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The relationship between a principal's behavior and the organizational climate in selected recognized exemplary schools

Nelon, Betty Masters, Ed.D.

The University of North Carolina at Greensboro, 1988

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**THE RELATIONSHIP BETWEEN A PRINCIPAL'S BEHAVIOR
AND THE ORGANIZATIONAL CLIMATE IN
SELECTED RECOGNIZED EXEMPLARY
SCHOOLS**

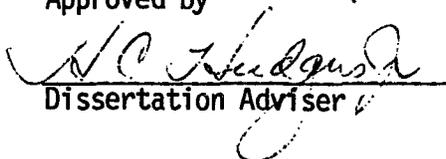
by

Betty Masters Nelon

A Dissertation Submitted to
the Faculty of the Graduate School at
The University of North Carolina at Greensboro
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Doctor of Education

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1988

Approved by


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APPROVAL PAGE

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July 27 1988
Date of Final Oral Examination

**The Relationship Between a Principal's Behavior
and the Organizational Climate
in Selected Recognized Exemplary Schools**

by

Betty Masters Nelon

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NELON, BETTY MASTERS, Ed.D. The Relationship Between A Principal's Behavior and the Organizational Climate in Selected Recognized Exemplary Schools. (1988) Directed by Dr. H.C. Hudgins, Jr. 144 pages.

Creating excellent schools is on educational and political agendas today. Quality of principal leadership and quality of organizational climate were criteria for the United States Department of Education's School Recognition Program of national exemplary schools.

Based on a need for further definitive research of these factors, the study's purpose was to investigate the relationship between a principal's behavior and organizational climate in selected exemplary schools. Five questions addressed the relationship:

- (1) What are the common organizational factors in the exemplary schools?
- (2) How are the factors related to Group Climate relevant to the relationship?
- (3) How are the factors influenced by school administrators relevant to the relationship?
- (4) What is the relative importance of the motivational construct in the relationship? and
- (5) What factors of a principal's behavior are distinguishing in regard to the school's organizational climate?

Research sites were three North Carolina schools which were 1986 "School of Excellence" award recipients. Data collection occurred over a two year period. The target population included principals, teachers, students, staff members and parents. This naturalistic research involved survey, observation, and interview methods. The Organizational Climate Survey revealed descriptive statistics and a motivating potential score.

The researcher found a close and significant relationship between a principal's behavior and organizational climate. Based on the findings, these conclusions were established concerning the relationship:

- (1) These exemplary schools share common organizational factors.
- (2) Group Climate factors are characteristics of organizational climate in these exemplary schools and have a positive impact on individual performance.
- (3) What a principal does or does not do fosters the tone of relationships in these exemplary schools.
- (4) Principals maintain an open organizational climate in regard to principal-teacher relationships.
- (5) As instructional leaders, principals of these exemplary schools demonstrate distinguishing behaviors. Nine behaviors were delineated and were indicated to have a discernible effect on productivity.
- (6) Principal behavior has a shaping influence on the organizational climate.

Findings of this study suggest that certain principal behaviors move a school toward excellence. These principal behaviors involve utilization of motivational techniques, implementation of an ideal curriculum, and the creation of an ideological anchor or "personality" of the organization.

The investigation revealed that "schools do feel different." However, significant findings indicate that these schools share common organizational factors, and that in these selected exemplary schools principal behavior correlates with organizational factors.

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CHAPTER I

INTRODUCTION

Excellence in public education has become a major concern of educational reform in the 1980s (DE, 1983). The National Commission on Excellence in Education's report, A Nation At Risk (DE, 1983), generated political and professional scrutiny of administrative functions for improvement of public schools (Odden, 1986). Consequently, the impact of excellence expectations and the scrutiny that has followed have increased a demand for educational improvement. Such demands for educational improvement, past and present, have caused educational researchers to respond. According to Odden (1986), "Since the release of A Nation At Risk and the accompanying calls to improve the U.S. public schools, the educational reform movement has moved faster than any public policy reform in modern history" (p. 335). Because of the reform movement, principal leadership and school organizational climate are two administrative areas which have been subject to increased debate and research in education (Blank, 1987). Currently, Kirst (1987) explains the post A Nation At Risk reform era as a period when political concern has shifted from a state policy of minimum standards to the states' focus on quality in schools.

Purpose and Significance

Two decades before A Nation At Risk (DE, 1983), Coleman (1964) charged that schools do not have a great impact on student achievement. Consequently, an intense debate resulted concerning the impact of schools on student achievement (Ravitch, 1983). Educators leading the debate contended

that (1) school climate made a difference in academic achievement, (2) change in the educational organization was necessary, and (3) the school leader's role should be clearly defined (Robinson, 1985). These issues became central topics of the effective school reform movement which was led by Edmonds. From these issues, Edmonds and his followers developed the effective school correlates. These correlates stated that the principal through instructional leadership should be expected to define the school's mission, to manage the instructional program, and to maintain the school's organizational climate. One educator was to remark about the weight of Edmond's administrative charge, "School climate is an important responsibility of the principal because it sets the tone for everything else. The climate of a school is the measure of his leadership, and it cannot be assumed by anyone else" (McCurdy, 1983, p. 30).

Thus, during the reform movement of the 1980s, educational leaders centered their intensive concern on a principal's behavior as it shaped organizational climate. Then, in 1985, the United States Department of Education initiated the Elementary School Recognition Program and established the criteria for judging the quality of schools. Quality of leadership and quality of organizational climate were among the selection criteria. As a result, this school recognition program extended the National Commission on Excellence's "Cry for Excellence" movement in education.

Research needs became more defined with this recognition program. Investigation of factors which constitute exemplary leadership behavior and organizational climate came to the forefront in research issues. As reported in the Educational Administration Quarterly, "The reform thrust in general and the 'excellence movement' in particular both showed increasing signs of

zeroing in on school administrators" (February 1988, p.79). A specific problem for educators in dealing with the demand for excellence was a lack of research regarding principal behavior and organizational climate. This problem affected principal behavior; principals realized the need for further research when making decisions related to organizational structure, instructional goals, student achievement, and school improvement (Blank, 1987). Yet, there is a general body of literature which featured accounts of effective principal behavior and organizational climate. (For further details see Rosenbach, 1983; Leithwood, 1982; Brookover, 1979; Kelley, 1980; Argyris, 1964; and Halpin & Croft, 1962). Effective school research journals and research publications featured articles describing effective practices such as "Staff Development for Effective Schools: A Major Step in the Implementation of Effective School Practice" and "The Effective School Report from Research and Practice" (1986). Although this body of research was available for administrators, it has been reported that the research is limited. For instance, according to Hoy and Clover, (1986), "There are relatively few studies which have investigated what principals do to manage curriculum and instruction. Yet, there is even less research which has examined the organizational and personal factors that influence principal leadership" (p. 94). Significantly, these research and practice needs were critical issues for educators after A Nation At Risk (DE, 1983) and the lack of research in these areas of exemplary principal behaviors and organizational climate hindered administrators who were involved in the reform movement.

In essence, researchers have identified the need for studies which center on the crucial issues shaping organizational climate and the factors that influence principal leadership. Therefore, the expediency for researchers to

give attention to these topics has emerged as a significant research need (Educational Administration Quarterly 24, 1988). In the words of Argyris, "Practice has preceded research in organization, and the time has come to reflect and to further research the practices of organizational climate" (Alderfer & Brown with Argyris, 1975, p.217). In fact, an investigation of the relationship between a principal's behavior and the organizational climate in recognized exemplary schools would provide a means for revealing innovative leadership behaviors and organizational practices of exemplary schools.

Problem Statement

Since excellence in education is a major objective of the reform movement the researcher considered the interaction between principal leadership and the school's organizational climate. These two factors are criteria in the 'School of Excellence' selection process. However, the researcher found that there is a lack of research concerning the relationship. Therefore, based upon the need for an understanding of the relationship between principal behavior and organizational climate as displayed in schools of excellence and the urgency for study of the problem, the researcher focused the investigation on the following research problem:

The relationship between a principal's behavior and organizational climate in selected recognized exemplary schools.

The process of investigating this concept involved five questions, which provided a means for examining the basic research problem.

The first question was related to the common factors of organizational climate. Numerous researchers (Kelly 1980; Jencks, 1980; Lightfoot, 1983) have reported that "Schools feel different." As an individual moves

from school to school, this uniqueness of climate is certainly verified. Each school has a distinct "personality" of its own. It is this distinctiveness that Halpin and Croft used to explain analogously the idea of organizational climate; that is, "personality is to the individual what organizational climate is to the organization" (Hoy & Clover, 1986, p. 94).

Based upon the need for definitive organizational climate characteristics to investigate the relationship, the first question was defined as follows:

(1) What are the common organizational factors of the selected recognized exemplary schools?

The second significant question facilitated the investigation of the impact of climate elements. These elements which include factors such as motivational force, leadership styles and organizational patterns which impact individual performance have been a major focus of research in the 1970s and 1980s. Lawrence (1986) reported that individual behavior and organizational climate are related. The importance of an investigation of the psychological aspect of climate is revealed in his observation, "Organizations so structured for members to perform their tasks effectively provide powerful sources of social and psychological satisfaction" (p.18). (For further discussion, see Brookover, 1979; Kelley, 1980; Lezotte, 1980; Robinson, 1985.) The investigation of the impact of climate elements upon individual performance was vital to this research problem. The research question posed to investigate these climate elements was as follows:

(2) How are the factors related to Group Climate, i.e., Psychological, Communication, and Structural Climate, relevant to the relationship between principal behavior and organizational climate in the selected recognized exemplary schools?

The third significant question focused on principal behavior. In relation to this study the persons describing principal behavior and organizational climate presented a profile of a principal interacting with numerous forces in the organization. Identified forces were factors such as customs, expectations, disciplinary actions, motivational techniques, psychological and social needs and, when they interact, these factors produce a facet of a school's organizational climate. The special "feel" or personality of an organization has been linked to this interaction. While studying these factors separately, researchers such as Sweeney (1982) found that specific factors contribute to school effectiveness. A point of clarification is appropriate with this finding, that is, in the related literature, it has been observed that authors use the terms effective and exemplary interchangeably and/or synonymously. For example, in the Peabody Journal of Education, in the article, "Excellence in Education," Levine and Doyle (1986) remarked, "There is a well-known defined set of characteristics associated with that group of exemplary schools known as effective schools" (p. 172). Therefore, this dual use of the terminology was recognized by the researcher as the study proceeded. Based on the need to study factors which could contribute to a relationship between principal behavior and organizational climate, the following question was posed for investigation:

- (3) How are the organizational factors influenced by school administrators related to organizational climate in the selected recognized exemplary schools?**

The fourth question was based upon the need for further understanding of individual and organizational behavior in a principal and organizational relationship. The dynamics and impact of motivation were investigated through the

following question:

- (4) What is the relative importance of the motivational construct to the relationship between principal behavior and organizational climate in the selected recognized exemplary schools?**

The fifth question addressed distinguishing principal behaviors. In relation to this study, an investigation of organizational climate revealed that a principal can have a discernible effect on a school's level of productivity (Hallinger, 1985). In this respect, when considering a school's level of excellence, the following question provided a means of investigation of principal behavior:

- (5) What factors of a principal's behavior were distinguishing in regard to the school's organizational climate in the selected recognized exemplary schools?**

Limitations of the Study

This section presents the limitations of the present research project. The limitations are in the following areas: the study was limited to the western region of North Carolina. As a result, three recognized schools of excellence in the region were the sites for conducting the naturalistic research project. A second limitation concerned data collection. The participants' bias, often called a "halo" effect, as well as the researcher's bias are factors which may influence the responses and the reporting of the data. Also, it should be noted that generalization of the results of this study concerning the relationship between principal behavior and organizational climate may not be appropriate in all situations.

Definitions

For the purpose of this study, the following terms were defined:

1. **Behavior** - "The manner of conducting oneself; the response of an individual to its environment" (Webster's, 1979, p. 100).
2. **Climate, classroom** - "the learning environment in a classroom; includes not only physical environment but also emotional tone." (Good, 1973);
emotional - "the feeling tone present in any human relationship or social situation" (Good, 1973, p. 106).
3. **Organizational Climate** - a matter of impression; the characteristics which describe a particular school, distinguish it from other schools, and influence the behavior of teachers and students; and, a composite of mediating variables which intervene between the structure of an organization and the style of other characteristics of leaders, and teacher performance and satisfaction (Sergiovanni, 1979, p.69).
4. **Effective school** - "a school operating with the following conditions characterizes an effective school:
 - (1) Strong administrative leadership by the school principal, especially in instructional matters.
 - (2) A school climate conducive to learning; one that is safe and orderly and free of disruptions from discipline and vandalism.
 - (3) Schoolwide emphasis on basic skill instruction, resulting from a consensus among teachers and the principal on that approach as the primary instructional goal.
 - (4) Teacher expectations that students are capable of reaching high levels of academic achievement.
 - (5) A system for monitoring and assessing pupil performance that is tied to the school's instructional objectives." (McCurdy, 1983, p. 36).
5. **Effective School Research** - "a comprehensive body of research which provides findings about the processes, school management, instruction, and climate in relationship to school effectiveness" (Robinson, 1985, p. 36).
6. **Exemplary school** - see United States Department of Education guidelines at end of this section.
7. **Motivation** - "a motivational force or influence, such as a need; something that causes a person to act" (Webster's, 1979, p. 745).
8. **Organization, formal** - "(school administration) a system of set rules and positions arranged in hierarchical order and officially established for the performance of one or more tasks" (Good, 1973, p. 401).

9. **Organization, functional** - "a plan of school management based primarily on a clear formulation of the aims and purposes of the school and the operations required to meet the aims and purposes: the plan is implemented by staff members chosen for their ability to perform the operations that contribute toward the realization of the purposes" (Good, 1973, p. 402).
10. **Organization, informal** - "(school administration) a system of interpersonal relations which forms to affect decisions made in a formal organizational setting" (Good, 1973, p. 402).
11. **Principal** - "the administrative head and professional leader of a school division or unit, such as a high school, junior high, or elementary school; a highly specialized, full time administrative officer in a large public school system, but usually carrying a teacher load in small ones; in public education, usually subordinate to the superintendent of schools" (Good, 1973, p. 436).
12. **Principal behavior** - the manner of conducting oneself in various school roles, such as defining the school mission and goals, promoting a positive learning climate, and establishing relationships with students and staff. In addition, principal behavior includes the response of an individual to his/her environment. It should be noted that, in general, researchers report principal behavior as "effective" or typical which indicates a positive or less favorable connotation to the behavior" (Hallinger & Murphy, 1985, p. 220).
13. **Psychological climate** - the environment of the school which supports good rapport between supervisors and subordinates in an organization (Rosenbach, p. 310).
14. **Recognized school** - see United States Department of Education guidelines below. (U.S. Department of Education, 1985).
15. **Structural climate** - refers to the organization's rules and policies which govern the operation of the organization (Rosenbach, p. 316).

Three schools in the western geographical region of North Carolina were selected according to the guidelines of the United States Department of Education as being exemplary schools. The definition and clarification of the terms "exemplary" and "recognized" are formulated in the following guidelines of the Elementary School Recognition Program.

PURPOSE OF THE ELEMENTARY SCHOOL RECOGNITION PROGRAM

UNITED STATES DEPARTMENT OF EDUCATION

The purpose of the Elementary School Recognition Program is to identify and call attention to a national group of unusually successful public elementary schools. For a school to be recognized, there must be clear evidence that virtually all its students are developing a sound foundation of skills in reading,

writing, and mathematics. In addition, there must be evidence that school programs, practices and policies foster the development of sound character, democratic values, ethical judgment, and self-discipline.

Instructional programs should be organized to provide students -- as appropriate to age and grade level -- a knowledge of literature, history, geography, and science, the arts and other subjects that the state and school system deem important. There should be a strong leadership and an effective working relationship between the school and the parents of its students and with others in the community. The school should have an environment which is orderly, purposeful and conducive to learning. It should demonstrate attentiveness to the quality of instruction, and professionalism of teacher and the lasting importance of knowledge for students and staff alike. Finally, for a school to be recognized there must be a strong and efficacious commitment to educational excellence for all students, together with a record of progress in sustaining its best features and solving its problems.

ELIGIBILITY CRITERIA

For this program, an elementary school is any school that includes at least three grades between K-8 and has its own administrator. The elementary components of K-12 and 1-12 schools are eligible for consideration. Middle schools are eligible, providing they have not participated in the Secondary School Recognition Program.

A school must also meet one of the following criteria:

During each of the last three years, 75% or more of the students must have achieved at or above grade level in mathematics and reading.

OR

During each of the last three years, the number of students who achieved at or above grade level in mathematics and reading must have increased by an average of 5% annually, and in the last year, 50% or more of the students must have achieved at or above grade level in in both areas.

State or school district definitions of what constitutes achievement "at grade level" should be used to determine whether a school is eligible for consideration. Schools from districts or states in which there are no definitions of achievement at grade level are not eligible for consideration.

QUALITY INDICATORS

Once it has been determined that a school is eligible, the following criteria will guide the selection of schools for recognition:

1. Quality of School Organization.
2. Quality of Building Leadership.
3. Quality of Instructional Program and Curriculum,
Including Character Development.
4. Quality of Instruction.
5. Quality of School Climate
6. Quality of School/Community Relations.
7. Quality of Efforts to Make Improvements and
To Maintain High Quality Programs.
8. Quality of Student Outcomes.

There are no specific standards to be met in the eight areas listed here. Rather, the quality of each school will be judged in the context of how well its programs are tailored to local circumstances, and its success in meeting local needs.

Review panels may consider for recognition in special circumstances, a school that does not meet all the eligibility criteria, provided compelling evidence of school quality and effectiveness is presented in the nomination form.

Review process is located in Appendix A.

Organization of the Study

The study focused on the relationship between principal behavior and organizational climate in selected recognized exemplary schools. In order to report this investigation, the researcher divided the study into five chapters. Chapter I contained the Introduction to the Problem. In Chapter II, the review of related literature and research will be presented. Chapter III will contain a description of research methodology. Chapter IV will contain a report of the results and discussion of the investigation. Chapter V will include a report of the summary, conclusions, and recommendations derived from this study.

Additionally, the Bibliography and Appendix will be provided for reference to sources of information.

CHAPTER I

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CHAPTER II

REVIEW OF LITERATURE AND RESEARCH

The review of the related literature and research was conducted to examine the topics which established a basis for understanding the relationship between a principal's behavior and the organizational climate in selected recognized exemplary schools.

Overview of the Review

First, a perspective of organizational development was investigated. This was accomplished by noting concepts of bureaucracy, studying human relations theory, and reviewing the role of the motivation force on the organization and the individual.

Second, the review included an examination of effective school research. This review focused on an historical perspective of the educational reform movement, and a perspective of climate.

Next, the third topic included organizational factors as defined during the effective school era, and the emerging excellence era.

The fourth topic reviewed was principal behavior. This investigation focused on two major categories: first, a general consideration of a principal's use of power; and second, a more specific investigation of effective leadership qualities.

Last, the fifth investigation concluded with a review of specific characteristics related to organizational climate.

Perspective of Organizational Development

In its early development, organizational structure acquired and was depicted as a pyramidal hierarchy. This form of organization became known as bureaucratic (Mouzelis, 1967). According to Hallinger and Murphy (1985) hierarchical administration, a characteristic of bureaucratic organizations, has gradually penetrated all social institutions, and the public schools are no exception. (See Grace, 1985, for further discussion.)

The human relations movement developed in reaction to the rigid bureaucratic conception of organization (Hoy & Miskel, 1982). The development of the human relations approach is usually traced to studies done in the Hawthorne plant of Western Electric Company in Chicago (Roethlisberger, 1977). From 1927 through 1932, Mayo, an industrial psychologist, and Roethlisberger, a social psychologist, conducted experiments to study the relationship between physical conditions of work and productivity for the Western Electric Company. Hoy and Miskel (1982) noted, "The research program's final phase analyzed the work group's social structure with norms, values, and sentiments that affected performance" (p. 4). These studies are basic to the literature describing informal groups, and the study of informal groups is basic to an analysis of schools (Hoy & Miskel, 1982). These group concepts were emphasized by the human relations theorists who were the intellectual descendants of such men as Mayo, Lewin, and McGregor. These pioneers and their successors stress the importance of viewing organizations as systems of relationships. (For further discussion of relationships see Lezotte, 1980; Halpin & Croft, 1962; Hoy & Clover, 1986; Houlihan, 1983; Brookover & Erickson, 1969).

Thus, the combination of human efforts for the purpose of completing a task evolved from its simplest form to complex interactions based upon a system

of relationships. Yet, the fundamental, hierarchical bureaucratic structure of organization is still present today, and this structure remains the basic organizational shape of many present-day schools. A typical hierarchical structure of school organization was depicted in the pyramid shape with the school board at the apex, and in descending order, the superintendent, principals, and teachers (Corwin & Edelfelt, 1977). This bureaucratic model which is highly structured and authoritarian appeared in researchers' discussions of the structure of many effective schools. However, the review of literature revealed a difference of viewpoints concerning the organizational structure of schools. Some researchers view the bureaucratic organizational model as being effective for schools while others, such as Likert, support effective organizational models which are based on the human relations theory (Hallinger & Murphy 1985; Hoy and Miskel, 1982).

The body of Human Relations literature and research contains a plethora of studies, but for the purpose of this research the topics related to human relations will include only those studies related to principal behavior and organizational climate. School principals are individuals while the school organizational climate affects individuals in the environment. For example, Lawrence (1986) examined the integration of individual behaviors and administrative pattern in an organization. He discussed links in the relationship:

- (1) An important connection for the individual between working in an organization structured to deal effectively with its task are his feelings of personal satisfaction and growth.
- (2) Organizations so structured for members to perform their tasks effectively provide powerful sources of social and psychological satisfaction.

- (3) Individual administrators bring to an organization several motives that they seek to fulfill, such as a need for affiliation and a need for power.
- (4) Some individuals desire to accomplish something, have a need for achievement.
- (5) Some individuals have a need for contact with others, a need for affiliation (1986, p. 18).

Lawrence's (1986) findings correlated with the earlier findings of the Mayo studies at Western Electric Company which demonstrated the importance of the social relations of the working group. The study revealed that the work group had developed an informal social structure with norms, values, and sentiments that affected performance. According to Hoy and Miskel (1982), "The human relations approach had replaced concentration on organizational structure with an emphasis on employees' motivation and satisfaction" (p. 9).

These two forces, motivation and satisfaction, are paramount in human behavior. Of course, there are also forces which are unique to the individual, and these needs are acted upon by the individual according to the prepotency of the need. Basically, Lawrence's (1986) examination of the relationship between behavioral forces and administrative practices in organizations illustrated the impact of individual behavioral forces on the individual and on the organization.

Motivation has been identified as a key force in organizational climate. Lawrence (1986) discussed needs as motivational forces within an organization. He emphasized, first, that individuals vary in the intensity with which they feel these various needs; and, second, that to some extent all organizational members will seek gratification of their need for achievement in their work.

He explained that in order to satisfy these needs the organization must be structured to provide its members with an opportunity to do their individual job well. He expressed the idea as follows:

....if we concern ourselves with understanding what type of organization meets different environmental demands, we will also be confronting the question of developing organizations that offer a high probability of satisfying these basic needs of individuals for achievement and competence. While most members seem to have a high need for achievement, others may have stronger power or affiliation needs. Organizations well designed for the demands of their environment also can provide ample opportunity for the satisfaction of these other needs (p. 3).

(For further discussion of motivation see Houlihan, 1983; Hoy & Miskel, 1982; Grace, 1985, DuFour, 1985; Sergiovanni, 1984; McClelland, 1961; Maslow, 1954). With the establishment of the importance of an organization fulfilling the individual's basic needs, it is important to understand the complexity of those needs. According to Argyris, Alderfer & Brown, (1975) there is a notable discrepancy in human behavior in regard to individuals' espoused behavioral theories and their theories in use. Their observation, in regard to descriptors of behavior, was noted as a cautionary signal for researchers:

Human beings may be said to have theories of action that inform their attitudes, values, and behavior. People are able to report their attitudes, values, and behavior. These reports can be organized into their espoused theories. But actual behavior does not appear to be informed by espoused theories. Espoused theories are not good predictors of human action... The point is that the basis for understanding begins from obtaining (relatively) directly observable data (p. 3).

The charge was made that the degree to which motivational force is present in schools should be an administrative concern (Hoy & Miskel, 1982; Houlihan, 1983; and Sergiovanni, 1984). Hoy (1982) prefaced his remark by charging that only those administrators who have grasped why people behave as they do can meet the challenge of the 1980s. Thus, a solid understanding of motivation is valuable for explaining causes of behavior in schools and for

predicting effects of administrative actions.

Maslow's needs hierarchy theory has become a key concept in the study of motivation. The theory established that needs are related to one another and are arranged in a hierarchy of prepotency. The theory proposes five levels of need. Moving from lowest to highest, the levels are physiological, the basic needs; safety and security; belonging, that is, satisfactory associations with others; esteem characterized by self-respect, achievement and competence; and self-actualization characterized by achievement of potential, maximum self-development, creativity, and self-expression. (See Hoy & Miskel for further details of Maslow's needs hierarchy, 1982).

In relation to Maslow's theory, Houlihan (1983) cited Rutter's analysis of London schools in "Measuring School Effectiveness." He reported, "School effectiveness was not related to such physical aspects as size of school or condition of facilities. Rather, school effectiveness was related to what went on inside those buildings -- the quality of functioning of various schools..." (p. 12). The explanation credited the intangible variables of expectation and school climate with organizational effectiveness. The analogy that Houlihan applied followed the familiar Maslow concept. "In Maslow's hierarchy of needs...all individuals have basic needs which must be satisfied before higher level needs can be addressed. For example, the basic needs of food, shelter, and clothing must be met before such needs as love and acceptance" (p. 14). Houlihan maintained that this general idea can be applied to school organizations.

According to Houlihan (1983), a school organization contains four organizational levels. This pyramid of levels from lowest to highest in a school are relationships, self-concept, attitudes and performance. These levels reveal

needs associated with the evolution of a school. Thus, the same basic hierarchy of needs for the individual discussed by Maslow applies to school organizations. Houlihan's implications for the principal indicated that the administrator's role is central to the success of the school. Houlihan (1983) concluded, "As chief administrator, the principal sets the tone and can foster or hinder the development of relationships and other higher level variables" (p. 14).

A further implication of the hierarchy concept for a principal was that the principal must first understand the importance of intangible variables in school organization. Furthermore, Houlihan (1983) explained the importance of positive and productive relationships as follows: the principal's self-concept and attitude toward other people will directly affect the performance of other adults in the setting which, then, affect student performance level. In essence, he recommends that educational organizations develop methods which fully satisfy the higher-level needs of students and teachers.

Perceptions of satisfaction and motivation are important topics related to motivation. (For further information see Dittrich & Zawacki, 1983; Hoy & Miskel, 1982, p. 150).

Satisfaction and motivation are factors of Herzberg's two-factor theory. Herzberg's theory postulated that one set of factors (motivators) in a job produces satisfaction, while another set (hygienes) produces dissatisfaction. Work satisfaction and dissatisfaction are not opposites; rather, they are separate and distinct dimensions of a person's attitude about work (Hoy & Miskel, 1982). According to Hoy, there exists a conceptual relationship between Maslow's need hierarchy theory and Herzberg's two-factor theory. Hoy continued that Herzberg established this relationship by asserting that

factors lead to positive attitudes (motivators) because of the potential for satisfying any individual's need for self-actualization. Thus by performing specific tasks, an employee can achieve rewards - achievement, responsibility - that reinforce self-actualization (1982). Based on the review of these theorists' analyses of motivational needs, the information supported the position that motivational forces have a vital effect on individual and organizational behavior.

Researchers also have clearly documented the effect of motivational forces on leadership styles. For example, Grace (1985) discussed the role of organizational leadership in establishing climate to the extent that leadership becomes the basis of the definition of organizational climate. Moreover, she maintained that educational theorists regard climate as a group characteristic which is primarily determined by the philosophy and administrative style of those in the highest levels of the organization's hierarchy (1985). Grace (1985) linked the motivational force with leadership style as follows:

Leadership style and motivation (coupled with organizational structure) appear to be the basic building blocks of climate, and these are in our control. We can choose to be autocratic or collaborative leaders. We can choose carrot-and-stick approaches to motivation, or we can choose to energize people through a sense of their having a piece of the action..." (p. 78).

(Other motivational accounts are found in Drucker, 1985; Peters & Waterman, 1982; and DuFour, 1985).

Summary of Organizational Development

A motivational force is operative in individual behavior. Motivational force is reflected in organizational climate. Motivational techniques adapted from business practices were espoused as a means of achieving effective school organization. Maslow's needs theory demonstrated the prepotency of needs in

human behavior while Herzberg's two factor theory delineated motivation and dissatisfaction in organizations. A challenge for administrators in the 1980s is to understand why people behave as they do and to be able to meet the needs. A sound understanding of behavior derives from an understanding of motivational theories.

Based upon Maslow's prepotency concept, researchers have used the basic hierarchical structure to illustrate the levels of school effectiveness, principal relationships, and leadership styles.

Organizational structure, leadership style, and motivation are the "basic building blocks" of climate (Grace, 1985). Through a more profound understanding of the variables which constitute each of these "blocks" educators can build or "create" more effective school climates.

Effective School Research

Historical Perspective

The era from the 1920s to the end of World War II saw the development of the "Progressive Education" movement. In the decades which followed educators found that the escape from criticism regarding the purpose and operation of the public school has not been an easy feat. Public schools were heavily criticized during the late fifties for being "too soft" on students. Educators, many argued, were not effectively teaching academic subjects, particularly mathematics and science. After a decade of systematic attention to this "shortcoming," a new wave of student and parent protests emerged in the sixties, this time claiming that schools had become irrelevant to the real lives and interests of students. During this same period, the demands of numerous minority groups for fuller participation in educational and economic

life were also keenly felt by public school leaders (DeYoung, 1986). Specifically, in the field of education, two decades of criticism, desegregation, innovation, and frustration had eroded faith and confidence in schools.

In the 1960's, Coleman, in his massive study, Equality of Education and Opportunity (1964) asserted that schools have little impact on student achievement. The educators of the 1960s and 1970s witnessed a barrage of innovations designed to transform education. Accountability reform leaders of the 1970s asked educators to provide measurable evidence of learning and mandated evaluations and results. During these decades, school leaders were asked to solve the problems of society, but to make their solutions inexpensive (Sheive & Schoenheit, 1987). Currently, in the 1980s, educators are faced with the task of making schools "excellent".

The Effective School Movement of the 1980s had an advantage over the reform movements of previous decades because of an existing wave of optimism concerning the future of America's public schools. As Odden (1986) observed, "...the multiple indicators of progress in the right direction give reason for optimism about the ultimate success of the education reform movement" (p.336). As a result, educational reform issues were placed on many political leaders' agendas. Boyer (1988) recognized this fact with his statement, "Thanks to governors, educators, and legislative leaders, education has been at the top of the national agenda" (p. 61).

Major concerns of the effective school movement centered on the issues arising from the Coleman report. Researchers' attention was directed to issues relating to school climate, such as the openness concept in school environment, the role of a principal in an effective school, and others. The result was a strong refutation of Coleman's theories. (For further

discussion of school climate and effective school studies see Halpin & Croft, 1962; Robinson, 1985; McCurdy, 1983; and Edmonds, 1979.) (Also, see Jencks, "Focus on Diversity and Choice" in Noll (1980) Taking Sides: Clashing Views on Controversial Educational Issues.)

Perspectives of Climate

In the opening line of Anna Karenina, Tolstoy wrote: "Happy families are all alike, every unhappy family is unhappy in its own way." The reverse is true of schools, expressed Lipsitz (1984), "While not 'all alike', unhappy schools are often so similar that observers constantly record their deadening sameness. Happy [successful] schools have distinct personalities" (p. 30). (The "personality" concept appears in works by Hoy & Clover, 1986; Levine, 1985; Lightfoot, 1983; and Halpin & Croft, 1962).

A review of studies revealed that school "personality" or climate suggested a variety of different phenomena. For some researchers, "climate" described the physical attributes of a school, while to others "climate" was characterized by psychological, social or leadership dimensions of a school. Lezotte (1980) reported that climate exists as a combination of norms, attitudes, and expectations formed in a school.

Recognizing that there was diversity in the perception of climate, Sheive (1987) generalized the issue to express climate as "the way we do things around here" (p.5). However, in Improving School Climate, Kelley (1980) responded to the question, "What is school climate?" as follows:

Some schools are cheerful and hum with excitement and purpose. Others seem to lack enthusiasm. Some classrooms are alive with expectancy. Others appear moribund. Some people who work and study in schools see each new day and each new person as opportunities for improving their understanding of the world around them. Others fear that today will be worse than yesterday. These feelings of satisfaction and productivity constitute school climate (p. 1).

Studies have been conducted which use instruments to measure characteristics of organizational climate. Such measurement is discussed in the study, "Elementary School Climate: A Revision of the OCDQ1" (Hoy and Clover, 1986). In this study, they outlined the development and testing of the revised Organizational Climate Description Questionnaire, and in the finding of the study, they reported the importance of the role of the principal in the school climate.

The concept of school "personality" was also the subject of Lightfoot's (1983) study of exemplary schools. Levine (1985) compared the effective school literature and Lightfoot's study as follows:

"Effective schools" literature described the organization, the climate and culture of elementary schools, largely in urban areas, that work in the clear sense of producing higher student performance than was expected.

In parallel, Lightfoot's in-depth look at six good high schools identified a set of characteristics in urban high schools. The portraits of six overtly different high schools revealed that these schools share more than their measure of goodness. Lightfoot identified a set of characteristics present in each of these schools, which she associates with their quality and effectiveness. In each, she identifies an ideological anchor -- a sense of self, a personality," In addition, she observed, "Each school has a leader with a strong sense of mission, a strong personal style, and an understanding of...his or her organization (1985, p.56 - 59).

(For more details of this study see Lightfoot, 1983.)

An important factor in climate study is the examination of social aspects of society which affect school climate. Brookover and Erickson (1969) examined the social aspects of climate with a focus on group norms and expectations. The results of their study supported the general hypothesis that students behave in terms of others' expectations and that teachers' expectations are relevant. Lezotte maintained that the purpose of the socialization process was to create effective schools. To accomplish this, educators must

understand the nature of school social systems (Chapter 3). This perspective of climate focuses on the psychological or social behaviors of the organizational members.

Summary of Effective School Research

Effective school leaders generally designated the catalyst of reform as being the Coleman Report (1964). Many researchers' ideas were counter to Coleman's opinion. The result of the educational uncertainty and turmoil of the sixties was a body of research which centered on student achievement, the principal's role in the school, and school climate as educators realized that school reform had become expedient. Works by the late Ron Edmonds refuted Coleman's theories that school climate did not affect achievement and contained the correlates of the Effective School Movement. In 1983, the National Commission on Excellence in Education formulated its report, A Nation At Risk (DE). This report accelerated the excellence movement in educational reform. As a result of these developments, educators of the 1980s faced and are facing the task of making schools "excellent".

In considering ways to accomplish this goal, educators addressed such major issues as: the openness concept of environment, academic achievement, educational organization, and the dimension of instructional leadership.

In rebuttal of the Coleman report, researchers conducted investigations of the effect of school climate. In his comprehensive study, Lezotte (1980) investigated the factors of norms, beliefs and attitudes of an organization. He postulated the critical dimensions of climate to be related to attitudes, beliefs, and expectations held by the members of the educational environment,- in other words, the complete social system of the school.

Such positions as Kelley's (1980) were subjected to study and measurement. The Organizational Climate Description Questionnaire by Halpin and Croft (1962) which measures principal and teacher behaviors has proved a popular instrument for measuring school climate. With the same basic perspective, but with a different approach, Lightfoot's in-depth look at schools focused on an identification of a sense of self, a "personality". Basic to this review of literature and research was the development of an overview of the effective school movement. This review included an historical perspective, a definition of climate, and an overview of its perspectives. A study of specific climate elements which affect organizational performance follows.

Organizational Factors

Respect, trust, high morale, cohesiveness, and caring appeared as factors which Fox (1973) designated as influencing organizational performance and individual behavior. He described these factors as follows:

- (1) Respect by students, teachers, and administrators for themselves and others,
- (2) Trust and confidence that others can be counted on to behave honestly,
- (3) High morale or a good feeling about what is happening in the school,
- (4) Opportunities for everyone to contribute ideas,
- (5) Continuous growth by students in terms of instructional, social and physical skills as well as increased knowledge and healthful attitudes,
- (6) Cohesiveness or a feeling of being a part of the school,
- (7) Improvement projects that keep the school growing, developing, and changing to meet new conditions, challenges, and goals, and
- (8) Caring, or a feeling that people are concerned about one another (1972, p. 11-13).

Edmonds' benchmark study, Search for Effective Schools (1979) was conducted in order for him to identify and analyze urban schools that were instructionally effective for poor and minority students. On the basis of these extensive analyses, Edmonds concluded that schools and school leadership

do make a difference and there are tangible and indispensable characteristics of effective schools attributable to leadership (Sweeney, 1982). Because of Edmonds' work, the Effective School Movement received credibility. Consequently, educational concerns attracted political attention in the 1980s.

A study which followed Edmonds' effective school findings was conducted by Sweeney (1982) to examine variables which affect organizational members. In this study, entitled "Research Synthesis on Effective School Leadership", he revealed positive leader behaviors: coordinating instructional programs, emphasizing achievement, evaluating pupil progress frequently, providing an orderly atmosphere, setting instructional strategies, and supporting teachers. Sweeney's identification of these specific leadership behaviors brought reform leaders' attention to a principal's role in an effective school.

An instrument which measures a principal's influence on organizational factors was discussed in "Elementary School Climate: A Revision of OCDQ1" (Hoy & Clover, 1986). This instrument measured supportive, directive, restrictive, collegial, intimate, and disengaged factors of school climate as they had bearing on the relationship between principal and teachers. According to Hoy and Clover (1986), three factors described principal behavior and three described teacher behavior. They concluded that the typology of school climate was indicated by the degree of openness and closedness related to principal-teacher behavior.

Another study of organizational factors, "Moving Toward Excellence": A Model to Increase Student Productivity," presented a conceptual organizational framework. (Fairman and Clark, 1985). This study was directed to a school administrator who wants to move a school toward excellence. The model graphically illustrated that the key ingredients or characteristics of effec-

tive schools provide the foundation for moving a school toward excellence. These authors recognize that "excellence" exceeds "effective" standards, and explain the move toward excellence as follows: basically, the real curriculum is expected to be compatible with the ideal curriculum if the administrator has established a systematic procedure for assisting the faculty in reaching agreement that instruction in basic skills is one of the primary goals of the school. Thus, the implications for the principal who has a school goal of excellence is to build this structure upon effective relationship with faculty and a clear definition of curriculum. The model's structure indicates that if one of the factors is out of place or is not present in the organization, the excellence structure can not be built.

In essence, the model contains a foundation block, - leadership, - plus a second layer, positive climate, on which are balanced four smaller blocks which are assessment and monitoring, the primary goal of basic skills, and high expectations. The third layer is the block which represents the real and ideal curriculum. According to Fairman and Clark (1985), with the congruence of all these factors, the excellence pinnacle is in place.

Summary of Organizational Factors

Researchers' findings indicated numerous organizational factors which impact school effectiveness. In School Climate Improvement, Fox (1973) presented climate elements based upon personal relationships as influencing school effectiveness. However, later studies by other researchers broadened the research by focusing on positive leader behaviors, the organization of instructional programs, and methods of measuring relationships.

Researchers used various approaches to study effective school climate elements. Moreover, the issues of the reform movement continued to be central

to these investigations. Research synthesis provided analyses of significant climate elements affecting both leadership and the organization. The educational reform which Edmonds generated has been carried by other educational researchers to an even higher level: the pursuit of excellence. The major implications for this study of recognized exemplary schools are now to determine just what climate elements in the organization contribute to excellence.

Overview of Principal Behaviors

The behavior of a principal as a recurring topic has permeated educational literature with studies of principal leadership styles and behavior. More recently, the role of a principal as the administrative leader in an effective school has received even greater attention. The unifying thread of all these studies, past and present, has been in identifying approaches to improve a principal's ability to administer effective or exemplary schools. (For accounts of principal behavior see Robinson, 1985; Edmonds, 1979; Grace, 1985; Beilfuss, 1985; Hallinger & Murphy, 1985; Leithwood & Montgomery, 1982; McCurdy, 1983; Lightfoot, 1983; Blank, 1987; Mistretta & Phillips, 1987; and English, 1987).

In the present study the principal's role in administering exemplary schools was investigated through an examination of the relationship between selected theories from the research literature and documented principal behaviors in the exemplary schools. The examination of the research literature was divided into two major categories: first, a general consideration of a principal's use of power; second, a more specific investigation of effective leadership qualities. In turn, both of these major categories encompassed two broad areas of concern: (1) the principal's role in shaping the psychological climate or "tone" of the school; and (2) the principal's role in establishing organiza-

tional climate.

American political and religious life centers around the leader of the respective organization. When discussing the state of the nation or the church, good or bad, an individual usually qualifies the remark with acclaim or blame for the President or the clergyman. Another very public organization in America is the public school, and in comparison, the same responsibility of school organization and governance is accorded the principal.

Grace (1985) discussed the authority to administer the responsibilities which are accorded a principal. According to Grace (1985), leadership power is the most critical determinant of climate in a school organization. In her discussion, Grace presented the scope of the leader's influence in determining climate:

...the school administrator is first and foremost a climate leader and...his key function is improvement of the school's climate (Grace, 1985, p.75).

In many ways the school principal is the most important and influential individual in any school...It is his leadership that sets the tone for the school, the climate for learning, the level of professionalism and morale of the teachers and the degree of concern for what students may or may not become...If school is a vibrant, innovative, child-centered place, if it has a reputation for excellence in teaching, if students are performing to the best of their ability, one can almost point to the principal's leadership as the key to success (Grace, 1985, p. 75).

Thus, the power or authority of the principal permeates the organization. Newell (Grace, 1985), related that the feeling system, or psychological climate, plays a critical role in organizational climate, and that this climate, in turn, is determined largely by administrative behavior:

The primary figure in the feeling system of a school is the administrator and the surest way to change a feeling system in a school is through a change in the behavior of the principal. In addition to delegated authority, a principal symbolizes a parent figure to many children and staff, and thus has power to affect the school which goes far beyond actual delegated legal authority

(Grace, 1985, p. 77).

In effect, as a principal performs his administrative duties, the authority with which he is legally vested is meshed with the emotional authority which, in turn, shapes the psychological climate of the organization. In relation to the principal's use of authority to shape the tone or psychological climate of the organization, Guest (1986) reported that if a competent administrator respects human personality, this principal can set an organizational tone which enables others in the organization to learn and to develop effectively. (For further discussion of vested authority/effective principals, see Leithwood & Montgomery, 1982.)

A second key area in the evaluation of principal behavior is motivation. It is vital to assess the intensity and scope of motivational forces related to principal behavior. Sergiovanni's (1984) discussion related motivation to five leadership forces. Other discussions by Guest, Hersey and Blanchard (1986) characterized the motivational force as it related to Theory X and Theory Y. (For further details, see Guest, Hersey, & Blanchard, 1986, p. 34).

In Sergiovanni's study, the motivational component of principal behavior emerged as a link to excellence in schooling. This fact was demonstrated as one moved up the hierarchical framework which described the five leadership forces. According to Sergiovanni (1984), the link to excellence in schooling is described at each level as follows:

First, the Technical force is described as the level in which people are managed as objects of a mechanical system. The motivational result is that people react to the efficient management with indifference;

Second, the Human force is described as the level at which people achieve high satisfaction of their interpersonal needs.

The motivational result is that people respond with positive interpersonal behavior which creates a pleasant atmosphere. At this point, the observation is that a principal's utilization of motivational forces has not produced a tone of excellence in the school. Sergiovanni (1984) explained that Technical and Human forces produce routine school competence, but these leadership behaviors are not sufficient to achieve excellence.

The third force is identified as Educational which is characterized by expert leader power. The result of the force is that people respond positively to the assistance and concern provided by the leader.

The fourth force is identified as the Symbolic force. The reaction to this force is that people are instilled with an awareness of what is of value to the leader and the school. They achieve a sense of order and direction and enjoy sharing that sense with others. The motivational result is noted as increased motivation and commitment. At this point, Educational and Symbolic forces' link to excellence is observed as essential to routine competence. Sergiovanni (1984) evaluated these forces to be strongly linked to, but still not sufficient for, excellence in schooling.

The fifth force, Cultural, is described as the ideological system in the school. Sergiovanni (1984) noted that people react to the Cultural force with a strong belief, that is, members react to the strong culture that provides them with a sense of personal importance and significant work meaningfulness. The result is that the people are highly motivated to work. At this peak, the cultural leadership behavior is recognized as a presence which is essential to excellence in schooling. Thus, as a principal shaped the psychological climate of a school, the impact of the principal's use of power to create the tone was demonstrated by the Cultural leader. Specifically, according to Sergiovanni

(1984), the principal behaves as follows:

The cultural leader assumes the role of "high priest", seeking to define, strengthen, and articulate those enduring values, beliefs and cultural strands that give the school its unique identity. As high priest the leader is engaged in legacy building, and in creating, nurturing, and teaching an organizational saga...(p. 12).

The following discussion centers on the principal's use of power as it establishes organizational climate in the areas of goal setting, decision making, and communication. Guest's (1986) consideration of principal authority and organizational factors provided a basis for understanding the relationship.

Administrators are endowed both legally and symbolically with powerful sanctions, and their approval and disapproval are of concern in varying degrees to every organizational member. Their beliefs and expectations have widespread impact. An administrator may or may not promote originality and creativity, or may run a school as a factory. The administrator may or may not demonstrate constructive ways of clarifying goals, opening up communication, ...and involving others in decision making. What an administrator does or fails to do affects organizational climate (p. 32).

On a basis of results from their study of principal behavior, Leithwood and Montgomery (1982) viewed an effective principal as being proactive in the demands of planning. These researchers went on to suggest that effective principals are exceptionally able strategists. These strategies are the effective methods by which principals achieve their goals and their behavior reflects a belief in the value of goals.

According to Guest (1986), an effective approach for leader goal setting is to act in the following manner...rather than responding chiefly to immediate emergencies, it is more advantageous for a leader to devote a greater part of his time to matters geared to future planning. From this observation, Guest (1986) hypothesized that a leader's efforts to induce others to meet the organization's production goals will be successful to the extent that his or

her activities are focused on a longer time perspective (p. 128). (Beilfuss' study (1985) entitled, "The Activities of the Elementary School Principal in Effective Schools" (1985) credited individual goal-setting meetings with teachers and other staff members as key to the accomplishment of the school goals. For further discussion see Beilfuss, 1985.)

An examination of how principals use power to establish organizational climate revealed that in the area of decision making, a principal may relinquish some of his power in order to create the desired organizational climate. A discussion of Shavelson and Stern's research on teacher-principal shared basis of decision making illustrated this behavior:

This shared basis for decision making seems likely to contribute toward effective principal-teacher communication and mutual understanding and agreement about needed classroom and school intervention; it creates a bond between the two roles which...may reduce the independence of teachers' and principals' decision-making spheres or, in other terms, tightens the coupling of the two roles (Leithwood & Montgomery, 1982, p. 315)

A third factor of organizational climate is communication. Leithwood and Montgomery (1982) discussed how other factors in the organization contribute to effective communication between organizational members, that is, coupling of teacher and principal roles. Basic to the implementation of communication methods within the organization was Guest's (1986) communication framework which included maintenance of horizontal and vertical flow of communication. Overall, the principal's power to shape organizational communication is vital to a school's performance. This fact was stated in Leithwood and Montgomery's (1982) finding which indicated that principals attach importance to in-school communication.

This discussion of how a principal utilizes power in order to establish organizational climate centered around three areas: goal-setting, decision-

making, and communication factors. The influence of these factors indicated their importance to organizational climate. One final review demonstrated the interaction of these factors, but more so, the focus was the influence of the leader in establishing the organizational climate. In his Profile of Organizational Characteristics Likert revealed that (1) people are motivated by participation and involvement in setting goals, (2) people respond when decision making is widely dispersed throughout the organization and is well integrated, and (3) people are involved when communication flows up and down the hierarchy and among peers (Guest, 1986). The second topic to be examined in the literature of principal behavior concerned effective leadership qualities. Two areas centered in this review were delineation of the activities which a principal performs and a consideration of the effect of these activities upon organizational climate factors. Significantly, Hallinger (1985) in his report of the development of an instrument for "Assessing the Instructional Management Behavior of Principals" noted research findings in two areas. First, he elaborated on principal activities, and second, he delineated the form of the organization.

First, the review of principal behaviors revealed that effective leadership is influenced by instructional leadership. Hallinger (1985) enumerated the following instructional behaviors:

Studies of instructionally effective schools suggest that the instructional management role of the principal can be subdivided into three general dimensions: defining the school mission, managing the instructional program, and promoting a positive climate (p. 220).

Thus, according to Hallinger and Murphy (1985), effective principals perform such direct activities as these. Upon examination of these effective principal behaviors, the researcher observed that there are dimensions of the

job function which encouraged a positive school climate. For example, Leithwood (1982) noted in his study that effective principals establish procedures for handling routine matters, that is, "Effective principals are not drowned in a sea of administrivia with no time left to attend to program improvement" (p. 330). In addition to direct activities Hallinger (1985) reported that indirect activities influence a positive school climate. These positive indirect activities were so defined because they represented schoolwide expectations designed to shape teacher and student behavior in the absence of direct supervision. According to Hallinger (1985), the following specific indirect principal activities are factors of instructional leadership:

- (1) communications of expectations for students and teachers through policies and practices,
- (2) creation of a reward structure that reinforces academic achievement and productive effort,
- (3) announcement of explicit standards,
- (4) protection of school time, and
- (5) selection and implementation of high quality staff development programs (p. 223).

These effective activities were delineated as principal behaviors which influenced student and teacher attitudes concerning climate. In addition to these findings, a direct behavior which emerged as a positive climate factor was that effective principals maintain a high visibility and interaction on the campus and in the classroom with students and teachers.

Hallinger's (1985) second finding was how principals formulate organizational structure:

Research on effective schools suggests that principals in instructionally effective schools maintain tighter coupling among the goals, technology, and outcomes of schooling. As Cohen (1981) observed, 'The effective schools' research suggests a model of schools which conform closely to the classical model of bureaucratic organization, i.e., goal-oriented organizations with hierarchical authority structures, with central managers who monitor behavior and deliberately adjust organizational performance based upon clear and agreed upon goals and feedback regarding goal attainment (p. 220).

In conclusion, Hall and Hord (1987) supported a fundamental premise that a principal's effectiveness is related to firm leadership, academic commitment, and effective organization. They cited Persell and Cookson (1982) who had reviewed more than seventy-five research studies and reports to address why some principals are more effective than others. From these analyses, they recounted nine recurrent behaviors that an effective principal displays:

- (1) demonstrating a commitment to academic goals.
- (2) creating a climate of high expectations.
- (3) functioning as an instructional leader.
- (4) being a forceful and dynamic leader.
- (5) creating order and discipline.
- (6) marshalling resources.
- (7) using time well.
- (8) evaluating results (p. 43).

Summary of Principal Behaviors

The role of a principal as the administrative leader in an effective school has received increased attention. Paramount to the studies has been the identification of behaviors which result in improved principal behavior. Therefore, in order to distinguish between typical and exemplary behavior of principals in schools of excellence, the review of literature was conducted through an examination of studies which delineate effective principal behaviors. The review focused on theories and studies concerning (1) the principal's use of power as it shapes the psychological climate or tone and as it affects the the principal in establishing the organizational climate, and (2) the distinguishing characteristics of principal behavior.

In summary, these observations of principal behavior and organizational climate emerged:

- (1) leadership power is the most critical determinant of organizational climate,
- (2) the school principal is the most important and influential individual in any school,

- (3) climate is determined largely by administrative behavior,
- (4) administrative decisions affect every one in the organization, in relation to job-related satisfactions and dissatisfactions, and
- (5) effective schools are "goal-oriented organizations with hierarchical authority structures."

Organizational Climate

The review of related literature enabled the researcher to formulate a divergent perspective of the question, "What is organizational climate?" The following examples reflect different viewpoints cited by researchers concerning organizational climate:

Since the climate of a school is a matter of impression, it is often difficult to define with precision. Climate might be viewed on the one hand as the enduring characteristics which describe a particular school, distinguish it from other schools, and influence the behavior of teachers and students and, on the other hand, as the "feel" which teachers and students have for that school (Sergiovanni & Starratt, 1979, p. 69).

In addition, Litwin and Stringer defined climate as: "The perceived subjective effects of the formal system, the informal 'style' of managers, and other important environmental factors on the attitudes, beliefs, values and motivation of people who work in a particular organization" (Sergiovanni, 1979, p. 69).

Sergiovanni (1979) concluded, "According to this view, climate represents a composite of mediating variables which intervene between the structure of an organization and the style and other characteristics of leaders and teacher performance and satisfaction" (p. 69).

Baldrige and Deal (1983) discussed organizational climate with an emphasis on the intangible pressures which come to bear on the organization. In their view they stated,

The environment around schools...has always been and will continue to be the most powerful source of change in educational reform

efforts. But the relationship between an organization and its environment continues to become more complex. Educational organizations do not merely respond to tangible pressures...They are also sensitive to and will adjust to local myths and expectations. They adapt to fit internal needs and agenda--they even pretend to conform to outside pressures in order to protect their stable identity (p. 9).

In this discussion Baldrige and Deal (1983) acknowledged that forces impact the climate and that climate responds to forces in order to survive. The relationship between administrators and organizational climate is fragile, so the implication that the authors asserted was that principals should develop an awareness of intangible pressures which impact the state of organizational climate.

The review of the literature revealed that researchers are interested in organizational climate because of the elusive link which exists between leadership behavior and a school's organizational climate. The benchmark study of Halpin and Croft (1962) found that it is the behavior of elementary school principals such as appearing to be aloof, emphasizing production and supervision, setting an example through their own hard work, or showing consideration, and so forth, which, in a large measure, sets the climate for a school. (Further support of these findings are described in works of Sergio-vannai & Starrat, 1979; Hoy & Miskel, 1982; and Lightfoot, 1983.)

In a more direct investigation of leader behavior and organizational climate, Litwin and Stringer found that by varying the leadership style in each of three simulated organizations they were able to create three different climates, each with distinct implications for member performance and satisfaction. The investigation was as follows:

In Organization A the leader strongly emphasized structure, status, assigned roles, position authority, vertical communications, and a punitive

system of rules and regulations. Organization A resembled the classical- management, or bureaucratic, view of organization. In Organization B the leader strongly emphasized an informal, loose structure and promoted shared decision-making, team work, and friendliness. Organization C was also characterized by interpersonal support and cooperation, but here the leader provided an added emphasis on quality performance, and encouraged creativity (Sergiovanni & Starratt, 1979).

Upon analysis of this study, the researcher noted that a vital relationship was established between the leader and the organizational climate. In other words, the leader's behavior and the organizational climate characteristics were linked which, in turn, created a specific type of organizational climate. Thus, an implication for development of excellence indicated that an organization such as Organization C reflects the desired organizational characteristics.

Summary of Organizational Climate

In this review of the related literature and research, the tenuous but "enduring characteristics" of organizational climate were considered in order to formulate a clearer idea of this all important environment around schools. Having established a divergent perspective of organizational climate, the researcher's review of research objectives was to investigate the relationship between a principal's characteristics and a school's organizational climate. Such a relationship was seen to exist, and it was then established that variations in a principal's leadership style could create different climates. Organizational climates appeared to be more positively influenced by leadership styles that were less bureaucratic and more co-operative. The following chapters relate to the positions and studies described herein.

CHAPTER II

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CHAPTER III

METHODOLOGY

Overview of the Problem

Within the stated purpose of The Elementary School Recognition Program, there are criteria which contribute to a school's selection as "exemplary". Two quality indicators of the program are Building Leadership and School Climate / Organization (DE, 1985). The need to investigate the critical dimensions which these indicators play in school excellence was established in the Introduction to this study.

The purpose of the study was to investigate the stated relationship of a principal's behavior and organizational climate in selected recognized exemplary schools. In this investigation, the researcher defined principal behavior as follows: the manner of conducting oneself in various school roles, such as defining the school mission and goals, managing the instructional program and the administrative policies, promoting a positive learning climate, and establishing relationships with students and staff. In addition, principal behavior included the response of an individual to his/her environment. It should be noted that, in general, researchers report principal behavior as effective or typical which indicates a positive or less favorable connotation to the behavior. In the investigation of the study, the term organizational climate was defined as:

- (1) the pattern of social interactions,
- (2) a matter of impression,
- (3) the characteristics which describe a particular school, distinguish

it from other schools, and influence the behavior of teachers and students, and

- (4) "a composite of mediating variables which intervene between the structure of an organization and the style and other characteristics of leaders, and teacher performance and satisfaction" (Sergiovanni, 1979, p. 70).

A recognized exemplary school referred to a school which embodied the criteria of the Elementary School Recognition Program and had been designated as a school of excellence by the United States Department of Education. The Elementary School Recognition Program criteria for eligibility and competition are located in Chapter I, Definitions.

Population and Sample - Identification of Target Population

The selection of a school by the Elementary School Recognition Program as a school of excellence enabled the investigator to determine the target population in the western region of North Carolina. The three schools, located in Brevard, Asheville, and Mooresville, comprised the selected schools in this section of North Carolina. These schools represented seventy-five percent of the North Carolina schools selected for the school of excellence award. Although the administrator of the fourth school responded to the preliminary survey, this Durham principal was transferred to another position, and sent his regrets for being unable to participate in the study.

Staff members at the three schools participated in all aspects of the study. Table 3.1 indicates the schools and the number of responses collected from administrators, teachers, and teacher assistants. The overall return rate of the survey from the three exemplary schools was eighty-three percent. The return rate for Jones Elementary School was seventy-eight percent. The

return rate for Parkview Elementary School was seventy percent, and the return rate for Brevard Elementary School was ninety-four percent.

Table 3.1

Response to Organizational Climate Survey

School	Admin.	Teachers	Tea.Assis.	Total Responses	Total Staff
Jones	2	33	8	43	55
Parkview	1	14	10	25	36
Brevard	2	36	23	61	65
	5	83	41	129	156

The Information To Be Collected

Smith and Glass (1987) discussed naturalistic studies with the following perspective. The rationale of their perspective was apropos for this research project. Their discussion included the idea of context--the physical, social, and material environment in which human action takes place--which is central to naturalistic methodology. Human action such as a principal's behavior in an organizational setting is shaped by, among other things, the physical aspects of the school, the number of people in the school, the social interactions among staff and pupils, the demands imposed on the principal, the resources available, the system of rules laid down, the history of the principal's relationship with staff and pupils, and much more.

Smith and Glass (1987) stated, "People in social groups create a system of shared symbols and meanings that may be unique to that group" (p. 245). In fact, they continued, "Context may influence the relationship between [principal behavior] and [organizational climate]. It follows that an adequate depiction of the behavior of interest to the researcher must include contextual elements" (p. 265).

Five methods of data collection were used by the researcher to generate the various contextual elements of principal behavior and organizational climate:

- (1) developing, distributing, collecting, and analyzing a preliminary survey, "Selected Characteristics of Exemplary Schools,"
- (2) conducting on-site visitations at selected recognized exemplary schools,
- (3) conducting interviews with students, teachers, staff, and parent volunteers at selected recognized exemplary schools,
- (4) conducting protocol-designed interviews with principals at selected recognized exemplary schools, and
- (5) administering the Organizational Climate Survey instrument.

Selection of the Instruments

The instruments used for the collection of the data were selected because of their relevance to the topic being investigated. The twenty-item survey questionnaire, "Selected Characteristics of Exemplary Schools," (developed under the direction of the researcher's adviser) was designed to reveal exemplary behaviors identified as an exemplary school characteristic. A copy of the instrument is located in Appendix B. The survey items were based on historical

and current research findings as well as prominent motivational theories in the field.

The purpose of the on-site visitations was to obtain first-hand information via observations and interviews, and to get the "feel" for the overall school atmosphere. (For discussion of "feel" see Sergiovanni, 1979; Halpin & Croft, 1962.) Prior to the visit, the researcher prepared for the visitation through extensive reading of related literature concerning climate. A basic reading list included Peters and Austin's A Passion for Excellence (1985), Drucker's, The Effective Executive (1967), Lightfoot's The Good High School (1983), Purkey's Inviting School Success (1984), and Glasser's Schools Without Failure (1975). Based on ideas from these works, the researcher developed procedures for the informal observations and a visitation process. Also the researcher reviewed each school's application for the Elementary School Recognition Program.

The instrument used for the second on-site visitation was a protocol-designed interview technique. The researcher designed the On-Site Protocol Principal Questions. Based on effective school correlates and the purpose of the study, these questions addressed the following areas: General Information, Principal Activities, Instructional Leadership, Resources, and Organizational Climate. The questions were designed to solicit responses which reveal principal activities or behaviors. A copy of the interview agenda is displayed in Appendix C.

The "Organizational Climate Survey" was selected as the appropriate instrument for collection of organizational climate data. A copy of the instrument is displayed in Appendix D.

Description Of The Organizational Climate Survey Instrument

An organizational climate survey developed by Umstot and Rosenbach (Rosenbach, Gregory & Taylor, 1983) was adapted for use in the study of the selected recognized exemplary schools of the western region of North Carolina. The fifty-item instrument solicited information about the following categories: Demographics. This section contained questions pertaining to position in the organization, age, and sex (see Appendix G). Additionally, on this page, two open-ended questions were posed:

(1) What trait do you recognize as the excellence characteristic in this school?

(2) In your opinion, what is extraordinary about the climate of this school?

Factors Influenced by School Administrators. Here, the survey focused on the basic organizational unit. The variables measured were: communication climate, structural climate, psychological climate, feedback from supervisors, group norms, social satisfaction, satisfaction with supervision, and commitment to the school.

Factors Influenced by the Job Itself. Job dimensions were developed to measure the potential of the job to motivate people to perform. The specific variables measured were: skill variety, task identity, task significance, autonomy and feedback from the job itself. The scores for these five variables (which may range from 1-7) can be combined into a single index, the motivating potential score (MPS), which reflects the overall potential of a job to foster internal work motivation on the part of job incumbents. This is expressed mathematically as:

$$\text{MPS} = \frac{\text{Skill} \quad \text{Task} \quad \text{Task}}{\text{Variety} + \text{Identity} + \text{Significance}} \times \text{Autonomy} \times \text{Feedback}$$

3

The resultant MPS score may vary from a low of 1 to a high of 343. For all jobs, the national average is 128. The national average for professionals such as physicians, lawyers, engineers, accountants, and teachers is 154. The higher the MPS, the more potential the job itself has for providing motivation to the individuals performing the job.

(Excerpts from the work of Rosenbach, Gregory, & Taylor were used to explain the instrument, 1983, p. 318-319)

Description of the Procedure For Data Collection

The collection of information occurred during an approximate two-year period. The time schedule (Table 3.2) indicates the researcher's activity, the date when activity occurred, and the school/s or individual/s involved in the data collection process.

Superintendents and principals of the selected schools responded favorably to the researcher's request for permission to collect data, observe, and interview in the selected schools. Five data collection methods produced the information for the study of the relationship between principal behavior and organizational climate in the selected recognized exemplary schools. The first instrument used was the "Selected Characteristics of Exemplary Schools Survey." This twenty-item survey was mailed to thirty-eight principals in Buncombe County Schools and to the four principals of the recognized schools of excellence in North Carolina.

Principals from both groups responded and returned the survey questionnaire to the researcher. Buncombe County principals' respondents were

83 percent and the schools of excellence respondents were 75 percent. For the purpose of this study only the responses from the schools of excellence were incorporated in the data. The items were designed to reveal descriptors of the school which, in turn, described the principal's management/discipline approaches and the school's climate characteristics. The items were based on effective school correlates. Among the characteristics which principals were asked to describe or state were exemplary management practices and the school's mission.

The second data collection method involved the researcher being on-site in the exemplary schools. The on-site visitations were conducted in the various areas of the schools. The procedure for the on-site visitation included two means of entry into the observation areas. First, the principal toured the areas with the researcher. At this time, introductions of teachers and staff occurred and the researcher was provided a map of the school. Second, the researcher was invited to visit the schools and to observe at will without an escort. The observation areas included the administrative offices, the classrooms, the media center, the lunchroom, the gymnasium, the computer center, the special education classes, the halls, the art center, the music classes, and the transportation areas. Information was collected concerning principal, teacher, student, and specialist activities, and volunteer participation. Data was also collected concerning physical conditions and general arrangements. These data were logged, and in turn, coded for analysis.

The third data collection method was the interview method. Interviews were conducted on an informal basis with students, teachers, staff, and volunteers. Twelve students, seventeen teachers, ten staff members which included assistant principals, secretaries, janitors, lunchroom managers, and

transportation directors and seven volunteers provided information. These in situ interviews were in conjunction with the observation process. The interviewer asked questions which probed for causes of excellence in the school, perceptions of excellence, motivational techniques, and the state of human relationships in the school. These responses were logged, and in turn, coded for analysis.

The fourth data collection method was the protocol-designed interview with principals. This instrument was designed to reveal principal behaviors. The instrument focused on the following areas of principal behavior:

General Information;

Principal Activities, [i.e., Time spent in contact with teachers and students in instructional activities, with students in disciplinary actions, with maintenance staff, parents, others];

Instructional leadership, curriculum orientation;

Resources;

Organizational climate, communication, goal setting, decision-making and motivation.

Principals of the selected schools discussed the topics on the instrument in great detail with the participant. Responses were logged and coded for analysis.

The fifth method of data collection involved the administration of the "Organizational Climate Survey" which took place in each exemplary school in a central location. After distribution of the instrument, the researcher explained the purpose of the instrument, the format of the instrument, the method of responding to the items, and what kind of data it would produce. Each participant was assured of participant anonymity and feedback of the

results. Also the importance of the participant's involvement to furthering research on the topic was emphasized. The researcher expressed appreciation for each person's contribution (see Appendix E).

TABLE 3.2

Design of the Procedure for Data Collection		Time Schedule		
Activity	Date	School Involved *		
		J	B	PV
Preliminary Survey	Sept.-Nov., 1986	*	*	*
On-Site Visitation	Sept.-Nov., 1986	*	*	*
Select Organizational Climate Survey Instr.	Oct. -Nov., 1987			
Request Permission from Superintendent	Dec., 1987	*	*	*
Signed Letters for Study Approval	Dec.-Jan., 1987-88	*	*	*
Schedule Visitation	Dec., 1987	*	*	*
On-Site Visitation	Jan., 1988	*	*	*
Administer OC Survey	Jan., 1988	*	*	*

* Indicates school participated in the activity.

Data Analysis

The approach to data collection yielded information in various forms. This variety of data permitted the process of triangulation to occur. According to Smith and Glass (1987), triangulation is the process of converging on a conclusion from different points. For example, when evidence gleaned from interviews corroborates other evidence obtained from direct observation or survey and the like, greater confidence can be placed in the conclusion (p. 275). For this study, data analysis was accomplished by relating the collected data of the interviews, observations and the descriptive results of the Organizational Climate Survey.

The Organizational Climate Survey instrument was administered at each school. Eighty-three percent of the surveys were returned, and provided descriptive statistics which were tabulated by means of a computer program. (See Appendix F for scoring the Instrument.) The tabulation steps produced scores in the following sequence:

First, each individual score was calculated according to the scoring instructions (see Appendix F for an example; 129 score sheet printouts are available, upon request.)

Second, scores were tabulated for each school, and

Third, a combined schools' score was derived which was given as the mean score and standard deviation score for the factors.

At this point, the schools were randomly identified as School A, School B, and School C. This random identification was made to ensure the anonymity of the participants. The tabulated statistics were presented in Table 4.1 and Table 4.2.

The purpose of questions five and six on the Organizational Climate Survey was to solicit the participant's identification of the school's excellence characteristic and extraordinary climate element. The survey

tabulation process for questions five and six included the following steps:

- (1) post coding of the responses,
- (2) establishing categories,
- (3) recording the frequency of the response,
- (4) ranking the category, and
- (5) reporting the top five categories.

The tabulated rankings were presented in Table 4.0.

Basically, the schedule for data analysis included the following procedures:

- (1) code data collected during on-site observations, interviews, and from surveys according to pre-determined categories and emerging categories.
- (2) perform statistical procedures for data expressed on Organizational Climate Survey in order to produce mean score and standard deviation score.
- (3) perform mathematical procedures for data expressed on Organizational Climate Survey in order to produce motivating potential score.
- (4) relate by triangulation, the data generated during the five data collection procedures.

CHAPTER III

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CHAPTER IV

RESULTS

This section presents the results of the research. Schools of Excellence served as the sites for the research. Their selection for this project was based upon the study's purpose. In the related literature, excellence factors as well as other definitive elements of organizational climate were often referred to as "elusive." Therefore, during the investigative process of the research project, the elusive concept was considered while the study focused primarily on the following five significant questions related to the basic research question:

1. What are the common organizational factors of the selected recognized exemplary elementary schools?
2. How are the factors related to the Group Climate, i.e., Psychological, Communication, and Structural Climate, relevant to the relationship between principal behavior and organizational climate in the selected exemplary schools?
3. How are the organizational factors influenced by school administrators related to organizational climate in the selected exemplary schools?
4. What is the relative importance of the motivational construct to the relationship between a principal's behavior and organizational climate in the selected exemplary schools?
5. What factors of a principal's behavior are distinguishing in regard to the school's organizational climate in the selected recognized exemplary schools?

The first research question addressed common factors in the organizational climate of the selected exemplary schools by means of the Organizational Climate Survey questions. Based on the responses to the Survey, the following characteristics (See Table 4.0) were identified as common organizational factors in the selected schools of excellence: (1) commitment: concern for children or child-centered; (2) focus: common goals, high expectations; (3) leadership: principal's influence; (4) student achievement: ranks high in basic skills; (5) parent and community involvement; (6) instruction: qualified and dedicated teaching staff; (7) motivation: positive impact on behaviors; and (8) atmosphere: conducive for open communication and innovative teaching techniques.

TABLE 4.0

Common Organizational Factors of Selected Exemplary Schools

Factors	F*	%
1. Commitment: concern for children/child-centered	49	38
2. Focus: common goals, high expectations	27	21
3. Leadership: principal's influence	58	45
4. Student achievement: ranks high in basic skills	31	24
5. Parent and community involvement	76	59
6. Instruction: qualified and dedicated teaching staff	73	57
7. Motivation: positive impact on behaviors	26	20
8. Atmosphere: conducive for open communication and innovative teaching techniques	93	72

*F = frequency based on 129 responses

During the interviews and in informal conversations, students, teachers, specialists, principals, and volunteers indicated important factors of the organizational climate in the particular exemplary schools. A teacher assistant at School C thoughtfully expressed the attitude toward commitment when she stated that the excellence factor at the school was an "Overall feeling of a solid school - dedicated to teaching the student as an individual." Then, in describing this school, she made this analogy:

I feel that the school runs like the finely tuned engine of a car. There is gas in the tank at all times and any engine problems are promptly and well taken care of. The upholstery is kept neat inside of the car for all to see, but what is under the hood and not always seen is also taken care of as well.

The data of this study indicated that principals in the exemplary schools actively encourage the development of relationships with each individual in the organization. As a result of these relationships, academic, social, and psychological needs of the individuals are brought into focus or are given appropriate attention. Fox (1973) reported the importance of feeling that people are concerned about one another. He held that such mutual concern had a positive effect on organizational climate. Earlier human relations studies by Mayo at Western Electric established the importance of social groups' needs in the organization. Data from this study revealed that selected schools identified the caring factor as an element of the school.

A second factor which was identified as a common factor was focus: common goals and high expectations. This factor is also related to other identified common factors, parental involvement and student achievement. Parent volunteers remarked that the parent volunteer program was based on parents' expectations for children to succeed. One parent emphasized,

As parents we expect our child to excel in academics, and that is why we volunteer time and money to operate and to support the

reading, math, and computer labs.

A teacher at School A remarked,

We expect and encourage achievement by providing special classes.

A School C teacher expressed this point of view,

Our school's excellence characteristic is a dedication to achievement. Our expectations and performance are high.

A teacher at School A gave this perspective of their focus on goals and expectations. She commented,

It is a community effort by principal, teachers, and volunteers. It is a 'feeling' on the part of all to expect the best, do your best, and then expect to see the best happen for everyone, especially for the students.

The scope of the principal's influence was an identified factor of the exemplary schools. At School B, a student shared his opinion of the principal,

"She is great. She had a birthday party for me in the lunchroom."

At School C, several parents identified this principal as a person who always has time to listen to the parents' concerns. A parent volunteer remarked that this principal is always visible around the school and is supportive of programs and ideas. This parent who had been actively involved in the volunteer program for five years elaborated on the principal's visibility,

Principal C is seen early in the morning greeting the children as they arrive in the parking lot, and then she helps in the classrooms and in the volunteer labs. At lunch she is often seen scraping the trays, and in the afternoon at the bus, she is seen bidding the students a safe trip home. But more than this, if you have a concern and want to talk to her, Principal C will say, 'Come in now or come in thirty minutes or when it is convenient with you.' She listens and helps to provide solutions for parents' and students' concerns.

A teacher at School B identified "strong leadership" as an organizational factor. She further stated,

There is a heavy emphasis by the leadership (principal) to make parents feel very special, important, vital, and needed. Second, there is heavy emphasis by the leadership (principal) on nurturing the integrity and self-worth of each student."

A teacher at School A discussed the principal's leadership influence as follows:

The outstanding climate factor of our school is the principal's leadership in developing the best possible learning climate. Principal A develops this climate by including volunteers, the community, the parents, school officials, and anyone having any talent which can be utilized to expand the minds and the hearts of the students.

The selected principals served as a source for identifying common organizational factors. The state of principal relationships in organizational climate is generally measured on a scale which indicates the degree of openness in the climate. The selected principals discussed the following common factors affecting organizational climate as each perceived the factor in his or her school. Based upon these discussions, principal-teacher relationships ranged on a scale from slightly closed to open. Evidence of the nature of these relationships was based upon (1) communication flow and activities, (2) goal-setting processes, (3) decision-making involvement, and (4) motivational constructs.

Communication flow and activities. The communication process in School A was shaped by the principal. Although organizational members identified the communication process as open, the principal identified his actions as the bureaucratic model depicts: the hierarchical source. In Schools B and C, the group organization of the faculty established communication in a horizontal flow. Principal B related that communication flow in School B is based on an open door policy. She recognized that feedback is important for teachers. She also remarked that in communicating directly with people that

she uses this approach, "First, respect the person's individuality" and, second, she practices, "talk kindly with people with a problem." Principal A identified "openness" as an organizational factor. He further stated that this openness extends to parent and community participation. A teacher at School A explained the communication activity as follows:

The opportunity for people - students, teachers, and parents - to speak up - talk - communicate. Everyone's ideas, problems, and suggestions are considered and viewed as important. Basically, people care about one another and will help you or share their support and time with you.

A School C teacher remarked about the communication flow, "Lines of communication remain open between parents, teacher, child, principal, and community. This freedom of communication allows for smooth operation of the school." At School C, a teacher discussed communication activity at the school and she remarked, "The principal is a caring and attentive as well as an active listener."

Principal A's printed morning report entitled, "Great People - Great Results" was a one page memorandum; however, the arrangement of the material and the content provided the staff with a comprehensive briefing of what was happening in school that day and also what teaching materials were needed in various classrooms. He also promoted good relations with the staff by the recognition of any birthdays or illnesses among the members that day. At School B a parent handbook was written especially for the parents. The purpose of this publication was to provide parents with information concerning all aspects of the school. In addition to this handbook, a booklet entitled "Welcome to The School B Family," was available for the students. This booklet was written at the elementary school interest level and provided students with information about the school rules and happenings.

Numerous communication techniques were employed as a means for these schools to convey information. Internal staff, parental, and community communications were facilitated by techniques such as the parent handbook, the student orientation booklet, the printed morning report, a parent calendar and handbook, the principal's report to board members and parent-teacher association, a referral and feedback form, and a school map for visitors. At School A, a report entitled, "Looking at Ourselves," which was generated from survey data about desired goals of a school, contained pertinent information about the goals of this particular school. For instance, one of the reports showed that staff members ranked the flow of communication as 3.3 on a scale of one, unimportant, to five, extremely important.

Based on the overall data collected, the final results indicated that principals rated the flow of communication between principals and teachers as open in these exemplary schools. In addition, the Organizational Climate Survey showed the combined schools' mean score as 5.35 (see Table 4.1). To emphasize the degree of openness in the climate, a comparison of collected qualitative data and the score of School B on the Organizational Climate Survey revealed a consistency in the perception of openness related to communication interactions within the climate.

Continuing with the study concerning communication interactions, teachers and principals agreed to describe it as reciprocal professionalism. This finding supports Guest's (1986) opinion that effective organizational structure involves principal maintenance of horizontal and vertical flow of communication. Also, Likert indicates, in his Profile of Organizational Characteristics, that a System Four promotes a flattened communication flow (for further discussion see Guest, p. 16). Contrary to this result, Hallinger and Murphy's

(1985) finding indicates that effective schools research suggest a classical model of bureaucratic organization as most effective (p. 20).

TABLE 4.1

Descriptive Statistics For Factors Influenced by School Administrators, Job Characteristics, And Motivating Potential Scores.

	A		B		C		Schools' Combined Average score	
	Mean	Std.Dev.	Mean	Std.Dev.	Mean	Std.Dev.	Mean	Std.Dev.
Communication Climate	5.36	0.99	5.52	0.93	5.02	1.71	5.35	1.10
Structural Climate	4.26	0.92	4.59	0.91	3.90	1.08	4.31	0.95
Psychological Climate	5.27	1.14	5.56	0.90	4.82	1.71	5.29	1.16
Feedback From Supervisors	5.12	1.21	5.18	1.19	4.43	1.53	5.02	1.26
Satisfaction With Supervisors	5.36	1.17	5.87	1.07	4.91	1.72	5.45	1.24
Organizational Commitment	4.09	0.79	4.51	0.91	4.60	0.85	4.32	0.84
Skill Variety	5.59	1.11	5.90	1.01	5.60	1.26	5.70	1.10
Task Identity	5.38	1.10	5.13	1.23	5.24	0.98	5.27	1.12
Task Significance	6.25	0.84	6.13	0.79	6.43	0.70	6.24	0.80
Autonomy	5.63	0.94	5.60	1.11	5.32	0.78	5.56	0.97
Feedback From Job	5.48	0.95	5.47	1.03	5.77	0.77	5.53	0.94
Motivating Potential Score	180.87	64.75	181.56	61.97	180.09	49.84	180.96	61.12

Goal-setting process. Second, principals identified the goal-setting process as a common factor of organizational climate. Principals of the exemplary schools related this activity to the mission of the school. According to the principals, the mission was, first, to provide a strong foundation in the basics and a positive self-concept which would enable each student to achieve at the highest possible level - mentally, socially, and physically; and second, to prepare youngsters for life by allowing them to experience it in a controlled environment.

During the interviews and observations, the researcher found that the selected principals displayed the following strategies: (1) selection of effective school correlates for school goals; (2) selection of curriculum goals based upon the development of basic skills and thinking skills; and (3) involvement of teams of teachers in development of plans for goal accomplishments. Also, the "Looking at Ourselves" report included the fact that staff members participated in evaluation of the goal-setting process.

This booklet contained the following statement which reaffirmed School A's dedication to basic skills.

There is unanimous agreement that the most important goal of our school is ensuring that students master basic skills and fundamental processes. In addition, the development of thinking skills, positive self-concepts, and inter-personal relations skills have been identified as very important.

Table 4.2 displays the Goal Characteristics scores which were measured by the Organizational Climate Survey. The combined schools' scores reflected above-average means (see Table 4.2). The results included scores of Goal Clarity with a mean of 5.80; Goal Acceptance with a mean of 6.10; Goal Setting Participation with a mean of 5.02; and, Feedback on Goal Accomplishment with a mean of 4.53.

TABLE 4.2

Descriptive Statistics For Goal Characteristic Factors as Measured on the Organizational Climate Survey.

Goal Characteristic	A		B		C		Schools' Combined Average	
	Mean	Std.Dev.	Mean	Std.Dev.	Mean	Std.Dev.	Mean	Std.Dev.
Goal Clarity	5.45	1.19	6.15	0.55	5.80	0.81	5.80	0.85
Goal Acceptance	6.00	0.77	6.20	0.60	6.10	1.22	6.10	0.86
Goal Setting Participation	5.50	0.87	4.95	1.42	4.60	1.53	5.02	1.27
Feedback on Goal Accomplishment	5.05	1.25	4.40	1.95	4.15	1.60	4.53	1.60

Decision-making involvement. These principals recognized decision making as a common factor of organizational climate. This relationship between principals and teachers was displayed on frequent occasions. For example, teachers related a high level of freedom to use innovative teaching approaches in the classroom. A teacher at School A expressed this point-of-view concerning the degree of freedom to make decisions. An excellence characteristic of School A is "The freedom of choice to choose teaching methods and styles necessary to cover the required materials." Also, teachers were very involved in the development of the annual instructional plan for the exemplary schools. Each of these schools organized leadership teams which placed certain decision-making activities in the teacher domain. At School C the Annual Plan Committee had devised a plan for ways to improve critical thinking skills throughout the curriculum in order to implement them in their

classrooms. The committee included six classroom teachers and the assistant principal who participated in the planning and decision-making for this plan. The committee also initiated the steps of implementation for the entire faculty with a staff development program. Although there was a high level of freedom in instructional areas for teacher decision-making, each principal reported retaining his/her authority to make final administrative decisions. Principal B remarked that the administrative decisions are necessary for the smooth functioning of the school.

The decision-making process is thus an area of principal-teacher relationships which affects the organizational climate. Guest (1986) reports that what an administrator does or fails to do affects the organizational climate. For instance, the administrator may or may not demonstrate constructive ways of opening up communication, of ways of clarifying goals, and of involving others in decision making.

In his Profile of Organizational Characteristics Likert includes a leadership behavior model based on the decision-making process. The model typifies the behavior as widely dispersed throughout the organization and well integrated (see Guest, 1986, p. 16). Additionally in the literature, Leithwood's (1982) finding supports the decision-making involvement of teachers. "This shared basis for decision making seems likely to contribute toward effective principal-teacher communication and mutual understanding...it creates a bond between the two roles" (1982, p. 330).

A decision-making practice observed in the selected schools is leadership team organization. This practice places decision-making in the teacher domain; however, this practice fails to delineate an underlying natural division of expertise and time factors. While these teachers do exercise a high level of

freedom for decision-making in the instructional areas, principals report retaining their authority when making administrative decisions affecting overall school operations.

Motivation - as a common factor of the climate was incorporated into the results of question four.

The second research question addressed how Group Climate Factors impact organizational climate. These variables were also behaviors which were documented during the on-site observations. On the Organizational Climate Survey the combined schools' scores reflected an above-average mean (see Table 4.1). The Group Climate scores included Communication Climate with a mean of 5.35, Structural Climate with a mean of 4.31, and Psychological Climate with a mean of 5.29.

Group Climate is a combination of communication, structural, and psychological climate factors which includes organizational elements such as rapport between organizational members, rewards, encouragement, threats, criticism, freedom to express oneself, flow of communication policy, and freedom to select methods of performing a task.

The results indicated that the elements of these factors are related to the common organizational factors. First, rapport between organizational members was a topic discussed in interviews and on survey responses. For example, a teacher assistant at School B commented, "Our staff works together. The climate of our school is love and caring for each other and the students."

Then, a teacher said the factor which is excellent at School C is "the fellowship and concern that is extended to each other, children and parents."

At School A, a media specialist affirmed the school's organizational factor of rapport with this statement,

The excellent factor is the communication and rapport among staff members working together toward a common goal - the education of the children.

Another teacher at this school enlarged the circle of rapport with her comment, "We have excellent parental rapport."

The results of the study of organizational elements related to rewards, encouragement, threats, and criticism revealed that the principals addressed these factors in the organizational climate. Principal A addressed these elements, saying, "There are a million little ways to build the spirit of excellence." He enacts this belief with 'Reward positive rather than the negative.' Principal B also rewards the positive. The staff at School B repeatedly reported that positive encouragement of the students is a goal of the school. At School C the principal enacted positive encouragement with the 'Terrific Kids' Program.

Organizational members addressed the extent of the factor 'the freedom to express oneself in the organization' with various opinions. A School B teacher reported,

I feel that we have very good communication in our school, that is, not just between staff and students, but among co-workers. We also have staff members to whom we can take our concerns and ideas, and they, in turn, take these concerns and ideas to the superintendent.

At School C a teacher commented,

I feel that communication plays a big role in making this school work. Everyone is so open, and the principal is always helpful.

The results of the study related to freedom to select methods of performing a task indicated that this freedom is practiced by the organizational members. At School B, the kindergarten area contained various centers for instructional purposes. These centers were equipped for development of basic skills. In response to the question, "What do you do in the numbers center?" a

young boy replied, "I play." While in the media center at this school, fifth graders were selecting books and other materials of their own choice. As they returned to their classroom from the media center, each child took with him two or more books that he had selected for personal reading.

A teacher at School A remarked about the freedom to select methods of performing a task, "There are a wide range of instructional opportunities available; and different approaches to teaching subject matter are not discouraged by the administration." A second teacher said, "Each person's style is respected - just so long as you do your job well. People do not have to fit a mold!"

In addition to the results of the Organizational Climate survey, these other supporting evidences established the relevance of these Group Climate factors to the relationship between principal behavior and organizational climate. For instance, respondents to survey and interviews reported rapport as a common factor in each of the exemplary schools. The extent of the degree of rapport was reflected in comments which expressed the manner in which the competition for excellence penetrated the school while, at the same time, organizational members also worked cohesively to achieve this goal. In addition, rewards or positive reinforcement were given in tangible form as well as developed intrinsically for school members. Also, positive reinforcement techniques were used in instructional and disciplinary behaviors.

As indicated in the results of both question one, and question two, these positive Group Climate factors prevailed in the climates of the exemplary schools.

Discussion of the results related to the second factor of the study revealed the dimension of organizational climate. Organizational climate was

investigated as it relates to organizational and personal factors that influence principal leadership. Halpin and Croft (1962) emphasized the teacher-principal relationship in their discussion of climate. Lightfoot (1983) shared "portraits" of exemplary school climates. Her discussions of exemplary high schools included the search for the elusive personality of the climate while she also recounted the principal's impact on the school climate. The results of principal impact on the organizational climate follows.

The investigation of the research problem continued with the third question, **How are the organizational factors influenced by school administrators related to organizational climate in the selected recognized exemplary schools?**

The report of these results included the following variables and their impact on the relationship between a principal's behavior and organizational climate: communication climate, structural climate, psychological climate, feedback from supervisors, satisfaction with supervisor, and commitment to the school. This question, as did the second question, provided items which measured a wide range of elements within the organizational climate; however, in this question, the focus is on the administrator's influence on the organizational climate.

The finding which explained how organizational factors are influenced by school administrators is that these principal activities set the tone of organizational climate. These activities include Group Climate elements: communication flow, rules, freedom to select working methods, relationships, reward systems, expression of ideas, feedback on performance, support of supervisor, and willingness to work. To report how organizational factors are influenced by the school administrator, the following excerpt from a teacher

interview revealed the scope of this finding:

We have an excellent working relationship and working environment. In my opinion, School B is an extraordinary school because of the staff and the principal. We work diligently with each child, believing and expecting that each child will perform to his or her potential. Student achievement is followed with much praise, love, and rewards for that child by the teacher and the principal. There is a warm, caring, loving feeling at School B that other schools may sometimes lack. This feeling is carried over into the community. It is a wonderful school in which to work. In summary, School B is great because of 'team effort' from all individuals involved in the learning process.

At School C the principal revealed that she promoted organizational factors such as openness and involvement, and that these factors result in "the willingness of the staff to go the extra mile again and again." Principal B revealed that she provided teachers with feedback on performance, and this, in turn, enhances the teachers' motivation level for improved performance. Also, she reported that she stimulated teacher use of new ideas by circulating publications on various topics. Principal A addressed the organizational factors of support of supervisor and feedback on performance. This principal uses notes to teachers, praise in the daily report, verbal encouragement and various other methods to promote high teacher morale. "Although teacher evaluation," he said, "is sometimes viewed as negative, these supportive techniques keep teacher morale high."

Table 4.1 shows the descriptive statistics for factors influenced by school administrators. The means reflect above average scores. Results of this data are the combined schools' mean scores as follows: communication climate with a mean score of 5.35; structural climate with a mean of 4.31; psychological climate with a mean of 5.29; feedback from supervisor with a mean score of 5.45; and organizational commitment with a mean score of 4.32. Based on the data analyses, the finding indicated that organizational factors

influenced by the administrators shape the organizational climate and reflect the tone of relationships in the organization.

The results of this study compare with a finding of Houlihan (1983). Houlihan reported that the school principal influences activities which set the tone and can foster or hinder the development of relationships in the organization (p. 12). Collected data contain reports of activities of what principals do to set the tone for relationships in the exemplary schools, that is, teachers attest repeatedly that principals work with them on instructional plans and programs, student concerns, and personal development plans. Also, the direct and indirect contact with teachers and students which principals assume in the school set the tone. The strength of this tone is reflected in direct and indirect activities. Principals' direct and indirect activities in the exemplary schools are similar to those delineated by Hallinger and Murphy (1982). According to them, such activities include: communication of expectations for students, creation of a reward system that reinforces achievement and productive effort, announcement of explicit standards, in addition to interaction and high visibility on the campus and in the classroom. With these activities, principals are in practice establishing the tone of the school. Similar practices were visible in the exemplary schools.

The fourth research question was "What is the importance of the motivational construct to the relationship between a principal's behavior and organizational climate in the selected recognized exemplary schools? Results indicated a high level of personal motivation and organizational motivation, a wide use of motivational techniques, and an above average motivating potential score for the exemplary schools. Principals indicated that these motivational techniques are used with students, teachers, staff members, parents, and volun-

teers. Additionally, a second finding concerning motivational force indicated that motivational thrust is important for the maintenance of the standard of excellence in these exemplary schools. This finding was based upon principal interactions with organizational members, that is, teachers, students, support staff, parents, and volunteers. For example, Principal A has been reported as saying, "There are a million little ways to build the spirit of excellence." Data revealed that these principals began to build this spirit by motivating the organizational members to perform according to their potential; however, as skills were developed and improved, expectations for the organization and the individual began to move toward excellence. At School A, throughout the building, on bulletin boards, on the gymnasium wall, on the header of the daily report, this motto is repeatedly visible - "Great People - Great Results!"

Data also revealed that principals used techniques which promote staff motivation. Each principal indicated that staff members, in varying degrees, were self-motivated. One principal reported that in spite of the teacher evaluation process which tended to have some negative effects, the school had developed techniques for keeping teacher morale high. These techniques included personal development plans and positive reinforcement from the principal. During an observation, a teacher shared with the researcher a letter of thanks for a job well done which she had received from the principal. Another technique for keeping morale high was subtly revealed in a teacher comment, "We always have teaching supplies." Principal B related that although the teachers were self-motivated, teachers need feedback. The finding also revealed that principals maintained a high level of motivation by providing current professional research for teachers. In addition, these principals felt that it was important to emphasize the idea that teaching is "not just a job!" These principals gen-

erally agreed that an important aspect of motivational development is for the principal to recognize the "individuality" of each member of the organization.

Motivation was cited by survey respondents as one of the identified common organizational characteristics of the exemplary schools. Teachers elaborated on this opinion in several ways. Excerpts from the responses illustrate the opinion:

When you first enter our school you feel something that cannot be expressed on paper. The students feel warm, loved and accepted. They don't feel that they must perform to be accepted. At the same time, they feel that they are expected to do their best. We set our expectations high and help our students attain them.

Other teachers expressed the intensity of the motivational force in the schools,

The excellent characteristic of School A is its inner drive to be excellent, (i.e., the people work here to be the best they can be).

Another teacher stated,

There is intense competition within the school. The competition is conducted in an atmosphere of friendly cooperation but it does exist and causes each teacher and class to strive to be the best.

This fact was further supported through conversation with students during the on-site observations. Students felt a keen sense of school pride and displayed a spirit of competition. Students in the "Rainbow Connection Pod" explained that their class banner had been chosen the best banner. Each pod's or class' banner, of tapestry size, was hanging in the media center. The artistic quality of these banners reflected that the work was accomplished with friendly cooperation, but with the intent to be the best. A possible reason for this spirit was revealed in Principal A's comments, as he expressed his ideas about student motivation:

The commercial world is constantly trying to sell things and the kids are persuaded by the commercial techniques. Here in this school we strive to make our environment and learning colorful, eye-catching, desirable. We sell education to kids and we use whatever technique it requires. In turn, the students are motivated to learn.

In the related literature the illustrative models of Maslow's need hierarchy and Herzberg's satisfiers and motivators theory indicated the motivational force needs that are present in individuals and organizations (Hoy & Miskel, 1982). A parallel of needs was presented in Maslow's discussion of individual needs and Houlihan's analysis of school organizational needs as given in Chapter 2. According to Houlihan (1983), school organizational needs in hierarchical order from low to high are relationships, self-concept, attitudes, and performance. Data from the exemplary schools supported the existence of the levels of need. Teacher responses demonstrated the levels within these schools:

As I look at the various schools I've taught in, I see that this school works especially hard in developing a positive self-concept. The atmosphere is definitely a caring one...

Heavy emphasis on nurturing the integrity and self-worth of each child is present.

It might be difficult for an outsider to understand the relationships which exist at this school. There has always been a strong feeling and respect for one another and our principal.

Constant encouragement is always given by the teachers to the students.

Children are happy, anxious to learn, think well of themselves.

.....the Principal's leadership and fairness dealing with faculty and parents is that he treats the staff like professionals and makes us want to work hard.

The Organizational Climate Survey instrument measured the motivating potential score (MPS). The potential of the work itself to motivate people to perform was measured. The specific variables were skill variety, task identity, task significance, autonomy, and feedback from the job itself. The scores from these five variables (which may range from 1 - 7) can be combined into a single index, the motivating potential score (MPS) which reflects the

overall potential of work motivation (Rosenbach, 1983). The items which measure these variables are shown in Appendix G.

Table 4.1 presents the mean and standard deviation scores of the individual school and the average score of the selected schools. The descriptive statistics related to the motivating potential score included the following variables: skill variety, 5.70; task identity, 5.27; task significance, 6.24; autonomy, 5.56; and feedback from the job, 5.53. The resultant score (MPS) may vary from a low of 1 to a high of 343. For all jobs, the national average is 128. For professionals, the average is 154 (Rosenbach, 1983, p. 319).

The (MPS) results for the exemplary schools shown on Table 4.1 revealed School A with 180.87; School B with 181.56; and School C with 180.09. The schools' combined (MPS) is 180.96. According to Rosenbach (1983), the higher the MPS, the more potential the job has for providing motivation to the individuals performing the job. The results of the interviews, observations, and the Organizational Climate Survey each supported the finding that the motivational construct is an important aspect of the relationship between principal behavior and organizational climate in the exemplary schools.

The relevance of the motivational construct in the selected schools was highly demonstrated in the results of the study. The charge had been made that the degree to which the motivational force is present in schools of excellence should be an administrative concern. Hoy (1982) charged that only those administrators who have grasped why people behave as they do can meet the challenge of the 1980s (p. 136). Data collected at the exemplary schools demonstrate that principals and the other organizational members have responded to Hoy's charge.

The fifth research question, **What factors of a principal's behavior were distinguishing in regard to the school's organizational climate?** generated data which translated into factors which delineated distinguishing principal behaviors. First, results indicated that principals are greatly involved in maintaining a high level of relationships with individuals in the organization.

Principals of these exemplary schools described daily activities as occurring generally in the following manner: Principal time spent in contact with teachers was facilitated with an "open door" policy, i.e., opportunity for formal and informal contact is present at all times during the day. Overall, the relationship was described as reciprocal professionalism. Principal B reported a technique called "the mail box." Principals A and C were observed maintaining teacher contact with "management by walking around."

A finding indicated that a principal sets the tone for the development of the basic organizational level, - relationships. Schools A, B, and C each identified a factor related to relationships as a common factor of the organizational climate. Teachers repeatedly responded that principals work with faculty in the areas of instructional planning, student concerns, and with personal development plans. Results of the Organizational Climate Survey (see Table 4.1) supported the positive relationship between principal/teachers in these schools.

The survey items related to the relationship between principal/teacher contact time were Satisfaction with Supervisors (Appendix D, items 55 and 59) and Feedback From Supervisors (Appendix D, items 69 and 78). These descriptive statistics of the schools' combined mean score show Satisfaction with Supervisor as 5.45 and Feedback from Supervisor as 5.02 (see Table 4.1). As shown

on Table 4.1 these scores were above the average score of 4.

Students were another group with whom the principal maintained a high level of relationships. This result was demonstrated in instructional activities and disciplinary actions. The research indicated that these selected principals accomplished this function through direct and indirect activities. For example, as the principal moved about the instructional area, he or she reported contact with students through activities such as: becoming acquainted, getting to know each individual, observing student activities in the classroom, and, after observing the activity, writing notes of personal congratulations for outstanding student performance. In addition, these activities were means to the accomplishment of school goals. Principal/student relationships became directly involved with students in improvement of academic skills.

The investigation of time spent in contact with students in disciplinary actions revealed that principals take a variety of approaches in maintaining an orderly and safe climate. Preventive discipline policies were indicated by Assertive Discipline Plans and espoused disciplinary philosophy. On the "Selected Characteristics of Exemplary Schools Survey," a principal's attitude toward discipline was reflected in this comment, "All individuals want to be good, want to be recognized, want to be loved, want to love. Therefore, build an atmosphere that supports recognition of people and love -- problems will be few." Nevertheless, principals did acknowledge that corrective disciplinary measures were used with students on occasion. Time-out, in-school suspension, and suspension from school were methods indicated for the extreme measures. In schools with assistant principals, the principal and assistant shared discipline responsibilities. As stated, the principals' positive approach to discipline was compatible with motivational activities. An example of a principal's positive

approach: while observing a child being polite, the principal gives the student a ticket for a free pencil at the school store.

Principal B's concept of discipline is that it is "a long term learning process, just like reading." She explained that this concept was the basis for a School Wide Assistance Team (SWAT). The team's purpose is to address academic and social needs of the child. These activities indicated principal involvement in direct disciplinary contact with students; however, the principals of the exemplary schools reported that only a small amount (5%) of their time was concentrated on discipline problems.

Principal relationships with the staff generated staff support of school goals. These support staff members included maintenance, janitorial, bus drivers, and nutrition staff. The principals indicated that time was spent in monitoring these activities, although administrators had lessened that time by delegating the responsibility to others. Principals also reported that staff members' involvement with accomplishment of school goals developed a sense of school ownership for the staff. In these selected schools, all physical space was used for the instructional program. Staff involvement in the school's goals and plans resulted in attractively decorated and maintained halls and grounds. The overall observation by the participant was that principals in these exemplary schools were dealing with routine matters in an effective manner; however, two principals indicated working manually during vacation breaks to assist painters, and in another case a principal had spent considerable time in employing efficient maintenance staff.

Principals interact with parents in various activities. Each school's respondents identified parent participation as a common organizational factor. Principals cited direct and indirect activities in the performance of this

function. Parent volunteers were highly active in two of the schools, while principals also indicated the following contacts with parents: frequent communication through newsletters, parent organizations, telephone conversations, news releases to the media, student progress reports, and surveys.

The study of time spent in contact with others revealed that these principals perform professional duties outside the school. Principals were engaged in extra-curricular activities such as becoming professional association members or officers, attending local schoolboard meetings, and pursuing additional educational degrees.

Time devoted to planning was a significant principal activity. These principals perceived this function as the facilitator of the school's mission and goals.

A major finding which kept repeating itself throughout the investigation was the dimension of the principals' leadership in each of the schools. Certain aspects of the principal's role as instructional leader and as the motivational catalyst in the organization provided stimulus for students to strive for higher levels of academic performance. This result was indicated in the principal's attentive promotion and frequent monitoring of student achievement.

Instructional leadership shaped the direction of student achievement. Methods which these principals used to monitor student achievement included: the School Wide Assistance Team, a high level of visibility in the classroom, classroom observations, personal acquaintance with each child, and an awareness of all teachers' written communications to the parents.

According to the principals, the curriculum orientation of the selected schools focused on: (1) basic skills, implementing Open Court, (2) the communication process, (3) the total child, beginning at the kindergarten level, (4)

an integrated curriculum, (5) the development of critical thinking skills, and (6) the arts. Principal A provided students with exposure and participation in an arts curriculum because of the belief that the arts were a vital part of the communication process.

A teacher comment illustrated the approach to the curriculum orientation of the schools:

I think what is extraordinary about the climate of our school is due to a combination of factors. There is an openness, a willingness to try new ideas, cooperation and most of the time clear communication. The emphasis is on the student and his/her total education in the basic skills, the fine arts, and physical well-being.

Principal curriculum involvement was noted to be at a high level in reading and writing programs. In one school the principal had a parent program called, 'Give the Library a Book for Your Child's Birthday.' Other examples of curriculum involvement revealed that principals promoted computer programs for reading and writing skills, utilized volunteer artists to instruct students in the arts, and scheduled teachers to work one-on-one in development of basic skills.

In these exemplary schools, principals administered resources in a distinguishing manner. These resources were identified as being in two categories - monetary and human. Basic operational funds were distributed through state and local allocations, while additional funds came from parent-sponsored projects through their sponsoring organization. Human resources were identified as volunteers who were either parents, retirees, or members-at-large from the community. In two of the exemplary schools volunteer programs were extremely active. School C had one hundred and fifty active volunteers and School A's volunteer program provided many varied art activities for the students. School C had a strong Parent-Teacher Organization. Parent

volunteers were identified as a common organizational climate characteristic with their impact indicated in the following teacher comments:

The parent participation is extraordinary. We have about one hundred and fifty regular volunteers in addition to many others. They are always here when we need them with time, money,... caring.

...parental participation. The degree to which parents are willing, available, and qualified to assist is extraordinary and an extremely valuable resource.

The principals' skill in administering resources was supported by the availability of monetary and human resources in the exemplary schools.

The study of principal behavior has generated a description of a principal performing a variety of activities. In response to the research question concerning distinguishing principal behavior the analysis of the data from the study confirms that the selected principals perform these distinguishing behaviors:

- (1) Principals maintain high visibility in planning instructional and curriculum activities.
- (2) Principals maintain a high level of student contact and recognize the child's needs as a priority.
- (3) Principals develop an appropriate reward system.
- (4) Principals establish an orderly and safe climate.
- (5) Principals, in general, spend less time on routine administrative matters.
- (6) Principals encourage student achievement activities.
- (7) Principals monitor student achievement.
- (8) Principals develop curriculum goals which represent an ideal curriculum.
- (9) Principals initiate motivation of self, teachers, students, staff,

parents, and community to ensure quality education in their respective schools.

The results of the investigation of principal activities which were collectively called principal behavior in this study supported the premise that principals in these selected exemplary schools perform distinguishing behaviors. Therefore, based on the findings, the results revealed that in these selected schools principal behavior correlates with organizational climate.

CHAPTER IV

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CHAPTER V

SUMMARY, CONCLUSIONS, RECOMMENDATIONS

Summary

Creating excellent schools is on educational and political agendas today. A Nation At Risk (DE, 1983), a report formulated by the National Commission on Excellence in Education, brought national political attention to educational reform. As a result of this report, the "Cry for Excellence" became the vanguard for educational and political leaders. The resultant reform movement centered on school leadership and climate. Then in 1985, the United States Department of Education initiated an Elementary School Recognition Program. The selected schools were recognized as national "Schools of Excellence." Among the eligibility criteria for the nationally recognized exemplary schools were quality of leadership and quality of organizational climate.

The identification of these quality factors and the national thrust for educational reform prompted educators and researchers to examine the schools. As a result of the investigation, educators identified a need to research topics related to organizational and personal factors that influence principal leadership. Based on this research need, the purpose of this study was to investigate these factors as stated in the problem: "The Relationship Between a Principal's Behavior and Organizational Climate in Selected Recognized Exemplary Schools." In order to investigate the problem, five questions which addressed the relationship were used as a basis for the study:

1. What are the common organizational factors of the selected recognized exemplary schools?
2. How are the factors related to Group Climate, i.e., Psychological, Communication, and Structural Climate relevant to the relationship?
3. How are the factors influenced by school administrators relevant to the relationship?
4. What is the relative importance of the motivational construct to the relationship between a principal's behavior and organizational climate?
5. What factors of a principal's behavior were distinguishing in regard to the school's organizational climate?

The development of the research's theoretical framework centered on principal behavior and organizational climate. The review of related literature and research focused on perspectives of organizational development, effective school research, and climate. The investigation of organizational climate centered on the organizational shape and how a structure influences the organizational members' relationships.

The investigation of principal behavior was divided into two major categories: a general consideration of a principal's use of power; and, a more specific investigation of distinguishing leadership activities. In turn, both of these major categories focused on two broad areas of concern: (1) the principal's role in shaping the psychological climate or "tone" of the school; and (2) the principal's role in establishing organizational climate.

The research sites were three North Carolina schools which had been recognized as "School of Excellence." This study was conducted through a combination of naturalistic research methods. Data collection methods included

survey instruments, on-site observations, and protocol-designed interviews. Participants' responses to the Organizational Climate survey provided descriptive statistics that included factors which administrators influence, factors of the organizational climate, and the motivating potential score. Data analysis revealed common factors of organizational climate and distinguishing principal behaviors which were associated with these exemplary schools.

These selected exemplary schools were found to exhibit common organizational factors. The eight common factors associated with these schools include: (1) commitment: concern for children or child-centered, (2) focus: common goals and high expectations, (3) leadership: principal's scope of influence, (4) student achievement: ranks high in basic skills, (5) parent and community involvement, (6) instruction: qualified and dedicated teaching staff, (7) motivation: impact and scope of force on behaviors, and (8) atmosphere: conducive for open communication and innovative teaching techniques. In addition, four organizational activities were identified as integral to principal-teacher relationships: communication flow and activities, goal-setting processes, decision-making involvement, and motivation.

The organizational climate factor of commitment was demonstrated in the levels of relationships which the principal established with organizational members. Teachers and staff also revealed a caring concern for each student. The second common organizational factor, focus, was exhibited in goal characteristics scores, principals' identification of goals, and the expression of high expectations. Evidence of strong leadership was found in various instances. Cited examples included student relationships, parent and principal relationships, and development of the learning climate. Student achievement was also found to be a common organizational climate factor. This finding was

based on students' basic skills mastery. Parent and community involvement was maintained at a high level in these selected schools. Extensive volunteer programs exemplified this finding. A qualified and dedicated instructional staff exemplified another common organizational factor of these schools. The eighth common organizational factor was found to be an atmosphere conducive for open communication and innovative teaching techniques.

The communication flow between organizational members was found to be open. Also, a finding indicated that lines of communication remain open between parents, teacher, child, principal, and community members, and that in these exemplary schools numerous communication techniques were used to convey information to these individuals. In addition, communication interaction between principals and teachers was found to be on a reciprocal professional basis. The schools' combined average score for Communication Climate on the Organizational Climate Survey was 5.35 which indicates an above-average score. A second factor, goal-setting process, was found to be an integral organizational factor. This fact was substantiated by the finding that in these selected schools principals displayed the following goal-setting strategies: (1) selection of effective school correlates for school goals, (2) selection of curriculum goals based on the development of basic skills and thinking skills, (3) involvement of teachers in development of plans for goal accomplishments, and (4) evaluation of the goal-setting process. Also, the Goal Characteristics scores revealed by the Organizational Climate Survey were found to be above average in these schools. Decision-making involvement was a third factor which principals identified as a common organizational factor. This principal-teacher involvement was found to include innovative teaching approaches, school-wide curriculum decisions, and formation of leadership teams.

The Structural Climate scores on the Organizational Climate Survey indicated the schools' combined average score to be 4.31 which is slightly above average.

Group Climate factors, the subject of the second research question, were found to involve elements of the organizational climate factors, that is, these mediating elements are parts of common organizational factors which shape the tone and structure of the organization. Specifically, the elements were identified as rapport between organizational members, rewards, encouragement, threats, criticism, freedom to express oneself, flow of communication policy, and freedom to select methods of performing a task. The extent of the factors' influence on the relationship between principal behavior and organizational climate was found to be positive in comments expressed by organizational members and by the Organizational Climate Survey scores. The schools' combined scores included Communication Climate as 5.35, Structural Climate as 4.31, and Psychological Climate as 5.29 which indicated that Group Climate factors are above average in these selected schools.

The third research question focused on the administrator's influence on organizational climate. The finding for this question indicated that administrators have influence on factors identified as Communication Climate, Structural Climate, Psychological Climate, Feedback from supervisors, Satisfaction with supervisor, and Commitment to the school. This finding was based on the results of the Organizational Climate Survey scores which are above average for these factors and with teachers' and principals' comments. The finding further revealed through Organizational Climate Survey scores and recorded comments by principals and teachers that administrators influence mediating organizational climate elements which are communication flow, rules, freedom to select working methods, relationships, reward systems, expression of ideas, feedback

on performance, support of supervisor, and willingness to work. The finding also supports the premise that principals' behavior sets the tone of relationships in the organization through their influence on these elements. In practice, it was found that principals influence the tone of these factors through direct and indirect administrative activity. Based on the Organizational Climate Survey scores, the strength of the tone is revealed by the schools' combined scores for the factors: Communication Climate, 5.35; Structural Climate, 4.31; Psychological Climate, 5.29; Feedback from supervisors, 5.02; Satisfaction with supervisors, 5.45; and Organizational commitment, 4.32. These scores which indicated administrators' influence on organizational climate are translated as slightly above average to above average.

The results of the fourth question, "What is the importance of the motivational construct to the relationship between a principal's behavior and organizational climate?", indicated that the motivational construct influences relationships between organizational members, performance of organizational members, and the tone of the organizational climate. The finding indicated a high level of personal motivation and organizational motivation, a wide use of motivational techniques, and an above average motivating potential score for these exemplary schools. Additionally, a finding concerning motivational force indicated that motivational thrust is important for the maintenance of the standard of excellence in these exemplary schools. This finding was based on principal interactions with organizational members. For example, Principal A has been reported as saying, "There are a million little ways to build the spirit of excellence." Personal motivation and organizational motivation levels were compared and found to be comparable to hierarchical need levels for

individuals and organizations. In these organizations, examples of organizational members' needs were found to be at various levels, such as relationships, self-concept, attitudes and performance. The potential of the work itself to motivate people to perform in these exemplary schools was measured by the Organizational Climate Survey. The motivating potential score (MPS) was found to be above average for professionals. This above average motivating potential score was based on the scores of specific variables: skill variety, 5.70; task identity, 5.27; task significance, 6.24; autonomy, 5.56; and feedback from the job, 5.53. This MPS was found to be above average and similar for each school.

The results of the fifth question, "What factors of a principal's behavior were distinguishing in regard to the organizational climate?", revealed factors which correlate principal behavior and organizational climate in these selected exemplary schools. Principal contact time with four groups of organizational members was maintained at a high level. First, this finding revealed that principal contact time with teachers encourages communication, instructional planning, and attention to student needs. Based on the Organizational Climate Survey scores Satisfaction with supervisor as 5.45 and Feedback from supervisor as 5.02 and reported principal contacts with organizational members, the finding revealed that principal and teacher relationships were above average in these exemplary schools. Second, principal contact time with students also was found to be maintained at a high level. This time was found to be devoted to instructional activities and disciplinary actions. During this contact time principals were found to give attention to individual needs which enhanced need levels such as relationships, self-concept, attitudes, and performance. This finding also revealed that principals use a positive approach for discipline

while maintaining an orderly and safe environment in these selected schools. Third, the finding indicated that principal contact time with support staff resulted in efficient maintenance of the school plant. Fourth, principal time spent in interaction with parents was found to be at a high level. These interactions involved communications concerning student performance, school happenings, and school related activities. Primarily, principal and parent relationships were found to involve parent volunteer programs in these schools. A major finding of this research question revealed the importance of the principals' influence as the instructional leader and as the motivational catalyst for these schools.

Principals of these exemplary schools were found to demonstrate distinguishing behaviors. The following nine principal behaviors were delineated and were indicated to have discernible influence on organizational members' productivity:

- (1) Principals maintain high visibility in planning instructional and curriculum activities.
- (2) Principals maintain a high level of student contact and recognize the child's needs as a priority.
- (3) Principals develop an appropriate reward system.
- (4) Principals establish an orderly and safe climate.
- (5) Principals, in general, spend less time on routine administrative matters.
- (6) Principals encourage student achievement activities.
- (7) Principals monitor student achievement.
- (8) Principals develop curriculum goals which represent an ideal curriculum.

- (9) Principals initiate motivation of self, teachers, students, staff, parents, and community to ensure quality education in their respective schools.

Based on these findings, the research revealed that in these selected exemplary schools principal behavior correlates with organizational climate.

Conclusions

A relatively positive view of the relationship between a principal's behavior and organizational climate has emerged from this study. Principal behavior influences organizational factors which are related to individual performance and organizational activities. In turn, this influence acts to set the tone of the relationships and to shape the organizational structure. These exemplary schools exhibit common organizational factors which reflect the tone of relationships. In these cases, a high degree of commitment for students' welfare is present in these schools. "Great people--great results" permeates the atmosphere, and such motivational statements lay the foundation for high expectations and student achievement.

Principals in these exemplary schools encourage an open organizational climate in regard to principal-teacher relationships. The degree of openness in the organizational climate, in the sense of the working relationship between principals and teachers, is a scale commonly used to describe organizational climate. This degree of openness in principal-teacher relationships influences the shape of the organizational climate. Principals and teachers maintain an open relationship in the following areas: (1) communication flow, (2) goal-setting processes, (3) decision-making involvement, and (4) motivation. Specifically, this conclusion includes these explanations:

- (1) Principals and teachers communicate on a reciprocal professional

level, that is, the open communication process allows information to flow horizontally and vertically in the organization. In this conducive atmosphere, the principals' use of a variety of techniques maintains open communication between organizational members.

- (2) Principals and teachers are able strategists, that is, they plan together on the achievement of desired goals. The curriculum and instructional goals which principals and teachers establish are positively accepted and understood by the organizational members.
- (3) Principals and teachers are mutually involved in decision making, thus contributing to a feeling of task significance. Decision-making involvement encompasses principals and teachers in coupled roles. However, in these schools, teachers freely exercise the right to use innovative teaching techniques and principals exercise the administrative duties. Jointly, principals and teachers share decision making as members of leadership teams.
- (4) Principals and teachers use positive motivational techniques, that is student motivation is not left to chance in these selected schools, nor is it left at the lower level of the needs hierarchy. These principals address the charge that the degree to which the motivational force is present in schools of excellence should be an administrative concern. In these exemplary schools, principals establish working relationships and reward systems which promote an individual's desire to excel.

Group Climate factors play an active role in the relationship between a principal's behavior and organizational climate. These mediating elements are related to individual performance in an organization, and because of the nature

of the elements they influence the tone of the organization. Group Climate factors are exhibited in the organizational climate of the exemplary schools and have a positive impact on individual performance. The active role of Group Climate factors is exemplified in the following conclusions:

- (1) Good rapport between organizational members promotes communication and cooperation in order to fulfill school goals.
- (2) A principal's positive approach in relationship development is a means to build the spirit of excellence.
- (3) The freedom to express oneself is an organizational climate element that builds communication flow which, in turn, promotes the functioning of the organization.
- (4) The quality of an individual's performance is reflected in the degree to which the individual exercised the freedom to select the method to perform the task.
- (5) Group Climate factors include mediating elements which act to shape the tone and the structure of the organizational climate in these exemplary schools.

The school administrator influences factors of the organizational climate. Results indicate that a principal's relationship style sets the tone for relationships of a school. The state of relationships affects the organizational climate of the school. In this study, the spectrum of the principal's influence extends from individual to organizational impact. The tone may be elusive, or an intangible impression, but its impact is felt in the relationships which the principal establishes. This tone is demonstrated in levels of self-esteem felt by teachers, students, and staff members. Intervening factors such as community characteristics and varying socio-economic

levels are present in this study. Nevertheless, the tone of each school reflects the principal's impact on the organization. For example, the dynamics of motivation set the tone in School A, the caring for and nurturing of students form the tone at School B. In School C, the tone is shaped by the commitment to two organizational factors: a dedication to student achievement and principal-teacher decision-making involvement. The different tones of the selected schools reinforce the postulate that what a principal does or does not do fosters the tone of relationships in an organization. The following conclusions reveal an administrator's influence on organizational factors:

- (1) Principals' expectations set the tone for working relationships.
- (2) Principals' reward systems set the tone for student productivity.
- (3) Principals' leadership style provides opportunity for teachers to be involved in organizational activities.
- (4) Principals' feedback to teachers and students enhances and/or improves performance and willingness to work.

The motivational component of principal behavior emerged as a link to excellence in schooling. As the psychological, or cultural leader, these principals worked with organizational members to shape an enduring culture. In these exemplary schools, organizational members, including the principals, react to the ideological system with a strong belief. The strong culture of these schools provides the members with a sense of personal importance and significant work meaningfulness. The result is that the people are highly motivated to work. The principals' relationship to this culture lies in the role which they had in shaping the psychological climate of the school. In this role, the principals define, strengthen, and articulate the goals, values, and beliefs of the exemplary schools.

The dimensions of a principal's behavior include administrative duties, instructional leadership, and psychological or cultural leadership in these exemplary schools. As instructional and cultural leaders, these principals demonstrate distinguishing behaviors which serve to build excellence in their respective schools. First, as instructional leaders, these principals' behaviors have discernible influence on organizational members' behavior and productivity. Second, as cultural leaders, these principals' behaviors influence the strong belief in the culture which serves to set the tone of relationships and shape of organizational structure.

In summary, to conclude this study of the relationship between a principal's behavior and the organizational climate in these exemplary schools, the research indicates that these principals perform many activities in order to move their schools toward excellence. In the practice of these activities, these principals use their legal authority as well as leadership style to establish an organization which reflects the goals, values, and beliefs of the school. The administrative strengths of the selected principals are indicative of individual differences and styles.

Overall, these principals are able to foster relationships with the organizational members which, in turn, shape the organizational structure. For example, in School A where the principal emphasizes positive motivational techniques, a sense of healthy competition to be the very best penetrates the organization. Basically, the motivation originates with the principal who develops relationships with students and teachers by moving up the organizational hierarchy -- relationships, self-concept, attitudes, and performance. An example of a principal fostering relationships is indicated in School B where a tone of caring for and nurturing of each child prevails. In

School C, principal-teacher relationships which are well-integrated for decision making are firmly entrenched in the organizational structure.

The focus of this study has been to investigate the relationship between a principal's behavior and organizational climate in schools located in North Carolina that were recognized as exemplary by the United States Department of Education. In order to accomplish this study, the investigation centered on organizational climate and principal behavior. During this study there has been no intent to compare the organizational climates or the principals of the selected schools. This researcher concluded, as have other researchers in the past, that "Schools feel different." Likewise, these recognized exemplary schools generated different school personalities; however, a major finding of this study indicates that these exemplary schools share common organizational factors and that principal behavior has influenced the tone and shaped the structure of these identified common organizational factors.

In conclusion, this research has generated a description of organizational factors and principal behaviors which, in turn, indicate that a close relationship exists between a principal's behavior and organizational climate in these selected recognized exemplary schools.

Recommendations

The following recommendations are made for administrative practices and for further research of principal behavior, organizational climate, and/or exemplary schools:

- (1) A recommendation for a principal who is in the process of moving a school toward excellence is to determine the extent of the presence of the motivational construct in the school. A first step for principal behavior is to realize that motivation begins with concern for the in-

dividual in the organization. Principals in this study respected individuality and supplied the personal touches to enhance motivation, such as writing notes or letters to organizational members. In addition, these principals attended to an individual's basic needs through organizational techniques such as SWAT teams for students and personal development plans for teachers.

- (2) A major conclusion centers on the postulate that principals perform distinguishing behaviors which influence the productivity of a school. Based on this conclusion, a recommendation for a principal who is in the process of developing distinguishing behaviors is to establish a school climate of high expectations which lead to higher productivity. These expectations should be directed toward instructional activities, a positive learning climate, and student achievement. As a result, these expectations influence and affect self, staff, teachers, students, and parents. Consequently, as observed in the exemplary schools, the impact of a principal's expectations is identified as a distinguishing factor of principal behavior.
- (3) This study reveals critical areas for principal-teacher relationships which promote an open organizational climate. This recommendation suggests that central office administrators plan and present staff development programs which train principals and teachers in effective communication techniques, goal-setting strategies, and decision-making involvement.
- (4) A research need exists for researchers to examine the impact of parent volunteers on school success.

- (5) Further research of the organizational structure of an exemplary school has emerged as a research need. This study should include the effective school model which some researchers identify as hierarchically structured.
- (6) In this study, motivation of the individual and motivation within the organization were investigated. Because of the complexity and scope of the topic, further studies are recommended. The recommendation is for several studies to be conducted such as the study of the relationship of the individual and motivation; motivation in schools of excellence; and development of motivational techniques. Each of these topics represents significant study for further research.
- (7) Organizational Commitment was a factor which, although still above average, was rated low for the exemplary schools as measured by the survey instrument. A recommendation for further research is for a study which centers on organizational commitment.
- (8) This recommendation focuses on the standard of excellence which suggests that a study be made to develop a hierarchy of school excellence. If effective is the basic block, the characteristics should be determined and described for that level. Then, moving upward through advanced stages with pertinent descriptive criteria for each level, the hierarchy finally culminates in a full description of the criteria needed to reach and maintain the desired standard of excellence.

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APPENDIX A

ELEMENTARY SCHOOL RECOGNITION PROGRAM REVIEW PROCESS

REVIEW PROCESS

1. Chief State School Officers (CSSOs) are responsible for nominating schools from their states for consideration at the national level. Each CSSO may nominate a number of schools equal to the number of members of the United States House of Representatives who represent his or her state plus two. Nomination forms will be due in the Department of Education by February 7, 1986.
2. At the national level, nomination forms will be reviewed by a panel of laypersons who are recognized as educational leaders. No Federal officials will serve on the panel. The panel will recommend to the Secretary a group of schools to receive site visits.

Note: No geographic or numerical formulae will be used to guide the selection of schools for site visits.
3. Site visits will be conducted from March 17 - May 23. Each site visit will last two days and will include meetings with parents, teachers, building support personnel, and district administrators. Site visitors will prepare a written report on each visit and the reports will be forwarded to the review panel. (Site visit reports will be available to schools, upon request, once the recognition process is completed.) Site visits will be conducted by individuals who have (1) extensive experience in elementary schools; (2) experience in long-term school improvement projects; (3) experience and/or training in organizational evaluation

and/or qualitative research.

4. The Assistant Secretary for Civil Rights will review current OCR files to determine whether the schools that remain under consideration after the state visits are in compliance with Federal civil rights standards. Schools where, in the opinion of the Assistant Secretary, there is clear evidence of violations will not be given further consideration for recognition.
5. Site visitors and review panel members will meet to discuss each school visited. Following those discussions the review panel will determine which schools to recommend to the Secretary for recognition.
6. The secretary will announce the names of the schools to be recognized in June.
7. Representatives from each school recognized will be invited to Washington for a national recognition ceremony. At that time, each school will receive a flag specially designed for the recognition program.

APPENDIX B

Selected Characteristics of Exemplary Schools Survey

Please return by November 14.
Use enclosed stamped envelope.

Your help is needed and appreciated
in this survey.

Selected Characteristics of Exemplary Schools

Purpose: The purpose of this study is to identify management practices which enhance student performance socially and academically, and thereby determining the role of management/discipline practices in the climate of exemplary schools.

Directions: Please indicate your response as indicated with each item.

1. Does your school's philosophy, as in the school handbook or Southern Association Accreditation, state that the individual student's worth and dignity is recognized? Yes No

2. Do you provide for public (school-wide) recognition of students in the following areas:

- | | | |
|------------------------|-----|----|
| A. Student's birthday | Yes | No |
| B. Good citizen award | Yes | No |
| C. Student of the Week | Yes | No |
| D. Academic Honor Roll | Yes | No |
| E. School Newspaper | Yes | No |
| F. Civic Awards | Yes | No |
| G. Math Contest Awards | Yes | No |
| H. Science Contest | Yes | No |
| I. Essay Contest | Yes | No |
| J. Sports | Yes | No |

K. Other.....please name below

3. What percent of your students are recognized for excellence during the year?

4. What unique award/s do you present to the students?

5. In general, rate the student population's attitude toward school:

(please check)

- A. Calm and boring
 B. Calm and exciting
 C. Hostile and boring
 D. Hostile and unruly
 E. Doldrums (nothing happening)
 F. A sense of partnership between students and teachers.
 G. Other _____

6. Rate the high achievers' attitude toward school:

- A. Calm and boring
 B. Calm and exciting
 C. Hostile and boring
 D. Hostile and unruly
 E. Doldrums (nothing happening)
 F. A sense of partnership between students and teachers.
 G. Other _____

7. Rate the average achievers' attitude toward school:

- A. Calm and boring
- B. Calm and exciting
- C. Hostile and boring
- D. Hostile and unruly
- E. Doldrums (nothing happening)
- F. A sense of partnership between students and teachers.
- G. Other _____

8. Rate the low achievers' attitude toward school:

- A. Calm and boring
- B. Calm and exciting
- C. Hostile and boring
- D. Hostile and unruly
- E. Doldrums (nothing happening)
- F. A sense of partnership between students and teachers.
- G. Other _____

9. According to the school's CAT score, the scores in reading indicate that the school %tile is:

- A. 99 - 76
- B. 75 - 50
- C. 49 - 26
- D. 25 - 10
- E. Below

10. According to the school's CAT score, the scores in math indicate that the school %tile is:

- A. 99 - 76

- B. 75 - 50
- C. 49 - 26
- D. 25 - 10
- E. Below

11. In the area of discipline, the policy is:

- A. Same throughout the school, principal supports
- B. According to the individual teacher
- C. A plan, such as Assertive Discipline.

If not Assertive Discipline, please indicate

12. The number of serious discipline problems since the implementation of Assertive Discipline has

- A. increased
- B. remained the same
- C. declined slightly
- D. declined significantly

13. In the area of discipline, parents usually:

- A. support the school
- B. support the teacher
- C. support the child rather than the school
- D. leave it up to the school to settle the issue

14. The principal's approach to discipline is _____

15. The assistant principal's approach to discipline is _____

16. The teachers' approach to discipline is

- A. systematic, fair
- B. erratic
- C. positive for the student
- D. punishment oriented
- E. other _____

17. The number of teachers who have participated in staff development programs in student management is as follow:

- A. entire staff
- B. some by choice or interest
- C. none

18. Parent volunteers are an active group within the school. Yes ___ No ___

**19. What management practices have you used/or observed in your school that help to build positive behaviors for students socially and academically?

OPTIONAL: Your school:

Signature:

This information will be used as input for a study being conducted by

Betty Nelon, a graduate student for an Ed.D. in Educational Administration at UNCG. This information will be presented in a study entitled, "Selected Characteristics of Exemplary Schools." The study is being made under the direction of Dr. H.C. Hudgins. Thank you for your input and for the use of your information.

Sincerely,

Betty M. Nelon

Valley Springs Middle School

Route 1, Box 16,

Arden, North Carolina 28704

APPENDIX C

On-Site Observation Principal Questions

General Information

School _____

Address _____

Pupil population _____

Number of teachers _____

Number of teacher assistants _____

Number of assistant principals _____

Principal Activities

How would you describe the activities of your day? (%)

1. Time spent in face-to-face contact with teachers, counselors, special teachers _____
2. Time spent in face-to-face contact with students in instructional activities _____
3. Time spent in face-to-face contact with students in disciplinary actions _____
4. Time spent in contact with maintenance, janitorial, bus drivers and nutrition staff _____
5. Time spent in contact with parents _____
6. Time spent with others _____

Instructional Leadership

1. How do you keep informed of student achievement, other than standardized tests?

2. What is the curriculum orientation at the school?

Resources

1. What resources are available for each student?
2. How much is allocated per student?
3. Local resources?

Organizational climate has been described as open or closed between teachers and principals. How would you rate your school in teacher/principal relationships?

Communication? _____

Goal setting _____

Decision-making _____

Motivation _____

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These consist of pages:

121-131, Appendix D School Organizational Climate
Survey

U·M·I

APPENDIX E**School Visitation Greetings****SCHOOL VISITATION****SCHOOL ORGANIZATIONAL CLIMATE SURVEY ADMINISTRATION**

First, I would like to commend and congratulate you for your school's national recognition. Each of you contributes to its uniqueness. Last year, on my first visit to your school, I was totally impressed. As our teenagers would say, "it was awesome!" You have been selected as a role model for other school systems in the state and the nation, and you know how important a good role model is for young people. This now brings significant importance to your role of helping other schools develop excellent and effective methods of educating young people. We, who are doing research in this area, realize that your professional time is filled, but your responses to the questionnaires will provide important data for decision-making and the development of excellent schools.

The purpose of the survey today is to investigate the organizational climate in schools of excellence. The instrument was developed and published by Dr. William Rosenbach and others in a Colorado school district. He is presently with Gettysburg College, and he also has been associated with the Leadership Institute in Greensboro. The questions address aspects of your job. Except for the first page, the questions are answered by a scale of 1 - 7. Please read quickly and respond. Your first reaction is usually accurate. This should take 10 - 15 minutes.

To speed up the activity, let's look at the survey format. Page one is the introduction, page 2 demonstrates a sample question and the scale of 1 - 7. Page 3 is for demographic and organizational comments. These are very important. The numbers are in order, but some questions were omitted because they were not relevant to the study. For the next three pages, please respond on the scale, after that write the number in the blank.

Again, thank you for your cooperation and contributions.

PLEASE NOTE:

Copyrighted materials in this document have not been filmed at the request of the author. They are available for consultation, however, in the author's university library.

These consist of pages:

134-138, Appendix F Scoring the Instrument

U·M·I

JOB ATTITUDE SURVEY

RESPONSE J1

	AVERAGE SCORE	STANDARD DEVIATION
	-----	-----
I. Job Characteristics		
1. Skill Variety	6.00	0.82
2. Task Identity	5.33	0.94
3. Task Significance	7.00	0.00
4. Autonomy	5.67	0.94
5. Feedback From Job	5.33	0.94
6. Feedback From Supervisors	7.00	0.00
7. MPS	185	
II. Goal Characteristics		
1. Goal Clarity	2.50	1.50
2. Goal Acceptance	4.00	0.00
3. Goal Setting Participation	4.00	0.00
4. Feedback On Goal Accomplishment	4.00	0.00
III. Group Climate		
1. Psychological	6.50	0.50
2. Communications Climate	6.75	0.43
3. Structural Climate	3.33	1.89
IV. Satisfaction Scale		
1. General Satisfaction	7.00	0.00
2. Growth Satisfaction	4.00	0.00
3. Satisfaction With Supervision	4.00	0.00
V. Organizational Commitment	4.33	2.05

APPENDIX G

RESULTS: ORGANIZATIONAL CLIMATE SURVEY

Demographics: Number of Years of Service in the Organizational Position.

Years:	1-5	6-10	11-15	16-20	21+	NoR*
School						
A	13	14	11	1	4	
B	15	13	19	8	4	1
C	6	6	6	4	2	

* No response

Demographics: Chronological Age of Organizational Members.

Years:	20-25	26-30	31-35	36-40	41-45	46-50	51+	NR*
School								
A	2	5	7	8	11	4	6	
B	4	4	12	14	12	5	8	1
C	-	2	8	9	3	1	1	

* No Response.

APPENDIX H
CONSENT FORMS

From Dr. William Rosenbach: (under date of December 2, 1987)
Department of Management,
Gettysburg College,
Gettysburg, Pennsylvania 17325-1486.

Permission to use his Job Attitude Survey material.

Ms Nelson -

Attached, copies of JAS, JAS scoring instructions,
Response Sheet and Education article. If you have
questions feel free to call.

Best wishes

A handwritten signature in cursive script that reads "Bill Rosenbach". The signature is written in black ink and is positioned below the typed text "Best wishes".

32 Killian Road,
Asheville, North Carolina 28804
January 18, 1988

Dear Superintendent:

Thank you for agreeing to let the principal and staff of Ira B. Jones Elementary School participate in the doctoral study, "The Relationship Between Principal's Behavior and the Organizational Climate in Recognized Exemplary Schools," which is being conducted by Betty Nelson. This study is being directed by Dr. H.C. Hudgins of the University of North Carolina at Greensboro. Your help is greatly appreciated, especially at this busy time of year.

Your signature on this permission is needed as part of the process of the study. If you would please sign in the space below and return the letter in the enclosed self-addressed stamped envelope, it would complete the process.

Should you have any questions, please do not hesitate to contact me or Dr. Hudgins. Once again, many thanks for your cooperation in this study.

Sincerely,

Betty M. Nelson

Betty M. Nelson

The above request was acknowledged and permission was granted for the study to be conducted at Ira B. Jones Elementary School.

Douglas L. Pearson

Superintendent

Jan. 22, 1988 Date

32 Killian Road,
Asheville, North Carolina 28804
January 18, 1988

Dear Superintendent:

Thank you for agreeing to let the principal and staff of Park View Elementary School participate in the doctoral study, "The Relationship Between Principal's Behavior and the Organizational Climate in Recognized Exemplary Schools," which is being conducted by Betty Nelson. This study is being directed by Dr. H.C. Hudgins of the University of North Carolina at Greensboro. Your help is greatly appreciated, especially at this busy time of year.

Your signature on this permission is needed as part of the process of the study. If you would please sign in the space below and return the letter in the enclosed self-addressed stamped envelope, it would complete the process.

Should you have any questions, please do not hesitate to contact me or Dr. Hudgins. Once again, many thanks for your cooperation in this study.

Sincerely,

Betty M. Nelson
Betty M. Nelson

The above request was acknowledged and permission was granted for the study to be conducted at Park View Elementary School.

Sam Houston _____ Superintendent

1-12-88 _____ Date

32 Killian Road,
Asheville, North Carolina 28804
January 18, 1988

Dear Superintendent:

Thank you for agreeing to let the principal and staff of Brevard Elementary School participate in the doctoral study, "The Relationship Between Principal's Behavior and the Organizational Climate in Recognized Exemplary Schools," which is being conducted by Betty Nelson. This study is being directed by Dr. H.C. Hudgins of the University of North Carolina at Greensboro. Your help is greatly appreciated, especially at this busy time of year.

Your signature on this permission is needed as part of the process of the study. If you would please sign in the space below and return the letter in the enclosed self-addressed stamped envelope, it would complete the process.

Should you have any questions, please do not hesitate to contact me or Dr. Hudgins. Once again, many thanks for your cooperation in this study.

Sincerely,

Betty M. Nelson
Betty M. Nelson

The above request was acknowledged and permission was granted for the study to be conducted at Brevard Elementary School.

A. M. Hudgins

Superintendent

1-27-88

Date