

DEVELOPING AND ESTABLISHING THE RELIABILITY AND VALIDITY OF THE TEACHER PERCEPTIONS OF SCHOOL CULTURE SURVEY (TPSC)

Janet P. Glenn

Dr. Joyce Piveral, Dissertation Supervisor

ABSTRACT

The purpose of this study was to develop a reliable and valid survey instrument to measure beginning teacher perceptions of their induction into the school community and culture. Data was also analyzed to determine construct validity, reduce the number of survey items, and determine if any differences in survey responses could be attributed to independent variables of gender, certification type, and school type.

The Teacher Perceptions of School Culture (TPSC) survey items were generated from interview information and related research developed in a previous study (Kosek, 2006) and reviewed the author to provide content validity. Survey participants included first through third year teachers who had completed either the traditional teacher education program or the alternative certification program a particular Missouri university.

Results of the principal components and factor analysis indicated that the number of survey items could be reduced and a second form, the TPSC Form B was created with 49 items. Although the *a priori* categories were not verified by the analysis as predicted, construct validity was established as the analysis identified six components. Further analysis indicated the both the TPSC and the TPSC Form B were reliable instruments. Three-way ANOVA analyses failed to identify any differences in responses by independent variables. By-item results were discussed.