Development and Application of the Measures of School Value, Teacher Autonomy, and Teacher Motivation

Abstract

Psychometrically sound and practical measures of school value, teacher autonomy, and teacher motivation were developed. Further, this study examined relationships among school value, teacher autonomy, and teacher motivation and compared the differences between elementary and secondary school teachers in those variables. Findings showed that those measures are reliable and valid. Also, elementary school teachers scored higher in those three variables than secondary school teachers. Particularly, school value and teacher autonomy were significant predictors of teacher motivation. The implication for school organization is to enhance positive school value and provide teachers with more autonomy, which will encourage teacher motivation.

Keywords: school value, teacher autonomy, teacher motivation

Introduction

School culture indeed influences school effectiveness, whereas school value may serve as the cornerstone for school improvement. In the study on school effectiveness (Scheerens, 1992), factors reflecting a school’s culture include achievement orientation, a shared ideology or mission, cohesion and collaboration among teachers. The culture of a school is shaped by beliefs and values of organizational members towards school vision, curriculum, instruction, evaluation, and organizational structure (Maslowski, 2001). Value is the embedded belief system that