinary rates is established in the social cognitive theory and self-efficacy theory of Bandura (1986), the social capital theory of Coleman (1988), and the research of Hoy, Tarter, and Hoy (2006) into school culture and climate. These theories were used to understand the characteristics that define school principal and teacher behavior within the school environment with respect to social expectations, classroom management and school discipline. The discussion of academic optimism, pupil control ideology, classroom disciplinary climate, and enabling school structure included conceptual definitions along with a thorough literature review for each concept. Each concept had literature that documented associated experimental and theoretical research. Selected literature will be discussed in this chapter. A conclusion was drawn following the discussion of each concept which culminated in the synthesis of the undergirding theory driving this study. This chapter concludes with research questions and four hypothesis statements which guide this investigation. Included with the hypothesis statements and research questions is a path model that illustrates the relationships between the variables in this study.

Coleman, Campbell, Hobson, McPartland, Mood, Weinfeld et al. (1996) documented the strong association between socioeconomic class and academic achievement. The Coleman study concluded that "a small part of [student achievement] is the result of school factors, in contrast to

family background differences between communities" (p. 297). Additional researchers

confirmed the strong link between socioeconomic factors and academic achievement (Jencks,

Smith, Acland, & Bane, 1972). This understanding may have contributed to efforts to remedy

the social ills that impacted academic achievement, which additionally may have led to the

conclusion by Fallon (2004) that schools simply do not make much of a difference for students in

poverty. This conclusion by Fallon, although supported by educational research, appears to

undercut the current national emphasis on bringing all students up to high standards of academic

achievement which includes those in poverty.

Among the most essential challenges for educational researchers is to identify properties

of schools that make a material difference in academic achievement and that, in contrast to

socioeconomic status, are within the control of educational leaders. Such characteristics have

been found to exist. While socioeconomic factors undeniably have a strong association with

student achievement, other factors within the control of schools appear to be more important than

Coleman and his followers had recognized. More recent research, using better data and more

sophisticated statistical tools than Coleman and his associates had available to them shows that

several school properties are as important as socioeconomic status in accounting for academic

achievement. A listing of these properties includes the faculty's collective efficacy (Goddard,

1998, 2001, 2001; Goddard, Hoy, & Woolfolk Hoy, 2000; Tschannen-Moran & Hoy, 2001;

Tschannen-Moran, Hoy, & Hoy, 1998), faculty trust in students and parents (Bryk & Schneider,

2003; Goddard, Tschannen-Moran & Hoy, 1998, 2000), and the school's academic emphasis

(Bryk, Lee, & Holland, 1993; Goddard, Sweetland, & Hoy, 2000). Each of these characteristics

can be affected by the actions of principals and other school leaders, and each provides a clear

focus for efforts to improve academic achievement even in high-poverty schools.

Hoy and Miskel (2005), Hoy, Tarter, and Woolfolk Hoy (2005), and Hoy, Tarter, and Woolfolk Hoy (2006) suggested that the aforementioned three characteristics of faculty collective optimism, faculty trust in students and parents, and school academic emphasis represented three dimensions of a single latent construct which they called *academic optimism*. Academic optimism is a shared belief among faculty that academic achievement is important, that the faculty has the capacity to help students achieve, and that students and parents can be trusted to cooperate with the faculty in this endeavor. The endeavor being a schoolwide belief that students will succeed academically.

Several studies have examined the dimensions of academic optimism and the relationship between each dimension and academic achievement. Less research has been conducted on the possible causes of these school attributes. There is limited quantitative evidence that what principals do eventually makes any difference in student achievement (Hallinger & Heck, 1996). Specifically, there is little quantitative evidence that school leadership makes a difference in the three dimensions of academic optimism. There is no quantitative evidence that relates academic optimism with student disciplinary rates. The purpose of this study was to examine the constructs of academic optimism, along with pupil control ideology, school disciplinary culture, and enabling school structure, and quantitatively relate them to school disciplinary rates, while controlling for socioeconomic status and the percent African Americans in the school population.

Conceptual Framework

This section begins with a review of the three elements of academic optimism and a framework for the construct. Academic optimism is a characteristic of schools that are academically successful. Such schools consistently exhibit a greater emphasis on academics, evidence higher perceived collective efficacy among the faculty, and have greater trust among

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faculty, parents, and student than other schools. I assert that these three traits represent behavioral, cognitive, and affective aspects of the general characteristic of academic optimism.

Academic emphasis, manifested by a clear, schoolwide goal of academic success, represents the behavioral component. Collective efficacy, or the belief that the faculty as a whole can be successful in the teaching of all students, represents the cognitive component. Finally, trust among faculty, parents, and students represents the affective component. Together, these three characteristics of schools create a sense of optimism that is associated with student academic success.

Academic Emphasis of Schools

Academic emphasis is the extent to which the environment of a school makes academic achievement a crucial purpose. A school with high academic emphasis is driven by a pursuit for academic excellence (Goddard, Sweetland, & Hoy, 2000; Hoy & Sabo, 1998; Lee & Smith, 1999; Murphy, Weil, Hallinger, & Mitman, 1982; Phillips, 1997; Scouse, 1996). Goals are set for students that are high, but attainable; the learning environment is orderly, and both teachers as well as students respect academic achievement (Hoy & Miskel, 2005; Hoy, Tarter, & Kottkamp, 1991). Academic emphasis is descriptive of the normative and behavioral environment of the school at both classroom and school level.

Hoy et al (1991) were first to demonstrate that academic emphasis was positively and significantly related to student achievement. Whether school effectiveness was viewed as the commitment of teachers to the school, or student test scores, academic emphasis continued to be strongly related to success. At both middle school and high school levels, academic emphasis and achievement were positively related even when controlling for socioeconomic factors (Hoy & Hannum, 1997; Hoy & Sabo, 1998; Hoy, Tarter, & Bliss, 1990). These findings also held true

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for elementary schools. Goddard, Sweetland, and Hoy (2000), while controlling for socioeconomic status (SES), school size, student race, and gender, used hierarchical linear modeling to demonstrate that academic emphasis was a crucial variable that explained achievement in both math and reading. The authors concluded that elementary schools that exhibited strong academic emphases positively affect achievement for poor and minority students (p. 698). Alig-Mielcarek and Hoy (2005) looked at how both academic emphasis and instructional leadership affected student achievement in elementary schools. Using structural equation modeling, and controlling for SES, they found that academic emphasis had a direct effect on achievement, while instructional leadership did not. Instructional leadership worked through academic emphasis to influence achievement.

Additional strands of educational research also support the importance of setting high academic expectations. Newman and Wehlage (1995), in their study on successful school reform, examined data from a number of large-scale studies of school restructuring. Their conclusion was that one of the key characteristics shared by successfully restructured schools was high standards, manifested by rigorous intellectual goals that permeated many aspects of school life. The researchers at the Education Trust reached the same conclusion about the importance of high expectations in their study entitled *Gaining Ground: How Some High Schools Accelerate Learning for Struggling Students* (2005). This study focused on a small number of successful, high-poverty high schools and identified a culture of high expectations as a critical component of success. Successful high schools explicitly adopted high, external standards; geared school policies, procedures, and organization toward pushing students to excel rather than merely to graduate; and encourage broad participation in rigorous courses. Other educational researchers have reached similar conclusions regarding the importance of high

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expectations while studying high-poverty schools (Craig et al., 2005; Kannapel & Clements, 2005; McGee, 2004; Picucci, Brownson, Kahlert, & Sobel, 2002; Trimble, 2002).

In summary, research conducted by a number of different perspectives, at the elementary, middle school, and high school levels, provides substantial evidence that academic emphasis is a key variable in explaining student achievement, even when taking into account socioeconomic status, previous achievement, and other demographic variables.

Collective Efficacy

Collective efficacy is a group manifestation of the concept of teacher sense of efficacy. The contemporary conceptual roots of teacher sense of efficacy lie in Bandura's social cognitive theory, which contributed to the development of the teacher efficacy construct through its focus on human agency. According to Bandura, human choices are based on a combination of personal factors (cognitive, emotional, or biological states) environmental factors and behavior. Human behavior can be explained by the interaction of these forces, in a process Bandura called triadic reciprocal causation. Bandura's self-efficacy theory is based on the assumption that humans make purposeful choices, based on beliefs about the likely outcomes of the interactions of their behaviors with the environment (Bandura, 1986, 1993, 1997). Bandura defined self-efficacy as the belief in one's capability to organize and execute the courses of action required to produce given attainments (Bandura, 1997). Unlike self-esteem, which is a general trait, self-efficacy is specific to particular situations or contexts (Bandura, 1997). One might have high self-efficacy for mountain climbing, as an example, but at the same time have low self-efficacy for statistics.

Early researchers aggregated individual teacher self-efficacy scores to the school level (Esselman & Moore, 1992; Hoover-Dempsey, Bassler & Brissie, 1998; Newman, Rutter, &

Smith, 1989), Bandura postulated that the construct had a distinct organizational existence, different from a group average of individual efficacy. Bandura (1997) believed that individual and collective efficacy "have similar sources, serve similar functions, and operate through similar processes" (p. 478; cited in Goddard, Hoy & Woolfolk Hoy, 2004), but are separate constructs. Collective efficacy is an organizational property that denotes collective judgments concerning the extent to which the group as a whole can cause a particular outcome (Bandura, 1997). Teachers have efficacy beliefs about the faculty as a whole as well as about themselves. Stated simply, perceived collective efficacy is the judgment of the teachers that the faculty as a unit can organize and execute actions required to have a positive effect on students (Goddard & Goddard, 2001; Goddard & Goddard, 2001; Goddard, Hoy, & Woolfolk Hoy, 2004).

Bandura (1997) believed that both individual and collective efficacy have four sources: mastery experiences, vicarious experiences, social persuasion, and affective states. Mastery experiences are experiences in which effort produces positive results, so that a person becomes convinced that they have what it takes to succeed. In vicarious experiences, individuals form conclusions about the likely outcomes of action through observing others' actions and their outcomes. Vicarious experiences enhance self-efficacy when an individual observes a positive, predictable consequence from the actions of someone that he or she connects with. By relating with another, an individual gains confidence in his or her own ability to execute a task. Social (also referred to as verbal) persuasion occurs when someone is encouraged to believe that he or she can assume a course of action that will have predictable positive results. Affective states, such as anxiety or depression, affect efficacy by shifting the focus inward, away from the task at hand. According to Bandura, self-efficacy can come from any of these four sources, but mastery experience is by far the most powerful source of efficacy beliefs. Bandura believed that

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individuals and groups with high self-efficacy seek out challenges, set more challenging goals, exert high levels of effort, and do not give up easily (Bandura 1993, 1997).

Bandura (1993) was the initial researcher to show the relationship between a sense of collective efficacy and academic school performance, without regard to low socioeconomic status. Schools in which the faculty had a strong sense of collective efficacy have been found to thrive on achievement tests, whereas those in which faculty had serious doubts about their collective efficacy failed. Other research has provided support for the importance of collective efficacy in explaining student achievement. Goddard, Hoy, and Woolfolk Hoy (2000) supported Bandura's initial findings in a study of school achievement in urban elementary schools. Controlling for SES and using hierarchical linear modeling, they found that collective efficacy was significantly related to student achievement.

Hoy, Sweetland, and Smith (2002) expanded the inquiry to high schools. As expected, they found that collective efficacy was an essential variable in explaining student achievement. In fact, it was more critical than either SES or academic emphasis. Goddard, LoGerfo, and Hoy (2004) also found that performance on high school achievement tests in five subjects was significantly correlated with collective efficacy, even after accounting for SES, minority enrollment, and prior achievement. Collective efficacy is a strong school variable that is strongly associated with high levels of achievement. High collective efficacy seems to encourage norms that give teachers confidence, help them to persevere, and make them resilient when confronted with initial failure (Hoy, Sweetland, and Smith, 2002a, b).

Faculty Trust in Parents and Students

The trust that teachers as a collective hold in the school's students and their parents has also been shown to predict student achievement, even accounting for socioeconomic class,

according to a number of scholars who have argued that trust is an important school characteristic that makes a difference in student learning (Bryk & Schneider, 2002; Goddard et al., 2001; Hoy & Tschannen-Moran, 1999). Tschannen-Moran and Hoy (2000), Hoy (2002) and Hoy and Tschannen-Moran (2003) developed the construct of trust in schools in several studies that studied faculty trust in the principal, colleagues, and students. Relying on an extensive review of multidisciplinary literature relating to trust, the researchers found that trust had a number of facets: willing to risk vulnerability, benevolence, reliability, competence, honesty, and openness. In schools, they discovered that the elements formed an integrated conception of trust, which they defined as the group's willingness to be vulnerable to another party based on the confidence that the latter party is benevolent, reliable, competent, honest, and open (Hoy & Tschannen-Moran, 2003).

Even though it may appear that trusting parents and trusting students are two distinct aspects of trust, several factor analyses have confirmed that trust in parents and students is a unitary concept (Hoy & Tschannen-Moran, 1999; Tschannen-Moran & Goddard, 2001). Faculty trust in parents and faculty trust in students consistently covary. Bryk and Schneider (2002) suggested that the covariance arises because teacher-student trust in elementary schools operates principally through teacher-parent trust.

Experimental results of studies of faculty trust and student achievement are comparable to those found for academic emphasis and collective efficacy. Irrespective of the school level (elementary, middle, or high school), faculty trust in parents and students boosts school achievement. Trust is an essential school property that enables a school to surmount some of the disadvantage of low SES (Bryk & Schneider, 2002; Goddard et al., 2001; Hoy, 2002).

Academic Optimism

Academic emphasis, collective efficacy, and trust are regularly related to student achievement when controlling for SES, whereas most other school-level properties are not. Hoy, Tarter, and Woolfolk Hoy (2005, 2006) established that these three concepts form a single, latent trait of schools called academic optimism. The three concepts have something in common. Previous conceptions have treated optimism solely as a cognitive characteristic- meaning as a goal or expectancy (Peterson, 2000; Snyder et al., 2002). Hoy et al. expanded the idea of academic optimism to include cognitive, affective, and behavioral dimensions that are manifested as collective efficacy, trust, and academic emphasis (Hoy et al., 2005, 2006).

Collective efficacy is a teacher group belief or expectation; it is cognitive. Faculty trust in parents and teachers represents attitudes towards others; it is affective. Academic emphasis is the press for a particular goal; it is behavioral. Efficacy and trust represent beliefs of the faculty that the conditions for student achievement exist. These beliefs give rise to behavior that supports academic endeavors (McGuigan & Hoy, 2006). Together, these three aspects create a general optimism that students will achieve academically. In summary, collective efficacy reflects the thoughts and beliefs of the teacher group; faculty trust adds an affective dimension to those beliefs, and academic emphasis captures the behavioral enactment of efficacy and trust. Academic optimism thus projects a detailed image of human agency that explains collective behavior in terms of cognitive, affective, and behavioral dimensions.

Hoy et al. (2005, 2006) argued that the relationships between the three major components of academic optimism provide a triadic set of interactions, with each element functionally dependent on the others. Trust between faculty, parents, and students enables higher academic standards, because teachers have confidence that parents and students will support those

standards. Academic emphasis precedes the success that in turn reinforces trust. Faculty trust in parents and students also supports a sense of collective efficacy, which heightens trust. Finally, when the faculty believes it has the capability to organize and execute actions for a positive effect on student achievement, it focuses on academic achievement, and this academic emphasis in turn strengthens a strong sense of collective efficacy.

Academic optimism may indeed capture an aspect of successful schools that is related to the construct of professional community as described in school reform research. In their thorough review of data from numerous school restructuring programs, Newman and Wehlage (1995) found that the development of a professional community was an essential success factor. High standards, confidence among faculty that it is prepared for the task, and relational trust were all among the school characteristics that produced professional community. These are the precise characteristics that contain academic optimism. The authors concluded that student performance was higher when a professional community existed. Smylie and Wenzel (2003) reached similar conclusions about the antecedents and importance of professional community in their examination of Chicago schools that participated in the Annenberg Challenge, a broad school-reform program. It is possible that academic optimism describes and quantifies a complex latent characteristic of school culture that is, at least in part, being described by a number of researchers investigating school characteristics that lead to academic success. By plainly identifying the cognitive, affective, and behavioral components of this latent trait, academic optimism adds richness, complexity, and precision to the description.

Enabling School Structure

The development of the construct of academic optimism, however, is not enough. I also need to know how academic optimism can be produced within schools. In this study, I suggest that academic optimism is a result of enabling school bureaucracy, defined as the extent to which school structures, hierarchies, rules, and procedures enable teachers in their work. The concept of enabling bureaucracy accurately describes the degree to which the organization and structure of a school support rather than hinder the fundamental task of teaching and learning (Hoy & Sweetland, 2000, 2001).

Public schools have all the symbols and features of traditional bureaucracies. Structure, rules, and procedures describe school organizational life for teachers as well as for students. Schools follow relatively rigid schedules, teach an established curriculum, have wide-ranging rules that govern student and teacher behavior, and utilize standardized procedures for everything from school lunch counts to the scheduling of teacher absences. Schools are noted for the large amounts of forms and paperwork that they generate. Even though the formal hierarchy in most schools is relatively flat, made up of a principal with direct authority over teachers and possibly a few other administrators with authority over specific aspects of school life, this hierarchy is historically and culturally rigid. The key question about school structure is not if schools are bureaucracies, but whether differences in their structures and processes account for differences in their operation and performance. The construct of enabling bureaucracy speaks to this question.

The concept of enabling bureaucracy was established in the late 1990s in the framework of business organizational research, when Adler and Borys questioned the wisdom that bureaucratic structure was by its very nature ineffective and to be avoided (Adler, 1999, 2003;

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Adler & Borys, 1996). Rather than label all bureaucracy as bad, these authors distinguished between bureaucratic structures that enabled organizations to function effectively and those that hindered capable functioning. They made the common-sense observation that workers preferred "good" structure, rules, and procedures, and disliked "bad" ones, and attempted to formulate a theory that would explain what distinguished "good" from "bad" formalization.

Hoy and Sweetland (2000, 2001) related the concept of enabling bureaucracy to schools. Citing Adler and Borys (1996) and other research that described both the negative and positive aspects of bureaucracy, Hoy and Sweetland set out to describe and measure the positive and negative aspects of school structures. They focused on two aspects of bureaucracy: formalization and centralization. Formalization is the extent to which an organization relies on rules, regulations, and procedures. Formalization was conceptualized along a continuum from enabling, with an aim of assisting teachers in performing their jobs, at one pole, to coercive, with an aim of regulating teacher conduct and punishing noncompliance, at the other. Centralization is the degree to which structure enables teachers to participate in important decisions and solve problems rather than hinders the teachers' work and problem solving.

A series of factor-analytic studies (Hoy, 2003; Hoy & Sweetland, 2000, 2001) determined that there were not two aspects of school bureaucracy, but that enabling school structure was a unitary, bi-polar construct with enabling at one extreme and hindering at the other extreme. Enabling structure had both enabling formalization and centralization, simply stated, a system of rules and regulations that guided problem solving rather than punished failure and a hierarchy of authority that enabled principals and teachers to work cooperatively across recognized authority boundaries, while retaining distinctive roles. Hoy et al. identified a number of positive school attributes, including trust and absence of role conflict, that were associated

with enabling school bureaucracies (Hoy, 2003; Hoy & Sweetland, 2000, 2001). In summary, the way that school structures and processes operate is important; while all schools may be bureaucracies, there are real differences in the way that their structures and processes work to impact the perceptions of the faculty and the climate of the school.

Pupil Control Ideology

Willower, Eidell, and Hoy (1967) defined pupil control ideology conceptually as the continuum that measured a teacher's relationship with her or his students in order to maintain a sense of classroom order and discipline. The continuum ranged from custodial to humanistic. The rigid traditional school is the model for the custodial orientation of pupil control ideology while the interactive and experiential educational community school is the model for the humanistic orientation of pupil control ideology (Hoy, 2001).

Conflict occurs whenever diverse individuals or groups of individuals interact (Turner, 1975). The classroom is a natural melting pot for diverse individuals and groups. Mukhtar and Habib (2010) defined conflict as a process where individuals or groups have differences with regards to interests, values, beliefs, or practices that have importance to them. The management of conflict is explained in Dual Concern Theory that was initially offered by Blake and Mouton (1964), and as the Managerial Grid which was subsequently revised by Rahim (1983) and then Rubin (1986). The Managerial Grid Theory posited that conflict management was a function of a combined high or low concern for ones' self and for others. The approach taken by a teacher in response to classroom conflict in an attempt to retain control of the classroom is an expression of the pupil control ideology of that teacher.

Pupil control is an important aspect of the teacher subculture. In a great number of schools, good teaching is equated with good pupil control (Hoy & Jalovick, 2001). The school

norms for strict discipline are usually very clear. Older, more experienced teachers dominate the informal organization of the school and rarely hesitate to inform new service teachers, or teachers new to that particular school, when they are being too lenient with respect to keeping appropriate social distance from their students. Additionally, it is the expectation from those experienced teachers that the school administrator will support them without hesitation, especially in matters of classroom discipline. Silberman (1970) stated that the most important characteristic that schools share is a preoccupation with order and control. Pupil control is a salient aspect of school life, and any attempt at open education is dependent upon the pupil control orientation of the teacher (Hoy & Jalovick, 2001).

Open education is characterized by a belief that knowledge is unique to each individual and comes from the direct personal exploration of one's environment (Barth, 1972). The role of the teacher in this model is outside the learning process, performing the function of structuring the environment that would provide for a student's exploration of the real world. The teacher in the open educational model does not organize the classroom to produce optimal conditions for the transmission of knowledge, but rather to enlarge the scope of possibilities that a student can explore (Barth, 1972). It was the study of Walberg and Thomas (1971) that ultimately classified the six basic dimensions that would capture the essence of open behavior. Those dimensions are provisioning- the development and maintenance of a learning environment, diagnosis- constant and on the spot surveillance of student activities, instruction- teacher encouragement and influence of student growth, evaluation- assessment of learning, humaneness- establishment of a classroom of honesty and trust, and seeking- search for activities that promote growth inside and outside the classroom.

Following the earlier research of Willower, Eidell, and Hoy (1967) on pupil control, the concepts of humanistic to custodial pupil control orientations were used to contrast the types of individual orientations toward the control of pupils in school. The custodial orientation model depicts a school environment with a rigid, highly controlled class that is designed primarily to maintain order. Students in this setting are stereotyped according to their appearance, behavior, and their parents' social status. The teachers in this setting envision school as an autocratic organization with a rigid teacher-student hierarchy with a unilateral flow of power travelling downward from the teacher to the student (Willower, Eidell, & Hoy, 1967). Any student misbehavior is seen as a person affront to the teacher's authority that must be dealt with in a swift and decisive fashion because students are viewed as irresponsible and undisciplined individuals who must be controlled via punitive actions (Hoy & Jalovick, 2001). Teacher decisions are to be accepted without question. The atmosphere of the custodial school is filled with impersonality, pessimism, and mistrust.

The humanistic orientation model, by contrast, depicts a school designed as an educational community with classes and students who learn through cooperative interaction and experience. Learning and behavior are viewed in psychological and sociological terms instead of moralistic terms. Self-discipline is substituted for strict teacher control. The humanistic orientation of the teacher is trusting and lends itself to a teacher with a desire for a democratic environment with flexibility in status and rules, sensitivity to others, and open communication with increased student self-determination. Teachers and students act on their own volition and accept responsibility for their own actions.

Trust is an integral part of the construct of academic optimism (Hoy et al., 2006) and trust is also an integral part of the construct of pupil control ideology (Hoy et al., 2002; Willower et

al., 1967). Tschannen-Moran (2004) defined trust as an individual's willingness to be vulnerable, benevolent, honest, and open with another. Research has demonstrated that home/school/family cooperation is a primary contributor to improve trust between faculty, students, and parents (Adam & Christenson, 2000). Chu (2007) identified seven forms of parental involvement which have a positive impact on teachers' trust in parents: parenting, learning at home, connecting, communicating, volunteering, decision making, and community collaboration.

A teacher's position on the pupil control ideology continuum offered insight into understanding that particular teacher's level of trust, efficacy, and academic emphasis. Academic emphasis is the quest for academic excellence and achievement (Hoy, Tarter, & Woolfolk Hoy, 2006). Faculty trust, collective efficacy and academic emphasis combine to form the latent construct of academic optimism (Hoy, 2001).

Gilbert (2012) found that humanistic pupil control ideology and trust were positively correlated. Hoy (2001) determined that teachers had a humanistic pupil control ideology toward students that they trust, and a custodial pupil control ideology toward students they did not trust.

Karakus and Savas (2012) focused on the importance of trust between the faculty and parents of students in order to positively affect the teachers' use of conflict management strategies within the classroom. This investigation collected data from 254 teachers who completed the Faculty Trust Scale (Hoy & Tschannen-Moran, 2003) and the Pupil Control Ideology Scale (Willower, Eidell, & Hoy, 1967). The conflict management strategies were measured on a scale that was originally developed by Ozgan (2006) to gauge teacher's organizational conflicts in school, but was subsequently modified to measure teacher's conflict with students. Exploratory factor analysis was performed on the data via SPSS while

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confirmatory factor analysis was completed using AMOS. The sums of each scale of the measurement models were analyzed via structuring equation modeling approach using Maximum Likelihood method. The study results found that when parents were more involved in school related activities there was increased interaction with faculty according to the parental involvement scale (Ozgan, 2006). This interaction resulted in an increase in a teacher's trust in parents and students. Additional study results revealed that a teacher's trust in her or his students should be examined simultaneously with their trust in students' parents. Positive opinions and attitudes which led to trust showed the ability to be transmitted from teacher to teacher (Ozgan, 2006). A teacher with increased levels of trust were able to positively influence his or her colleagues to increase in their levels of trust for students and their parents.

Teachers with lower levels of trust often lack meaningful relationships with their students due to the belief on behalf of the teacher that the student cannot be trusted with a more personal relationship (Gilbert, 2012). Trust between two parties could be successfully cultivated only when healthy social interactions and common experiences are mutually beneficial (Karakus & Savas, 2012). Trust is a vital component of academic optimism (Hoy et al., 2006), and healthy social interactions are a vital aspect of trust (Gilbert, 2012). An opportunity for research is found in studying differences in trust and academic optimism when a student body composition is majority ethnic minority.

<center>**School Disciplinary Climate**</center>

School disciplinary climate was defined conceptually as the policies and practices associated with school rules. It includes a sense that students know what good behavior means, students behave well in class, the prevalence of students fighting at school, students believe school rules are fair, and students perceive that school rules are consistent (Ma, 2000;

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Raudenbush, Fotiu, & Cheong, 1998; Ma & Willms, 2004). School disciplinary climate was measured operationally using a fourteen-question survey organized on a five-point Likert-type scale ranging from strongly disagree =1 to strongly agree = 5.

Most of the research on student discipline has been at the individual level. It has focused on the relationships between students' characteristics such as sex, ethnicity, family composition, and family socioeconomic status (SES) with student undisciplined behavior (indiscipline). Other research focused on indiscipline with the broad range of possible school outcomes such as academic achievement, retention, participation in extracurricular activities, truancy, and dropping out of school (Hawkins & Lishner, 1987; McDermott, Mordell, Stolzfus, 2001; Sanford, Offord, Boyle, Peace, & Racine, 1992). However, the construct disciplinary climate is a classroom or school-level phenomenon, partially shaped by features of the individual schools and communities that the schools are situated.

Some researchers have emphasized the importance of school characteristics on student indiscipline (Battistich, Schaps, Watson, & Solomon, 1996; Kellam, Rebok, Ialongo & Mayer, 1994), but relatively little research has been conducted that studies the organizational features of classrooms and schools that are related to a positive disciplinary climate or the effective strategies educators employ that encourage good discipline among students. To understand the relationship between discipline and school characteristics requires analysis that studies disciplinary climate at school levels.

The conventional method of dealing with the problem of students with disciplinary issues mainly included the school administrator or principal, the school counselor, and suspension procedures. The major focus of these approaches has been on the containment and treatment of the undisciplined students. Research conducted at the individual level has consistently shown a

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correlation between low cognitive ability, poor academic performance, learning disabilities, and delinquency (Hunt, 1995; Roeser, Eccles & Stroebel, 1998). These relationships, especially the relationship between academic performance and discipline, are evident even after controlling for social class background (DeBaryse, Patterson, & Capaldi, 1993). It was Hawkins and Lishner (1987) who framed the relationship between academic performance and discipline as a circular process. School misbehavior in early elementary grades, coupled with low ability or learning disabilities, are antecedents of poor academic performance in the later grades. Poor academic performance in the late elementary grades leads to a low commitment to educational activities, disillusionment toward school, and an alliance with delinquent peers. The accumulation of these factors leads to dropping out or to delinquent behavior.

There has more recently been a shift of focus from student to school. Power, Benn, and Morris (1972) were among the first group of researchers to find that factors outside the school cannot explain all the student disciplinary rate differences among schools. The study of Cohen and Thomas (1984) led to the determination of four categories of school disciplinary climate: controlled, conflictual, libertarian, and autonomous. As a result, it is understood that how schools are operated through their policies and practices does affect students' discipline (Safran & Oswald, 2003). Three theoretical perspectives have gradually appeared to study indiscipline from the perspective of school processes rather than students' characteristics: social control, school change, and student alienation.

Social Control

The social control perspective views disciplinary climate as the limit to which students adopt the norms and values of a school and follow them (DiPrete, Muller, & Shaefer, 1981). It studies how norms and values are conveyed to students. It includes the formal and informal rules

governing behavior, the rewards and penalties associated with compliance and noncompliance, and the relationships between students and school staff. A few studies have attempted to examine the effect of school characteristics on students' delinquency and indiscipline. The most well-known of these is the Safe Schools Study (National Institute of Education, 1978), which used both survey and case study methods to determine correlates of school violence in over 600 junior and senior high schools. The findings are consistent with the social control perspective in that safe schools tended to be places where students understood the rules to be clear and fair, where there were positive student-teacher interactions, and where teachers demonstrated effective classroom management strategies. The study also designated an association between school violence and crime rates in the surrounding community (Hertzman & Wiens, 1994).

School Change

The school change perspective focused on the organizational and interpersonal factors that advance unique levels and patterns of indiscipline in schools (Lawrence, Steed, & Young, 1983). Recognizing the differences among schools in academic background, it considers the major effort to change a disruptive school to be improvement in organizational climate and interpersonal relationship. One of the typical studies is the Badger (1992) study in which 25 school-based factors were identified that contribute to school indiscipline, categorized as student factors, teacher factors, classroom factors, timetable and temporal factors, and whole-school organizational factors. Other studies offer support to the school change perspective by implying that delinquency rates are higher if there is an authoritarian approach to discipline and lower if there is good classroom management with teachers caring for all students, especially those with learning disabilities (Perry & Weinstein, 1998; Safran & Oswald, 2003).

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Student Alienation

The last theoretical perspective is student alienation proposed by Newmann (1981). Alienation happens when a school fails to meet a student's need for integration, individuality, and communality. It is a fundamental factor in school problems such as violence, vandalism, and poor performance. With evidence from numerous studies, Newmann proposed six guidelines to reduce student alienation. He contended that students and parents should be given voluntary choice to develop and attend schools whose educational purposes they share. Clear and consistent goals reduce school delinquency. School size is linked to school discipline, with larger schools having more disciplinary problems due to their difficulty in reaching clear and consensual goals, promoting students' participation in school management, and creating positive personal relations between students and school staff. Students' contribution in decision-making processes promotes commitment to school. Studies on disruption in schools ask for the extended and cooperative roles of teachers, and contact with fewer students daily, but spending greater amounts of continuous time with their students to establish interpersonal sensitivities and bonds (Newmann, 1981). Integrated school work is also recommended, including more activities directly related to human survival, and highlighting the unique contributions of individual students who help to increase a students' sense of integration (Newmann, 1981).

There is already established evidence that delinquency in early adolescence is associated with peer relationships. As a result, it can be expected that the disciplinary climate is less favorable when students from low socioeconomic backgrounds are isolated in low-ability tracks or in low socioeconomic status (SES) schools. Some studies suggest that achievement levels are lower in low SES schools and in low-ability tracks than would be expected based on the individual level attributes of the students (Perry & Weinstein, 1998; Willms, 1992). Often this

contextual effect on achievement is attributed to peer effects associated with student interactions (Perry & Weinstein, 1998) and the reinforcement of a subculture that rejects school values (Epstein & Karweit, 1983). Willms (1986) suggested that contextual effects on achievement may be associated with a number of factors such as the ability of teachers to hold high expectations and maintain a favorable disciplinary climate. As a result, it can be expected that some of the negative effects of segregating students, either within or between schools, is also associated with disciplinary climate.

Racial Disparity and School Discipline

A quantitative investigation utilizing student self-reported data instead of school, district, or state-based statistics, and employing logistic regression analysis, revealed that among demographic groups of African-American, White, Asian, Hispanic/ Latino, Native American, sent to the principal's office between the years of 1991 and 2005, only African-American students saw an increase in referral rates to the principal's office (Wallace, Goodkind, Wallace, & Bachman, 2008). The basic statistics revealed that African-American, Hispanic/Latino, and Native American students were more likely to be sent to the principal's office than White or Asian students. Future research should attempt to understand and eliminate disciplinary discrepancies based on race, ethnicity, or gender based on the findings of this study (Wallace et al, 2008).

Qualitative data has been produced which suggested teacher racial bias in student discipline (Townsend, 2000). This study examined the exclusionary disciplinary practices of schools toward students with disabilities as well as ethnic minority students; with particular attention paid to the exclusionary disciplinary practices directed toward African American males. One interesting aspect of this study focused on the "so what" test which challenged school

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officials to question the rationale behind their disciplinary practices. In one instance, African American students were observed by the researchers fully engaged in their classroom assignment only to be redirected by the teacher because they were not "sitting correctly" while completing their assignment. The question was posed to the teachers by the researcher in these incidences, "so what" if the African American students sat on their legs? What real harm had been done by them sitting in this manner? It appeared, based on the teachers documented responses that many school policies served no legitimate educational purpose other than to demonstrate "control" over the lives and actions of the students (Townsend, 2000). The researchers asserted that many school policy decisions had been designed with no consideration for the ethnic population that the policy would have to be applied. As a result, many ethnic minority students faced discontinuity. To be successful, these African American students had to be familiar with how to operate in two distinct cultures; one Black and the other white. By comparison, a white student had only to be familiar with their own culture to be successful in a school setting (Townsend, 2000). Results of this order need to be quantitatively measured to demonstrate a mathematical relationship between the school disciplinary climate and the suspension rate of students and the academic optimism of the teachers and the suspension rate of the students.

There are factors which lead to student behavior that educators characterize as problem behavior on the part of their African-American students. One factor is unclear or poorly defined expectations of students followed by the lack of consistency in disciplining students when they fail to fulfil those expectations. One such expectation focuses on a local school's stance on boys reframing from wearing hats in class. When faculty fails to consistently enforce the rule on all boys wearing hats, some students could feel that they were being treated unfairly. This is especially true when a student is singled out because his hat identifies a student with an

organization or activity that the teacher does not approve of (Bullara, 1993). In these instances, a student may associate the rule with racial or cultural favoritism. To avoid this type of situation from occurring between faculty and students, the teacher could explain the rule along with its function by simply stating to the class that gentlemen are required to remove their hats when entering the classroom because many caps have been associated with gang affiliation or drug use, therefore no caps will be worn in class.

Another factor leading to problem behavior in the classroom is teacher failure to apply the consequence of rules violations consistently among students from all backgrounds. The explaining of expectations combined with the teachers maintaining the expectations themselves is a simpler way of implementing class standards. Finally, teachers must remember to require the expectation on a day-to-day basis (Bullara, 1993).

Studies have posited that African-American students are more likely to be suspended from school earlier in age and receive prolonged recurrent suspensions and be the recipient of corporal punishment than their White student counterparts (Irvine, 1990). The result of this tendency is that African-American students are receiving less education by being out of the classroom and in-turn, are dropping out of school. The alternative between whether to stay in school or drop out of school for the African-American student who is being repeatedly referred to the administrator may ultimately be more of a natural response to the negative environment that the student is trying to escape than a choice (Sulzer-Azaroff & Mayer, 1986).

Educator unsubstantiated opinions that African-American students especially boys presented special problems within the classroom settings had been quantitatively studied by Sbarra and Pianta (2001) without a corresponding change in teacher attitudes. The Sbarra and Pianta study addressed issues surrounding the first two formal years of schooling and the

behavior trajectories of African-American children compared with that of Caucasian children. Repeated measures analysis showed significant differences in main effects in race for both behavior problems and competence. African-American children were rated by teachers as having more behavior problems and fewer competencies at each measurement period over the first two years of formal schooling which corresponded to year kindergarten to first grade. The rated differences between the two racial groups increased over the course of the two years, with teacher-rated competency for African-American children dropping while the competency for Caucasian Children remained stable. According to the teacher ratings, Black students did not exhibit more problematic behavior over time, neither were they having a more difficult time developing or maintaining suitable peer and social skills, but it was, rather, teacher opinion that the Black students were failing to acquire the necessary school-related skills (Sbarra & Pianta, 2001).

School Disciplinary Rates

Classroom teachers play a significant role in the disciplinary outcomes of the students which they teach. A portion of the daily responsibilities of teachers involve evaluating the behavior of students. Research conducted by Bowditch (1993) has found that the meanings ascribed to student behaviors vary depending upon the particular school setting that the behavior occurs, a teacher's interpretation of a students' intent, and the responses from other stakeholders with influence over the individual teacher. Ferguson (2000) concluded that classroom teachers frequently classify disruptive behaviors differently for students based on the race of the student involved. Behaviors committed by students of one race and viewed as disruptive or unacceptable were seen as acceptable for students of another race with those interpretations often going against African-American students and favoring Caucasian students (Ferguson, 2000).

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An obvious reason for students to receive a disciplinary action in school results from rule breaking or misbehavior. Factors outside of the classroom have been measured as having a significant impact on disciplinary actions experienced by school-aged students. Students from two-parent households, for example, have been measured to experience an 11% decrease in odds of an in-school suspension while the perceived available home resources of a student correspond to an 8% decrease on the odds of an in-school suspension (Hinojosa, 2008). The same study by Hinojosa revealed that male students were 61% more likely to receive an in-school suspension compared their female counterparts for similar rules violations.

Statement and Rationale for Hypotheses

Figure 1 presents the conceptual model of the hypothesized relationships among the predictors of enabling school structure, school academic optimism, pupil control ideology, and school disciplinary climate with the outcome variable of school disciplinary rate, while controlling for socioeconomic status and percent African American. The existing theoretical knowledge supported the formation of the direct and indirect relationships displayed in the model. The locus of inquiry for this study was on the direct effect of the predictor variable, enabling school structure on the mediating variables of school academic optimism, pupil control ideology, and school disciplinary climate, and the direct effect of the mediating variables on the outcome variable of school discipline rate, while controlling for SES and percent African American.

Figure 1. Hypothesized path model explaining school disciplinary rates

I tested four hypotheses in the empirical phase of this investigation. The four hypotheses were based on the literature review findings on academic optimism, pupil control ideology, and school disciplinary climate. The findings in the literature review led me to investigate the relationship between academic optimism, pupil control ideology, and school disciplinary climate, with school discipline rates.

A final variable, enabling school structure, was identified during my literature review as a predictor of the construct of academic optimism, while controlling for socioeconomic status, and academic optimism, in turn predicted school achievement in math and reading, when controlling for SES (McGuigan and Hoy, 2006). The McGuigan and Hoy study results found that the link

between academic optimism and school achievement was so strong that its overwhelmed SES as a predictor of student achievement to the extent that academic optimism became the significant and stronger factor explaining school achievement levels in mathematics and reading (2006). The Mitchell, Mendiola, Schumacker, and Lowery (2016) study of the role of enabling school structure and academic optimism in urban elementary and middle school settings found that enabling school structure was positively correlated with and predictive of academic optimism. Although these results did not include discipline rates, because of the strong correlation between academic optimism and enabling school structure, I decided to include enabling school structure in this study as an additional contributing predictor.

Hypothesis 1

The first hypothesized association between school academic optimism and school disciplinary rate has never been examined to my knowledge, but the volume of research on academic optimism that leads up to this study has left a hole that this particular research will begin to address. School administrators and teachers in public schools do not have the ability to control the SES or racial make-up of the students that they serve. Research that focuses on characteristics of schools that can be influenced by administrators and teachers, even while recognizing the important effects of SES, is likely to be most useful for educators. Academic optimism has been found to be consistently related to student achievement when controlling for SES while most other school-level properties are not (Hoy & Tschannen-Moran, 1999; Hoy, Tarter, & Woolfolk Hoy, 2005, 2006; Bryk & Schneider, 2002; Goddard et al., 2001). The high levels of trust between teachers with parents and students reflected in academic optimism encourages behavior toward the accomplishment of high academic goals (McGuigan & Hoy, 2006). I hypothesize that where academic optimism is high, school disciplinary rates are low.

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Hypothesis 1: There is a negative relationship between academic optimism and student disciplinary rates.

Hypothesis 2

My second hypothesis has never been studied to my knowledge. As an element of academic optimism, developing a trusting relationship remains a positive predictor in improving academic achievement in schools. The elements of pupil control ideology that reflect trust, however, may be explored because schools and classrooms should be converted into environments of trust as an important tool for improving success in education (Goddard, Tschannen-Moran, & Hoy, 2001). Trust is a common contributor to both academic optimism and pupil control ideology. A classroom teacher exhibits humanistic pupil control ideology within the classroom when there is a high level of trust between them and their students because trust and humanistic pupil control ideology are positively correlated (Gilbert, 2012). I hypothesize that where pupil control ideology is more humanistic and student disciplinary rates are low.

Hypothesis 2: There is a positive relationship between pupil control ideology and student disciplinary rates.

Hypothesis 3

Similar to my hypothesis 1, and hypothesis 2, no studies were found that previously tested my third hypothesis. To my knowledge this investigation has never been quantitatively studied. There have, however, been studies that investigated the relationship between school disciplinary climate and academic success (Willms & Raudenbush, 1989; Willms, 1992). The results of this investigation found that there was a negative relationship between disciplinary climate and academic success. These results might simply reflect a Type 1 error or the effects might be negative, given the controls for student characteristics and family background (Ma &

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Willms, 2004). In either event, its effects were small for both mathematics and science and not statistically significant for either reading or history. I hypothesize that when school disciplinary climate is low, the school disciplinary rate is high.

Hypothesis 3: There is a negative relationship between school disciplinary climate and school disciplinary rates.

Hypothesis 4

The research of Hoy (2003) and Hoy and Sweetland (2000) have stressed the importance of school leadership in establishing whether a school bureaucracy is enabling or hindering. School organizational structures, policies, procedures, and rules are heavily influenced by the principal, therefore enabling bureaucracy may serve as a representation for aspects of capable leadership. Even though enabling bureaucracy is not a direct measure of leadership traits or style, it is a product of leader actions and is viewed in this study as an indirect way to account for the effects of leadership on teachers' academic optimism, pupil control ideology, and disciplinary climate. I hypothesize that when there is an enabling school bureaucracy, the constructs of academic optimism, pupil control ideology, and school disciplinary climate work together resulting in a lower student disciplinary rate.

Hypothesis 4: There is an indirect relationship between enabling school structure and school discipline rates. Enabling school structure will have a direct effect on SAOS, PCI, and SDC, and together ESS, SAOS, PCI, and SDC will explain a significant proportion of the variance in school discipline rates over and above the effects of SES and AA.

Summary

The literature on academic optimism, pupil control ideology, and school disciplinary climate revealed constructs that were related with respect to collective efficacy, faculty trust in

students, faculty trust in parents, academic emphasis, custodial control, and humanistic control. The underlying concept found in each of these constructs was trust. The teacher's ability to invest trust in his or her students affected academic optimism, pupil control ideology, and school disciplinary climate (Bryk, 1996; Fukuyama, 1995; Ma, 2000; Ma & Willms, 2004; Hoy, Tarter, & Witkoskie; Tarter, Sabo, & Hoy, 1996; Tschannen-Moran & Hoy, 1997). A factor found in each of these constructs, but not adequately addressed in the research, was how a school's student racial composition affected enabling school structure, school academic optimism, pupil control ideology and school disciplinary climate; and how these combined to affect school discipline rates. This represented a significant gap in the research.

CHAPTER III:

METHODOLOGY

Overview

This chapter is a description of the quantitative methodology that will be utilized to test the three study questions of what is the relationship between academic optimism and student disciplinary rates: What is the relationship between pupil control ideology and student disciplinary rates: And, what is the relationship between school disciplinary climate and student disciplinary rates? The following hypotheses are posited in response to these study questions:

H1: There is a negative relationship between academic optimism and student disciplinary rates.

H2: There is a positive relationship between pupil control ideology and student disciplinary rates.

H3: There is a negative relationship between school disciplinary climate and student disciplinary rates.

H4: Enabling school structure will have a direct effect on AO, PCI, and SDC, and together ESS, AO, PCI, and SDC will explain a significant proportion of the variance in school discipline rates over and above the effects of SES and AA.

The present theoretical knowledge and experimental evidence reinforced the establishment of the direct and indirect relationships demonstrated in the model seen in Figure 1.

This section began with a description of the sample of public-school K – 12 teachers that were selected for the study along with a brief rationale to justify their selection. What followed

was a description of the multiple regression analysis, hierarchical regression analysis, and structural equation model of this study along with the defining of the predictors, outcome variable, and control variables germane to the investigation. Following this was a description of the data collection procedures together with the method in which the data were collected. Measures for each variable came after the data section. This section concluded with a statistical analysis description that included the method for determining the reliability and validity of the scales and a hypothesized path model explaining school disciplinary rates (see Figure 1).

Methodology

Sample

The unit of analysis for this study was the school. The predictors were enabling school structure, academic optimism (AO), comprised of the three contributing concepts of collective efficacy, teacher trust in clients, and academic efficacy (Hoy, Tarter, & Hoy, 2006), pupil control ideology (PCI), and school disciplinary climate (SDC). The outcome variable was school disciplinary rates (SDR) that was obtained from the Alabama State Department of Education (ALSDE) data center for discipline. Socioeconomic status (SES), added as a control variable, was determined by the ratio of students not eligible to receive free and reduced lunch program services. Percent African-American students, added as an additional control variable, was acquired via the Alabama State Department of Education records, and was calculated as the ratio of students of African descent in a local school divided by the total number of students enrolled in that specific school, and that dividend multiplied by 100.

Data Source

This investigation was completed with survey data collected from teachers employed in approximately100 public schools ranging from elementary to high schools. The schools were a

mixture of urban and rural school systems in northern and central Alabama.   The student

population within the study schools in this part of Alabama were primarily Caucasian and

African-American. The average percentage of students at schools who qualified for the free and

reduced lunch program in this study was 48%.

A total of 72 schools out of the approximately 110 schools invited to participate in this

study agreed to participate totaling 65.5%. An average of 75% of the teachers in each school

was expected to respond to the surveys. Surveys were hand delivered to teachers during faculty

meetings and hand collected at the school site the same day. Incomplete surveys were collected

in person within one week after being issued to the teacher.

Design

This study was a quantitative and correlational. It built on existing knowledge and

proposed a relationship between four predictors with one outcome variable while controlling for

two variables. This study had one exogenous predictor variable (enabling school structure), two

exogenous control variables (SES and percent African American students), three mediating

variables (SAOS, PCI, SDC). SAOS was a latent predictor which was calculated using three

observed predictors (collective efficacy, faculty trust in clients, and academic emphasis).

Student discipline numbers for the various participating schools were available from the

Alabama State Department of Education Data Center. The most current year that public school

discipline statistics were available for the State of Alabama was 2016. This represented a

limitation of this study because survey data were collected after 2016. Student disciplinary rates,

the outcome variable, were measured in number of student disciplinary actions per 100 students

reported to the Alabama State Department of Education. The school disciplinary rate was

calculated for each individual school by dividing the number of disciplinary infractions in a school into the total student population and then multiplying the quotient by 100.

Data Collection

Data were collected in the following manner. The surveys were distributed to school teachers during a regularly scheduled faculty meeting which will occur during the late spring semester and early fall semester. The surveys were hand collected either at the end of the faculty meeting at the schools or within one week after their distribution to the teacher. A part of the distribution process involved reading aloud to each survey participant the written disclaimer that neither the teacher's name, nor the name of their school was utilized in the study. A copy of the study results was given to each school that participated in this study.

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Measures

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Enabling School Structure

The measurement instrument for enabling school structure is the Enabling School Structure Form (ESS), which is a 12-item Likert-type scale that describes the level to which the school structure was enabling or hindering (Hoy & Sweetland, 2000). Items will be scored on a 6-point scale from strongly disagree (1) to strongly agree (6). Examples of items include "The administrative hierarchy of this school enables teachers to do their job," "Administrative rules help rather than hinder," and "In this school, red tape is a problem" (score reversed). The validity and reliability of the scale has been demonstrated in a series of factor analytic studies (Hoy & Sweetland, 2000; Hoy & Sweetland, 2001). Reliability of the scale is typically in the .90 range. In the current study, the alpha coefficient of reliability is .97.

Academic Optimism

The measurement for Academic Optimism (AO) were calculated using the academic optimism tool designed by Hoy et al. (2006). Consistent with the work of Hoy et al. (2006) and other educational researchers that followed this pattern, we utilized the Teacher Trust in Parents and Students, Collective Efficacy, and Academic Efficacy scales in confirmatory factor analysis to generate the latent variable named Academic Optimism. The collected data was coded to reflect the unique school of origin and school level. The data for the outcome variable of SDR and the control variable of SES was collected from the Alabama State Department of Education Data Center website.

The AO instrument used a thirty-item survey on a Likert scale. Items 1 – 22 were measured on a six-point Likert scale ranging from 1 meaning "strongly disagree" to 6 meaning "strongly agree." The second set of survey questions, items 23 - 30 were measured on a four-point Likert scale ranging from 1 meaning "rarely" to 4 meaning "very often."

Survey question one through twelve measured collective efficacy. A sample item was "Teachers here are confident they will be able to motivate their students." Survey questions thirteen through twenty-two measure faculty trust in clients. A sample item is "Parents at this school are reliable in their commitments." Survey questions twenty-three through thirty measure academic emphasis. A sample item from this section is "The school sets high standards for performance." The method for calculating and classifying the mathematical results of this investigation is demonstrated on the survey instrument. It involves comparing the standardized academic optimism survey averages of study faculties with the standard deviation of national survey averages for academic optimism on a bell curve.

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A pilot test of 46 teachers in 46 schools was performed in which the results found that 21 items did provide valid and reliable measure of collective efficacy (Goddard, Hoy, & Woolfolk-Hoy, 2000). All 21 items loaded significantly on a single factor and as a result explained 57.89% of the item variation with $\alpha = .96$ (strong reliability).

School Disciplinary Climate

The measurement instrument for school disciplinary climate is a seven-question survey on a five-point Likert scale ranging from "strongly disagree" coded as "1" to "strongly agree" coded as "5" (Hoy, 2005). Examples of questions from this survey include, "Students are rarely absent except for good reasons", and "Students rarely get into fights." The reported reliability from previous literature for School Disciplinary Climate was measured at 0.96 for bullying and 0.73 for teacher protection (Smith and Hoy, 2004). Validity was also supported in the factor analytic study of Smith and Hoy (2004).

Pupil Control Ideology

Pupil control ideology (PCI) will be calculated using a twenty-item survey instrument on a five-point Likert scale ranging from 1 meaning "strongly disagree" to 5 meaning "strongly agree." The higher the score, the more custodial the PCI of the educator. This instrument was developed Willower, Eidell, and Hoy (1967) and revised by Hoy (2005) to measure the degree of humanistic or custodial pupil control ideology that a teacher possesses. Sample PCI items include "Being friendly with pupils often leads them to become too familiar" and "Pupils can be trusted to work together without supervision."

The PCI scale reliability was found to be consistently high, ranging from $0.80 - 0.91$ (Packard, 1988; Willower, Eidell, & Hoy, 1967). The validity of the PCI construct scale was supported in several studies (Packard, 1988; Willower, Eidell, & Hoy, 1967).

Statistics

The four study hypotheses that were offered in this study were addressed by calculating the descriptive as well as the inferential statistics for each variable. The software package used to perform the statistical calculations was SPSS (Statistical Package for the Social Science) produced by IBM, and AMOS (Analysis of a Moment Structures). The statistical procedures that were utilized in this study were means, standard deviations, multiple regression analysis, hierarchical regression, structural equation modeling, Nagelkerke pseudo R^2 and ANOVA for reliabilities of the measures, and confirmatory structural analysis.

Analysis

All individual teacher responses were aggregated to the school level. Intra-class Correlation (ICC) is a reliability index that, according to Shrout and Fleiss (1979), is useful when justifying the aggregation of data. ICC was calculated for ESS, SAOS (CE, FTC, and AE), PCI, and SDC because each variable was conceptualized as school properties, and because they were measured as aggregated scores of teacher perceptions in each school. Both ICC-1 and ICC-2 were calculated.

Bivariate correlation, multiple regression, and hierarchical regression were utilized in data analysis to analyze the four investigational hypotheses simultaneously. Hierarchical regression explained any statistically significant amount of variance in school discipline rates beginning with percent African American and socioeconomic status in model one and then adding school academic optimism in model two, ESS in model three, SDC in model four, and PCI in model five.

Beta (β) weights and significance were examined via regression analyses. Mean measures were calculated for each of the dimensions of academic optimism, which included

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collective efficacy, faculty trust, and academic emphasis. The descriptive and inferential statistics were used to analyze the study hypotheses.

Cox and Snell, Nagelkerke, and McFadden are three of several R^2 –like (pseudo R^2) statistics that can be used to measure the strength of the association between the outcome variable and the predictors (Choi, 2016). They are not as useful as the statistic in multiple regression, because their interpretation is not precise. Collective efficacy, faculty trust in parents & students, academic emphasis, pupil control ideology, enabling school structure, and school disciplinary climate were analyzed via Nagelkerke pseudo R^2. Both intra-class correlations were analyzed using a random effect analysis of variance (ANOVA), which measured the reliability of the group means (Bliese, 2000).

The relationship between AO (comprised of the contributory concepts CE, FT, and AE), PCI, SDC with school disciplinary rates, in combination with the control variables of SES, and school level was explored using descriptive and multivariate correlational analysis. The reliability of my scales was analyzed using Cronbach's α coefficient of internal consistency.

A confirmatory factor analysis (CFA) was performed to determine whether CE, FTC, and AE would come together to create the latent construct referred to as academic optimism as in prior studies. The SEM MIMIC was conducted to determine if our indicator variables ESS, PCI, SDC, and SAOS work together to effect SDR. Next, a structural equation Multiple Indicator Multiple Cause (MIMIC) model, using AMOS Graphics 23, was performed to test the effects of ESS on the latent variable SAOS, PCI, SDC and SDR while controlling for SES and AA. Finally, the χ^2 test of model fit, the root-mean-square-error of approximation (RMSEA), the Goodness of Fit Index (GFI) and the Tucker Lewis Index (TLI) were used to assess our model

fit, along with G*Power 3.1.7 which was used to assess the power of the model to accurately reject the null hypothesis.

Summary

The proceeding chapter was a detailed examination of the methodology that was utilized to complete this quantitative study. Included in this chapter was the design of the study, the description of the sample and how it was formulated from the general population of public-school K-12 teachers. The Path Model was detailed which allowed for the naming and describing of the study variables. Data collection methods were described along with a detailed description of how variables were measured. Validity and reliability were established for each measure. Finally, this section included an exhaustive detailing of the statistical analysis utilized to test each study hypothesis.

CHAPTER IV:

FINDINGS

This chapter reports the findings of the study to determine if relationship exists between enabling school structure, *academic optimism* (collective efficacy, faculty trust in clients, and academic emphasis), school disciplinary climate, pupil control ideology, and school disciplinary rates. Free and reduced lunch data were used as a proxy to control for SES and percent African-American students was used to control for student population. Statistical analysis includes descriptive statistics, reliabilities, correlations, tested hypotheses findings, and un-hypothesized findings.

Intra-class Correlation (ICC) is a reliability index that is particularly useful when justifying the aggregation of data (Shrout & Fleiss, 1979). ICC was calculated for ESS, SAOS, (CE, FTC, and AE), PCI, and SDC because each variable was conceptualized as school properties and because they were measured as aggregated scores of teacher perceptions in each school. Both ICC-1 and ICC-2 were calculated. ICC-1 represents the variance accredited to group membership whereas ICC-2 represents the within group agreement between teachers in the sample. Each ICC provided an estimation of group dependence. The ICC-1 tested for the variance attributed to differences in teacher perceptions between the schools in our sample while the ICC-2 tested for homogeneity of perceptions between teachers within the school. Both ICCs were calculated using a Random Effects ANOVA, which measured the reliability of the group means (Bliese, 2000).

The relationships between enabling school structure (ESS), school academic optimism (SAOS), collective efficacy (CE), faculty trust in clients (FTC), academic emphasis (AE), pupil control ideology (PCI), school disciplinary climate (SDC), and school disciplinary rate (SDR), as well as the control variables socioeconomic status (SES, measured via percent free and reduced lunch) and student population (AA, measured via percent African-American students) were explored using descriptive and bivariate correlational analysis. The reliability of the scales of this study was tested using Cronbach's Alpha coefficient of internal consistency.

Results

Intra-class Correlations

The initial step in the analysis of this study involved obtaining ICC-1 and ICC-2 values in order to justify aggregation of our variables to the school as a unit of analysis. Six random effects ANOVAs using SPSS-21 were conducted to estimate the extent to which the predictors CE, FTC, AE, PCI, SDC, and ESS varied within and between schools. The ICC coefficients confirmed the nested nature of our variables. The ICC-1 coefficients confirmed the school level variability in our observed and mediating variables. The F test of significance indicated that the proportions of variance among teachers in ESS (0.55), SDC (0.57), PCI (0.38), AE (0.53), FTC (0.61), and CE (0.61) were statistically significant.

The ICC-2 for FTC (0.61) and the ICC-2 for CE (0.60) satisfied the threshold of 0.60 recommended by Cohen *et al.* (2003) and Ostroff (1993). Areas of concern for ICC-2s in this study included AE (0.40), PCI (0.14), SDC (0.56), and ESS (0.49). See Table 1 for the results of this analysis.

Table 1

Intra-class Correlations

	ICC-1	ICC-2
CE	.61	.60
FTC	.61	.61
AE	.53	.44
PCI	.38	.14
SDC	.57	.56
ESS	.55	.49

n = 72, p < .05

Descriptive Statistics

This study examined elementary, middle, and high schools in North and central Alabama. Seventy-two out of the 110 schools that were contacted participated fully in this study. Table 2 presents the descriptive characteristics of enabling school structure, school academic optimism, collective efficacy, faculty trust in clients, academic emphasis, pupil control ideology, school disciplinary climate, school disciplinary rates, socioeconomic status (free and reduced lunch) and percent African-American students (AA). The range, minimum, maximum, mean, and standard deviation of the variables is found in the table. On average, teachers tended to be most alike in their perceptions of enabling school structure and collective efficacy and most different in their perceptions of pupil control ideology and academic emphasis.

Table 2

Descriptive Characteristics of the Measures

	N	Range	Minimum	Maximum	Mean	Std. Error	Std. Deviation
SES_mean	72	.82	.07	.89	.49	.02	.18
ESS_mean	72	2.49	2.96	5.44	4.64	.06	.52
PCI_mean	72	1.80	2.00	3.80	2.90	.04	.31
SDC_mean	72	3.00	1.75	4.75	3.46	.07	.57
CE_mean	72	3.00	3.00	6.00	4.43	.07	.63
FTC_mean	72	4.10	1.90	6.00	4.17	.09	.72
AE_mean	72	1.75	2.25	4.00	2.99	.05	.43
SAOS_mean	72	2.70	2.63	5.33	3.86	.07	.56
AA	72	.68	.01	.69	.15	.02	.13
SDR	72	.42	.01	.43	.09	.01	.08
Valid N (list wise)	72						

Reliability of the Scales

The Cronbach's Alpha reliability coefficient of each of the measurements used in this study is listed in Table 3. Enabling School Structure was measured using the ESS survey, which is a 12-item, Likert-type instrument. Pupil Control Ideology was measured using the PCI form, which is a 20-item Likert-type instrument. Collective Efficacy, Faculty Trust in Clients, and Academic Emphasis are 12-item, 10-item, and 8-item Likert-type instruments respectively, that come together to create the latent construct School Academic Optimism Survey. School Disciplinary Climate was measured using the SDC form, which is a 4-item Likert-type instrument. The following measures were found to be highly reliable according to their Cronbach's Alpha coefficient: ESS at .89, the subsets of the School Academic Optimism

(SAOS), which included AE at .87, FTC at .91, CE at .83, and finally PCI at .79. One measure

was found to be questionable according to its' Cronbach Alpha value: SDC at .66.

Table 3

Cronbach's Alpha Reliabilities Coefficient by Scale

Scale	Cases	Items	Cronbach's Alpha
SDC	72	7	.66
PCI	72	20	.79
CE	72	12	.83
FTC	72	10	.91
AE	72	8	.87
ESS	72	12	.89

Correlations

A Pearson bivariate correlation (see Table 4) was conducted among all of the variables

examined in this study. The predictors do not have a significant positive correlation with the

responding variable of SDR at the .05 level. A positive correlation indicates that as the

predicting variable increases in value the responding variable also increases in value.

A negative correlation indicates that as the predicting variable increases in value the

responding variable decreases in value. A significant negative correlation at the .05 level exists

between SDC (r= -.28, *p* <.05), SAOS (r = -.22, *p* < .05) with SDR.

Several significant correlations were found between the study predictors. A significant

correlation exists between SAOS (r=.24, p< .05) with ESS. A significant correlation exists

between SES (r=.36, p<.01), ESS (r=.27, p < .05), SES (r=.36, p <.01), PCI (r= -.41, p<.01), and

SAOS (r=.05, p<.01) with SDC. A significant correlation exists between PCI (r= -.21, p<.05),

SDC (r=.36, p<.01), SAOS (r=.47, p<.01), and AA (r= -.32, p<.01) with SES. A significant

correlation exists between percent African American students (AA) with PCI (r = .26, p< .05), and SAOS (r= -.28, p<.01).

The results from the bivariate correlational analysis (see Table 4) indicated that the three observed variables of CE, FTC, and AE, which were previously hypothesized and proven to come together to create the latent variable, academic optimism (Hoy, Tarter, & Hoy, 2006) were all positively correlated with each other, collective efficacy (r = 0.95, p <.01), faculty trust (r = 0.94, p < .01), and academic emphasis (r = 0.89, p< .0).   ESS was positively correlated with SAOS (r = 0.24, p < .05) as previously hypothesized and proven by the Mitchell, Mendiola, Schumacker, and Lowery (2016) study and SDC (r = .27, p < .05). ESS was not correlated with PCI, SDR, SES, or AA. PCI was positively correlated with AA (r = 0.26, p < 0.05). PCI was negatively correlated with SAOS (r = 0.42, p < .01), and SES (r = -0.21, p < .01). AA was negatively correlated with SAOS (r = -0.28, p < .01).

Table 4

Bivariate Correlation Table

	SES	ESS	PCI	SDC	CE	FTC	AE	SAOS	AA	SDR
SES		.014	**.211***	**.356****	.413**	.496**	.390**	**.474****	**-.317****	-.149
ESS			-.171	**.272***	.225*	.175	.328**	**.022***	.258	.298
PCI				**-.410****	-.325**	-.435**	-.390**	**-.420****	**.255***	.167
SDC					.499**	.454**	.453**	**.504****	-.170	**-.284****
CE						.813**	.816**	.945**	-.135	-.189
FTC							.739**	.937**	-.369**	-.200*
AE								.890**	-.235*	-.237*
SAOS									**-.280****	**-.224***
AA										.163
SDR										

*Notes. n=72. *p<0.05; **p<0.01*

Hypothesis Testing

Hypothesis 1, which stated, "There was a negative relationship between school academic optimism and school disciplinary rates," was supported. The results from correlational analysis indicated a low and significant negative correlation between school academic optimism and school disciplinary rates ($r = -.22$, $p < .05$). Hierarchical regression demonstrated a relationship between SAOS and SDR that was not significant ($\beta = -.18$, $p > .05$). This hierarchical regression had SES and AA entered as Model 1 and SAOS entered as Model 2. R^2 change between Model 1 and Model 2 demonstrated a 2.5% increase in predictive capacity, which was associated with an F change of 1.80. The F change associated with this R^2 change was not significant ($p = .184$).

Hypothesis 2, which stated, "There was a positive relationship between pupil control ideology and student disciplinary rates," was not supported. The results of correlational analysis between pupil control ideology and student discipline rates was not significant ($r = .17$, $p > .05$).

Hypothesis 3, which stated, "There was a negative relationship between school disciplinary climate and school disciplinary rates," was supported. Correlational analysis indicated a low and significant negative correlation between school disciplinary climate and school disciplinary rates ($r = -.28$, $p < .05$).

Hypothesis 4, which stated, "Enabling school structure will have a direct effect on SAOS, PCI, and SDC, and together ESS, SAOS, PCI, and SDC will explain a significant proportion of the variance in school discipline rates over and above the effects of SES and AA," was partially supported. The results of correlational analysis between enabling school structure and school discipline rates was not significant ($r = -.06$, $p > .05$).

To further test for a relationship between the predicting variables of enabling school structure, school academic optimism, pupil control ideology, and school disciplinary culture with

responding variable school disciplinary rate, a multiple regression analysis was conducted.

Regression results found one significant relationship between school disciplinary climate and

school discipline rates (β = -.28, p< .05).

School discipline rates was regressed on the remaining property of school disciplinary

climate (SDC). Table 5 illustrates the standardized regression coefficients (beta weights), un-

standardized regression coefficient (β), standard error, *t,* and the significance. Excluded

variables, with betas, t, and significance are illustrated in Table 6. The regression results show

that the predictor, SDC, accounted for 8% of the variance in school disciplinary rates. The

regression equation was significant, $F = 6.134$, $p < .05$.

Table 5

Regression Analysis

Model 1	Unstandardized Coefficients B	Std. Error	Standardized Coefficients Beta	t	Sig.
(Constant)	.223	.055		4.058	.000
SDC	-.039	.016	-.284	-2.477	.016

Table 6

Regression Analysis

Model 1	Beta in	t	Sig.	Partial Correlation	Collinearity Statistics Tolerance
ESS	.015	.123	.902	.015	.926
SAOS	-.109	-.821	.415	-.098	.746
PCI	.061	.479	.633	.058	.832

SDC (β = -.28, *p* <.05) was the only significant predictor of SDR. SAOS, ESS, and PCI were excluded as predictors of SDR (see Table 7).

Table 7

Model Summary

Model	R	R Square	Adjusted R Square	Standard Error of the Estimate
1	.284	.081	.067	.07508

    a. Predictors: (Constant), SDC

Hypothesis 4 of this study stated that enabling school structure will have a direct effect on SAOS, PCI, and SDC, and together ESS, SAOS, PCI, and SDC will explain a significant proportion of the variance in school discipline rates over and above the effects of SES and AA. This study hypothesis was tested using AMOS Graphics 23 to conduct a confirmatory factor analysis. The first step involved creating a measurement model to test the effects of six observed indicator variables, SES, ESS, SDC, CE, FTC, and AE. Three of the observed variables, CE, FTC, and AE are observed indicator variables for an unobserved latent mediating variable called academic optimism (AO). A confirmatory factor analysis allowed this study to determine whether the shared variance-covariance of these three variables defined our latent construct and provided a more precise way to account for the error variances associated with the study variables, which if untested could lead to biased parameter estimates (Schumacker & Lomax, 2010).

Measurement Model: Confirmatory Factor Analysis for AO

A confirmatory factor analysis and structural equation model was conducted (see Table 8). Results from the confirmatory factor analysis (see Table 8) confirmed that factor loading for CE was .92, for FTC was .87, and for AE was .87. Academic optimism accounted for 76 percent

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of the variance in academic emphasis, 76 percent of the variance in faculty trust in clients, and 85 percent of the variance in collective efficacy. The results of this CFA are in line with previous results that have demonstrated that the observed variables of CE, FTC, and AE are good indicators of academic optimism, and come together to form the latent variable known as academic optimism (Hoy, Tarter, & Hoy, 2006).

Table 8

Confirmatory Factor Analysis

	Estimate
AE ←------- SAOS	0.87
FTC ←------ SAOS	0.87
CE ←-------- SAOS	0.92

Structural Equation MIMIC Model

One exogenous predictor variable (ESS) was included in this study model and was hypothesized to have a direct effect on the latent mediating variable, academic optimism, and an indirect effect on school discipline rates via AO. Two exogenous control variables (SES and AA) were included in this study model. Both SES and AA were predicted to have a direct effect on SDR. In the structural model, AO mediates the effects of ESS and the control variables on the study dependent variable, SDR. Unobserved error variables (Err) were added to the model to represent the variance in our endogenous observed indicator variables, our latent variable, and our endogenous latent dependent variable (Err_AE, err_FTC, err_CE, err_SAOS, err_PCI, err_SDC, and Err_SDR). See Figure 1 for a depiction of this study theoretical model.

The next step in the structural model involved testing the study model. Figure 1 depicts the SEM with the predicted direct effects of the study exogenous observed independent variable (ESS), the two exogenous control variables (SES and AA), the latent mediating variable (SAOS), and observed mediating variables (PCI, and SDC), on SDR. Hypothesis 4 stated that enabling school structure would have a direct effect on SAOS, PCI, and SDC, and together ESS, SAOS, PCI, and SDC would explain a significant proportion of the variance in school discipline rates over and above the effects of SES and AA was partially confirmed. ESS had a significant direct effect on SAOS ($\lambda = 0.28$, $p<0.01$). SES had a significant and direct effect on SAOS ($\lambda=0.45$, $p<0.01$). AA had a significant and direct effect on SAOS ($\lambda = -0.14$, $p< 0.01$). SAOS had a significant and direct effect on PCI ($\lambda = -0.43$, $p< 0.01$), and a significant and direct effect on SDC ($\lambda=0.55$, $p< 0.01$). SDC had a significant and direct effect on SDR ($\lambda = -0.28$, $p< 0.01$). Together, ESS, SES, and SAOS accounted for 30 percent of the variance in school disciplinary climate, with SAOS making the largest contribution to variance in SDC. Together, ESS, SES, and SAOS accounted for 18 percent of the variance in pupil control ideology. See Figure 2 for a depiction of the study final MIMIC model combined with the path depicting the Confirmatory Factor Analysis and Table 9 for the significant effects.

The study Structural Equation MIMIC model consisted of the exogenous predictor variable enabling school structure. Percent African American students and socioeconomic status are the exogenous control variables included in this study model. The endogenous mediating variables (academic emphasis, faculty trust in clients, and collective efficacy) which have a direct effect on the latent endogenous mediating variable called academic optimism, the endogenous mediating variable pupil control ideology, and the endogenous mediating variable school disciplinary climate complete the MIMIC model. Within the structural model, SAOS,

PCI, and SDC mediate the effects of ESS and the control variable SES on the outcome variable

SDR. The structural equation model demonstrated that there was a direct and negative

relationship between SDC and SDR. There is a significant effect between SDC (λ= -.28, p < .01)

and SDR. sDC accounted for 8 percent of the effects in SDR. AA depicted in Table 9 did not

have a significant effect on SDR (λ= 0.06, p>.05) and was not reflected in the final MIMIC

Model with significant paths (see Figure 2).

Table 9

Significant Effects

	Estimate	S.E.	C.R.	P
SAOS ←----- SES	1.53	.45	4.55	***
SAOS ←----- ESS	.30	.28	2.58	.010
SDC ←----- SAOS	.53	.55	5.05	***
PCI ←------ SAOS	-.227	-.43	-3.77	***
SDR ←----- SDC	-.039	.02	-2.49	.013
SDC ←------ ESS	.16	.12	1.42	.160
PCI ←------- ESS	-.053	.07	-.81	.420
PCI ←------- AA	.413	.26	1.60	.110
SAOS ←----- AA	-.618	.474	-1.30	.193
SDR ←------ SAOS	-.011	.02	-.49	.624
SDR ←------- SES	.002	.05	.03	.977
SDR ←------- PCI	.005	.03	.14	.888
SDR ←------- SDC	-.030	-.28	10.54	***
SDR ←------- AA	.062	.07	.88	.380
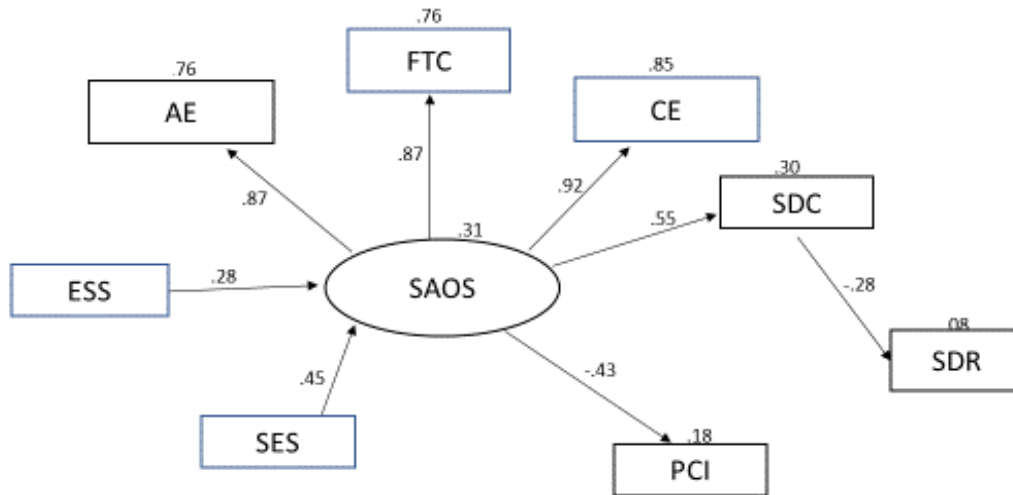
Figure 2. Final MIMIC model with significant paths

Goodness-of-Fit Indices

The χ^2 test of model fit was used to test the study theoretical model. The study model had a good model fit as evidenced by a non-significant $\chi^2 = 23.70$, p = .26. The Root Mean Square Error of Approximation (RMSEA) was .05, the Goodness of Fit Index (GFI) was .90, and the Tucker Lewis Index (TLI) was .98, indicating good data to model fit. Schumacker and Lomax (2010) recommend that the RMSEA is between .5 and .08 (the study model was higher than this range) and the GFI and TLI are greater than .90. In addition, a *post hoc* analysis of power using G*Power 3.9.92 to test the power of the theoretical model, with an NCP = 37, and 20 degrees of freedom, and p < .05, yielded a power of .96, which indicates that this study had a 96% chance of correctly rejecting the null hypothesis.

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Conclusion

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This chapter involved the examination of a statistical test in the relationship between the predictors enabling school structure, school academic optimism, pupil control ideology, and school disciplinary climate with the outcome variable of school disciplinary rates. Correlational multiple regression, and structural equation model data were used to establish these relationships.

The only significant relationship between a predictor with the outcome variable was found between school disciplinary climate with school disciplinary rates. Both SAOS and SDC were found to be negatively correlated with SDR.

The first hypothesis stated that there was a negative relationship between school academic optimism and school discipline rate. The Pearson Correlation verified that there was a negative correlation between these two constructs. Regression analysis determined that the relationship between SAOS and SDR was statistically insignificant. Both the significant correlation ($r = 0.22$, $p < .05$), and the insignificant regression ($\beta= -0.18$, $p > .05$) between school academic optimism with school disciplinary rates reveal values that are low. One possible explanation to the low school disciplinary rate results could be found in the practice of many school-based administrators to deflate disciplinary numbers coming from their schools in response to political pressures from district administrators to present a school system in which publicly displayed disciplinary rates agree with community expectations.

The second hypothesis stated that there was a positive relationship between pupil control ideology and student disciplinary rates. The Person Correlation between these two constructs was statistically insignificant.

The third hypothesis stated that there was a negative relationship between school disciplinary climate and student disciplinary rates. The person Correlation of SDC and SDR determined that there was a negative correlation between these two constructs. A regression was used to determine if there was a relationship between SDC and SDR. SDC was determined to be the only significant predictor of SDR within this study. The significant effect of SDC on SDR was calculated $\lambda= -0.28$, $p < .01$. This low significant effect was a result of low school disciplinary rates which derive from school-based administrators who artificially deflate

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disciplinary numbers in response to district administrators and community political pressure to present schools with disciplinary rates that reflect community political expectations. As a practicing school administrator, I have personally experienced these political pressures emanating from both the district and community levels.

The fourth hypothesis stated that enabling school structure would have a direct effect on SAOS, PCI, and SDC, and together ESS, SAOC, PCI, and SDC will explain a significant proportion of the variance in school discipline rates over and above the effects of SES and AA. The Person Correlation between ESS and SDR was statistically insignificant. The final MIMIC model demonstrated an indirect relationship between ESS and SDR through a path of SAOS and then SDC.

CHAPTER V:

DISCUSSION

Introduction

This chapter summarizes the purpose and findings of this study. In addition, this chapter

gives theoretical and practical applications and finally provides suggestions to extend the

findings of this study. Specifically, this study was designed to identify any relationship that

exists between enabling school structure, school academic optimism, pupil control ideology, and

student disciplinary climate with school discipline rates. Social cognitive theory, self-efficacy

theory, social capital theory, and school culture and climate formed the theoretical framework

that undergirded the generation of the conceptual model. The focus of this chapter was to

summarize the findings of the analyses within the context of the hypothesized relationships

discuss the implications of the findings for both theory and practice, and finally to propose

questions and recommendations for future research.

Discussion

This study confirmed previous studies that academic optimism is a latent construct that is

comprised of collective efficacy, faculty trust in students and parents, and academic emphasis

(Hoy, Tarter, & Hoy, 2006). This study added to the literature on academic optimism by finding

a correlation between academic optimism and percent African-American (AA) in a school's

student body in the bivariate correlation (see Table 4) reported in Chapter IV. In addition, this

study confirms the previously described relationship between enabling school structure and

academic optimism (Mitchell, Mendiola, Schumaker, & Lowery, 2016). It appears that enabling

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school structure contributes not only to academic optimism in a school, but for school disciplinary climate via academic optimism. In this dissertation enabling school structure was both positively correlated with and predictive of academic optimism such that schools that had significantly higher ESS also had significantly higher SAOS (Mitchell et al., 2016). This study demonstrated that SAOS directly effects PCI, which is a new finding. The final MIMIC did not identify a significant pathway in which ESS effects SDR via PCI. In addition, this study did not find a relationship between PCI and SDR. No previous studies were found that established a relationship between PCI and SDR. This study demonstrated a pathway via the final MIMIC in which ESS had a direct effect on SAOS; SAOS had a direct effect on SDC; and SDC had a direct effect on SDR.

This study analyzed data to determine if a relationship existed between enabling school structure, academic optimism, pupil control ideology, and school disciplinary climate, with school disciplinary rates. The following are the hypothesized findings from this study

School academic optimism and school disciplinary rates are negatively correlated in the bivariate correlational analysis. However, the regression to determine a relationship between SAOS and SDR was statistically insignificant once SES was entered into the equation. Structural equation modeling does demonstrate an indirect relationship between SAOS and SDR via SDC.

The test for correlation between pupil control ideology and school disciplinary rates was statistically insignificant. SEM also revealed no relationship between PCI and SDR.

School disciplinary climate and school disciplinary rates were negatively correlated. The regression to determine a relationship between SDC and SDR identified that a negative relationship existed between the two constructs (β= -0.28, p<.05). SDC accounted for 8 percent

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of the variance in SDR. SEM also demonstrated a direct relationship between SDC and SDR (λ= -0.28, p< .01). SDC accounted for 8 percent of the variance in SDR.

The test for correlation between enabling school structure and school disciplinary rates was statistically insignificant. The final MIMIC pathway demonstrated that ESS had a direct effect on SAOS; SAOS had a direct effect on SDC; and SDC had a direct effect on SDR. ESS had no indirect pathway to SDR that included PCI. The hypothesis 4 findings were partially confirmed as a result.

Practical Implications

School administrators should take note in the results of this dissertation which indicated that enabling school structure (ESS) was a key contributing factor of academic optimism (AO) as stated in the previous research of Mitchell, Mendiola, Schumacker, and Lowery (2016). The results of this dissertation demonstrate that ESS was positively correlated and directly related to AO. AO was positively correlated and directly related to school disciplinary climate. These results suggested that schools with higher levels of AO also tended to have higher levels of school disciplinary climate (SDC).

Administrators who desired to establish a school culture of academic optimism should accentuate the development of an ESS that empowers, rather than hinders the work of teachers (Hoy & Sweetland, 2011). My study demonstrated that schools with significantly higher ESS also had significantly higher AO. An administrator who was interested in increasing enabling school structure and academic optimism in their school would be advised to establish a structure within the school that formalizes rules, regulations, policies, and procedures that guide organization and empowers the faculty to do their jobs effectively (Hoy & Miskel, 2008). The research surrounding ESS suggested that schools with high levels of ESS also had high levels of

trust in the school administrator, lower incidences of truth manipulation, less role conflicts, and

decreased feelings of powerlessness among the staff (Hoy & Sweetland, 2001). The school

administrator with knowledge of this research would work to instill trust through the

organization by defining the roles and responsibilities of the various staff members in a way that

lessens role conflict and ultimately empowers the staff to function efficiently and effectively.

School information would be appropriately shared in a manner that lowers if not eliminates

perceptions of truth manipulation among the staff. Parent trust in the school and the principal

were also described in research as being positive predictors of ESS (Adams & Forsyth, 2007).

The principal should plan inclusive events at the school that give parents multiple opportunities

to interact with teachers, administrators, staff members, and other parents.

The positive relationship between school academic optimism and school disciplinary

climate described in this dissertation suggests that schools with higher AO adopt rules that are

more fairly and equitably applied to students based on the conceptual and operational definition

of SDC (Smith & Hoy, 2004; Hoy, 2005). Louis et al. (2010) recommends that decision-making

within the school should be flexible enough to allow for input from all stakeholders. The

research on AO has demonstrated that AO is an overarching construct that refers to a culture that

includes collective teacher efficacy, faculty trust in students and parents, and academic emphasis.

The recommendation coming from this dissertation is that school administrators focus on

building an environment of trust between all of their constituents (Goddard & Tschannen-Moran,

2001; Hoy & Tschannen-Moran, 2003; Tschannen-Moran, 2004). Three strategies can improve

trust relationships, including increased perception by stakeholders according to Louis (2007),

that (1) stakeholders have influence in decision-making, (2) stakeholder interests are taken into

consideration, and (3) reform initiatives are mutually agreed upon and include objective ways of

measuring outcomes. This study also recommended that school administrators seek to promote shared beliefs among faculty, parents, and community that children can learn and teachers can teach all of their children (Goddard et al., 2004). Teachers are empowered to set small, achievable goals by administrators that foster increased collective efficacy beliefs known as mastery experiences (Bandura, 1977). Bandura posited that mastery experience was the primary source of efficacy, and referred to the experiences that an individual has had with success in the past. Successful experiences served as formidable inspirations for classroom teachers to continue in their efforts to help children learn in the face of excessive challenges. Bandura proposed three other sources of efficacy: (1) vicarious experiences, referring to exposure to exemplars that have been successful in similar circumstances. (2) verbal persuasion, referring to the efforts of positive feedback. (3) affective states, referring to the ability of individuals to demonstrate resilience from unexpected events and maintain their passion and enthusiasm about teaching despite the complications and challenges. Finally, with respect to academic emphasis, school administrators should encourage standards and customs that are focused on academic excellence and expectations for student success. Academics should be at the forefront of all mission and vision statements, district goals, and decision-making. Scheduled learning times should be protected (Lazotte, 2001). Academic goals should be achievable, clearly stated, and understood through the learning community.

The results of correlations conducted in this dissertation study demonstrate that there is a negative correlation between the level of school academic optimism and the percent of African-American students in a student body. The fact that the regression between percent African-American students and school disciplinary rates in this study was found to be statistically insignificant overshadowed the equally important fact that a large segment of data from schools

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with higher percentages of African-American students was omitted from this study due to the data being lost after it was collected. The research of Gregory (1994, 2004) and Hinojosa (2008) discuss the disparity in disciplinary rates and consequences experienced by African-American students within United States K-12 schools. Those disparities were expressed in my research statistically as school academic optimism levels being negatively correlated to the percent of African-American students within a school while percent African-American students was found to be positively correlated to the school discipline rate. The previous correlation was statistically significant while the latter correlation was statistically insignificant. Simply stated, school levels of collective efficacy, trust in clients, and academic emphasis decrease as the percentage of African-American students increases while at the same time, student discipline rates slightly increase with higher percentages of African-American students.

The study of Brownstein (2010) suggests that continuous efforts from education administrators on the district and school levels attempt to frame student disciplinary information to reflect the surrounding community's expectations of acceptable school disciplinary levels. This administrative framing of acceptable school disciplinary rates manifested itself in principals making daily judgements surrounding which student disciplinary actions became officially recorded and entered into the school incident reports. The research of Christle, Nelson, and Jolivette (2004) found that suspension was used disproportionately among students who were male, from low socioeconomic families, from an ethnic minority background, and identified as having a disability or exhibit low academic competence. This particular manifestation of disciplinary consequences appeared in research to be more common in schools with a predominately Caucasian student body and lesser ethnic minority numbers (Christie et al., 2004).

The statistical insignificance and low disciplinary rates found in my study appeared to be a reflection of the low concentration of data collected from schools with a higher percentage of African-American students. One previous study by Emihovich (1982) suggested that school workers are typically less inclined to report student disciplinary infractions of a Caucasian student when compared to a similarly situated African-American student. Given this finding, the possibility exists that the administrators at these schools defaulted to simply reporting student actions directly to the parent(s) without an official record being created.

A new finding described in my study was the direct relationship between school academic optimism and pupil control ideology. The final MIMIC path model of my dissertation revealed a direct relationship between SAOS and PCI with a negative significant effect. School administrators and educators were determined in my research by correlational statistics to manifest greater Pupil Control Ideology (PCI) with lower levels of school academic optimism, a negative correlation which according to previous research, implies lower levels of trust in students and parents by school faculty (Hoy & Rees, 1977; Hoy & Woolfolk ,1989; Packard, 1988). Simply put, when schools exhibit lesser academic optimism, faculties exert greater control over students via more custodial policies toward students. My research also suggested, by correlational evidence, that schools with higher levels of percentages of African-Americans also had lower levels of AO. Additional correlational evidence suggested that schools with higher levels of percentages of African-Americans also were more custodial in terms of PCI. As a National Board-Certified science educator and school administrator in an urban school district I have witnessed over twenty years of interaction between teachers and students. My observations were in agreement with the research conclusions of Hoy and Jalovick (2001), who found that more experienced teachers tended to be more custodial in their pupil control ideology in schools.

Custodial teachers relied on organization and structure with rigid rules and strict compliance, while humanistic teachers relied on the intrinsic motivation of their students, minimal routine, and flexible rules (Appleton & Stanwyck, 1996). There was no relationship in my research was measured between pupil control ideology and student discipline rates my research responding variable.

I previously noted the research of Hoy and Jalovick (2011) which concluded that teachers tended to become more custodial as they gained experience on the job. An administrator who desired to create a less custodial school environment would be advised to initiate a series of programs designed to build trust between faculty, students, and parents.

The social control perspective of student disciplinary climate (SDC) described the disciplinary climate of a school as the degree to which students adopted the norms and values of a school to obey them (DiPrete, Muller, & Scaeffer, 1981). Safe schools tended to be places where students believed that the rules at their particular school were clear and fair, combined with positive student-teacher interactions, and where the teachers demonstrated effective classroom management strategies (Perry & Weinstein, 1998; Safran & Oswald, 2003). The level of violence and crime in the local school was associated with the levels found in the surrounding community (Hertzman & Wiens, 1994). My dissertation findings demonstrated that school disciplinary climate was directly and negatively related to school discipline rates. As school rules were increasingly clear and fair, the school discipline rates decreased. The challenge that school administrators and faculties had to address was reconciling the concepts of "clear" and "fair" so that the student body which possesses the norms and values of the surrounding community could relate to and adopt rules that respected their unique community culture while creating and preserving a school culture and climate that was conducive to effective learning.

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Previous research has suggested that as students were given more ownership and input into the development of classroom rules, they were more likely to support and abide by the rules that were created (Safran & Oswald, 2003). The recommendations from this dissertation was that teachers and school administrators invest the time needed to adequately teach school behavioral expectations to students, and allow input from student that will inform the staff as to the range of social and cultural norms that needed to be considered when formalizing school rules (DiPrete, Muller, & Scaeffer, 1981). School administrators could facilitate this process by granting teachers the authority to dedicate the first several days of the school year free from teaching the academic subject area in favor of teachers facilitating teambuilding exercises with their students. The objective of the teambuilding would be to create classrooms that were safe places for students and teachers to develop relationships of trust and respectful honest communication. Student collaboration with school rule creation would increase student perceptions that school rules were clear and fair while demonstrating positive student-teacher interaction.

An additional possible explanation for the SDC relationship with SDR finding could be based on the fact that the majority of schools that participated in this study were situated in areas of northern and central Alabama where the predominant student population was Caucasian in racial make-up. The research of Bullara (1993) concluded that an African-American child was far more likely to be suspended at the request of a Caucasian teacher than any other demographic group. A further conclusion of the Bullara study stated that issues leading to the unfair treatment of minority students was teachers not allowing minority students to have an active role in setting up classroom rules, and teachers having a punitive consequence (detention or suspension) for minor rules infractions. The conclusion offered by Bullara spoke to the SDC of the teacher and not the PCI of the teacher, which appeared to coincide with the finding of this dissertation in not

identifying a significant correlation between PCI and SDR. Additional research by Gregory (1995) also included a racial aspect to school discipline rates which found that African-American students, especially African-American boys, were disproportionally targeted for disciplinary actions in the school environment up to and including corporeal punishment. The Gregory study also focused on the SDC of the teacher. This study had limited African-American student participation as a result of the geographic area in which participating schools were located.

Research dating back over a quarter of a century concluded that faculty regarded teaching African-American students as an unwanted and disagreeable chore (Webb, 1992). Low expectations for African-American students were common occurrences among educators who routinely set learning goals for their African-American students at the lowest levels more aligned where the floor should have been situated (Hilliard, 1995). The results of this study revealed a negative correlation between the percent of African-American students (AA) in a student body, and the level of academic optimism among the faculty. This correlation implies that as the percentage of African-American students increases, the level of academic optimism among a school faculty decreased. A second correlation between AA and socioeconomic status (SES) revealed a negative correlation. The implication is that as the percentage of AA increased, the SES of the student body decreased. A final correlation between AA and PCI revealed a positive correlation, meaning that as the AA of the school increased, the PCI of the school also increased. Teachers became more custodial as the student body population became more AA.

Given these results, colleges and universities would be prudent in preparing pre-service teachers to recognize, and where indicated, address negative attitudes toward AA before they are faced with the reality of having to teach them.

Limitations

The findings in this study are limited to schools in northern and central Alabama where the percentage of African-American students are generally low. Data from one predominately African-American school system which would have significantly increased the level of African-American participation was not included in this dissertation due to circumstances beyond the control of the candidate. As a result, the findings of this study should be generalized with caution.

Because of the time lapse present in publishing aggregate school-level discipline data, the Alabama State Department of Education most current discipline data is from the year 2016. In addition, it is noted that the sample size for this study was 72 schools; less than the ideal of 20 subjects per variable suggested by researchers such as MacCallum et al. (1999) when performing factor analysis. Interestingly, other scholars such as Costello and Osborne (2005) and Tabachnick and Fidell (2012) contend that strict rules regarding sample size are less important when there are high communalities and well-determined factors yielding good data to model fit. The GFI of this investigation was .90, which is an excellent data to model fit.

Recommendations for Future Research

The research in this study has the potential of impacting how pre-service teachers are prepared on university and college campuses for careers in primary, and secondary schools by relating the academic optimism of a faculty to the school discipline rate. Based on the findings in this study with respect to the correlations of school academic optimism with percent African-Americans, preservice teachers should be prepared by their colleges and universities to recognize and allow for their personal biases against predominately African-American student bodies or schools with high percentages of African-American students. Pre-service teachers can then be

trained how to compensate for those biases and provide fair and equitable disciplinary treatment for all students regardless of their race. Following up on the training of colleges and universities, local school districts also have an obligation to train teachers to work with minority students.

This study adds to what is known about enabling school structure, academic optimism, and school disciplinary culture, and how these constructs in combination affect school discipline rates. This study confirms previous study findings that academic optimism is accurately represented as a latent variable that consists of collective faculty efficacy, faculty trust in clients, and academic emphasis (Hoy, Tarter, & Hoy, 2006). This study also confirms the previous study finding of Mitchell, Mendiola, Schumacker, and Lowery (2016) that described the relationship between enabling school structure and school academic optimism in urban elementary and middle schools. This study provides quantitative evidence by way of Pearson correlation that confirms that educators approach the education of a student body with a high percentage of African-Americans with lower academic optimism than when the student body has a lower percentage of African-Americans.

The schools included in this study were situated in northern and central Alabama. More research is needed that includes schools sampled from all regions in the State of Alabama. A broader sampling of schools would make the study results more generalizable to the entire State. The percentage of African-American students included in future studies can be significantly increased by including schools from regions in the State populated by higher percentages of African-Americans than are found in regions in the more northern counties in Alabama. It is recommended that future researchers utilize broader samplings of schools. The assertions made in this research concerning the relationship between enabling school structure, academic optimism, school disciplinary climate, and school disciplinary rates need to be repeated within

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school districts with a majority African-American student population. Further research needs to investigate the levels of truthfulness and accuracy among the disciplinary reporting of school administrators disaggregated by gender, race, and socioeconomic status of the students. Previous research has suggested that there was a disciplinary rate gap between disciplinary rate of Caucasian students and African-American students that was disproportionate (Gregory & Mosely, 2004). Both qualitative and quantitative research would provide valuable insight beyond the results offered in my study.

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APPENDIX A:

IRB APPROVAL

THE UNIVERSITY OF
ALABAMA®

Office of the Vice President for
Research & Economic Development
Office for Research Compliance

May 1, 2017

Roxanne Mitchell, Ed.D.
ELPTS
College of Education
Box 870302

Re: IRB#: 17-OR-157 "Rigatoni Study"

Dear Dr. Mitchell:

The University of Alabama Institutional Review Board has granted approval for your proposed research.

Your application has been given expedited approval according to 45 CFR part 46. You have also been granted the requested waiver of written documentation of informed consent. Approval has been given under expedited review category 7 as outlined below:

(7) Research on individual or group characteristics or behavior (including, but not limited to, research on perception, cognition, motivation, identity, language, communication, cultural beliefs or practices, and social behavior) or research employing survey, interview, oral history, focus group, program evaluation, human factors evaluation, or quality assurance methodologies

Your application will expire on April 30, 2018. If your research will continue beyond this date, complete the relevant portions of the IRB Renewal Application. If you wish to modify the application, complete the Modification of an Approved Protocol Form. Changes in this study cannot be initiated without IRB approval, except when necessary to eliminate apparent immediate hazards to participants. When the study closes, complete the appropriate portions of the IRB Request for Study Closure Form.

Please use reproductions of the IRB approved stamped consent form to obtain consent from your participants.

Should you need to submit any further correspondence regarding this proposal, please include the above application number.

Good luck with your research.

Sincerely,

Carpantato T. Myles, MSM, CIM, CIP
Director & Research Compliance Officer

358 Rose Administration Building | Box 870127 | Tuscaloosa, AL 35487-0127
205-348-8461 | Fax 205-348-7189 | Toll Free 1-877-820-3066

3/27/17

To the Superintendent of Instruction:

Researchers from The University of Alabama are conducting research on the causes and consequences of school culture and school climate and the impact on academic performance of students and other desirable school outcomes. A school or schools (or enter number here) from your system have been selected along with approximately 60 schools in North and Central Alabama. We are hoping you will grant us permission to contact the principal(s) of the school(s) and make arrangement for data collection. We also ask that you provide us with your approval and any other approvals required at the district level to conduct our research. You have our sincere assurance that these procedures will not be disruptive or in any way cause the district or school embarrassment.

Since the study focuses on schools as the unit of analysis the only individual data that will be collected will be gender, ethnicity, and years of teaching experience of the participants completing the surveys. In fact, there will be no schools named or identified by specific location. Our interest is in the broad relationships between perceptions and characteristics of schools and student performance.

As you can see from the attached materials, we will collect data from the school principal and teachers. It will be made clear that participation is voluntary and that the most stringent protections of participant anonymity will be observed. Participants will be asked to read and keep for their records an informed consent form but they will not be required to turn in a signed consent form in order to protect their anonymity. There will be no publicized reports by school or district. It will be made clear to all participants that this research is being conducted by researchers from The University of Alabama who have received appropriate permissions to conduct the research in your school(s). Should you so desire an individualized report of our findings can be made available to you after the data have been analyzed.

In a few days, a member of our research team will be calling you to encourage your cooperation with this project. We look forward to working with members of your school community to better understand the importance of school culture and climate, as well as

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their causes and consequences. Thank you in advance for your
careful review and consideration of our request.

Sincerely,

Dr. Roxanne M. Mitchell

Associate Professor of
Administration
rmmitchell@ua.edu

Dr. C. John Tarter

Professor of Educational
Educational Administration
ctarter@ua.edu

Enclosures: District Permission Form
               IRB Approval Letter
               Consent Forms
               Sample of surveys to be administered
               List of schools and principals sampled from your
               district

3/27/17

Dear Principal _____:

Researchers from The University of Alabama are conducting research on the causes and consequences of school culture and climate, especially as related to academic performance of children. Your school has been randomly selected from the _____ public schools in North and Central and Alabama. Your district has given us permission to approach you with our proposal to collect data in your school (see attached permission). You have our sincere assurance that these procedures will not be disruptive or in any way cause the school embarrassment. Ultimately, we are hoping for more than 60 schools to participate.

A brief description of the study, instruments, and approval of The University of Alabama Institutional Review Board are enclosed for your review. Since the study focuses on schools as the unit of analysis, the only individual data that will be collected is the gender, ethnicity, and years of teaching experience of teachers participating in the study. No individual data regarding your school will be analyzed or reported. In fact, there will be no schools named or identified by specific location. Our interest is in the broad relationships between perceptions and characteristics of schools and the effects on student performance.

As you can see we will collect data from the school principal and all teachers who are willing to participate in this project. It will be made clear that participation is voluntary and that the most stringent protections of participant anonymity will be observed. Participants will also be given an informed consent form to keep for their records but they will not be asked to sign a consent form in order to protect their anonymity. Their consent to participate will be given by their willingness to fill out the surveys. There will be no reports by school or district. It will be made clear to all participants that this research is being conducted by researchers from The University of Alabama who have received appropriate permissions to conduct the research in your school.

In a few days, a member of our research team will be calling you to encourage your cooperation with this project. We look forward to working with members of your school community to better understand the importance of school climate and school culture

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and its causes and consequences. Thank you in advance for your careful review and consideration of this request.

Sincerely,

Dr. Roxanne M. Mitchell

Associate Professor of
Administration
rmmitchell@ua.edu

Dr. C. John Tarter

Professor of Educational
Educational Administration
ctarter@ua.edu

Enclosures: District Permission Form
                IRB Approval Letter
                Sample surveys

Teacher Informed Consent Form

You have been invited to take part in a research study to learn more about the effects of trust and efficacy on student academic performance and identification with school. This study will be conducted by Dr. Roxanne Mitchell – Assistant Professor – Department of Educational Leadership, Policy, and Technology Studies at The University of Alabama as a part of her continued research.

If you agree to participate in this study, you will be asked to do the following:

1. Complete a survey on various aspects of your schools climate and culture.

Participation in this study will involve approximately 15 minutes of your time to complete the questionnaire. There are no known risks associated with your participation in this research. Although you will receive no direct benefits, this research may help the investigator to understand the causes and consequences of school trustworthiness on student academic performance and identification with school.

Confidentiality of your research records will be strictly maintained. You will not be asked to record any identifying information on the survey forms. Surveys will be collected by the researcher or one of her colleagues at a staff meeting in the absence of the principal. Participation in this study is voluntary. You may refuse to participate simply by not completing the survey. If there is anything about this study or your participation that is unclear or that you do not understand, or if you have questions or wish to report a research related problem, you may contact Dr. Roxanne Mitchell at 205-348-0348 or rmmitchell@ua.edu or at The University of Alabama, P.O Box 870302, Tuscaloosa, Alabama, 35487.

If you have questions about your rights as a person taking part in a research study, or if you would like to make suggestions or file complaints and concerns, you may call Ms. Tanta Myles, the Research Compliance Officer of the University at (205)-348-8461 or toll-free at 1-877-820-3066. You may also ask questions, make suggestions, or file complaints and concerns through the IRB Outreach Website at http://osp.ua.edu/site/PRCO_Welcome.html. You may email us at participantoutreach@bama.ua.edu.

Agreement to Participate

By completing the survey you are consenting to participate in this research study.

This is your copy of the consent document to keep for your own personal records.

Principal Informed Consent Form

Dear Principal:

You have been invited to take part in a research study to learn more about the effects of trust and efficacy on student academic performance and identification with school. This study will be conducted by Dr. Roxanne Mitchell – Assistant Professor – Department of Educational Leadership, Policy, and Technology Studies at The University of Alabama as a part of her continued research.

If you agree to participate in this study, you will be asked to do the following:

1. Complete a survey on various aspects of your schools climate and culture.

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Confidentiality of your research records will be strictly maintained. You will not be asked to record any identifying information on the survey forms. Surveys will be collected by the researcher or one of her colleagues. You will place your survey in a sealed envelope. Participation in this study is voluntary. You may refuse to participate simply by not completing the survey. If there is anything about this study or your participation that is unclear or that you do not understand, or if you have questions or wish to report a research related problem, you may contact Dr. Roxanne Mitchell at 205-348-0348 or rmitchell@bamaed.ua.edu or at The University of Alabama, P.O Box 870302, Tuscaloosa, Alabama, 35487.

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Agreement to Participate

By completing the survey you are consenting to participate in this research study.

This is your copy of the consent document to keep for your own personal records.

School District Approval Form

In keeping with the authority of my office and consistent with the policies of this school district, by my signature I hereby grant permission to researchers from The University of Alabama to conduct a study within the schools of this district, consistent with the human subject protections described in their approved proposal to The University of Alabama Institutional Review Board. The general nature and procedures of the research have been given and/or described to me and the researchers have volunteered to answer any questions I might have concerning the research.

Signature of District Representative   Title   Date

Print Name   Print Title

PLEASE RETURN:

At this Fax Number: 205-348-2161

Or mail to:

Roxanne M. Mitchell, Associate Professor Educational Administration

The University of Alabama

P.O. Box 870302

Tuscaloosa, Alabama 35487

SCRIPT TO BE READ TO TEACHERS

The University of Alabama is conducting research on the causes and consequences of school climate and school culture especially as related to children's success in school. This important work can help improve public schools in Alabama. Your school has been selected as one of the schools in this study. Your school system and principal have given us permission to seek your cooperation and we genuinely need your help. Participation will take only a few moments of your time. Participation is on a voluntary basis. I will hand you a consent form with contact information of the researchers and university personnel to contact in case you have questions. You will not be required to sign the consent form as a way of protecting your confidentiality. No one at the school will be shown your responses. When you are finished I will place your survey in an envelope. Please do not put your name on the survey. Thank you, most sincerely, for your help. We know you share our belief that Alabama's schools should be the best they can be.

Packets & Distribution by items

PACKET NUMBER	MEASURES	NUMBER OF OF ITEMS	TOTAL IN PACKET
Packet #1	Alutto & Belasco	11	N = 71
	Org Climate Index	30	
	School Acad Optimism	30	
Packet #2	PCI	20	N = 84
	Org Citizenship	12	
	TAOS-S	32	
	Leadership Behavior	20	
Packet #3	Disciplinary Cli + Sat	7	N = 70
	Enabling Structure	12	
	Principal Support	16	
	Teacher Autonomy	18	
	School Effectiveness	8	
	Org Commitment	9	
Packet #4	Collaboration	22	N = 69
	Satisfaction	17	
	Org Justice	10	
	Trad/Digital Print	20	

APPENDIX B:

TEACHER PACKET 1

SCRIPT TO BE READ TO TEACHERS

The University of Alabama is conducting research on the causes and consequences of school climate and school culture especially as related to children's success in school. This important work can help improve public schools in Alabama. Your school has been selected as one of the schools in this study. Your school system and principal have given us permission to seek your cooperation and we genuinely need your help. Participation will take only a few moments of your time. Participation is on a voluntary basis. I will hand you a consent form with contact information of the researchers and university personnel to contact in case you have questions. You will not be required to sign the consent form as a way of protecting your confidentiality. No one at the school will be shown your responses. When you are finished I will place your survey in an envelope. Please do not put your name on the survey. Thank you, most sincerely, for your help. We know you share our belief that Alabama's schools should be the best they can be.

Teacher Informed Consent Form

You have been invited to take part in a research study to learn more about the effects of trust and efficacy on student academic performance and identification with school. This study will be conducted by Dr. Roxanne Mitchell – Assistant Professor – Department of Educational Leadership, Policy, and Technology Studies at The University of Alabama as a part of her continued research.

If you agree to participate in this study, you will be asked to do the following:

1. Complete a survey on various aspects of your schools climate and culture.

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Confidentiality of your research records will be strictly maintained. You will not be asked to record any identifying information on the survey forms. Surveys will be collected by the researcher or one of her colleagues at a staff meeting in the absence of the principal. Participation in this study is voluntary. You may refuse to participate simply by not completing the survey. If there is anything about this study or your participation that is unclear or that you do not understand, or if you have questions or wish to report a research related problem, you may contact Dr. Roxanne Mitchell at 205-348-0348 or rmmitchell@ua.edu or at The University of Alabama, P.O Box 870302, Tuscaloosa, Alabama, 35487.

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Agreement to Participate

By completing the survey you are consenting to participate in this research study.

This is your copy of the consent document to keep for your own personal records.

Coaching Evaluation Survey

Directions: *Using the scale below, please indicate the extent to which you agree or disagree with each of the following statements about the performance of your school's PS/RtI coach during the 2007-08 school year. Please shade in the circle that best represents your response to each item. If you have not observed or do not have knowledge of a given behavior, please respond "Do Not Know" by shading in the circle labeled DK.*

① = **Strongly Disagree** *(SD)*
② = **Disagree** *(D)*
③ = **Neutral** *(N)*
④ = **Agree** *(A)*
⑤ = **Strongly Agree** *(SA)*
○ = **Do Not Know** *(DK)*

My school's PS/RtI coach...	SD	D	N	A	SA	DK
1. ...is an effective listener.	①	②	③	④	⑤	○
2. ...communicates clearly with others.	①	②	③	④	⑤	○
3. ...effectively engages team members and other faculty in reflecting upon their professional practices.	①	②	③	④	⑤	○
4. ...is skilled in interpreting student outcome data.	①	②	③	④	⑤	○
5. ...is skilled in facilitating consensus building among school-based personnel.	①	②	③	④	⑤	○
6. ...is skilled in working collaboratively with diverse groups (e.g. SBLT, classroom teachers, grade level teachers).	①	②	③	④	⑤	○
7. ...is skilled in building trust among members of the school-based RtI leadership team.	①	②	③	④	⑤	○
8. ...is skilled in facilitating productive work relationships with other individuals in the school setting.	①	②	③	④	⑤	○

My school's PS/RtI coach...	SD	D	N	A	SA	DK
9. ...when introducing a new skill or concept:						
a. clearly explains the need for the skill/concept.	①	②	③	④	⑤	○
b. clearly indicates the sub-skills that are required to use the new skill/concept.	①	②	③	④	⑤	○
c. clearly indicates the support that will be provided to the team to help implement the new skill/concept.	①	②	③	④	⑤	○
10. ...is skilled in modeling steps in the problem-solving process:						
a. Problem Identification	①	②	③	④	⑤	○
b. Data Collection and Interpretation	①	②	③	④	⑤	○
c. Problem Analysis	①	②	③	④	⑤	○
d. Intervention Development	①	②	③	④	⑤	○
e. Intervention Support	①	②	③	④	⑤	○
f. Intervention Documentation	①	②	③	④	⑤	○
g. Response to Intervention Interpretation	①	②	③	④	⑤	○
h. Intervention Modification	①	②	③	④	⑤	○
11. ...provides opportunities for the leadership team to practice steps in the problem-solving process.	①	②	③	④	⑤	○
12. ...works effectively with the school-based team to implement problem solving.	①	②	③	④	⑤	○
13. ...works with the school-based team to gradually increase the team's capacity to function independently in implementing the problem-solving process in our school.	①	②	③	④	⑤	○
14. ...provides *timely* feedback to members of the team.	①	②	③	④	⑤	○
15. ...provides *useful* feedback to members of the team.	①	②	③	④	⑤	○
16. ...works effectively with school-based personnel in using the problem-solving process to identify needs at the *school-wide* level.	①	②	③	④	⑤	○

My school's PS/RtI coach...	SD	D	N	A	SA	DK
17. ...works effectively with school-based personnel in using the problem-solving process to identify needs at the *classroom* level.	①	②	③	④	⑤	◯
18. ...is able to provide the technical assistance necessary (e.g., support related to skills taught) for our school to implement the PS/RtI model.	①	②	③	④	⑤	◯
19. ...responds to requests for technical assistance in a timely manner.	①	②	③	④	⑤	◯
20. ...works with the school-based team and faculty to monitor student progress (Tier I).	①	②	③	④	⑤	◯
21. ...works with the school-based team and faculty to assist in decision making.	①	②	③	④	⑤	◯
22. ...works effectively with the school-based administrator to facilitate the implementation of the PS/RtI model.	①	②	③	④	⑤	◯

23. How satisfied are you with the overall assistance that your school's PS/RtI coach has provided your school in the implementation of PS/RtI?

① Very Dissatisfied ② Dissatisfied ③ Satisfied ④ Very Satisfied ⑤ Not Able to Provide a Rating

OCI

DIRECTIONS: THE FOLLOWING ARE STATEMENTS ABOUT YOUR SCHOOL. PLEASE INDICATE THE EXTENT TO WHICH EACH STATEMENT CHARACTERIZES YOUR SCHOOL BY CIRCLING THE APPROPRIATE RESPONSE.

RO=Rarely Occurs   **SO**=Sometimes Occurs   **O**=Often Occurs   **VFO**=Very Frequent Occurs

1. The principal explores all sides of topics and admits that other opinions exist.................... RO SO O VFO
2. A few vocal parents can change school policy... RO SO O VFO
3. The principal treats all faculty members as his or her equal............................. RO SO O VFO
4. The learning environment is orderly and serious.. RO SO O VFO
5. The principal is friendly and approachable.. RO SO O VFO
6. Select citizens groups are influential with the board.................................. RO SO O VFO
7. The school sets high standards for academic performance................................ RO SO O VFO
8. Teachers help and support each other.. RO SO O VFO
9. The principal responds to pressure from parents.. RO SO O VFO
10. The principal lets faculty know what is expected of them............................... RO SO O VFO
11. Students respect others who get good grades... RO SO O VFO
12. Teachers feel pressure from the community... RO SO O VFO
13. The principal maintains definite standards of performance............................. RO SO O VFO
14. Teachers in this school believe that their students have the ability to achieve academically....... RO SO O VFO
15. Students seek extra work so they can get good grades.................................. RO SO O VFO
16. Parents exert pressure to maintain high standards.................................... RO SO O VFO
17. Students try hard to improve on previous work.. RO SO O VFO
18. Teachers accomplish their jobs with enthusiasm....................................... RO SO O VFO
19. Academic achievement is recognized and acknowledged by the school.................... RO SO O VFO
20. The principal puts suggestions made by the faculty into operation.................... RO SO O VFO
21. Teachers respect the professional competence of their colleagues..................... RO SO O VFO
22. Parents press for school improvement... RO SO O VFO
23. The interactions between faculty members are cooperative............................. RO SO O VFO
24. Students in this school can achieve the goals that have been set for them............ RO SO O VFO
25. Teachers in this school exercise professional judgment............................... RO SO O VFO
26. The school is vulnerable to outside pressures.. RO SO O VFO
27. The principal is willing to make changes... RO SO O VFO
28. Teachers "go the extra mile" with their students.................................... RO SO C VFO
29. Teachers provide strong social support for colleagues................................ RO SO O VFO
30. Teachers are committed to their students... RO SO O VFO

SAOS

Directions: Please indicate your degree of with each of the statements about your school from **strongly disagree** to **strongly agree**. Your answers are confidential.

	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
1. Teachers in this school are able to get through to the most difficult students.	①	②	③	④	⑤	⑥
2. Teachers here are confident they will be able to motivate their students.	①	②	③	④	⑤	⑥
3. If a child doesn't want to learn teachers here give up.	①	②	③	④	⑤	⑥
4. Teachers here don't have the skills needed to produce meaningful results.	①	②	③	④	⑤	⑥
5. Teachers in this school believe that every child can learn.	①	②	③	④	⑤	⑥
6. These students come to school ready to learn.	①	②	③	④	⑤	⑥
7. Home life provides so many advantages that students are bound to learn.	①	②	③	④	⑤	⑥
8. Students here just aren't motivated to learn.	①	②	③	④	⑤	⑥
9. Teachers in this school do not have the skills to deal with student disciplinary problems.	①	②	③	④	⑤	⑥
10. The opportunities in this community help ensure that these students will learn.	①	②	③	④	⑤	⑥
11. Learning is more difficult at this school because students are worried about their safety.	①	②	③	④	⑤	⑥
12. Drug and alcohol abuse in the community make learning difficult for students here.	①	②	③	④	⑤	⑥
13. Teachers in this school trust their students.	①	②	③	④	⑤	⑥
14. Teachers in this school trust the parents.	①	②	③	④	⑤	⑥
15. Students in this school care about each other.	①	②	③	④	⑤	⑥
16. Parents in this school are reliable in their commitments.	①	②	③	④	⑤	⑥
17. Students in this school can be counted upon to do their work.	①	②	③	④	⑤	⑥
18. Teachers can count upon parental support.	①	②	③	④	⑤	⑥
19. Teachers here believe that students are competent learners.	①	②	③	④	⑤	⑥
20. Teachers think that most of the parents do a good job.	①	②	③	④	⑤	⑥
21. Teachers can believe what parents tell them.	①	②	③	④	⑤	⑥
22. Students here are secretive.	①	②	③	④	⑤	⑥

Directions: Please indicate the degree to which the following statements characterize your school from **Rarely Occurs** to **Very Often Occurs**. Your answers are confidential.

	Rarely	Sometimes	Often	Very Often
23. The school sets high standards for performance.	①	②	③	④
24. Students respect others who get good grades.	①	②	③	④
25. Students seek extra work so they can get good grades.	①	②	③	④
26. Academic achievement is recognized and acknowledged by the school.	①	②	③	④
27. Students try hard to improve on previous work.	①	②	③	④
28. The learning environment is orderly and serious.	①	②	③	④
29. The students in this school can achieve the goals that have been set for them.	①	②	③	④
30. Teachers in this school believe that their students have the ability to achieve academically.	①	②	③	④

APPENDIX C:

TEACHER PACKET 2

SCRIPT TO BE READ TO TEACHERS

The University of Alabama is conducting research on the causes and consequences of school climate and school culture especially as related to children's success in school. This important work can help improve public schools in Alabama. Your school has been selected as one of the schools in this study. Your school system and principal have given us permission to seek your cooperation and we genuinely need your help. Participation will take only a few moments of your time. Participation is on a voluntary basis. I will hand you a consent form with contact information of the researchers and university personnel to contact in case you have questions. You will not be required to sign the consent form as a way of protecting your confidentiality. No one at the school will be shown your responses. When you are finished I will place your survey in an envelope. Please do not put your name on the survey. Thank you, most sincerely, for your help. We know you share our belief that Alabama's schools should be the best they can be.

Teacher Informed Consent Form

You have been invited to take part in a research study to learn more about the effects of trust and efficacy on student academic performance and identification with school. This study will be conducted by Dr. Roxanne Mitchell – Assistant Professor – Department of Educational Leadership, Policy, and Technology Studies at The University of Alabama as a part of her continued research.

If you agree to participate in this study, you will be asked to do the following:

1. Complete a survey on various aspects of your schools climate and culture.

Participation in this study will involve approximately 15 minutes of your time to complete the questionnaire. There are no known risks associated with your participation in this research. Although you will receive no direct benefits, this research may help the investigator to understand the causes and consequences of school trustworthiness on student academic performance and identification with school.

Confidentiality of your research records will be strictly maintained. You will not be asked to record any identifying information on the survey forms. Surveys will be collected by the researcher or one of her colleagues at a staff meeting in the absence of the principal. Participation in this study is voluntary. You may refuse to participate simply by not completing the survey. If there is anything about this study or your participation that is unclear or that you do not understand, or if you have questions or wish to report a research related problem, you may contact Dr. Roxanne Mitchell at 205-348-0348 or rmmitchell@ua.edu or at The University of Alabama, P.O Box 870302, Tuscaloosa, Alabama, 35487.

If you have questions about your rights as a person taking part in a research study, or if you would like to make suggestions or file complaints and concerns, you may call Ms. Tanta Myles, the Research Compliance Officer of the University at (205)-348-8461 or toll-free at 1-877-820-3066. You may also ask questions, make suggestions, or file complaints and concerns through the IRB Outreach Website at http://osp.ua.edu/site/PRCO_Welcome.html. You may email us at participantoutreach@bama.ua.edu.

Agreement to Participate

By completing the survey you are consenting to participate in this research study.

This is your copy of the consent document to keep for your own personal records.

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TAOS-S Revised

Directions: This questionnaire is designed to give us a better understanding of the kinds of things that create difficulties for teachers in their school activities. Please indicate the extent to which you agree with each of the statements below from **Strongly Disagree (1)** to **Strongly Agree (6)**

	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
1. I can motivate students who show low interest in school work.	①	②	③	④	⑤	⑥
2. I can get my students to believe they can do well in school.	①	②	③	④	⑤	⑥
3. I can control disruptive behavior in the classroom.	①	②	③	④	⑤	⑥
4. I can get my students to follow classroom rules.	①	②	③	④	⑤	⑥
5. I can help my students value learning	①	②	③	④	⑤	⑥
6. I can assist the families of my students to help their child do well in school	①	②	③	④	⑤	⑥
7. I can control disruptive behavior in the classroom.	①	②	③	④	⑤	⑥
8. I can establish an effective classroom management system with each group of students.	①	②	③	④	⑤	⑥
9. I can calm a student who is noisy.	①	②	③	④	⑤	⑥
10. I can use a variety of assessment strategies to help my students be successful.	①	②	③	④	⑤	⑥
11. I typically provide alternative explanations or examples when students are confused.	①	②	③	④	⑤	⑥
12. I am good at implementing alternative teaching strategies in my classroom.	①	②	③	④	⑤	⑥
13. I can craft good questions.	①	②	③	④	⑤	⑥
14. Most of my students' parents are reliable	①	②	③	④	⑤	⑥
15. I trust my students.	①	②	③	④	⑤	⑥
16. I can count on my students to do their work.	①	②	③	④	⑤	⑥
17. My students care about each other.	①	②	③	④	⑤	⑥
18. I can count on the parents of my students for support.	①	②	③	④	⑤	⑥
19. I trust my students' parents.	①	②	③	④	⑤	⑥
20. I believe my students are competent learners.	①	②	③	④	⑤	⑥
21. I can believe what the parents of my student tell me.	①	②	③	④	⑤	⑥
22. I think that most of my students' parents do a good job.	①	②	③	④	⑤	⑥
23. I press my students to achieve academically.	①	②	③	④	⑤	⑥
24. I give my students challenging work.	①	②	③	④	⑤	⑥
25. I set high, but attainable goals for my students.	①	②	③	④	⑤	⑥
26. I recognize and reward my students' academic achievement.	①	②	③	④	⑤	⑥
27. My students respect others who get good grades.	①	②	③	④	⑤	⑥
28. My students seek extra work so they can get good grades.	①	②	③	④	⑤	⑥
29. My students try hard to improve on previous work.	①	②	③	④	⑤	⑥
30. The learning environment in my classroom is orderly and serious.	①	②	③	④	⑤	⑥
31. My students can achieve the goals that I set for them.	①	②	③	④	⑤	⑥
32. I believe that my students have the ability to achieve academically.	①	②	③	④	⑤	⑥

OCB-Scale

Directions: Please indicate your level of agreement with each of the following statements about your school from **strongly disagree** to **strongly agree**. Your answers are confidential.

	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
1. Teachers help students on their own time	①	②	③	④	⑤	⑥
2. Teachers waste a lot of class time.	①	②	③	④	⑤	⑥
3. Teachers voluntarily help new teachers.	①	②	③	④	⑤	⑥
4. Teachers volunteer to serve on new committees.	①	②	③	④	⑤	⑥
5. Teachers volunteer to sponsor extracurricular activities.	①	②	③	④	⑤	⑥
6. Teachers arrive to work and meetings on time.	①	②	③	④	⑤	⑥
7. Teachers take the initiative to introduce themselves to substitutes and assist them.	①	②	③	④	⑤	⑥
8. Teachers begin class promptly and use class time effectively.	①	②	③	④	⑤	⑥
9. Teachers give colleagues advanced notice of changes in schedule or routine.	①	②	③	④	⑤	⑥
10. Teachers give an excessive amount of busy work.	①	②	③	④	⑤	⑥
11. Teacher committees in this school work productively.	①	②	③	④	⑤	⑥
12. Teachers make innovative suggestions to improve the overall quality of our school.	①	②	③	④	⑤	⑥

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Form PCI

Directions: Following are twenty statements about schools, teachers, and pupils. Please indicate your personal opinion about each statement from **strongly disagree** to **strongly agree**. Your answers are confidential.

	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
1. It is desirable to require pupils to sit in assigned seats during assemblies.	①	②	③	④	⑤
2. Pupils are usually not capable of solving their problems through logical reasoning.	①	②	③	④	⑤
3. Directing sarcastic remarks toward a defiant pupil is a good disciplinary technique.	①	②	③	④	⑤
4. Beginning teachers are not likely to maintain strict enough control over their pupils.	①	②	③	④	⑤
5. Teachers should consider revision of their teaching methods if these are criticized by their pupils.	①	②	③	④	⑤
6. The best principals give unquestioning support to teachers in disciplining pupils.	①	②	③	④	⑤
7. Pupils should not be permitted to contradict the statements of a teacher in class.	①	②	③	④	⑤
8. It is justifiable to have pupils learn many facts about a subject even if they have no immediate application.	①	②	③	④	⑤
9. Too much pupil time is spent on guidance and activities and too little on academic preparation.	①	②	③	④	⑤
10. Being friendly with pupils often leads them to become too familiar.	①	②	③	④	⑤
11. It is more important for pupils to learn to obey rules than that they make their own decisions.	①	②	③	④	⑤
12. Student governments are a good "safety valve" but should not have much influence on school policy.	①	②	③	④	⑤
13. Pupils can be trusted to work together without supervision.	①	②	③	④	⑤
14. If a pupil uses obscene or profane language in school, it must be considered a moral offense.	①	②	③	④	⑤
15. If pupils are allowed to use the lavatory without getting permission, this privilege will be abused.	①	②	③	④	⑤
16. A few pupils are just young hoodlums and should be treated accordingly.	①	②	③	④	⑤
17. It is often necessary to remind pupils that their status in school differs from that of teachers.	①	②	③	④	⑤
18. A pupil who destroys school material or property should be severely punished.	①	②	③	④	⑤
19. Pupils cannot perceive the difference between democracy and anarchy in the classroom.	①	②	③	④	⑤
20. Pupils often misbehave in order to make the teacher look bad.	①	②	③	④	⑤

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Leadership
Behavior

<u>Directions</u>: To what extent do you agree that the leaders in your school…,

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. Give staff a sense of overall purpose	①	②	③	④	⑤
2. Help clarify the reasons for your school's improvement initiatives	①	②	③	④	⑤
3. Provide useful assistance to you in setting short-term goals for teaching and learning	①	②	③	④	⑤
4. Demonstrate high expectations to your work with students	①	②	③	④	⑤
5. Give you individual support to help you improve your teaching practices	①	②	③	④	⑤
6. Encourage you to consider new ideas for your teaching	①	②	③	④	⑤
7. Model a high level of professional practice	①	②	③	④	⑤
9. Develop an atmosphere of caring and trust	①	②	③	④	⑤
10. Encourage collaborative work among staff	①	②	③	④	⑤
11. Ensure wide participation in decisions about school improvement	①	②	③	④	⑤
12. Engage parents in the school's improvement efforts	①	②	③	④	⑤
13. Are effective in building community support for the school's improvement efforts	①	②	③	④	⑤
14. Provide or locate resources to help staff improve their teaching	①	②	③	④	⑤
15. Regularly observe classroom activities	①	②	③	④	⑤
16. After observing classroom activities, work with teachers to improve their teaching	①	②	③	④	⑤
17. Frequently discusses educational issues with you	①	②	③	④	⑤
18. Buffer teachers from distractions to their instruction	①	②	③	④	⑤
19. Encourage you to use data in your work.	①	②	③	④	⑤
20. Encourage data use in planning for individual student needs.	①	②	③	④	⑤

APPENDIX D:

TEACHER PACKET 3

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SE-Index

Directions: Teachers produce a variety of product such as lesson plans, new curricula, student learning as well as numerous services including teaching, advising, counseling, and parent conferences. Think of these products and services as you respond to each item and indicate the degree to which you agree with the following statements about your school.

	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
1. The *quality* of products and services produced in this school is outstanding	①	②	③	④	⑤	⑥
2. The *quantity* of products and services in this school is high.	①	②	③	④	⑤	⑥
3. The teachers in my school do a good job *coping* with emergencies and disruptions.	①	②	③	④	⑤	⑥
4. Most everyone in the school *accepts* and *adjusts* to changes.	①	②	③	④	⑤	⑥
5. When changes are made in the school, teachers accept and adjust *quickly*.	①	②	③	④	⑤	⑥
6. Teachers in this school are well *informed* about innovations that could affect them.	①	②	③	④	⑤	⑥
7. Teachers in this school *anticipate* problems and prevent them.	①	②	③	④	⑤	⑥
8. Teachers in this school use available resources *efficiently*.	①	②	③	④	⑤	⑥

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SDC/TJS

Directions: This questionnaire is designed to give us a better understanding of the kinds of things that create difficulties for teachers in their school activities. Please indicate the extent to which you agree with each of the statements below from **Strongly Disagree (1)** to **Strongly Agree (5)**

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. Students start working soon after my lessons begin.	①	②	③	④	⑤
2. Students are rarely absent except for good reasons.	①	②	③	④	⑤
3. Students rarely get into fights.	①	②	③	④	⑤
4. There are not many conflicts among students in my school.	①	②	③	④	⑤
5. I look forward to going to work each day.	①	②	③	④	⑤
6. I would recommend my school as a good place to work	①	②	③	④	⑤
7. I get a lot of satisfaction from my work.	①	②	③	④	⑤

Form ESS

Directions: The following statements are descriptions of the way your school is structured. Please indicate the extent to which each statement characterizes behavior in your school from **never** to **always**.

	Never	Once in a while	Sometimes	Fairly Often	Always
1. Administrative rules in this school enable authentic communication between teachers and administrators.	①	②	③	④	⑤
2. In this school red tape is problem.	①	②	③	④	⑤
3. The administrative hierarchy of this school enables teachers to do their job.	①	②	③	④	⑤
4. The administrative hierarchy obstructs student achievement.	①	②	③	④	⑤
5. Administrative rules help rather than hinder.	①	②	③	④	⑥
6. The administrative hierarchy of this school facilitates the mission of this school.	①	②	③	④	⑥
7. Administrative rules in this school are used to punish teachers.	①	②	③	④	⑥
8. The administrative hierarchy of this school obstructs innovation.	①	②	③	④	⑤
9. Administrative rules in this school are substitutes for professional judgment.	①	②	③	④	⑤
10. Administrative rules in this school are guides to solutions rather than rigid procedures.	①	②	③	④	⑤
11. In this school the authority of the principal is used to undermine teachers.	①	②	③	④	⑥
12. The administrators in this school use their authority to enable teachers to do their job.	①	②	③	④	⑤

Principal Support Survey

Directions:

The following statements are about your perceptions of supportive behaviors given by your principal. Please indicate the extent to which you agree with each of the following statements along a scale from STRONGLY DISAGREE (1) to STRONGLY AGREE (6) by filling in the appropriate circle.

		Strongly Disagree					Strongly Agree
1.	Gives me undivided attention when I am talking.	①	②	③	④	⑤	⑥
2.	Is honest and straightforward with the staff.	①	②	③	④	⑤	⑥
3.	Gives me a sense of importance - that I make a difference.	①	②	③	④	⑤	⑥
4.	Supports my decisions.	①	②	③	④	⑤	⑥
5.	Provides data for me to reflect on following classroom observations of my teaching.	①	②	③	④	⑤	⑥
6.	Provides frequent feedback about my performance.	①	②	③	④	⑤	⑥
7.	Helps me evaluate my needs.	①	②	③	④	⑤	⑥
8.	Trusts my judgment in making classroom decisions.	①	②	③	④	⑤	⑥
9.	Shows confidence in my actions.	①	②	③	④	⑤	⑥
10.	Provides opportunities for me to grow professionally.	①	②	③	④	⑤	⑥
11.	Encourages professional growth.	①	②	③	④	⑤	⑥
12.	Provides suggestions for me to improve my instruction.	①	②	③	④	⑤	⑥
13.	Provides time for various non-teaching responsibilities (e.g. IEPs, conferences, test students)	①	②	③	④	⑤	⑥
14.	Provides adequate planning time.	①	②	③	④	⑤	⑥
15.	Provides extra assistance when I become overloaded.	①	②	③	④	⑤	⑥
16.	Equally distributes resources and unpopular chores.	①	②	③	④	⑤	⑥

Teacher Autonomy Scale

Read each item and circle the number that corresponds with your agreement with the statement

(1) definitely true
(2) more or less true
(3) more or less false
(4) definitely false

1. I am free to be creative in my teaching approach.

    1   2   3   4

2. The selection of student-learning activities in my class is under my control.

    1   2   3   4

3. Standards of behavior in my classroom are set primarily by myself.

    1   2   3   4

4. My job does not allow for much discretion on my part.

    1   2   3   4

5. In my teaching, I use my own guidelines and procedures.

    1   2   3   4

6. I have little say over the content and skills that are selected for teaching.

    1   2   3   4

7. The scheduling of use of time in my classroom is under my control.

    1   2   3   4

8. My teaching focuses on those goals and objectives I select myself.

    1   2   3   4

9. I seldom use alternative procedures in my teaching.

    1   2   3   4

10. I follow my own guidelines on instruction.

     1   2   3   4

11. I have only limited latitude in how major problems are resolved.

     1   2   3   4

12. What I teach in my class is determined for the most part by myself.

     1   2   3   4

13. I have little control over how classroom space is used.

     1   2   3   4

14. The materials I use in my class are chosen for the most part by myself.

     1   2   3   4

15. The evaluation and assessment activities are selected others.

     1   2   3   4

16. I select the teaching methods and strategies I use with my students.

     1   2   3   4

17. I have little say over the scheduling of use of time in my classroom.

     1   2   3   4

18. The content and skills taught in my class are those I select.

     1   2   3   4

(Pearson & Hall, 1993)